

The township schools foundation phase teachers' experiences in the implementation of CAPS

**By
Sihle Wendy Magagula**

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ABSTRACT

The purpose of the study was to explore the township schools foundation phase teachers' experiences in the implementation of CAPS with regard to curriculum implementation and how their knowledge and experiences influence the implementation of the curriculum. The literature review provides insights into the current practices regarding CAPS in the foundation phase in South African primary schools comparatively throughout the world.

A qualitative case study research was adopted for this study and semi-structured interviews. The findings highlight that although teachers experienced challenges in implementing CAPS, they acknowledge the benefits of previous workshops. The article recommends that curriculum designers and the Department of Education need to urgently review CAPS. It has been emphasised that teachers need to be actively involved during the review process. Amongst all the requirements for curriculum implementation, teachers need to be constantly monitored and supported to ensure the quality of teaching and learning.

DECLARATION

I Sihle Wendy Magagula (student number: 764868) am a student registered for Masters in Management in the year 2014, hereby declare the following:

I confirm that this research is my own unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management (in the field of Public Development) in the University of the Witwatersrand, in Johannesburg. It has not been submitted before for any degree or examination in any other university.

Signature:  _____ Date: March 2015

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ABBREVIATIONS

The following abbreviations and key terms have been used in this research. Some relate to the education system in South Africa whilst others are general.

ANC	African National Congress
CAPS	Curriculum Assessment Programme Statement
C2005	Curriculum 2005
Curriculum	A particular subject in a syllabus with a set of planned activities and specific purpose
District	Administrative divisions
DoE	Department of Education
Foundation phase	Lower primary (Grade R-3)
RNCS	Revised National Curriculum Statement
HOD	Head of Department
District	Administrative divisions
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes Based Education
Rural	A less developed countryside
SADTU	South Africa Democratic Teachers' Union
Township	A new area being developed for residential use

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Background

The post-colonial period has witnessed reforms in the education system in South Africa and teachers have experienced rapid curriculum transformation which is influenced by the rapid increase in global knowledge, technology and skills. South Africa has responded to these demands by reshaping its curriculum to meet international standards of education.

After the colonial era, the new government of South Africa adopted Outcome Based Education (OBE) to replace the old curriculum which was described as out dated (Jansen, 1998). However, there were several challenges encountered and as a result in 2005, the National Curriculum Statement (NCS) was introduced. In 2009, the curriculum was reviewed and a single document known as National Curriculum Statement Grades R-12 (DBE, 2011a) was produced. The current curriculum that is being implemented is CAPS. This new curriculum is NCS in principle, as it follows the same process and procedures.

The South African government initiated school curriculum reforms which focus on better instructional methods, reliable and valid assessment practices, (Lombard, 2010). Lombard highlights that the new curriculum is aimed at meeting the needs of all learners regardless of their environment, ethnicity, economic status or disability. This established higher standards for teachers and education officials as it required them to have a good understanding of and positive attitudes towards the curriculum transformation.

The conceptual framework for this research is change management. For curriculum change to be successfully implemented there is a need for steps in managing that change to be followed. Kotter highlights that change fails because managers do not realise that change is a process that needs to follow every step in the change process for its successful implementation. Some managers take it as an event, skip some stages and declare victory too early. He further points out that change advances through stages that build on each other and may take some time. Therefore, skipping stages may lead to speed and not produce a satisfying result (Kotter, 1995).

1.2. Preamble

This research focuses on the experiences of foundation phase teachers in township schools as regards that the implementation of the Curriculum Assessment Policy Statement. The research presents six chapters, starting with chapter 1 which provides with the context of South Africa, background information on CAPS in South Africa. It also has research statement, examining the significance of the study and what motivated the researcher to carry out the study and the beneficiaries of the study of the research. In the second chapter, a literature review, the researcher unpacks concepts and definitions of the area within which the research is placed and the relevant literature. It also identifies the theoretical framework. This is followed by chapter 4 which outlines the methodology used by the researcher and the reasons for it being chosen. This chapter also presents the findings and interpret the data with brief comments. Chapter 5 deals with an analysis of the research, referring to the educators with brief comments. Finally, chapter 6 provides a conclusion for the final findings in chapter 3, plus a brief summary and recommendations emerging from the study.

1.3. South Africa in context

The Republic of South Africa, situated on the continent's southern tip, is bordered by the Atlantic Ocean on the west and by the Indian Ocean on the south and east. Its neighbours are Namibia, in the north-west, Zimbabwe and Botswana in the north and Mozambique and Swaziland in the north-east. South Africa is a multi-cultural nation, with many ethnic groups and colonial nations www.fao.org/.../southafrica.htm. Eleven official languages are spoken in South Africa: Xhosa, Zulu, Afrikaans, English, Ndebele, Pedi, Sotho, siSwati, Tsonga, Tswana, Venda. English is the official language and the other eight are national languages.

<http://www.portfoliocollection.com/UsefullInfo/South-Africa's-Official-11-Languages>.

Most of the people of South Africa speak more than one language. Dutch and English were the first official languages in South Africa. Dutch was replaced by Afrikaans.

1.3.1 The education system in South Africa

The post-democratic South Africa saw reforms of an education system which was thought to be out-dated (Jansen, 1998). The old curriculum was seen as reinforcing racial injustice and inequality whereas the curriculum transformation was seen as a necessity in promoting unity and common citizenship for all South Africans, (Department of Basic Education, 1994). Therefore, the new curriculum has its origins in the struggle of social movements around education and curriculum in the pre-apartheid period, (Motala and Vally 2002: 180).

The introduction of this curriculum was the new government's initiative to address the past ills of apartheid, (Mason, 1999). It has been argued that these curriculum reforms were politically influenced by social factors which

included the ruling party, African National Congress (ANC), teachers' unions (including the South African Democratic Teachers' Union) and university based intellectuals, (Chisholm, 2005). Due to the political pressures after the new South Africa in 1995, the education system of South Africa introduced the curriculum to outcomes-based education (OBE), (DBE, 2007).

The new curriculum was launched in March 1997 and was known as Curriculum 2005, (Mouton, Louw, & Strydom, 2013). According to Jansen, the OBE does not have a single historical legacy as some trace its roots to behavioural psychology with Skinner, and others to mastery learning connected to Benjamin Bloom. In South Africa it is claimed that its origins can be traced in Australia, New Zealand, Scotland, Canada and limited circles in the United States of America, (Chisholm, 2005). During the emergence of the OBE it is worth mentioning that observers from Australia and New Zealand were used to translate it to workable units of information for teaching and learning (Jansen, 2002).

The curriculum 2005 (C2005) was a political inventiveness, (Mouton, Louw, & Strydom, 2013). This was an initiative by government to address the inequality in the education system, by meeting all the learners' needs in spite of their environment, ethnicity, economic status and disability (Lombard, 2010). Between 2000 and 2002 the politics of the curriculum review were examined and revised, which led to the creation of the Revised National Curriculum Statement (RNCS) which became a policy in 2002 (Chisholm, 2005).

According to (Chisholm, 2005), the curriculum revision took place in three stages, the first of which involved cleansing the curriculum of its racist and sexist elements immediately after elections. The second stage involved the implementation of outcomes-based education which was connected to formative and continuous rather than summative assessment through

C2005 (Chisholm, 2005). It forms part of the National Qualifications Framework (NQF) that became policy in 1995 (Young, 2001). The last part forms the review and revision of C2005 after the recommendations made by the Ministerial Review Committee appointed in 2000, (Chisholm, 2005).

The Department of Education (DoE) introduced the National Curriculum Statement (NCS) for Grades R-9 and Grades 10-12 (DoE: 2002). The curriculum review took place in 2009 and a single document known as the National Curriculum Statement Grades R-12 was introduced in 2011 to minimise the challenges encountered in OBE (DBE, 2011a). The newly reviewed curriculum in South Africa which is currently implemented, is known as Curriculum Assessment Policy Statement (CAPS) which was implemented in Grades 1, 2, 3 and 10 in 2012 and is currently implemented in Grades 4, 5, 6, and 11, (Mouton, Louw, & Strydom, 2013). Therefore, the NCS and CAPS are new version of the OBE which have been reviewed and revised in an effort to rectify the mistakes found in OBE.

CAPS is not a new curriculum, but an amendment to the National Curriculum Statement (NCS). It still follows the same process and procedure as the NCS Grades R–12, (Pinnock, 2011). It is an adjustment to *what* we teach (curriculum) not *how* we teach, (Grussendorff & Booyse, 2014). This curriculum and assessment policy was developed to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12, ((DBE), 2011).

Every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement that will guide the teacher on the content they are expected to teach and assess in each grade, subject by subject.

The traditional curriculum that took place before 1994 focussed on subject-based teaching where the teaching and learning process was teacher-centred rather than learner-centred. Its emphasis was on knowledge and ability which was delivered by the teacher. The learners partially participated in the classroom. However, the new curriculum introduced an outcome-based education with the intention of addressing the ills of apartheid (Mason, 1999). It changed focus from being teacher-centred to a learner-centred as it promoted active and critical learning. It also ensures that learners apply knowledge and skills meaningfully to their own lives (DBE, undated). In addition, it encouraged development of skills throughout the school-leaving population intended to improve the South African workforce for participation in an increasingly competitive global economy, (Mason, 1999).

Therefore, the researcher noted a number of insurmountable challenges with the new curriculum which has been revised quite a number of times. In this regard, the NCS represents the Curriculum and Assessment Policy Statement (CAPS) for teaching and learning in South African schools. Even today teachers are still struggling to understand what the curriculum theoretical framework is all about, they are still failing to implement the curriculum successfully, (Erden, 2010). It is against this background that this article is investigating experiences of foundation phase teachers in township schools in the implementation of CAPS.

The research was conducted at Ikusasaletu Primary School, a school under Ekurhuleni South District Offices. The district is part of the Gauteng Department of Education, situated in Meyersdal in the Alberton area. It serves schools in Vosloorus, Katlehong, Thokoza, Boksburg, Alberton, Germiston, Edenpark. It has a total number of 192 schools.

1.4. Problem Statement

Curriculum implementation in rural and township primary schools in the foundation phase has several challenges that need to be addressed urgently to improve the quality of teaching and learning in the classroom. With the evident challenges experienced by teachers and learners internationally and nationally the level of education will continue to diminish, (Fleisch, 2008; Moalosi & Molwane, 2010:29).

Issues of concern had been identified as less training received by teachers, limited resources, complexity of the language used in CAPS and limited support from the districts. Therefore, this has persuaded the researcher to focus on this subject matter. It became evident that teachers still find it hard to comprehend what the curriculum theoretical framework is all about hence they fail to implement the curriculum successfully. These factors have weakened the quality of education in South Africa, (Erden, 2010).

Due to limited resources in schools it became difficult for teachers to effectively implement CAPS. This resulted to the weakening of South African education because most teachers did not have proper knowledge of CAPS. I have witnessed some of these problems over a period of three years while teaching at primary school. Most teachers are losing interest because of their limited knowledge of CAPS and the scarcity of resources to effectively implement it.

In South Africa there are children who come from low socio-economic back grounds who cannot afford to attend pre-school and English medium schools where there is an adequate supply of the resources.

To address the problem some researchers have suggested that the Department of Basic Education must put into place mechanisms that will

see to it that the curriculum is implemented successfully (Mohd Meerah, Halim, Rahman, Abdullah, Hassan and Ismail,(2010:50). Some of the strategies suggested by these authors include more support, training and motivation for teachers so that they may be dedicated and professional when implementing the curriculum.

The fact that the current revised curriculum, which is considered as a new curriculum representing the OBE and RNCS, still faces the same problems encountered by the OBE and RNCS, compelled the researcher to investigate teachers' experiences regarding to the issue of new curriculum implementation.

The literature indicates that the curriculum change was not meant to place more burdens on teachers but to achieve development goals (Sigthorsson, 2008). It also specifies in the literature that the new curriculum motivates students to be actively involved, explore and develop students' ability of collecting and processing information (Zhang, 2010). They are also encouraged to apply knowledge and skills in their everyday life. Furthermore, the new curriculum also requires teachers to change their teaching style to encompass its demands (Zhang, 2010).

1.5. Purpose of the Research

The education system in South Africa aims to meet international standards of education. Its goal is to increase global knowledge, skills and technology in the society. However, currently there are unwavering challenges which hampers South Africa education system's aim and presents obstacles in the fulfilment of this aim. These include limited resources, overcrowding in classrooms, and limited teachers' training and limited support from government officials at district level. The above mentioned challenges contribute immensely to the weakening of the quality of education in South Africa.

As a result the study purposes to investigate township schools foundation phase teachers' experiences in the implementation of CAPS. The study examines the challenges teachers encounter when implementing CAPS. This enabled the study to explore the perceptions of teachers towards CAPS implementation, identified what has been done to successfully implement it and how far does the Department of Education assist them.

1.6. Research question

1.6.1. Introduction

This chapter describes issues which led to the study. It includes the research questions, its hypothesis, significance and delimitations and the context of the case study school.

1.6.2. Main Research Question

The final sub-questions of the research questions changed as my understanding of the theory and methodology of the research topic

deepened and became focused. The research originated from outcry from teachers about the complexity and difficulties of the new curriculum implementation of CAPS. The main intention was to explore the township schools foundation phase teachers' experiences in the implementation of CAPS and the changes and challenges educators experiences in the implementation of CAPS. The question focuses on teachers at primary school, mainly the foundation phase. Specific questions that generated from the main research question are as follows:

- a) What are the perceptions of teachers regarding the introduction of CAPS in schools?
- b) How far has government supported teachers in the implementation of CAPS?
- c) What has been done to successfully implement curriculum change?
- d) What are the challenges encountered by teachers with regard to CAPS implementation?

1.6.3. Significance of the study

The study will be undertaken as a result of my professional concern as a learner-trainer being involved in training learners in primary schools. My experience, as well as formal and informal discussions with teachers in primary schools indicated that the teaching and learning of CAPS needed to be improved. This study is therefore, potentially significant in identifying strategies for improving the teaching, learning and administering of CAPS in South Africa.

It is also expected to contribute to research documentation that might be addressed to the Department of Education, especially the policy-makers, the Teacher Training and Development (TT&D), the Curriculum Development and Evaluation departments with the accurate and informative current feedback on how teachers interpret CAPS. It will also

provide important and useful information and guidance to primary school text-book publishing companies on the strengths and weaknesses of CAPS prescribed materials for future development.

Finally, the introduction of CAPS as monitored by this research study is expected to be viewed as a way forward for the country. Educationists, the Department of Education and stake holders will gain new educational insights and knowledge about the discipline's application in primary schools. The study aims to alert its readers to the value of CAPS to society in general and primary pupils in particular.

1.6.4. Delimitations of the study

This section is about the geographical delimitations of the study. The education of South Africa has districts in all the nine provinces for an appropriate allocation of schools to education officers and offices. These are the nine provinces: Gauteng, Mpumalanga, Limpopo, North West, Western Cape, Northern Cape, Free State, KwaZulu-Natal and Eastern Cape. The study was conducted in the Gauteng province depicted in yellow on the map of South Africa in figure 1 below.

Figure.1: Map of South Africa



Subjects of the study were drawn from Ikusasaletu Primary school. The issues of funding and time were considered when selecting this school. The researcher will not receive any kind of financial assistance from the university or any sponsor. In terms of time, the researcher selected the school at which she is working, as there is limited time to collect and analyse the research. Limited time was also the reason the data was gathered in only one school. The school chosen is situated in the township of Vosloorus.

There are 32 teachers in the school with two administrators and 946 learners in total. Pupils from this school come from the surrounding areas and all of them are day scholars. Learners from this school come from different multicultural ethnic groups. Unlike learners from urban schools who wear proper uniforms, about 65% of the learners wear full uniform and the rest have some uniform items or none at all. This is because the learners are from families of different socio-economic status. The school

offers education to learners between the ages of five and 17, starting from grade R to grade 7.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter focuses on critically reviewing the relevant literature regarding the experiences of teachers in rural schools with regard to CAPS implementation. This study will focus on the primary school level, mainly the foundation phase. The researcher will concentrate on grade 1, 2 and 3 teachers where the implementation is already taking place. However, there is limited literature concerning the CAPS programme in South Africa, since it is still at infancy stage. Therefore information will be mostly drawn from international research, OBE and RNCS literature which were reviewed and revised to give birth to CAPS. There have been a number of criticisms concerning the new curriculum since its emergence. Teachers in South Africa are experiencing a lot of curriculum change (Education D. o., 2007).

Supporters of OBE emphasised that the new curriculum will meet the needs of the learners regardless of their environment, ethnicity, socio-economic background or disability, (Mouton, Louw, & Strydom, 2013). It was believed that there would be greater curriculum focus, better instructional methods, reliable and valid assessment (Lombard, 2010). However, there are a number of challenges that have been highlighted by the literature which indicate that even after the new curriculum was reviewed and revised the challenges are still significant. This has compromised the quality of education in South Africa. It has also resulted in the transformation of the education system of South Africa in which the government is still trying to address the past ills of the apartheid while balancing risks and opportunities, (Zewotir & North, 2011).

The reason behind focusing on township schools is that these schools encounter numerous challenges compared to urban schools. Some of the challenges highlighted by this literature include limited resources, inadequate teacher training, and lack of support from the government.

The literature used in this research was sourced from Wits databases EBSCOHOST, Sabinet online, Google scholar and Google. The key words include Curriculum Assessment Policy Statement, Outcomes-based education, assessment, change, governance, performance, poverty, rural, apartheid, and politics.

2.2. Comparison between OBE and CAPS

All phases in schools have not yet implemented CAPS, therefore OBE is still relevant in the new CAPS and it is “played down”. The Department of Education is on the verge of revising existing study material, (du Plessis, 2013). Du Plessis clarifies that CAPS is a modification of what we teach (curriculum) and not how we teach, (du Plessis, 2013). It is not a new curriculum but an amendment of NCS. It follows the same process and procedure as NCS grades R-12, (Pinnock, 2011). On the other hand, OBE is a method of teaching, not a curriculum. This means that the curriculum has been repackaged, not the teaching method. Therefore, the curriculum is written now in content format rather than outcomes format (du Plessis, 2013).

Moreover, OBE is an improved version of NCS whereby it was examined and reviewed. In 2002 the NCS became a policy, (Chisholm, 2005). After the NCS, CAPS was introduced to address some of the challenges encountered in OBE and NCS.

OBE, NCS and CAPS do have similarities as they all convey the knowledge, skills and values which should be communicated in a post-

apartheid South Africa education system (Grussendorff & Booyse, 2014). They also have a list of values, which includes social justice, human rights, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds, (Grussendorff & Booyse, 2014).

However, OBE and NCS focus on equalising the past imbalances in education, and the values related with a democratic South Africa. On the other hand, it has been noted that all the curricula mention inclusivity. Nevertheless, it is listed in passing in NCS and is detailed in CAPS as one of the general aims, (Grussendorff & Booyse, 2014). OBE is also described as participatory, learner-centred and activity-based education, whereas CAPS encourages an active and critical approach to learning, rather than uncritical learning of given truths (Grussendorff & Booyse, 2014).

2.3. Discussion of curriculum change

Globalisation has enabled curriculum policy implementation in the last decade to be a decentralised process in South East Asia in an effort to improve the quality of education (Weng, 2003). The curriculum policy implementation in these countries has been contradictory to the traditional centralised approach in South East Asia because of the significant interference of the government (Chan, 2010). In spite of the positive changes brought by the new curriculum it is very difficult for people to embrace change, in spite of valid reasons being +provided for that change. It is important that people are given enough time to undergo the change process in order to get used to the idea.

Like the South East Asia countries, South African curriculum reforms took place in the post-apartheid era from traditional curriculum to new curriculum. The literature to be discussed include the traditional curriculum which focused mainly on subject-based teaching where most subjects

lacked integration, teaching methods stressed knowledge and ability delivered by teachers in the classrooms, (Zhang, 2010).

The traditional curriculum concentrates mainly on teachers' role rather than the students' needs of independent development, whereby students passively participated in class, (Zhang, 2010). On the other end, the new curriculum concentrates on skills-based teaching whereby students are expected to develop critical thinking and stresses skills development. It no longer focuses on the teachers' role; rather it expects the learner to be actively involved in the teaching and learning process.

When the new curriculum was introduced it was first embraced by teachers. However, as time went by, the nightmares began to unfold. Although for many the new curriculum was viewed as a vehicle of success, when it was implemented as all sorts of hidden snags began to unfold (Mbingo 2006).

One may first look at the definitions of curriculum provided by different authors. One scholar defines curriculum as an attempt to study, analyse, and appreciate the reality within the school environment, (Sigthorsson, 2008). On the other hand, Kelly argues against curriculum being a syllabus to be communicated, but stresses that it is a vision of the purpose of schooling as a starting point for the curriculum that authenticates the content, organisation and an awareness of the possible outcomes and effects on students, (Kelly, 2004).

Both definitions have in common the idea that the curriculum is of teaching, learning activities and implementation of the original planning and reality. In order for curriculum to be implemented successfully, several laws must be passed by the national legislature specifically that relate to the school curriculum in a country, (Marinas & Ditapak, 1998). In principle, curriculum policies are usually set out by the Department of Education,

Culture and Sports through various orders, circulars, memoranda and bulletins. They are aligned with national priorities and contribute to the achievement of development goals (Sigthorsson, 2008).

In the Chinese context, the new curriculum is described as complex and diverse because it cannot be achieved through a top-down approach but it requires teachers to assume active roles through working with individual expertise and through the adoption of different strategies by government (Chan, 2010). Zhang further defines the new curriculum in China as more balanced, integrated and selective. This means that the focus has shifted from being teacher-centred to learner-centred. In this new curriculum the learner is actively involved in class, as teaching in the new curriculum promotes exploratory and hands-on approaches concentrating on information and technology and project research (Zhang, 2010). It is evident that the new curriculum requires high level of performance from both the teacher and the student to achieve the desired outcomes.

Furthermore, Zhang note that the new curriculum in China also encourages students to apply knowledge and skills into their everyday life. Therefore, it requires teachers to change their teaching style to encompass these demands. For instance, teachers are expected to have competent management skills and communication skills (Zhang, 2010) in order to deliver the new curriculum effectively. Feng agrees with Zhang as he highlights that teachers' development is crucial in this regard as to ensure essential quality of the reforms and successful implementation of the new curriculum (Feng, 2006). They are also expected to develop critical thinking abilities and research skills to enable them to stay ahead of their students and gain deeper insights of the subject matter.

African and South African schools experience the same thing: most of the schools that underwent curriculum reforms have changed their teaching and learning methods with greater focus on student rather than the

teacher. Like the Chinese curriculum, the new South African curriculum encourages learners to be actively involved in class, explore and develop abilities (Erden, 2010).

South Africa's new curriculum dialogue is significant because of its resonance with the language, policy and practices of education internationally (Chisholm, 2005). Other scholars argue that when South Africa implemented the new curriculum the country borrowed Northern educational ideas and implemented them in South Africa's social context and have been transformed by it (Kallaway, 2002). However, Chisholm argues that such borrowed ideas always have an indigenous element in the particular South African social context (Chisholm, 2005). Thus may result in the failure in some aspects of the new curriculum.

2.3.1. Principles of curriculum change

Change is unavoidable, as life grows and develops through change. Curriculum change may continue to transform with changes brought about at a later stage (Mbingo, 2006). Mbingo states that change may take a long period as there are many stages that need to be passed through in order to successfully accomplish the change process. Curriculum change is an idea that comes from people, and is developed by them (Mbingo, 2006). In principle, curriculum policies are usually set out by the Department of Education, Culture and Sports through various orders, circulars, memoranda and bulletins. They are aligned with national priorities and contribute to the achievement of development goals (Sigthorsson, 2008).

Therefore, it is the responsibility of the curriculum developers, the Department of Education and influencers of curriculum change to elicit enthusiasm from the key people about the proposed change. They must be involved throughout the change process in order to gain support in the

implementation stage and this may result in successfully implementing it, (Mbingo, 2006). Effective curriculum implementation is dependent on how well the relevant stakeholders are informed and have been prepared to embrace the change (Carl, 2002). One may point out that in curriculum implementation all key stakeholders need to be involved to avoid tension and arising challenges in any stage in the change process and implementing stage.

Another principle of managing curriculum change is consultation prior to the implementation. In this regard, frequent engagement of teachers as key implementers to get their perspectives and articulate the challenges they encounter in their day-to-day work is one of the basic principle to be applied when implementing curriculum change (Carl, 2002). Waiting for the challenges to be momentous and not consulting the key players in all the stages of the change process might lead to the failure. Therefore, with regard to change management and curriculum reforms, teachers' involvement and participation is essential in the process of adaptation (Chan, 2010).

Top officials from the Department of Education should actively work with teachers, since they are the persons affected by the change from implementation to testing, use and retesting. Their engagement will maximise the success of the change initiative (Grieves, 2010). Moreover, consultation can also be done with countries who have successfully implemented this change process in spite of the current challenges they experience.

Proper planning and consultation with the relevant stakeholders at the conception stage of the change process is essential (Kotter, 1995). However, in China during the curriculum change other scholars argue that teachers were not consulted or given any autonomy for implementation of the school curriculum (Chan, 2010). This is against the principle of

managing change because when planning is done properly, it provides a clear sense of direction to the activities of the change process and also minimises uncertainties by encouraging managers to probe and diagnose threats and weaknesses of the change process. (Kotter, 1995). Therefore, in curriculum reforms poor planning may lead to shortage of resources and failure of implementation.

Visible support from key people within the Department of Education is very important during the early implementation of the curriculum change to sustain the process. Change management principle indicates that there must be a strong guiding coalition when introducing a change, with the right composition, level of trust and shared objectives (Kotter, 1995). One tends to agree with Kotter that support from the managers is essential, such as regular visits from educational officials to schools, supply of the necessary resources, and adequate training of teachers. For instance, Chan makes a good example that teacher's professional development has a positive impact on the success of curriculum implementation (Chan, 2010).

Another principle of managing change is the development of a vision and a strategy. Kotter argues that a drive for change without a clear focus will rapidly fizzle out unless you develop a clear vision of the future that is accompanied with a clear description about how things will be different in the future (Kotter, 1995). Therefore, when South Africa underwent curriculum change after the apartheid period it was important to develop a clear vision and a strategy of how the reforms would be implemented.

In curriculum change, curriculum influencers and supporters need to formulate a strategy and communicate it to all members of the coalition. They need to be fluent in both of these vision statements and work with the coalition members to develop the strategies that will deliver the vision (Kotter, 1995). When all the members of the coalition are have a clear

vision, it will enable them to easily learn the assigned new active roles and work out the curriculum through professional collaboration and individual expertise (Chan, 2010).

2.3.2. Reasons for curriculum change

South African curriculum change was a movement for the change of curricula in schools, colleges, universities, technikons, and community organisations and in the workplace (Mbingo, 2006). Mbingo further asserts that curriculum reform does not happen just for the sake of change, but that certain elements are considered, accompanied by strong arguments for the change proposal. In South African context there are several reasons highlighted in the literature that led to the curriculum reforms.

Firstly, in South Africa curriculum change was initiated by the current government after the apartheid period in an effort to address the legacy of apartheid education, by encouraging the development of skills throughout the school-leaving population, (Mason, 1999). Mason asserts that it also improves the preparedness of South African workforce for participation in a competitive global economy.

2.3.3. Barriers to change

Mbingo (2006) cites important points that hinder successful change process. One obstacles is that people see things differently. This tends to delay or even hamper the change process because people focus on the not so important aspects of the process and ignore the critical parts. In addition, the change of authority structures in the system and redistribution of resources affect the change process as people tend to resist when power changes. Most of the time human beings prefer to do familiar things, they believe it provides security for them rather than entering in an unknown world (Mbingo, 2006).

Improper planning is another factor that may hamper successful implementation of a change process. Planning enhance the smooth operation of the day to day operation as it will enable leadership and management to fairly distribute resources available. This can avoid the skewed distribution of resources amongst schools.

Furthermore, lack of strategy and vision when proposing and implementing the change process may delay its success. Formulating a strategy can be of great help to leadership of curriculum developers and initiators to integrate knowledge of the environment, vision and mission with the schools core competence in such a way as to create synergy and increase value to its stakeholders (Kotter, 1995).

Absence of monitoring and evaluation mechanisms at the planning stage to avoid delays could hamper the effective implementation of the change process. It is a principle of managing change for senior officials of the DoE to monitor the change process in every stage rather than monitoring and evaluating it after implementation or investigating when it has failed.

2.4. Training teachers received for curriculum implementation

It is very important to evaluate the kind of training teachers received in order to explore teachers' understanding and knowledge of the curriculum. For effective implementation of the new curriculum training is most significant. Research indicates that teachers are now working in a complex system of change that requires a high level of teacher performance and student output (Chan, 2010). However, their professional development is hampered by their busy schedule induced by government policies on quality education and assessment, (Chan, 2010).

Research from China indicates that before the implementation of the new curriculum, it was launched alongside large-scale teacher training. This was a principle made clear by the Ministry of Education, (Wang & Zhichun, 2011). The training was free for both primary and secondary school teachers in poor, western areas to give those educators the opportunity to participate in high level, national training, (Ministry of Education, 2008). In addition to the continuous teachers' training on the new curriculum there were continual innovations in teacher training models, methods and strategies (Wang & Zhichun, 2011).

These included school-based training, seminars, teaching research, online training and online interactions, (Ministry of Education, 2008). However, other scholars argue that the central and western regions of China have very few opportunities for teachers training, and as a result some teachers have out-dated knowledge and methods which make it impossible for them to adapt to the new curriculum requirements, (Wang & Wang, 2008)

On the other end, findings in China also indicate that teachers found the workshops and seminars as fairly suitable for assisting their understandings compared to the reform documents provided by the government, (Chan, 2010). However, teachers in South African schools complained of the flashy and short workshops they attended, (Mbingo, 2006).

Mbingo further reports that the teachers complained that just a few teachers were selected for workshops and were expected to come back and pass on the information to those who did not attend. Chan on the other hand, notes that to further their understandings teachers also utilised the school-university partnership which provided them with opportunities for in-service professional development (Chan, 2010). It is also noted that training provided in South Africa took place after work when teachers are

tired and ineffective (Mbingo, 2006). This made it difficult for teachers to actively participate in the workshops or benefit from them.

2.5. The nature of teachers' response to curriculum change

Teachers have mixed reaction towards curriculum change globally and internationally. Some felt confused by the new roles of the curriculum, while others readily accepted it. On another note, teachers accepted the new norms due to institutional norms and yet others resisted it.

The first response by teachers was the one of approval of the new norms. These teachers appreciated the possibilities brought by the new school-based curriculum and were willing to take advantage of the innovation (Keskula, Loogma, Kolka, & Sau-EK, 2012). These encouraged teachers to be creative within the national framework and it produced social innovation in the form of a new school curriculum (Keskula, Loogma, Kolka, & Sau-EK, 2012).

The second type of response is accepting the new norms due to institutional requirements, (Keskula, Loogma, Kolka, & Sau-EK, 2012). Chan notes that teachers accepted the new curriculum because they wanted to fulfil the standards set out by their government. However, it is highlighted that teachers accepted the new norms with less enthusiasm (Keskula, Loogma, Kolka, & Sau-EK, 2012). While some teachers might not have agreed with all the elements of the curriculum, they saw it as a framework that is flexible enough to let them introduce their own ideologies, (Keskula, Loogma, Kolka, & Sau-EK, 2012). Chan noted that the curriculum was not decentralised as the changes to the curriculum were controlled by government. This resulted in schools and teachers choosing a curriculum that was influenced by government documents rather than choosing their own school-based curriculum, (Chan, 2010).

One may point out that teachers in this case did not fully accept the new curriculum; rather they were only complying with the government. This for teachers because adaptation to the change process is very important for Successful implementation. Consequently, the implementation was bound to fail with such response from the key implementers. Thus Chan assert that schools and teachers felt compelled to adopt the government documents when given a chance to choose their own school-based curriculum because schools are supposed to be accountable for the performance of teachers and students and the effective implementation of the curriculum, (Chan, 2010). As a result, teachers were eager to learn more about government expectations to make their work easy and relevant, (Chan, 2010).

The third nature of response from teachers were cases where they did not accept the new norms of the curriculum. Researchers point out that this does not mean teachers had a negative attitude towards the change but they had difficulties in implementing the new curriculum due to institutional limitations (Keskula, Loogma, Kolka, & Sau-EK, 2012).

This indicates that teachers have not grasped the new curriculum and have not taken ownership of it. Chan also agrees with these researchers as he notes that teachers still use the traditional methods to deliver the curriculum because they find it difficult to use the information technology required by the new curriculum, (Chan, 2010). Furthermore, scholars assert that teachers did not understand the purpose and principles of the new curriculum and find it challenging to apply (Jaani, 2004). Therefore, it goes back to the issue of the inadequate training teachers received with regard to the new curriculum.

Lastly, many teachers were initially uncomfortable with what was expected of them, (Keskula, Loogma, Kolka, & Sau-EK, 2012). This indicates that new curriculum was not clearly communicated to teachers. Mechanisms of

communication were not in place to constantly communicate the vision and purpose of the new curriculum. This resulted in a mixed reaction to the implementation of the new curriculum from teachers.

All in all, the whole issue of curriculum reforms does not reflect a positive view for teachers. However, other scholars believe that teachers agree with and support the new curriculum, especially with new orientation of the teachers' role and students' learning approaches, (Zhang, Cui, & Gao, Curriculum Reforms in Primary Schools and Teacher Perspectives in China, 2010). These scholars believe that teachers have positive views on the prospects of the new curriculum and their actual implementation.

Nevertheless, some researchers noted that in spite of the additional resources added to schools to encourage the implementation, some teachers felt negative about the new curriculum due to the challenges these new reforms brought into their work, (Keskula, Loogma, Kolka, & Sau-EK, 2012). In the light of the above arguments by different scholars, one tends to believe that this new curriculum has its own weaknesses; however it also encourages improved teaching, learning and assessment that have a positive impact on the economy of every country with its generic skills and analytical skills.

2.6. Criticism of curriculum reforms

Outcome-based education is described as a philosophy which was adopted uncritically, (Jansen, 1999). The new curriculum reform aimed at addressing the past ills of apartheid by transforming the traditional teaching approaches to a more student-centred approach. However, some scholars argue that some of the objectives of the new curriculum have not been achieved as they indicate that its implementation has seemingly perpetuated inequalities rather than altering them (Harley & Wedekind, 2004).

It is argued that there were three dominant influences on the South African curriculum change. These are the African National Congress (ANC), teacher unions and university-based intellectuals, (Chisholm, 2005). Chisholm asserts that the ANC introduced a reforming, practical approach to curriculum change, while the teachers' unions reaffirmed the importance of outcomes-based education as the foundational idea and established the significance of a workable and achievable curriculum after the apartheid era. Lastly, the university intellectuals designed the context for democratic debate and discussion of the proposed curriculum (Chisholm, 2005).

Since the curriculum reforms, there have been growing claims in South Africa that the reforms will not be successful. 55not because politicians and bureaucrats are misinformed about the education system in South Africa, but mainly because the policy is motivated by politicians who have little or no classroom experience, (Jansen, 2002). Moreover, Jansen highlighted that when implementing the new curriculum teachers thought their unions were being marginalised as implementers of change. It was noted that teacher unions were not included in the reviewing stage of the new curriculum, although there were several people who had connection with them. This resulted in immediate political fallout around the review, (Guardian, 2001).

The review received several recommendations made by a number of individuals and bodies. However, teachers' unions and other departmental bureaucrats who played a key role in the creation, identification and implementation of the curriculum reform were uncomfortable with the changes as they saw them as a return to the ills of the past, (guardian, 2001). Their exclusion from the review meant that the teacher component was not represented, yet they are the key players in the implementation of the curriculum.

One may suggest that it was important for politicians to get buy-in from the key implementers (teachers), include them throughout the change process before they took a final stand on education and communicated the vision and purpose of the new curriculum to them and all the other stakeholders. Putting into place mechanisms to effectively implement the change process was also necessary for successful implementation. In this case, having adequate resources to effect the change, and the provision of adequate training to teachers before they began implementing the new curriculum was essential, as was the provision of continuous support to teachers.

The new curriculum put more emphasis on outcomes. Scholars are worried about the content of the subjects which they claim put more emphasis on performance indicators rather than the critical orientation, which is dependent on thorough knowledge and understanding of the material (Mason, 1999). Mason further states that learners may be able to demonstrate competence in completing the task but will have a challenge to critique the issues around that task. Additionally, he asks supporters of the new curriculum the question do we really want a learner who will be employed as a miner but does not know the history of migrant labour as the basis for critical understanding of the South African political economy, (Mason, 1999). This means that some scholars believe that the curriculum needs to be revised; that there is a need for learners to be taught not skills, but be educated in the history of South Africa.

Scholars also point out that the language usage in the new curriculum is complex and requires more professional teachers; it is perceived as confusing and contradictory at times (Jansen 2002). They further assert that teachers have to deal with different concepts and labels on a daily basis and be aware of the changes in meaning. In addition, it has been pointed out that this new curriculum has multiplied the administrative workload placed on teachers as they are expected to carry out a range of

continuous assessments. To manage these, teachers are required to rearrange and reorganise the curriculum and increase the time allocated to track per students' progress and maintain records accordingly (Jansen 2002).

On the other end of the scale, defenders of the new curriculum emphasise that it will help the country in acquiring skills that will meet the demands of competitiveness in a global economy and the intellectual currents of the day. It is assumed to be a skilled-based education which enables learners to hold down a job and become critical thinkers in the workforce (Jansen 2002). Previously, the old curriculum required the teacher to play the active role and the learner played a more passive role, memorising the syllabus and knowledge rather than applying it (Jansen 2002). The old system let the learner to come to class expecting the teacher to teach; the current curriculum compels the learner to come to class prepared for next lesson and to read ahead of the teacher.

Jansen further asserts that the education system in South Africa will not succeed due to the flawed assumptions of what happens within schools, such as classroom organisation and the kinds of teachers that are within the system (Jansen 2002). The classrooms in township and rural schools are still congested, with the number of 60 learners or more per class; there is often a shortage of teachers and most of the teachers are not qualified (Committee, 1996). Indeed, most of these schools have the challenge of overcrowding, shortage of teachers and lack of resources.

One can attest to that as someone who has been in the teaching profession for a while. Overcrowding in classrooms make it difficult for the teacher to effectively present a lesson, and pay attention to each and every learner, a requirement of the new curriculum. Moreover, the shortage of teachers in schools is a challenge for learners who do not receive the attention they are expected to receive under the new

curriculum. As a result the successful implementation of the new curriculum is hindered.

Defenders of the new curriculum are however, often critical about the distribution of resources in schools. They argue that the reason why the new curriculum seems to fail is because schools are under-resourced as they were for black people under apartheid (Mason, 1999). They point out that black schools were under-resourced in order to channel black learners into tedious employment. This is the reason why most rural and township schools have under-qualified teachers, overcrowding in classrooms and textbooks and stationery shortages (Mason, 1999). Jansen argues that this move greatly affects the education system of South Africa and hampers the successful implementation of the new curriculum in South Africa (Jansen, 2002).

Researchers note one negative aspect of the curriculum is that teachers express their confusion towards the new curriculum because they do not understand the approach used when preparing this new curriculum (Sahin, 2013). This shows that teachers did not undergo adequate training in preparation of the curriculum and thus most of them do not appreciate the. This is an indication that more in-service training for teachers is required to improve the curriculum delivery.

Moreover, this new curriculum has been criticised because teachers do not even know how to use instructional technologies and methods as is required (Sahin, 2013). Other researchers agree with Sahin, as they point out that most teachers still use the old traditional teaching methods to deliver the new curriculum (Oztuk & Er, 2010; Yapici & Demirdelen, 2007). This is because in most black rural and township schools teachers are under-qualified and tend to resort to traditional methods due to overcrowding in classrooms, textbooks and stationery shortages (Mason, 1999). This is indeed a challenge to the implementation of the new

curriculum: its objectives will not be met if teachers still use traditional methods of teaching.

Sahin also noted that during the infancy stage of the implementation of the new curriculum teachers encountered some challenges as they got stressed, tired and scared due to the content that need to covered in a short space of time (Sahin, 2013). Other researchers criticised it because it mixes the new methods with the old, as there is no preparation required before class (Oztuk & Er, 2010). This might be the cause of poor implementation of the curriculum because teachers do not internalise their belief in the philosophy of the curriculum and are not competent to use the different methods and techniques (Sahin, 2013).

Other scholars noted another weakness. They believe the new curriculum lacks reinforcement on the side of the teachers where there is no language unity and confusion of multi-grading in classes. (Yapici & Demirdelen, 2007). These are some of the challenges the DoE needs to address, by hiring more teachers who are qualified and trained about this new curriculum by their training institutions.

Research findings indicate that in spite of the curriculum transformation, South Africa's learner performance remained exceptionally poor when compared with learners from other countries (Taylor & Vinjevoold, 1999). The President's Education Initiative (PEI) report connected performance and curriculum and noted that C2005 and all its associated dimensions which were against the use of textbooks and the nature of outcome-based assessment methods were described as unworkable (Taylor & Vinjevoold, 1999). The scholars further argued that this new curriculum was further damaging learner's achievement instead of improving it.

The PEI report share the same sentiments with the Third International Mathematics and Science Repeat Study (TIMMS-R) conducted in 1998 in

other countries which position South Africa below the international and continental mean for mathematics and science. One of the contributing factors the TIMSS report highlighted is the curriculum (Howie, 2001). Findings indicated that the average score of Grade 4 learners was below 50 percent in literacy, numeracy and life skills for. Thus the level of performance in literacy and numeracy remains very poorly developed in primary schools (Chisholm, 2005).

2.7. Problems experienced with the implementation of a new curriculum

The introduction of a new curriculum faced a number of unwavering challenges that hindered its successful implementation in schools. Findings indicate that schools in China encountered numerous challenges in the implementation of the new curriculum reform (Sargent, 2011). Scholars highlight inadequate of teacher training regarding the issue of the new curriculum which is more evident in township and rural schools (Chisholm, 2005). It is also evident that there's need for more support, and training for teachers. This support should comprise development of teachers' solutions and access to high quality programs of professional development as well as access to the internet (Sargent, 2011). However, scholars argue that extensive training is needed to ensure that teachers are fully abreast with the changed delivery of the curriculum (Education C. I., 2010).

In the early years of reform in China, most teachers had a positive attitude toward the implementation of the new curriculum (Sargent, 2011). However, in recent years Sargent noted the decline in teachers' sense that the new reforms are in line with their teaching style and ideas. One may assume that this may be the result of limited support and motivation from government.

Other researchers share the sentiments of Sargent, pointing out that the fundamental changes of assessment proposed by the new curriculum in South Africa contributed to negative reaction from teachers and resistance as they discover that it requires them to balance teaching and assessment time (Warnich & Wolhuter, 2010). This therefore diminished the interest and positive attitude of teachers in the reforms (Sargent, 2011). Findings from Chinese schools indicate a number of areas hampering the reform implementation which include lack of technology used by teachers which enables them to have access to information and reference materials to support inquiry learning and other goals of education (Sargent, 2011).

In addition, most challenges are more evident in township and rural schools in China as they lag behind the urban schools. It has been highlighted that these schools have a serious shortage of funding for the curriculum reforms which has resulted in inadequate training of teachers, limited resources for schools which hampers the effective implementation of the new curriculum. Resources in the school context include books, stationery, libraries, laboratories and curriculum guides. One scholar argues that the absence of resources might not be the problem, but rather how the schools manage the resources they do have available. (Van der Berg, 2001).

In the South African context, the transformation of education is controversial and linked with change (Lombard, 2010). For change to be implemented successfully the government must establish a sense of urgency where the change is communicated effectively. In addition, one believes that the inclusion of teachers from the conception of the idea would have really helped to form a coalition as they are key people who are going to be involved in the implementation.

One may argue that teachers through their unions were passively involved in the development of the new curriculum. This is evidenced by the fact

that during the reviewing of the RNCS, teachers' union were not dominant and not presented as stakeholders (Chisholm, 2005). They were only included in the revision process. This means that their voices were not powerfully presented. The fact that teachers were not fairly represented in the reviewing stage indicates that they were not given the chance to own this change process and yet they are expected to drive it successfully with incomplete knowledge of it. Consequently, teachers felt that the new curriculum was bureaucratic driven, where the top down management approach was used (Rogan, 2000).

2.7.1. Community support

The support from the community is essential in the implementation of the new curriculum as they have a great influence on what happens within the school. However, most communities fail to take ownership of schools (Halata, 2011). Halata further highlights that the school is treated as a mirror image of the community as learners reflect their experiences within the community. Therefore, there must be a good relationship between parents and the school. Parents and the community at large must also play a crucial role in providing improved security (Ngqela & Lewis, 2012). Community support definitely assists in enhancing the successful implementation of the new curriculum.

2.7.2. Politics in schools

Some scholars predicted the failure of the new curriculum not because of lack of knowledge by politicians but because they do not have experience with the realities of the classroom, yet they are seen as the key drivers of the implementation (Jansen, 1999). Other writers advised that politics must be kept away from schools. (Farouk, 2011).

Scholars indicated that grade12 results are skewed in South Africa during the standardisation process to create an illusion of education growth and prosperity (Tlhabi, 2011). This is a result of the influence of politics in the education system. Furthermore, in 2011, during the transformation of the curriculum, most of the MECs of education in the nine provinces felt obliged to be constructive during their term of office, by producing better results at the end of the year (Bertram, 2011). This is an indication of how deeply politics can influence the education system and which cause challenges for the successful implementation of the new curriculum.

2.7.3. Corruption

The level of corruption in the education system also affects the implementation of the new curriculum. Anon asserts that this was evident in South Africa when many changes were made in the new curriculum in 2011 and 2012, the Minister of Basic Education was blamed for the Limpopo textbooks crisis where they were not delivered on time. No one was held accountable for it, as government officials shifted the blame to each other, (Anon, 2012a). Consequently, about 25 schools did not receive textbooks and many pupils at these schools failed their June 2012 exams (Mouton, Louw & Strydom, 2013). Accountability in each and every stage in the process is essential so that the people involved are answerable for their actions. The system of education needs to put in place mechanisms to make sure that every government official is responsible for his actions. These will minimise the level of corruption within government.

2.7.4. Socio-economic factors

The level of poverty in a country may affect the quality of education. One may use an example from research that was conducted in 1995, in which it was estimated that about 28% households and 48% of the population

were living below the estimated poverty level (Steyn & Steyn, 2011). This resulted in poor quality of teaching, learning and educational performance which indicated poor learner performance when connected to the available resources, social class and type of residence (Spren, 2010).

2.7.4.1. Problems experienced by teachers

The partial exclusion of teachers from the change process has raised a number of challenges hindering the smooth implementation of the new curriculum. Research findings indicate that teachers are uncertain about their future in education as well as the future of education in South Africa due to the ever increasing challenges associated with the new curriculum (Matoti, 2010). The high rates of teacher attrition, unsafe school environments, unsatisfactory working conditions, changes in policies and curriculum is diminishing the quality of education (Matoti, 2010).

It is evident that teachers are beginning to lose interest and the passion they had for their profession. One may suggest that there's an urgent need for the current government to reconsider and review the new curriculum by considering the challenges encountered by the key drivers of the new curriculum and active involvement of teachers.

Moreover, the ways schools are governed also contributes to the success of the new curriculum reforms. Governance is a critical issue within the education system as schools are governed by School Governing Bodies (SGBs). The members of SGBs comprise teachers, parents and non-teaching staff. The responsibilities of an SGB include maintenance, and improvement of school property, determining the extra-mural curriculum of the schools, the choice of subject options within the parameters of the provincial curriculum policy, the purchasing of books, educational materials, and other functions consistent with Act 84 of 1996 and any applicable provincial law (Department of Education 1996).

Most SGBs hinder the effective implementation of the curriculum because most of their functions require them to be trained before they assume their duties. It has been highlighted that most members of SGBs are unfamiliar with meetings, educational concepts and do not know the legislation (Xaba, 2011). One may point out that the members are expected to choose subject options or text books relevant to the school curriculum. This is so disturbing because there are people trained for that, professionals who can assist schools to choose the right text books. One may suggest a review of the responsibilities of the SGB members or thorough training before they assume their responsibilities, so that they have an idea of the school curriculum.

Some scholars also highlight the poor working conditions for teachers in schools. It is indicated that teachers are not made aware of the massive challenges of new curricula, teaching methodologies and policy reforms (Bennell, 2011). Bennell points out that this has led to a much increased workload for teachers, and that even the most dedicated teachers tend to struggle to maintain their commitment when faced with more than 60 learners in a class with minimal textbooks and other essential learning materials. Furthermore, multi-grade classes are the norm in rural and township schools which make it impossible to successfully implement the new curriculum (Bennell, 2011).

Lastly, it has been noted that teachers are encountering problems in terms of the support they get from the Department of Education (Taylor, Muller, & Vinjevold, *Getting Schools Working: Research and Systematic Schools Reform in South Africa*, 2003). Researchers indicate that reports do not stipulate any indicators that districts set targets in terms of the frequency of visits and monitoring of schools. The visits usually depend on the availability of resources in that particular district, principally the availability of cars, (Taylor, Muller, & Vinjevold, *Getting Schools Working: Research*

and Systematic Schools Reform in South Africa, 2003). It becomes very frustrating to teachers that when the facilitators visit schools they never observe the lessons in classes but they are more concerned with the learners' books and activities (Taylor, Muller, & Vinjevold, Getting Schools Working: Research and Systematic Schools Reform in South Africa, 2003).

2.7.4.2. Problems experienced by parents

The curriculum change did not only affect teachers but also parents, who are expected to be actively involved in the learners school work. In most cases they are required to assist their children with homework, something which is challenging for learners who have uneducated parents, who are not able to give the necessary help with their homework. Parents have indicated that this new curriculum came with a lot of work for learners, and as a result they end up being frustrated and they are not able to master the concepts of the curriculum (Mbingo, 2006).

2.7.4.3. Problems experienced by learners

Learners have indicated that the new curriculum has brought various challenges. . They highlighted that this new curriculum involves a pile of work to be completed within a limited time, yet there are inadequate resources available for different groups to conduct class research, a requirement of the new curriculum. They also pointed out that teachers tend to set unattainable outcomes, which makes their learning challenging. Moreover learners are concerned about the concepts used in the new curriculum, as they believe that they are difficult for their level and only learners with literate parents, access to technology and libraries are able to receive meaningful support (Mbingo, 2006).

2.8. Advantages and disadvantages of curriculum change

In spite of its complexity, the introduction of the new curriculum is advantageous in that it requires people to think and take into consideration individual differences. It also continues to enhance the relationship amongst educators (Sahin, 2013). The fact that it is student-centred rather than teacher-centred, allows the learner to explore and be active within the classroom situation. Its strength is that it encourages students' activity (Erdogan, 2009). However, there are short comings implicated with curriculum change. Curriculum change requires provision of more resources to support the implementation of the curriculum reforms. This might require that the government increase the budget allocated to education annually.

2.9. Measures for strengthening curriculum change in township and rural schools

In regard to the challenges of the curriculum reforms, it does not mean nothing can be done to address these weaknesses. Chinese researchers point out that to ensure the success of curriculum reforms they must be included into the fiscal budget to ensure adequate funding. This means that the central government must increase its support to primary schools, mostly the rural and township ones. The support may be in the form of funding to ensure that the teachers are trained on the new curriculum in poorer areas of the country (Wang & Zhichun, 2011). Furthermore, other scholars indicate that township and rural schools adapt to a new curriculum slower than urban school due to teaching resources, school conditions, and students' background, (Wang & Chai 2009).

Moreover, it is indicated that the curriculum concept is difficult for rural and township schools to adapt, due to limited resources, school conditions and student backgrounds. Therefore, it calls for the disadvantaged schools to

adhere to the curriculum, set standards, and increase their flexibility in terms of adaptability to make the change more suitable for these schools and also achievable. (Wang & Zhichun, 2011). However, most of the teaching and learning text books require students to access internet and libraries to complete certain activities (Wang & Zhichun, 2011). This is a challenge for such schools because there are no libraries or internet access.

Researchers call for the revisit of the policies of the new curriculum in favour of rural and township schools (Wang & Zhichun, 2011). They believe that government should take drastic measures to improve the implementation of the new curriculum in these schools. Wang and Zhichun point out that more resources must be provided to the teachers in rural and township schools and their compensation for working in remote areas improved (Wang & Zhichun, 2011).

In South Africa, the support system can include educational research, instructional materials, publishers and for some, all-inclusive universities. Educational researchers can provide support by improving the educational system and its methods, focusing their educational work on schools (Wang & Zhichun, 2011).

2.10. Solutions suggested in literature about curriculum change

One of suggestions indicated in the literature is that teachers need to be empowered in order for them to cope with the high demand of the curriculum. According to Carl, (Carl, 2002), empowerment is a process that visualises growth and development and which allows teachers to optimise their own potential as educators. Therefore, empowering teachers will yield positive fruits as it will allow them to generate growth and enablement.

However, government has a major role to play in this process by providing teachers the opportunity to be empowered and the fairly distribution of required resources to enable the change. For instance, one tool for empowering teachers is the provision of intensive training, coupled with motivation. This will help teachers to gain confidence in what they are doing and be motivated (Mbingo, 2006).

Furthermore, monitoring and evaluation is very important in any implantation process to yield good results. According to the Parliamentary Monitoring Group, monitoring and evaluation is very important in an implementation process as it improves accountability. It also states that M&E helps to indicate if the implementation process needs to be changed, (Appropriations, 2014).

CHAPTER THREE

RESEARCH METHODS

3.1. Introduction

This section provides an overview of the research methodology that was employed and as well as the research process that is data collection and data analysis. It justifies the choice of a qualitative research strategy in addressing the acknowledged research questions. It further provides an explanation for the choice of research design, research method and research procedure which is linked to the research purpose and research questions. I concentrated on CAPS in the lower primary which is foundation phase where the implementation first took place. Focusing on CAPS as a single discipline would assist educators to have deeper understanding of the programme.

3.2. Research paradigm

According to (Bryman, 2012, p. 715), a research strategy is “a general orientation to the conduct of social research”. There are three types of research strategies available to a researcher when investigating a social phenomenon: a quantitative research strategy, qualitative research strategy and mixed research strategy. All three research strategies can be used.

When choosing the appropriate research method for this study a number of considerations were taken into account. One was how to choose a research strategy that is suitable to identify the research purpose, and research question. Qualitative research is concerned with description and explaining the research phenomena, whereas quantitative research

strategy is more suitable for research that aims to test the relationship between two identifiable variables, (Bryman, 2012).

This research adopted a qualitative research method due for a number of reasons. It enabled the researcher to be the main instrument of data collection and analysis and hence be able to summarise and verify the accuracy of the data interpretation with the respondents. Secondly, this strategy required the researcher to be closely involved with participants, hence creating a close relationship with them. It also enabled the researcher to easily get the information from the respondent (Bryman .A, 2012). It further allowed the researcher to interpret participants' responses on the basis of the emerging understanding of the circumstances confronting them. It was not difficult for me to realise that my informants had different world views and personal experiences from my own and that their reactions to events in their lives were guided by those views and experiences.

This research strategy also assisted the researcher to plan this research because of the inductive process that tracks the data collected and analysed to form theories and concepts. (Merriam, 2002). The researcher was able to collect data that helped to build the theory on township schools foundation phase teachers' experiences in the implementation of CAPS, since so far there is no theory to explain this phenomenon.

The strategy also enabled the researcher to gain contextual understanding of the research topic and the data to be collected specific to Ikusasaletu since the researcher focused on teachers from this institution only and hence gained a deeper understanding, (Bryman A. , 2012).

3.3. Research design

A research design refers to “a framework for the collection and analysis of data” (Bryman, 2012, p. 715). There are a number of possible qualitative research designs that can be used in this study. This can be an evaluation research which is “a systematic acquisition and assessment of information to provide useful feedback about some object” (Trochim, 2006, p. 1).

This study adopted a qualitative case study for a number of reasons. A case study involves the studying of an individual unit such as a school, a class, a community, family group or even an entire culture, (Bryman A. , 2012). Bryman further asserts that a case study is about an in-depth observation of a programme, process or activity conducted by one or more individuals. He further states that a case study is bounded by time frame, and activity.

As I used this method I was able to conduct a deep investigation, in-depth analysis and description of the case and capture the exclusivity of the case and give generalisation to the readers, (Stake 1995, 2000a, 2000b). The researcher was able to obtain in-depth information from the teachers who have an encounter with the implementation of CAPS. This provided me with rich information from the people and the school that was being researched, (Patton 1990).

The researcher also gained an in-depth understanding of the subject matter focusing on the process rather than the results of the study. This helped the researcher as she was more interested in the results of the research study, which are the experiences of teachers in this case as it gives attention to the process which led to the results or outcomes of the study (Bryman A. , 2012). This method also allowed the researcher to use

a small number of people to be investigated in-depth rather than large numbers, compared to other approaches, which is what the researcher is intending to do regarding the sampling of the respondents (Bryman A. , 2012).

3.4. Sampling

Sampling assisted the researcher to choose the units, with direct reference to research questions to be asked, (Bryman A. , 2012). Bryman defines sampling as a selection of a division of the population which the researcher will use to conduct a study. Since this study adopted qualitative research strategy, the sampling method used was non-random purposive sampling, which aims at sampling respondents strategically so that they are relevant to the research questions to be asked, (Bryman A. , 2012).

Not all people in the population had an equal chance of being selected but only those who were significant to the study, (Bryman A. , 2012). This section focuses on the sampling method used by this study, defines the population, the sample, sample frame and sampling method.

3.4.1. Population

Bryman defines population as the “universe of units” from which a sample is selected (Bryman A. , 2012). The targeted population for this study were teachers from Ikusasaletu Primary School. The researcher used teachers from this school because they were easily accessible to the researcher and it is a township school and so affected by the implementation of CAPS. The school learners comprise a variety of ethnic groups with different backgrounds and experiences of the new curriculum. This enabled the researcher to gain in-depth information from different backgrounds and experiences.

3.4.2. Sample

A sample is a sub-set of a target population, (Bryman A. , 2012). The researcher selected a sample of 17 foundation phase teachers out of the population of 33 teachers. The sample selected was based upon purposeful sampling procedures which enabled the researcher to select the appropriate and relevant teachers for the study from the list of teachers who were chosen to participate in the study. Teachers who were selected were those who are already implementing the CAPS and have experience of it.

However, their experience varied: some had more than 20 years' experience teaching at foundation phase and others had less than five years in foundation phase and in the teaching profession. This gave the researcher good insights on the subject matter since most of the teachers chosen have better understanding compared to the other teachers who were not yet implementing CAPS.

3.5. Data collection and analysis procedure

The fact that the researcher is an employee of the school where data was collected, made it easier for her to get information to answer the researched questions, as participants are the researcher's colleagues and so are people she is familiar with. The qualitative data collections that were used to obtain data from the participants include one semi-structured interview consisting of six open-ended questions and probing questions to obtain in-depth information, and three demographic questions. These questions are set out the interview guide in Appendix 1. An interview is a verbal interchange between two people, often face-to-face, in which an interview derives information from another person (Burns, 2000).

The researcher also used the same type of questions to develop four questions for the focus group. They allowed the researcher to derive information from the respondents and the respondents to answer on their own terms, (Bryman A. , 2012). They also enabled the researcher to consult her records during the interview, rather than simple closed questions which requires a valid response only. Teachers were asked to give their experiences about CAPS, the kind of training they received in preparation of the introduction of it, and the problems they face during the implementation of the newly developed CAPS.

Apart from conducting interviews the researcher conducted a focus group with one group of teachers. This enabled the researcher to get collective information on the subject matter with regard to the research topic.

3.6. Data analysis procedure

According to Bryman, data analysis is making sense of the collected data, (Bryman A. , 2012). However, if the researcher fails to analyse the data in a meaningful way, the study becomes invalid, (Makwinja-Morara, 2007). As this research adopted a qualitative research strategy, data was analysed in a descriptive form, including references to direct quotations from the interview statements. Information collected through audio–recorder was transcribed. I listened to the audio-recorder to transcribe data identifying emotions of the respondents. Some of the statements from the interview were in vernacular language and they required the researcher to translate them into English. The information derived from grade 2 and 3 teachers helped to verify the information I got from grade1 teachers. The multiple sources of data helped me to be more confident about the findings I got through the process of data analysis.

After data collection, the researcher analysed the data using one of the qualitative research analysis methodologies, thematic analysis. This

produced a detailed and systematic recording of the themes and issues addressed in the interviews. It linked the themes and interviews together under a reasonably exhaustive category system (Burnard, 1991, p. 462). When all the responses were collected, the researcher transcribed everything said by the interviewees rather than omitting irrelevant data and then gradually developed the notes into codes. The transcribed notes were put into labels. The reliability of the transcript was checked by reading through while listening to the recordings. This assisted the researcher to have a thorough examination and clear picture of the whole interview process (Bryman A. , 2012).

After the transcribing process the researcher created a Microsoft file and emailed the interview notes to herself to avoid losing it. Thereafter, the researcher searched for common themes, identified them and analysed the themes using a framework approach to thematic analysis. The researcher looked for codes that had connection between them and put them together into emerging and common themes, (Bryman A. , 2012). The main aim was to get central sub-themes and themes represented in a matrix format. These sub-themes and themes resulted in a thorough reading of the transcription that constitutes the data, (Bryman A. , 2012). The data was organised into core themes and recorded as sub-themes within the matrix, (Bryman A. , 2012).

3.7. Validity, reliability and ethics

Validity and reliability are the key criteria for beginning and assessing of research, (Bryman A. , 2012). Validity refers to how the research findings correspond with reality and the degree to which they can be functional to other situations. Reliability on the other hand, refers to the degree to which the research findings are be consistent with the previous one, (Merriam, 1995). Burns agrees with Bryman that reliability deals with giving

consistent results under the same conditions whereas validity is about assessing what it is supposed to measure (Burns, 2000).

To enhance validity, the researcher employed triangulation. This is a strategy that uses a multiple of different data sources. The multiple methods employed in this study include semi structured interview questions and focus group and audio recorder to assess the reliability and validity (Bryman A. , 2012). Additionally, to improve validity, the data and its possible interpretations were taken back to the participants for them to validate the interpretations as being a true reflection of what they meant, (Merriam, 1995).

To improve reliability the researcher employed data triangulation and peer examination. The researcher took the interpretation back to the other educators who were not part of the sample for them to scrutinise the data and comment. However, other educators were not available for examining the data afterwards as they were always busy with their work.

Social ethics in social research means how the researcher is going to treat the participants of the research, (Bryman A. , 2012). In this research, participants were first informed that their participation in the research was voluntary and that they would not be paid for participating and were therefore free to withdraw at any time. Participants were given consent forms and given enough time to read them with understanding and the researcher explained where necessary and they signed. Participants were assured that they would remain anonymous and their responses were treated with confidentiality.

3.8. Piloting

Before conducting the study the researcher pre-tested the study. According to Bryman, piloting is conducting a preliminary study in an effort

to evaluate feasibility of the study which involves pre-testing the study in a small number of people to check its reliability (Bryman A. , 2012). A neighbouring school from where I stay was chosen for ease of transport and communication. This is an urban school. It is characterised by different ethnic groups of children and cultures as the learners come from different parts of the country. About 12 teachers from foundation phase participated in the study. These teachers were selected based upon purposeful sampling procedures. Only teachers relevant to the study were selected; teachers who have already implemented CAPS were chosen to participate.

3.9. Limitations of the study

There are a number of factors which affected the study. Limited resources such as funding and transport prevented the researcher from using respondents from other schools. This resulted in biased results of the research. The instrument used had its own limitations as some of the teachers in the foundation phase are still new and they do not have much experience of CAPS. Furthermore, communication was a problem as some of the teachers could not understand the questions and required the interviewer to explain further. It was also difficult for them to express themselves in English and this resulted in them giving less information. Moreover, some of the respondents responded less freely to some of the interview questions until they were assured of their anonymity.

Lastly, limited knowledge of CAPS in some of the respondents hampered them from responding fully to the questions as expected. Nevertheless, semi structured interview questions were meant to minimise such risks as it gives the interviewer access to the interviewee to clarify any difficult concept. In cases where the interviewee was absent on the agreed date or too busy, interviews were rescheduled. This reduced the possibility of revisiting some of the respondents where clarity was needed.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

In this chapter data from the individual interview and focus group has been analysed. This chapter will present both collected and interpreted data. Data is presented in this chapter before the discussion, in order for readers of this research to form their own opinions and to validate the claims.

The qualitative data was generated from teachers of Ikusasaletu Primary School foundation phase. Reasons for selecting this school are stated in chapter 3. The interview method used was semi-structured questionnaires which been described by many researchers as an effective way of generating information from respondents. A total of 17 teachers from foundation phase were interviewed individually, four from grade 1, three from grade 2 and three from grade 3. A total number of seven teachers from the three grades formed a focus group: two teach grade 1, two are in grade 2 and three grade 3.

During the interview process teachers demonstrated how they understand CAPS and how their experiences with CAPS have affected the teaching and learning process in their school. The responses from all the interviewees highlighted the significant need for conducting research on CAPS and the participants believed that the study outcomes will serve to inform policy development and future planning by the Department of Education when recommendations are forwarded to them at the end of the study. The structure of the data presentation is in accordance with the

themes adopted during data collection. The adopted themes are presented as follows:

1. Teachers' experiences
2. Professionals required
3. Unreliable district officials
4. Inconsistent resource allocation
5. Training.

Follow-up questions have been written in italics as seen in appendix. Comments were made to provide an insight into the physical expression made by respondents during the interview. These are also written in italics. A brief description of the case study school has been outlined in chapter 1. Brief comments will be made in this chapter.

4.2. Description of interviewees

This section presents information about respondents' gender, race, age, and years of teaching experience, academic, post held at school, current class taught and experience in teaching CAPS. The table below shows information of teachers who were interviewed in foundation phase. The respondents were of different sex and ages and had different qualification ranging from Primary Teachers' Certificate (PTC), Diploma in Education, Bachelor of Education and Post-graduate Certificate in Education (PGCE). Two of the participants hold the primary teachers' certificates, three have a Diploma in Education, and one holds a Post Graduate Certificate in Education and the rest have the Bachelor of Education. Each teacher was given a class code related to the number of learners they are teaching. The codes are as follows: grade 1 teachers use R, grade 2- S and grade 3- F.

4.3. Demographic information of the participants

Seventeen people participated in the study. Below is a table indicating the distribution of the sample across the different demographics.

Table 1: Sample demographic distribution

Sample	Race	Gender	Should this box have a heading?		Total
			31 - 41	41 and above	
Classroom teachers	Black	Male		1	1
		Female	1	13	14
Head of Departments	Black	Male			
		Female		2	2

Among the participants, there were two females Head of Department (HODs). There were 15 classroom teachers of whom 14 were females and one male. In total, the sample included 16 females and one male and that is approximately 94% and 6% females and male respectively.

Table 2: Grade 1 participants

R1-grade teacher	1	A
R2- grade teacher	1	B
R3- grade teacher	1	C
R4- grade teacher	1	D
R5- grade teacher	1	E

R6- grade 1 F teacher

Table 3: Grade 2 participants

S1- grade 2 A teacher
S2- grade 2 B teacher
S3- grade 2 C teacher
S4- grade 2 D teacher
S5- grade 2 E teacher

Table 4: Grade3 participants

F1- grade 3 A teacher
F2- grade 3 B teacher
F3- grade 3 C teacher
F4- grade 3 D teacher
F5- grade 3 E teacher
F6- grade 3 F teacher

Table 5 below presents information about the participants' personal details, qualification and responsibilities. It will be later analysed.

Table 5: Abbreviations for Participants' qualifications

PTC	Primary Certificate in Education
DPE	Diploma in Primary Education
B ed	Bachelor in Education
PGCE	Post Graduate Certificate in Education

Table 6: Gender, Age and teaching experience

<u>Respondent</u>	<u>Gender</u>	<u>Age</u>	<u>Teaching Experience (years)</u>
R1	F	45	23
R2	F	54	24
R3	F	56	26
R4	F	39	11
R5	F	53	13
R6	F	50	18
S1	F	45	15
S2	F	31	8
S3	F	63	18
S4	F	51	24
S5	F	55	12
S6	F	52	16
F1	F	44	19
F2	F	42	14
F3	M	46	17
F4	F	53	4
F5	F	41	10

F6	F	38	11
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One of the 17 respondents was a male and 16 were females. The participants' ages ranges from 30 to 65. Table 6 above shows that the majority of the participants (59%) have more than 15 years teaching experience indicating rich information on curriculum implementation. The remaining 21% have less than 15 years teaching experience ranging from 4 to 14 years.

Table 7: Respondents' Qualifications

<u>Respondent</u>	<u>Profession Qualifications</u>
R1	B ed
R2	DPE
R3	DPE
R4	DPE
R5	B ed
R6	PTC
S1	B ed
S2	PGCE
S3	PTC
S4	B ed
S5	DPE
S6	PTC
F1	B ed
F2	B ed
F3	DPE
F4	DPE
F6	DPE

This table above indicates professional qualification of the respondents. This information is very important to the study as it provides information on

whether the teachers are trained or not to teach in primary schools. Other scholars believe that professional qualifications influence the teaching strategies (Phibion, 2006). According to the table above, about 41% of the respondents possess a Diploma in Education and 42% have a Bachelor of Education while 17% of the participants have a Primary Certificate in Education. One respondent possessed a Post-Graduate Certificate in Education which was the highest qualification in the group.

Table 8: Responsibilities in school and CAPS

<u>Respondent</u>	<u>Position held in school</u>	<u>Class taught</u>	<u>CAPS experience</u>
R1	HOD	Grade1	3 years
R2	Class teacher	Grade1	3 years
R3	Class teacher	Grade1	1 year
R4	Class teacher	Grade1	1 year
R5	Class teacher	Grade1	1 year
R6	Class teacher	Grade1	1 year
S1	HOD	Grade2	3 years
S2	Class teacher	Grade2	3 years
S3	Class teacher	Grade2	3 years
S4	Class teacher	Grade2	3 years
S5	Class teacher	Grade2	7 months
S6	Class teacher	Grade2	2 years
F1	Class teacher	Grade3	2 years
F2	Class teacher	Grade3	3 years
F3	Class teacher	Grade3	2 years
F4	Class teacher	Grade3	6 months
F6	Class teacher	Grade3	2 years

Table 8 above shows information about the respondents' positions and their experience in CAPS. This information is used when discussing the findings of the interview in relation to teachers' experience in the

implementation of CAPS. Two of the participants held Head of Department position and the rest of the respondents are class teachers.

4.4. Thematic Analysis

4.4.1. Themes identified during the analysis

This section focuses on the different categories of themes. Five themes were identified from the data and these are: teachers' experiences, professionals required, unreliable district officials, inconsistent resource allocation and training. These themes and subthemes are tabulated and their findings presented as discussed below.

Table 9: Thematic Analysis

<u>Themes</u>	<u>Experiences</u>	<u>Teachers' voices</u>
Theme 1	<u>Teachers' experiences:</u> the experiences of teachers have resulted in poor performance	<i>"The increase of teachers' and learners' workload has resulted to poor performance in South African schools."</i>
Theme 2	<u>Professionals required:</u> the concepts used in CAPS require trained teachers	<i>"The concepts used in CAPS only need professional teachers who will be able to read the lesson plans with understanding".</i>
Theme 3	<u>Unreliable District Officials:</u> District officials are not able to assist teachers most of the time	<i>"All they care about are the learners' books".</i>

Theme 4	<u>Inconsistent Resource Allocation:</u> Resource distribution is skewed	<i>"The Department expect us to perform very well, yet we do not have adequate resources to effectively implement CAPS".</i>
Theme 5	<u>Training:</u> training of teachers on regular basis is essential	<i>"Training provided is very limited".</i>

(Christin Bates, 2014)

Table 10: Themes and sub themes relating to teachers' experiences

There is one main theme identified under this section, namely teachers' experiences and two sub-themes were identified.

<u>Themes</u>	<u>Sub themes</u>
Teachers 'experiences	<u>1. Increased workload</u>
	<u>2. Effects of CAPS</u>

4.4.2. Teachers' experiences

This research shows that the new curriculum, CAPS put more emphasis on outcomes. Scholars are worried about the content of the subjects which they claim put more emphasis on performance indicators rather than the critical orientation which is dependent on thorough knowledge and understanding of the material, (Mason, 1999). Mason further states that learners may be able to demonstrate competence on the task but will have a challenge to critique the issues around that task. He also questions whether the supporters of the new curriculum really want learners who will be employed as a miner yet they do not know the history of migrant labour as the basis for critical understanding for South African political economy (Mason, 1999). One Head of Department shared these sentiments with Mason:

“In as much as we believe that CAPS is better in terms of lesson planning, as teachers we are worried about its focus on indicators rather than the critical angle”.

Seven of the respondents who were below the age of 45 and have less than 20 years' teaching experience in the foundation phase believed that the CAPS programme is much better than the traditional teaching strategies. This was confirmed by the participants from the focus group who said:

“CAPS is far better than the traditional teaching strategies as it has significantly improved the way the teachers deliver the lesson. With CAPS we just receive lesson plans already prepared. It is easy to follow and understand what is required of us. Our responsibility is to read the lesson plans with understanding and prepare teaching aids before coming to class.”

This research reveals that defenders of the new curriculum emphasise that it will help the country in acquiring the skills that will meet the demands of competitiveness in a global economy and the intellectual currents of the day (Jansen 2002). It is assumed that CAPS offers a skilled-based education which enables learners to hold down a job and become critical thinkers in the workforce (Jansen 2002). They believe that this is an indication that CAPS introduction will improve the quality of education in South Africa. The respondents also indicated that the new curriculum allows them to be creative and inventive which make them appreciate it even more.

However, other teachers do not agree that CAPS is easy to follow and understand. The respondents argued that it is only easy for those who were oriented and trained on CAPS and they also mention that time allocated to some of the learning areas is very limited yet they are

expected to do all the activities for the day in the lesson plan. The respondents said:

“CAPS has indeed diminished the interest of teaching in so many teachers. This has resulted in an increase in teachers’ exodus. We are tired as teachers. CAPS is nice and simple as it has lessened the burden of lesson preparation. However, the content is too much, as well as marking. We are tired together with the learners. Time allocated for some of the learning areas is too little. Home language is allocated only six hours per week yet we are expected to teach so many activities per day. For instance, the 20 minutes allocated for group guided activities is not enough for two groups a day. We end up not meeting our daily objectives”.

Most of the teachers agreed that CAPS changed their lifestyle as it requires them to do a lot of marking and activities within a short space of time. They stated that with CAPS they are not able to finish marking as well as the activities. As a result they have to take the books home in order to give the learners feedback on time. They said this is affecting their lives socially because they do not have time for their families anymore as they are expected to finish marking after work.

4.4.2.1. Increased workload

The study reveals that CAPS has increased the work load for both learners and teachers and has greatly affected their performance in the classroom. This was confirmed by one teacher who said:

“One of the challenges of CAPS is the increase of workload to the learners. CAPS require learners to write and write without understanding the concept. Hence only fast learners are able to

keep up with the pace of CAPS. Average and slow learners are really struggling to complete one activity per period.”

Most of the respondents strongly complained about the burden CAPS has brought to them as it has increased the workload in terms of marking and the paper work involved. The teachers expressed great concern about CAPS as it involves lengthy class activities which need to be done within a short time. They stated that the time is not enough to cover all the activities, and as a result they are unable to finish marking learners' classwork as well as doing a lesson presentation. The respondents said:

“In some instances we end up giving the learners activities with answers because we do not have time to wait for the learners to think, yet the district expects us to do miracles. At the same time the teacher is expected to assess and record all the learners' assessments for the day. Where is all that time going to come from? We are not super human beings that we can perform miracles.”

The teachers stated that time allocation needs to be reviewed to cater for all the class activities. They also wished that people who are responsible for compiling the lesson plans would reduce the number of activities per lesson. Consequently, subject areas suffer because the time is not enough to deliver the lessons effectively and mark the activities for that subject. All in all, most participants believe that CAPS indeed has brought a lot of work to both learners and teachers. It is believed that this has resulted in poor performance in South African schools when comparing them to other African countries.

4.4.2.2. Effects of CAPS

The study reveals that the introduction of CAPS has brought a number of aspects which have affected the education system of South Africa. According to this research some of the effects include the high rates of teacher attrition, unsafe school environments, unsatisfactory working conditions, changes in policies and curriculum which has resulted in the diminishing quality of education (Matoti, 2010). The findings were condensed in the response by one Head of Department who said:

“The changing of the curriculum with inadequate resources and insufficient working conditions greatly affects teachers’ performance in class.”

Out of 17 respondents, 10 believe that the people who were responsible for introducing CAPS did not do much research before they introduced it. They strongly argued that the way CAPS is managed by the Department of Education and curriculum designers is unsatisfactory. They stated that this is evidenced by the inconsistency in its implementation hence there are a lot of challenges associated with it. One of the respondents said:

“CAPS implementation is not properly managed by the Department of Education in terms of support and resource distribution.”

Respondents believe that government can do better in managing CAPS successfully by revisiting their policies to ensure fair distribution of resources. In terms of support, respondents believe that more facilitators need to be hired to effectively monitor and support teachers in the implementation of CAPS.

When the respondents were asked to elaborate more on CAPS implementation in their school, about seven of the 17 respondents felt that the Department of Education is trying its best to handle the implementation process well. This is what they said:

“CAPS is much better, it is well structured as it prepares everything for us. It is easy to work using this programme although it has got its own challenges but we are happy with it.”

They believe that CAPS is very simple when one has received training and has sufficient resources. However, the teachers pointed out that there are several factors that hinder successful implementation of CAPS, more especially in township and rural schools. These include limited funding, inadequate resources, hiring of unprofessional teachers and poor working conditions. They highlighted that the training they had since the beginning of CAPS was very helpful in terms of lesson planning and preparation. Nevertheless, they complained about the current arrangements whereby facilitators from the district are the ones responsible for training teachers. The training providers stopped providing such services beginning of January 2014.

At the other end of the scale, the other 10 respondents said they do not like CAPS at all. One of the respondents said:

“CAPS involves a lot of paper. As teachers we end up stopping teaching learners as we are expected to mark and record the large number of assessments per subject area as it forms part of the learner’s assessment. This significantly affects us because we do not complete the lesson.”

However, this research indicates that one of the aims of CAPS is to lessen the administrative work on the part of the teacher (Variend, 2011). The teachers also pointed out that the visits made by district officials to the school are not helpful most of the time. It was mentioned that officials come to the school to point out their weaknesses instead of mentoring

them. They also stated that the officials are more concerned about the amount of activities given to learners. One respondent said:

“We are producing a generation that can write without understanding what they are writing.”

Respondents highlighted that district officials do not put into consideration that their school is still new and do not have enough resources to effectively implement CAPS. They expect them to perform like other schools with adequate resources. One of the respondents said in the focus group:

“Our school is less than five years old and we receive half of the funding comparing to other neighbouring schools. Instead of encouraging us, district officials will single out all the wrongs we have done and never praise us for trying to work under the current circumstances.”

When the district officials come they expect us to perform miracles and produce similar results or even perform better than the schools with sufficient resources. However, the rest of the respondents pointed out that the implementation of CAPS in their school would be much more effective if the school was fully supported in terms of resources.

Table 11: Themes and sub themes relating to professional standard required

There is one main theme identified under this section with two sub themes.

<u>Themes</u>	<u>Sub-themes</u>
<u>Professional standard required</u>	<u>1.Complexity of concepts</u>
	<u>2.Language of teaching</u>

4.4.3. Professional standard required

The study reveals that there are number of issues relating to the level of professionalism when teaching learners under the CAPS programme. These include the complexity of concepts in CAPS and the language of teaching.

About six of the respondents out of 17 believe that CAPS has really improved teaching and learning as it has moved its focus from teacher-centred to learner-centred education. They pointed out that if CAPS was implemented properly it would have allowed the learners to apply the concepts learned in class to their everyday lives. They pointed out that most of the time CAPS require learners to be more involved in research.

4.4.3.1. Complexity of concepts

This research notes that learners are anxious about the concepts used in the new curriculum, as they believe that they are difficult for their level and only learners with literate parents, access to technology and libraries are able to receive meaningful support (Mbingo, 2006). Jansen agrees with Mbingo as he highlights that the language used in the new curriculum is complex and requires more professional teachers, hence it is confusing and contradictory at times, (Jansen 2002). One respondent said:

“Many of us are confused by the terminology used in CAPS. The concepts in CAPS need to be unpacked. Sometimes they are difficult for us to understand in spite of the training we received. It also requires matured learners to have good understanding of them.”

All the teachers believe that this new curriculum has really weakened the quality of education in South Africa. They noted that most of the concepts introduced in mathematics are rarely mastered by learners because the new curriculum allows teachers to teach a new concept for only a day and the following day a new concept is introduced. This was confirmed by one of the respondents who said:

“CAPS really frustrates us when it comes to mathematics. For example, let’s say on Monday the lesson plan requires you to teach addition and the following day you are expected to teach shapes. How are these learners going to master addition in only a day? The moment we return to addition the learners will have long forgotten what they initially learnt about it.”

However, other scholars believe that the new curriculum, set standards increase their flexibility in terms of adaptability to make the curriculum more suitable for township and rural schools and be able to achieve the reform goals (Wang & Zhichun, 2011). These scholars believe that teaching and learning requires students to access internet and libraries to complete certain activities (Wang & Zhichun, 2011).

The participants explained that this has affected the performance of learners and the pass rate in matric level because most township and rural schools do not have access to libraries and technology. However, they were quick to point out that unlike the other subjects home language is treated differently in CAPS, as a new concept is drilled for a week and allow the learners to master it properly. They highlighted that when most of the learners reach matric level they will be able to read and write their home language very well.

4.4.3.2. Language usage

This study indicates that the language of instruction contributes significantly to the weakening of education in South Africa. Researchers believe that using English as a language of instruction as early as possible is very important because it helps learners to more easily participate in the economy, (Jansen 2013). Teachers complained about teaching all the foundation phase subjects in their home language. They believe that teaching all the subjects in home language makes it difficult for the learners to switch to English when they reach grade 4. It becomes very challenging for learners' to grasp and understand the subjects in grade 4 since they are all written in English except for the home language. One respondent said:

"It is very frustrating to teach these learners other subjects in intermediate phase because at foundation phase all the subjects are taught in their home language except for first additional language which is English in this case. This really affects the performance of the learners when they reach grade 4 because they are then expected to learn and perform very well in English."

Teachers mentioned that it becomes very challenging for learners to switch to English after the foundation phase. However, linguists argue that teaching in the mother tongue enhances a solid foundation in one's first language before introducing a second language (Taylor & Marisa, 2013). One of the teachers said:

"Most of learners from public schools tend to find it difficult to express themselves in English compared to learners from model C schools. Learners from Model Cs are mostly outstanding because English is a language of instruction and begins at a very early stage".

Nevertheless, findings indicate that mother tongue as a language of instruction is recommended and English be taught as a subject in the early grades to facilitate the transition to English in grade four, (Taylor & Marisa, 2013).

4.4.4. Unreliable district officials

The respondents also revealed that the district officials also contributed in making the implementation of CAPS difficult by not providing the necessary support teachers' required, resulting in stress and frustration. One respondent said:

"All the time when we are expecting a visit from the district officials my blood pressure rises. I can't get used to them. They scare the hell out of me."

About 15 of the 17 respondents highlighted that the unannounced visits from district officials are very frustrating. Teachers felt that it is within their rights to be notified when officials are visiting their school and give them a notice in order for them to prepare. However, teachers showed their frustrations that sometimes the district will call the school management and tell them that they were coming the same day without giving any notice. Teachers slated such moves by the district officials as they are expected to stop teaching and prepare books and documents for the district officials.

Fifteen of the respondents complained strongly about the district officials' visits as they come to the school and demand a lot of things whereby the teachers were not advised to prepare in advance. When teachers fail to produce what the officials have requested a report is written to the school management and district director. The teachers find these very humiliating

and disturbing and it results in stress and depression. They even pointed out that this has affected their teaching, because their health is adversely affected by the stress and they end up being absent from school due to different sicknesses. The respondents said that this also affects the learners' performance because of the high number of teachers' absenteeism.

However, two of the respondents believe that the facilitators really assisted them in terms of work planning and marking. One of the respondents said:

"If it was not that the district officials' visit us as a school I would not have been this productive. I think they really assist teachers on CAPS especially in some of the expectations of CAPS."

The rest of the respondents were against the district's visits on regular basis. The teachers stated that due to the demands of the facilitators, learners do not know much because they require that teachers should give learners more work as an indication that teaching and learning process does take place in one's classroom. Hence teachers end up giving learners more work to make a good impression on the district officials. Respondents highlighted that once an educator is found with fewer activities than expected, the district officials write a report about that particular teacher and submit it to the district director. One of the teachers said:

"Who wants to be in the director's bad books? No one. We will continue pushing the syllabus if this is what the Department of Education wants and ignore the fact that we should impart knowledge to these learners. We will continue giving these learners more work to create a good impression for the school and ourselves to the district officials."

This is a challenge for the education system of South Africa because it will continue to deteriorate. Teachers said they wonder about the kind of learners they are producing now. They were concerned about the matric results in the next 10 years if this continues. Most of the teachers stated that they prefer the traditional methods of teaching because it enabled them to drill a concept until learners mastered it. The respondents said:

“This is why we produced professionals who are articulate in English and maths. It is because teachers were given enough time to make sure that learners understood a concept. Unlike now, we are pushing the lesson plan whether the learners understand or not.”

This study reveals that there is a high demand for the review of CAPS for its effective implementation.

4.4.5. Inconsistent resource allocation

It has been highlighted in the research that rural and township schools have a serious shortage of funding for the curriculum reforms and have resulted in inadequate training for teachers and limited resources for schools. Resources in the school context that relates to curriculum include books, stationery, libraries, laboratories and curriculum guides. One scholar argues that the absence of resources might not be the problem; rather, how the schools manage the available resources (Van der Berg, 2001). Some of the respondents had this to say:

“In terms of resources this school is dysfunctional. There is absolutely nothing, yet they expect teachers to perform miracles when it is time for Annual National Assessment (ANA). This is impossible.”

All the respondents strongly complained about the limited resources in the school. They pointed out that as a new school they are struggling to implement CAPS effectively as it requires them to have enough resources such as teaching aids, finances and stationery. They were concerned about the delay in supplying some of these resources indicating that they receive some of the text books, workbooks and stationery in the middle of the term. They mentioned that they end up improvising by using poor quality teaching aids.

However, other scholars argue that the absence of resources might not be the problem, but rather how the schools manage the available resources (Van der Berg, 2001). On the other end, teachers suggest that the school management should manage the school’s finances to avoid frustrating teachers as this greatly affects teachers’ personal monthly budget. One respondent said:

“If the school management manage their finances properly, the funds allocated to this school can go a long way”.

They believe that only a few can afford to do that as most of the teachers have a limited monthly budget and it is impossible for them to buy classroom aids. Teachers felt it is not fair for them to be expected to perform like other schools with sufficient resources. When district officials visit their school they do not consider the factors mentioned above but they only point out only the things they are not doing well.

4.4.6. Training

Table 12: Themes and sub themes to training and support

<u>Themes</u>	<u>Sub-themes</u>
<u>Training</u>	<u>1.Nature of training</u>

	<u>2. Training provider</u>
<u>Support</u>	

Skill training is an important aspect of CAPS. This research indicates that Chinese schools provided free training on the new curriculum for both primary and secondary school teachers in poor western areas to give those educators the opportunity to participate in high level national training, (Ministry of Education, 2008). Moreover, there was continuous teacher training on the new curriculum where there was continual innovations in teacher training models, methods and strategies (Wang & Zhichun, 2011). However, teachers complained about the small number of teachers who were taken to workshops and were expected to come back and pass on the information to those who did not attend. Some of the respondents said:

“The department do make arrangements for training teachers on CAPS. However, as a school we are facing challenges in terms of resources such as limited finances, as a result representatives for the schools attend the workshops and will come back and workshop others. This is very ineffective because as teachers we end up having unanswered questions as this people do not have a vast knowledge on CAPS, only the basics.”

“We also believe that the training should be done on a regular basis, at least once a month. However, with the new arrangements made by government the training services were stopped. The government has hired facilitators who come once or twice a term. They are worse than the previous ones who would join you in class and demonstrate a lesson in front of you before they expected you to effectively present a lesson.”

Teachers believe that this demotivates them most because they expect the officials to support them and provide them with the necessary resources.

4.4.6.1. The nature of training

Findings in China were that workshops and seminars for teachers were fairly suitable for assisting their understandings compared to the reform documents provided by government (Chan, 2010). However, teachers in South African schools complained of the flashy and short workshops they attended (Mbingo, 2006). One respondent said:

“These workshops provided by the district are short and scanty. They only cover the basics and ignore the deeper side of the case; as a result teachers find it hard to explain some of the concepts in class”

On another note, about 10 teachers out of 17 complained about the kind of training they received. They highlighted that most of the workshops took place after work when they were already tired and hungry yet they did not provide any refreshments. However, they were quick to point out that the workshops were helpful to a certain extent although they need to be improved to increase their effectiveness.

About four of the respondents said they never received any formal training on CAPS. The four respondents include two of the recently graduated teachers who are first timers in the teaching profession and the other two resigned and came back again. One of the respondents stated that:

“We are struggling to teach CAPS in class as it is completely different from the training we got from college and universities. For instance, in mathematics we are expected to work with the concrete

to indicate and develop the learners' number concepts, but we find ourselves teaching by routine."

Teachers believe that this greatly affects their performance in class because they are expected to teach a curriculum for which they are not adequately trained and it is like they were trained for something else. Teachers suggested that the government must consider including CAPS in higher learning training institutions for training teachers so that they are trained and prepared to implement CAPS by the time they graduate. The study indicates workshops were provided on a regular basis before government started using its own facilitators. Respondents pointed out that those workshops are no longer available for educators. This makes it difficult for the first time teacher to cope in class as they need to get assistance from their colleagues all the time.

4.4.6.2. Training providers

The study indicates that training was provided by private contractors specifically trained to train teachers on CAPS. However, this has since changed because the Department of Education now provides facilitators to train educators in schools. This was also confirmed by one of the respondents who said:

"The support we got from the facilitators before the Department of Education hired its own was so significant, the training was regular and effective."

All the teachers mentioned that as from 2014, the regular training was no longer there. Training and support was only provided by district facilitators. This was not effective because the facilitators from the district only checked learners' books, they did not do any lesson demonstration in class. They stated that it makes it very difficult for the educators who are

still new in the field and have not received any kind of training on CAPS. They mentioned that this becomes a burden to the Head of Department.

CHAPTER FIVE

MAIN FINDINGS

5.1. Summary of the main findings

The research study explored the experiences of foundation phase teachers in township schools in the implementation of CAPS, the challenges they are face when implementing CAPS and how to mitigate them. The main findings can be summed up as follows:

5.2. Increased work load

The study reveals that CAPS aims to decrease the workload for teachers as the lessons come prepared. The new curriculum's purpose is to make teaching easier and more interesting for the teacher to effectively deliver a lesson in class.

The research participants indicated that CAPS is user-friendly and easy to understand and to follow. They stated that the simplicity makes it easy for new and experienced teachers to grasp. Respondents further mentioned that the content allows the teacher to be inventive and gives teachers an opportunity to apply their own ideas. However, they pointed out that this programme is for matured learners as it comes with a lot of activities for the learners which need to be done within a limited time. This further affects the teachers, as it increases the amount of work to be As a result CAPS does not achieve the goal of reducing the teachers' work.

The respondents also mentioned that the new curriculum does not stipulate all the aspects of the learning areas. They give an example with home language, saying that the time allocated for home language learning is not enough to cover all the activities for the day such as group guided

reading which is allocated only 20 minutes for two groups. This is unrealistic. Furthermore, the activities require learners to do a lot of writing without much understanding and teachers end up pushing the syllabus. The respondents indicated that there is a need for extensive workshops to ensure that teachers are fully abreast with the new curriculum.

The study reveals that there are various factors that are associated with successful implementation of CAPS. One of the factors includes support from district officials in the form of mentoring and coaching. This can have a significantly positive effect if it is done properly.

Respondents stated that CAPS is challenging due to various reasons, this includes absence of mentoring and coaching from the supporters of CAPS. However, this might vary depending on the project undertaken. On the other hand, respondents for this study revealed that they did not get enough support from district officials in terms of mentoring and coaching. They complained the officials only came to identify the wrongs they are doing instead of providing the necessary support. To them this significantly hampers the implementation of CAPS. Other scholars believe that CAPS successfully implemented has the potential to improve literacy and numeracy performance with its special focus on reading and writing (Catholic Institute of Education 2010).

It was also established by the respondents that district officials are most concerned about the number of activities the learners write. Thus teachers made a conclusion that CAPS requires the learner to write a lot of activities without much concern about the learners' understanding.

5.3. New curriculum requires professionally trained teachers

The study revealed that the new curriculum requires professionally trained teachers. This has led the Department of Education increasing the number

of colleges and universities to train teachers in an effort to meet CAPS requirements.

Respondents indicated that the terminology used in CAPS is very difficult for teachers as well as learners at their level, so there is a need to unpack and clarify some of the terms. The respondents suggested the provision of teachers' guides that are simple and understandable. They also indicated that the time allocated to drill a concept is very limited in mathematics yet it is very challenging for the foundation phase learners to master a concept within a day or two.

5.3.1. Language usage

This research indicates that the language usage in the new curriculum is complex and requires more professionally qualified teachers. They find it confusing and contradictory at times (Jansen 2002). The respondents argued strongly against the use of different concepts and labels on a daily basis and the changes in meaning. They further stipulated that some of the concepts and terminology used in CAPS require them to have access to the internet and libraries.

However, due to the limited resources at their disposal, this is often impossible and so affects teachers' performance in class. This is confirmed in the study, as learners are concerned about the concepts used in the new curriculum. They believe that they are too difficult for their level and only learners with literate parents, access to technology and libraries are able to receive meaningful support (Mbingo, 2006).

The respondents also complained about the language of instruction in the foundation phase. They pointed out that the use of the home language as a language of instruction is very challenging. The respondents stated that it becomes very difficult for learners to switch to English when they get to

grade 4. However, this study indicates that it is recommended that learners in foundation phase be taught in their mother language to enhance a solid foundation in one's first language before introducing the second one (Jansen 2013).

Furthermore, respondents also highlighted that the language of instruction affects the learners as they proceed to intermediate phase. They believe that the transition to English in grade 4 becomes very challenging for the learner and this negatively affects the education system of South Africa. However, linguistics argues that teaching a child in their first language forms a solid foundation for a second language, (Taylor & Marisa, 2013). This argument supports the use of the mother tongue as a language of instruction. It also encourages the use of the first language in class to deliver a lesson for the benefit of the learners' understanding.

5.4 Unreliable district officials

This research indicates that districts do not have set targets in terms of school frequency visits and monitoring. According to the research, on average, district officials visited the school once in six months.

Respondents for this study said the visits from district are regular. However, they were quick to point out that these visits are not productive for them because they are given short or no notice about their coming. Respondents stated that these unexpected visits affect their health and their performance, because when the district officials come they do not give them the support they need. The research also indicated that facilitators never came to observe class lessons (Taylor, N; Muller, J; Vinjevold, P 2003). The respondents also shared the sentiments of these scholars as they believe that demonstrating how they should present a lesson by the facilitators within the allocated time could be of great help to them, as it will validate their findings during their visits.

5.5. Inconsistent resource allocation

This study indicates that resources in the school context related to curriculum includes books, stationery, and availability of funding and the curriculum guide (Van der Berg, 2001). The study shows that a shortage of these key resources may result in poor implementation of CAPS.

Respondents of the study strongly complained about the shortage of the above mentioned resources in the school and were concerned about how these much this affects their performance in class. Teachers were concerned about the materials such as textbooks, workbooks and stationery which was supplied in phases and some indicated that they receive them in the middle of the term. This makes teaching very challenging for them as they are obliged to compromise the teaching and learning process.

Respondents also expressed their concern about the shortage of finances within the school and that sometimes they are expected to use their own monies to attend workshops and buy teaching aids. All the respondents believe that limited resources hamper the successful implementation of CAPS.

It is also indicated in the research that township and rural schools adapt to a new curriculum slower than urban schools due to limited teaching resources, school conditions, and the students' background, (Wang & Chai 2009). Respondents of this study are not impressed with the way the Department of Education distributes resources to schools, especially those in township and rural areas. They highlighted that their school is still new. Therefore, the funding they receive from the Department of Education is not the same as that of older schools, in spite of the high numbers of enrolment in the school. As a new school, the respondents stated that they

do not get sufficient resources from the Department of Education to successfully implement CAPS and they stated that this really is them.

5.6. Training

This study indicates that there is a need for extensive training for teachers with regard to the new curriculum (Sargent, 2011). It is also shown in the study that inadequate training is more evident in township and rural schools (Chisholm, 2005).

Respondents of the study said the training sessions provided for them was short and scanty. They claimed that they did not benefit much from them as they only cover the basics. They strongly complained about the time they were expected to attend the workshops. They stated that they attended workshops after school when they were already tired and hungry. Respondents believed that these workshop end up being unproductive. Furthermore, respondents noted that the training sessions that were conducted by training providers were much more effective than those conducted by facilitators from the district. One of the main complaints is the invisibility of the facilitators in the classroom as the previous training providers would visit classrooms and watch teachers as they present their lesson and help them if there is a need.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

The background information has allowed the researcher to highlight the broad overview of the subject matter and the history of the subject and its numerous dimensions of the theory of curriculum change. Furthermore, this study has permitted the researcher to discuss some of the experiences that teachers have gone through in other countries as well as in South Africa. It has discussed what curriculum change is really all about and identified the distinction between the old and new curriculum. This study has also outlined the nature of teachers' response towards curriculum change. This study has also shown that some teachers accepted the new norms of the curriculum, whereas others accepted it to a certain extent due to the fact that they wanted to be in line with government guiding policies relating to the new curriculum.

The findings of the study indicate that CAPS has got some challenges that need to be addressed immediately for the betterment of the South African education. Respondents indicated that there is an urgent need to review the CAPS programme with regard to the availability of resources, provision of training and support and active involvement of the key players at the early stage of reviewing and revision.

The study has highlighted that very few respondents feel that the move to CAPS is a good change which as it is, has the potential to improve literacy and numeracy performance with regard to reading and writing. Moreover, teachers claimed that CAPS is user-friendly and easy to understand and, its simplicity makes it easier for new and inexperienced teachers to follow. It was also indicated that CAPS gives teachers the opportunity to be

inventive and apply their own ideas. Therefore, there is absolutely no doubt that CAPS implemented well could strengthen the quality of education in South Africa.

However, other respondents who have been in the field for a long time feel that CAPS puts more burden on teachers and learners. Most of the respondents expressed concern about the distribution of hours recommended by the Department of Education. They were concerned that the hours allocated for some subject areas are not enough to cover all the activities. Respondents reported that assessing and maintaining records for all their learners was too demanding and difficult since they were involved in preparing and teaching all the subjects in the foundation phase.

Respondents voiced a strong complaint about the distribution of resources in schools. They mentioned that the limited resources within their school frustrate them, as they end up spending their own money to travel to workshops and buying teaching aids. The teachers also raised a concern about the delay in receiving some of the text books, stationery and shortages. Learners struggle with their activities because they need to share and teachers have to improvise. All respondents emphasised that the lack of resources greatly affect the implementation process of CAPS including assessments.

6.2. Recommendations

Based on the aforementioned findings and conclusions, the following recommendations are made.

Those who are managing CAPS in terms of design, planning and implementation of CAPS need to review it to achieve the following:

- a. The Curriculum Development and Evaluation team from the Department of Education should review CAPS *with* stakeholders, specifically teacher training institutions of higher learning, to review and redesign it to be more closely aligned to the teacher training modules.
- b. CAPS designers should consider minimising the number of activities per lesson as this was identified as one of the obstacles to effective teaching and learning.
- c. CAPS designers should review the time allocation for subjects which for some subjects is limited compared to the number of activities that need to be covered. The insufficient time for these subjects was believed to be one of the factors hampering the successful implementation of CAPS.
- d. CAPS designers should consider using simpler language in all the lessons to ensure that more effective teaching takes place. It is also recommended that the Department of Education reconsider the language of instruction, conduct a thorough research to investigate whether mother tongue or English is the most effective language for instruction.

There is a need to identify and introduce long term objectives for CAPS and its implementation.

Effective monitoring and evaluation tools and processes are needed in CAPS to ensure that all procedures are being followed. This must involve regular visits by District's officials to schools for inspection. This will assist in monitoring and implementation of CAPS.

In light of the number of challenges raised by teachers, and the fact that CAPS is still new in the primary curriculum, points to a dire need to conduct need assessment for in-service training programme so that such training is focused towards meeting the teachers' needs. The evaluation

team from the Department of Basic Education should work closely with teacher training institutions and teachers who attended the launching of CAPS to monitor progress.

There is a need to review the model government is using in distributing resources within the schools. It is highly recommended that the Department of Education distribute resources according to the enrolment of learners per school and this should happen before schools open in January next year.

It is highly recommended that the Department of Education conduct workshops in schools during normal hours. This will ensure that every educator benefit from these workshops.

6.3. Recommendations for further research

This study focused on one school due to lack of funding and limited time. Therefore, there is a need for a further research with a broader scope.

Further research must also focus on how to effectively engage teachers when reviewing the CAPS document because they are the key implementers. For example, there is a need to determine how teachers can be involved in the reviewing of CAPS to ensure the smooth implementation of the programme.

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APPENDICES

Appendix. 1

CONSENT FORM

TITLE OF THE STUDY: TOWNSHIP SCHOOLS FOUNDATION PHASE
TEACHERS' EXPERIENCES IN THE IMPLEMENTATION OF CAPS

STUDY INVESTIGATOR:

Sihle Magagula, Student of University of Witwatersrand, Masters in Management
(P&DM)

Introduction

Hello, my name is Sihle Magagula. I am a post-graduate student at the University of Witwatersrand, studying towards a Master's Degree in Management in the field of Public Development and Management. I am doing a qualitative research assignment as part of my coursework study for the degree. I am conducting a research on the township schools foundation phase teachers' experiences in the implementation of CAPS.

Invitation to participate in the study

I am asking you to allow me to conduct an interview with you about CAPS implementation. If you agree, I will ask you to participate in one to two interviews this month for approximately one hour each. I am also asking you to give me the permission to audio record the interview so that I can keep an accurate record of what is said for the success of the research.

Please be informed that your participation is absolutely voluntary and you are not being forced to take part in this study. If you chose not to participate, you will not be affected negatively in any way whatsoever. If you agree to participate, you may also withdraw your participation at any time and tell us that you don't want to continue with the interview. If you do this, there will be no penalties and you will not be prejudiced in any way. You may also choose to withhold your identity and be anonymous.

Confidentiality

The information you provide and the recording will be kept strictly confidential. The records from your participation may be reviewed by people responsible for making sure that the research is done properly, including members of the ethics committee at the Human Sciences Research Council. Records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. The information you provide will not be published unless you give specific permission in writing at the end of this consent form. We will refer to you with a code number in any publication.

Risks and benefits

The study does not involve any kind of risks in your participation. Although the study will not help you personally, the information you provide will help us better understand the issues about CAPS from the teachers' point of view and be able to do an analysis for the qualitative research assignment.

If you would like to receive a copy of the recordings or feedback on our study, I will record your phone number on a separate sheet of paper and can send you the results of the study when it is completed.

Contact

You have the right to ask questions about the study and to have those questions answered before, during or after the research. If you have concerns or questions about the research and your rights as a participant you may call the investigator on 073 979 4304.

CONSENT

I hereby agree to participate in the research on township schools foundation phase teachers experiences in the implementation of CAPS. I understand that I am participating freely and without being forced in any way whatsoever. I also understand that I can choose to withdraw from participating in the study at any time and that my decision to do so will not affect me negatively.

I understand that this is a research study whose purpose will not necessarily benefit me personally in the immediate, short or long term.

I understand that my participation will remain confidential and I agree to the audio-recording of my participation in the study.

.....

Signature of Participant

Date

Appendix. 2

Interview guide

Section A: Interview process

Introduce myself and the purpose of the research. During the interview process, probe the experiences of foundation phase teachers in township schools with regard to CAPS implementation and what other factors influence their performance at the school. This will help me get an indication of the teacher's experiences and a better understanding the teacher's views on what really influences their performance. Request the teacher's permission to record the interview, provide the teachers with a choice of using a pseudonym for confidentiality and explain the consent form to the teacher. If the teachers agree, ask them to sign the consent form and choose a pseudonym.

Section B: Face-sheet

Interviewer: _____

Location: _____

Date: _____

Start Time: _____

End Time: _____

Demographics questions

Gender:

- Male
- Female

Age: _____

Certificate/Diploma/ Degree Course of Study:

School _____

Class: _____

Position: _____

CAPS experience: _____

Section C: Interview questions for teachers

Question 1

What do you think about the implementation of CAPS in South African schools?

Probing: Tell me more about the implementation of CAPS at your school.

Question 2

What impact does CAPS have on your teaching?

Probing: How do you feel about the whole experience?

Question 3

How have these experiences affected your performance at work?

Probing: Did these experiences affect your life in any way and how?

Question 4

Discuss briefly how the Department of Education has assisted the teachers and schools since the implementation of CAPS?

Probing: How do you feel about the assistance you get from the District of Education? Are you satisfied with their way of allocating funds and resources or not?

Question 5

What is your feeling about being part of the implementation process?

Probing: What do you think are the strengths and weaknesses of CAPS implementation?

Question 6

What do you think the government and the Department can do to assist teachers with regard to CAPS implementation?

Section D: Post-Interview Comment Sheet

Summary

Date: _____

Length of the interview: _____

1. What is the interviewee's overall attitude about the issues of CAPS implementation: content, frustrated, angry, depressed, discouraged, relaxed, confused etc.?

2. Looking at the quality of the interview, did the interviewee provide interesting detailed information or very little that is needed for analysis?

None/Little interesting information and detail	
Some interesting information and detail	
Most interesting information and detail	

3. Did the interviewee say something worthy or interesting in response to each question?

Questions What was interesting? 3-6 words

Q1

Q2

Q3

Q4

Q5

Q6

4. List the items that needs following up for a second interview:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Questions for the focus group (teachers)

1. What do you understand about CAPS?

2. What are the challenges have you encountered since its implementation?

3. Explain the kind of support you receive as teachers from the Department of Education since the implementation of CAPS.

4. What can you recommend to the Department of Education with regard to CAPS implementation?
