

**THE EXPERIENCES OF SOCIAL SCIENCES SECONDARY SCHOOL TEACHERS
ON THE CHANGING CURRICULUM: A CASE STUDY OF MANKWENG CLUSTER,
CAPRICORN DISTRICT IN LIMPOPO PROVINCE**

by

MAEPA MALESELA MATTHEWS

DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTER OF EDUCATION

in

CURRICULUM STUDIES

in the

FACULTIES OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO

SUPERVISOR: Prof RJ Singh

2017

DECLARATION

STUDENT NO: 200507219

I hereby declare that the dissertation entitled, **THE EXPERIENCES OF SOCIAL SCIENCES SECONDARY SCHOOL TEACHERS ON THE CHANGING CURRICULUM: A CASE STUDY OF MANKWENG CLUSTER, CAPRICORN DISTRICT IN LIMPOPO PROVINCE** is my own work and has never been submitted to any institution.

All sources quoted and used were acknowledged.

Signature

Date

DEDICATION

To my family and God.

ACKNOWLEDGEMENTS

I would like to thank my supervisor, Professor Rachael Jesika Singh, for the support she provided throughout my study.

The following colleagues from University of Limpopo, University of Fort Hare and University of Free State assisted me with advices for handling my research:

- Dr Khashane Stephen Malatji
- Dr Thembinkosi Mabila
- Dr Victor Moodiela Mathobela
- Dr Rose Masha (my editor)
- My family
- Colleagues from the school

Lastly, I acknowledge the people who have been supportive throughout my study period. Thank you very much. Be blessed.

ABSTRACT

This study aimed at exploring the experiences of Social Sciences teachers in secondary schools with regard to the implementation of the evolving curriculum policies in schools. In order for the study to be successful, a comprehensive literature review was done, and not only teachers, but also Curriculum advisors and circuit managers were selected and interviewed for the researcher to gain insight of the daily experiences in schools as they work with teachers on daily basis. The interviewees were from the Capricorn District in Mankweng circuit.

The researcher used data collection instruments in a form of questerviews and individual interviews. The instruments were guided by the objectives of the study. The sampling was made in this cluster taking into cognisance its vastness, since it consists of 5 circuits which are Mankweng Circuit, Kgakotlou Circuit, Mamabolo Circuit, Lebopo Circuit and Dimamo Circuit. The total number of schools in all the circuits is 62. The study focused on the chosen high schools which comprised 2 schools per circuit and a minimum of 2 and maximum of 4 teachers per school were interviewed. One circuit manager and curriculum advisor were also interviewed in the study.

The study's findings revealed that there is a lack of thorough training. This is in spite of the fact that the department hosts a series of briefings which do not seem to achieve the expected outcomes due to the limited time allocated. In the view of teachers, training serves as a cornerstone for the implementation of the curriculum policies. Findings also showed that teachers were overloaded due to low enrolment as many children prefer schools with a good infrastructure which many rural schools lack. Poor enrolment results in limited teachers who are overloaded as they end up having to teach many subjects. Since teachers are partners in education, the study made recommendations that teachers be given enough training to overcome implementation challenges. Teachers should also further their studies in order to improve their knowledge regarding curriculum changes. The universities should also serve as partners in empowering teachers with policy developments. Lastly, teachers should be assessed more often on curriculum policies to avoid the incorrect implementation of policies.

LIST OF ABBREVIATIONS

C2005 - Curriculum 2005

RNCS - Revised National Curriculum Statement

NCS - National Curriculum Statement

CAPS - Curriculum and Policy Statement

CA - Curriculum Advisors

LTSM - Learner Teacher Support Material

TABLE OF CONTENTS

Declaration	i
Dedication.....	ii
Acknowledgement.....	iii
Abstract.....	iv
List of abbreviations.....	v
CHAPTER 1	
1.1 BACKGROUND TO THE STUDY	1
1.2 PROBLEM STATEMENT	3
1.3 LITERATURE REVIEW	3
1.4 THEORETICAL FRAMEWORK.....	6
1.5 PURPOSE OF THE STUDY	6
1.5.1 AIM	6
1.5.2 OBJECTIVES.....	6
1.6 METHODOLOGY	7
1.6.1 RESEARCH DESIGN.....	7
1.6.2 SAMPLING	7
1.6.3 DATA COLLECTION.....	8
INTERVIEWS	8
QUESTERVIEWS.....	8
1.6.4 DATA ANALYSIS	8
1.7 CREDIBILITY, TRANSFERABILITY AND COMFIRMABILITY	9
1.8 ETHICAL CONSIDERATIONS	9
1.8.1 PERMISSION	9
1.8.2 INFORMED CONSENT	9
1.8.3 CONFIDENTIALITY AND ANONYMITY	10
1.9 SIGNIFICANCE OF THE STUDY.....	10
2.1 INTRODUCTION.....	12
2.2 CURRICULUM CHANGE INTERNATIONALLY	12
2.3 HISTORY OF CURRICULUM CHA NGE IN SOUTH AFRICA	20
2.4 OUTCOMES-BASED EDUCATION.....	25
2.5 SOCIAL SCIENCES: CURRICULUM POLICIES	33
3.1. INTRODUCTION.....	43

3.3 RESEARCH DESIGN	43
3.3. RESEARCH STRATEGY	45
3.4. RESEARCH METHODOLOGY	45
3.4.1 SAMPLING	45
3.4.1.1 RESEARCH POPULATION	45
3.4.1.2 SAMPLE TYPE	45
3.4.1.3 SAMPLE FRAME.....	46
3.4.1.4 SAMPLING.....	46
3.4.1.5 SAMPLING TECHNIQUE	47
3.4.1.6 SAMPLE SIZE.....	48
3.5. DATA COLLECTION INSTRUMENTS	49
3.6. DATA ANALYSIS.....	50
3.8. CREDIBILITY, TRANSFERABILITY AND CONFIRMABILITY	51
3.9. ETHICAL CONSIDERATIONS	52
3.10 SUMMARY OF CHAPTER.....	53
4.1 INTRODUCTION.....	54
4.2 PRESENTATION OF DATA FROM QUESTERVIEWS	54
4.2.1. THEME 1: CURRICULUM’ IMPLEMENTATION PROCESS	54
4.3. THEME 2: SOCIAL SCIENCES TEACHERS’ EXPERIENCES	58
4.3.1 A TEACHER WHO TEACHES SOCIAL SCIENCES, BUT NEVER SPECIALIZED IN GEOGRAPHY.....	58
4.3.2 FAILURE TO COVER ALL THE SECTIONS ADEQUATELY.....	59
4.3.3 SOCIAL SCIENCES AS A FOUNDATION FOR BOTH GEOGRAPHY AND HISTORY	60
4.3.4 CHALLENGES IN THE CHANGING OF CURRICULUM.....	60
4.3.5 TEACHERS FACING CHALLENGES WITH HISTORY	61
4.4. THEME 3: SOCIAL SCIENCES TEACHERS’ TRAINING REGARDING NEW CURRICULUM POLICIES	61
4.4.1 LACK OF TRAINING AND WORKSHOPS ON THE SOCIAL SCIENCES CURRICULUM POLICIES.....	62
4.4.2 MINIMAL TRAINING, WORKSHOPS AND LACK OF CLARITY FROM THE TRAINERS/ CURRICULUM ADVISORS62	
4.5. THEME 4: TEACHERS’ ASSISTANCE TO LEARNERS	64
4.5.1 LEARNING THROUGH MOTIVATION	64
4.5.2 ASSISTANCE THROUGH AFTERNOON STUDIES.....	65
4.5.3 TEACHING THROUGH DISCUSSIONS, ASSIGNMENTS, FORMAL AND INFORMAL WORK	65
4.5.4 USING MEDIA TO HELP LEARNERS	66
4.5.5 TOO MUCH WORK AS A CHALLENGE FOR GOOD LEARNER PERFORMANCE	67
4.5.6 USING A TEXTBOOK AS A TOOL TO HELP LEARNERS.....	67
4.6. THEME 5: CURRICULUM COVERAGE WITHIN SPECIFIED TIME-FRAME	68
4.6.1 USING AFTERNOON STUDIES	68
4.6.2 USING SUBJECT BASED PACE-SETTERS, WORK SCHEDULE AND LEARNING PROGRAMMES.....	69
4.6.3 PARENTS’ INVOLVEMENT AS A WAY TO ENSURE CURRICULUM COVERAGE	70

4.6.4 FAST-PACED TEACHING AS A WAY TO COVER THE CURRICULUM	71
4.6.5 EXTRA LESSONS AND THE CHALLENGES OF DISRUPTIVE ACTIVITIES	72
4.7. THEME 6: THE FULFILLMENT OF CURRICULUM POLICY EXPECTATIONS	73
4.7.1 IMPROVISING AS A STRATEGY.....	73
4.7.2 CURRICULUM WORKSHOPS AND BRIEFINGS AS GUIDES TO THE NEW POLICIES	74
4.7.3 USE OF PACE-SETTER AS A TOOL TO COVER THE TEACHING AND LEARNING DUTIES	75
4.8. THEME 7: TEACHERS' CONSTRAINTS	76
4.8.1 POOR LTSM AND DEPARTMENTAL SUPPORT.....	76
4.8.2 LACK OF KNOWLEDGE OF HISTORY AND GEOGRAPHY SECTIONS OF SOCIAL SCIENCES.....	77
4.8.3 CHALLENGE OF OVERCROWDING, LAZINESS OF LEARNERS AND LANGUAGE	78
4.8.4 SUBJECT TIME ALLOCATION AND POOR TEXTBOOK CONTENT.....	79
4.8.5 OVERCROWDING, SCHOOL COMMITTEES AND HEAVY TASKS.....	80
4.8.6 ABSENTEEISM AND LACK OF TECHNOLOGICAL RESOURCES.....	81
4.9. THEME 8: TEACHERS' MEASURES TO OVERCOME CHALLENGES IN SOCIAL SCIENCES	82
4.9.1 PARENTS' INVOLVEMENT, EXCURSIONS AND AUDIO-VISUAL RESOURCES.....	82
4.9.2 OUTSOURCING OF INFORMATION AND MAXIMIZING CONTACT TIME	82
4.9.3 THE USE OF INTERNET AND RESEARCH.....	83
4.9.4 GROUP TEACHING AND EXPANDING OPPORTUNITIES FOR LEARNERS	84
4.10. THEME 9: THE IMPORTANCE OF CURRICULUM ADVISORS VISITS	85
4.10.1 LACK OF SUBJECT ADVISORS' VISITS AND CONTINUOUS ASSESSMENT (CASS) MODERATION	85
4.10.2 THE VISIT TO ENSURE POLICY IMPLEMENTATION.....	86
4.10.3 LATE VISITS AND LACK OF KNOWLEDGE OF CURRICULUM BY SUBJECT ADVISORS.....	87
4.11. THEME 10: DEPARTMENTAL MEETINGS	88
4.11.1 LACK OF MEETINGS DUE TO TIME CONSTRAINTS	88
4.11.2 DEPARTMENTAL MEETINGS FOR OVERCOMING SOCIAL SCIENCES CHALLENGES	89
4.12. THEME 11: ADDITIONAL COMMENTS ON IMPLEMENTATION.....	91
4.12.1 WORKSHOPS AND TRAINING	91
4.12.2 TIME FACTOR AS A CHALLENGE TO CURRICULUM IMPLEMENTATION	92
4.12.3 MEETINGS CONSUME A LOT OF TEACHING AND LEARNING TIME	92
4.12.4 POOR CURRICULUM ADVISORS AND INADEQUATE CURRICULUM MANAGEMENT	92
4.12.5 SOCIAL SCIENCES' CONTENT	93
4.12 PRESENTATION OF DATA FROM INTERVIEWS	94
4.13. THEME 12: EXPERIENCES OF SOCIAL SCIENCES TEACHERS IN THE IMPLEMENTATION PROCESS	94
4.14. THEME 13: IMPROVEMENT IN TEACHING AND LEARNING SINCE THE INTRODUCTION OF THE NEW CURRICULUM.....	96
4.15. THEME 14: THE NEW CURRICULUM AND ASSESSMENT PROCESS.....	97
4.16. THEME 15: CURRICULUM ADVISORS' STRATEGY IN TRAINING SECONDARY SCHOOL TEACHERS	99
4.17 PRESENTATION OF DATA FROM THE CURRICULUM ADVISOR	100

4.18. THEME 16: EXPERIENCES OF SOCIAL SCIENCES CURRICULUM ADVISORS IN THE IMPLEMENTATION OF THE NEW CURRICULUM	101
4.19. THEME 17: IMPROVEMENT IN TEACHING AND LEARNING SINCE THE INTRODUCTION OF THE NEW CURRICULUM.....	103
4.20. THEME 18: THE NEW CURRICULUM AND ASSESSMENT PROCESS.....	104
4.21. THEME 19: STRATEGIES CURRICULUM ADVISORS USE TO TRAIN SECONDARY SCHOOL TEACHERS	106
4.22. THEME 20: EXPERIENCES OF CURRICULUM MANAGERS IN THE IMPLEMENTATION OF THE NEW CURRICULUM	108
4.23. THEME 21: THE IMPROVEMENT IN TEACHING AND LEARNING SINCE THE INTRODUCTION OF THE NEW CURRICULUM.....	109
2.24. THEME 22: THE NEW CURRICULUM AND ASSESSMENT SIMPLE	111
4.24. THEME 23: STRATEGIES CURRICULUM MANAGERS USE TO TRAIN SECONDARY SCHOOL TEACHERS	114
5.1 INTRODUCTION.....	118
5.2 SUMMARY OF STUDY	119
5.3 THE RESEARCH FINDINGS	119
● ☐ TEACHERS DO NOT VIEW CURRICULUM IN THE SAME WAY	120
● ☐ MOST EDUCATORS WHO TEACH SOCIAL SCIENCES QUALIFY IN ONE SUBJECT	120
● ☐ RAPID CHANGE OF CURRICULUM POLICIES	120
● ☐ INADEQUATE AND LIMITED CURRICULUM TRAINING WORKSHOPS	120
● ☐ TOO MUCH ADMINISTRATIVE WORK.....	120
● ☐ POOR LTSM AND INFRASTRUCTURE	121
● ☐ DEPARTMENTAL ACTIVITIES.....	121
● ☐ LIMITED SUBJECT TIME ALLOCATION ON TEACHING.....	121
● ☐ POOR TEACHER KNOWLEDGE AND VISIT BY CURRICULUM ADVISORS.....	121
● ☐ LACK OF SUBJECT MEETINGS AND POOR CURRICULUM KNOWLEDGE BY THE HEADS OF DEPARTMENTS...	121
● ☐ DIFFICULT TEACHING CONTENT	121
● ☐ LACK OF RECENT HISTORICAL EVENTS	121
● ☐ LACK OF KNOWLEDGE ON POLICY DOCUMENTS	122
● ☐ CAPS IS HIGHLY RECOMMENDED BY TEACHERS	122
● ☐ POOR COLLABORATION BETWEEN THE UNIVERSITIES AND THE DEPARTMENT OF EDUCATION.....	122
● ☐ SHORTAGE OF CURRICULUM PERSONNEL	122
5.4 RESEARCH RECOMMENDATIONS	122
● TEACHERS SHOULD BE OBLIGATED TO ENROLL FOR AT LEAST A SHORT-COURSE OR POST GRADUATE QUALIFICATION ON CURRICULUM DEVELOPMENT	123
● THE UNIVERSITIES AND THE DOE SHOULD CONSIDER HAVING PARTNERSHIPS IN THE CURRICULUM STRUCTURING WITH REGARD TO TEACHERS' MAJOR TEACHING SUBJECTS TO AVOID UNDER-QUALIFICATION IN THE SOCIAL SCIENCES	123
● THE DOE SHOULD CONSIDER ARRIVING AT ONE SOLID CURRICULUM POLICY THAT RESONATES WELL WITH TEACHERS.....	123
● THE DOE SHOULD INTENSIFY WORKSHOPS AND CURRICULUM DEVELOPMENT TRAINING	123
● THE DOE SHOULD MAXIMIZE THE SUPPLY OF THE LTSM AND INFRASTRUCTURE TO SECONDARY SCHOOLS .	123

- THE DOE SHOULD AVOID CALLING THE MEETINGS/BRIEFINGS DURING SCHOOL HOURS AS THEY DELAY TEACHING AND LEARNING 124
- THE TEACHING TIME ALLOCATION FOR THE SOCIAL SCIENCES SHOULD BE EXTENDED IN GRADE 8 & 9..... 124
- THE HEADS OF DEPARTMENTS IN SCHOOLS MUST BE TRAINED AND ASSESSED BASED ON THE NEW CURRICULUM POLICIES AND IMPLEMENTATION 124
- ADDITION OF CONTEMPORARY HISTORICAL EVENTS IN THE CONTENT OF SOCIAL SCIENCES SUBJECTS 124
- TEACHERS SHOULD BE ASSESSED ON THE CURRICULUM POLICY KNOWLEDGE..... 124
- THE CAPS POLICY MUST BE SUSTAINED AND INTENSIFIED AS IT IS HIGHLY RECOMMENDED BY TEACHERS IN SCHOOLS 125
- ☒ MORE CURRICULUM ADVISORS MUST BE ADDED TO THE EXISTING FEW TO MAXIMIZE THE CURRICULUM IMPLEMENTATION PROCESS 125

5.5 LIMITATIONS OF THE STUDY 125

APPENDIX A: OPEN-ENDED QUESTIONNAIRE..... 137

APPENDIX B: INTERVIEW SCHEDULE -TEACHERS 141

APPENDIX C: INTERVIEW SCHEDULE – SUBJECT ADVISORS 143

APPENDIX D: PERMISSION LETTER TO CONDUCT RESEARCH..... 144

APPENDIX E: CONFIRMATION LETTER 145

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 BACKGROUND TO THE STUDY

Prior to 1994, the education system in South Africa was based on a system of indoctrination instead of what a learner could understand and apply in a real world situation; Bantu Education was influenced by Calvinist ideology disseminated under the ambit of the Christian National Education (Van Niekerk, 1999). As Van Niekerk (1999) asserted, the concept of Christian Nationalism was defined in the National Education Policy Act of 1967, which prescribed an education policy along broad Christian and national lines for all whites. The education system was separatist in nature based on a separatist policy and legislation for Blacks, Whites, Indians and Coloureds. The content was based on the syllabuses and textbooks which conveyed values that subscribed to white supremacy and stereotyped Black people (Van Niekerk, 1999:433). The personality of the teacher was centred on the motivation of learners, and the curriculum development process was not open to public comment (Van Niekerk, 1999). The change in the education system post-apartheid sought to give learners a more broad-based education where they become the centre of teaching and learning, especially since education is about the preparation of children to be independent in their adult life (Winch & Gingell, 1999). The need for change in the education system of South African was based on finding relevance by linking the learner and the teacher in the teaching process, thereby ensuring that there is more learner participation in the process. Therefore, democratic participation was deemed critical in the struggle to build a new South Africa (Dekker & Lemmer, 1999).

The new education policy, which was based on outcomes, was a shift from the normal practices of Bantu Education, which focused more on the achievements of the teacher than the learner (Malada, 2010). In OBE, teachers were expected to be mediators instead of transmitters of knowledge. Although teachers' capacity remains questionable due to a myriad of problems arising from different avenues, the implementation strategies used in South Africa, in terms of the new curriculum, should be guided by the

differing realities of each school (Malada, 2010). The schools in South Africa are very different from one another in terms of how the classrooms are organized, the learner-educator ratio and the kinds of educators schools have in terms of qualifications, experience and expertise (Malada, 2010).

The decision to replace apartheid education with OBE in the General and Further Education and Training Bands (GET and FET) was taken by the Council of Education Ministers (CEM) on 26th February 1997. The implementation of Curriculum 2005 was fraught with problems ranging from infrastructural backlogs, resource limitations, inadequate supply of quality learning support materials and absence of common national standards for learning and assessment. A Ministerial Review Committee was appointed to review the curriculum in 2002. In the midst of implementation of Curriculum 2005, the minister appointed a Ministerial Project Committee in November 2000 to manage the streamlining and strengthening of Curriculum 2005.

By the year 2002, the National Curriculum Statement (NCS) was strengthened after the Revised National Curriculum Statement was opened for public comment. The implementation of OBE was met with challenges as proper monitoring was needed (Malada, 2010). The principals did not fully understand OBE, and that made it difficult to implement the NCS. This indicated a lack of training in the new curriculum. Teacher training challenges concerning the NCS were influenced by various problems, ranging from low pay salaries, language, poor or lack of training which included poor planning, poor management in schools, lack of parent participation in education of their children and overcrowding in classes (Gutman, 1998). As the NCS was faced with implementation problems, a new curriculum, Curriculum and Assessment Policy Statement (CAPS), was introduced due to the constraints that existed in the quality of teaching and learning. The Ministerial Report stated that the National Curriculum Statement must be repackaged for it to be accessible to teachers. According to Whittle (2010), the ministerial committee aimed at providing every subject in each grade with a single, comprehensive, and concise Curriculum and Assessment Policy Statement (CAPS) that would provide details on what teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis.

1.2 PROBLEM STATEMENT

The curriculum in South African schools is not constant. This is a consequence of constant changes in the curriculum which affected teachers, resulting in their inability to cope with the changes and, therefore, reverting to old practices. Ngcobo & Tikly (2010) stated that poor departmental involvement in training workshops on changes in the education system contributed to the lack of understanding of the system. The resources provided for curriculum implementation were not readily available, especially in rural areas. There is a general lack of parental involvement, under-resourced libraries, and not enough skilled teachers and well-trained school managers. Lack of proper resources has resulted in problems such as overcrowding, and the language of teaching and learning has also become a barrier to learning. Due to continuous failure and revision of policies, the current Curriculum and Assessment Policy Statement was introduced as a new curriculum approach (Arkins & Murphy, 2011). Teachers currently spend a lot of time doing administrative duties instead of their core teaching business in NCS. These curriculum-related problems warrant further investigation.

1.3 LITERATURE REVIEW

There was little research done on the possibilities of OBE implementation in South African schools before it was introduced into the curriculum (Wilmot, 2005). Professor Kader Asmal, who was the then Minister of Education from 1999-2004, expressed concern that the remnants of apartheid were still reflected within the education system and society; therefore, there was a need for a radical change. Before 1994, Bantu education operated on racial lines through a segregation policy which made education unequal between the different race groups in South Africa (Van Niekerk, 1999). Even those who were able to obtain education had to do so under difficult circumstances. Many lost the opportunity to access formal schooling because of the then education policies. Learners were learning under difficult conditions, had low morale and the system did not cater for all learners equally (Naong, 2008). An apartheid curriculum perpetuated divisions and separation rather than common nationhood (Manyane & Schoeman, 2002).

Therefore, in 1994, a new education system was introduced to replace the apartheid education system which was teacher oriented. It was introduced as the Outcomes-Based Education (OBE) which was based on a learner-centred approach (Meier, 2004:223). OBE was phased in over a few years and named as Curriculum 2005 which was later reviewed due to the challenges experienced by educators and learners. Later, the Revised National Curriculum Statement (RNCS) was introduced and taken to the public for scrutiny. The review was welcomed by the public as it was deemed clearer and simpler. The final document, National Curriculum Statement (NCS), was finalised in 2002 for Grade R-9 and later extended to the FET (Grade 10-12). The phasing in was concluded in 2004 (Phasing in OBE into the FET Band, Implementation Strategies, 2003-2006.).

At its initiation, OBE was greeted with excitement as it was viewed to be flexible and was also seen as laying the foundation for societal engineering (Naong, 2008:164). When Curriculum 2005 was introduced, a new approach in teaching had to be applied where teachers would cease to be primary suppliers of knowledge and would be facilitators; while learners had to assume more responsibility for their learning (Meier, 2004:224). This system was seen as a radical departure due to the legacies of apartheid education which had provided serious challenges. For example, History subject teachers had to change the way they taught; however, they received little training regarding the new approach (Manyane & Schoeman, 2002:176).

According to Matoti (2010:568), most teachers were uncertain about the future of the new curriculum due to political and economic conditions in South Africa. This was due to unstable education policies and other prevailing conditions such as unsatisfactory working conditions, declining education quality, lack of well conducted OBE workshops and a lack of accountability of school managers, which all contributed towards the failure of the system (Matoti, 2010:568). The new curriculum was unstable, and more problems were encountered in addition to the ones mentioned above; the curriculum structure and design was not clear, and there was also a lack of alignment between curriculum and assessment policies (Matoti, 2010). Teacher orientation, training and development were poor as schools lacked support material; policy overload was also

cited (Ibid.) this allowed little time for teaching in the classroom. The shortage of teaching staff to implement and support the system contributed much to the implementation problems (Naong, 2008:165). The system was imposed rather than based on teachers' experiences (Naong, 2008:167). According to Meier (2004:224), this resulted in the radical departure from the imposed curriculum.

During the revision of Curriculum 2005, reading skills of learners were exposed as a serious problem because this component was believed to have not been taught to them. The new system was referred to as the new-progressive Outcomes-Based Curriculum 2005; however, RNCS and NCS deepened this crisis. The system was too difficult for teachers to handle due to their ill-preparedness for change (Vandeyer & Killen 2003:119).

Ayliff (2010:02) argued that the National Curriculum Statement was put in place to enable teachers to execute their work by putting more emphasis on learner-centeredness, as outlined in the curriculum policies, which required independence and group work, with the assistance of available resources such as the internet, databases, and laboratories. This sounded well, however, rural and township schools experienced problems as some did, and still do, not have electricity. The system was said to be easily implemented in first world countries. As many teachers were not well qualified, it was likely to be unsuccessful in South Africa (Aylif, 2010:02). Aylif (2010:04) explored many problems pertaining to the implementation of NCS, especially internal and external challenges such as ill-discipline, the lack of resources and the administration overload for teachers. External factors cited by Aylif (2010) included poor socio-economic conditions, unsupportive and illiterate parents or caregivers, dysfunctional home environments, and historical and political challenges and poor accountability of teachers.

In 2012, the policy shifted again to adopt the Curriculum and Assessment Policy Statement (CAPS). As CAPS is still in the process of implementation, it remains yet to be seen if this is, indeed, the best suited curriculum for basic education in South Africa.

1.4 THEORETICAL FRAMEWORK

This study employed interpretive theory as a theoretical guiding tool to arrive at the expected outcomes. Interpretive theory maintains the access to the organisation which the researcher seeks to use in terms of data collection and in this regard the secondary schools in the Mankweng cluster circuits were be the organisations which were utilised during the process of data collection (Walsham, 2006:322). Furthermore, as interviews form part of data gathering, they form part of the interpretive theory as a key way to access the informants in the field of Social Sciences in education (Walsham, 2006:323). The interpretive theory is an approach that originated in the Social Sciences and Humanities. It is used when there is a requirements of an underlying theoretical framework to guide the research process and to provide cohesion and internal consistency (De Villiers, 2005). Interpretive theory, aims to find new interpretations or underlying meanings and adheres to the ontological assumption of multiple realities, which are time-and context dependant (De Villiers, 2005).

1.5 PURPOSE OF THE STUDY

1.5.1 Aim

The aim of this study was to investigate the experiences of Social Sciences secondary school teachers on the changing curriculum: A case study of Mankweng Cluster, Capricorn District region of Limpopo Province, South Africa.

1.5.2 Objectives

The objectives of the study included to:

- Determine the views of secondary school teachers towards curriculum change in the Social Sciences.
- Establish the effect of curriculum change on the classroom practice of secondary school teachers.
- Examine how teacher assessment assists in new curriculum implementation.
- Explore the strategies used by curriculum advisors when training secondary school teachers in the new curriculum.

1.6 METHODOLOGY

Qualitative research methodology was used in this study. Qualitative research methodology seeks to “gain insight into people’s attitudes, behaviours, value systems concerns and aspirations”; it also deals with “focus groups; in-depth interviews and content analysis” (Joubish & Khurram, 2011:9). Denzin and Lincoln (2000:3) explain qualitative research as a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. It turns the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to oneself. They also assert it as a field of inquiry on its own. This method assisted significantly in this study as this study sought to establish the experiences of teachers during the constant curriculum change in the South African education system at large, and in particular, the focus was on the Mankweng Cluster.

1.6.1 Research Design

A phenomenological research design was applied in order to establish the impact of the changing curriculum on work of Social Sciences secondary school teachers. Groenewald (2004) states that phenomenological research design describes, as accurately as possible, the phenomenon whilst refraining from any pre-given notions. This design is based on the lived experience of the population. In the case of this study, the experiences of Social Sciences teachers towards the introduction and implementation of the new curriculum was extensively examined.

1.6.2 Sampling

Mankweng is a big cluster consisting of five (5) circuits at a close range to each other in the Capricorn region of Limpopo province, with a high populace of teachers in both primary and secondary schools. Mankweng Circuit has 11 high schools, Kgakotlou Circuit 13, Mamabolo Circuit 9, Lebopo Circuit 15 and Dimamo Circuit 14, with a total of 62 schools. The study focus was on secondary schools. The sample consisted of at least 2 secondary schools from every circuit. From each school, a minimum of 2 and a maximum of 4 teachers were selected for interviews. The district consists of a small

number of curriculum advisors in the Social Sciences who were included in the sample to be interviewed. Circuit managers were also considered for interviews in districts with no curriculum advisors.

1.6.3 Data Collection

Interviews

Data was collected using qualitative research methods in the form of interviews. Both teachers and subject advisors were interviewed. The data collection instrument used was structured interview schedules for teachers and subject advisors. The design of questions was guided by the objectives of this study. An audio recorder was used to capture responses during interviews.

Questerviews

The researcher administered questerviews to collect additional data from teachers. Questerviews accommodated both participants that were good in writing and those that were good in speaking. Therefore, during this data collection, participants were asked questions to which they were allowed respond by writing down the responses and also verbally. Rich data was collected through this instrument (questionnaires and audio recorder) of data collection since participants were free to express themselves both verbally and in written form.

1.6.4 Data Analysis

The data from the questerviews and interviews were analysed using the thematic data analysis technique. Firstly, primary data was transcribed. Secondly, cross-checking was done against the manually recorded data to ensure accuracy of the data. Thirdly, data was then organised into broad themes using the thematic data analysis strategy. Lastly, the results were discussed narratively under each theme. The purpose of using this strategy in data analysis was to engage the participants fully so that they arrive at full information disclosure whilst uncovering the impact of the changing curriculum on Social Sciences secondary school teaching and learning. (Catalano, Purucchini & Vecchio, 2014)

1.7 CREDIBILITY, TRANSFERABILITY AND COMFIRMABILITY

Transferability and credibility were ensured through the use of multiple layers of data collection strategies on the same phenomena. This was done by interviewing teachers and subject advisors who experienced the same curriculum but from different perspectives although they are involved in curriculum delivery on a daily basis. This ensured data triangulation from interviews, thereby guaranteeing transferability and credibility. By interviewing teachers and subject advisors from all the circuits of the Capricorn district, a wider representation of participants was ensured. The researcher was cognisant of bias as teachers and subject advisors have different methods of operation; some may be in a position to protect their institutions and others may be willing to criticise them. Their views on the curriculum differed, given their responsibilities. The latter input makes it obvious for the work to be impartial and to bring about a fair outcome in the findings. In a case where bias seems to occur, which the researcher cannot avoid, this was clearly stated since ensuring credibility is one of the most important factors in establishing trustworthiness (Lincoln & Guba, 2004).

1.8 ETHICAL CONSIDERATIONS

1.8.1 Permission

The research was conducted based on the consent of the interviewees and their institutions. The researcher preserved the integrity of the institutions and participants that were involved in terms of their language of operation as they were given a chance to answer any question in their preferred language. Permission was obtained from the Department of Education to conduct research at public schools in the Capricorn district. A research clearance application was granted for study, and ethical clearance was obtained from the University of Limpopo's Ethics Committee.

1.8.2 Informed consent

For this study, before commencement of data collection, the teachers signed an informed consent form agreeing to participate and they were informed that participation was voluntary.

1.8.3 Confidentiality and anonymity

Participants were assured that all information will be treated with anonymity and confidentiality. In this way, the researcher ensured that principles of anonymity and confidentiality were upheld, especially during data preparation, analysis and reporting. In the case of interviews, permission was sought for recording, participants' names remained private and audio-tapes were coded to ensure anonymity.

1.9 SIGNIFICANCE OF THE STUDY

Given the constant changes made in the country's education system in a short space of time, the study will add value to the implementation of the new curriculum. These changes made to the system are a clear indication that there is a need for education research on curriculum issues. The study is imperative in addressing the existing challenges in the system. The impact made by the existing curriculum was examined and this serves as a directive towards shaping the system in the future. The body of education personnel will benefit from the research, which reflects on its nature of focus. If curriculum implementation is not researched, the system will continuously face difficulties that will lead to the production of doubtful outcomes. With this backdrop, the study adds onto and improves the existing research into the new school curriculum implementation in South Africa.

The study sought to expose problems relating to implementation of Social Sciences curriculum and discuss some principles of implementation so that they favour the environment of learning. Many South Africans are illiterate due to many factors including colonialism and apartheid. Blacks require a more advanced curriculum and education system that would ameliorate this negative legacy. (Peter, 2007)

The research is not viewed separately from previous research on curriculum implementation; rather it uses previous research as a platform for further investigation in an attempt at adding value to research on curriculum implementation in South Africa. The research was conducted in the context of advancing national interests through the provision of quality education for the learners.

1.10 SUMMARY OF THE CHAPTER

This chapter has provided the background of the study. A statement of the problem has also been provided – with both the main research question and some sub-research questions. The researcher has also presented the rationale of the study in this chapter. The research outline, in which the researcher explained the content of each chapter, was also presented. Furthermore, the limitations and the delimitation of the study were presented, together with definitions of the key concepts. The next chapter focuses on the literature review and the theoretical framework.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter introduced the background of this study, the research problem and objectives, literature review, theoretical framework, purpose of the study, research questions, methodology (research design, sampling, data collection and data analysis), credibility, transferability and conformability, definition of key concepts and ethical issues. This chapter reviews literature that informs this study. In reviewing this literature, different studies on the implementation of the new curriculum were explored.

2.2 CURRICULUM CHANGE INTERNATIONALLY

Curriculum implementation is carried out differently both nationally and internationally. During the last four decades, educational researchers and practitioners have been intensively engaged in bringing about positive changes in schools. Therefore, the kinds of changes introduced to schools have become complex in nature and overwhelming in number – from improving teachers’ professional knowledge base and teaching inventories; to developing innovative curricular, to changing the organizational structures and cultures in schools (Burns, 2003). The skills required by schools and teachers to implement these changes have also become more complex. Consequently, a large number of external agents – referred to as consultants, linking agents, education officers, or supervisors – have mobilised themselves for building schools’ capacity and knowledge utilization at the local level (Zhang, 2015).

Curriculum change is a world-wide phenomenon that countries use to adapt their education system to domestic and global changes. The resultant outcomes-based adopted curriculum resembles that of Australia that was informed by educational researchers who championed inclusivity (Burns, 2003:04). Inclusivity in education means that all races had to receive similar standardized education, which entails that

barriers to learning will be done away with as a step towards the promotion of future competent citizens.

Australia embraced curriculum change because:

- a) a move from the decentralized curriculum of the 1980s and early 1990s to a structured learning process was increasingly answerable to external accountability and reporting requirements;
- b) there was an expectation that all teachers would work within a common curriculum framework;
- c) it provided a move away from individualistic, negotiated and classroom-centred course design to articulated syllabuses planned within the learner pathways defined by the organization; and
- d) the completion of courses within the legislated entitlement of 510 hours was anticipated (Burns, 2003: 04).

According to Brown (2003), curriculum development occurs as a result of some new developments facing the government. All the above factors bear testimony to curriculum changes in Australia. South Africa was also to follow suit later. In South Africa, the move from the Bantu Education system signalled an evolution from an Afrikaner Nationalism aligned education to a pluralistic education, namely one that was Outcomes-Based Education (OBE). The adoption of this international curriculum proved how the international community influences the system of education restructuring. Leask (2003), therefore, suggests that there is a need for common goals, internationally, if not world-wide because the world finds itself in close relations in many aspects. The system of education in South Africa has to be similar to those used in Europe or the entire continent, as OBE suggests that learners must see the world as a set of related systems.

Over several decades, curriculum leaders and others have debated the notion that curriculum changes should be built on shared power and consensus rather than contradictions, a strategy that, some believe, reinforces the status quo rather than educational change (Apple, 1995). Apple (1995) refers to South Africa as a case in

point to support this claim. A diverse society like South Africa is at a dire need to balance the status quo in education as it was not balanced before 1994.

CURRICULUM CHANGE IN CHINA AND OTHER COUNTRIES

Darr (2011) asserted that, following the Cultural Revolution of 1966-1976, China began to seek help from outside their usual spheres of influence since it was previously confined within the tenets of Confucianism which was stability, durability, a hierarchical view of knowledge, and the status quo being maintained. Under Confucianism, subjects taught included Chinese, Maths, Science, History, Geography, Physical Education, Political Studies, Music and the Arts; and from junior middle school onwards, English. In the case of China, their reform was not a total exclusion of the old, but just an addition of English, which is currently a global language. There is, therefore, a bid currently to promote the teaching of English from the age of eight, and this required huge training, particularly in the light of a New Curriculum having become mandatory in the whole of China in 2005 (Peidong & Laidlaw, 2006).

It is clear that the Chinese curriculum reform was simply based on an addition of what seemed important for the modern times than a mere reform influenced by power dominance. They believed the “New Curriculum to be radical and turn[ing] previous ideas about knowledge, teaching and learning on. Essentially, it embodies the philosophy that: The students should move from competence to performance. (Peidong & Laidlaw, 2006). Students were expected to do things the new way, in terms of which there was much emphasis on the practical part than knowledge that cannot be implemented in real terms. Similar to South Africa, the main aim of the Outcomes-Based Education was to allow learners to be more practical in what they learn in class. In the same line of argument, Du Plessis (2013) argued that learners need to respond to the outside world with the knowledge acquired in class.

In contrast to Du Plessis, Malada (2010) advanced an argument that one of the key skills currently being promoted by the Chinese New Curriculum is critical thinking. The social and educational potential of this New Curriculum seem highly courageous and

visionary and also necessary at this time of China's emergence as a world-power (Zhang, 2003). The possible outcome of such an innovation is a population consciously armed with critical-thinking skills and negotiation of values as foundations for life-long learning, as opposed to the given norms of China's former social and educational systems (Riegel, 2002). Critical thinking is also what OBE envisaged from learners. South Africa is not in isolation in the reform of education system. It is clear that curriculum reform is a world phenomenon influenced by world developments.

According to Weber (2008), decentralization means making decisions on relevant matters to teach, how to teach more effectively and making accurate assessments as to where learning takes place in order to meet the diverse needs of pupils in mixed ability classrooms. This concept resulted from the introduction of compulsory education for all in the 1970s in Hong Kong and other major developed countries. Moreover, it also means changing the traditional roles of teachers from curriculum users to curriculum developers, thereby shifting more responsibility in curriculum decision-making for pupil learning. Punch (2014) argued that involving teachers to take part in a wider range of curriculum responsibilities has been taken up formally by a group of educational experts recommended by the Organization of Economic and Cultural Development (OECD) in a report in 1982 in Hong Kong, and more systematically, by various education reports in Hong Kong. The movement towards greater teacher participation has also been a result of efforts initiated by the Chinese government in the early 1980s towards the adoption of a school-based management approach that involves teachers in school decision making in general.

These efforts also reflect the call for a more professional and democratic engagement of teachers in various levels of school decision making, veering away from the traditional ethos of relying on hierarchical leadership (Law, Galton & Wan, 2010). It is also the responsibility of the teacher to decide what is proper and adequate than just mere teaching, which results in a learner not understanding the context in which teaching is taking place. The teacher here is required to be part of curriculum development rather than a mere recipient of what has been suggested outside his/her involvement.

In the USA there was a call for decentralization as a result of the failure of central agencies in designing, planning and implementing the new curriculum in schools (Fullan, 2000). In Australia and Canada, they took Asian studies and mainstreamed them into their curriculum due to multicultural reasons (Resnik, 2009). The Asians emphasized the need to consider the global impact of imperialism on education and the need for teachers to encourage the diversity of the curriculum. Of course, inclusion of studies from Asia in school curricula has many benefits for students' social and intellectual development; and the increasingly multicultural nature of Australian society has reinforced support for teaching studies of Asian content (Griffin, Woods & Dulhunty, 2004). The curriculum reform is influenced by the conditions the country finds itself in, the influence of culture and economy plays a role as globalization takes place.

There will always be a need for curriculum change as the world is in motion, given developments in economy, politics and historical factors. Neumann (2006) argued that every country, including South Africa, is not an exception in that process. The most important issue is that the reform must comply with the reality of the people found in that country. In the case of South Africa, the goal was to do away with the oppressive education system, and in China, it was to keep up with the on-going world developments in terms of language where English became a global language. Australia and Canada's cases were about improving relations with the Asian neighbours as they migrated in numbers to their country (Moore, 2012). There are various reasons for any curriculum reform. However, it depends on the condition each country finds itself in.

BACK TO SOUTH AFRICA

In the context of South Africa, curriculum has been implemented differently from Bantu Education to the current education policy (CAPS). In 1954, the white minority government passed into law the Bantu Education Act. This act aimed at providing separate and unequal education for different races of South Africa (Jansen, 1998). Another intention of Bantu Education was to instil a sense of inferiority in black South Africans. The then Prime Minister, Dr. H.F Verwoerd, also stated that the Bantu education's emphasis should be more practical, focusing mainly on technical skills. It was aimed at producing Black carpenters, labourers, and artisans for the white

economy. All this was done to deny Blacks intellectual independence in the long-term, thus, discouraging them from achieving economic, political and social independence. The utilization of physical strength was the optimum aim of the apartheid government, as opposed to mental prowess (Nkabinde, 1997). The Bantu education system prioritized education provision according to racial class, and Black learners were offered poor quality education. The inferior quality of Bantu education contributed to the social and economic disadvantage of Black learners (Essack & Quayle, 2007).

In the new democratic dispensation, a new focus on education was generated through the educational reform as a central part of the country's Reconstruction and Development Project (RDP). This was driven by two imperatives. Leask (2003) argued that the government had to overcome the devastation of apartheid and provide a system of education that builds democracy, human dignity, equality and social justice. Second, a system of lifelong learning had to be established to enable South Africans to respond to the enormous economic and social challenges of the 21st century (Asmal, 2001). The above two imperatives had to be reconciled to achieve the intended educational goals.

Consequently, there were emergent Education Policy making and legislation initiatives, derived from the country's Constitution (RSA, 1996b:13), which makes specific provision for education in Section 29 of the Bill of Rights. Such educational policies were developed since 1994 in various documents such as the Green Paper and White Paper on education. The full consultative process towards decision-making, including participation of government departments, educational institutions and major national stakeholders, took place. The policy documents that ushered in the new education dispensation were the White Paper on Education and Training (1995) commonly known as the White Paper 1. It was followed by the White Paper on The Organization, Governance and Funding of Schools (1996); A Programme for the Transformation of Higher Education (1997); Further Education and Training (1998); Meeting the Challenge of Early Childhood Development in South Africa (2001). Various statutes were also passed since 1994, for example:

- South African Qualifications Authority Act (Act 85 of 1995);

- National Education Policy Act (Act 27 of 1996);
- South African Schools Act (Act 84 of 1996);
- Higher Education Act (Act 101 of 1997);
- Abolition of Corporal Punishment Act (Act 33 of 1997);
- Employment of Educators Act (Act 76 of 1998);
- Further Education and Training Act (Act 98 of 1998);
- South African Council for Educators Act (Act 31 of 2000); and
- Adult Basic Education and Training Act (Act 52 of 2000).

All the acts stated above assisted in restructuring the system of education transitionally from the apartheid Bantu Education policy. Below are various objectives interpreted from the educational policies developed: (Simkins, 2009)

- An integrated approach will encompass the abolition of the restricting boundaries between the tasks of the education institutions on the one hand, and employment sectors on the other. A flexible educational provision will bring education and employment closer in producing good human resource;
- In a rapidly changing world, continuous retraining of human resources was critical to enable learners to keep abreast of new knowledge and technologies. The educational policy makers recognize this essential worldwide priority of lifelong learning and envisage a system that will enable anyone at any age to improve his or her qualifications and be duly accredited for these improvements;
- An objective of paramount importance is the new dispensation of South Africa in the development of a just and equitable system that provides good quality education and training countrywide to learners who are young and old. This means the gross inequalities of the past in terms of educational attainment, skills, employment opportunities, productivity and income, as well as the separate systems of education will be redressed;

- Since basic education for all is guaranteed by the Constitution, the authorities have identified Adult Basic Education and Training (ABET) as an essential objective to be realized by means of a national ABET programme focused on particular target groups that have historically missed the opportunity to be in education;
- The imperative of the department is to address the early learning opportunities of all learners, especially of those living in poverty, therefore, the White Paper 5 (RSA, 2001c) sets out a comprehensive plan for early childhood development and the inclusion of a reception year as a pre-school year that will form part of formal schooling;
- It was estimated that by 2008 the South African education system would have a shortfall of over 30 000 teachers owing to the impact of HIV/Aids and other factors such as teachers leaving the country or finding better-paid jobs in the private sector (RSA, 1995a:29). Therefore, a Technical Committee on the Revision of Norms and Standards for Educators (RSA, 2000b) was appointed. Its report was approved by the ministry as a national policy on 04 February 2000, with the result that higher education institutions can now redesign teacher education programmes in line with the new values, goals and principles of the new dispensation;
- A national qualification framework, in addition to other quality assurance mechanisms, will be the foundation on which new levels of quality will be built. The South African Qualifications Authority (SAQA) (Act 58 of 1995) (RSA, 1995b) provides for the development and maintenance of such a framework;

- The former Minister of Education, Bhengu (1997) announced Curriculum 2005, which was founded on the principles and philosophy of the Outcomes Based Education (OBE). Entirely new national curricula, based on the achievement of learning outcomes were to be phased into general and further education and training. The project would start in Grade 1 in 1998 and be completed in 2005. It would take ten years to be implemented in all other grades. It was mentioned that training the teaching corps who have a traditional teacher-centred orientation is a mammoth undertaking (Kruss, 2009).

The South African government instituted sweeping changes to the education system in order to redress past racial prejudices. Some of the sweeping changes in the education system were curriculum 2005 and all the factors stated above. The rapidly changing socio-political and economic conditions in contemporary societies demand radical changes in formal schooling and educational practices around the globe (Leask, 2003). Consequently, schools are faced with growing tensions and challenges of dealing with multiple changes in the forms of restructuring the educational system, re-conceptualizing educational practices, and professionalizing teachers, school Heads, and education managers. In order to address and cope with these challenges, schools continued to experiment with a variety of programmes (Tajik, 2008). As a result, many sophisticated and innovative change models have been implemented in schools. Some models, for example, aimed at bringing about positive changes in schools through improving teacher professional knowledge-base and teaching repertoires. Other models focused on developing the capacities of local leadership. Still others attempted to develop innovative curricula for school change or to change the organizational structures and cultures in schools (Tajik, 2008).

2.3 HISTORY OF CURRICULUM CHANGE IN SOUTH AFRICA

According to Malada (2010), the South African education system has come a long way from its divided past characterised by an education system that was racially structured amongst Black, Coloured, Indian and White South Africans. In a similar vein, Meier

(2004) explains how whites had more privileges than all other races whilst Blacks were the last to be considered in educational developments. Apartheid conditions disadvantaged the Black majority, which resulted in the education redress in the mid-90s after the democratic government came into power.

The old system of Bantu Education was structured in a way that was more teachers-centred than learner-centred. This means that learning was centred on the teacher where “teachers alone were responsible for the learning process, for encouraging the love of learning, which in turn, placed a great deal of stress on the personality of teachers, and what they hoped to achieve (Nkomo, 2009). Elements critical to a successful, modern education such as access, redress and quality-assurance, were left out of the agenda (Akojee & Nkomo, 2007). The culture of learners being active participants was overlooked and, as a result, rote-learning was at the centre of the educational progress, which, in turn, disadvantaged learners as broader thinkers.

South Africa has gone through many educational changing processes attempting to overcome challenges it faced due to imbalances caused by the apartheid system (Msila, 2007). The new system of Outcomes-Based Education (OBE) was an educational provision that reflected political pressures to find a shortcut in the long road of building new forms of institutional capacity and it appeared to offer a way of guaranteeing opportunities for all, in sharp contrast to historical institutions and curricula that had systematically excluded the majority (Kraak & Young 2001). Amongst its principles was the emphasis that the learner should integrate education with training. Kraak and Young (2001) pointed out that the new system had to face the reality of the enormous practical difficulties of implementing radical change.

The ministerial committee established by the minister aimed at collapsing apartheid education and the major post-apartheid curriculum reform movement introduced was Curriculum 2005. This curriculum collapsed the boundaries of knowledge and placed an emphasis on group work, relevance, local curriculum construction and local choice of content (Bertram, 2012). Through Curriculum 2005 (as a policy strategy), the government saw the significance of shifting the education and its practices from the old approach to teaching and learning although there were doubts cast around its

existence. Generally, policy makers and government officials would understand policy as a set of rational activities and be concerned that policies are correctly implemented, while academic researchers may be more concerned with issues of complexity, power and control. Bertram (2012) stated that this study is located within an understanding of policy as a complex and contested terrain.

There are many aspects that affect the education system in South Africa, both positive and negative. Resnik (2009) argued that due to the condition the country finds itself in, Curriculum 2005 did not see implementation success. This is because schools in South Africa have become more diverse, posing new challenges for teachers and teacher education. This diversity is multifaceted, encompassing racial, class, gender, religious, linguistic, physical and other differences. A recurring theme in the literature is the increasing learner diversity within schools, but there is also a continuing lack of diversity amongst teaching staff, such as in the now rapidly-integrating minority schools (Hemson, 2006).

“These were radical demands, and different teachers interpreted them in very different ways” (Jansen, 1999: 55). History educators were particularly concerned that the subject was collapsed into the learning area called Human and Social Sciences (Bertram, 2012). Prof Kader Asmal, the then Minister of Education in 1999, instituted a review of Curriculum 2005. The committee that reviewed Curriculum 2005 recommended that the curriculum be streamlined and that the revised version (which came to be called the National Curriculum Statement, namely, the NCS) should detail the curriculum requirements in clear and simple language (Department of Education, 2000). The NCS introduced a stronger knowledge dimension to the school curriculum and reduced the number of learning outcomes per learning area (Chisholm, 2005; Chisholm, 2004). As a result of the curriculum review, a revised set of the NCS was developed and implemented in 2002 for the General Education and Training (GET) band, which comprises grades R–9. History was more firmly represented as a subject with its own learning outcomes, although still coupled with Geography in a learning area called Social Sciences. A set of National Curriculum Statements was developed for the Further Education and Training (FET) band (grades 10–12) (Bertram 2012:03).

Chisholm (2004) states that since 1994 there has been a significant refashioning of the education and training landscape in South Africa. There were quite a number of changes implemented in order to achieve the transformation of education in South Africa (Smit, 2000). Since the country came from an unjust past, it was seen as imperative to decentralize education in all facets, with nineteen previously racially-divided departments being restructured into nine. Colleges, schools, technikons and universities were restructured to strike a balance in all sectors of education as a way of providing a better and equitable education to people of diverse race and backgrounds. Education management also had to be revamped to introduce new management with the understanding of the current day curriculum, and new designs and reviews were made for the new curricula. Teacher education is also currently offered under the auspices of the higher education sector. Higher education itself was reorganized to align with the new changes of curriculum, and a multilingual language policy was articulated for schools (Chisholm, 2004).

Furthermore, the new FET curriculum (Department of Education, 2003) was implemented in Grade 10 classrooms in 2006 after a range of stakeholders were consulted. Chisholm (2004) states that to date writing on South African education, following the transition, has focused on the paradox of change and non-change. This literature has not reflected much on the relationship between the changing political economy of race, class and gender and the unfolding character of education. The system has not found itself in the correct direction, and is caught between the old and the new practices. The human resources found in the system are still the product of the old training, for which the new system never provided training to undertake duties in relation to it.

Looking at some of the practices of the old system, planning seems to have been part of the crisis which led to poor planning that has led to continuous change. The idea of an outcomes-driven system was undoubtedly attractive to those involved in the democratic struggle (Venter, 2004). It appeared to offer a way of guaranteeing opportunities for all in sharp contrast to existing institutions and curriculum that had systematically excluded the majority. However, an outcomes-based approach to educational provision can also

be seen as reflecting political pressures to find a shortcut in the long road of building new forms of institutional capacity. It may also reflect a misplaced and somewhat uncritical enthusiasm for models developed in western democratic countries and a failure to critically examine their actual consequences (Kraak & Young, 2001).

Sello (2009) argued that South Africa still has a young democracy; there were several challenges which confronted the system with racism being one of the biggest. It is stated that despite reconciliation at the national level and integration at school level, however, racism persisted and was evident in both continuing manifestation of racial conflict and numerous forms of re-segregation. Nkomo & Chisholm (2003) asserted that the legacies of racial domination and other related forms of discriminatory practices linger on in a democratic South Africa and manifest themselves in many ways, systemically as well as at the individual level. There is a critical need for all social institutions under the guidance of the democratic constitution to engage in the project of giving birth to a new society imbued with the values and principles of an enlightened, modern and democratic constitution (Nkomo & Chisholm, 2003).

The schools, by virtue of their crucial role in society, play an important role in the reconstructive project. Given the historical circumstances, schools have a role to play in integration, not merely in changing the racially exclusive demographics of learners and educator bodies (what might be referred to as desegregation). Through integration, schools are changing to meet the needs of all children enrolled, thus fostering meaningful interaction among learners in the classroom, on the playground and in the extramural activities, as well as instilling human rights culture (Punch, 2014). It is further stated that integration means seeking to construct curricula, texts and pedagogies that are informed by a democratic ethos. It requires teachers, school managers and communities that are equipped to promote a democratic school environment. In short, it is about inclusivity and social cohesion in contrast to the division and fragmentation that characterized apartheid society and education (Chisholm & Mckinney, 2003). Such integration is a means to achieve national reconciliation through education in order to achieve some of the goals intended to unite the people of South Africa who are diverse in nature.

2.4 OUTCOMES-BASED EDUCATION

With the advent of South Africa's first post-apartheid elections in April 1994, the Ministry of Education has introduced three national curriculum reform initiatives focused on schools. The first attempt was to eradicate the apartheid curriculum (school syllabuses) of racially offensive and outdated content, while the second introduced continuous assessment into schools. However, the most ambitious curriculum policy since the installation of the Government of National Unity has been referred to as outcomes-based education (OBE) (Jansen, 1997). Jansen (2010:42) argues that until 1990, the production of education policy in South Africa was a relatively simple matter. The state maintained control of education policy in ways that were bureaucratically centralized, racially exclusive and politically authoritarian.

This period (1994-1999) was best described as a race to establish an overarching legal and policy canopy under which education would be conducted in the new democracy. Nineteen racially fragmented education departments needed to be brought under one united, non-racial department. Apartheid legislation governing teachers, learners, governance and curriculum needed to be replaced (Msila, 2007). In official circles, the syllabus revision process of late 1994 was presented as an attempt to alter, in the short term, the most glaring racist, sexist and outdated content inherited from the apartheid syllabi, which were still widely used in the aftermath of the first-post apartheid elections in April of the same year. The main aim was to do away with the racial division entrenched in the South African population. In late 1994, the new Minister of Education, Sibusiso Bhengu, was approached by the National Education and Training Forum (NETF) to provide political support to one of its key initiatives launched in the transition period ahead of the establishment of the new Department of Education (Msila, 2007).

In this process, at least two significant political tensions shaped the first images of curriculum policy to emerge under the new government. The first tension between preserving the core of the inherited syllabi while eliminating offensive content, and a more fundamental restructuring of the entire epistemological and value edifice of the apartheid curriculum. The second tension was generated by the pressure for rapid completion of an essentially political process required to build short-term legitimacy for

the state and the need to conduct a more thorough and informed process of curriculum renewal over a longer period of time (Jansen, 1990).

In the end, the syllabus' revision process led to minimalist, superficial reform of state syllabi, with few substantive changes to either the content or pedagogy of the 'cleansed' syllabi. There was limited teacher development and of new materials, and no system of supervision to ensure that the moderately changed syllabi were even used in public schools. More seriously, most of the syllabi had not changed at all despite the frenetic activity associated with the three-month review (Kraak, 2010), Jansen further said that in education, the instrument of choice in policy-making during the Kader Asmal period is the so called 'policy review'. He described the policy review as a selective process intended to address those areas of government policy in which there is a perceived crisis of delivery.

Unsurprisingly, the standard argument among politicians and bureaucrats alike is to preempt criticism of the policy review by describing it as a regular part of the policy process (Malada, 2010). The policy review, therefore, could be described as having three functions: "to refine policy, that is, making minor adjustments to an otherwise effective and valued policy; to activate existing policy, that is, to provide implementation impetus to an accepted policy through for example, new resource commitments; and to establish new policy, thus creating sustainability of new frames for educational practice that go beyond the scope of existing policy" (Kraak, 2010).

Webber (2004) posed several questions on what happens when teachers are required to change their practices in line with a curriculum, which has proven to be complex and alienating, and which already has a revised version looming on the policy horizon. More specifically, how do teachers who are in the midst of reform make the strategic curriculum decisions that shape their classroom practices? In 1998, the new South African government launched its most ambitious project reform, Curriculum 2005 (C2005) with its underlying methodology called outcomes-based education (OBE). Commencing implementation in all Grade 1 classrooms in 1998, they were to phase it progressively into all grades by the year 2005.

The Curriculum Review Committee identified a number of weaknesses in the conception and execution of C2005. Among other limitations, “the initial implementation of C2005 was severely hampered by its complex structure and design, tight time frames, the lack of quality teacher training and appropriate learning support material, and the incapacity of provincial authorities to support teachers actively” (Neuman, 2006). In 2001, this streamlined or revised version of the same curriculum was launched from discussion and refinement for implementation in all South African schools. Given the original C2005, it is comprehensible that most teachers were still grappling with the modalities of its implementation in their classrooms. Classroom-based research has shown, for example, that the instructional practices of many teachers who were claiming to have shifted to an outcomes-based approach were still dominated by the traditional content, heavy and teacher-centred pedagogy (Webber, 2008). Moreover, the original C2005 would not even be phased in to all compulsory school grades 1-9, as originally envisioned by the year 2005. However, in midstream, a new or thin version of the curriculum substantially different from the thicker version was being finalized for introduction in 2004” (Webber, 2008).

OBE was a new system which was introduced to redress the unjust past and it was based on the realization of outcomes as evidence that learning has taken place. The basic premise of this system was its emphasis on its emphasis on the learner as the centre of the teaching and learning process as well as the outcomes of the process as criteria for evaluating success.

Young (2010) stated some key issues around Outcomes-Based Education in relation to teachers since they also form part of the system. He first asserted that teachers “are likely to be overwhelmed by the new tools and end-up over-specifying requirements for students in the form of tasks so that students become task-oriented rather than syllabus-oriented, and the curriculum becomes no more learner-centred than that which it replaces. Second, outcomes, especially critical outcomes that are designed to stress the importance of ‘breath of learning’, tend inescapably to remain ‘generic’ and lack sufficient content specificity to guarantee the learning that they seek to emphasize. It may be useful to contrast the assumptions of curriculum 2005 with traditional curricula.

The latter are based on a number of principles, amongst which are: syllabuses linked to end of course examinations, a normative basis for assessment that assumes that only a given proportion of learners are able to succeed; and entrance tests to limit the range of abilities of students in any programme.” (Young, 2010:35).

Young (2010) further stressed that the principles applied under apartheid in South Africa were meant to deny access to black children whilst Curriculum 2005 rejects each of the principles of the traditional curriculum. Outcomes linked to course assignments replace syllabi and terminal examinations, criterion-referencing replaces normative-based assessment, and programmes are open to all students. It, therefore, aimed to open up curriculum to all children and integrate it with their experience.

OBE was not only concerned about learners’ conducive learning environment and abandoning that of teachers. Kruss (2009) states that, after 1994, the recommendations of the National Teacher Education Audit initiated a process to enhance the ability of the teacher education system in order to produce quality teachers who can produce quality students, that is, students who will become well-educated citizens, able to participate actively in a democratic society and in the modern globalized economy.

Due to the institutional culture that was rooted in the past, South African Higher Education was not advanced to a stage where it could run parallel with the new system. In 2007 South African universities were too busy grappling with the problem of the implementation of university mergers, this resulted in a very slow pace with regard to the curriculum change at the time when the reform of teacher education had become inevitable. (Cross, Mungadi & Rouhani, 2002).

As the government was still grappling with the alignment of teacher education with learner education, there were matters recommended by the Report on the OBE Review Committee (Naong, 2008). The report asserted that the National Curriculum Statement has two main features which are critical outcomes and learning area statements, which specify outcomes and assessment standards. The features should promote both conceptual coherence and integration. It further stated that curriculum statements

should be written in a clear language. The issue of social injustice and equity were also covered as they were undermined and not incorporated by the old system and development through creative, critical and solving problems, which lie at the heart of the curriculum (Moore, 2012).

There were critical matters alluded to in the report which focused on strengthening the implementation process. It strived on a revised and streamlined outcomes-based curriculum framework which promotes integration and conceptual coherence within a human rights approach which pays special attention to anti-discriminatory, anti-racist, anti-sexist and special needs issues (Punch, 2014). A national teacher education strategy which locates teacher preparation and development for the new curriculum in higher education and identifies, selects and trains a special cadre of regional and district curriculum trainers working with NGOs and higher education for short-term orientation was sought (Chisholm, 2003).

The production of learner support materials, especially textbooks which should become the responsibility of publishers and dedicated units or institutes, as proposed in the White Paper on Education and Training of 1995, were spearheaded. Budgeting for the curriculum was ring fenced. Curriculum functions both in the Department of Education in the provinces were reorganized and reinforced. The pace of implementation was relaxed, and a task team was established to manage the phase out and phase in process (Chisholm, 2005).

OBE does not have a single historical legacy (Jansen, 1998) and some trace its roots to behavioural psychology associated with B.F. Skinner; others trace it to mastery learning, as espoused by Benjamin Bloom; some associate OBE with the curriculum objectives of Ralph Tyler; yet another claim is that "OBE derives from the competency education models associated with vocational education in the UK." In South Africa, the most immediate origins of OBE are in the competency debates followed in Australia and New Zealand which animated training and development discussions in the Congress of South African Trade Unions (COSATU), which eventually appeared in documents of the National Training Board (such as the National Training Strategy Initiative) and subsequently, crystallized in the National Qualifications Framework (NQF).

It was largely the result of deliberations within the NQF to integrate education and training that the debate on competencies was extended to education. More recently, 'competencies' were reframed as 'outcomes' in the Department of Education. This history is important because it partly explains the growing disaffection with OBE in the education community, given the very recent exposure to this policy in schools and the absence of a sustained debate about OBE among teachers and educators. It also explains the parameters of the criticism which follows (Jansen, 1998).

OBE challenges and criticism

Although OBE was promising (Jansen, 1998), there are principle challenges relating to it. Jansen stated that OBE would fail, not because politicians and bureaucrats are misinformed about conditions of South African schooling, but because this policy is being driven, in the first instance, by political imperatives which have little to do with the realities of classroom life. He pointed out the first issue of language. The language of innovation related to OBE is too complex, confusing and at times, contradictory (Smit, 2000). A teacher attempting to make sense of OBE had to come to terms with more than fifty (50) different concepts and labels while also keeping track of the changes in meaning and priorities afforded to those different labels over time.

He continued to assert that OBE, as a curriculum policy, was implicated in problematical claims and assumptions about the relationship between curriculum and society. According to Jansen (1998), OBE claims in South Africa were associated with, and stated as a prerequisite for or sometimes offered as a solution to, economic growth. "Things to consider are that South Africa's inability to generate an economic growth rate to sustain all of its redress needs is largely due to the lack of relevant skills." The system is designed to meet the needs of an outdated and narrowly Taylorist specification, and this renders the economy incapable of competing with workforces that are trained to be self-directed, innovative and reflective (Jansen, 1998).

Outcomes-Based Education also addressed all the issues relating to societal values, amongst them, the issue of 'rainbow nation' is part. The system would also assist in nation-building despite some short-comings (Msila, 2007). Currently, however,

education is seen as a weapon of transformation. According to Msila (2007), the Revised National Curriculum Statement (RNCS) sees education as a tool that could root the South African values enshrined in the Constitution. Democracy, social justice, non-racism, equality and reconciliation are among the fundamental values of the South African education system. On the one hand, market requirements emphasize the need to empower learners in the sciences as this has the potential to improve the economy.

Moreover, “education needs to empower learners for effective citizenship and individual enrichment. It is also crucial to look at models that could magnify the value of education in post-apartheid South Africa since the system cannot distance itself from other parts of the people’s lives. It is part of the daily nitty-gritties, given its attempt to achieve the goal that relates to the betterment of the people’s lives” (Msila, 2007: 146). The main aim is to undo the past and that could be done, possibly, by reconstructing the mind of the youth who will be better future competent citizens (Msila, 2007). The introduction of OBE in South Africa was not only an attempt to change the education system, but also for the purpose of transforming society. Apart from being regarded as a possible solution to social and political ills, OBE was also seen as an answer to economic growth.

“The training of educators and the school managers as a whole would play a significant role in realizing the aims and objectives of Outcomes-Based Education. It was therefore time-consuming. It will first need more time to change teachers’ perspective in methodology of teaching and this compels us for retraining of educators” (Sello, 2009:16).

According to Weber (2008), transformation is the objective and teachers cannot be bystanders. Even where the reform objectives are more limited, they are unlikely to be achieved against active teacher resistance. It is a reality that not all teachers will immediately accept change. Some maybe rooted deeply into the old system, but due to transformation, it will be important to consider the adjustment of practice in learning. Singh’s (2002) assertion creates a moment of thinking where it will be important for stakeholders to also assist in realizing the success of the new system. It cannot be the

responsibility of the highest structure to see to it that aims are achieved. It will also need the willingness from the masses of the teachers with a patriotic spirit to also assist.

It has emerged that the issue of teacher workload due to the administrative paperwork in the school environment is a problem, especially because many public schools do not have school based administrators in a form of clerks. In the National Policy it is stated that educator workload was legislated to reflect expectations for educators to spend a maximum of 1720 hours on their various activities per annum (Chisholm, Mosia, Prinsloo, et al., 2005)., They further stated that for the 2005 year, this translated into a Monday-Friday working week of 43 hours per week in 8.6 hours that is provided for professional development, and it is expected to be 7 hours long. The formal school week is 35 hours long. This means that 8 hours during the week was outside formal school hours spent on their activities. This assertion provides evidence that the system was confronted with challenges.

According to Revised National Curriculum Statement for Grade R-9: Social Sciences teachers need to be accountable to learners, parents, the education system, and the broader community when assessing their learners. This is done through reporting. Written reports, oral and practical presentation, and displays of learners' work and exhibitions may be used. Each learner's progress report should include information on the learning outcomes achieved as well as the learner's competencies, support needed, and constructive feedback. The report should also include comments about the learners' performance in relation to the requirements of the learning area. Reporting to the parents should be done on a regular basis so as to encourage their involvement and participation. Teachers report learner progression at the end of each term via formal report cards; currently, many teachers struggle to work out practical assessment tools, both for individual and group assessment, mainly because of lack of resources such as learning material, multi-media, pre-designed learner work cards and teacher manuals (Bester, Els & Blignaut, 2009). They continue to state that the "hard-hitting problem here is the lack of resources which delays progress in public schools (Bester, Els & Blignaut, 2009)

Issues of validity regarding curriculum alignment, when planning and assessing curriculum change in developing countries need some interrogation (Weber, 2008). Weber reports on the results of a large-scale study of the achievements of learners in Grades 8 and 9 in a rural province against the backdrop of the implementation of the reformed science curriculum. The discrepancy between the achieved results and performance observed during in-depth case studies of the same learners raise questions about two issues of validity regarding curriculum alignment. The first validity concerns arise when attempting to understand how change deals with the possible misalignment of assessment methods with the intended policy, on the one hand, and the implemented or experienced curriculum, on the other (Reeves, 2004). The other validity issue concerns the misalignment between the intended curriculum and the cultural values of teachers. Since cultural values are deeply personal and inform pedagogical practice, no reform process can ignore the values of the change agents, namely, the teachers. In educational change, a teacher's role is central and change theories which ignore the personal domain are bound to end up wide off their target.

2.5 SOCIAL SCIENCES: CURRICULUM POLICIES

The development of a national curriculum is a major challenge for any nation. At its broadest level, the education system and its curriculum express nations' ideas of themselves as a society and their vision regarding a new form of society being realized through learners. A selection of what is to be in the curriculum represents the nation's priorities and assumptions of what constitutes a 'good education' at its deepest level (Asmal, 2002). Curriculum 2005 consisted of eight learning areas which were Languages; Mathematics; Natural Sciences; Technology; Social Sciences; Arts and Culture; Life Orientation; Economic and Management Sciences. This part of the curriculum aimed to activate the minds of young people to think openly and reflect critically on issues.

As a result of the curriculum review, a revised set of curriculum statements was developed in 2002 for the General Education and Training (GET) band, which comprises grades R–9. History was more firmly represented as a subject with its own

learning outcomes, although still coupled with Geography in a learning area called Social Sciences. Since C2005 was still new, it had some challenges, including those in the field of History, which was later turned into Human and Social Sciences.

Human and Social Sciences contribute to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. It aims to enable learners to make sound judgements and take appropriate actions that will contribute to sustainable development of human society and the physical environment. Human and Social Sciences comprise the study of relationships between people, and between people and their environment. These interactions are contextualised in space and time, and have social, political, economic, environmental and spiritual dimensions. Learners are taught to develop distinctive skills and a critical awareness of social and environmental patterns, processes and events, based on appropriate investigations and reflection within and across related focuses (Curriculum 2005: Discussion document, Department of Education, 1997).

The Social Sciences learning area under Curriculum 2005 recognized the need for inclusivity, given our diverse unequal society, and recognizing the universal phenomenon of globalization, where societies are interlinked. Some of the issues Curriculum 2005 stood for are undisputed as they form part of what South Africans experience daily. Social Sciences was and, still is, at the centre of addressing issues regarding the country's historical factors which learners need to acquaint themselves with (Patton, 2005).

According to Resnik (2009), Social Sciences has a big role to play in the society through the school curriculum. There were specific outcomes made in the C2005 which were as follows: Demonstrate a critical understanding of how South African society has changed and developed; Demonstrate a critical understanding of patterns of social development; Participate actively in promoting a just, democratic and equitable society; Make sound judgements about the development, utilization and management of resources; Critically understand the role of technology in social development; Demonstrate an understanding of interrelationships between society and the natural environment; Address social and environmental issues in order to promote development and social

justice; Analyse forms and processes of organizations; and Use a range of skills and techniques in the Human and Social Sciences context (Smit, 2000:168).

The intention of these outcomes was to equip learners with the attitudes, skills, knowledge and critical understanding to locate themselves in their own society, history and country in a global context, and these skills would enable them to develop, meaningfully and critically, a sense of self-worth and identity and help empower them to exercise their full rights and responsibilities as citizens (Curriculum 2005: Discussion document, Department of Education, 1997). The curriculum has gone through a change due to some shortfalls with teachers' inability to implement it.

The classroom practices are difficult to change as it is against the backdrop of the implementation of the post-apartheid, outcomes-based curriculum reforms. Webber (2008) critiques popular scholarship that explains policy failure in terms of resources or teacher resistance to imposed reforms. Resources are different in industrialized countries when compared with poor countries, or countries like South Africa. There is a serious backlog of resources which impact badly on implementation process. Weber (2008) states that in South Africa there is much literature on what should change, but there is very little on what strategies and programmes can be implemented to effect change in students and teachers' beliefs about diversity. Learners and teachers are from different worldviews and schools of thoughts. The community they are from often plays a part in how things are done in the classroom situation. It is really important to consider the location of an individual teacher and learner in that regard. The other challenge may be that of the transformation in schools, especially because "higher education institutions remain unchanged and that is where teachers are trained. [The result is that] student teachers will graduate with that old unchanged culture and tradition" (Weber, 2008:03).

Large-scale curriculum change, intended to alter the teachers' pedagogical assumptions, teaching methods, classroom methods, classroom organization and assessment strategies, was difficult to achieve (Reeves, 2004). The current progressive education policies in the Southern African Region are so alarming that there is much to know about the education reform as there are a lot of constraints in the teacher change

practice in the classroom. The previous efforts to reform and implement curriculum change have fallen short as reformers did not focus on teachers' decision-making. Policies were enforced on teachers, when there was a need to consider teachers' cognitive approach on those matters. Firstly, classroom practices of educators are influenced and shaped by their thoughts, judgement and decisions. Secondly, according to Wright (2005), studies of teacher-thinking and decision-making processes, together with the context in which they operate, bring a better understanding of why teachers do what they do in the classroom. Again, the new curriculum provides content, but lacks strategies and tactics on how to make its implementation successful.

The Department of Education puts much emphasis on the teacher as a professional who is capable of making the implementation successful without providing strict guidelines. In the over-assumed emphasis of the teachers' discretion on decision-making in the implementation process, there is a need to identify and analyse the main decision-making frames that shape their classroom practices (Smit, 2000). There is disparity, given the historically advantaged schools, as opposed to the disadvantaged. In many cases, it is believed that a well-resourced school is more advanced and progressive in implementing the new OBE policies while, on the other hand, there are dissenting views in this regard, with Webber (2008), citing the Western Cape Province (WC) as a good example of the failure of many resourced schools. Black teacher training had shortfalls in its aim to achieve what apartheid intended to achieve for the black population, while, on the other hand, whites were properly trained for white schools/pupils (Webber, 2008). OBE policies are aimed at elevating a black child's mental capacity. As a result of this aim, teachers matter most in this regard, although policies were not formulated with their full participation (Webber, 2008).

Given the fact that teachers did not fully participate in the formulation of curriculum policies, there are many issues that were overlooked in the process. The workload prescribed did not take teachers into consideration. Formal school hours are 7 hours per day and 35 hours per week. Heads of Department are expected to spend a minimum of 85% of their time teaching, and the rest of their time on preparation and planning assessment, extra-mural activities, management and supervision, professional

development, pastoral duties, guidance, counselling and administration (Wright, 2005). Workload would constitute those activities or issues that add to the quantity or intensity of the work. There are also findings that most teachers felt that the Integrated Quality Management System (IQMS) had increased the workload, and more than 90% felt the new curriculum and continuous assessment was responsible (Chisholm,2005). Educators indicated clearly that they suffer from stress as a result of policy change overload (Chisholm, 2005). Teachers indicated that all of the following have an impact on their workload:

- The assessment, planning, preparation, recording and reporting requirements of outcomes-based education (OBE) constitute a major burden and need serious attention;
- The number of learning areas for which there are no resources or teachers places a strain on schools and needs serious attention;
- Class sizes and related issues of overcrowding, staff shortages and inadequate numbers of classrooms have an impact on whether and how well the workload is managed;
- The Integrated Quality Management System increases workload;
- Norms and Standards for Educators and policy aimed at mainstreaming learners with barriers to learning intensify the workload; and
- Numerous departmental requirements add to the workload, especially that of principals (Chisholm, 2005:83).

Other problems stated in the workload report are the class sizes and diversity of learning needs in classrooms which make it difficult to meet teaching and additional requirements. The schools with limited resources are unable to respond to external requirements, and all this affects implementation.

There is a gap between national policy and practice. Educators spend less time on their activities than the total number specified by the policy. Educators spend less in actual teaching and instruction whereas the policy expects educators to spend between 64%

and 79% of the 35 hours per week teaching. The average time that teachers actually spend on teaching is 46% of the 35 hours a week or 41% of their total school-related time, which is an average of 3.2 hours a day. On average, more than half of teachers' working week is taken up in administration and non-administration related activities (Hoadley, et al, 2005).

One of the subsequent problems in the process of implementation is historical injustice. Citing Freire's *pedagogy of the oppressed* which declares that education either acts as an instrument to integrate students into the logic of the status quo or it serves as the means to enabling people to critically transform their world, Jansen (1990:123) argues that curriculum knowledge cannot be neutral. Jansen (1990:123) continues by describing curriculum as a "product and expression of the political interests, values, and knowledge of the dominant social group, which has powerful insights into both the contemporary curriculum dilemma and the emerging problem of curriculum reconstruction that can be gained. School knowledge, as a political problem, can be discussed along two dimensions: curriculum change and curriculum continuity. In this regard, the change and continuity pose a challenge of future sustainability and challenges of implementation given the old teachers' ingrained in old practices."

In the midst of such change of policies and implementation of the new ones in the curriculum, Chisholm et al. (2005) suggested that educators should be released from administration tasks and other activities that increase their workload and distract their attention from teaching. The workload of educators has increased as a result of various policy changes that have been implemented in education. In-service training should be provided by trainers who are familiar with the challenges of teaching in order to empower educators with practical knowledge and skills to ensure a smoother and more effective transition to the new systems and curricula. However, according to Chisholm et al (2005), without access to proper facilities and learning materials such as libraries, laboratories, and computers, effective implementation would be limited. Information systems in education should be streamlined and standardized across provincial departments to allow for uniform, quick capturing and accessing of statistics. Members of the community, for example parents and business owners, should become more

involved in the schools in their neighbourhood. They could contribute to education by sharing their expertise and resources. They further concluded by pointing out that there is a considerable increase of workload internationally in relation to teachers' class size, new roles and expectations of teachers, including a pastoral role especially to children with special needs, new curriculum and assessment demands, accountability requirements linked to new regimes of teacher regulation, school culture and student discipline and professional self-concept. In South Africa, such literature has been represented and it is now a well-documented view that policy change has increased stress and workloads of teachers, thus impeding implementation (Whittle, 2010).

By the year 2010-11, the shortcomings of the new curriculum and the critique levelled against it gave rise to the new National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement (CAPS) that was released for Grades 6-9 in 2010 and for Grades 10-12 in 2011. A key element of the revision has been the return to notions of curriculum discipline in the secondary school History curriculum with a new History curriculum (CAPS Grades 10-12: Curriculum and Assessment Policy Statement: HISTORY) representing a return to forms of knowledge that experienced teachers would find more familiar (Venter, 2004).

History teachers have been aiming to develop students' understanding of the distinctive properties of this form of disciplinary knowledge as a tool for exploring issues of resemblance and difference; change and continuity and cause and consequences (Counsell, 2011). They have pursued these ends by the use of teaching strategies that are driven by notions of "the active and engaged exploration of the structure and forms of historical knowledge, using concepts and attendant processes" (Counsell, 2011:62). Much of the confusion about the nature of reform in History education seems to stem from approaches which confuse information or content with knowledge in the wider sense elaborated above (Roberts, 2010). In the South African case, a key element of the reforms proposed for History was that they were to replace rote learning (associated with Christian National Education and Bantu Education) with critical thinking. That juxtaposition of content-based learning – "learning or memorizing the facts" – with critical and analytical thinking, radically garbles the issues at stake (Kallaway, 2012:26).

Critical understanding and learning in History is arrived at through an interrogation of the narrative, the events, or the evidence related to various interpretations of events. The habits of critical thinking are, therefore, arrived at through an understanding of the interaction between narratives or the understanding of events and the ability to pose the right question when engaging in historical explanation. The learning of History in school during the apartheid era was usually associated with rote learning and indoctrination.

The study of History considers several issues including how historical sources are portrayed in relation to evidence (Weber, 2008). The worldview also matters most as the issue of multi-perspectives cannot be overlooked, which may be the result of the points of view of historians in the past who interpreted events according to their position in society, which suggests that power/advantage have/had influence on how they look into History (CAPS, History Gr, 10-12), including the way people see the actions of the past and how historians wrote about them. History also looks at reasons why other events occurred, the “cause and effects”, noting that the consequences drive future events and help explain human behaviour over that period of time. Close contrasts that are used to teach History are “similarity and difference” related to “then and now”, which help to make sense of the past and the present. Most teachers were trained in the old system and their perspective in terms of implementation is based on this background. Notwithstanding, History is studied and written in time sequence, and it is important to be able to place events in the order in which they happened. Timelines are often used to develop this concept (CAPS, History Grade 10-12, 2013).

Brief comparison of NCS and CAPS

It was accepted that NCS was repackaged in order to make it accessible to teachers and to give details for every subject in each grade that teachers ought to teach and assess. Du Plessis (2013) asserted that CAPS, as stated by the Department of Education, is not a new curriculum, but an amendment to the National Curriculum Statement (NCS). It still follows the same procedure as the NCS. CAPS is meant to be an adjustment to what we teach (curriculum) and not how we teach (teaching methods).

It raises a lot of concerns about the phasing out of OBE, however, it is stated that OBE is a teaching method not a curriculum. It is the curriculum that has changed (repackaged) and not the teaching method. The curriculum is written in a content format than an outcomes format. The CAPS policy is more prone to the same traditional teaching method compared to OBE. The reasons/concerns for the change from NCS to CAPS were based on complaints about the implementation of the NCS; teachers who were overburdened with administration of work than contact time with learners, different interpretations of the curriculum requirements and underperformance of learners expressed their concerns on this (CAPS, 2013).

There are a lot of amendments, if not adjustments in assessment, including differences and similarities in National Curriculum Statement and Curriculum and Assessment Policy Statement. There were dates set for the implementation in different phases. The dates were set with no clear mandate on the ability and readiness of teachers in implementing it. Thereafter, there was limited success in the implementation of the National Curriculum Statement. January 2012 was the initial step for the implementation of CAPS in the Foundation Phase (Grade R-3) and Grade 10 (FET) followed by January 2013 for the Intermediate Phase (Grade 4-6) and Grade 11 (FET) and January 2014 for the Senior Phase (Grade 7-9) and Grade 12 (FET). In terms of the implementation period, there are similarities and differences found between NCS and CAPS (CAPS, 2013).

The NCS has a similar rationale in terms of situating the curriculum within the aims of the South African Constitution. Furthermore, the NCS includes a rationale and description of OBE and a large amount of information on the background and history of the NCS (Fullan, 2000). The focus is on redressing the imbalances of the past. Both the NCS and CAPS acknowledge the need to convey knowledge, skills and values that should be communicated in a post-apartheid South Africa. They contain similar values which include social justice, human rights, environmental awareness and respect for people from diverse cultural, religious and ethnic background (Flanagan, 2014).

Together with those mentioned above, there are important similarities and differences between CAPS and NCS. The critical outcomes found in the previous NCS are

incorporated in the aims and curriculum content and skills, but the developmental outcomes are not mentioned in the CAPS policy document. There is no explicit list of purpose given in CAPS, but there is a similar list in the NCS SAQA document. Inclusivity is mentioned in passing in the NCS and in CAPS, is foregrounded and described in detail as one of the general aims. In terms of principles, NCS is described as participatory, learner-centred and activity-based education while CAPS encourages an active and critical approach to learning, rather than rote and uncritical learning of given truths (CAP, 2013).

The outcomes are replaced by the concepts, content and skills. In terms of planning; the phase plan is an overview across grades, the work schedule is called the overview of a year plan, a learning programme is called subject interpretation of curriculum content for instructional designs and a lesson plan remains a lesson plan (Bhorat, 2004). There are also changes in assessment. All grades used 7-point scale (Foundation, Intermediate, Senior and FET Phases). Grade 3, 6 and 9 have external annual assessments, which is set externally and marked internally and moderated by districts, and sample-marked and moderated by national education. There are Common Tasks for Assessment which were replaced with the Annual National Assessment (ANA) (CAPS, 2013).

2.6 SUMMARY OF THE CHAPTER

This chapter focused on the literature generated by the scholars who are immersed in the field of curriculum development. From the views generated from scholars, curriculum implementation in its entirety is a process which needs attention of various conditions in which schools find themselves. The literature above together with policies designed by the government alludes to the information raised in the latter statement. The next chapter is based on the research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter outlines the research design, research strategy, the research methodology, including the research population, sample types, sample frame, probability and non-probability sampling, sampling techniques and furthermore it spells out the data collection instruments, including various types of interviews and questionnaires. The chapter concludes by presenting data analysis techniques, and summarises the issues related to research credibility, transferability and conformability.

3.2 The research approach

The research approach used in this study was the qualitative approach. The study was based on the day-to-day curriculum changes of Social Sciences in the Secondary Schools of Mankweng Circuit. Therefore, the use of the qualitative approach enabled the researcher to gather sufficient information about the day-to-day curriculum practices in field of Social Sciences. The purpose of qualitative research is to develop an understanding of individuals and events in their natural state, taking into account the relevant context (Neuman, 2011). In the context of this study, teachers were interviewed in order to access their insights on the changing of curriculum in the secondary schools. Qualitative research is predicated on the assumption that each individual, each culture and each setting is unique. In qualitative research, the interpretation of data is done by means of unpacking each of the themes identified to determine an amount of quality to the understanding of findings (Flick, 2006).

3.3 RESEARCH DESIGN

The research design used in this study was case study, which, according to Caiderhead (2006), allows for an in-depth examination of events, phenomena, or other observations in a real-time context for purposes of investigations, theory development and testing, or simply as a tool for learning. Case study often employs documents, artefacts, interviews

and observations during the course of research. In the context of this study, both questerviews and interviews were used. Caiderhead (2006) describes case study “types”. These types are factual, interpretive and evaluative. Each case study must outline the purpose; then, depending on the type of case study and the actions proposed by the researcher, the researcher could determine the possible outcome of the study.

In contrast to other methodological frameworks, the case-study design is more of a choice of what to study than a methodological one. Since qualitative researchers are primarily interested in the meaning subjects give to their experiences, they have to use some case study to immerse themselves in the activities of a single person, or a small group of people, in order to obtain an intimate familiarity with their social worlds, and to look for patterns in the research participants’ lives, words and actions in the context of the case as a whole (De Vos, 2013).

In the context of this study, members of Social Sciences teachers were interviewed about their experiences on the changing curriculum in Secondary Schools. Social Sciences in the South African context consists of geography and history teachers; and these are considered to be a small group. However, Social Sciences teachers were asked questions that involve the actual experiences (case study) of curriculum change, and how it affects their day-to-day functions as teachers.

According to Creswell (2007), a case study involves an exploration of a bounded system, or a single or multiple cases, over a period of time through detailed, in-depth data collection involving multiple sources of information. The researcher in this study ensured this by using multiple data-collection tools, comprising the questerviews, and individual interviews. Babbie (2006) points out that the case-study researcher, in contrast to grounded theorists, seeks to enter the field with some knowledge of the relevant literature – before conducting the field research.

3.3. RESEARCH STRATEGY

Through engagement with Social Sciences teachers and other people closely related to the curriculum process, such as curriculum advisors, it is possible to interpret the lived reality of the curriculum process. Interpretive theory can be well utilised in this regard. It looks for cultural derived and historically situated interpretations of the social life-world and it often deal with the actions of the individuals (Gray, 2013). De Viliers (2005) state that interpretive research is an approach that originates in the social sciences and it aims to uncover interpretations on underlying meanings and adhere to the ontological assumptions of multiple realities. This research approach or theory begin from the position that our knowledge of reality, including the domain of human action, is a social construction of human actors (Walshan, 2006). Walshan (2006) continues to state that it has an advantage of close involvement and it is good for in-depth access to people, issues, and data. This theory is suitable to employ when dealing with experiences of teachers in the implementation of the new curriculum of Social Sciences.

3.4. RESEARCH METHODOLOGY

3.4.1 SAMPLING

3.4.1.1 Research Population

In the context of Social Sciences research, the word 'population' refers to the research population from which a sample of participants shall be drawn (Denscombe, 2014: Punch, 2014). In this study, population refers to Social Sciences educators employed by the Department of Basic Education in Mankweng Cluster.

3.4.1.2 Sample Type

A sample involves a cross-section of the population and matches the population in terms of its mix of ingredients; it relies on using a selection procedure that includes all relevant factors/variables/events (Denscombe, 2014:24). Additionally, an exploratory sample is often used in small-scale research and tends to lend itself to the use of qualitative data (Denscombe, 2014:24). Therefore, for the context and purpose of this study, an exploratory sample was chosen because of its small-scale and in-depth

nature to facilitate this study's qualitative research. A sample of 20 teachers was selected and One (1) circuit manager and one curriculum advisor of History.

3.4.1.3 Sample Frame

A sample frame contains information about the research population. Generally, it takes the form of a list of names or addresses that include all of the members of the population from which the sample is to be selected. For example, research that involves formal organisations can often draw on items like membership lists, email addresses, and employee records to provide a suitable sampling frame that includes all members of the population to be researched (Punch, 2014; Denscombe, 2014:25).

A sample frame for this study was obtained from the Mankweng Circuits Cluster Section of the Limpopo Department of Basic Education.

3.4.1.4 Sampling

Probability sampling techniques rely on the use of random selection. It is known as probability sampling because it is based on statistical theory relating to the 'normal distribution' of events. The theory behind its use is that the best way to get a representative sample is to ensure that the researcher has absolutely no influence on the selection of people/items to be included in the sample. The sample should be based on a completely random selection from the population studied (Patton, 2005). Probability sampling works best with large numbers where there is a known population (number, characteristics) and tends to be associated with large-scale surveys using quantitative data (Punch, 2014; Denscombe, 2014:25) while non-probability sampling techniques to sampling do not operate on the principle of random selection of the sample and are used when researchers find it difficult or undesirable to choose their sample on the basis of pure chance. The reasons for choosing non-probability sampling for this study are, but not limited to the following:

- It is not feasible to include a sufficiently large number of participants in the study;
- The researcher does not have sufficient information about the population to undertake the probability sampling (the researcher might not know how the people or events make up the population); and

- It may prove exceedingly difficult to contact a sample selected through conventional probability sampling techniques. For example, research on drug addicts or the homeless would not lend itself to normal forms of probability sampling;

Denscombe (2014:25) stated that non-probability sampling involves an element of discretion or choice on the part of the researcher in the selection process. Non-probability sampling can still retain the aim of generating a representative sample. In the interest of saving costs, however, the selection of the sample involves an element of expediency and established good practice rather than strict adherence to the principles of random selection (Denscombe, 2014:26). Non-probability sampling can also be used where the aim is to produce an exploratory sample rather than a representative cross-section of the population (Denscombe, 2014). Such approaches involve non-probability sampling because people or items are selected to the sample on the basis of things like their expertise, age, gender, race, occupation, or the fact that they might be unusual or different from the norm; their selection is not a matter of pure chance (Punch, 2014; Denscombe, 2014:25). In the light of this, the study adopted the non-probability sampling technique to select the relevant people from the population being studied.

3.4.1.5 Sampling technique

Non-probability sampling techniques

Denscombe (2014:34) describes 5 types of non-probability sampling as follows:

- Quota sampling: Items or people are chosen in terms of the characteristics that are similar to the research population. In this regard, the selected sample represents the research population. However, quota sampling differs from stratified sampling because items or people are not selected randomly. Hence, quota sampling is often used in market research in terms of which the researcher can interview any member of a population when they walk into a supermarket, for example;
- Purposive sampling: It operates on the principle that the researcher can obtain the best information through focusing on a relatively small number of instances

deliberately selected on the basis of their known attributes such as gender, occupation, nationality and so forth. The sample is 'hand-picked' for the research on the basis of:

- Relevance to the issue/theory being investigated; and
 - Knowledge-privileged knowledge or experience about the topic.
- Theoretical sampling: It is the selection of items or people to follow a route of discovery based on the development of a theory which is 'grounded' in evidence. At each stage, new evidence is used to modify or confirm a 'theory', which then points to an appropriate choice of items or people for research in the next phase. The sample evolves and continues to grow until such time that the researcher has sufficient information in relation to the theory that is being developed;
 - Snowball sampling (participants refer the researcher on to other potential participants): With this technique, the sample emerges through a process of reference from one person to the next. The sample snowballs in size as each of the nominees is asked, in turn, to nominate further persons who might be included in the sample. Snowball sampling is an effective technique for building up a reasonable-sized sample, especially when used as part of a small-scale research project; and
 - Convenience sampling: It is built upon selections which suit the convenience of the researcher and which are 'first to hand'. An element of convenience is likely to enter into sampling procedures of most research because researchers have limited money and limited time at their disposal (Denscombe, 2014:38).

This study, therefore, utilized purposive and convenience non-probability sampling techniques which are the relevant qualitative sampling techniques suitable for this study. These two non-probability sampling techniques were ideal for the researcher to interview colleagues in the same organization to solicit and generate in-depth qualitative data.

3.4.1.6 Sample size

The study sampled 30 participants from the population of teachers within the Limpopo Department of Basic Education. Approximately, 17 teachers were required to fill questionnaires and 13 be required to be interviewed. This sample size was adequate because this study is qualitative in nature and required in-depth analysis of the phenomenon being studied in a small-scale. Hence, the researcher asked open-ended questions with the aim enriching the field data and research results.

3.5. DATA COLLECTION INSTRUMENTS

Denscombe (2014:178) states that interviews, as a data-collection instrument can be done in many different ways, as explained below:

- Both structured and unstructured interviews involve a questionnaire with a list of predetermined questions that are administered face-to-face with a respondent. However, the researcher is more flexible in terms of the order in which the topics are considered and may allow the respondents to develop ideas and speak more widely on the issues raised by the researcher in the latter type. In addition, unstructured interviews allow open-ended responses, with more emphasis on the respondent elaborating on points of interest. Unstructured interviews advance in the extent to which the emphasis is placed on the interviewee's thoughts. The researcher's role is to be as unobtrusive as possible - to start the ball rolling by introducing a theme or topic and then letting the interviewees develop their ideas and pursue their train of thought;
- One-to-one interview involves a meeting between one researcher and one informant. One-to-one interview is preferred because it is easy to arrange; the views expressed in the interview emanate from one source, it is relatively easy to control, and data transcription is easy;
- Focus group interviews involve one-to-one interviewing a group of respondents. Unlike in one-to-one interviews, the interviewer can get multiple responses on a single question. The advantages of group interviews are that they can include a wide spectrum of individuals from varying backgrounds, and, in turn, this variety of experiences and opinions enrich the research data and results. Focus group

interviews consist of small groups of people brought together by a 'moderator' (the researcher) to explore attitudes and perceptions, feelings and ideas about a specific topic. Typically, they last for one-and-half to two hours and are useful for gauging the extent to which there are shared views among a group of people in relation to a specific topic. Ideally, focus groups have six to nine. Focus groups are costly and time consuming.

- Interviews and focus group sessions can be conducted over the internet. The obvious advantage is eliminating the time and cost of travelling to meet interviewees face-to-face. Video call technology such as Skype can be used for internet interviews.

For the purpose of this study, the researcher used semi-structured face-to-face interviews administering a questionnaire with open-ended questions. The researcher relied on the advantages of semi-structured interviews as they allow both close-ended and open-ended questions, which enrich the field data and research outcomes (Gray, 2009; Denscombe, 2014; Punch, 2014).

For the purposes of reliability of the data, the interviews and focus group interviews were recorded and transcribed. These were then used during the interpretation of the findings so that the relevant themes could be drawn from them.

3.6. DATA ANALYSIS

According to Punch (2014:168-204) and Denscombe (2014), qualitative data analysis can be executed using: 1) Analytical Induction, 2) Miles and Huberman Framework, 3) Abstracting and Comparing, 4) Grounded Theory Analysis, 5) Narratives and Meaning, Discourse Analysis, Semiotics, and Documentary and Text Analysis.

The Miles and Huberman Framework for qualitative data analysis was chosen for this study for the following reasons:

- Data reduction: The aim of reduction is to reduce the data without significant loss of information, thus making the data more manageable and reliable. The researcher began by editing, segmenting, and summarizing the data. Then the

researcher engaged in coding the memo in order to find recurrent themes, clusters, or patterns. In the later stages, the researcher conceptualized and explained the themes, clusters and/or patterns; and

- Data display: This was done in order to organize, compress and assemble the research information because qualitative data is typically voluminous, bulky and dispersed; and
- Drawing and verifying conclusions: The reason for reducing and displaying data is to assist in drawing conclusions (Punch, 2014:172; Denscombe, 2014).

3.8. CREDIBILITY, TRANSFERABILITY AND CONFIRMABILITY

Punch (2005:255) asserts that credibility refers to the degree to which an instrument measures what it is intended to measure. Internal validity refers to the internal logic and consistency of the research and external validity is how far the findings of the study can be generalized. The questionnaire was developed from the relevant literature. Twenty (20) employees at Limpopo Basic Education Department took part in the filling of the questionnaire. These employees were asked to comment on the clarity of each question item. The questionnaire was also taken to the research supervisor who reviewed the questionnaire before it was administered.

Transferability refers to the degree of consistency or accuracy with which an instrument measures those attributes that it is supposed to measure. The researcher addressed this issue by using a questionnaire survey administered through semi-structured face-to-face interviews. All the questions of the instrument were arranged for clarity and simplicity to avoid vagueness and ambiguity. Self-administered questionnaires were administered by the researcher who was present in the interviews. That served as an advantage to the researcher in controlling the activities of the respondents. This advantage helped the study to ensure that all the questions were answered in the researcher's presence. Thus, there was guarantee of eliciting reliable answers from the respondents.

3.9. ETHICAL CONSIDERATIONS

This section gives a summarized outline of ethical considerations pertinent to the execution of this research study. Saunders *et al.*, (2009:193) state that the data collection stage is associated with a range of ethical issues that are very pivotal to research execution. Ethical considerations are a list of principles and guidelines offered by professional organisations to guide research practices and to clarify behaviours that are ethical (Neuman, 2000:89). Bless, Higson-Smith and Kagee (2006:140) define ethics as a way of helping to prevent research abuse and assist investigators in understanding their responsibilities as ethical scholars.

3.9.1. Ensuring that permission is obtained

It is important that proper procedures be followed when one is carrying a research expedition. This includes seeking formal permission to carry out a study from officials (Saunders et al., 2009:194). Seeking approval from authorities was necessary for this research because of its execution at a government institution known as the Limpopo Department of Basic Education and it involves human beings.

3.9.2. Ensuring participants have given consent

Informed consent is a concept that ensures that respondents agree and volunteer to participate in a study before it starts (Neuman, 2006:135). According to Saunders et al. (2009: 193), the concept of informed consent refers to the importance of informing the participants of the nature of the research study. In this study, participants were informed about the purpose, procedures, risk and benefits of their participation. The researcher also took time to explain the importance of voluntary participation. The respondents were also informed about their right to withdraw from the study whenever they wished to do so.

3.9.3. Ensuring no harm to participants

The no-harm-to-participants principle suggests that the researcher should avoid harming respondents in any way: emotionally physically or psychologically (Goddard & Melville, 2001:49). In this study, the participants were not harmed in any way, either physically or psychologically. The welfare of the respondents took precedence throughout the study.

3.9.4. Ensuring confidentiality and anonymity

Bless et al (2006:14) define confidentiality as a way of maintaining confidence in sensitive and personal information, which should be protected and made unavailable to other persons than for academic reasons. In this study, the data of research participants has been kept confidential and was not discussed with any other person except for academic purposes. The researcher ensured that the identity of all participants is protected from disclosure (Neuman, 2006:139). For the purposes of this study, the personal information of the participants that can lead to their identity being revealed was not disclosed and it remains strictly confidential and secure. To ensure confidentiality of the recordings of the interviews and focus groups, the recordings were given identification codes and not names of people and schools. For purposes of safe keeping, two copies were made and they were stored at two separate locations under lock and key.

3.10 SUMMARY OF CHAPTER

The chapter outlined the research design, research strategy, the research methodology together with the research population, sample types, sample frame, probability and non-probability sampling, and sampling techniques. It discussed data collection instruments which were used, which included various types of interviews and questerviews which needed to be answered. The chapter concluded by presenting data analysis techniques, and summarised the issues related to research credibility. The next chapter focuses on data analysis, presentation and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The chapter presents data on how teachers relate to the new policies of curriculum that are continually brought to their attention for implementation purposes. Teachers, Social Sciences/ History Curriculum advisors and circuit managers were asked questions in a form of questionnaires and interviews in order to determine how teachers grapple with the curriculum implementation processes.

4.2 PRESENTATION OF DATA FROM QUESTERVIEWS

4.2.1. THEME 1: CURRICULUM' IMPLEMENTATION PROCESS

This section presents, analyses and interprets how teachers understand curriculum as a concept and as a process. Their views on how the process of curriculum implementation takes place are further analysed and interpreted.

Teachers in the Capricorn District understand the content of the curriculum. This understanding is only limited to the scope to be covered in class. Curriculum can be more than that, but, in this case teachers, view it from the narrow perspective of only teaching in a classroom and not beyond it. It appears that teachers find it difficult to understand that curriculum involves a lot of processes that enable a teacher to use an aggregate process on learners for the betterment of their future. The same process of teaching that the teachers refer to is not equally explained. In an attempt to respond to this theme of curriculum as content, the teacher had this to say:

P1: *“it is the content that is being taught and implemented by the teachers to the learners through the process of teaching.”*

According to the response by the teacher above, it appears that in his view, curriculum is confined to content and teaching and there is nothing beyond that. Weber (2008) also noted that in South Africa there is much literature on what should change but much

hasn't been said on the type of strategies and programmes to be used to effect change. It seems the teacher believes implementation is also limited to the classroom setting.

Teachers in Mankweng Cluster Circuits understand curriculum as a set of laws and policies designed for them to teach learners. They understand it to be a process where there must be pre-organised and pre-designed policies which must be implemented. Teachers believe that implementation must address the country's needs. The teachers tasked to implement curriculum must be thoroughly trained with the intention of producing proper results. In response to the question of curriculum as a country's set of laws and policies, this is what one educator had to say:

P1: *"It is a set of laws and policies that the country uses in its education. Its implementation should address the needs of the country and those involved should be thoroughly trained for better results."*

The teacher's views above suggest that no curriculum can exist without policies and laws that govern it. The other important fact is the need for teachers to be trained to achieve the set goal. The subsequent sub-theme addresses curriculum as a set of facts in education.

The teachers in this study understand curriculum as a set of facts in the education system. The teacher does not clearly explain what those facts are in her explanation. What matters here is that those facts are formally selected to be imparted to learners in a school. The educator said this in her attempt to clarify curriculum as a set of facts in education:

P3: *"It is a set of facts in the education system that are selected to be formally imparted to learners in a school. Its implementation involves imparting of the facts (knowledge) by educators to learners as a system designed by the authorities."*

According to views above, teachers rely on the authorities for the knowledge to be imparted to the learners. It, therefore, seems teachers believe this should contribute less than necessary. Their reflection suggests they must await designs and set of facts

to be provided to them to conclude their implementation. Chisholm & McKinney (2003) argued that it requires teachers, school managers and communities that are equipped to promote a democratic school environment. Precisely, noting the importance of inclusivity and social cohesion as opposed to apartheid societal fragmentations. Other than that, teachers do not set clearly their own contribution to the implementation of the curriculum.

Most teachers understand curriculum as a subject and a syllabus. They understand it in the context of learning areas that are different from each other. There is a clear indication that most teachers have a broad, but confused understanding and view on what curriculum is. This is what the other two participants stated in clarifying curriculum as a subject that is taught in schools:

P5: *“The subjects that are taught in the school for a particular period and the topics to be covered in those subjects.”*

P11: *“Subjects comprising a course of study in a school.”*

The two teachers' views above show an understanding of curriculum as mentioned above. The subjects mentioned do not give an indication of what they refer to. In this explanation, there is no focus on facts as the respondents suggest every subject is what curriculum is. It is clear from the above explanations that a subject does not serve the same purpose and in this regard, the focus is on Social Sciences but the respondents do not specify if the subjects they refer to are those within the scheme of Social Sciences or not.

The teachers understand and assert that curriculum is a learning programme which comprises various material including policies for each subject. The teacher does not relegate his understanding to a particular subject. There is a broad consideration of things and that makes a collective structure of things that, at the end, provides a broad body of knowledge to what the school seeks to achieve in a learner. However, there is still an omission of many issues that form a complete body of what curriculum can stand

for. The teacher does not relate his understanding of curriculum with implementation; as a result, there is nothing said about implementation.

The teachers view curriculum as everything that takes place in the classroom and school in general. Punch (2014) also argued in the same breath, highlighting that involving teachers to take part in a wider range of curriculum responsibilities is important. It is also suggested that some of the curriculum aspects take place without the knowledge of the teacher as they are influenced by the environment learners find themselves in such a school. One respondent stated that the manner in which the teachers carry themselves or behave also forms part of curriculum as learners learn some things from their teachers' daily interactions. Two teachers had this to say regarding curriculum as all activities taking place in a school:

P15: *".....is everything that takes place in the classroom. It might be hidden where the educator is not aware that learners are learning a certain character trait from him/her or what the teacher has planned."*

This respondent suggests that curriculum is more than knowledge, there is a hidden curriculum. The way of life also forms part of curriculum at school. The teacher did not say anything about curriculum implementation.

P16: *"...curriculum refers to everything that is done in a school, starting from teaching to group of subjects and teaching and learning activities."*

Another respondent stated that everything that happens in the school forms part of the curriculum and how teachers' teaching fit in. The grouping of subjects is understood as a way the school groups its subjects per stream. One other matter is that of learning activities, which is understood as collective activities that supplement teaching and broaden learners' knowledge. The subsequent sub-theme addresses curriculum as a policy document that stipulates the aim, scope and content of each subject.

The teacher refers to curriculum as a policy issued by the government for the teachers to follow as a guide. In this point, the teacher states that the policies designed by the government such as CAPS constitute the curriculum. In this regard, it is suggested that

curriculum is what teachers are guided to follow in schools through designed policies. This is what the teacher stated in clarifying curriculum as a policy document that stipulates the aim, scope and content of each subject:

P17: “....policy documents stipulating the aim, scope and content for each subject listed in the National Policy statement. E.g. the newly introduced Curriculum and Assessment Policy Statement (CAPS).”

The teacher did not respond to how the implementation process is carried out. The next theme discusses the distribution of teachers’ responses to question 2: How long have you been teaching Social Sciences and what are some of your experiences?

4.3. THEME 2: SOCIAL SCIENCES TEACHERS’ EXPERIENCES

This section presents, analyses and interprets the teaching experience of teachers in terms of years or time spent in the teaching of Social Sciences, including their experiences in this subject/learning area.

4.3.1 A teacher who teaches social sciences, but never specialized in Geography

One of the teachers has taught Social Sciences for eight (8) years and seems not to have tried to acquaint herself with the Geography part of this subject. The teacher emphasises the need for one to major in both History and Geography and to be good at each subject. Wright (2005) discovered that studies of teacher- thinking and decision-making processes, together with the context in which they operate, bring a better understanding of why teachers do what they do in the classroom. In these words, one understands that the teacher is willingly declaring failure on her part regarding her limitations on the Geography-related part of the Social Sciences subject. The teacher had this to say in clarifying the issue of teachers who teach Social Sciences when they have not majored in geography:

P2: “.....I have realized that it needs a person who has specialized with both History and Geography. The History teacher who has not specialized in Geography experiences a problem with map work or geographical techniques.”

The emphasis here is on lack of techniques comprising some calculation aspects. Kraak & Young (2001) pointed out that the new system had to face some realistic enormous challenges where radical implementation change would be difficult. The teacher finds no problem in dealing with the History related part, but realizes that the subject or learners do suffer due to her limited knowledge of Geographical techniques.

P2: *“...if the work is divided between two teachers, also the time allocated is not sufficient to cover the syllabus or curriculum. The Geography teacher can teach both sections because History can be read or studied by the teacher and where problems arise, we ask help from the History teacher.”*

The Departmental Heads continues to allocate the teacher who did not major in both subjects, but studied Geography; as she suggests that History can be easily understood as it does not have calculations or mathematical-related sections. She also declares that if any misunderstanding arises for the educator who only majored in Geography, but is teaching Social Sciences, the teacher can consult for clarity. Surprisingly, she failed to observe how the teacher who majored in History teaches. The teacher suggests that it is only Geography teachers who can be good in the subject compared to History teachers. The next sub-theme deals with failure on the part of teachers to cover all the sections of the Social Sciences curriculum adequately.

4.3.2 Failure to cover all the sections adequately

The teacher has been teaching Social Sciences for about ten years. He failed to cover all the sections of Geography and History as he spends much time focusing on Geography. He declares that he has limited understanding of History as a subject. For this reason, the teacher says History suffers. These are his views elaborating on how he fails to cover all the Social Sciences sections adequately:

P7: *“...some of my experience - since the learning area is divided into Geography and History, it happens that either of the two is not covered adequately e.g. I have more of a problem with History than Geography - hence History suffers.”*

It seems that teachers experience a challenge in either one of the subjects that constitute Social Sciences as a stream.

P7: *“I have little knowledge and learners have more problems when coming to History and they get to do well in Geography.”*

Another teacher (P7) had little experience in the subject yet finds it easy to teach the Geography part of the Social Sciences. The teacher declares the failure to understand History, but does well in Geography, which, at the end, affects learners' performance. The subsequent sub-theme focuses on Social Sciences as a foundation for both Geography and History.

4.3.3 Social Sciences as a foundation for both Geography and History

One teacher taught Social Sciences for five (5) years. The teacher finds the subject very interesting. He states that it lays a good foundation for learners who would like to further their studies in Social Sciences. The teacher declares that it is sometimes difficult to teach both sections alone within the subject. The challenge is that most of the teachers have majored in one subject between Geography and History while both are part of the Social Sciences learning area/subject. The next sub-theme addresses the challenges in the changing of curriculum.

4.3.4 Challenges in the changing of curriculum

One teacher has spent five (5) years teaching this subject. The educator's experience in the subject is that he is challenged by the changing curriculum policies of government. The teacher loses focus as policies keep on changing. The changes affect the teacher's teaching and learning as he has to re-acquaint himself with new knowledge of policies in the subject.

P17: *“...my challenge is the changing of curriculum time and again, since such challenges affects my delivery as a Social Science teacher. I need workshops and training concerning the new curriculum.”*

The teacher suggests that there is a lack of understanding and knowledge of the policies. He suggests that there is a need for teachers to be invited to workshops and for proper training to be provided in this regard. By the look of things changing of

curriculum was not easy which makes implementation to be difficult, Leask (2003) also argue that the government had to overcome the devastation of apartheid. This suggests that teachers have limited knowledge of what is expected from them. The sub-theme that follows focuses on teachers who specifically have challenges with History.

4.3.5 Teachers facing challenges with History

Another teacher has taught Social Sciences for four (4) months. The teacher explains that Social Sciences comprises two subjects; however, the teachers usually focus much on the subject they know and understand better. This means that those who majored in History are likely to focus more on it than Geography and, as a result, the subject less focused on suffers.

In the other part in this sub-theme, some educators state that learners enjoy Geography more than History. It is said that learners fail to co-ordinate the years as expected in the History part of social sciences. The teachers had this to say in their response on teachers who face challenges in History:

P14: *“...learners experience challenges in the History part, because they are unable to memorise the years and some events.”*

P8: *“...learners in the GET Band enjoy Geography more than they enjoy History as a subject. Majority of them face challenges related to map work as is not easy for many to relate the abstract with reality.”*

This teacher declares how learners enjoy the Geography part of the Social Sciences yet still have a problem with map work. The teachers have one thing in common which is: failure to cope with the History part of the subject. The next section focuses on the theme: distribution of teachers' responses to the question: did you get any training with regard to new policies pertaining to the Social Sciences curriculum?

4.4. THEME 3: SOCIAL SCIENCES TEACHERS' TRAINING REGARDING NEW CURRICULUM POLICIES

This section discusses and analyzes the views of teachers regarding their training or lack thereof on new policies for the Social Sciences curriculum.

4.4.1 Lack of training and workshops on the Social Sciences curriculum policies

One teacher did not receive any training, which obviously declares him as less knowledgeable about the new policies and, as a result, implementation suffers. It is not good for the teachers to be left out in the cold regarding the evolving policies introduced by the government. One teacher alluded to the following regarding lack of training and workshops on the Social Sciences curriculum policies:

P1: *“No, only a few educators have attended a day’s workshop which to me is not good enough. At least a month could suffice even though that would have put learners at a disadvantage - so this is a question of when/ how long these workshops should be to make educators aware of their expectation.”*

There is evidence of poor planning on the part of the government to ensure that teachers know about the expectations of government with regard to the recent curriculum policies. Law, Galton & Wan (2010) suggest a call for a more professional and democratic engagement of teachers in various levels. Although there are some teachers who are *workshopped*, it is clear that the time given is not enough as they are trained for a day, which deprives them and learners of privileges that come with those new policies. A day’s training on the policy of the subject is insufficient, especially when teachers are expected to yield fruitful results. The teacher suggests that workshops and trainings be extended to at least a month, but that may have an impact on teaching and learning. Besides, it means government will have to find a way to invest in those workshops as many teachers will be expected to benefit from those workshops. The following sub-theme discusses minimal training, workshops and lack of clarity from the trainers/curriculum advisors.

4.4.2 Minimal training, workshops and lack of clarity from the trainers/ curriculum advisors

Teachers are not given adequate training regarding the new policies in education. It is indicated that teachers find themselves in a situation where they need to find ways to understand and interpret policies on their own due to lack of proper training and

workshops. This is how teachers expressed their views concerning minimal training, workshops and also lack of clarity from trainers/curriculum advisors:

P1: *“Minimal training for a week, by curriculum advisors who were also not competent in the new policies.”*

It is clear that it is not only the teachers who have little knowledge on the curriculum since advisors also seem to be challenged by the changing curriculum policies. If teachers are trained and workshopped by advisors who are, themselves, not well-versed on the policies, this means that the problem is further compounded.

P2: *“No - the training which the department gives, takes a week or two days and the people running the courses are not able to communicate the changes in curriculum very well. The department sometimes trains not all the teachers, there are restrictions. E.g. two teachers per school. I never attended and was excluded.”*

It is clear that teachers are not trained adequately. Many are excluded and even those who are offered training are not properly and fully trained. There are a lot of challenges learners are likely face due to such lack of training on the teacher’s part.

P4: *“It wouldn’t be regarded as training as such since it was only for an hour. An intensive training is highly recommended as many educators really need that.”*

There is a serious need for training of teachers. If teachers can be trained for a day on a policy that is as demanding as a curriculum policy, that simply indicates that little is done to make it a point that the expected curriculum goal is met. Teachers are indeed deprived of the knowledge of the policies which they need to implement every day.

P13: *“Not enough, the department is usually calling workshops for one day and they all start at 12h00 noon. Sometimes you find that even the workshop facilitators are not well trained and most questions regarding the policy are not well answered.”*

There is a general view that teachers are not given sufficient time with regard to training and there is also a clear indication that there is lack of knowledge from the curriculum advisors. The advisors fail to answer questions from the teachers, which means that

teachers will continue to carry out their duties based on their misguided and misunderstood facts.

Generally, most teachers are not well trained and are also not given sufficient time to grasp concepts in their workshops. It seems many things are not clear regarding the policies, and no one is available to clearly indicate how misunderstood curriculum policies can be made clear. Some teachers have never attended workshops, so advisors visit their schools to train them. Some teachers concede that the Department of Education sends circulars to the schools and employ retired teachers to workshop them. However, there are few teachers who declare how they have gained knowledge from workshops they have attended. The next theme discusses the teachers' responses to the question: to what extent do educators assist learners to reach their full potential.

4.5. THEME 4: TEACHERS' ASSISTANCE TO LEARNERS

This section analyzes and interprets the kind of assistance teachers of Social Sciences provide to their learners to reach their full potential.

4.5.1 Learning through motivation

Learners are motivated through teaching pedagogies. One teacher does classify or indicate which pedagogies he is referring to and emphasizes that he motivates learners. Msila (2007) stated that the main aim is to undo the past and that could be done, possibly, by reconstructing the mind of the youth who will be better future competent citizens. Learners are supported and given time to work on their own to find solutions. The challenge is that the teacher does not indicate if learners first understood the aspects he was trying to achieve in learning or in that lesson.

P16: *"...in other words I become facilitator in my class to allow students to find solutions by themselves and reach their full potential."*

The statement does not fully express the actions of the teacher. It just sounds well, but the explanation is limited to the teacher without exactly revealing the action taken, except the umbrella approach expressed. The next sub-theme deals with the assistance teachers provide to learners through afternoon studies.

P2: “Learners are motivated through intrinsic and extrinsic rewards.”

There are learners who learn through good relations with teachers and being cheered up. Through that they easily get motivated and fulfil their work. Additional to that is when a reward is offered for the top performing learner in a class. Usually it can be in a monetary form or certificates.

4.5.2 Assistance through afternoon studies

One educator remains with the learners after school for extra time with them due to limited contact time during school hours. The teacher does not only depend on herself only but considers knowledge sourced from colleagues either within or outside her school. There is a clear indication of commitment on her part, although using this method in itself does not indicate whether it really yields the expected results. The areas focused on during these afternoon lessons are the ones learners identify as difficult. Although learners do not normally have overall difficulties, there is no indication on the teacher’s part if she expands her remedial classes to gifted or the less gifted learners and treats them differently, given their disparities. The next sub-theme focuses on teaching through discussions, assignments, formal and informal work.

4.5.3 Teaching through discussions, assignments, formal and informal work

One teacher prefers to assist learners through group discussions to allow them to interact with others. There is no indication whether those groups are facilitated or learners are left alone to do the work unsupervised. The teacher said that learners are allowed to enjoy their work and spend more time on their studies. One wonders, however, whether learners are merely made to enjoy their work and not necessarily to achieve the set goal, which is knowledge accumulation. The teacher said the following to clarify this issue:

P7: *“We do group discussion, assignments, formal and informal work. The aim is to make them enjoy the work, spend more time on their books so that they can reach their destiny.”*

P12: *“Insourcing and outsourcing of teachers serve as a way to make learners enjoy their work.”*

This assertion is quite ambiguous as the destiny stated does not specify the envisaged outcomes of learning. Learners do enjoy group work for different reasons. It may be that it gives them more time to hide their weaknesses amongst others. Secondly, the bright ones overshadow the less knowledgeable ones. Another aspect is that group work is classified as a product of the whole group while it is common knowledge that in a group, not all participants do contribute, which is why in the latter statement, the researcher has not indicated that the less privileged are clouded by others who are privileged. When the subject teacher in-source or outsource the other teacher, learners get motivated because some just enjoy the appearance of a new person with a different way of doing things. The subsequent sub-theme deals with using media to help learners.

4.5.4 Using media to help learners

The teachers do give learners extra work. The extent of extra-work is not explained (whether all the learners are treated the same or separated and treated differently due to their abilities). However, one teacher stated that time is provided for explanations on the basics and refers learners to the library, but the Mankweng cluster area is not equipped with libraries. There is only one library, which is also not located close to all circuits. However, it does serve learners well to refer them to the library because it broadens their knowledge. This is what the teacher had to say regarding this issue:

P2: *“...I try hard to give extra-work, explanation and to refer them to the library for extra knowledge. I also refer them to reading newspapers and listening to the radio.”*

The teacher encourages learners to listen to the radio and read newspapers. The teacher refers them to media, and that serves learners well as they are encouraged to use extended and available resources to supplement their knowledge

P14: *“By using assisting them at large by using newspapers, magazines to adapt the current History to pave way to be new leader.”*

The teacher tries to familiarize learners with the current developments of History. Weber (2008) stated that transformation remain the objective and teachers cannot be bystanders. The teacher tries to give learners a perspective which allows them to

interpret historical aspects. Learners are prepared to be better future citizens. The most interesting point is that learners are assisted in using media resources. The succeeding sub-theme focuses on too much work as a scaffold for good learner performance.

4.5.5 Too much work as a challenge for good learner performance

One teacher believes in a lot of work as what empowers learners to reach their full potential. The teacher uses a general approach on learners, and learners are not classified according to their performance. Too much work can deprive slow learners from reaching their potential. The teacher is overworking himself, although it is not clear whether overworking is yielding good results, and this is likely to be a challenge on the outcomes of what the teacher expects. The teacher needs to realize that learners do not use the same pace in learning. To clarify this issue, the teacher said the following:

P4: *“...believe that if learners are left without work given to them, they will not achieve their full potential.”*

P1: *“Other learners get bored easily if they are not given extra work to do due to their high level of intelligence.”*

The type of work given to learners is not classified. That too much work needs to be better outlined for the teacher to realize that learners will perform differently in response to different methods of assessment. They are learners who quickly understand the teaching and activities in classroom. Such learners easily get bored if they are not supplemented with extra work to do, so it is necessary for the teacher to consider them at times. The sub-theme that follows focuses on using a textbook as a tool to help learners.

4.5.6 Using a textbook as a tool to help learners

Some teachers put too much focus on the textbook. The textbook is the only source which teachers rely on. That suggests that teachers do not go the extra-mile in making sure that other resources are utilized to assist learners who will understand if exposed to different learning media. This is what one teacher had to say to put the matter into perspective:

P8: *“I depend too much on the textbook and there are few or not any initiative I undertake to supplement the textbook.”*

P13: *“I make use of textbooks and internet materials.”*

Learners are treated in the same way while it is a given that they are different. As learners with special needs are enrolling in the mainstream schools, it is a challenge if one method of teaching is considered. Most or those with limitations to such a method will not be served.

However, there are other participants who are not much different from ones above. Teachers state that they create a conducive learning environment without specifying the “how” part. That in itself is open to interpretation which, at the end, will suggest that the educator might be convinced that he is creating a conducive environment, when that might not necessarily be the case. Some teachers do not only use textbook as a source of reference in teaching. Internet material is considered in order to avoid limiting access to teaching information. The next theme addresses the question of how educators ensure that the curriculum coverage is complete in the specified time.

4.6. THEME 5: CURRICULUM COVERAGE WITHIN SPECIFIED TIME-FRAME

This section addresses the responses of Social Sciences teachers on how they see to it that the curriculum coverage is complete in the specified given.

4.6.1 Using afternoon studies

One educator supplements the daily classes with extra afternoon classes as a way to cover the curriculum. They are catch-up programmes mentioned, but not classified. The teacher seems to be creative as there is a programme at hand, although not explained well. Others use afternoon extra classes. The teachers alluded to the following with regard to using afternoon classes:

P10: *“Learners were to remain after hours for remedial purpose, specifically those who were behind.”*

These teachers consider dealing specifically with learners who remained behind with syllabus by assisting them. That means there are those who made it through daily teaching. This also means that there are considerations with regards to better the education of the disadvantaged learners. In this case, it is clear that the teacher does not only consider finishing the curriculum schedule without considering the understanding of learners. This is an indication that time given for contact with learners is not enough for adequate curriculum coverage. Teachers do not have time for remedial work during school hours, and it seems teachers prefer to have extra classes to cover their work.

P15: *“I always have a week plan to cover all the content for the week and if I fail somehow I make extra lessons to finish the work.”*

The teachers prefer to plan their work ahead, but it is quite clear that time is a barrier to the effort they are trying to make. The challenge is that the time given for a period is not indicated. Some schools prefer an hour and some 45 minutes. Schools operate differently, and some others even have time for revision without having extra classes. The subsequent sub-theme discusses using subject-based pace-setters, work schedule and learning programme.

4.6.2 Using subject based pace-setters, work schedule and learning programmes

In this case, teachers teach the usual and normal way, meaning that their work is based on the normal time frame. It is a given that the lesson plan, with its contact duration, depends on the tools mentioned above. It means that teachers cover their curriculum work in all areas during the time they are allocated. Other related policy documents are used as a supplement to guide them to complete their work within a given time. There is a general distribution that teachers prefer to follow that is based on curriculum coverage tools provided by the department. In order to clarify this issue, the teacher had this to say:

P16: *“What I do is to have a working plan that outlines all the topics to be covered and I also plan the date to complete each topic (work-schedule and lesson plan).”*

P17: *“Pace setters outlines every subject-related activity for the whole year.”*

Some teachers do not necessarily consider dwelling on the learning programme, but prefer a work schedule. It is an indication that educators understand the curriculum differently. Curriculum may be viewed by others as all activities that occur in the school, including extra-mural while others relegate it to the classroom level. Pace setters are the best tool the teachers follow to complete their tasks. The next sub-theme addresses parents' involvement as a way to ensure curriculum coverage.

4.6.3 Parents' involvement as a way to ensure curriculum coverage

There are educators who prefer extra-work as a way to develop a hard working character. The teachers still do not show how this works for all learners of different levels of understanding. Parents are involved, but not always, as teachers are the ones who spend time with learners in schools for almost the whole day. The teachers are taking the right step by involving parents since parental involvement helps in identifying the problems which might be a hindrance to the understanding of the content prescribed for learners. Together with parents, learners' challenges are easily identified and dealt with. It is a challenge when learners do not find themselves understanding the expectations of the educator. That normally delays the curriculum coverage as the teacher cannot claim to have managed to cover the curriculum while learners lag behind. One teacher alluded to the following in addressing this issue:

P14: *“Learners are given many homework tasks such as classwork, homework, assignments and presentations so as to enrich them as far as this subject is concerned.”*

Some teachers believe in too much homework for learners as a way to maximize curriculum coverage. It is not indicated whether the work is given to learners after all the content is covered. If learners spend much of their work on tasks, the teacher will obviously have limited contact time. The interaction with learners will be reduced to their independent commitment with their work at home where parents can help them. Learners make presentations as well, and that means learners have to be at the centre of learning and the teacher comes second. It is a fact that learners must receive more

from the teacher and display an understanding on the knowledge provided, whilst parents give additional support at home. The sub-theme that follows discusses fast-paced teaching as a way to cover the curriculum.

4.6.4 Fast-paced teaching as a way to cover the curriculum

One teacher prefers to move faster just to allow learners to have a 'bite' of what is in the content. The educator is not much concerned about their understanding. Learners are left to find solutions on their own. Learners are not given full attention due to time limitations. This is what the educator said to make sense of this issue:

P1: *"Time is a problem - curriculum is usually not covered. What is done is that some of the learning is done in a hurried manner to make sure that at least the learners have an idea."*

The role of the teacher is limited, and learners are left behind due to limited time. Learners will generate their own understanding with the content provided, this means that they will believe what they think is what the subject offers. The teacher is clear that there is not enough time for curriculum coverage and does not consider any move beyond the normal given time. The teacher is also not really concerned about the future challenges learners might experience. Consequently, learners will lack a good foundation, which will be a crisis in the grades ahead, and the trend might even reduce their abilities and self confidence in their school work. This is a critical teaching condition which results from poor commitment to the curriculum content.

Such teachers have less interest in learners' performance. Curriculum coverage cannot be based on completing prescribed book tasks and content without ensuring the understanding of learners. Learners are not prioritized, and teachers do not even consider extra classes or any remedial action to challenge learners' experience. Teachers must consider taking time and researching on challenges learners face. The performance of the subject is what reflects the abilities of the teacher, which is why many teachers consider going the extra mile. The teaching profession is a demanding one, and teachers do sacrifice their own time to ensure that their learners achieve success. There is a trend set for extra classes, and the teacher who mentioned time as

a challenging factor is correct, but isolated in operation as most of them use extra time. The teacher can consider morning or afternoon studies to overcome the time factor. The next sub-theme discusses extra lessons and the challenges of disruptive activities.

4.6.5 Extra lessons and the challenges of disruptive activities

Teachers prefer to use any available time, but are not specific if they commit themselves to morning or afternoon lessons. Learners are habitual, and once they get used to morning lessons, they no longer see the challenge with it, unlike in the beginning. Chisholm, Mosia & Prinsloo (2005) noted the issue of teacher workload due to administrative paperwork in the school environment due to lack of administrative clerks in public schools. The teachers are concerned about disruptive activities such as too much administrative work and school based commitments. These are what the teachers stated in clarifying this issue:

P13: *“Sometimes curriculum coverage is difficult to complete at a given specified time, unless we conduct extra lessons for the benefit of syllabus.”*

The teachers also do not suggest that they conduct extra lessons. They say “unless” they conduct extra lessons. That is not a given fact, but a choice-based action which does not necessarily mean that they do conduct lessons. The Department of Basic Education may consider making extra lessons a compulsory move, but with considerations per school as teachers are overworked.

P2: *“...use of available time. The challenge is that there are interruptions with the tests and not very easy to take more time with the learners because of their concentration span, which is short.”*

Teachers expressed not only lack of commitment, but assumed that learners will not cope with extra classes, which is a very disturbing opinion. Assessment seems to be part of the challenges as it is alleged that tests are disrupted. Tests are part of the curriculum coverage and are indicators that allow educators to realize their achievements in terms of learner performance. There is a serious challenge of time whereby teachers do not have enough time to deal with their teaching activities.

Teachers declare that they use available time, and that suggests that, in some cases, time is not available.

The teachers relate to the learners' concentration span, but that cannot be declared the main reason teachers cannot be with learners after school hours. The concentration span can only be a challenge if the period of a lesson is lengthy. There is a need for teachers to create time when it is not available. The point is that it is not clear what really consumes time that was supposed to be directed to teaching and learning. Interruptions must be reduced as in this case it would be suggested that disruptions are departmental. That would require strict measures on the part of the teacher to be very vigilant with classroom management issues. The next theme addresses the question of how teachers ensure the fulfillment of their expected duties in relation to the new curriculum policies.

4.7. THEME 6: THE FULFILLMENT OF CURRICULUM POLICY EXPECTATIONS

This section deals with the responses of Social Sciences teachers on how they make sure that they fulfill their expected duties in relation to the demands of the new curriculum policies.

4.7.1 Improvising as a strategy

There is a challenge of overcrowding in Mankweng cluster circuits schools, and that does not give teachers sufficient time to implement policies as expected. Other teachers take their own time out of work and dedicate it to the expectations of the policies. They do have challenges, as asserted above, but that is not a factor because policies are still implemented. The following are what the teachers said in responding to this issue:

P4: *"...Though it is not so easy due to overcrowding, I improvise to ensure that these policies are implemented."*

Most of the teachers just follow policies as it is required, but it is not clear if their strategy achieves the expected outcomes. Others declare that it requires a broad understanding of policies to implement them and fulfill their expectations. Other

mechanisms used by the teachers are to consider the use of the internet to add more knowledge on aspects found in the policy documents. Libraries are utilized (both school, municipal and university libraries). Self-empowerment is important in the case where knowledge is required to further understand what is envisaged on the side of the teacher.

P2: *“Through self-empowerment, that is, by reading the policies in order to further understand.”*

There is a lot of understanding that is needed in order to fulfill duties required by the policies. The teachers go the extra mile and find ways to empower themselves in order to do what is correct. In this case, it is indeed clear that some go further in seeking more knowledge in relation to the new aspects of the curriculum to achieve the expected outcomes. The sub-theme that follows discusses curriculum workshops and briefings as guides to the new policies.

4.7.2 Curriculum workshops and briefings as guides to the new policies

Teachers in Mankweng make use of curriculum workshops and briefings by the Department of Basic Education to further understand policies in order to fulfill the expectations. What is of concern here is that the policy knowledge and understanding is very important for the success of the implementation. It is indicated that it is up to the teacher to ensure that the departmental calls are honoured. This is what one of the teachers said in responding to this issue:

P5: *“I make sure that I do not miss workshops and briefings so that I am up to date with new policies.”*

In this case, it means that the Department of Basic Education (DBE) is assisting teachers. The teachers declare that the workshops and briefings are held and teachers need to ensure that they attend in order to fulfill the call for implementation. Teachers adhere to the teaching and learning prescripts to ensure that all is well. Moreover, they follow good assessment methods, as stipulated in the policies. The succeeding sub-theme focuses on the use of a pace-setter as a tool to cover the teaching and learning duties.

4.7.3 Use of pace-setter as a tool to cover the teaching and learning duties

Teachers prefer to follow the yearly pace-setters to cover all curriculum expectations. The pace-setter outlines the topics to be covered and the year terms, as well as tasks. Heads of departments and curriculum advisors use them to moderate the teachers' work so that they can be assured that the work has been covered. Learners need to be considered as they are also very important indicators of curriculum coverage. That happens when they are able to respond to the common assessment tasks provided by the district and provincial departments. These are what the teachers alluded to in responding to the issue of pace-setters:

P11: *“making sure that I am being guided by the pace setter, and assessing the learners often.”*

The pace setter is the most utilized tool by the educators. The other important aspect the teachers do not neglect is assessment. The only way the teacher can be assured that the learning and teaching goal has been achieved is when learning outcomes are achieved, and that can only be realized through assessment.

P17: *“Through understanding of the policy documents and to make sure that they are properly effected, with provision of lesson plans, assessment tasks, marking and recording of marks in the prescribed mark sheet.”*

There are teachers who declare that, without understanding, there will be no proper implementation of policies. Lesson plans and assessment tasks are all derived from the pace setter as it outlines them. What is basically important is that teachers need to be committed to their work and be on time in terms of task deadlines and curriculum coverage. It must be noted that there can never be effective assessment without efficient curriculum coverage of content (Schon, 2007). Secondly, the marking and filling of mark sheets requires curriculum coverage and assessment. The former has to precede the latter.

However, there is a declared challenge as some teachers do not have enough knowledge of the new curriculum policies. In this case, it shows that teachers cannot do well in their teaching if there is a limited or completely no knowledge of policies.

P13: *“New curriculum policy change is basically not followed since teachers do not have enough knowledge about it. Each educator is teaching as much as they can do to fulfill our expected duties.”*

This is a serious challenge since the teachers who lack knowledge of the new policies are likely to do the opposite of what curriculum policies require. In this case, teachers just do what they believe is correct for teaching and learning, with no implementation of prescribed curriculum aspects, as stipulated in the policies. If teachers do not follow the policy, there is lack of knowledge on the school-based moderators as well. The school based moderators may be the principal and the Head of Department (HOD) who ensure that teachers adhere to the curriculum policies. Teachers assert that they teach as much as they can without following policies, and that reflects on whether the SMT understand the underlying subject policies as well. In this case, it shows that a lot still needs to be done to ensure that teachers get a full understanding of policy expectations on their subject curriculum. The subsequent theme deals with the question on some of the factors that constrain teachers’ performance in the Social Sciences subject.

4.8. THEME 7: TEACHERS’ CONSTRAINTS

This section focuses on Social Sciences teachers’ responses on the factors that constrain their performance in this subject/learning area.

4.8.1 Poor LTSM and departmental support

Educators in Mankweng Circuits are experiencing challenges which seem to affect the success of teaching and learning. They lack resources to ensure that their expected performance is achieved. It is not that resources are not available at all, but they are not sufficient to cover all the areas of learning within a subject. The resources that are available are textbooks, but it is generally asserted that there is such a problem poor support. The teachers made the following comments on this issue:

P16: *“... things that constrain my performance include: Poor teaching & learning resources, poor support from the circuit and district office, lack of knowledgeable subject advisors.”*

There is a great departmental challenge whereby teachers do not get the support from the Department at the level of the district and circuit. That can be a challenge in terms of authority on how curriculum must be implemented in the Social Sciences. Teachers are usually blamed when expectations are not met. Subject advisors are also part of the poor curriculum development in this case. It is stated that they lack knowledge, and that poses a challenge to teachers who depend on them. This creates dissatisfaction that not much is done by the Department to ensure that all levels of departments are monitored to further ensure that the national goal is achieved from the bottom-up and top-down.

P4: *“Late supply of textbooks and other LTS material”*

The teachers experience shortage of teaching material. The supply of learning and teaching material creates a very serious threat to the development of teaching social sciences. The Department of Basic Education should improve in supplying other LTS material in order to achieve the outcomes expected. It must be noted that other assessment-based aspects are textbook-based and with such shortages, teachers are likely not to meet the expectations, and their performance will be compromised. The next sub-theme deals with the lack of knowledge of History and Geography sections of the Social Sciences.

4.8.2 Lack of knowledge of History and Geography sections of social sciences

Teachers are grappling with one of the sections that involves either one of the two subjects. There are those who studied one of the two in their junior qualifications. Those who studied only Geography are failing to deal with the History part of the subject, and that constrains their performance. They end up focusing on the section that they are good at, and learners are compromised in the process. This is what the teachers said about this issue:

P11: *“The Geography part is really straining since I did not study further in it.”*

P10: *“Social Sciences is composed of geography and history – as a result, I’m a historian, geography was strenuous as I had to visit references.”*

Educators in the Social Sciences experience a problem of not being equipped with the knowledge of both the subjects. There is a need to overcome this problem.

P7: *“I have more knowledge of Geography and less of History. We also lack resources to help us throughout the process of teaching and learning.”*

P13: *“Lack of knowledge of the History part of social sciences. It is giving me a lot of stress as I didn’t do it even at high school level.”*

In addition to the challenge of the subject knowledge, there is also a challenge of a lack of resources since teachers are not adequately resourced. These challenges, combined, are very detrimental to the development of curriculum and its implementation in social sciences.

The Heads of Departments (HOD) must consider teachers’ specialties when dealing with subject allocations. Social Sciences require both the knowledge of History and Geography. The lack of resources is a serious threat as teachers do not have the knowledge of both subjects, which is a challenge. Some teachers teach a subject for the first time in a classroom as they assume their teaching duty. Teaching this subject cannot be for the sake of teaching, but should be for learners’ progress in terms of knowledge. There is lack of consideration on the part of the department in dealing with the issue of teachers teaching subjects they are not trained in. At least the availability of resources as well can advance the knowledge of those with content limitations, and that can be done by outsourcing within so that they have a basic knowledge of what the subject requires on challenging topics. The sub-theme that follows focuses on the challenge of overcrowding, laziness of learners and language.

4.8.3 Challenge of overcrowding, laziness of learners and language

As lack of resources is a general problem, there is also a problem of overcrowding in schools which limits the teachers’ progress in teaching social sciences. With overcrowding, there is normally a challenge of class control which results in uncontrollable noise. The interaction of teachers with learners is then reduced. Assessment is also challenged in the process since assessing an overcrowded class takes time. Teachers said the following about this issue:

P2: *“Overcrowding in classes, learners with poor language of learning/lack of understanding (English). Some learners did not pass grade 7 and, neither 8 but due to government policy of QP, they progressed.”*

Poor language can also result in challenges on the learners’ part during teaching and this can have an effect on the progress and success of the subject. The challenge that the educators cite is that of having the Qualified for Progression policy that allows learners to progress even when they have not met the requirements to progress to another class. When learners pass without meeting requirements, it gives teachers a challenge because their classes are mostly made up of learners with limited academic knowledge.

P14: *“...poor services because of rural areas. Laziness of learners, insufficient time.”*

Teachers are faced with a challenge of learners who are not committed to their studies. They do not show commitment to their work as they are lazy and this is a serious challenge which needs to be looked at closely. Learners lack motivation for their studies. Rural areas seem to have an effect due to their poor services, and although those services are not stated, there is an impact that comes with that disservice. Poor municipal services through ward councillors can pose a challenge. The following sub-theme deals with subject/time allocation and poor textbook content.

4.8.4 Subject time allocation and poor textbook content

The educators in Mankweng are challenged due to insufficient time allocated to a lesson. Teachers have few periods per week in the Social Sciences subject, and that does not allow them time to cover the scope of work as expected. They focus on the content they master between Geography and History. Below are the views of educators regarding this issue:

P1: *“we have only 3 periods per week which to me is not adequate specialization- Geography/History – should be given priority since some learners fell behind as a result of educators having specialization in one of the above.”*

The challenge occurs when the teachers prefer to prioritise Geography instead of both subjects. The fact that some teachers have specialized in one subject in the field of Social Sciences is a broad factor, but something needs to be done. Lack of adequate time creates the problem.

The teachers have a challenge of the poor textbook content. Their content is not up to their expectations, and that gives teachers extra work of supplementing the information and that, in turn, consumes more time.

P8: *“Limited information outlined in the textbook and the attitudes learners display towards social sciences. Overcrowded classes, which hampers/hinder individual attention. I have four classes of Grade 9 with approximately 70 learners each class.”*

Learners in Mankweng Cluster Circuits display negative attitudes towards the subject itself. The attitude of the learners needs to be addressed in order to allow teaching and learning to take place properly. At some point, some problems/blame may be put on the subject only to find that learners and teachers do contribute to the poor performance on the subject.

Overcrowding has an impact on teachers’ performance as teachers fail to control the class. Administrative duties do suffer as well in this case. The numbers of learners per class are not normal as the ratio of learners per teacher is very high and the teachers are expected to perform to the best of their ability. The next sub-theme discusses overcrowding, school committees and heavy tasks.

4.8.5 Overcrowding, school committees and heavy tasks

Teachers have classes with high numbers of learners as mentioned in the above theme. In this circuit, it seems that teachers spend much time trying to focus on both teaching and learning, together with sitting on committees established in schools. Every school is expected to have committees; some relate to curriculum, but others are dealing with school general matters. All the committees do contribute to teaching and learning but also take too much time from the teachers. One teacher had this to say regarding this issue:

P5: *“The number of grades that I teach and learners are many”*

The content-related work is above learners’ abilities. The teachers assert that learners are expected to do research that is beyond their ability. The teachers in the circuits lack commitment due to work-overload. Research projects cannot be viewed as a problem. Teachers must make learners realize that research allocated to them is not a problem, but a necessary learning challenge. The succeeding sub-theme deals with absenteeism and the lack of technological resources.

4.8.6 Absenteeism and lack of technological resources

Learners are at the centre of the teachers’ problems, and teacher’s performance is constrained by learners’ inability to honour their tasks. There are deadlines set for learners, but they are not met due to what is mentioned above. Some learners do not attend school properly. Teachers need to bear in mind the fact that learners’ school attendance also involves parents. Parents must be part of the developments in this regard. One educator alluded to the following pertaining this issue:

P17: *“...failure of some learners to complete and submit the assigned tasks within the given deadline. Absenteeism and dodging of periods by some of the learners. Problem of access to computers and interest.”*

There are learners who miss certain classes in the schools, and discipline in the schools is a problem. It seems teachers in Mankweng fail to deal with issues of discipline. Learners become ill-disciplined due to a lot of factors; amongst others are lack of classroom rules, school rules and poor parental involvement.

Schools do not have computers for access to the internet. Some of the tasks prescribed in the content require learners to consult sources on the internet, and the unavailability of computers will have an effect on due dates for submissions. In the case of poor electronic resources, teachers must ensure that the tasks given do not need such devices, unless it is a must, as prescribed in the textbook or pace setters. Access cannot be limited to schools, but not all learners can access the computers in the neighbouring facilities. There are internet gadgets like phones and *Ipads*, but not every learner has access to them. The next theme addresses the question on measures that

teachers put in place to overcome the challenges they have in the Social Sciences subject/learning area.

4.9. THEME 8: TEACHERS' MEASURES TO OVERCOME CHALLENGES IN SOCIAL SCIENCES

This section focuses on how teachers deal with challenges they experience in teaching and learning that derail their focus on implementing the subject curriculum prescribed to them.

4.9.1 Parents' involvement, excursions and audio-visual resources

Teachers involve parents to overcome the challenges they face with learners. They only do that on parent-related issues. It is better to deal with the challenges as parents need to form part of their children's learning. On the other hand, visual and audio-visuals are used to develop interest of learners during teaching. Learners learn differently in different ways. This is what one teacher said to clarify this issue:

P17: *“Parents involvement. Usage of visual and Audio-visual sources. Organization Educational Excursions based on the subject social sciences. Develop general interest in the subject.”*

There are learners who learn through what they see and others would prefer to listen to audio material. Teachers need resources to make learning interesting in order to achieve their classroom goals. Other teachers/schools in Mankweng schools are well resourced and, in this case, they can afford to find such audio-visual solutions. Historical excursions and tours always serve as a centre of interest to learners. The teachers should consider taking learners on tour to make them learn by seeing since the classroom is not always the only place where learners must learn. It is indeed a great move to make sure that learners develop an interest and that is what keeps them focused and caring more about the subject and its tasks. The sub-theme that follows discusses the outsourcing of information and maximizing contact time.

4.9.2 Outsourcing of information and maximizing contact time

Teachers prefer to swap periods with others and also asking others who are up-to-date with their work to allocate their class period to them. This is done in order to cover the

outstanding work. The teachers also prefer to outsource and compare the work they do. They go to the nearest schools to do comparisons and see if they are on par or not with other educators regarding the subject curriculum. Below are the views of teachers on this issue:

P7: *“By out-sourcing, attending various workshops and following the CAPS instructions.”*

Workshops serve as a basic unit of curriculum policies knowledge for guiding teachers. The CAPS instructions in the policy are easy when one is familiar with its guidelines presented in the workshops. Moreover, it has been a problem for teachers that they normally understand only the basic content of social sciences. There are those who consult teachers from within on how to approach the other sections they do not understand. The teachers said the following pertaining this issue:

P13: *“...usually go to History teachers to help me with the content of this part, so as to gain more knowledge of the subject.”*

P14: *“...outsourcing a mentor...studying previous question papers.”*

Teachers go the extra-mile and find means to solve the problems they face in Social Sciences. It is very interesting that even the colleagues within form part of the solution. Mentoring by the senior subject specialist is vital in this case where there is lack of subject knowledge. Previous question papers and exemplars are used to enlighten learners about the format and structure of assessment, and that assists learners with their exams. The subsequent sub-theme focuses on the use of internet and research.

4.9.3 The use of internet and research

Teachers use internet to find additional information in order to add more knowledge regarding the Social Sciences subject. As noted earlier, limited information in textbooks is a problem, and teachers extend their focus to overcome such a problem. Teachers also consult nearby schools for assistance. They also do research in order to familiarize

themselves with new developments on the subject. Teachers alluded to the following in clarifying their views on this issue:

P15: *“I go to the nearby school to look for materials that can help me. I also depend on the internet for more information.”*

P10: *“internet libraries, etc. as well as visiting or involving other educators specifically for geography.”*

The internet serves as a good source of information as there are many journals and articles published on the internet for use by these Social Sciences teachers. The succeeding sub-theme deals with group teaching and expanding opportunities for learners.

4.9.4 Group teaching and expanding opportunities for learners

Teachers use group teaching as a way to encourage learners to generate knowledge on their own. The gifted learners assist those who are not so gifted, and this helps in peer assessment since they themselves sort their problems while the teacher facilitates the process. Learners can learn easily together and find solutions to some problems they experience. In most cases, the teacher focuses on time when teaching in order to cover the scope of work, but learners can extend their groups outside the classroom if there is any problem they did not solve. This is what the teachers do as per their views regarding this issue:

P1: *“Learners encouraged to form study groups. Information got from other sources to augment what is in their study materials i.e. handbooks.”*

P2: *“Group learners according to their level of understanding and work with them in that manner. Giving slow learners extra work to do.”*

The question here is: when do teachers give the slow learners more work to do? Accommodating such learners is usually regarded as reducing the standards as the normal classroom pace will be delayed, while the good performing learner spend too much time without extra tasks to do as they complete given tasks earlier.

4.10. THEME 9: THE IMPORTANCE OF CURRICULUM ADVISORS VISITS

This section looks closely at the curriculum advisors' visits to schools. It is very important for them to visit due to the rapid developments in the curriculum policy changes. Their visits assist in providing direction to the subject teachers.

4.10.1 Lack of subject advisors' visits and Continuous Assessment (CASS) moderation

Curriculum advisors do not often visit schools where they are needed most, and this does not help. The curriculum advisors focus much on file moderations of Continuous Assessment, and teachers complain about their lack of visits. Teachers also complained about the following issues regarding this sub-theme:

P4: *"No, they don't. They often request the school to send them CASS portfolio of both learners and me as the educator. This system may not be helpful since they only indicate the mistakes committed in the portfolio and never make follow up."*

The advisors expect the teachers to do what is correct while they do not ensure that teachers are aware and knowledgeable about their expectations, and that derails the implementation of policies and as well confusing and frustrating teachers. Teachers are faulted on this while they were never provided with clarity pertaining to these issues. In addition, the advisors do not make follow ups on the work moderated, and that means their moderation does not serve any purpose.

P2: *"They never visit, we meet them at the subject briefings and content is seldom addressed."*

P8: *"No, for the past years in my teaching. I only encountered only one curriculum Advisor visit. In my 23 years of teaching."*

The only way they meet the advisors is to attend curriculum briefings and in those briefings, they still do not provide clarity on how content issues must be addressed. It is not clear if it is a case of them not honouring their duties or lack of knowledge on such matters. There is a serious crisis when teachers stay a long time without being visited, and that, in itself, suggests that they normally use their own understanding on policies and content approach to teaching.

P1: *“No, they don’t visit for moderation neither for support. Moderation is done in our absence which makes it difficult for us to know our mistakes or strengths.”*

P5: *“Curriculum advisors are not regular with their visits for moderation and their visits are not helpful because what they do is witch-hunting rather than support and motivation.”*

Advisors do not visit for moderation and support for teachers. If they moderate, it will be portfolios, as stated earlier. This type of moderation does not assist in any way because the teachers are not present at that time, and their mistakes are realized in the remarks attached, and no solutions are suggested. Teachers lack curriculum support at Mankweng Circuits Cluster. Even when they come, advisors mostly visit Grade 12, implying that only matric is prioritized. The schools’ performance is measured by the Grade 12 performance.

Teachers complain that the advisors do visit sometimes, but their visits are not helpful. What they do is to look for mistakes which are used against the teachers. Such types of actions demotivate educators. The duty of the advisors is to ensure that curriculum work is well managed, and that can be done by putting teachers’ abilities first, together with the advanced knowledge of policies regarding Social Sciences subject. The next sub-theme focuses on the subject advisors’ visit to ensure policy implementation.

4.10.2 The visit to ensure policy implementation

There are schools which the advisors do visit. Their visit is meant to assist in monitoring of the subjects and ensuring that what was set out to be implemented is done. There are monitoring tools used to measure the progress of curriculum policy implementation, which usually occur through the proper use of lesson plans and other related aspects. This is what the teachers stated regarding this issue:

P17: *“The visits often take the form of monitoring through the completion of monitoring tool, where the lesson plans, portfolio files, assessments and other policy documents are requested to ensure that the new curriculum is effectively implemented.”*

The advisors, in this case, do not only deal with CASS, but general matters including assessment which is central to the success of teaching and learning. It serves as an indicator of the work done by the teacher. Teachers are, in the interim, requested to ensure that the policy is well implemented. They sometimes come during the later months of the year, and their visit helps some teachers as they motivate them and rectify some of their mistakes. Their visits also create more confidence in teachers as they will be aware and confident of the work they are expected to do.

P7: *“Sometimes they help us a lot because they guide us concerning how to follow pace-setter, with CAPS documents and how to create standardized questions for the learners throughout the teaching process.”*

Some teachers are not aware of how to follow the pace setter. In this case, the advisor will have to put the teachers through the guidelines. They are also assisted in knowing how to implement the CAPS policy in the subject as well as being guided on how to set the standardized questions for the tasks. The visits are often done once, but do assist in other issues as some teachers are able to understand how to alternate the content of History and Geography in the Social Sciences. Sometimes they come to check if teachers do have lesson plans and programme of assessment. The duty of the subject advisors cannot only be to monitor if teachers have the necessary documents, but also on how to use them as well. The subsequent sub-theme deals with late visits and a lack of knowledge of curriculum by subject advisors.

4.10.3 Late visits and lack of knowledge of curriculum by subject advisors

It is not known why the curriculum advisors visit schools in the later stages of the year. Social Sciences teachers are visited after a long time, and the visits are also not useful. The advisors lack knowledge of the subject they must monitor and moderate. It is a shock to find that one is required to advise on a subject they do not understand. Teachers had this to say about such issues:

P16: *“They visit after a long time and their visits are not helpful since they also lack knowledge about the subject. Instead of them helping us, we end-up helping them as teachers. I think there is need that they are capacitated before visiting schools.”*

In this case, teachers end up helping curriculum advisors, which is surprising. The advisors are advised by the people they have come to advise. Teachers state that there is a need for the curriculum advisors to be capacitated. The next theme addresses the question of whether teachers have departmental meetings where they discuss challenges they face when teaching the Social Sciences.

4.11. THEME 10: DEPARTMENTAL MEETINGS

This section looks at the school departmental meetings which are held to provide clarity to teachers about the Social Sciences subject. The meetings are normally held to overcome general and individual challenges experienced by teachers regarding the subject. The next sub-theme deals with a lack of meetings due to time constraints.

4.11.1 Lack of meetings due to time constraints

There is a general challenge in Mankweng schools whereby teachers do not have enough time to allocate to other teaching and learning-related activities like departmental meetings. The contact is also not enough and, as a result, they cannot prioritize the meetings over class contact time. Even if they try to have meetings after school hours, these cannot materialize as some teachers are engaged in extra classes. Some teachers had this to say about this sub-theme:

P4: *“It is not possible to have Departmental Meetings during the school teaching contact time cannot be sacrificed while after school and during break times educators are personally committed. We often use one-to-one system to ensure that challenges in the department are addressed.”*

Teachers find it difficult to sacrifice teaching time for the meetings. They prefer individual consultations when they experience problems. In this case, it means the department is not wholly engaged. Every teacher does the work independently as opposed to the collective approach to challenges in order to find solutions. Departmental meetings are very crucial to learning and, therefore, there are other teaching and learning related matters that would easily be exercised through meetings. Some teachers are able to share their skills and experience through such meetings. The meetings also assist in providing a uniform approach to other matters which need such

an approach. The Head of Department is able to read the state of the department through such meetings and make recommendations to the whole department.

P2: *“We have few departmental meetings. We speak teacher to teacher as time is the constraining factor. Teachers are not willing to work after school (after hours).”*

Teachers are not willing to meet and share problems. Individual consultations do not necessarily bring out all problems and give solutions, and what one teacher may be experiencing currently, may be a problem to another in the near future. The departmental meeting allows all those who fall within that department to learn from others as well as prevent some possible challenges. Teachers should not wait for a problem to arise in order to look for solutions. It is also important to mirror oneself through others, and that can only happen through collective engagements.

Teachers highlight some important constraining factors. There is an overload of work which is required to be attended to during available extra time. The schools have few meetings due to work overload. Others have many classes as opposed to the ratio stipulated by the education department. They also state the issue of too much paperwork in schools. In some cases, teachers consult the HoD individually to find solutions. The next sub-theme focuses on departmental meetings for overcoming Social Sciences challenges.

4.11.2 Departmental meetings for overcoming Social Sciences challenges

Meetings are held per grade with teachers in that grade. Teachers are requested to open up about their challenges in the subject. In doing so, they end up assisting each other in overcoming such challenges. They give each other strategies for the shared problems. In some schools, meetings are held several times, and Heads of Departments are left to provide solutions to the problems. The HoD is the centre of solutions in this case. It also appears that there are problems which would require strict attention of the HoD, as stated. Teachers alluded to the following on this issue:

P13: *“Yes, departmental meetings are held regularly and all the challenges that we face we give them to HoD for follow ups.”*

In some schools, meetings are held and teachers update each other on the general deadlines and expectations. There are timeframes for tests and marking as well as developing results schedule. In those meetings, teachers find a better way to advise and motivate each other on developments in the subject.

P1: *“Yes - meetings are held to make sure that we are all on the same track - to make sure that when a test is set all the educators/learners are at the same level/ topic - this also makes it easier for the learners.”*

In these types of schools, the teachers help each other to deal properly with the implementation as expected. They are able to identify challenging sections, and teachers are well positioned to be given clarity on the challenges they face. Some schools have the meetings, but the subject matter is still a challenge, this means that all the teachers have a problem in dealing with other factors that they face in their daily teaching and learning activities. The subsequent sub-theme addresses poor knowledge of the Head of Department as a challenge.

4.11.3 The challenge poor subject knowledge by HoDs

The teachers have departmental meetings where they deal with a myriad of issues. On some occasions, some appointed Heads in the Social Sciences lack knowledge of the subject. Teachers realize that with this situation, solutions are not easily found, especially on challenges that are deep-rooted in the subject such as lack of training. It requires a knowledgeable Head of Department to come up with a solution.

P5: *“We do have departmental meetings and we discuss the challenges that we face, but the meetings are not fruitful because the Head of Department is not knowledgeable in Social Sciences.”*

Teachers do not suggest any way that they can assist each other in the case of poor knowledge on the side of the Head of Department. Schools and teachers approach challenges differently. There are those that individually help each other. In this case,

none are capable of assisting, which is why the meetings are regarded as not fruitful. The departmental meetings are not owned by the HoD. They are the responsibility of each and every teacher who falls within that department. This means that where the Head does not have clarity on certain issues, teachers with the requisite knowledge can step in and assist to take the department forward. It must be borne in mind that when the department fails, all teachers fail as they are part of the same department. The Head can also outsource knowledge when the situation requires that such must be done. The success of the department is based within and across the school. The next section deals with the teachers' additional comments on curriculum implementation in the social sciences.

4.12. THEME 11: ADDITIONAL COMMENTS ON IMPLEMENTATION

This section looks into additional comments on how teachers express themselves regarding implementation of the new curriculum and its policies. Teachers are allowed to express their views in whichever way they feel is serving them well regarding issues of curriculum. The next sub-theme discusses workshops and training.

4.12.1 Workshops and training

Teachers recommend that there must be more workshops and training as they are also urgently needed in new policies pertaining to the Social Sciences. Many teachers have no knowledge of the current developments. They state that if these are not adhered to, implementation cannot be easy and will become a failure. One teacher had this to say:

P16: *“The workshops and training need to be strengthened for teachers to have knowledge; otherwise the whole implementation of the new curriculum becomes a failure.”*

Teachers realize that the workshops held are not as effective as expected. The educators hope the department can do more content subject workshops to allow them

to have more knowledge on new curriculum change. The next sub-theme deals with time factor as a challenge to curriculum implementation.

4.12.2 Time factor as a challenge to curriculum implementation

Teachers feel that Social Sciences does not receive the desired attention based on the weight of the content they offer; they also want more teaching periods to be allocated to the subject to allow them to complete their scope of work. These are some of the views from teachers:

P4: *“I think more periods should be allocated for social sciences. At least one additional period to what we already have will suffice. This stems from that the Learning Area covers a huge field of work and completion of curriculum is not easy.”*

P1: *“There are many expectations hence more time is needed. Resources are needed- educators- to divide Geography/ History parts- strain is put on available educators.”*

Teachers are needed as well as resources since the new curriculum requires resources such as textbooks as well as the audio-visual aids. Social Sciences is very broad; it also needs suitable resources to achieve the teaching goals. Teachers suggested that the subject would be divided per teacher instead of one teacher focusing on both sections, but that would require more teachers to be employed. The subsequent sub-theme focuses on meetings that consume a lot of teaching and learning time.

4.12.3 Meetings consume a lot of teaching and learning time

Teachers suggest that when there are meetings, they must not be held during school hours because such meetings are delaying and derailing teaching and learning. The other view is that teachers and curriculum advisors need to be committed to their work. This means that another factor that defocuses implementation process is that both the personnel mentioned above do not put much effort into their work. The policy transition is also a challenge. Teachers recommend that the department be committed to enlighten the teachers on the matter of curriculum policies. The sub-theme that follows addresses poor curriculum advisors and inadequate curriculum management.

4.12.4 Poor curriculum advisors and inadequate curriculum management

There is a dominant complaint that curriculum advisors appointed by the department are not as good as expected. Teachers want the department to appoint advisors who are knowledgeable about the curriculum policies. Teaching and learning materials are also cited as part of challenges the teachers' experience. This is what one of the educators alluded to:

P17: *“Teachers of Social Sciences should conduct continuous research and further their studies to gain thorough knowledge of the subject. The School Management Team (SMT) must ensure that there is meaningful support for subject-based educational tours and otherwise. The government must ensure that sufficient Curriculum Advisors are employed to alleviate shortage or overload challenges.”*

The teachers are encouraged to study further in the field of Social Sciences in order to broaden their knowledge on the subject as this will assist in enriching learners with more knowledge as well. SMTs are also expected to make sure that the schools are well supported and motivated, especially the teachers in the subject. Educational tours as well as other activities that can enrich the subject should be initiated and implemented. The next sub-theme focuses on the Social Sciences content.

4.12.5 Social Sciences' content

Educators feel that the content given to learners in textbooks is too much and also of a high quality. Furthermore, the tasks outlined in the pace setter are too many. Many teachers recommend that the content be simplified to the level of learners. One teacher had this to say about this issue of content:

P9: *“I wish content was simplified. We are expected to give learners tests out of 100 for both History and Geography parts. It is too much for learners.”*

Teachers recommend that learners be assessed separately on the History and Geography content, although the subjects are not treated as separate in the curriculum policy.

4.12 PRESENTATION OF DATA FROM INTERVIEWS

In this section, the data obtained from the interviews with the Social Sciences educators and the Curriculum Advisor as well as the Circuit Manager is presented in order to extend the information from the questionnaires presented above. The data collected through these interviews involved five (5) Social Sciences educators, one (1) Curriculum Advisor and one (1) Circuit Manager. The interviews were tape-recorded and later transcribed. The researcher later made comparisons from responses of all educators' interviews in order to find similarities and differences with regard to their responses.

4.13. THEME 12: EXPERIENCES OF SOCIAL SCIENCES TEACHERS IN THE IMPLEMENTATION PROCESS

In this theme, teachers were interviewed based on their daily experiences on whether they had clarity on all activities that strengthen their knowledge with regard to curriculum implementation. The researcher also checked if there was clarity provided on curriculum policies and, lastly, investigated if there was any part of the implementation that was not clear to them.

Teachers have a variety of experiences as they expressed this themselves. Some expressed a sigh of relief due to the reduction of the overload of the previous education policy of NCS. They also expressed that due to too much involvement of learners, teachers' work is not much during teaching and learning. This is what some participants had to say to provide clarity on this theme:

P1: *"It is very positive; I didn't find it hard to implement"*

P3: *"Remember it's no longer NCS where we used to group learners, learners are right now sitting in rows but with the shortage of books it makes my work difficult."*

Some expressed that there is a shortage of LTSM and that it makes the work difficult whilst others cited difficulty in adjusting to the new system where learners are no longer passive listeners. There is also concern about the difficulty to assess learners while teaching.

In terms of clarity, teachers are called to briefings and workshops at the beginning of the year and the Curriculum Advisors also visit their schools for monitoring. This is how one teacher responded regarding this theme:

P1: *“I got clarity because, curriculum advisors they come frequently and they assist us as much as they can...in the beginning of the year we are called for a short briefing...”*

Although teachers received clarification with regard to the implementation process, other teachers expressed dissatisfaction stating that the clarity was not sufficient due to limited information. A teacher had this to say pertaining to this theme:

P2: *“For me is not sufficient, I will cite one example we don’t even have a CASS sheet, we are to have a particular number of activities which should be given to learners for them to have a term mark. We don’t have a CASS sheet that indicates the type of activities...”*

Most teachers do not value much of the clarity provided as it is not enough to make the implementation process easy. Teachers end up using their own discretion to overcome the challenges they experience and, as a result, the policy practice is not correctly followed. Teachers express a lot of frustrations regarding the implementation of the curriculum. What is not clear to teachers is that they are often confused about teaching practice as the policies keep changing. Some teachers are confused about the fusion of Geography and History into one subject area. Some did not receive professional practice in one of the subjects and have to put more focus on that subject in order to master it while, in turn, learners suffer. One educator said this about the issue:

P1: *“I am not clear what is required of me and what is expected of learners.”*

P5: *“The History part...when we look at cartoons/sources there are two problems. Learners have difficulties in explaining what secondary source and what primary source is.”*

In the above case, one can infer that even teachers have difficulties in other subjects. The reason learners are unable to distinguish the difference stated above is obviously emanating from lack of clarity on the part of teacher.

The experiences of teachers have different outcomes as the curriculum policies continue to unfold with new required practices in the classroom situation. The next theme focuses on the improvement in teaching and learning since the introduction of the new curriculum.

4.14. THEME 13: IMPROVEMENT IN TEACHING AND LEARNING SINCE THE INTRODUCTION OF THE NEW CURRICULUM

In this theme, the teachers were interviewed in order to discover factors that constrain their work and how they manage to overcome them in addition to what they think should be done to make their job easier.

Teachers cited the challenge of shortage of LTSM which makes it difficult for them to teach learners. Overcrowding of classes also poses a threat to the success of implementing the new curriculum policies. Some teachers stated that the shortage of technological involvement is a problem to curriculum deliverance as some learners lose interest due to a limited concentration span. English also serves as a barrier to learning. Most learners are unable to understand English instruction during teaching and cannot read well. This is what the other teacher had to say about this theme:

P4: *“Overcrowding, I am unable to attend to individual learner’s needs...Secondly, lack of furniture, the classes that I teach, I find that learners are not well seated due to lack of furniture.”*

The general challenge is with the curriculum deliverance that is affected by various reasons. Most of the constraints are contextual per school. With regard to furniture crisis, the teachers stated that it takes time to be addressed as it is beyond the school’s control. Teachers try different ways to deal with those challenges of a contextual nature. Some prefer to photocopy books in the case of the shortage of textbooks. This is what one teacher had to say on this issue:

P3: *“I do photocopy the little LTSM or the one textbook that I have. I do photocopy in order to make sure all these learners are covered and are able to do the work as expected.”*

Some teachers are able to find necessary means to overcome this, while others have limited control over their school challenges. There were some inputs as well in terms of how teachers think their work must be simplified. In terms of curriculum delivery, they think the curriculum advisors must be hands-on at their work as there are challenges in schools which teachers think are beyond their control. This is what one teacher had to say about this theme:

P3: *“We need our curriculum advisors to come down, even if they don’t come to our schools but they should call us to meetings’ briefings and workshops so that they can groom us into the implementation of the new curriculum.”*

There seems to be challenges in curriculum development of Social Sciences. On the other hand, teachers are also finding a lack of resources in schools a challenge against sparking the learners’ interest in the teaching and learning process. Educators think the use of more interesting media apparatus can assist. This is what one teacher said about this issue:

P5: *“The use of media visuals, a lot of things of that nature I think could make a lot of improvements”.*

P2: *“I think the syllabus must include the recent History ...including what happened after 1994”*

It is clear that teachers are trying to find a way to ignite learners’ interest while in the interim exposing that some of the aspects of History are omitted; although not all. There is still a lot to do in terms of curriculum implementation in schools. In the next theme, the focus is on the assessment part of the new curriculum, looking at how easy assessment is in the process of the new curriculum implementation.

4.15. THEME 14: THE NEW CURRICULUM AND ASSESSMENT PROCESS

In this theme, focus is on the teachers’ understanding of assessment in addition to how they find assessment in making their job easier. Another factor is how they do their

assessment as well as reflecting on this. It also focuses on whether regular assessment can improve teaching and learning during this process of implementation.

Teachers generally agreed that assessment is a way of discovering if learners have understood the content or the lesson taught in class together with the activities given. The outcomes of those activities or a lesson serve as part of assessment. Many teachers assess learners twice a week through informal tasks and formal tasks are a departmental requirement which occurs quarterly due to the limited time they are given. This is what they said in clarifying this theme:

P1: *"...then quarterly they write tests. That's how they are assessed and then you will know that learners are going to pass tests by the class or home works that they write."*

Teachers do assess frequently and others repeatedly ask learners questions. They are able to do formative assessment during lessons. With the provision of pace setters, tests are given quarterly. Teachers also reflect on their assessment through the giving of corrections at the end of activities given to learners. Some do it quarterly with formal tests or tasks. This is how one teacher expressed himself on this theme:

"My reflection is quarterly. At the end of the quarter I check my summaries. For example, worksheets and summaries on how learners have performed." (p4)

Teachers do reflect on their work in order to improve their performance. During the process of assessment, they also get support from their HoDs with regard to assessment. Most of their work is monitored by the HoD as part of curriculum management. Generally, teachers and the HoD work together in the interest of the best effect of the assessment. This is what one teacher said regarding this issue:

P5: *"We normally have meetings and plan how we are going to do things."*

A meeting serves as a monitoring tool for honouring agreements of how assessment must take place. Basically, there is a uniform approach in terms of assessment in schools. Teachers generally believe that regular assessment can improve teaching and learning in schools. The regular assessments assist in discovering challenges learners come across in their learning. There are also challenges in this regard, although they all

agree to its significance. Another teacher indicated the problem of overcrowding in classes as a problem which does not allow smooth implementation of regular assessment. This is what the teacher said pertaining this theme:

P5: *“Yes it can, although it becomes difficult especially when we are dealing with many numbers but it can improve the situation.”*

P1: *“Yes, because through assessment you will know that the teaching you have practiced on a learner is well done, if you don’t assess how you are going to know if learners understand what you expected from them.”*

In terms of regular assessment, teachers do agree that it is important for teaching and learning. In the next theme, the focus is on the strategies curriculum advisors use to train secondary school teachers in the new curriculum. The next theme will focus on curriculum strategies on teacher training.

4.16. THEME 15: CURRICULUM ADVISORS’ STRATEGY IN TRAINING SECONDARY SCHOOL TEACHERS

The researcher interviewed teachers on issues regarding their training to find out if they need training on curriculum implementation in order to learn from them and if they know of the policy changes from NCS to CAPS. In the process, the researcher sought to discover if the changes are helpful to teaching and learning. Lastly, learning from them what they think should be done to make their curriculum implementation easy was part of the focus in this theme.

Generally, teachers need training with regard to the new curriculum policies in education in order for them to pursue correct implementation. They have challenges ranging from lack of understanding of policy aspects and time management of lessons in relation to the restructured chapters. They acknowledge that the policy was introduced, but little was done to make sure that teachers are well acquainted with the new curriculum policy. This is what they said pertaining this theme:

P4: *“I am trying my best to do whatever is required of me but I really lack confidence. So I need some of formal training so that I can be at the level where I will be satisfied.”*

P3: *“I do need a further training because if you introduce something that is new, as a policy maker you must make sure people understand exactly what you want them to achieve.”*

Teachers generally agreed that they need thorough training. There is lack of knowledge on their part regarding curriculum implementation of new policies. Most cannot clearly indicate the changes from NCS to CAPS. Some teachers view NCS and CAPS as not much different. There is a limitation of knowledge when it comes to the changes as teachers know little about the changes. This is not a surprise as they stated above that they need extensive training with regard to these curriculum policies. They had this to say pertaining to this theme:

P3: *“There is very little difference if there is any. NCS and CAPS, the shift is that much. For me we are still doing the same.”*

Some teachers cannot see the changes and, as a result, they are unable to find out how helpful they are while others find these helpful. They mention that since they were trained previously, CAPS is somehow revisiting their teaching practice. Others say it is helpful as it has reduced paperwork. This is what one of the teachers had to say about this issue:

P3: *“For now they are helpful. The new system that they have introduced is the system that I went through during my days.”*

Teachers view CAPS as revisiting the old practices of education. The teachers suggest that for the curriculum implementation to be easy, teachers need to understand what is required from them. One teacher suggested that the school curriculum be written in the mother language for learners to grasp the message of the content.

4.17 PRESENTATION OF DATA FROM THE CURRICULUM ADVISOR

In this section the researcher looked at how Curriculum Advisors deal with their work on teachers regarding implementation process. The presentation looks at their opinions on the Social Sciences curriculum. Additionally, it looks at any improvement in their work in

teaching and learning since the introduction of the CAPS policy. Furthermore, it also investigates if the new curriculum policy makes their work easy in terms of assessment. Lastly, it looks at the strategies used to train secondary school teachers in the new curriculum. The presentation is done through themes as follows:

4.18. THEME 16: EXPERIENCES OF SOCIAL SCIENCES CURRICULUM ADVISORS IN THE IMPLEMENTATION OF THE NEW CURRICULUM

In this theme, the curriculum advisors of Social Sciences/History respond on their daily experiences with regard to curriculum implementation. It also uncovers whether they have clarity on all their activities as well as realising if they have sufficient clarity in this regard. It also presents their responses on the part of curriculum that is not clear to them.

Curriculum Advisors are experiencing work load challenges. There is a shortage of curriculum personnel, and as a result, they fail to do their work to the fullest due to that limitation. Some have been lost to institutions of higher learning and others are resigning. This is what one curriculum advisor had to say in relation to this theme:

(CA): *“There were about four (4) of us earlier on. They have been resigning one by one.”*

Since their exodus, there have not been substitutions, and the load becomes heavier for the remaining ones. Another challenge that has been highlighted in the interviews is that the curriculum policies seem to be continuously changing without reaching a point where there are no changes at all. This was expressed by the curriculum advisor concerned:

(CA): *“We seem to be in a permanent stage of transition.”*

The CAs are challenged by the frequent change of policies by the government, although they acknowledge that they are given clarity on every policy introduced by the government. The curriculum policies are developed at national level and cascaded to downward levels for comments and input. There was expression that there is broad

consultation before the policy documents become a public tool of the broad school community. This is what the CA said regarding this theme:

(CA): *“For every introduction of a curriculum approach from the National Department of Education in this regard, there is broad consultation to teachers at school, curriculum advisors.....by the time is refined and cascaded to us it already, we do have clarity because we do inputs into it.”*

There seems to be a broad consultation with CAs, and this makes it clear that they are given clarity. In terms of the sufficiency of the clarity, this is what was said:

(CA): *“Some people say you must adapt or die.”*

The CA said that as soon as the documents arrive, they grapple with them until they affect their system gradually. They also express the fact that they are all new to this system as most in the education fraternity were never trained in anything related to the new curriculum policies in any way. This is the comment the CA made pertaining to this issue:

(CA): *“I am a graduate from UL (former University of the North) with HED which did not have nothing to do with what we are doing now. We have just done method of teaching History without basic reference to a specific curriculum. So if it comes that we receive something new, it seems there is a permanent or perpetual learning; life-long learning. We are doing something opposite from what we have done originally. We are forever new.”*

In this case, clarity is sufficient, but there is an indication that the changes are too much to handle and soon CAs will be burnt out. The interest in the changes seems to be deteriorating. There are some parts in the new curriculum which the curriculum advisors find to be ambiguous, especially their relevance in this time of the millennium. This is expressed particularly on the relevance of History today. This is what the CA said about this theme:

CA: *“I am very much, having reservation with regard to topics in History. Some of them are so long-long ago, they took place long ago to an extent that sometimes I have a feeling that as a History curriculum advisor or someone who was a History teacher, teaching things about long ago, is in a way making the learners to overcome their age.”*

The CA does not understand why some topics in History are still included in the textbooks. The CA feels they are no longer serving the interests of learners as they are too outdated, and learners no longer relate to them which suggest that there should be inclusion of contemporary History that is applicable to their world. The CA expressed that the scope of History of some centuries is not shifted and it becomes big, which in turn becomes difficult for one to master the entire scope of work. The second presentation focuses on the improvement in teaching and learning since the introduction of the new curriculum.

4.19. THEME 17: IMPROVEMENT IN TEACHING AND LEARNING SINCE THE INTRODUCTION OF THE NEW CURRICULUM

In this theme the researcher presents the aspects that constrain the performance of curriculum advisors in doing their work and also how they overcome them, including what they think should be done to make their job easier.

Curriculum Advisors experience challenges that constrain their performance during CASS moderations. Teachers do not honour the time frames given for submissions of portfolios and one aspect which was raised is that some teachers are not able to do their work properly because they are under-qualified or not qualified in the Social Sciences/ History subject. This is what was said by the CA:

CA: *“The first constraint is that sometimes we collect and circulate the communiqué with the intention of knowing the qualifications of educators themselves with regard to the subject. Most of them are not qualified. There are just pushed into the subject by the schools because the subject is there.”*

The fact that some teachers are not qualified makes the work of the curriculum advisors difficult in that it takes time for them to instill the sense of what is needed in the subject

with regard to the new curriculum. There is a programme by the DoE called Teacher Development that assists in dealing with the challenges articulated above. Workshops are conducted in order to bring those teachers on board. Teachers are called in at the beginning of the year and given the material that clarifies to them the new curriculum.

The curriculum advisors believe that the department must recruit enough personnel at the curriculum advisory in order to reduce the workload they have to contend with when dealing with teachers. This is what the CA said about this issue:

CA: *“If perhaps there can be an infusion and appointment of enough curriculum advisors so that curriculum monitoring can be well attended.”*

Curriculum Advisors can contribute immensely in monitoring, which will ensure that all the work expected from the Social Sciences teachers is covered. The next presentation focuses on the assessment part of the new curriculum regarding whether the new curriculum makes assessment easy for the curriculum advisors.

4.20. THEME 18: THE NEW CURRICULUM AND ASSESSMENT PROCESS

In this theme the focus is on what the curriculum advisors understand about what curriculum is and also realizing how often they visit or train teachers. The researcher also sought to establish whether they do reflections on assessment with teachers, including whether they get the support from their seniors with regard to the assessment. Lastly, the researcher sought to establish whether regular assessment does assist in the improvement of teaching and learning.

The CAs understands the assessment as a process that takes place during teaching and learning in the classroom with the aim of achieving the outcomes. Curriculum is not only limited to the classroom, the environment which both the teacher and the learner find themselves also contributes. It does not end with the practice of interaction. There are tasks that are given to make it a complete process. This is what was said by CAs:

CA: *“It comes in a form of a task, assignments, researchers and etc., with the aim of building a year mark for learners.”*

Teachers are expected to prepare CASS portfolios which need to be submitted quarterly with recommended work output to the curriculum advisors in order for them to assess their work in a form of monitoring. The CAs reflect on the work of the educators as it has to do with CASS. This is what was said by CAs:

CA: *"...as soon as the first test has been written and the marks are kept and scripts are also kept, a teacher is expected to submit a portfolio for us to go through and see whether all the tasks given are standardized."*

The reflection is done through a sampled number of learners per class and subject. It is indeed clear that reflection is done on their part. As in every working situation, support is needed even on the part of the curriculum advisors, where applicable. The curriculum advisors alluded to the fact that indeed they get support from their seniors with regard to their daily work. With the shortage of personnel, as stated before, the department makes means to support CAs with transport mechanisms and communication mechanisms, as the Capricorn Education District is also vast and contains many schools. This is what was said by the CAs:

CA: *"The support is provisioning of transport to those venues and this provisioning means that we are being paid for transport. Secondly, our seniors issue circulars ordering schools to submit."*

It shows that despite the challenges faced, there are still mechanisms and means applied to arrive at the best possible solution for the CAs to do their work according to the expectations of the department. The DoE remains positive in so far as addressing the matters that arise is concerned. The CAs also agree that regular assessment can work to the advantage of the learners, teachers as well as the department. This is what the CA had to say on this issue:

CA: *"I like the word regular. It must be regular to remove learners from the streets to have them focused on their work because the bi-product of continuous learning assessment and the likes is success at the end of the year."*

There is a general agreement that assessment must be done regularly in order to keep learners focused on their work. The next presentation looks at the strategies curriculum advisors use to train secondary school teachers in the new curriculum.

4.21. THEME 19: STRATEGIES CURRICULUM ADVISORS USE TO TRAIN SECONDARY SCHOOL TEACHERS

In this section, the focus is on the responses of the curriculum advisors on issues raised. The aim was to establish if they need extensive training with regard to the new curriculum for the purpose of proper implementation, as well as establishing if they know thoroughly the changes from NCS to CAPS curriculum policies. This section also determines if the changes are helpful to teaching and learning. The curriculum advisors' views on what they think must be done were solicited in an effort to make their curriculum implementation easy.

The curriculum advisors do not need any training anymore regarding the CAPS curriculum policy. They say it has been there for long and now they have mastered it. This is the response by the CA:

CA: *“With regard to CAPS in particular, it has been introduced four (4) years ago. It has been repeated ... we are very knowledgeable with regard to it.”*

The CAs do not need more training on it as they are very clear on it and its implementation. On the changes from NCS to CAPS, there was a limited inclusion of CAs to add some views, although there was an indication that there are chapters that have been phased out. This is what was said by one of the CAs:

CA: *“...some of the chapters which were given before have been stripped off from the NCS approach. There are fewer chapters; that is the first change.”*

The changes that were made are said to be helpful to teaching and learning based on the fact that they were researched. The said CA did not deeply discuss much on how the new curriculum policies are helpful. This is what the CA said regarding this issue:

CA: *“Obviously yes, they are helpful because these changes were researched before they are implemented. They are helpful as far as I am concerned, to teaching and learning.”*

The curriculum advisors feel that colleges of education and the Department of Education need to collaborate in order to reduce the load of *workshopping* novice teachers. If the education students can be linked directly to the departmental requirements, that will assist in dealing with the reduction of workshops for the new teachers. This is how the CA responded to this theme:

CA: *“I am struggling to find out as to whether colleges of education and universities are doing what we are doing. What I am trying to say is if the department cascade an approach, is it also taken to the university so that education students may have an approach by the time they are released as seasoned educators so that we don’t have to conduct workshops again”.*

The CAs suggest that the department of education and the institutions of higher learning need to build curriculum relationships in order to make the curriculum implementation work easy. This will also assist in reducing a lot of work the Department of Education is facing while experiencing the shortage of curriculum advisors, as expressed in the previous themes. The next presentation focuses on the data collected from the interview with the circuit manager regarding the experience of implementation on their part.

4.21 THE PRESENTATION OF DATA FROM THE CIRCUIT MANAGER

In this section, the presentation focuses on how the circuit manager responded to the interviews. This section covers a wide range of issues, from examining the opinions of the Social Sciences secondary school teachers regarding the implementation of the new curriculum and whether there was an improvement in teaching and learning since the introduction of the new curriculum. Other matters that are presented and analyzed are with regard to the process of assessment and its significance in making teaching and learning easier, as well as strategies curriculum advisors use to train secondary school teachers in the new curriculum.

4.22. THEME 20: EXPERIENCES OF CIRCUIT MANAGERS IN THE IMPLEMENTATION OF THE NEW CURRICULUM

In this theme, the circuit manager covered a range of issues which cover much under the theme above. In this section the researcher analyses and presents data, noting the coverage of the daily experiences of circuit managers with regard to the implementation of the new curriculum and checking whether they have clarity on all activities related to the new curriculum. This section also discusses whether there was sufficient clarity as well as establishing if there is any part of the new curriculum policies that is not clear to them.

The circuit manager does most of the monitoring and supporting of schools with regard to the implementation process. The part that is encouraging is on the zeal and focus the teachers possess in ensuring that the call for the implementation is successful. This is what the Circuit Manager had to say pertaining to this theme:

“What is so striking and fascinating about what I got in the schools is the zeal on the part of educators in ensuring they live up to the dictates of the curriculum.”- Circuit Manager

Teachers seem to be prepared in this case to heed the departmental call as well as to ensure that the CAPS goals and aspirations are reached. In the case of clarity on the new curriculum, the circuit manager was clear, although there are still uncertainties and confusion on some part of the policies. The circuit manager said that, notwithstanding their confusion, teachers are still more focused and enthusiastic in their attempt to ensure that all curriculum calls are achieved. This is what was stated by the Circuit Manager:

“Some uncertainties particularly with regard to the way in which the educators have been trained at the level of their colleges and universities. Some frustrations regarding the changes in the subject names.”- Circuit Manager

There is also the challenge of sophisticated or complex knowledge that is required from learners, and some learners experience difficulties in reaching the expectations in this regard. The content in the new curriculum is said to be of a high quality, as explained in

the latter statement. Due to this confusion, there is also a challenge for the SMT in managing the implementation properly, but all they do is to ensure that they try their best to reach the goals where possible.

Clarity given to circuit managers is sufficient in some parts, but not in all areas of curriculum implementation, especially for the changes brought up since the former C2005, RNCS and NCS. The combinations of subjects that are put together in the lower grades seem to be an area of concern. This was said by the Circuit Manager:

“The clarity of course is somehow sufficient but in other areas is not so sufficient particularly when coming to the issue like the EMS and SS, etc.”- Circuit Manager.

There is a lack of understanding as to why History and Geography should be brought together to be one subject, while teachers were not trained in both subjects, but are compelled to teach both. The teachers tend to focus on the one they are good at and neglect the other and, as a result, learners are not well equipped in all subjects' expectations. The part that is not clear in this new curriculum is the combination of Geography and History as one subject. The Circuit Manager had this to say:

“...the issue of having brought these subjects together instead of having one subject standing on its own. ... Faced by one educator who will be very much knowledgeable in the area.” – Circuit Manager.

The subject is left to suffer for the reason mentioned above, in cases where the teacher focuses much on what they know most within the subject, at the expense of the part they do not know. Clarity is needed, especially concerning the reasons why the subjects were brought together. The next theme focuses on the improvement in teaching and learning since the introduction of the new curriculum.

4.23. THEME 21: THE IMPROVEMENT IN TEACHING AND LEARNING SINCE THE INTRODUCTION OF THE NEW CURRICULUM

In this theme the presentation focuses on the aspects that constrain circuit managers' performance in this new curriculum and measures they take to overcome them, including what circuit managers think should be done to make their job easier.

The circuit managers are experiencing a problem of shrinking staff in rural schools as a result of learners who are withdrawing from rural schools to urban or township areas. As a consequence, teachers are overloaded with too much work due to the reduction of school staff. Educators that remain in such schools suffer as they offer subjects which they were not adequately trained to teach, if at all. One other factor is the absence of parents in the education of their children. Parents do not commit themselves to working with schools to ensure that the education of their children succeeds to the maximum level. This is what the Circuit Manager had to say pertaining to this theme:

“...shrinking staff establishment particularly in deep rural areas where you find that schools are actually not growing....the enrolments are actually declining...you find one educator offering four or five learning areas in the whole phase.”- Circuit Manager.

Due to the shortage of staff, there is also a challenge of overload and overwork in terms of paperwork in schools. The paperwork that is supposed to be done by the redeployed educators is now done by the remaining few. In the midst of these challenges, the circuit manager has to find means to overcome these problems. The parents are called to schools in order for them to be part of the education of their children. They are urged to commit themselves to the education of their children so that the teachers' load is lessened in their dealing with the welfare of the learners. Principals are urged by the circuit managers to ensure that those who fail to attend at the arranged time be given a special arrangement in order for them to be part of the processes. Since the arrangements and initiation of regular meetings, parents are more involved and the situation has improved. This is what the Circuit Manager had to say about this issue:

“As of now you can see that the parental involvement is far much better simply because parents of nowadays are not like the parents of antiquity in the sense that most of them are literate and they are not so illiterate as compared to those parents of the past.”- Circuit Manager.

The circuit managers are indeed trying to overcome some of the challenges they face. With regards to the challenge of reduced staff, they engage the department for the provision of the *ad hoc* posts. This is what the Circuit Manager said regarding this issue:

“...schools do apply for an ad-hoc post by way of filling some application forms and those application forms are processed at the level of circuit office and taken to the district and province for the school to be granted an ad-hoc post.” – Circuit Manager.

In terms of the shrinking staff, this challenge is addressed by the Department of Education through deploying teachers to affected schools based on their applications in case there is no other arrangement made by the said schools. The circuit managers also face challenges at work. This is how the circuit managers wish the department can improve some working conditions:

“I think e-learning in schools can be far much better, electronic learning. If ever we need schedules in schools, we shouldn’t be running around to say principals bring the schedules. They just click the button and make it a point that we get the information.”- Circuit Manager.

The circuit managers believe that with the technological development and advancement, for example, e-learning, would contribute a great towards facilitating prompt interaction and thereby save time through internet communication.

“And another thing, I think the department has to review the Peter Morkel model of Post Provisioning Norms (PPN), it is used to allocate posts into schools but the model in itself is not working advantageously towards the schools.” –Circuit Manager.

Circuit Managers believe that the Peter Morkel model kills small schools. They further believe in the presence of the Peter Morkel model in that the gaps can be addressed through *ad-hoc* posts. The next theme focuses on assessment and how it makes the work of the circuit manager easier.

2.24. THEME 22: THE NEW CURRICULUM AND ASSESSMENT SIMPLE

This theme looks at how the circuit managers understand assessment and how educators assess in schools as an extension of their everyday work. This includes determining how the circuit managers reflect on their assessment as well as

establishing the support they get from their seniors. Lastly, this theme examines whether regular assessment can improve teaching and learning.

The circuit managers understand assessment to be about how the assessor makes judgment about the work done. The educators make judgment on the work done in teaching and learning, which obviously accommodates the circuit managers. They still reflect on assessment that teachers do since they are part of the same profession. This is how the Circuit Manager responded on what assessment is:

“...to try to establish whether the learners have been moving along with him/her when he was busy teaching in the classroom, so it is basically making judgments about your own activities in the school with the sole purpose of ensuring that you want to establish actually what the learners have achieved as you were busy teaching in the class.”- Circuit Manager.

The circuit managers still see assessment in a way that it is generally understood. The circuit managers assert that this depends on school policies on assessment and can be done often, but in relation to the school curriculum policies. While it depends on the school policy, the circuit manager encourages teachers to assess every day. This is what the Circuit Manager said on this issue:

“It depends on the school policy but we wish as the circuit and what we communicate to the schools is that each and every learner must have written something at the end of the academic day, meaning that we expect each and every learner to write something each and every day.”- Circuit Manager.

Assessment is based on a lot of things that are involved, including pace-setters provided by the government, but the school can still add more on all the formal processes through informal assessment. The circuit managers also reflect on the work done in schools through monitoring and support by visiting schools. This is what the Circuit Manager said pertaining to this issue:

“That is normally by a way of monitoring and support, in monitoring and in visits to the schools we monitor some areas of curriculum delivery. We want to see how far

curriculum delivery is, as well as curriculum delivery report from the Heads of Departments as well, as the principal on a regular basis they must provide us with a report as to how teaching and learning is unfolding. How assessment is unfolding and how learners are performing.” – Circuit Manager.

The circuit managers do reflect on their work, as explained above. It was realized that reflection cannot be avoided as the work done in schools has to be submitted to the circuit for review. The circuit managers do get support from their seniors with regard to the assessment work they are doing. This is what the Circuit Manager said regarding this issue:

“The support that we get from the seniors is simply by organizing some intervention mechanisms or sorting out some intervention mechanisms with curriculum advisory particularly in matters pertaining to the content gaps in schools.” – Circuit Manager.

Teachers are assisted regarding the challenges they face in the evolving curriculum policies of the department, for them to acquire more clarity. They are assisted through the curriculum advisory services provided by the department. Potential higher education institutions of learning like the University of Limpopo are said to be part of the support base in terms of subject matters in Mankweng area. The circuit managers believe that regular assessment can also assist in the improvement of teaching and learning. The circuit managers believe learners must be familiar with the way papers are set as well as the way in which questions are expressed in the teaching and learning processes. This is what the Circuit Manager said pertaining this theme:

“Yes, that’s my belief of course it is absolutely true because children should never see a question for the first time in the examination. By regularly assessing these learners, it doesn’t mean you keep on giving the same question time and again.”- Circuit manager.

It is believed that by assisting these teachers regularly with different styles of questioning, learners will benefit towards the formal quarterly and year-end assessments. This means learners must be familiarized with the way questions are structured, particularly formal assessment. In the next theme the researcher focuses on

the types of strategies curriculum advisors used to train educators in the new curriculum.

4.24. THEME 23: STRATEGIES CIRCUIT MANAGERS USE TO TRAIN SECONDARY SCHOOL TEACHERS

This theme analyses data collected focusing on how circuit managers view things with regard to the training development of the teachers in their circuits. This section also establishes whether teachers need training as well as finding out whether circuit managers are aware of the curriculum policy changes in the education department, in addition, it sought to discover if those changes are helpful to teaching and learning. The circuit managers' views as to what could be done to make their curriculum implementation easy are also solicited.

The circuit managers stated that teachers need training with regard to the new curriculum for them to be able to achieve the implementation process. One other factor is that most teachers are not given enough training time, and most do not have full knowledge of the current and the former curriculum policies, which, as a result, affect the implementation process negatively. This is what the Circuit Manager said about this issue:

*“Yes, of course teacher training is needed. We can't say teachers know everything regarding this new curriculum or the previous curriculum so they really need training. They need to be conversant with each and every cardinal point of this new curriculum.”-
Circuit Manager*

There is an emphasis that training must be given enough time. That must be done on a monthly basis, as expressed, that is, at least two full days from the morning until late in the evening in order to ensure that teachers gain insight and knowledge. In this regard, they will become better teachers during the implementation process. The circuit managers are, to some extent, aware of some changes resulting from the change from NCS to CAPS. Some changes are confusing, even to the circuit managers. This is what the Circuit Manager said regarding this theme:

“...the reduction in terms of the number of subjects, previously you will find that there are more subjects in a specific phase. So in terms of CAPS quite a number of them have actually changed.”- Circuit Manager.

In terms of the changes, the reduction of subjects occurred during the RNCS process to NCS. In terms of preparation, the approach in CAPS is different from that of NCS. The respondents emphasized that the CAPS approach is almost the same as that of the old curriculum where the teachers are central to teaching and learning. This assists them since most of them were taught during the Bantu Education system where learners focused much on what the teacher had to say.

The circuit managers assert that the curriculum changes are helpful to teaching and learning in the sense that the old way of preparation is resurfacing. This is what the Circuit Manager said pertaining to this theme:

“...very much helpful. In the sense that of course the antiquated idea of preparation which was actually discarded in the new democratic order is now coming back.”- Circuit Manager.

In this sense, the circuit managers' focus is on the preparation part which does not give full clarity on the basis of other matters related to the new policies. Only one focus of preparation is emphasized although is regarded as helpful. There are various things that the circuit managers believe must be done in order to make curriculum implementation easy. They believe that there must be a lot of focus based on the implementation process. This is what was stated by the respondent:

“I think regular curriculum delivery reviews. Curriculum must be reviewed on the regular basis. We must keep on knowing how far the educators are in terms of the syllabus. How far are the learners achieving and so on. We must regularly analyze the results and try to bring in some remedial actions in terms of any challenges that we may detect.”- Circuit Manager.

This statement suggests that there must be serious monitoring of the curriculum implementation in schools. In this way, the department will be able to discover

challenges that teachers experience. In this regard, they will be able to provide remedial actions.

4.25 SUMMARY OF THE CHAPTER

This chapter was based on the presentation, interpretation and analysis of the data collected from the questionnaires and interviews of the Social Sciences teachers, curriculum advisors and circuit managers based in Mankweng Cluster circuits. The data was collected from the five (5) circuits within the cluster.

Various issues were undertaken in this chapter. Through questionnaires which were administered to the teachers in the field of Social Sciences (Grade 8-9) in Mankweng Clusters schools, the study identified various issues with regard to teachers' experiences in teaching Social Sciences as well as ensuring that curriculum implementation succeeds, as expected by the government. Amongst them was the finding on how teachers understand curriculum and its processes of implementation. The study also engaged teachers through questionnaires on the aspects that need to be incorporated in order to make the process of implementation possible. Findings were that teachers understand curriculum differently; their sense of understanding is somehow limited while for others, it is extensively open and accommodative to the environment that ensures good teaching and learning. The questionnaires were only directed to the teachers who teach Social Sciences. Interviews were conducted with extended bodies in the department, including curriculum advisors and circuit managers.

In the interviews, teachers, curriculum advisors and circuit managers expressed their understanding on various curriculum implementation issues. Amongst these were their experiences in the process as well as the improvement made since the introduction of the new curriculum policy. Teachers agree that the new policy brought improvement, although they still remain unclear on other issues pertaining to implementation. Teachers and circuit managers echoed the same sentiments of lacking clarity on issues like the combination of two subjects that constitute Social Sciences as a subject. The curriculum advisors remain convinced that all the material contained in the curriculum

policies is clear to them since they are the trainers of educators with regard to the new curriculum. The findings are outlined in the next chapter which provides a summary, findings, recommendations and conclusions of the study.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This study focused on the experiences of secondary school Social Sciences teachers, curriculum advisors and circuit managers with regard to the implementation of the new curriculum policies as they evolve. The study relates to the expectations of the DoE with regard to the ability of teachers to implement the new curriculum policies in the Mankweng Cluster Circuits.

Curriculum implementation challenges have been in existence for a long time, which is why curriculum policies kept on changing. Ongoing implementation challenges, for example, resulted in another review in 2009 which led to the curriculum policy being revised. The RNCS (2002) brought into existence the National Curriculum Statement which produced CAPS. The NCS Grade R-12 replaced the subject statement, Learning Programme Guidelines and Subject Assessment Guidelines with CAPS for all approved subjects, the National Policy Pertaining to the programme and promotion requirements of the national curriculum statement Grade R-9 and National Protocol for Assessment Grades R-12 (Curriculum and Assessment Policy Statement, 10-12 History, 2011).

The background highlighted above is indicative of the solutions or steps taken by the DoE to make implementation easier. The constant change of policy culminated in the challenges experienced by teachers in their daily teaching and learning processes. This underscores the necessity to focus on the policy expectations. The researcher finds it important to examine the implementation process by the teachers in order to monitor how effective the process of implementation is.

5.2 SUMMARY OF STUDY

This study was based on the teachers' implementation of the social sciences curriculum in high schools of Mankweng Cluster. The aim was to examine the experience of the Social Sciences teachers in the implementation of the new curriculum. The objectives, which were to determine the views of the school teachers towards curriculum implementation of Social Sciences in secondary schools, as well as to establish the effect of curriculum change on the classroom practice of teachers, were achieved. To this end, teachers were interviewed on how they carry implement their assessment and the strategies they use in doing that. The instruments which were used were interviews and questionnaires and the people interviewed included subject teachers, curriculum advisors and one circuit manager.

The instruments used to collect data were questionnaires. The structured questionnaires were for interviews and the ones the teachers had to fill. The findings reveal some of the challenges that teachers face in the teaching of social sciences as ranging from lack of knowledge, unqualified teachers, rapid curriculum change and inadequate training, etc.

Ultimately, then, the researcher has managed to gather/discover all the challenges teachers faced and the necessity for the DoE to strengthen curriculum development in schools through training teachers with regard to new developments. It is indeed difficult for many teachers who were trained workshop some years back and, as a result, they lack knowledge of what is to be done in a classroom in relation to CAPS policy and other current curriculum policies.

5.3 THE RESEARCH FINDINGS

In this section, under the sub-heading of research findings, the researcher outlines and discusses the findings of the research. For this purpose, this section outlines issues teachers raised and identify in the process of data analysis and interpretation ad these are worth noting for the sake of curriculum development in schools. The following findings were identified in this research:

- **Teachers do not view curriculum in the same way**

It is cause for concern that teachers are not able to view or even understand the curriculum the same way. Some view curriculum as subjects taught in schools, sets of laws the government put in place for schooling, all activities that guide daily operation at school and document that guide them. Most teachers did not major in History and Geography, the two subjects that are regarded as the Social Sciences.

- **Most educators who teach Social Sciences qualify in one subject**

Learners are taught by teachers who are unqualified in one of these subjects. The result is that some educators end up focusing more on the subject that they are qualified in, while neglecting the other.

- **Rapid change of curriculum policies**

Teachers are concerned about the ever-changing curriculum policies. They pointed out that the policies change while they have not yet acquired enough knowledge regarding the issues around the policy at that moment. All the C2005, RNCS, NCS and CAPS policies remain new to them as they do not have enough clarity on them. However, all three of these were phased out in favour of CAPS.

- **Inadequate and limited curriculum training workshops**

The teachers do not get enough or proper training with regard to policies. They are called to briefing meetings/workshops at the beginning of the year. At those workshops, they are briefed by curriculum personnel who lack clarity on the subject policy issues.

- **Too much administrative work**

Teachers mentioned that their teaching time is consumed by the work done outside the classroom. Schools with large numbers of learners do not have administrative clerks, and this consumes teachers' time. The Department of Basic Education expects teachers to perform multiple duties within a short space of time. There are committees in schools set to govern the school, and these committees also consume time for teaching. This work is done in schools, as the classroom work mounts.

- **Poor LTSM and Infrastructure**

There are shortages of textbooks and proper school infrastructure. Some schools experience a challenge of overcrowding which can only be addressed by the availability of classrooms, enough teachers and teaching and learning tools. These challenges downgrade the school's performance.

- **Departmental activities**

The DoE calls for meetings and workshops during working hours, and teachers fail to cover their work due to the multiple commitments given to them. Communiqués always come to schools abruptly and derail the teaching and learning plan.

- **Limited subject time allocation on teaching**

Teachers alluded to the fact that Social Sciences, as a subject, is not afforded enough time, and this prevents teachers from performing their activities as expected, as they have few weekly teaching periods.

- **Poor teacher knowledge and visit by curriculum advisors**

Teachers stated that curriculum advisors who come to the schools confuse them further due to their lack of knowledge. Moreover, such curriculum advisors take time to visit or they do not visit at all.

- **Lack of subject meetings and poor curriculum knowledge by the Heads of Departments**

Some schools do not have subject meetings within their respective departments. This lack of subject meetings deprives them of the interaction they need and they end up having no option but to seek clarity elsewhere on their own.

- **Difficult teaching content**

Teachers asserted that the content prescribed for learners is too much for learners to understand. Learners fail to grasp this content because it is pitched at a high level.

- **Lack of recent historical events**

There is a lack of transformation with regards to how historical events are captured in textbooks. It seems learners cannot relate to the events as they unfold due to the fact

that History is an ongoing process. They fail to relate to events and apply them to their daily lives.

- **Lack of knowledge on policy documents**

Teachers cannot differentiate between the curriculum policies as they change. There is serious lack of understanding of C2005, RNCS, NCS and CAPS. Due to this misunderstanding, it is believed implementation will not be easy.

- **CAPS is highly recommended by teachers**

Most of the teachers were trained at old colleges. They state that CAPS resonates with their old way of teaching due to the fact that now the teacher is at the centre of learning and teaching, although learners form part of the process, unlike in previous policies such as C2005 and R/NCS where learning was learner centered.

- **Poor collaboration between the universities and the Department of Education**

In terms of curriculum development, it is quite challenging for Social Sciences teachers because the DoE does not collaborate with the institutions of higher learning in dealing with new policies. This forces the department to continuously call workshops for curriculum development.

- **Shortage of curriculum personnel**

The area of Mankweng does not have enough curriculum advisors to assist teachers in dealing with curriculum development and policies. The department does not employ enough personnel to monitor curriculum in the Social Sciences.

5.4 RESEARCH RECOMMENDATIONS

In line with the findings as highlighted above (5.3), recommendations are made for the Social Sciences curriculum development in this subsection. The recommendations are informed by the presentation made in chapter four (4). The following recommendations are suggested:

- **Teachers should be obligated to enroll for at least a short-course or post graduate qualification on curriculum development**

Many teachers lack the policy knowledge with regard to new curriculum developments. Many of them gained their apprenticeship in the profession from the old colleges of education and their knowledge is limited or outdated in terms of policy developments.

- **The universities and the DoE should consider having partnerships in the curriculum structuring with regard to teachers' major teaching subjects to avoid under-qualification in the social sciences**

There are instances where teachers graduate having majored in languages and one of the Social Sciences subject; such a teacher is expected to teach Social Sciences while not being in the other subject. It is important that the universities forge partnerships with teachers to structure the curriculum and how it must be pursued both at the universities and the DoE schools.

- **The DoE should consider arriving at one solid curriculum policy that resonates well with teachers**

The curriculum policies have been changing for various important reasons, but this confuses teachers.

- **The DoE should intensify workshops and curriculum development training**

The workshops offered to teachers are few and are run for a very limited time. There is dominance of curriculum briefings over intensive curriculum training. Teachers should be taken through the process of intensive training to acquire more knowledge and skills in order to be able to implement aspects of the curriculum in the Social Sciences.

- **The DoE should maximize the supply of the LTSM and infrastructure to secondary schools**

Some secondary schools still lack enough classrooms and furniture. Lack of textbooks and other related study material is also a general problem. Serious attention must be given to the mentioned problems in order to allow the proper implementation of the curriculum in the Social Sciences.

- **The DoE should avoid calling the meetings/briefings during school hours as they delay teaching and learning**

Teachers do not have enough time to teach due to the meetings and briefings that are held during school hours. The meetings must be shifted to other times to avoid disrupting school activities.

- **The teaching time allocation for the Social Sciences should be extended in grade 8 & 9**

Social Sciences is allocated two periods a week, and that works against implementation due to lack of sufficient time. The syllabus coverage also consists of the tasks which have to be given and that demands more time.

- **The Heads of Departments in schools must be trained and assessed based on the new curriculum policies and implementation**

Some HoDs lack requisite knowledge of implementation, and this works against the process. The need to train and assess them on the knowledge and implementation of the new curriculum can also assist as this may help in having internal departmental workshops.

- **Addition of contemporary historical events in the content of Social Sciences subjects**

It was recommended by teachers that some events in History be replaced by those which learners can relate to easily, especially topics that relate to new ways of political expression. Other aspects in the content of History are classical and do not serve any purpose in current society, especially the French Revolution, its message does not differ much with how the Russian Revolution has gone.

- **Teachers should be assessed on the curriculum policy knowledge**

There must be school visits for assessment at least twice a year to ensure that the end year output or results can be measured. Monitoring must not be on the work output only, but also on how teachers understand policy implementation.

- **The CAPS policy must be sustained and intensified as it is highly recommended by teachers in schools**

The majority of teachers are in favour of the CAPS policy. They state that it resonates well with them as it goes back to basics, as they were trained in the old colleges of education. They are able to use the skill they were trained in.

- **More curriculum advisors must be added to the existing few to maximize the curriculum implementation process**

There is a serious shortage of curriculum advisors in Mankweng and the entire district. The DoE should consider hiring more curriculum advisors in order to intensify monitoring in schools.

5.5 LIMITATIONS OF THE STUDY

During the process of writing this dissertation, there were challenges that affected the study, especially during data collection. Some of the teachers failed to co-operate with the researcher, suspecting that he was intending to outshine them with regard to their poor understanding of some curriculum aspects. Others refused to form part of the study during the data collection process for reasons best known to them.

There were Social Sciences teachers who refused to participate stating that they are not interested in anything to do with education. This suggests that they are no longer interested in any educational development. The distance between schools and circuits of Mankweng was a challenge due to the fact that this research was self-funded.

It was difficult to find a circuit manager to interview, but finally, the researcher arrived at a point where the interview was held. Above all else, the research went well in the midst of the challenges mentioned above.

5.6 CONCLUDING WORDS

I would like to firstly, commend the Basic Department of Education in Capricorn District for allowing me to conduct research in their respective schools. Also those who afforded me their time to answer the research questions and interviews. The journey was normal in a sense that all goals were achieved and the respondents who were part of the research indeed co-operated. There were few challenges in relation to funding, with one having to use his own funds to do research which was quite a challenge due to the fact that schools and circuit offices are far apart from each other but at the end the goals were achieved. Only few teachers and circuit managers were hard to find and other teachers were completely not willing co-operate. Finally, the aim was fulfilled and this was a great journey of learning for me.

REFERENCES

Akoojee, S. and Nkomo, M. 2011. Widening equity and retaining efficiency: Considerations from the IBSA southern coalface. *International Journal of Educational Development*, 31(2), 118-125.

Akoojee, S. and Nkomo, M. 2007. Access and quality in South African higher education: the twin challenges of transformation. *South African Journal of Higher Education*, 21(3), 385-399.

Apple, M.W. and Beane, J.A. 1995. (eds). *Democratic Schools*. Alexandria Press. Chicago.

Artkins, K.K. and Murphy, P. 2001. Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 3(1), 223-443.

Auditore, L. 2012. Understanding parents' perceptions of education: parental involvement and home-school interaction in two South African communities. Van Schaik. Pretoria.

Ayliff, D. 2010. "Why can't Johnny write? He sounds okay!" Attending to form in English second language teaching. *Perspectives in Education*, 28(2), 1-8.

Bertram, C. 2009. Procedural and substantive knowledge: Some implications of an outcomes-based History curriculum in South Africa. *Southern African Review of Education with Education with Production*, 15(1), 45-62.

Bertram, C. 2012. Bernstein's theory of the pedagogic device as a frame to study History curriculum reform in South Africa. *Yesterday and Today*, (7), 1-22.

Bester, S., Els, C. J., and Blignaut, S. 2009. Framework for the development and evaluation of educational DVDs and web-based multi-media clips for Grade 8 and 9 History. *Yesterday and Today*, (4), 1-16.

Bhorat, H. 2004. *Changing class: Education and social change in post-apartheid South Africa*. London: Zed Books.

Bless, C. Higson-Smith, S.C. and Kagee, A. 2006. *Fundamentals of Social Research Methods: An African Perspective (4th Ed.)*. Cape Town. Juta Publishers.

Brown, P.H. 2003. *Poverty, education, and intra-household bargaining: Evidence from China*. Wiley. USA.

Burns, A. 2003. ESL curriculum development in Australia: Recent trends and debates. *RELC Journal*, 34(3), 261-283.

Catalano, M.G., Puruchini, P. and Vecchio, G.M. 2014. The Quality of Teachers' Educational Practices: Internal Validity and Applications of a New Self-evaluation Questionnaire Original Research Article. *Social and Behavioral Sciences*, 141 (25), 459-464.

Chisholm, L. 2005. The politics of curriculum review and revision in South Africa in regional context. *Compare: A Journal of Comparative and International Education*, 35(1), 79-100.

Chisholm, L. ed. 2004. *Changing class: Education and social change in post-apartheid South Africa* (pp. 267-292). Zed Books. London.

Chisholm, L., Hoadley, U., Kivulu M, Brookes H, Prinsloo C, Kgobe A, Mosia D, Narsee H and Rule, S. 2005. *Educator Workload in South Africa*. Department of Education.

Chisholm, L. 2003. The state of curriculum reform in South Africa: The issue of Curriculum 2005. *State of the nation*. South Africa, pp.268-289.

Chisholm, L. 2005. *Educator workload in South Africa*. HSRC Press.

Cossers, M. and Kruss, G. 2009. About these proceedings. In *Teacher Education Research and Development Programme (TEP) Conference 2008*.

Counsell, C. 2000. Historical knowledge and historical skills. *Issues in History teaching*, 54-71.

Counsell, C. 2011. Disciplinary knowledge for all, the secondary history curriculum and history teachers' achievement. *Curriculum Journal*, 22(2), 201-225.

Cross, M., Mungadi, R. and Rouhani, S. 2002. From policy to practice: Curriculum reform in South African education. *Comparative Education*, 38(2), 171-187.

Curriculum 2005 Review Committee Report, 06 June 2000. Curriculum and Assessment Policy Statement, 10-12, History. Department of Education. Pretoria.

Darr, B.J. 2011. Nationalism and state legitimation in contemporary China. Juta. Cape Town.

Dekker, E.I. and Lemmer, E.M. 1999. *Critical issues in modern education*. Butterworth: Butterworth Publishers (PTY) Ltd.

Democratic schools. Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314.

Denscombe, M. 2014. *The Good Research Guide for Small-scale Social Research Projects*. 4th Edition. Open University Press. London.

Denscombe, M. 2014. *The good research guide: for small-scale social research projects*. McGraw-Hill Education. UK.

Denzin, N.K. and Lincoln, Y.S. 2000. *Handbook of qualitative research* (2nd ed). Sage Publications, Inc. London.

Du Plessis, E. 2013. Do teachers receive proper in-service training to implement changing policies: perspective from the South African case? *Education in one world: Perspectives from different nations*, 11, 53-58.

Essack, Z. and Quayle, M. 2007. Students' perceptions of a university access (bridging) programme for social science, commerce and humanities. *Perspectives in Education*, 25(1), 71-84.

Flanagan, W.G.T. 2014. *Creating authentic learning environments in a grade 10 Economics classroom via a progressive teaching design*. Juta. Cape Town.

Fullan, M. 2000. The return of large-scale reform. *Journal of Educational Change*, 1(1), 5-27.

Gall, M.D., Gall, J.P. and Borg, J.R. 2010. Applying educational research (6th ed). Pearson Education, Inc. South Africa.

Goddard, W. and Melville, S. 2001. Research Methodology: An Introduction (2nd ed). Juta and Co. Ltd. Cape Town.

Goodson, I. F. 2001. Social histories of educational change. *Journal of Educational Change*, 2(1), 45-63.

Gray, D. E. 2009. Doing Research in the Real World (2nd ed.). London: Sage Publication.

Griffin, P., Woods, K. and Dulhunty, M. 2004. Australian students' knowledge and understanding of Asia: a national study. *Australian Journal of Education*, 48(3), 253-267.

Groenewald, T. 2004. A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3(1), 1-26.

Gutman, A. 1998. *Undemocratic Education*. In: Philosophy of Education: Major themes in the Analytic Tradition. Volume 3: Society and Education. Eds. P.H. Hirst and P. White. Routledge. New York.

Haralambos, M. and Holborn, M. 2000. Sociology: Themes and Perspectives (5th ed.). Collins Education. London.

Hemson, C. 2006. Teacher education and the challenge of diversity in South Africa. HSRC Press. Pretoria.

History curriculum and History teachers' achievement. 2013. *Curriculum Journal*, 22(2), 201-225.

Hoadley, U. and Jansen, J. D. 2009. Curriculum: Organizing knowledge for the classroom. Oxford University Press. Southern Africa.

Introduction to CAPS. 2013 – Compiled by Prof Elize du Plessis, Curriculum & Instructional Studies, UNISA 2013.

Jansen, J. D. 1990. Curriculum as a political phenomenon: Historical reflections on Black South African education. *Journal of Negro Education*, 195-206.

Jansen, J. D. 1998. Curriculum Reform in South Africa: a critical analysis of outcomes-based education [1]. *Cambridge Journal of Education*, 28(3), 321-331.

Jansen, J. D., & Christie, P. 1999. Changing curriculum: Studies on outcomes-based education in South Africa. Juta and Company Ltd. Cape Town.

Jansen, J. 1990. *Rethinking education policy making in South Africa: Symbols of change, signals of conflict*. Education in retrospect: Policy and implementation. pp.41-57. Juta. Cape Town.

Jansen, J.D. 1998. Curriculum Reform in South Africa: a critical analysis of outcomes-based education. *Cambridge Journal of Education*, 28(3), 321-331.

Joubish, M.F. and Khurram, M.A. 2011. *Paradigms and characteristics of a good qualitative research*. IDOSI Publications. USA.

Kallaway, P. 2012. History in Senior Secondary School CAPS 2012 and beyond: A comment. *Yesterday and Today*, (7), 23-62.

Kraak, A. 2001. Education in retrospect: Policy and implementation since 1990. HSRC Press. Pretoria.

Kraak, A. and Young, M. 2001. Education in retrospect. HSRC and Institute of Education. Pretoria.

Kraak, A. 2001. Education in retrospect: Policy and implementation since 1990. HSRC Press. Pretoria.

Kruss, G. (ed). 2009. Opportunities & challenges for teacher education curriculum in South Africa. HSRC Press. Pretoria.

Kruss, G. 2008. Teacher education and institutional change in South Africa. HSRC Press. Cape Town.

Law, E., Galton, M. and Wan, S. 2010. Distributed curriculum leadership in action: A Hong Kong case study. *Educational Management Administration & Leadership*, 38(3), 286-303.

Leask, B. 2003. Venturing into the unknown: A framework and strategies to assist international and Australian students to learn from each other (Doctoral dissertation, Higher Education Research and Development Society of Australasia). University of Sydney. Australia.

Li, P., and Laidlaw, M. 2006. Collaborative enquiry, action research, and curriculum development in rural China. How can we facilitate a process of educational change? *Action Research*, 4(3), 333-350.

Lincoln, Y.S. and Guba, E.G. 2004. But is it rigorous? Trustworthiness and Authenticity in a Naturalistic Evaluation. Jossey-Bass. San Francisco.

MacMath, S., Roberts, J., Wallace, J. and Chi, X., 2010. Research Section: Curriculum integration and at-risk students: a Canadian case study examining student learning and motivation. *British Journal of Special Education*, 37(2), 87-94.

Makhwathana, R. M. 2007. Effects of Curriculum Changes on Primary School Educators at Vhumbedzi Circuit, Limpopo (Doctoral Thesis). Tshwane University of Technology.

Malada, B. 2010. We ignore proper education at our peril. *Sunday Tribune*, September 19 p.22.

Manyane, R.M. and Schoeman, S. 2002. Understanding the introduction of outcomes-based History teaching in South Africa. *Educare*, 31(1 & 2), 175-201.

- Matoti, S.N. 2010. The unheard voices of educators: Perceptions of educators about the state of education in South Africa. *South African Journal of Higher Education*, 24(4), 568-584.
- Meier, C. 2004. The origins and development of child-centred education: implications for classroom management. *Africa Education Review*, 1(1), 220-233.
- Moore, A. 2012. *Teaching and learning: Pedagogy, Curriculum and Culture*. Routledge. UK.
- Moore, J.M. and Hart, M. 2007. Access to literacy: scaffolded reading strategies in the South African context. *Journal for Language Teaching = Tydskrif vir Taalonderrig*, 41(1), 15-30.
- Msila, V. 2007. From apartheid education to the Revised National Curriculum Statement: Pedagogy for identity formation and nation building in South Africa. *Nordic Journal of African Studies*, 16(2), 146-160.
- Naong, M.N. 2008. Overcoming challenges of the new curriculum statement - a progress report. *Interim: Interdisciplinary Journal*, 7(2), 164-176.
- Neuman, W. L. 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. (4th ed.). Allyn and Bacon. Boston.
- Neuman, W.L. 2006. *Social Research Methods: Qualitative and Quantitative Approaches* (6th ed.). Pearson Education Inc. Pretoria.
- Ngcobo, T. and Tikly, L.P. 2010. Key dimensions of effective leadership for change: A focus on township and rural schools in South Africa. *Educational Management Administration & Leadership*, 38(2), 202-228.
- Nkabinde, Z.P. 1997. *An analysis of educational challenges in the new South Africa*. University Press of America. USA.
- Nkomo, M. O., McKinney, C., and Chisholm, L. (eds). 2004. *Reflections on school integration: Colloquium proceedings*. HSRC Press. Pretoria.

Nkomo, M. 2009. Educational change in South Africa: reflections on local realities, practices, and reforms, Everard Weber (ed): book review. *South African Journal of Higher Education*, 23(2), 418-421.

Patton, M.Q. 2005. *Qualitative Research*. John Wiley & Sons, Ltd. USA.

Peter, R.S. 2007. *Teacher Development through Peer Observation*. Pretoria: Van Schaik.

Punch, K. F. 2014. *Introduction to Social Research-Quantitative and Qualitative approaches* (3rd ed.). SAGE. London.

Reeves, D.B. 2004. *Accountability for learning: How teachers and school leaders can take charge* (Vol. 160). Association for Supervision and Curriculum Development. Alexandria. Virginia.

Resnik, J. 2009. Multicultural education—good for business but not for the state? The IB curriculum and global capitalism. *British Journal of Educational Studies*, 57(3), 217-227.

Revised National Curriculum Statement: Grade R-9 (2002). Department of Education. Pretoria.

Saunders, M. N., Lewis, P. and Thornhill, A. 2009. *Research Methods for Business Students* (5th ed.). Pearson Education Ltd. England.

Schon, D. 2007. *Effective Practitioner: How Professionals Think in Action*. Pretoria: Van Schaik.

Seiler, R.M. 2010. *Human Communication in the Critical Theory Tradition*. From: www.acalgary.ca/~rseiler/critical.htm. Accessed on 1 November 2014.

Sello, M.E. 2009. *The role of school managers in managing educational changes in schools in Mogodumo region in Limpopo province* (Doctoral dissertation). University of Limpopo. South Africa.

Simkins, L.P. 2009. *Politics of School Management*. Pretoria. Van Schaik.

Singh, P. 2002. Pedagogising knowledge: Bernstein's theory of the pedagogic device. *British Journal of Sociology of Education*, 23(4), 571-582.

Smit, M.J. 2000. Image and reality: A perspective from South Africa. *International Research in Geographical and Environmental Education*, 9(2), 166-171.

Terre Blanche, M.T., Durrheim, K., and Painter, D. 2006. *Research in Practice*. Cape Town University Press. Cape Town.

The Constitution of the Republic of South Africa. 1996. As adopted on 8 May 1996 and amended on 11 October 1996 by the Constitutional Assembly ISBN 978-0-621-39063-6.

Van Niekerk, M. 1999. *Triomf*. Translated by Leon de Kock. Jonathan Ball. Johannesburg.

Vandeyar, S. and Killen, R. 2003. Has curriculum reform in South Africa really changed assessment practices, and what promise does the revised National Curriculum Statement hold? *Perspectives in Education: Assessment of Change in Education Special Issue*, 1(21), 119-134.

Venter, E. 2004. The notion of *ubuntu* and communalism in African educational discourse. *Studies in Philosophy and Education*, 23(2-3), 149-160.

Weber, E. 2008. *Educational Change in South Africa. Reflections on Local Realities, practices, and Reforms*. Rotterdam: Sense Publishers.

Welman, J., Kruger, S. and Mitchell, B. 2005. *Research Methodology*. Oxford University Press, Southern Africa. Cape Town.

Whittle, G. 2010. The curriculum news. *The Teacher*. September issue. p.5.

Wilmot, D. 2005. The development phase of a case study of outcome-based education assessment policy in the Human and Social Sciences learning area of C2005. *South African Journal of Education*, 25(2), 69-76.

Winch, C. and Gingell, J. 1999. *Key concepts in the Philosophy of Education*. Routledge. UK.

Wright, T. 2005. Teachers' knowledge and classroom management. In, *Classroom Management in Language Education* (pp. 256-286). Palgrave Macmillan. UK.

Zhang, J. 2003. *Diffusion of ICT in Education: Behaviour Subjects, Dynamic Diffusion Model*. Wiley. USA.

APPENDIX A: OPEN-ENDED QUESTIONNAIRE

Thank you for taking your time to fill in this questionnaire. Please, feel free to answer these questions to the best of your knowledge. The information provided is for research purposes only and will be treated with confidentiality. You have a right to remain anonymous and you are free not to answer any question that you feel uncomfortable with. Remember, “Be true to your work, your word and your friend.”- Henry David Thoreau.

SCHOOL:.....

(please indicate name of your school.)

QUESTIONS

1. Define the term ‘Curriculum’ and its implementation process.

.....
.....
.....
.....
.....

2. How long have you been teaching Social Sciences, and what are some of your experiences?

.....
.....
.....
.....
.....

3. Did you receive any training with regard to new policies regarding the Social Science curriculum? Explain

.....
.....
.....
.....
.....

4. To what extent do you assist your learners to reach their full potential?

.....
.....
.....
.....
.....

5. How do you ensure that the curriculum coverage is completed in the specified time?

.....
.....
.....
.....
.....

6. How do you make sure that you fulfil your expected duties in relation to new curriculum policies?

.....
.....
.....

.....
.....

7. What are some of the things that constrain your performance in this subject?

.....
.....
.....
.....
.....

8. What measures do you put in place to overcome the challenges you have in your subject?

.....
.....
.....
.....
.....

9. During the course of learning and teaching, do curriculum advisors often visit for moderation regarding Social Sciences? Please elaborate how helpful their visits are.

.....
.....
.....
.....
.....

10. Do you have departmental meetings where you discuss challenges you face when teaching social sciences? Explain.

.....
.....
.....
.....
.....

11. Additional comments on curriculum implementation of Social Sciences?

.....
.....
.....
.....
.....

APPENDIX B: INTERVIEW SCHEDULE -TEACHERS

MAIN/CENTRAL QUESTION

What are your implementation experiences with regard to the changing curriculum policies in education?

GUIDING QUESTIONS

1. What are the opinions of Social Sciences secondary school teachers regarding implementation of new curriculum?

Possible interview questions

- *What are your daily experiences with regard to curriculum implementation?*
- *Do you get clarity on all activities that strengthen your curriculum knowledge?*
- *Is the clarity sufficient for you?*
- *Which part of the curriculum implementation is not clear to you?*

2. Is there any improvement in teaching and learning since the introduction of the new curriculum?

Possible interview questions

- *What are some of the aspects/things that constrain your performance in teaching in this new curriculum?*
- *What have you done to overcome them?*
- *What do you think should be done to make your job easier?*

3. Is the new curriculum making assessment easier?

Possible interview questions

- *What is assessment?*
- *How often do you assess?*
- *Do you reflect on your assessment? If yes, how often do you do that?*
- *What kind of support do you get from your HOD with regard to assessment?*
- *Do you think regular assessment can improve teaching and learning?*

4. What strategies do curriculum advisors use to train secondary school teachers in the new curriculum?

Possible interview questions

- *Do you need any training regarding curriculum implementation?*
- *Do you know of any changes from NCS to CAPS?*
- *Are the changes helpful for teaching and learning?*
- *What do you think should be done to make your curriculum implementation easy for you?*

APPENDIX C: INTERVIEW SCHEDULE – SUBJECT ADVISORS

1. How often do you train teachers in curriculum-related issues in the Social Sciences?
2. Describe the kind of training you provide.
3. What strategy do you employ when training teachers in the new curriculum?
4. What are some of the common problems teachers encounter as they implement the new curriculum?
5. Describe the assessment-related training that you conduct for teachers.
6. Describe your own training in the new curriculum.
7. What is your opinion on the changing curriculum?
8. How has the Social Sciences curriculum changed in the last 20 years?

APPENDIX D: PERMISSION LETTER TO CONDUCT RESEARCH

P.O. Box 5894

POLOKWANE

0700

28 May 2014

The Research Section

Department of Education

Limpopo Provincial Government

Biccard Street, Polokwane

To whom it may concern

Ref: MAEPA MM (Student no.200507219)

Email: mpho36@gmail.com

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS AT MANKWENG CLUSTER CIRCUITS.

I, Maepa Malesela Matthews, a Masters student at University of Limpopo, hereby request your permission to conduct research in the schools of Mankweng Cluster (i.e. Dimamo, Mankweng, Kgakotlou, Lebopo and Mamabolo). My proposed title is: **EXPERIENCES OF THE CHANGING CURRICULUM ON SECONDARY SCHOOL SOCIAL SCIENCE TEACHER IN MANKWENG CLUSTER, CAPRICORN DISTRICT OF LIMPOPO PROVINCE.** Data will be collected in 4-8 schools to be selected after permission has been granted. A maximum of 16 teachers will be asked to fill in questionnaires, and be interviewed as well.

I'm also employed by the Department of Education, employee number: 83037314; attached to Mphetsebe High School as an educator (HOD).

I look forward to your favourable response.

Yours Faithfully

.....

Maepa MM

APPENDIX E: CONFIRMATION LETTER



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za

P O BOX 5894

POLOKWANE

0700

MAEPA MM

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- **TOPIC: EXPERIENCES OF THE CHANGING CURRICULUM ON SECONDARY SCHOOL SOCIAL SCIENCE GRADE 9 TEACHERS IN MANKWENG CLUSTER,CAPRICORN DISTRICT OF LIMPOPO PROVINCE.**
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

Page 1 of 2

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!