

**PERCEPTIONS OF SENIOR PHASE TEACHERS IN IMPLEMENTING TEACHING
AND LEARNING MATERIALS WITHIN SEPEDI HOME LANGUAGE CURRICULUM:
A CASE OF TUBATSE CIRCUIT, SEKHUKHUNE EAST DISTRICT, LIMPOPO
PROVINCE, SOUTH AFRICA**

by

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DISSERTATION

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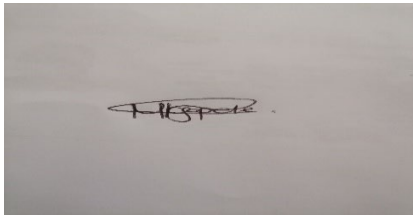
2024

DECLARATION

I hereby declare that the dissertation entitled, 'Perceptions of Senior Phase Teachers in Implementing Teaching and Learning Materials within Sepedi Home Language Curriculum: A Case of Tubatse Circuit, Sekhukhune East District, Limpopo Province, South Africa', is my work and has never been submitted to any institution.

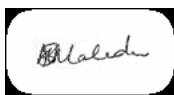
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DEDICATION

I dedicate this study to my mother, who has been so supportive throughout this study. I also dedicate this work to God for His protection, love, and care. My supervisor for her patience and persistence, and good guidance.

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I would like to thank my supervisor, Dr Ablonia Dihloriso Maledu, for the support and patience she provided throughout my study.

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- My family
- My colleagues

Finally, I recognise my participants who offered their time and space to assist me with data.

ABSTRACT

This study aims to explore the perceptions of Senior Phase teachers in implementing teaching and learning materials within the Sepedi Home Language curriculum at Tubatse Circuit, Sekhukhune East District, Limpopo Province, South Africa. The quester-view approach was used to collect data in written and/or face-to-face forms. The study sampled three (3) teachers per three primary schools and three (3) Departmental Heads from the sampled schools. Data was analysed thematically following the inductive method. The study intended to find out why Senior-Phase teachers do not find it easy to implement the Sepedi Home Language curriculum, investigating the relevancy of the teaching and learning materials since they are developed from the guidelines of a second language and written in English rather than Sepedi.

Keywords: *Teaching and learning materials, curriculum development, Senior Phase, language policy, vocabulary enrichment, and indigenous languages.*

LIST OF ABBREVIATIONS

| NAME/WORD IN FULL | ABBREVIATION |
|-----------------------------------|---------------------|
| Participant 1 | P1 |
| Teacher 1 | T1 |
| Indigenous language | IL |
| Home Language | HL |
| Language of Learning and Teaching | LOLT |
| Departmental Head | DH |
| Further Education and Training | FET |

Table: (i): List of abbreviations

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CHAPTER 1: BACKGROUND AND MOTIVATION OF THE STUDY

1.1 INTRODUCTION

The Senior Phase of education in South Africa consists of the three years of primary school from Grade 7 to Grade 9, for children aged between 12 and 14 years (Department of Basic Education DBE, 2011). It focuses on primary skills, knowledge, and values that lay the foundation for further learning in the Further Education and Training (FET) phase. The program in the Senior Phase includes Literacy (one Home Language (HL) and one First Additional Language (FAL), Numeracy, Life Orientation, Creative Arts, Natural Sciences, Technology, and Social Sciences (Teachers' guide for the development of learning programs, 2003). Educators in schools are required to have special traits of nurturing, guiding, and creating a fruitful classroom environment in which learners feel safe and can excel (Müller, Smith, Degen & Gall, 2021). The Senior Phase classroom is said to be an ideal environment for language enhancement and an environment that helps learners to excel with the Home Language since it is the language spoken at their places of residence.

There are several factors involved in the process of delivering quality education in schools, and among them are Home Language and Teaching Support Materials (LTSM). According to Benson (2004; 2016), language is, without a doubt, key to teaching and learning because it is the medium for communication and understanding in the classroom. In most primary schools, learners speak more than one indigenous language due to the different language groups and tribes found in their communities (Wisbey, 2017). To support that, Balfour and Wildsmith-Cromarty (2019) state that most South Africans speak more than one indigenous language. However, the official business of the country is mostly carried out in English. Even though Home Language is regarded by other researchers as important, studies show that almost 40 percent of children do not have access to education in a language they understand, and this negatively affects their learning (UNESCO, 2016). Many countries still prioritise national or official languages (Second Language) as the medium of instruction, which are often not the languages children speak at home (Kosonen, 2017).

More and more people are becoming bilingual. Thus, it is worth the time and effort to learn a different language (Farhan, 2019). Contrary to that, the South African education system seems not to promote the use of indigenous languages. Although South Africa is the core of the indigenous people with more indigenous languages than most African countries, its education does not cater to the indigenous children who live in it as it does not provide education in the languages they best understand. This is proven by the fact that Sepedi educators in the Bohlabela Circuit, Sekhukhune East District, are provided with teaching and learning materials that are written in English instead of Sepedi Home Language — when Sepedi is the language, teachers and learners understand better. This is against the Language in Education Policy (1997) that says all learners should be taught in their mother tongues from Grade R to Grade 3 (Modiba, 2018), also that all languages are regarded as official languages according to the constitution of South Africa and the language policy. To add to the above statement, Sambu (2019) asserts that when education policies are being put in place, critical issues should be formulated to address pertinent issues in education. Language is one of the critical issues that should be attended to during policy development of education in the country, to cater for all indigenous languages in the country for equity and equality.

It is the responsibility of South African Schools Act 84 of 1996, Section 5A, for teaching and learning materials, to require the National Minister of Basic Education to prescribe norms and standards for the provision of stationary and to supply teaching and learning materials, and equipment in schools for all subjects and grades, including Sepedi Home Language. Among these materials, there are the core Learning and Teaching Support Materials (LTSM) and the supplementary LTSM. However, textbooks are regarded as the core LTSM, together with workbooks, educator guides, and novels.

LTSM are defined by Sikhombo (2018) as the resources that are available for learning and teaching. It is suggested that learning materials facilitate the learning process and encompass more than merely textbooks. LTSM can be created or designed from sources that can be derived from print, combinative, electronic, and physical sources. Print resources include notes, documents, published textbooks, workbooks, reading

schemes, supplementary readers, teacher guides, and reference books (Department of National Education, 2014).

Though South Africa has gained its democracy and has been free from colonisation, there is still a struggle over the language policy to recognise the use of indigenous languages as Languages of Learning and Teaching (LOLTs) in schools. This is like that despite the evidence that educators find it easier to teach learners in their native languages because learners are still young and understand better in their Home Languages. Pandor (2005) tried to promote indigenous languages ostensibly by making English a non-compulsory subject, but this did not have the desired effect because of lack of support from some members of society and others in the higher offices of government.

Children need to develop solid fundamentals in the language that is dominant at home, with that being supported by the LTSMs used in the classroom. According to Mkhasibe, Khumatake, Olaniran, and Maphalala (2020), the LTSMs are important recipes for driving effective classroom teaching and learning. This is because teachers teach better and learners learn quicker when tangible materials (LTSMs) are used to demonstrate learning. Learning and teaching support materials that are not well structured or relevant can be thought of as barriers to teaching and learning. However, it is also important that in those cases where they exist, they are used coherently.

It is in this background that the researcher finds the need to undergo an investigation into the impact of the implementation of teaching and learning support materials in the implementation of the Sepedi Senior Phase curriculum, since it does not satisfy the needs of educators and results in negatively impacting on learners' education. Most of the educators struggle to implement the prescribed materials because they do not find adequate elements needed in the teaching of Sepedi Home Language in the Senior Phase. Therefore, this research focused on issues on the Sepedi Home Language.

1.2 RESEARCH PROBLEM

Sepedi teachers in the Bohlabela cluster, Sekhukhune East District of Limpopo Province, struggle to teach Senior Phase using Sepedi Home Language as a language of teaching and learning because of the structure of the curriculum and lack of relevant resources, like LTSMs, that are not written in the language they best understand. Teachers must translate the materials that do not support the tradition and culture of the learners to ensure that learning takes place. Teaching a young child using an unfamiliar language causes complex classroom encounters (Evans & Nthulana, 2018).

Teachers are tasked with managing and developing learning resources. Thus, the development of teaching materials needs to be done as an effort to improve learning outcomes and establish teaching materials that are appropriate to the conditions, interests, and talents of students (Nazila, Adisaputera & Saragih, 2020). It is further alluded that the Department of Basic Education fails to supply educators with relevant resources to teach indigenous languages like Sepedi. This is also attested by Morolong (2019) when stating that CAPS brought about substantial changes in the methods of assessments, contact teaching time and new teaching styles. However, it is plagued by challenges such as insufficient resources, an absence of teacher training, the type of content taught, teachers being overloaded by administrative work, and assessment methods that are too controlled and restrictive. These challenges negatively impact the performance of teachers in general and learners with different learning needs.

1.3 LITERATURE REVIEW

1.3.1 Language Policy of South Africa

In 1994, South Africa gained its democracy, but the previously disadvantaged black people still cannot learn in their mother tongues. Before 1994, English and Afrikaans were used as official languages throughout South Africa (Brenzinger, 2017). The South African Constitution of 1996 recognizes eleven official languages on an equal footing without affording English or the other 10 languages any special status. For half a century, the white ruling class divided people according to their mother tongues in an apartheid state. This made Afrikaans and English-speaking learners more

advantaged than those from the black communities in the townships and villages, even though many South Africans speak African languages as their home languages (Brenzinger, 2017). The legal provisions and the language policies introduced over the last thirty years have, however, had little impact on promoting the use of languages other than English and Afrikaans in official spheres.

The end of apartheid in South Africa ushered in democracy, which led to the country adopting a multilingual policy (Mdoda, Thenjiwe & Mashudu, 2019). However, some languages could not be used for teaching and learning because the African continent has many spoken languages that are not written, and this impacts the teaching and learning process. It was revealed that there is a gap between the policy and its efficacy.

According to the Education Policy (1997), language in the Senior Phase has been the subject of discussion and debate among education stakeholders and role-players. The Language in Education Policy, based on Section 3 of the National Education Policy Act (Act 27 of 1996), states that all learners shall be offered at least one approved language as a subject in Grade 1 and Grade 2 and from Grade 3 onwards, they shall be offered their language of learning and teaching and at least one additional approved language as a subject. The challenge is the situation where the system of education lacks consistency when learners progress to the higher grades.

The multilingual nature of South African society makes the development and implementation of language policy complex, especially in education, where non-indigenous languages still play an important role (Balfour & Wildsmith-Cromarty, 2019). It is also argued that African languages are structurally and typologically different to English or Afrikaans and thus require a different pedagogic approach. There is a need for Sepedi Home Language to be independent and have curriculum in the Senior Phase that is originally written in Sepedi instead of being translated from English which is a second language because it does not align to the indigenous knowledge systems of the people it is prescribed for, hence the poor performance of learners in their indigenous home languages. Nugraha (2019) agrees that, after the demise of apartheid, the new government declared 11 languages as official languages being Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu. However, English remains the dominant language despite the Language in Education Policy having had enforced the constitution to

promote additive bilingualism and the use of learners' native language as a language of learning and teaching. The Republic of South Africa is regarded as multilingual due to the number of languages and dialects spoken in it. However, the Constitution of South Africa (1996) announced 11 official languages of the country according to the native people of the country, not considering that the other languages spoken in the country are Home Languages to some learners despite their non-official status.

1.3.2 Curriculum Development Worldwide

In recent years, Senior Phase teachers in SA have been experiencing rapid curriculum changes influenced by the rapid increase in global knowledge technology and skills (Makeleni & Sethushu, 2014). This results in difficulties among Senior Phase practitioners to keep up with the rapid curriculum change and demoralisation of teachers.

Outcomes-Based Education (OBE) was introduced to give the learners the chance to opt out their views, to go all out and find the learning resources and learn from them. According to Engelbrecht and Harding (2008), the Department of Education realised that many learners who participated in the then school system were not acquiring problem-solving nor critical thinking skills. The perception was that learners sat and passively listened to the educator, took notes, and did not actively participate in the learning process. Thus, the need arose to amend the curriculum to try and eliminate the issue of passiveness among learners and the teacher being the source of information. The statement above shows the importance of Home Language whereby learners should be free in class to communicate their views with the language they understand better.

Learning and teaching resources in SA impact learners' performance and have been a problem faced by educators for a long time. A lot of schools in South Africa still experience a lack of textbooks, particularly those in rural areas. Countries such as Ghana, the Philippines, Brazil, and Gynea have improved learners' performance due to a sufficient supply of textbooks and other teaching and learning resources that work well in saving instructional time (Makeleni & Sethushu, 2014). Recently, schools have

been innovative in ways of improving learners' performance in numeracy, but nothing is being said or done to improve Sepedi Home Language performance.

Dampier (2014) critiques the lack of a clearly defined theory of how language is acquired in the CAPS document, arguing that the pedagogic process of introducing the First Additional Language (FAL) has not been interrogated thoroughly at a theoretical level with serious expectations of learners and teachers to achieve proficiency in the FAL by building on their already developed skills in the home language. Thus, the Senior Phase curriculum should place much emphasis on the Home Language to improve and empower learners' vocabulary. Gove, Harden, King, Ryan, Sou, and Edwards (2023) state that empowering indigenous languages instead of replacing them with more dominant languages also strengthens the culture.

1.3.3 Development of Learning and Teaching Materials

The introduction of Curriculum 2005 and Outcome-Based Education (OBE) after democracy in South Africa brought the need for learning support materials. This is because there was less reliance on textbooks, and OBE required a stronger resource-based learning orientation that used a wider range of resources than those used in traditional textbook teaching. (Khanna & Mehrotra, 2019). The foundation for learning campaign was initiated and launched in 2008 to improve reading, writing, speaking, and arithmetic in both the Intermediate Phase and Senior Phase (Mabuza, 2016).

Before 2003, the materials were developed about the curriculum in a flexible and adaptable way (Jonker, März & Voogt, 2020). The materials were further developed according to certain requirements of the South African Department of Education. There was a lot of confusion in the Senior Phase as OBE required teachers to be innovative by selecting what to teach and assessing each child according to their own pace. Senior Phase teachers, for instance, complained that they face numerous challenges in the interpretation of the new curriculum (Mabuza, 2016). The curriculum allowed for different teaching approaches but the change in teaching practice was different. Thus, teachers said that they had received plenty of training in other methods, lesson preparation, assessment, learning outcomes and classroom management from the Department of Education, but they have not been provided with content (Jonker, März & Voogt, 2020).

In July 2013, the National Education Collaboration Trust (NECT) was launched to actively contribute to the transformation of South African education, creating unity among stakeholders to achieve the education targets of the National Development Plan (NDP). As such, NECT recommended materials to be used in the schools. During the workshops, the teachers agreed that there was a high turnover of teachers in their schools and teachers often wanted to move to urban schools. There was no handover of skills or the actual material once teachers left.

1.4 ROLE OF THEORY

This study employed Bronfenbrenner's theory of 1977 (Ntlhari, 2015). The theory looks at a person's development within the context of the system of relationships that form their environment. It also identifies different levels of a social system that influence understanding by describing how these interact in the process of a child's development. Bronfenbrenner (1977) introduced a model with four interacting systems that generate a balance for a child to function effectively. These are ecological systems that describe the interdependence between organisms and their physical environment and the balance they create through interrelated social interactions, relationships, and influences among the systems. The theory recognizes the significance of the families and the efforts of school in children's learning and development for children to develop to their full potential. Five aspects should be in place for learning to be effective: being child's emotional, physical, intellectual, social needs and mutual interaction with a caring adult. According to Ntlhari (2015), all systems need to be considered when implementing teaching strategies that advance inclusive education due to the influence that every system has on each unique individual learner.

Bronfenbrenner's theory explained above guided the researcher to explore the impact of teaching and learning materials on educators when developing methods and strategies for teaching Sepedi Home Language in the Senior Phase classrooms and to examine the ability of teachers to create a learning environment that is conducive for learners to effectively learn the language.

Educators can be well supported if the Department of Education and the curriculum designers and developers work together to reach shared educational goals. In this case, the materials prescribed for the teachers should have clear indications of what

is expected of them and must be relevant and in line with the policies prescribed for the implementation of the curriculum. The curriculum documents offered to Sepedi Senior Phase educators are written in English, therefore, Sepedi HL teachers are required to translate them into Sepedi. This takes away the prospect for educators to be acquainted if the materials do not appreciate the culture of the learners they are prescribed for. As such, the materials used to teach Sepedi HL can be said to be unstandardised following the curriculum needs for Sepedi HL teaching.

1.5 PURPOSE OF THE STUDY

1.5.1 Aim

This study aimed at exploring the challenges that Senior Phase educators face when implementing the teaching and learning materials recommended by the Sepedi curriculum when teaching Sepedi Home Language.

1.5.2 Objectives

Determine the views of Senior Phase educators on the prescribed curriculum.

Establish the effect of the Senior Phase curriculum on the classroom practice of educators.

Explore the strategies used by curriculum developers when developing the Sepedi curriculum for the Senior Phase.

1.6 RESEARCH METHODOLOGY AND DESIGN

1.6.1 Research Design

A phenomenological research design was employed to establish the impact of the Senior Phase curriculum on the work of the educators. Neubauer, Witkop & Varpio (2019) defined phenomenology as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspectives of those who have experienced it. This design is based on the lived experience of the population. In this study, the experiences of Senior Phase educators towards the implementation of the Sepedi HL curriculum were extensively examined.

1.6.2 Research Approach

The study followed a qualitative approach, which, according to Aspers and Corte (2019), refers to a multimethod focus that involves an interpretative and naturalistic approach to its subject matter. In other words, the qualitative research approach 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 (Akinyode & Khan, 2018). Qualitative research technique is a process that involves the study of a research in its natural setting rather than having subjects studied in a laboratory. This approach was used to explore the impact of the curriculum on teaching Sepedi Home Language in the Senior Phase. As such, it was used to interpret and analyse the information collected from the study area in a word form. The given explanation also qualified the study to follow an interpretivism paradigm, whereby the researcher interpreted the information that was gathered from the educators, HODs, and curriculum designers as the participants of the investigation.

1.6.3 Population and Sampling

The population for the study comprised the primary schools in one circuit under the Bohlabela Cluster in the Sekhukhune East District of Limpopo Province. Tubatse Circuit has 18 schools; thus, the population of the study included a total of 3 primary schools. The researcher used random sampling to sample 3 primary schools from Tubatse Circuit. The sampling method was further used to select 9 educators (three educators per school) and 1 Senior Phase Head of Department per sampled school. Therefore, the study comprises 13 randomly sampled participants.

1.6.4 Data Collection

The following qualitative data collection instruments were employed:

Interviews

Data was collected using interviews with educators and HODs. In this process, the researcher used semi-structured interview schedules for all participants. Therefore, the design of the questions was guided by the objectives of the study. An audio recorder and field notes were used as tools to capture the oral responses, while copies of qualitative questionnaires were served for written responses.

Interviews followed the Quester-view approach

The researcher administered questionnaires to collect data from educators. Quester-views accommodated participants who preferred to put their ideas on paper by writing than speaking, and those who preferred responding through speaking. This means that participants had two options: to respond to questions by writing down the responses or by speaking. This method helped the researcher to collect rich data since participants were free to express themselves in their comfortable ways.

1.6.5 Data Analysis

Qualitative data was collected through an audio recorder, and written responses were transcribed before being analysed thematically or categorised into themes and sub-themes. In addition, data was validated, edited, and coded. The researcher followed the inductive thematic analysis because it enabled her to arrange data into relatable sections to make it easy to read and understand. Data analysis will be clearly explained in Chapter 4 of this study.

1.6.6 Quality Criteria

The quality criteria for this study were presented using the guidelines of Pandey and Pandey (2015) and Bertram and Christiansen (2017). The above scholars state that qualitative research must adhere to the following criteria to ensure quality:

Credibility

Credibility is defined as the confidence that can be placed in the truth of the researcher's findings, which depends on the richness of the information gathered rather than the amount of data gathered (Bertram & Christiansen, 2017). The researcher in this study ensured credibility by recording interviews, keeping data safe, and allowing participants to verify the accuracy of the findings.

Transferability

Transferability refers to the extent to which the findings of one study can be applied in other situations (Pandey & Pandey, 2015). The researcher ensured that sufficient information was provided including detailed information regarding the number of

participants sampled, with the findings being clearly explained and understandable to readers and other researchers.

Dependability

Dependability ensures that research findings are consistent and can be repeated, which could be measured by the standard by which the research is conducted, analysed, and presented (Bertram & Christiansen, 2017). The researcher ensured that the findings were consistently verified with the data collected to ensure that nothing was missed in the study.

Confirmability

Conformability is a process that seeks to establish whether the researcher has been biased or not during the study (Pandey & Pandey, 2015). The current researcher used different techniques of gathering data to ensure the conformability of the findings, i.e., interviews and observations.

1.7 SIGNIFICANCE OF THE STUDY

The study will improve the teaching and learning of the Sepedi Home Language for the Senior Phase.

It will ensure that there are adequate resources for the Sepedi HL content.

It will benefit the Sepedi Home language teachers as they will be able to deliver lessons with the relevant Sepedi teaching and learning materials.

The Sepedi learners will be taught through materials that support their language, culture, and traditions.

This study will benefit the Sepedi curriculum developers to develop relevant materials using a relevant language for teachers and learners.

1.8 ETHICAL CONSIDERATIONS

Ethical considerations are concerned with the moral principles that govern a person's or a group's behavior. The primary purpose of the ethics code in human

communication research is to protect research participants. As guided by Creswell (2014), the following ethical issues were considered in this study:

Permission

The researcher applied for ethical clearance from TREC of the University of Limpopo. Permission was also asked from the Department of Education before the commencement of the research. This was done to gain access to the Senior Phase educators and Heads of Department during data collection.

Informed consent and voluntary participation

The researcher guaranteed that all the participants would take part in this study freely. The participants were endorsed to terminate or cease participation should they feel that the researcher deviated from what they consented to.

Avoidance of harm

The researcher avoided injuries and harmful situations as much as possible. The participants were informed about their safety, and they were not harmed psychologically, physically, legally, socially, or economically.

Privacy and confidentiality

Confidentiality is described as a situation in which the researcher is aware of a research subject's identity but acts to prevent that identity from being revealed to others (Pandey & Pandey, 2015). The Senior Phase educators, HODs, and language specialists' identities were protected and kept confidential. The questionnaires that were used to collect data had no requirement for personal information. Thus, the participants were referred to as Participants 1, 2, and 3 instead of being identified by their real names.

1.9 OUTLINE OF THE STUDY

The study comprises of 5 chapters:

Chapter 1: The chapter presented an introduction of the study, background, and motivation, research problem, the role of the theory in the study, aims and objectives of the study, and the research methodology — which clearly outlined the research design, population, and sampling, data collection, and data analysis. The chapter provided an outline of the aspects of quality criteria, the significance of the study, and ethical considerations of the study.

Chapter 2: Relevant and appropriate literature was covered. The chapter highlighted research studies about factors that pose barriers for Sepedi Home Language educators to use the teaching and learning materials recommended by the curriculum for the Senior Phase.

Chapter 3: The chapter outlined the research methodologies, focusing on the approach, paradigm, planning, and data collection methods.

Chapter 4: Focused on data presentation, analysis, and interpretation.

Chapter 5: The chapter presents the overall summary of the chapters and includes the discussion of the findings, summary of the findings, recommendations, and conclusions of the study.

1.10 CONCLUSION

This chapter outlined the steps required to be followed in a study. The steps followed by the researcher in this study are clearly outlined to reach permanent solutions to the research problem. Furthermore, the chapter gave a detailed background of the study, the research problem, a preliminary literature review, research methodologies, the significance of the study, quality criteria, and ethical considerations. In the next chapter, the findings from other scholars and researchers regarding the problem of this research study are reviewed.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The objective of this chapter is to analyse what other researchers have said regarding the challenges experienced by Senior Phase educators in implementing the Sepedi Home Language teaching and learning materials recommended by the curriculum. In South Africa, the basic learning needs of citizens are protected as human rights. Education is an important field in determining the quality of a nation (Siagian, Saragih & Sinaga, 2019).

Literacy is considered important as it has the potential to reduce poverty, promote productivity, and sustain development (Cilliers & Bloch, 2018). Education is said by Siagian, Saragih, and Sinaga (2019) as an important field that determines the quality of a nation. In recent times, curriculum and teacher development theories and practices focused on the role of teachers and specialists in the development and implementation of effective teaching, learning, and assessment practices and materials (Teacher's Guide for the Development of Learning Programmes, 2003). According to Venketsamy and Hu (2022), many schools in South Africa have teachers who teach grades or subjects that they are not qualified to teach. This makes it hard for them to jell and teach the necessary skills in the required discipline. This shows that teacher training and development are critical components of effective implementation of the curriculum, more especially the use of technology in the classroom. Fundamentally, the basics of a child are considered when the curriculum is developed, considering the role the teacher must play. Therefore, concern for improving the quality of schooling in general, and during the early years with the Senior Phase in particular, leads us to consider what is basic, foundational, and essential in teacher education programmes (Murriss & Verbeek, 2014).

According to Khweyane (2014:53), "Learners should be helped to develop reading and writing skills because reading provides learners with models for their writing. Learners that were well developed in reading and writing would be able to communicate their thoughts and convey messages through reading and writing." They will be able to read Sepedi pamphlets and newspapers. Furthermore, they will be able to write their own stories and books in their everyday life. These guidelines are geared to assist teachers

in accommodating the prescribed Learning Outcomes and Assessment Standards and yet create space and possibilities for the use of judgments and insights based on contexts and a diverse learner population. As insights that are informed by practice, research, and refinement emerge from these guidelines, it is anticipated that teachers will develop as curriculum leaders over time. Most teachers who served during the apartheid education system were not encouraged to be creative and imaginative or to lead curriculum development and design. Curriculum change requires teachers to shift from a current programme that they are familiar with to a new programme that involves changes in knowledge, actions, and attitudes (Moodley, 2016).

Teachers in the past were controlled followers. They were forced to practise through prescription. Consequently, many teachers were not participants in the process of curriculum development (Teacher's Guide for the Development of Learning Programmes, 2003).

2.2 LANGUAGE POLICY OF SOUTH AFRICA

In 1994, South Africa gained its democracy, but the previously disadvantaged black people still could not learn in their mother tongues. Before 1994, schools in South Africa offered two languages, one that is used as a Home Language (HL) and a second one used as a First Additional Language (FAL). The HL is not always the mother tongue of all the learners, but rather a language that they must be proficient in (Cilliers & Bloch, 2018). This implies that a child must acquire a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language (Cekiso, Meyiwa & Mashige, 2019). Throughout the African continent, there is a marketplace of languages because, in most of its countries, English appears to have the highest ascribed value, while local languages have the least value (Bostock, 2018). In terms of bilingualism, Majola (2022) states that learners should be taught in their mother tongues whether that is IsiZulu or IsiXhosa. However, despite the diversity of tribes and many spoken languages by South African societies, indigenous languages are still not recognised as media of instruction, as was during the apartheid time. Most countries, including South Africa, use English as a medium of instruction and this poses a barrier to teaching and learning (Mahabeer, Gumede & Pirtheepal, 2021). Within the South African context, it has become clear that the lack of mother tongue literacy has compromised learners in ways that have led to low reading skills

in different levels of learning, including tertiary. The lack of a solid foundation level in mother tongue literacy is detrimental to learners' future reading ability (Saneka & de Witt, 2019).

In 1994, South Africa's majority came to power, a language policy was embodied in the constitution, and South Africa went from being a country of two official languages, Afrikaans and English, to a country of 11 official languages. Upon gaining political dominance in 1948, the South African Afrikaners deployed language education policy as an important part of the total approach designed to slow down or stop the 'Westernisation' of the African population (Bostock, 2018). Thus, the end of apartheid in South Africa ushered in democracy, which led to the country adopting a multilingual policy (Mdoda, Thenjiwe & Mashudu, 2019). In 1997, a Language in Education Policy was unveiled after a process of extensive consultation and inquiry. The policy recommended the promotion of equal treatment and use of the 11 official languages including redress for those that had suffered discrimination and a commitment to the non-diminution of the rights of language communities that historically had been favoured (Bostock, 2018).

According to the teacher's guide for the development of learning, the language in the Education policy of 19 December 1997 (101, 18546) has been the subject of discussion and debate among a wide range of education stakeholders and role-players. The Senior Phase of primary schooling is a critical stage of education and forms the basis of the Further Education and Training Phase. Therefore, if the Senior Phase is weak, learners' skills required to perform well in Further Education and Training are likely to be weak. Hence, a strong and formidable Senior Phase should ensure that learners acquire solid skills in reading skills (Mafokwane, 2017). In South Africa, pedagogical barriers to learning can often result in learners being misidentified as experiencing learning disabilities and consequently being incorrectly referred for special education (Bester & Conway, 2021).

Learners are forced to communicate and learn in a language that they do not usually use at home and are not competent in using for effective learning. Language and communication are seen as fundamental to the child's right to participation (United Nations Convention on the Rights of the Child, 1989). Young children who are seen as agents of their own lives, find their means to engage in meaning-making processes

both at home and at school (Saneka & de Witt, 2019). Based on Section 3 of the National Education Policy Act (Act 27 of 1996), all learners shall be offered at least one approved language as a subject in Grade 1 and Grade 2, and from Grade 3 onwards, they shall be offered their language of learning and teaching and at least one additional approved language as a subject. The South African Language in Education Policy stipulates that all learners have a right to be taught in their mother tongues from Grades 1–3 (Cekiso, Meyiwa & Mashige, 2019). However, the Language of Learning and Teaching (LoLT) poses a significant challenge to teachers across South Africa (Condy & Blease, 2014).

The multilingual nature of South African society makes the development and implementation of language policy complex, especially in education, where non-indigenous languages still play an important role (Balfour & Wildsmith-Cromarty, 2019). It is also argued that African languages are structurally and typologically different from English and Afrikaans and thus require a different pedagogic approach. There is a need for the Sepedi Home Language to be independent and have textbooks in the Senior Phase that are originally written in Sepedi instead of being translated from English into the language in question. Several lines of research show that children have an advantage if the home language is the same as the language in which literacy instruction is first encountered (Nag, Vargh, Dulay & Snowling, 2019).

According to Yuan, Wang, and Eagle (2019), there is a need for a more appropriate teaching pedagogy that embraces the cultural identities of non-English Language Learners and empowers Home Language Learning as a critical aspect of education. Though complex, the authors advocate for examining this issue using an asset perspective rather than a deficit lens. We need to open ideological spaces and fill in implementation spaces through multilingual language policies that promote linguistic and ethnic diversity as a means for nation-building with the languages we have in South Africa. Indigenous languages need so much recognition. The Republic of South Africa is regarded as multilingual because of the different languages spoken in the country. However, the constitution of South Africa (1996) announced 11 official languages of the country, looking at the native people of the country, not considering that there are other languages spoken in the country that are Home Languages to some learners despite their non-official statuses (Bostock, 2018). This creates a home

mismatch in learning where some learners learn a Home Language that is not their mother tongues and are expected to excel in the language.

2.3 CURRICULUM DEVELOPMENT WORLDWIDE

In recent years, Senior Phase teachers in SA have been experiencing rapid curriculum changes influenced by the rapid increase in global knowledge technology and skills (Makeleni & Sethushu, 2014). According to Mahlo (2017), most teachers believe that the CAPS curriculum lacks clarity, and this results in them applying the curriculum inconsistently. Bester and Conway (2021) also add that instruction and assessment are not implemented optimally by teachers, and learners consequently access learning at different levels causing some learners to fall behind academically.

This shows that Senior Phase educators are faced with the difficulty of keeping up with the rapid curriculum change and end up being demoralised. To ensure the effective implementation of the curriculum, teachers need to be well-trained, highly motivated, dedicated, and professionally competent (Makeleni & Sethusha, 2014). The school curriculum is what happens in school situations because of planned programmes (Mabuza, 2016). Before the rapid development of technology, the teaching process was reduced to the teacher's verbal presentation of material and the use of chalk and a blackboard. Primary school teachers have a limited understanding of how the curriculum could be adapted to support learners; hence, teachers and school management believe that learners are achieving lower levels of competencies because of the current curriculum (Bester & Conway, 2021).

Curriculum can be defined as the formal academic programme provided by a school as reflected in subjects on the timetable, which may also refer to a particular course of instruction or a syllabus (Moodley, 2016). Despite attempts to simplify curriculum implementation, today's teaching process is difficult to imagine without the use of different modern teaching and learning resources. Thus, teachers must apply teaching methods that can foster student learning through activities that accommodate learners and their native languages. The methods commonly used in learning are teaching, discussions, demonstrations and so forth, but the use of these learning methods cannot stand alone because the media is also required as a tool to convey materials or information to pupils (Puspitarini & Hanif, 2019).

The revised National Curriculum Statement for Grades R-9 must be implemented in schools using learning programmes. Learning programmes are the structured and systematic arrangements of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase. The learning programmes ensure that all Learning Outcomes and Assessment Standards are effectively pursued and that each learning area is allocated its prescribed time and emphasis. Learning programs are based on relationships amongst outcomes and assessment standards without compromising the integrity of learning areas (Teacher's Guide for the Development of Learning Programmes 2003). Makeleni and Sethusha (2014) reveal that teachers lack in-service training that empowers them for curriculum implementation. This leads them to teach only components of the curriculum that they feel comfortable with (Makeleni & Sethusha, 2014).

The pressures brought on by curriculum changes prompted the current researcher to investigate the experiences of Senior Phase teachers in post-apartheid South Africa, to examine the challenges brought on by the curriculum changes that, according to Moodley (2026), caused a policy shift from implementing a curriculum that was set and fixed to a more flexible and dynamic curriculum.

After the implementation of the NCS, challenges were soon identified. The then Minister of Basic Education appointed a committee of experts in 2009 to investigate the nature of those challenges, and amendments were made after an extensive review of the NCS (Mabuza, 2016). Thus, Outcomes-Based Education (OBE) was introduced to give the learners the chance to opt out of their views, to go all out and find the learning resources and learn from them. According to Puspitarini and Hanif (2019), learning is a combination of human elements, materials, facilities, equipment, and procedures that affect each other in achieving the objectives of a curriculum. As such, curriculum changes are aimed at eliminating the notion of the teacher being the source of information and the passiveness of learners. The curriculum changes are based on the evidence that learners sit and passively listen to the educator, taking notes and not actively participating in the learning process because of language barriers among other factors. This shows the importance of Home Language, in that, learners could be free to communicate their views using language they understand better.

Education has been impacted and influenced by the changes of time, characterised by all that is happening in society in terms of technological change and innovation (Jaffer-Solomon, 2024). Thus, learning should be an activity that aims to impart knowledge, acquaint learners with certain competencies, and form students' attitudes. As such, the success of learning can be seen from the changes in behaviour and student learning outcomes. Learning activities will run smoothly when students have the motivation to learn (Puspitarini & Hanif, 2019).

Learning and teaching resources in SA have an impact on learners' performance, and this has been a problem faced by educators for a long time. In South African rural schools, teachers still experience a lack of textbooks - the South African Minister of Basic Education initiated a programme of workbooks for Grades 1 to 6 (Makeleni & Sethusha, 2014). This is supplementary to the foundation for learning campaign that was initiated and launched in 2008 to improve reading, writing, speaking, and arithmetic in both the Intermediate Phase and the Senior Phase (Mabuza, 2016). Despite these efforts, most rural schools in SA still experience a lack of textbook supply. Countries such as Ghana, the Philippines, Brazil, and Gynea have shown improvement in learners' performance due to a sufficient supply of textbooks — with textbooks, teaching, and learning resources working well and saving instructional time (Makeleni & Sethushu, 2014). Recently, schools have been innovative in ways of improving numeracy performance. However, little, if not nothing, has been said or done about improving Sepedi Home Language performance. During the teachers' feedback workshops, teachers agree that they are accustomed to theorising and not using learner-centred approaches. They reported that they are interested in teaching concepts and facts (Makeleni & Sethushu, 2014), and this is a result of their acquaintance with the old curriculum.

Dampier (2014) critiques the lack of a clearly defined theory of how language is acquired in the CAPS document, arguing that the pedagogic process of introducing the First Additional Language has not been interrogated thoroughly at a theoretical level, with serious expectations of learners and teachers to achieve proficiency in the First Additional Language by building on their already developed skills in the Home language. Besides, lack of professional experience is another challenge faced by the teachers (Gündoğmuş, 2018). Having a lack of professional experience leads to stress and tension in teaching at elementary school, especially among novice teachers

(Moses & Mohamad, 2019). The Senior Phase curriculum should emphasise the Home Language to improve and empower learners' vocabulary because, according to Leonard (2017), indigenous community members need to be shifted from the perceptions of indigenous languages as ineffective. Many consequences could lead to major drawbacks in students' academic performance if they have a weak foundation in writing, and the learner's attitudes are not an exception (Moses & Mohamad, 2019). In addition, Bester and Conway (2021) state that many parents' denial of their children's barriers to learning poses a challenge to teaching and learning because parents do not provide additional learning support at home and do not communicate with teachers about the learning support that the teachers suggested for their children.

The Senior Phase teachers are also expected to fulfil 7 roles outlined in the Norms and Standards for Educators (DoE, 2000a). The teachers are expected to be:

- Mediators of learning
- Interpreters and designers of learning programmes and materials
- Leaders, administrators, and managers
- Scholars, researchers, and lifelong learners
- Playing a community, citizenship, and pastoral role
- Assessors
- Subject specialists

There are five dimensions to changing a curriculum. Firstly, there is a rate of change, which is found on the rapid-slow continuum. Secondly, there is the scale of change, which is measured on the continuum of great-small. Thirdly, there is the degree of change on the continuum of fundamental-superficial. Fourthly, there is the dimension of continuity on the continuum of revolutionary evolution. Finally, there is the dimension of direction where change can either be linear (on a straight line) or cyclical, thus, going in the fashion of a spring to higher levels of sophistication (Mabuza, 2016).

2.4 DEVELOPMENT OF LEARNING AND TEACHING MATERIALS

The introduction of Curriculum 2005 and Outcome-Based Education (OBE) after democracy in South Africa brought the need for learning support materials because there was less reliance on textbooks in the previous curriculum. Thus, the OBE required a stronger resource-based learning orientation that used a wider range of resources than those used in traditional textbook teaching (Khuzwayo & Mncube, 2017). The multilingual repertoires of African home languages and bilingual Afrikaans-English speakers in South Africa have been investigated comprehensively in the recent past (Coetzee-Van Rooy, 2021)

Learning materials are resources that must be prepared by the teacher before implementing a lesson. The teacher must be able to design learning to achieve the pursued educational goals (Siagian, Saragih & Sinaga, 2019). The participants envisioned challenges with the curriculum as preventing the effective implementation of RTL. Research indicates that the lack of clarity and details in the CAPS curriculum contributes to the ineffective implementation of inclusive education in South Africa (Bester & Conway, 2021).

The foundation for learning campaign was initiated and launched in 2008 to improve reading, writing, speaking and arithmetic in both the Senior Phase and Intermediate Phase (Mabuza, 2016). This was after research revealed that a lack of basic resources such as stationery, work cards, and games posed a challenge to the teachers and negatively impacted the learners (Condy & Blease, 2014). Although this will be discussed later, the above argument relates well with the finding of the current study, whereby it was found that there were no games available in Teacher A's classroom, which meant that the learners were denied the valuable learning opportunity of playing educational games. Learning materials are resources that are needed and used in managing the teaching and learning process and are crucial tools for teachers to conduct learning efficiently and to improve learners' performance (Siagian, Saragih & Sinaga, 2019). It is, therefore, evident that lack of exposure to books and reading materials is another challenge for elementary school pupils' learning of writing. Many learners find it challenging to get enough significant information sources they use in the classroom, one of the sources being the educators (Moses & Mohamad, 2019).

Every language class usually uses some form of technology. Technology has been used to help and improve language learning. It enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners (Ahmadi, 2018). As such, proper learning resources are needed to produce good teaching results. Lack of exposure to books and reading materials is another challenge that impedes elementary school learners' development of writing skills. This is supported by the finding of Moses and Mohamad (2019) that many students find it very challenging to get enough significant sources of information to learn outside the classroom.

Before 2003, the materials were developed about the curriculum in a flexible and adaptable way (Jonker, März & Voogt, 2020). Learning materials are materials that are needed and used in managing the teaching and learning process. They are important tools for teachers to conduct learning efficiently and to improve student learning achievement (Siagian, Saragih & Sinaga, 2019).

Resources are defined as "an organisation, a person or groups of persons, a body of knowledge, skills or dispositions, a site, an instrument, a service or strategy or a means of potential utility for individual or group empowerment" (Baxen & Green, 2014). The materials must be developed according to certain requirements of the South African Department of Education. However, there remains a challenge in South Africa of confusion among Senior Phase educators, as they are still hands-on with the OBE which requires them to be innovative by selecting what to teach and assess each child according to their own pace. Senior Phase teachers, for instance, complain that they face numerous challenges in the interpretation of the new curriculum (Mabuza, 2016). Lack of vocabulary causes the students to face challenges in acquiring writing skills because vocabulary is the fundamental element in constructing sentences (Moses & Mohamad, 2019).

It is easy to obtain different teaching and learning resources which can be used in the teaching process nowadays. Learning materials should be prepared by the teacher before implementing learning. The teacher is expected to be able to design learning to achieve the stated educational goals (Siagian, Saragih & Sinaga, 2019). Nonetheless, learning in Grade 4 often shows long-term poor academic performance

than learners continuing learning in their mother tongues, resulting in more learners with barriers to learning in their classrooms (Makeleni & Sethusha, 2014). One other trait that learners lack is motivation. Motivation can be interpreted as the driving force that arises in the learners that leads to learning activities, ensuring the continuity of the learning process and guiding the learning process so that the learning objectives can be achieved. Motivation to learn is one of the decisive factors in the achievement of learning objectives. Through learning motivation, learners will have the drive to follow the ongoing learning process (Puspitarini & Hanif, 2019).

In July 2013, the National Education Collaboration Trust (NECT) was launched to actively contribute to the transformation of South African education, creating unity among stakeholders to achieve the education targets of the national development plan. It developed and supplied the recommended materials used for teaching consisting of ATPs, textbooks, lesson plans and trackers. The table below shows the weekly activities for Grade 7 Sepedi Home Language:

| Mošupologo | | Labobedi | | Laboraro | | Labone | | Labohlano | |
|-----------------------------------|----|-----------------------------------|----|-----------------------------------|----|-----------------------------------|----|-----------------------------------|----|
| Mešongwana ya bomolomo | 15 | | | Mešongwana ya bomolomo | 15 | | | Mešongwana ya bomolomo | 15 |
| | | Ditumatlhaka | 15 | Ditumatlhaka | 15 | Ditumatlhaka | 15 | Ditumatlhaka | 15 |
| Mongwalo | 15 | Mongwalo | 15 | Mongwalo | 15 | | | | |
| Go bala ka go abelana | 15 | Go bala ka go abelana | 15 | | | Go bala ka go abelana | 15 | Go bala ka go abelana | 15 |
| Go ngwala | 30 | | | Mongwalo | 30 | | | | |
| Go bala ka sehlopha sa go hlahlwa | 30 | Go bala ka sehlopha sa go hlahlwa | 30 | Go bala ka sehlopha sa go hlahlwa | 30 | Go bala ka sehlopha sa go hlahlwa | 30 | Go bala ka sehlopha sa go hlahlwa | 30 |
| 1. 45 | | 1. 15 | | 1. 45 | | 1. 00 | | 1. 15 | |

Table 2.1: Weekly plan for classroom activities

During the workshops, teachers agreed that there was a high turnover of teachers in their schools, and they often wanted to move to urban schools. The learning process carried out in schools is not free from the constraints faced by teachers and students. Some of the obstacles that often arise are the traditional teaching methods employed by teachers and the learning resources that are still limited to the book (Puspitarini & Hanif, 2019).

Principles Underpinning the Curriculum

CAPS is underpinned by principles that are crucial for working towards the aims of the education system. These are, amongst others:

- Social Justice
- Healthy Environment
- Human Rights
- Inclusivity

To clarify these principles in simple terms, *social justice* refers to one's responsibility to care for others for the common good of society. Social justice serves to remind all humanity (government and civil society) that the needs of all individuals and societies should be met within the constraints imposed by the biosphere and that all should have equal opportunity to improve their living conditions. A *healthy environment* is said to include the social, political, economic and biophysical dimensions of all life and life-support systems (air, water and soil). A healthy environment cannot be attained independent of people, their lifestyles and choices, their rights and social justice. *Human rights* and their infringement are grounded in the daily experiences of people within their local environments. They are an inextricable part of our lives – so much so that we often take for granted the protection offered to us. *Inclusivity* deals with several social justice and human rights issues and, at the same time, taps into the rich diversity of our learners and communities for effective and meaningful decision-making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning, which need to be accommodated.

In developing learning programmes, educators and other curriculum developers will need to pay attention to these principles and find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles.

2.5 CHALLENGES FACED BY SENIOR PHASE EDUCATORS IN SA

Literacy teaching and learning in the Senior Phase of rural schools in South Africa experience persistent challenges (Cilliers & Bloch, 2018). It is easy to take necessities such as water, nutrition, supportive family and warm clothes for granted, but the truth is many rural children lack these basic resources, and without them, effective learning

and the development of effective writing skills will continue to be hampered (Du Plessis & Mestry, 2019). Apart from the above factors, if the teacher is unsure, lacks confidence or support in solving the complex challenges, problems become insurmountable, and the learner ultimately becomes the loser (Moodley, 2016).

Teachers of Sepedi Home Language in the Senior Phase have a problem with the way the curriculum is structured as they are required to translate it. Literacy in rural schools is further impeded by the lack of reading materials. Only 7% of schools in South Africa have functional libraries, while most classrooms do not have books available for learners to read. Further, more than half of learners do not have access to books at home (Cilliers & Bloch, 2018). Most of the challenges highlighted by teachers intertwine to affect learning and teaching. However, where challenges are posed by language barriers, teachers and learners find mother tongue vocabulary useful for clearing misunderstandings and learning new concepts (Cekiso, Meyiwa & Mashige, 2019).

The greatest challenge this sector of South African society faces is changing a previously fragmented, inequitable and culturally oppressive system of education into one which will satisfy the requirements of equity, equality, redress and social and cultural empowerment (Baxen & Green, 2014). Thus far, education cannot be distinguished from the past, but we are in a democracy. "Challenges regarding the nature and rationale of the South African education systems (curricula) have been a focal point in the innumerable debates about the content of the curriculum, quality of teachers and how they are currently trained, supervision, assessment, progression, learning and teaching resources and so forth" (Mabuza 2016: pp 107. "The challenges that the government faces are to create a system that will fulfil the vision to open the doors of learning and culture for all" (Baxen & Green, 2014: pp 20-102). In most South African schools, some teachers are not equipped with suitable teaching methods, particularly in learning area content (Dlamini & Mbatha, 2018). Thus, adapting to curriculum change amidst a lack of resources presents many challenges for them.

Teachers are required to reskill themselves to cope with these challenges through professional development programmes (Moodley, 2016). The issue of proper study materials is broad as Saneka & de Witt (2019) add that linguisticism refers to the hegemony of language, the language spoken by the dominant social class. In South

Africa, this tends to be English, possibly left over from the colonial era, where English has become a language seen as holding status and power. Most teachers also believe that learners do well when they are taught in their Home Languages and that they (teachers) need to be well-oriented on how to use textbooks for effective teaching and learning (Makeleni & Sethusha, 2014). In agreement, Bester and Conway (2021) assert that most teachers believe that the CAPS curriculum lacks clarity, hence the misinterpretations and the resultant inconsistencies in the implementation of the curriculum.

As most Senior Phase and Intermediate Phase teachers in Limpopo Province did not receive any form of formal training for the implementation of the National Reading Strategy in their pre-service education, they feel that they were not adequately prepared for this new programme (Maebana, Molotja & Themane, 2022). The study of Maebana, Molotja, and Themane (2022) further revealed that teachers had the following conceptions about the challenges concerning curriculum implementation:

- The curriculum is skewed in structure and design.
- There is a lack of alignment between curriculum and assessment policy.
- There is inadequate training and development of foundation teachers.
- Learning support materials are often unavailable and not sufficiently used in the classrooms.
- There is policy overload and limited transfer of learning into classrooms.
- There are numerous shortages of personnel and resources to implement and support C2005.
- There is inadequate recognition of the curriculum as the core business of Education Departments.
- Language policy, specified in the RNCS was never communicated and never implemented.

The language policy in the South African Schools Act 84 of 1996, Chapter 2 Section 6 (1996b) states that children should learn in their Home Language in the Senior Phase and that they should get a solid foundation in the Language of Learning and Teaching (LOLT). In most cases, English is a subject from Grade 1. Senior-phase teachers in

South Africa have been experiencing rapid curriculum changes influenced by the rapid increase in global knowledge, technology, and skills. Currently, South Africa is reshaping its curriculum to meet the international standards of education (Makeleni & Sethusha, 2014). However, many schools across the country continue to start teaching English in Grade 3 based on C2005 policies, and this leaves children unready for the change to LOLT in Grade 4 (Mabuza, 2016). Teachers are accustomed to a system in which the curriculum is perceived as a set of textbooks to be used. In other words, most teachers do not take the responsibility to structure learning opportunities through the flexible use of learning materials (Baxen & Green, 2014).

In the first term of every academic year, there are workshops that teachers attend to learn what to do for that year, but this is unfruitful for teachers. This suggests that teachers require consistent training throughout the year to implement the curriculum effectively. The recent investigation of curriculum implementation in rural primary schools in the Senior Phase has revealed that teachers experience numerous challenges regarding teaching and learner achievement (Makeleni & Sethusha, 2014). This renders the workshops attended by the Senior Phase teachers “a waste of time” (Moodley, 2016). The lack of support and processes leads to inadequate training which makes teaching difficult for Senior Phase teachers.

There are a lot of issues such as overcrowding of classes in the Senior Phase that hinder the progress of teaching and learning. Regarding the teachers’ opinions on the implementation of IE in the Senior Phase, Mahlo (2017) states that most teachers indicate that large class sizes make it difficult for them to deliver the content and equip learners with the required skills. The implementation of the curriculum becomes difficult as teaching and learning do not take place as planned in overcrowded classrooms (Mahlo, 2017).

In the South African context, there are systemic concerns about attracting and recruiting the best teachers to redress the unequal apartheid legacy confounded by current inequalities in education. Teaching is not considered the most attractive career option (Sayed & McDonald, 2017). For those teachers who are not trained to teach the Senior Phase, an overcrowded class makes it harder for them to reach the teaching and learning targets. Many schools in South Africa are affected by overcrowding, and the findings from Mahlo (2017) revealed that teachers still had

around 40 learners in one classroom - rendering effective learning and teaching difficult and implementing a new policy such as IE highly impractical.

The South African Foundation Phase and Intermediate Phase teachers are faced with the challenge of addressing illiteracy. It was revealed that many teachers have no qualities to teach reading in the Foundation and Intermediate Phases (Maebana, Molotja & Themane, 2022). This results in their inability to manage the components related to learning operationally and efficiently. Components related to the school in improving the quality of learning are teachers, learners, school builders, facilities/infrastructure, and the learning process (Puspitarini & Hanif, 2019). Other studies reveal that the training that teachers receive merely provides background information and guidelines on lesson preparation. Hence, the Senior Phase teachers experience challenges regarding the Language of Learning and Teaching as well as the delivery of content (Makeleni & Sethusha, 2014). This evidence suggests that the problem of unqualified educators in the Senior Phase remains an unaddressed threat to learners' education.

One other overlooked issue in the teaching and learning of the Senior Phase learners is parental involvement. In South Africa, pedagogical barriers to learning can often result in learners being misidentified as experiencing learning disabilities and consequently being incorrectly referred for special education (Bester & Conway, 2021). Thus, for a learners to prosper, their parents should be involved as the stakeholders. Bester and Conway (2021) attest that the lack of parental involvement in learners' education was a major challenge highlighted by participants in their study. The participants indicated that they experience challenges in providing learner support when parents are not involved in their children's education. This is a common problem in most Senior Phase classrooms as it prevents the effective implementation of IE and holds back the diverse needs of learners from being catered for (Mahlo, 2017).

Since most of the parts of South Africa is rural, access to literacy materials is difficult for rural residents because they are distanced from libraries and print stores. In addition, other challenges faced in rural schools include a high number of multigrade classrooms, lack of public transport because of the isolated settings of the schools, attendance problems, and diverse learner backgrounds (Cilliers & Bloch, 2018). So, the translated materials become irrelevant to the contexts of learners given their

diverse backgrounds and predominant exposure to their mother tongues. Mother tongue-based education can only be effectively operational where the basic needs of learners are met. As such, this is an impossible goal to achieve given the current educational circumstances and policy positions on mother tongue education and literature. The lack of instructional materials works against the transmission of content in local languages (Cekiso, Meyiwa & Mashige, 2019). Therefore, there is a need for vocabulary enrichment activities and resources for teachers and learners to gain good spoken and written language skills. As Dakhi and Fitria (2019) put it, nothing can be spoken or written without vocabulary because it is the basis of communication.

Social issues also add to learning barriers, hence the significance of parental involvement. In the study of Mahlo (2017), teachers indicated that they need help to deal with different social problems of learners. Those who find themselves in situations in which they are supposed to intervene in social problems, such as abuse and/or violence, are sometimes unable to assist because they do not know what to do (Mahlo, 2017). Thus, pedagogical barriers to learning can be experienced when, for example, curriculum materials, teaching strategies, and assessment approaches are not adjusted to accommodate learners' diverse needs (Bester & Conway, 2021).

2.6 LANGUAGE OF TEACHING AND LEARNING.

South Africa's history of segregation and the privileging of English and Afrikaans as the only language of teaching and learning beyond primary schooling make the post-apartheid education system complex, especially considering the constitutional commitment to multilingualism in the 11 official languages (Wildsmith-Cromarty & Balfour, 2019). The 9 official South African indigenous languages that are offered as Language of Learning and Teaching (LoLTs) in Grades R to 3 use an alphabetic script. With the belief that language comprises symbols that represent human thoughts and feelings, the meaning and the reality of human thought seem to be only grasped through language (Dakhi & Fitria, 2019). Therefore, the reading approach used in this Framework is informed by research on how decoding is taught in alphabetic scripts. Vocabulary teaching materials are restricted to traditionally printed teaching sources like books, magazines, newspapers, articles, and others. However, in a broader sense, vocabulary material is any tool that can be used to accomplish teaching objectives (Dakhi & Fitria, 2019). According to the National Framework for Teaching Reading in African Languages in the Senior Phase, language is the carrier of its

culture; therefore, it is hard to teach language without teaching culture (Yang & Chen, 2016). In agreement with what is said above, Salie and Moletsane (2021) indicate that language and cultural diversity in the South African context have sometimes constituted barriers to learning. This implies that when teachers use prescribed textbooks to teach language, there should be a resemblance of learners' culture in the delivered content (Yang & Chen, 2016). As such, since language cannot be separated from culture, this also implies that teaching through the mother tongue must be compulsory in the Senior Phase of South Africa to accommodate learners' cultural backgrounds (Stoop, 2017).

The teaching of African languages to non-African language speakers is not without challenges either. Concerning the learning of African languages as FALs, some small-scale studies have been included that focus on learners', parents', and teachers' attitudes towards the offering of an African language (mainly isiZulu) as FAL in independent schools (Wildsmith-Cromarty & Balfour, 2019). During the Senior Phase, children learn to recognise the high frequency of words and read simple texts containing language and thought processes within their experiential frame of reference (Stoop, 2017). Thus, using Home Language teaching and learning resources effectively in this stage can be productive when learners fail to find the meaning of what is being represented by the English resource, more especially if they do not understand it or if they cannot use it independently (Nishanthi, 2020). It is imperative to prioritize the learners' mother tongues in teaching and learning because it provides a better foundation and makes it easy for learners to understand classroom content. The importance of mother-tongue literacy and mother-tongue-based bilingual education should be prioritised to eradicate illiteracy in the mother tongue (Kwon, 2017).

South Africa is facing the challenge of creating a viable nation from a situation of interplay between diverse racial, ethnic, and linguistic forces (Bostock, 2018). The predecessor to the current curriculum (CAPS) was Outcomes-Based Education (OBE), which was based on constructivist principles that encouraged learners to be independent, active, inquisitive, and critical. Teachers were expected to facilitate learners in making decisions, strategising, and initiating learning (Wildsmith-Cromarty & Balfour, 2019). As such, South Africa is a multilingual and multicultural country. The bilingual and multilingual investigation has exposed that there are many cognitive,

social, and affective benefits to being bi- or multilingual. Numerous children in South Africa grow up acquiring more than one language in the home, and for whom the descriptor 'Home Language' is inadequate. These children are also likely to acquire other languages spoken in their communities, particularly in urban environments, or children who have a non-standard variety (or dialect) of the official home language as their home language, particularly in rural communities. This has also caused a distraction in language acquisition.

A major challenge to the translanguaging movement in South Africa is the linguistic diversity of learners in many schools in that not all learners share the same languages, and in many cases, neither do the teachers (Wildsmith-Cromarty & Balfour, 2019). Language proficiency affects how people learn to read and write in a language. This applies equally to HL and FAL learners who, if they possess good oral language proficiency, usually find it easier to learn to read and write for comprehension (provided they have effective teachers and are well-taught). "Comprehension is the ability to process, understand, and make sense of a text and integrate the text's meaning with what the reader already knows. Comprehension is the goal of reading - whatever we read, we need to understand. Many different processes and skills contribute to comprehension, such as language proficiency, vocabulary, general background knowledge, knowledge of different written genres and the way they are structured, and critical thinking skills and strategies" (author(s), year: pp). (Kintsch, 2018). pp 178-203.

Language policy is important because of its key role in developing and maintaining identity, particularly that of emerging generations. The results of a bad language policy can be violence and civil war. Language policy, particularly in education, can be instrumental in building a harmonious nation (Bostock, 2018).

2.7 CULTURE AND DIVERSITY

The danger associated with learning a second language is that the learners' cultural identity is weeded out, putting the learners' cultural identity at risk of being undermined. The relationship between brain development and learning is reciprocal: learning occurs through interdependent neural networks, and at the same time, learning and development involve the continuous shaping and reshaping of neural connections in response to stimuli and demands (National Academies of Sciences, 2018).

Carefully selected cultural material and learning aids can positively influence learners' reading and learning in general (Salie & Moletsane, 2021). The teaching of culture has been listed as one of the five goals in foreign language teaching and learning by the Standards for Foreign Language Learning in the new century. However, the beliefs and attitudes of foreign language instructors toward the teaching of culture at the college level remain unclear (Yang & Chen, 2016).

The National Policy on Education (NPE, 2013) affirmed that the Government recognises the importance of language to promote social interaction, national cohesion, and preservation of culture (Oyeweso, Adeyemo, Tella & Alimi, 2020). South African Senior Phase learners benefit from exposure to diverse cultures in their classrooms because they already have cultural diversity. Despite different operational definitions of culture, most scholars agree that there is a close relationship between culture and language. Thus, it is necessary to ascertain how teachers think about culture before asking them about the approaches, strategies, and technology that they use to teach culture (Yang & Chen, 2016). This should be done in consideration of the fact that South African children are exposed to rich cultural diversity experiences constructed around play and outside the classroom (Salie & Moletsane, 2021).

Instructors who see culture as fact would view the learning of culture as the acquisition of facts and may only conceptualise culture as the teaching of stereotypes, famous events, and hero figures. In contrast, instructors who believe culture is a dynamic rather than a static entity would probably view the teaching of culture as a process of discovery and construction and encourage students to construct their cultural knowledge (Yang & Chen, 2016). As such, given the diverse language environment in South Africa, it is inevitable that some learners attend schools where learning and teaching take place in a language that is not their first language nor accommodates their culture (Mampe, 2016).

Language education is the most important vehicle of people's culture, the most distinctive of all the traits that separate human beings. In other words, it is that tool that differentiates humans from other animals; language forms the basis for translating taught discoveries and an invention to reality from one generation to another. It is the language that defines humanity (Oyeweso, Adeyemo, Tella & Alimi, 2020). Culture in the classroom is something that must be defined as a curriculum. In other words, it

should be in teachers' minds that they should not only introduce the mechanics and format of a language to learners but also the aspects of culture. (Liu, Yang, Zio, & Chen, 2018).

2.8 LANGUAGE LEARNING BARRIERS

The learners' anxiety stems from a desire to avoid making mistakes when answering questions because they feel that their answers are under scrutiny by fellow learners. Therefore, in a multilingual country like South Africa, it is important that learners reach high levels of proficiency in at least two languages and that they communicate in other languages (Milton, du Plessis & van der Heever, 2020). Many South African schools have teachers who teach grades or subjects that they are not qualified for. This is supported by Bester and Conway (2021), who claim that a lack of teaching staff may present a challenge in implementing the components of reading and teaching of language, especially when those seek to accommodate all learners within mainstream classrooms. The unqualified teachers find it hard to jell and teach what is required in the curriculum. Hence, Trudell (2018) claims that the Language of Learning and Teaching (LoLT) poses a significant challenge to teachers across South Africa. Teacher training and development are critical components for the effective implementation of the curriculum, especially in the use of technology for teaching and learning (Venketsamy & Hu, 2022).

The current practice of language teaching and learning is oriented towards comprehending content rather than developing fluency in the English dialogue. Besides, lack of professional experience is another challenge faced by the teachers. Having a lack of professional experience leads to stress and tension in teaching elementary school students, especially among novice teachers (Moses & Mohamad, 2019). They also experienced anxiety when they were asked to read English texts aloud. It could be that the text might have been unfamiliar to them in terms of their culture, and they are trying to master their language of learning (Salie & Moletsane, 2021). In Australia and European countries, there has been an increase in the number of learners with language barriers to learning now being educated in regular schools. Lack of vocabulary has caused the students to face challenges in acquiring writing skills (Moses & Mohamad, 2019).

Regular classrooms have become more diverse, including the proportion of learners with language barriers to learning. Support for these learners is provided through several avenues, and the provisions vary between states and territories (Mampe, 2016). The study of Salie and Moletsane (2021) reveals that learners experienced learning barriers because their mother tongue was IsiXhosa, and their language of instruction was English. Many of these participating learners experienced learning challenges because of their limited exposure to English as a language of instruction and a home environment with poor English literacy materials. Some participants experienced learning barriers not because of lower performance but because of their limited English acquisition due to their lack of English exposure in their homes (Salie & Moletsane, 2021).

In South Africa, language barriers to learning have not been given enough attention. Mampe (2016) maintains that the Language of Learning and Teaching (LOLT) used in different schools can be a barrier to many learners, including learners with language barriers to learning. Mampe (2016) adds that South Africa believes that English is the best language for learning and teaching despite many learners experiencing barriers to learning because of their limited proficiency in English.

2.9 ROLE OF THEORY

Two of the most popular theories on lifespan development include the ethological theory, which emphasises how biology shapes human behaviour, and the ecological theory, which perceives that the environment plays a part in influencing the growth and development of a person (Bronfenbrenner, 1979). This study used the ecological perspective of Bronfenbrenner because “it explains the direct and indirect influences on a child’s life by referring to the various levels of environment or context that can influence a person’s development” (Landsberg, Kruger & Nel, 2005:10). The ecological theory was formulated by Urie Bronfenbrenner, who theorised five environmental factors that influence the growth and development of a person. The ecological systems theory perceives lifespan development in the domain of a system of relationships that constitutes one’s environment.

The theory has been perceived relevant to the current study under investigation as “it looks at a child’s development within the context of the system of relationships that

form his or her environment” (Landsberg et al., 2005:11). The interaction between factors in the child’s maturing biology, his immediate family/community environment and the societal landscape fuels and steers his development. “To study a child’s development, we must look not only at the child and his or her immediate environment but also at the interaction of the larger environment” (Paquette & Ryan, 2001:1). The five environmental factors that Urie Bronfenbrenner highlighted in the ecological systems theory that affect lifespan development are the: microsystem, mesosystem, macrosystem, exosystem, and chronosystem (Bronfenbrenner, 1979). According to Bronfenbrenner’s theory, each of the complex layers affects one’s lifespan development.

Penn (2005) perceives the mesosystem as the interactions existing between the microsystems and could comprise school-related experiences at home and home-related experiences at school. Just like the microsystem, the person does not only observe things that happen but also plays a significant role in the creation of their experiences. The perspectives relating to the notion of the mesosystem have been unchanged and have not been changed since its original definition by Bronfenbrenner. According to Bronfenbrenner (1979), the mesosystem encompasses the processes and linkages that occur in one setting within which the developing individual exists; examples include the relations between schools and home, and workplace and school. According to Berk (2000), the mesosystem is a system of microsystems. On the other hand, Paquette and Ryan (2001) assert that the mesosystem generates the connections between the various microsystems of the developing individual. Furthermore, Penn (2005) states that the mesosystem comprises relationships that exist between the microsystems of a child and a young person. The most important relations include the relation between school and home, kindergarten and home, and child clinic and home. It is imperative to assess if the factors that influence socialisation have diverging or converging directions, which entails assessing whether the various microsystems support each other or the individual views them as classes.

The Exosystem

Paquette and Ryan (2001) perceive the exosystem as a system whereby the developing individual plays no significant role in the construction of their own experiences; however, these experiences impose a direct effect on the microsystems

that the person is part of. For instance, when a person loses his job, the job loss has a direct effect on the financial state of the family, which could, in turn, affect the daily lifestyle and domestic stress levels. According to Bronfenbrenner (1979), the exosystem comprises the processes and linkages occurring between at least two settings, one of which does not typically contain the developing individual, but the events in it affect the processes taking place in other immediate settings that do not contain the individual.

The Macrosystem

The macrosystem is the outermost level of the ecological systems theory and comprises cultural values, resources, laws, and customs. How the macrosystem prioritises the needs of the developing individual usually has an impact on the support that the developing person receives at the inner environment levels. Penn (2005) asserts that society and culture have a significant influence on the macrosystem.

The Chronosystem

Bronfenbrenner's ecological systems theory maintains that the environment is not static and does not affect people uniformly. Rather, it is dynamic and ever-changing. Every time the developing person adds or relents some of their roles in their setting, the entities in the microsystems tend to change (Sven, 2007). The contextual shifts, sometimes referred to as ecological transitions, play an instrumental role during lifespan development; examples include starting education, working, retiring, and becoming a parent.

The Microsystem

The microsystem encompasses the environment where the person lives and this system comprises family members, neighbourhoods, religious communities, peers, and other entities that the person interacts with directly regularly. The individual usually encounters the microsystem in most instances involving social interactions. In the microsystem, the individual does not only observe things happen but also plays an instrumental role in the creation and construction of the experiences that they are likely to have. Bronfenbrenner defined the microsystem as "a pattern of interpersonal relationships, roles, and activities that a developing individual experiences in a

particular face-to-face situation with specific material and physical entities including other people having unique belief systems, temperament, and personality traits” (Bronfenbrenner, 1979: pp, 170). Individuals choose, recognize, and generate their own experiences and settings, although some are imposed externally. As such, how they respond to these ecological transitions depends on various factors such as their intellectual and physical capabilities, age, personality, and environmental opportunities (Underdown, 2006).

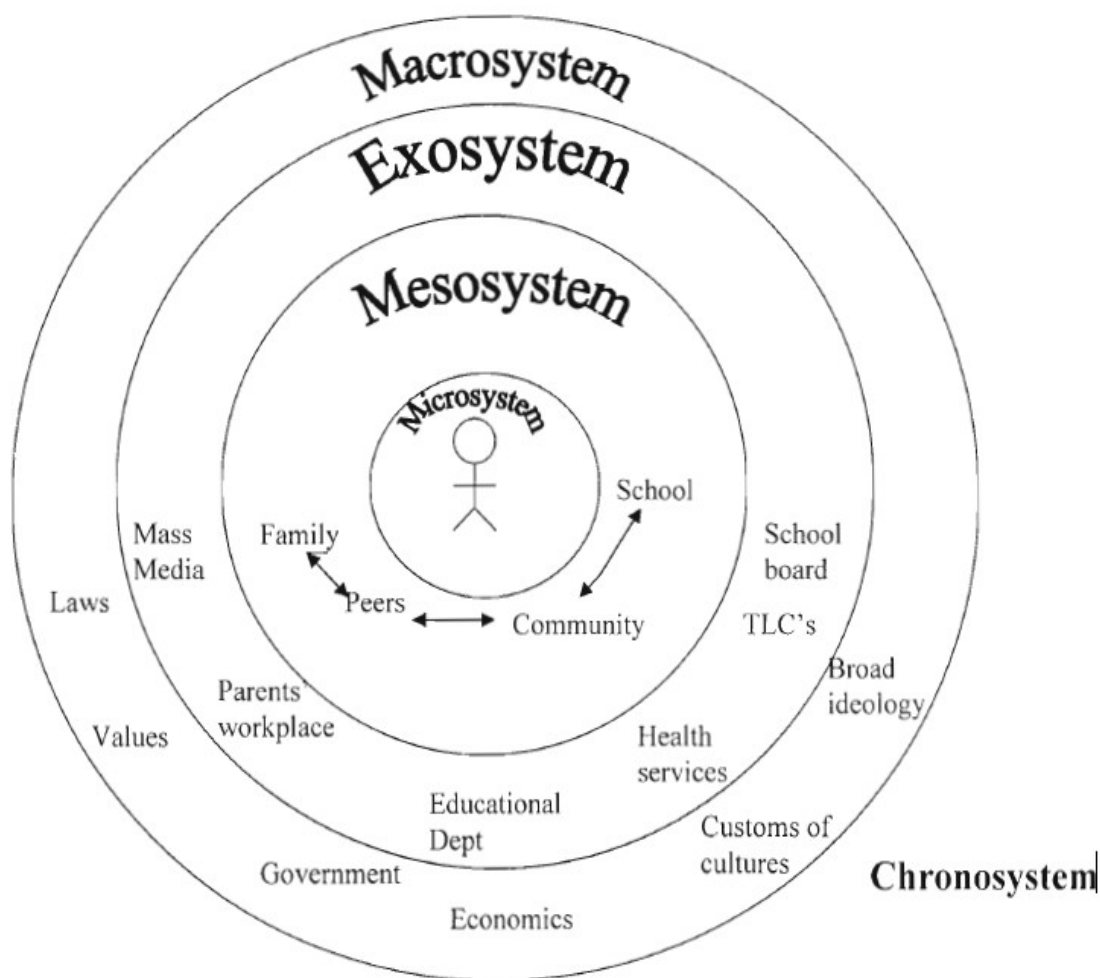


Fig.2.1: Bronfenbrenner's theory on contextualised child development (Pettigrew & Akhurst, 2002)

The theory explained above guided the researcher to explore the impact of teaching and learning materials on educators when developing methods and strategies for teaching Sepedi Home Language in the Senior Phase. It also helped the researcher

to examine the ability of teachers to create a conducive learning environment for learners to effectively learn the language.

2.10 CONCLUSION

Department of Education and the curriculum designers and developers work together to reach shared educational goals by giving support to teachers regarding curriculum implementation. In this case, the materials prescribed for the teachers should be relevant, have clear indications of what is expected of them, and be in line with the policies prescribed for the implementation of the curriculum. The curriculum documents offered to Sepedi Senior Phase educators are transcribed in English and teachers are required to translate them into Sepedi. This takes away the prospect for educators to be acquainted if the materials do not appreciate the culture of the learners they are prescribed for. Therefore, they are not standardized following the curriculum needs for Sepedi HL teaching.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. (Patel & Patel, 2019). To find the relevance of the teaching and learning materials at the Senior Phase, research needs to be conducted. For one to have a clear understanding and findings without altercations. Patel & Patel (2019) explain to add that Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigms, theoretical models, phases, and quantitative or qualitative techniques.

Research methodology is the systematic and scientific approach used to conduct research, investigate problems, and gather data for a specific purpose. It involves the techniques and procedures used to identify, collect, analyse, and interpret data to answer research questions or solve research problems (Muhammad, 2024). It is added by Patel & Patel (2019). That research methodology is a way to solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. And that Research Methodology aims to describe and analyze methods, throw light on their limitations and resources, clarify their limitations and resources, clarify their presuppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge.

Research methodology also indicates the logic of development of the process used to generate theory, that is, the procedural framework writing that the researcher has conducted (Haradhan, 2018). Patel & Patel (2019) explain the aim and objective of research methodology as to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth that is hidden and has not been discovered as yet. Though each research study has its specific

purpose, we may think of research objectives as falling into a number of following broad groupings:

Objectives and aims of research.

- | |
|---|
| 1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies). |
| 2. To portray accurately the characteristics of a particular individual, situation, or group (studies with this object in view are known as descriptive research studies). |
| 3. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies). |
| 4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies). |

There are different types of research that one will need to follow as one conducts research. Research can be classified based on time, purpose, settings, place, and technique. Some researchers have similarities, and some have little variations. But all the types of research have their significance. As outlined by Patel & Patel (2019)

1. Basic Research.

It is done to overpower the unknown facts. It is concerned with the generalizations and also with the formulation of new theory. Basic research may not produce solutions or results to the present problem, but it contributes something to the scientific knowledge. Though its work may have zero importance, it may become useful in the future.

2. Applied Research

It is also called practical research or need-based research. The main intention is to find solutions to the current problems being faced by an institution, society, business, or government office. Research to identify social, political, and economic changes, which have adverse effects in different sectors, are examples of applied research. This type of research is mainly carried on with secondary data.

3. Empirical Research

It is often referred to as experimental research. In this primary data is collected, analysed, interpretation is done and subjected to hypothesis testing. The researcher should develop his experimental designs and should provide a working hypothesis before the commencement of his research for good output.

4. Qualitative Research

As the name itself suggests, this research is concerned with the qualitative process. It generally works with the study of human behaviour. Through this research, one can find the body language, attitude, opinions, feelings, etc. from the opposite person through observation. It is mainly helpful for Psychiatrists and interviewers. Many techniques are being used like word association test, sentence completion, drawing pictures, Thematic Apperception Test. It is needed in times where quantitative research does not work. Hence, it is also called Motivation Research.

There are different definitions for qualitative research. In general, these methods aim to address societies' scientific and practical issues and involve naturalistic and interpretative approaches to different subject matters. These methods utilize various empirical materials such as case studies, life experiences, and stories that show the routines and problems that individuals are struggling with in their lives through focusing on their in-depth meaning and motivations, which cannot be defined by numbers. Taherdoost (2022).

Qualitative research discusses two general criteria including:

- The way to do things
- The outcome of tasks

Qualitative research aims to collect primary, first-hand, textual data and analyze it using specific interpretive methods. It is a useful method in studying a phenomenon with limited accessible information as its nature is exploratory. Thus, the qualitative approach can discover new insights, ideas and generate new theories. It often concentrates on findings of the events in a particular context in a specific time without considering the consequences and results that may happen in the future or other contexts to generalize the results of the study.

Types of qualitative research approaches

1. Narrative

This strategy considers the narrative or stories of individuals about themselves or a series of events. The narrative strategy focuses on discovering the stories sequentially by emphasizing the characters. It simply analyses people's lives based on their stories. People can explore two general questions about themselves:

- Who are they?
- How do their lives change over time?

Therefore, life experiences are used as data in this type. Taherdoost (2022).

2. Phenomenological

This strategy employs individuals' viewpoints to perceive an experience and applies inward apprehension and consciousness as well as the outward appearance of the experiences by utilizing different tools such as memory, meaning, and image and emphasizes the consciousness intentionality. The phenomenological strategy aims to answer research questions using the individual's understanding of events by reliance on one to two hours of interview. These interviews that use an appropriate format of questions result in gaining the meaning of the events and experiences. Taherdoost (2022).

3. Grounded Theory

Obtaining abstract theories is the result of utilizing a grounded theory approach. These theories are derived from processes, participants' actions, and interactions which are stemmed from their viewpoint. The word grounded, in this approach, stems from the driven data that are collected from the research field, not from the literature to develop theories ^[1]. These methods are used widely in social sciences to study the disciplines in sociology as they investigate both actions and interactions.

This method is also phenomenological and aims to understand the individuals' viewpoints regarding the experiences without considering that it is derived from a verifiable reality. However, this method goes beyond this description as it uses these discoveries to develop theories. Therefore, it is mainly focused on emergence. That is

to say, the study starts without any initial understanding and ends with the emergence of concepts from the collected data.

Methods of collecting data in this approach can be from on-site observations and interviews to historical reviews of tapes and records. Literature reviews can also be a good contribution in addition to the other data collection methods. Researchers use a set of standard formats, including three coding processes (open, axial, and selective coding), and then develop their theories. In the final step, they explain five aspects in their reports as the following

- Research question description.
- Literature review.
- Methodology description.
- Explanation of the theory derived from the analysis of the data;
- A discussion about the implications. Taherdoost (2022).

4. Ethnography

Prolong observations are used in this approach to achieve the description and interpretation of the cultural-sharing groups. Ethnography considers both processes and products and instead of focusing on the way that data is gathered, wears the lens of data interpretation. Therefore, it recreates the behaviors, attitudes, knowledge, activities, etc., of a group of individuals to the readers. The main difference between case studies and narrative inquiries is focusing on the cultural parameters of the groups instead of single individuals. Taherdoost (2022).

This approach has anthropological backgrounds and different cultural parameters, such as religious, geographical, social, etc., that can be considered in these approaches. Different data collection methods can be utilized in the ethnography approach as the following:

- Interviews: Both formal and informal types are often conducted on different occasions.
- Observation: Both participant and non-participant types.

5. Case Studies

The focus of case studies is to gain an in-depth exploration of people, processes, events, and programs. This methodological approach can be applied in different fields ranging from political to medical research. The structure of a case study stems from the issues, contexts, problems, and even the learning lessons from the events. These achieved patterns or lessons learned can be associated with specific theories. Researchers apply multiple data collection methods in this approach. For this purpose, the combination of direct observations, archival documents, artifacts, different visual or audio sources, and interviews can be applied. However, it is important to regard the necessity of employing on-site collection methods which provide a direct interacting opportunity for researchers. Taherdoost (2022).

6. Content Analysis

In the body of materials, content analyses use a detailed examination of the contents systematically to gain patterns, biases, or themes. These materials are different forms of individuals' communications, such as books, movies, newspapers, etc. [12,14]. It is also a suitable method for analyzing open-ended questions [11]. By reviewing these forms, researchers achieve specific characteristics from their content. This method is a high-objective approach encompassed in a two-step data collection process:

- Putting the mentioned qualities in the specific frequency tables.
- Conducting statistical approaches to quantify the results [12].

Therefore, content analysis stems from quantitative methods, and it is mainly focused on gaining frequency and counting patterns [11]. The report adopted from these approaches covers five main sections, including material descriptions, under-study qualities, methodology description, frequency tables from statistical analysis, conclusion section, which includes patterns, biases, and themes derived from the gathered data. Taherdoost (2022).

7. Quantitative Research

This research is mainly concerned with the measurement of the phenomenon in terms of quantity. Many times a debate is conducted between qualitative and quantitative terms. An example for quantitative research is carrying out senses for collecting

population, social, and economic statistics of a particular area. They are subjected to statistical analysis. It relies mainly on primary data like the survey method and questionnaire method. However, one can observe the interdependence between one another.

Quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them. This method employs both empirical statements, as descriptive statements about the meaning of the cases in real words not about the ought of the cases, and methods. It also applies the empirical evaluations intending to determine to which degree a norm or standard is fulfilled in a particular policy or program. Finally, the collected numerical data is analyzed using mathematical methods.

Besides, both qualitative and quantitative research approaches are designed to describe a topic; however, the last part of the definition is the difference, which concentrates on different types of analysis methods, which is mathematical using statistics in quantitative research. Gathering all these points together, quantitative research aims to define a particular phenomenon by collecting numerical data to address specific questions such as how many and what percentage in different fields including education, psychology, physics, biology, natural sciences, etc.

Furthermore, non-numerical information can also be collected in numerical forms using specifically designed instruments. These methods enable collecting quantitative data even from subjects which are about beliefs and attitudes. In other words, quantitative methods are the ways of determining social reality and employing specific questions to achieve numerical data for these specific purposes ^[2]. Different types of quantitative methods are discussed in the next section (Taherdoost, 2022).

Types of qualitative research approach

This section provides different quantitative research approaches as well as the methods of data collection and data analysis in this research method. The quantitative methods are designed to address rational questions which are shaped considering the variables of the study. The main aim is to achieve explanations and predictions that can be generalized to other people, events, and places. This process is initiated by stating the problem and involving the specific hypothesis according to the aim of the study. In the data collection procedure, instruments are used that are designed

predetermined to gather quantitative data. There are different strategies to use in the data collection section such as conducting surveys and experimental methods. The important point to consider is that the instruments need to be structured and validated to provide a precise measurement possibility to gain reliable quantitative data [15].

Then, the gathered data should be analyzed statistically using different quantitative analysis techniques such as descriptive analysis, explanatory analysis, and inferential types. The data analysis process, generally, aims to achieve statistical relationships between the variables. Hypotheses and theories can be tested using the findings of the study. Consequently, the findings of the research should be described and interpreted. The final reports are statistical, and they include the results' significance and a comparison between the meanings. More specifically, the common main steps for experimental methods include:

- 1) Identifying the participants and variables
- 2) Identifying the materials and instruments
- 3) Illustrating the design of the research using figures and appropriate notions

The steps of the process are followed by a validity step, which aims to determine the validity of the constructs and statistics. This process aims to identify possible threats to the validity, which can be as the following:

- Internal validity threats stem from experimental processes, behaviors, or experiences of individuals that can threaten the establishment of correct inferences from gathered data.
- External validity threats can happen when the researcher finds inferences that are not correct from the sample data to other individuals, other situations, other places, etc., or simply generalizes beyond the participants of the experiment

In surveys, the main stages you need to consider are:

1. Discuss main subjects such as the purpose of your study, population, sampling method and size, design survey instruments and their important items, correlations between variables, research questions, etc.
2. Analysing data;

3. Interpreting results.

- Survey Research

According to a dictionary named Merriam-Webster, survey is derived from “surveer” (Angola-French Word) and means “to look over”; it is the act of collecting data about a group or an area by questioning people. This method is one of the most frequently used qualitative approaches. This approach aims to measure the qualities of a specific target population considering a part of that population named sample by using a designed instruction recognized as a questionnaire and adopting statistical methods. This method can study an individual’s attitudes, beliefs, etc., using an appropriate sampling method. The data are gathered from the sample, and then the result is generalized to the target population. Thus, this section of the population represents the beliefs, viewpoints, and opinions of the whole population. The most important aspects in surveys are gaining a suitable:

- Sampling process.
- Questionnaire design.
- Administration of the questionnaire.
- Data analysis process.

2. Descriptive Research

This approach is a basic method to explain events and situations exactly during their current status. By providing systematic research about phenomena, it aims to either explore the correlation between the phenomena using observations or define their attitudes. They are as the name indicates; this research directly deals with description. It includes different data collection methods like survey methods and fact-finding techniques. The main characteristic in this research is that the researcher does not have control over the variables. He should describe what has happened and what is happening. Most Ex post facto projects use descriptive research.

This chapter discusses the research design, strategy, and methodology and spells out the data collection instruments used in this study. The chapter concludes by presenting data analysis techniques and summarising the issues related to research validity and reliability.

3. Experimental Research

The treatment of an intervention can be investigated through an experimental research approach to achieve the result of the treatment on the under-study group. These approaches include three types of designs:

- Pre-experimental design: a non-random selected control group or an independent variable that does not vary
- True experimental design: high control possibility on the system and highly valid results

Quasi-experimental design: limited and low control, low validity, and not randomly selected samples.

4. Correlational Research

Correlational strategies as the exploratory methods aim to measure two general aspects regarding the relationships between two or more variables in the sample or the whole population:

- Whether the connections exist or not;
- The degrees of the existent relationships.

A specific coefficient recognized as a correlation coefficient with values ranging from +1.00 to –1.00 is employed to determine and examine the extent of relationships. The values closer to the maximum and minimum have demonstrated relationships and strong correlations. The negative values show the inverse relationship between the variables as one goes up, the other goes down.

5. Causal-comparative Research

This method examines the cause-effect relationships by determining how the independent variables can overshadow the dependent ones. Therefore, this helps researchers to discover the interaction of independent variables between themselves and their impact on dependent variables.

This method is also known as “Ex post facto” which means “from after the fact,” as the researcher aims to study the problems using the variables which are in retrospect. The dependent variables are immediately observable, and the important point is to discover the antecedents that lead to the consequence. There are two types of casual-comparative approaches:

First, the retrospective type concentrates on determining whether a variable has prejudiced another.

8. Mixed-methods approach

Mixed-methods methods simply employ a combination of both qualitative and quantitative approaches based on the purpose of the study and the nature of the research question aiming to provide a better understanding of the subject. However, the focus can be on both methods equally or on one of the methods considering the selected integration process.

Utilizing the integration of both methods can help researchers to address complex research circumstances in different research fields such as social and health research. As these methods cover the advantages of both qualitative and quantitative methods, they can be useful in case that employing one of the approaches is not adequate in a study. Nowadays, in an interdisciplinary research atmosphere, a team of researchers with different methodological choices and interests can also benefit from utilizing mixed methods.

Nowadays, mixed methods are utilized in different fields and disciplines ranging from psychology to health and education. However, it is not required to necessarily be recognized as mixed-method and can remain unknown. Therefore, researchers can promote the gained benefits of the applications of the mixed methods if they utilize them with a maximised extent to which they can employ these methods (Taherdoost, 2022).

3.2 RESEARCH PARADIGM

The research paradigm refers to the theoretical or philosophical ground for the research work (Khatri, 2020). This study applied the phenomenological paradigm because it deals with an issue that involves people across the country.

Phenomenology requires the researcher to describe elaborately or thickly the lived experiences of the participants by using their own words, referred to as voice in the text. In the phenomenology framework, the researcher is interested in the participants' interpretations and descriptions (Muzari, Shava & Shonhiwa, 2022). The current researcher dealt with experienced Sepedi Home Language educators in the Senior Phase and the Departmental Heads who experienced problems concerning teaching and learning materials. According to Maepa (2016), what the investigator perceives is not reality but the interpreted reality. Furthermore, phenomenological researchers aim to let the phenomenon speak for itself (Maepa,2016). In this study, the researcher spent four years with the Senior Phase teachers to establish teachers' ability to implement the new Sepedi HL curriculum. The reason the phenomenological research design was chosen is that the researcher sought to study the phenomenon of "curriculum" and its implementation. The researcher spent most of her time with Sepedi HL Senior Phase educators to determine how they implement the curriculum.

3.3 RESEARCH DESIGN

Research design is used to plan all processes that need to be undertaken to proceed with a study (Wati Wau, 2022). Qualitative research designs can be seen as rough sketch to be filled in by the researchers as the study proceeds (Sarfo, Debrah, Gbordzo, Afful & Obeng, 2021). A case study design was adopted as the method of inquiry in this study. According to Leko, Cook, and Cook (2021), a case study is an in-depth examination of an individual, group, event, or phenomenon to identify its unique aspect. It is strongly associated with qualitative research (Maruster & Gijzenberg, 2013). The case study design is a written description of a problem or a situation and it presents small group problems or focuses on a particular issue. A case study is preferred when a researcher has little control over events (Casteel & Bridier, 2021). It provides relevant knowledge about a complex phenomenon within its real-life context. Therefore, the rationale behind the choice of the case study design in this study was that it would help to explore the problem of LTSM implementation by the Senior Phase teachers in the Tubatse Circuit at Sekhukhune District. A case study design also enabled the researcher to identify and evaluate the factors that contributed to the failure of the department to supply the relevant and adequate learning and teaching materials in the investigated school.

3.4 RESEARCH APPROACH

We will now look at three approaches to educational research: 1) Positivism 2) Interpretivism 3) Critical theory. This is essential because, as consumers of research, we have to be able to look deeper into claims made by researchers who adhere to different research paradigms. As guided in (Rehman & Alharthi, 2016).

3.4.1 Positivism

The term positivism refers to a branch of philosophy that rose to prominence during the early nineteenth century because of the works of the French philosopher Auguste Comte (Richards, 2003, p. 37). Positivism assumes that reality exists independently of humans. It is not mediated by our senses, and it is governed by immutable laws. The ontological position of positivists is that of realism. Positivists strive to understand the social world like the natural world. In nature, there is a cause-effect relationship between phenomena, and once established, they can be predicted with certainty in the future. For positivists, the same applies to the social world. Because reality is context-free, different researchers working in different times and places will converge to the same conclusions about a given phenomenon. The epistemological position of positivists is that of objectivism. Researchers come in as objective observers to study phenomena that exist independently of them, and they do not affect or disturb what is being observed. (Rehman & Alharthi, 2016).

Positivist methodology relies heavily on experimentation. Hypotheses are put forward in propositional or question form about the causal relation between phenomena. Empirical evidence is gathered; the mass of empirical evidence is then analysed and formulated in the form of a theory that explains the effect of the independent variable on the dependent variable. The approach to analyzing data is deductive; first, a hypothesis is proposed, and then it is either confirmed or rejected depending on the results of statistical analysis. The purpose is to measure, control, predict, construct laws, and ascribe causality. (Rehman & Alharthi, 2016). To make sure no other variables caused the effect, positivist researchers try to control extraneous variables, with two or more groups being subjected to the same conditions with the only difference being the independent variable. Establishing a causal relation between phenomena without any interference from extraneous variables means the experiment

has internal validity. However, that still leaves open to discuss the question of external validity. The more rigorous the attempts of a researcher to control extraneous variables, the more effect it has on generalisability. If the amount of control has created an environment that is nearly impossible to find in a real-world situation, the results of the experiment could be meaningless.

The use of quantification to represent and analyze features of social reality is consistent with positivist epistemology. Because this epistemology assumes that features of social reality have a constancy across time and settings, a particular feature can be isolated and it can be conceptualized as a variable, that is, as an entity that can take on different values. The attractiveness of an approach seeking the precision, exactitude and power of prediction promised by the natural sciences is understandable. The human sciences can be messy, people unpredictable and factors leading to events hard to unravel. Positivism attempts to overcome this messiness by seeking rules and laws with which to render the social world understandable. (Rehman & Alharthi, 2016).

3.1.2 interpretivism

Interpretivism is a “response to the over-dominance of positivism”. Interpretivism rejects the notion that a single, verifiable reality exists independent of our senses.

Interpretive ontology is anti-foundationalist. It refuses “to adopt any permanent, unvarying (or foundational) standards by which truth can be universally known.” Instead, interpretivists believe in socially constructed multiple realities. Truth and reality are created, not discovered. It is not possible to know reality because it is always mediated by our senses. Interpretive epistemology is subjective. External reality cannot be directly accessible to observers without being contaminated by their worldviews, concepts, backgrounds, etc. As Flick states, “Perception is seen not as a passive-receptive process of representation but as an active constructive process of production”. Individuals interact with other individuals and society and ascribe meaning and names to different social phenomena. (Rehman & Alharthi, 2016).

Interpretive methodology requires that social phenomena be understood “through the eyes of the participants rather than the researcher”. The goal of the interpretive paradigm is to understand social phenomena in their context. Interpretivists collect qualitative data from participants over an extended period, as in ethnography and case

studies. The approach to analyzing data thus generated is inductive, i.e. the researcher tries to discover patterns in the data which are collapsed under broad themes to understand a phenomenon and generate theory. This is the opposite of the deductive approach, in which researchers start by identifying patterns and themes before starting the data collection process; once data is collected, researchers would search through the data for words, statements, and events that are instances of the pre-identified patterns and themes. Interpretivists use the inductive approach instead of the deductive approach because “they tend to see theory as deriving from data collection and not as the driving force of research”. Data is mostly verbal instead of statistical, and it is usually audio/video recorded to “preserve the events in a fairly authentic manner for subsequent data analysis”. (Rehman & Alharthi, 2016).

The interpretive paradigm has been criticized for, among other things, being “soft”, incapable of yielding theories that could be generalized to larger populations, and the involvement of the researcher with participants, which leads to a lack of objectivity (Grix, 2004). Richards (2003) disagrees and states that qualitative inquiry is not “soft... it demands rigour, precision, systematicity, and careful attention to detail” (p.6). Although positivist research has its merits, there are social phenomena that could be best investigated under the interpretive paradigm. Surveys, closed-ended questionnaires, and lists of numbers alone are sometimes not the best option because “they are not designed to explore the complexities and conundrums of the immensely complicated social world that we inhabit.”. (Rehman & Alharthi, 2016).

3.1.3 Critical theory

Critical theory originates from the works of a group of twentieth-century authors that affiliated with the Institute of Social Research at the University of Frankfurt, hence the name ‘the Frankfurt School. They include Herbert Marcuse, Theodor Adorno, Max Horkheimer, Erich Fromm and later Jürgen Habermas. The ontological position of critical theorists is that of historical realism. It is assumed that a reality exists, but it has been shaped by cultural, political, ethnic, gender, and religious factors that interact with each other to create a social system. Epistemologically, critical theory is subjective in that it assumes that no object can be researched without being affected by the researcher. Critical educational researchers try to be self-conscious of their epistemological presuppositions and communicate them clearly when entering into an

investigation so “no one is confused concerning the epistemological and political baggage they bring with them to the research site”. (Rehman & Alharthi, 2016).

The aim of critical educational research is not merely to explain or understand society but to change it (Patton, 2002). It is critical of both interpretive and positivist approaches to research because they are regarded to be “enmeshed in dominant ideology... neither has an interest in changing the world, and neither has an emancipatory goal” (Scott & Usher, 2000, p. 35). Instead of generating knowledge of the social world as it exists and perpetuating the status quo (Kincheloe, 2008), critical researchers endeavor to bring to light the beliefs and actions that limit human freedom to transform the situation. The task of critical educational researchers is to confront those in positions of power and expose the oppressive structures that subjugate people and create inequality. According to Rehman & Alharthi, 2016).

Critical methodology is dialogic and dialectical (Guba & Lincoln, 1994); it requires the investigator to engage the subjects in dialogue to bring about a change in their outlook on social systems that keep them deprived of intellectual and social needs. To prevent the possibility of the participants being marginalized, researchers use a collaborative approach and engage the subjects in formulating questions, data collection and analysis, etc. The transformation of social systems that are built on injustice and discrimination could be achieved by the methodologies employed by critical educational researchers: critical ethnography, critical discourse analysis, action research, ideology critique, etc. Critical ethnography is aimed at probing and criticising assumptions about race, culture, gender, economy, politics, etc., to change awareness. In critical discourse analysis, analysts set out to study how the powerful use language to maintain their authority. According to Rehman & Alharthi, 2016).

The research approach is a planned procedure that consists of the steps of broad assumptions to detail methods of data collection, analysis, and interpretation (Chetty, 2016). There are a few research approaches, i.e., quantitative approach, which involves the collection and analysis of numerical data using statistical methods; qualitative research, which involves the collection and analysis of non-numerical data such as words, images, and observation; and the mixed method, which combines both qualitative and quantitative research (Mohammad, 2024). The current study followed a qualitative approach, which, according to Jensen (2013), refers to the interpretation

of data in the form of differences of opinions and facts. The qualitative research approach 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). A qualitative research approach was used to interpret information provided by the target population to answer the research questions. It was used to explore the impact of curriculum on teaching the Sepedi Home Language in the Senior Phase. Consequently, this was used to interpret and analyse the information collected from the study area in words. The given explanation qualifies the study followed an interpretive paradigm, whereby the researcher interpreted the information that was gathered from the teachers, HODs, and curriculum designers as the participants of the investigation to get the rich data on the matter investigated.

3.5 RESEARCH THEORY

This study adopted Bronfenbrenner's theory of 1977. The theory looks at a person's development within the context of the system of relationships that form their environment. It also identifies different levels of a social system that influence understanding by describing how these interact in the process of a child's development (Ntlhari, 2015). He introduced a model with four interacting systems that generate a balance for a child to function effectively. These are ecological systems that describe the interdependence between organisms and their physical environment and the balance they create through interrelated social interactions, relationships, and influences among the systems. The theory recognises the significance of families and the efforts of the school in the development of children. Five aspects should be in place: a child's emotional, physical, intellectual, and social needs and mutual interaction with a caring adult. According to Ntlhari (2015), all systems need to be considered when implementing teaching strategies that advance inclusive education due to the influence that every system has on each unique individual learner.

The theory explained above guided the researcher to explore the impacts of teaching and learning materials on educators when developing methods and strategies for teaching Sepedi Home Language in the Senior Phase classrooms. The theory also helped in investigating whether teachers can create a learning environment that is conducive for language learners to learn effectively.

3.6 POPULATION AND SAMPLING

3.6.1 Research Population

A population can be defined as all people or items that one wishes to understand, while sampling is the process of selecting a segment of the population for investigation (Casteel & Bridier, 2021). In the context of Social Sciences research, the word 'population' refers to the population from which a sample of participants shall be drawn (Denscombe, 2014; Punch, 2014). The population of this study was three (18) primary schools in Tubatse Circuit in the Sekhukhune East District of Limpopo Province. The total number of teachers in the Tubatse Circuit was 430 during this study.

3.6.2 Research Sample

Sampling is a process of selecting units from the entire population to measure the characteristics, beliefs, and attitudes of the people. A sampling survey involves a structured questionnaire to evaluate people's beliefs and attitudes. Samples are selected from the total group (Casteel & Bridier, 2021).

The study followed the simple random sampling method, which is defined by Casteel and Bridier (2021) as a sampling process in which each unit of the population has an equal probability of inclusion in the sample. The researcher sampled three (3) primary schools. Within the sampled schools, the participants were three (3) Senior Phase teachers per school, one (1) Senior Phase Departmental Head per school, and one (1) Sepedi subject specialist within Tubatse Circuit. Therefore, the study sampled a total number of 13 participants. The reason for the selection of the participants is that they were engaged with Senior Phase learners in different ways. For instance, the teachers' role was to implement the curriculum in classrooms, the HODs' role was to oversee the implementation in the schools, and the subject specialist's role was to monitor the overall implementation in all schools.

3.6.3 Sample Size

The study sampled 9 participants from the population of teachers within the Limpopo Department of Basic Education. This sample size was adequate because this study is qualitative and requires an in-depth analysis of the phenomenon being studied on a

small scale. Hence, the researcher asked open-ended questions intending to enrich the field data and research results.

3.7 DATA COLLECTION

Data collection is a process of capturing facts and information based on the characteristics and the nature of the research problem (Ignatow & Mihalcea, 2017). In addition, Creswell (2016) states that data collection steps involve setting boundaries for the study, collecting information through interviews and documents, and establishing the protocol for recording the information. Data collection is a fundamental phase in any research process, playing a critical role in determining the success of a study. It involves gathering information that will be analyzed to answer research questions, test hypotheses, and ultimately achieve the research objectives. The quality of the data collected directly influences the validity and reliability of the research findings, making it essential to choose appropriate data collection methods. Karunarathna, Gunasena, Hapuarachchi&Gunathilake, (2024).

TYPES OF DATA

1. Qualitative

Qualitative data encompasses non-numerical information that cannot be quantified but represented through words, descriptions, and observations. This type of data answers "how" and "why" questions, focusing on understanding phenomena related to feelings, perceptions, predispositions towards individuals, phenomena, or objects. Quantitative methods employ structured data collection techniques, often relying on random sampling to ensure that the findings can be generalized to larger populations. These methods, such as experiments and structured interviews, are generally less costly and time-consuming than qualitative methods. However, quantitative methods may face challenges related to unexpected variances and limited investigative depth, making them less flexible in exploring complex issues. Karunarathna, Gunasena, Hapuarachchi&Gunathilake, (2024).

2. Quantitative

Quantitative data is numerical and can be measured, calculated, and analyzed statistically. This type of data addresses "what" questions, focusing on quantifiable

aspects of a study. Quantitative data can be measured using different scales, including nominal, ordinal, interval, and ratio scales. These scales can further be categorized into rating scales, which assign numerical values to evaluate items, and attitude scales, which measure in their studies. Sources of secondary data include records, books, research articles, and internet sources. Despite its limitations, secondary data remains a crucial resource, especially when primary data collection is not feasible. Karunarathna, Gunasena, Hapuarachchi & Gunathilake, (2024).

Collecting the data: The method of gathering or collecting the data is planned in the data collection design. There are many ways to collect the data. The two types of collecting data are Primary data and Secondary data.

1. Primary data

Primary data collection involves gathering original data directly from sources for a specific research purpose. This section explores the most common methods of primary data collection, focusing on detailed descriptions of questionnaires, interviews, focus groups, observation, surveys, case studies, and experimental methods. Other methods are briefly reviewed. Karunarathna, Gunasena, Hapuarachchi & Gunathilake, (2024). Is essential for research methods that require specific, high-quality information that cannot be obtained from existing sources. Common methods of collecting primary data include experiments, surveys, interviews, and questionnaires. Primary data refers to original, unpublished information collected directly by the researcher for a specific research purpose. This type of data is typically more reliable, valid, and objective than secondary data, as it has not been altered by others. However, collecting primary data can be challenging and expensive. It often requires significant resources, careful planning, and rigorous execution to ensure the data's accuracy and relevance. Despite these challenges, primary data is invaluable for producing reliable research results (Karunarathna, Gunasena, Hapuarachchi & Gunathilake, 2024).

2. Secondary data

Consists of information that has already been collected and published by others, often for purposes different from the current research. This type of data is commonly used in literature reviews and provides a foundation for designing studies, comparing results, and understanding background information.

Secondary data collection involves gathering data from existing sources rather than collecting new data. The following are secondary data collection methods, along with their descriptions and credibility considerations (Karunaratna, Gunasena, Hapuarachchi & Gunathilake, 2024).

Published Printed Sources:

Description: Printed materials such as books, journals, magazines, and newspapers.

Credibility Points: The credibility of these sources depends on the author, the publication, and the time of publication.

Books: Merits: Generally considered the most authentic and credible secondary sources. Demerits: May not always be up-to-date, especially in fast-evolving fields.

Journals/Periodicals: Merits: Highly credible, especially peer-reviewed journals; they provide current and specific information. Demerits: It may require access through subscriptions, limiting accessibility for some researchers.

Credibility Points: Generally, very reliable, especially for research in social sciences and human research.

Census Data/Population Statistics: Merits: Provide comprehensive data that can be critical for demographic research. Demerits: It may not always be up-to-date, and there may be gaps or limitations in the data.

Public Sector Records: Merits: Often provide valuable data from surveys conducted by private companies and NGOs. Demerits: The reliability may vary depending on the source and methodology used in data collection.

These secondary data collection methods offer various advantages and disadvantages depending on the research context and the quality of the sources used. It's crucial to critically assess the credibility and relevance of secondary data to ensure the validity of the research findings.

While specific challenges related to different data collection methods have been previously discussed, there are general challenges that can arise during the data collection process due to various factors. These challenges can significantly impact the quality and reliability of the collected data.

Location of the Data Collection

Challenge: The location where data collection takes place is crucial to the reliability of the process. If the location is not neutral, participants may feel pressured or uncomfortable, leading to biased responses. For instance, students interviewed in a school setting might withhold their true opinions out of fear of repercussions from school staff.

Solution: To mitigate this issue, select a neutral and comfortable environment where participants feel free to express their thoughts without fear of judgment or consequences.

Literacy of the Participants and the Language of the Questions

Challenge: The literacy level of participants and the language used in the questions can pose significant barriers. If the questions are too complex or the participants are not literate enough to understand them, the data collected may be unreliable.

Government Records:

Description: Official records such as census data and population statistics.

Solution: Ensure that questions are designed considering the literacy level of the participants. Conduct pilot tests to determine if the questions are understood as intended. Audio assistance or simplified language can also be employed to address these issues.

Timing

Challenge: Timing is a critical factor in the data collection process. Inadequate time can lead to participant stress, reducing the quality of their responses. Conversely, prolonged study periods may cause changes in participant circumstances, leading to inconsistencies in the data.

Solution: Develop a suitable schedule that provides adequate time for participants to engage comfortably without feeling rushed. Pilot tests can help estimate the necessary time. Balance the study duration to avoid both participant stress and long-term inconsistencies.

Exhaustion of the Research Team

Challenges: The fatigue of the research team can negatively impact the data collection process, affecting the team's ability to conduct interviews, manage sessions, and maintain efficiency. Exhaustion can lead to errors and wasted time.

Solution: To prevent fatigue, ensure that researchers take adequate breaks between sessions. Limit the number of interviews conducted in a day, and encourage debriefing with colleagues to manage stress and fatigue effectively.

Sensitive Data

Challenge: Collecting sensitive data can be challenging as participants may feel uncomfortable or embarrassed, leading them to refuse or hesitate to provide honest responses. Topics such as sexual experiences or personal information like addresses are particularly sensitive.

Solution: Begin interviews with ice-breaking conversations to make participants feel at ease. Allow participants to use alias names and provide approximate addresses instead of exact locations to ensure they feel comfortable sharing sensitive information.

Addressing these challenges effectively can help ensure the reliability and validity of the data collected, ultimately leading to more accurate and meaningful research findings.

Some of the important methods for collecting Primary data are as follows Patel & Patel, (2019):

1. Questionnaire

The method of collecting data in vast geographical areas is done through the questionnaire method. Hence, questionnaires are mailed to the research areas, and they are distributed among the respondents. It is a time-saving and economical method, but the main drawback is that the answers given by the respondents are not accurate.

The questionnaire is one of the most widely used tools for collecting data. It consists of a set of questions designed to gather information from respondents within a specific population. The data collected through questionnaires are original and cannot be

obtained from secondary sources, making this method crucial for both qualitative and quantitative research. Questionnaires are especially useful when dealing with large sample sizes, where personal interaction with each participant may not be feasible and questionnaires can be categorized based on the types of questions they contain and the mode of administration. Below are the key aspects of the questionnaire design (Karunaratna, Gunasena, Hapuarachchi, & Gunathilake, 2024).

A) Types of Questions

1. Measurement Questions: Questions designed to measure specific variables, often used in surveys.
2. Index/Scale-Based Questions: Questions aggregated into indexes or scales, commonly used in tests.

Questions can also be categorized into two main types:

| | |
|-------------------------|---|
| Closed-Ended Questions: | Respondents select from a specific range of answers. These questions are pre-coded, making the data collection process faster and easier. |
| Open-Ended Questions: | Respondents provide their answers in their own words. These questions are typically used in qualitative research, and the responses need to be coded into a response scale later. |

Closed-ended questions, several response scales can be used:

Dichotomous Scale: Two-option responses.

Nominal-Polychotomous Scale: More than two options, with nominal values.

Ordinal-Polytomous Scale: More than two options, with ordinal values.

Continuous or Bounded Scale: A continuous scale is used as a response option.

B) Mode of Administration

Questionnaires can be administered in various ways:

Face-to-Face: The researcher presents the questions orally to the respondent.

Paper-and-Pencil: Questions are presented on paper for the respondent to fill out.

Computerized: Questions are presented on a computer or digital device.

Telephone: Questions are asked over the phone.

Online: Questions are presented online, often using survey software. This mode is cost-effective but may miss respondents due to internet access issues.

C) General Rules for Constructing a Questionnaire

To ensure the effectiveness of a questionnaire, the following guidelines should be followed:

Use Simple and Short Questions: Questions should be straightforward to understand.

Provide Clear Navigation: Guide respondents clearly through the questionnaire to avoid confusion and ensure motivation.

Consider Educational Levels: Use language understandable to all respondents, regardless of their educational background.

Use Positive Sentences: Frame questions positively to encourage accurate responses.

Avoid Double-Barreled Questions: Do not ask many questions within a single item.

Include Open-Ended Responses: Allow respondents to provide additional information where possible.

Avoid Assumptions: Do not assume respondents' knowledge or opinions.

Ensure Reliability: Choose words carefully to increase the reliability of responses.

Avoid Leading Questions: Do not direct respondents toward a particular answer through hints or suggestions.

Explain the Questionnaire's Purpose: Clearly state the importance of the questionnaire in the introduction and cover letter.

Order Sensitive Questions Carefully: Place sensitive questions, such as those about income or personal habits, toward the end of the questionnaire to build trust.

Listed are the advantages and the disadvantages of the questionnaire.

| Advantages of Questionnaires | Disadvantages of Questionnaires |
|---|--|
| Large Sample Size: They allow for the collection of data from a large number of respondents. | Limited Depth: They may not adequately capture complex emotional, behavioral, or subjective data. |
| Time Efficiency: Questionnaires can be distributed and completed quickly, saving time. | Prevalence of Wrong or Useless Answers: Respondents may provide incorrect or irrelevant answers, which can compromise the data quality. |
| Cost-Effective: They are generally inexpensive to administer, especially when using online platforms. | Illegible Answers: Handwritten responses may be difficult to read, affecting data accuracy. |
| Highly Structured: The standardized format ensures consistency in data collection. | Low Response Rates: Interest levels may vary, leading to lower response rates. |
| Accuracy: Well-designed questionnaires can yield highly accurate data. | Lack of Clarification: In impersonal administration, respondents may need clarification but are unable to get it, potentially leading to incomplete or inaccurate responses. |
| Ease of Analysis: Data can be quickly entered into software for easy analysis. | Misinterpretation: Respondents may misunderstand questions, leading to incorrect answers. |
| Comprehensive Design: They allow for detailed research design and testing of hypotheses. | Reliability of Answers: It can be difficult to determine the truthfulness or accuracy of responses. |

| | |
|---|--|
| | |
| Theory Development: They can be used to create new theories or test existing ones using quantitative data. | Human Error: Respondents may forget details or fail to understand the full context, leading to inaccurate responses. |
| Wide Applicability: Suitable for a broad range of study fields. | |
| Reliability in Specific Cases: Reliable in certain research contexts where other methods might not be applicable. | |

2. Interview

The investigators prepare a set of questions and ask them in a serial vise to the respondents. There are different types of interviews; like personal, group, mock, and telephone interviews. It is a fast procedure. We can get extra information which is related to the topic. But it is costly. Some respondents may try to hide some answers. It saves much time for the investigator. Interviews are a fundamental method of data collection that involves asking questions directly to participants and recording their responses. Unlike questionnaires, which gather data indirectly, interviews allow researchers to obtain more in-depth and confidential information. Conducting effective interviews requires specific skills, which are not as critical when administering questionnaires. Karunarathna, Gunasena, Hapuarachchi&Gunathilake, (2024).

Interviews can be conducted in various formats, including individual or group face-to-face settings, as well as remotely via telephone or computer. Each method has its own set of advantages and disadvantages, as outlined in Semi-structured interviews are formal and guided by a pre-determined set of questions, but they allow for flexibility. Interviewers can follow the guide but are also able to probe further based on the participants' responses, enabling the collection of additional relevant information. This method is particularly useful when researchers need to gather. Karunarathna, Gunasena, Hapuarachchi&Gunathilake, (2024).

Figure 1 by Gunasena, Hapuarachchi&Gunathilake, (2024).

| Type | Merits | Demerits |
|-------------------------|---|--|
| Face-to-face Interviews | <ul style="list-style-type: none"> - Allows for asking detailed questions - Rich data collection - No literacy requirements - Possibility of clarifying questions - High response rate - Suitable for exploring complex and sensitive issues | <ul style="list-style-type: none"> - Expensive - Potential for interviewer bias - Challenges in handling sensitive topics - Requires interviewer training |
| Telephone Interviews | <ul style="list-style-type: none"> - Cost-effective - Quick data collection - Allows for clarifying questions - No literacy requirements - Fewer resources needed compared to face-to-face interviews | <ul style="list-style-type: none"> - Difficulties in reaching participants initially - Limited to those with telephone access - Less effective for sensitive issues |

It states the type of interviews a researcher can follow to collect data.

Interviews can be categorised into three types based on their structure: structured, semi-structured, and unstructured. Each type serves different research purposes and is suited to different stages of the research process.

▪ **Structured Interviews:**

In structured interviews, participants are asked a predefined set of standardized questions. These questions are prepared in advance, and the possible responses are typically limited, often with only a few open-ended options. Structured interviews are useful when there is already a comprehensive understanding of the research topic, such as when there is extensive literature available. This type of interview is often used

to confirm findings from less structured methods or when the aim is to collect data that can be easily compared across different participants.

- **Unstructured Interviews:**

Unstructured interviews are informal and do not follow a specific format or guide. These interviews are more like casual conversations where the interviewer takes brief notes or tries to remember the responses. Unstructured interviews are particularly useful in exploratory research when there is limited literature available on the topic. They allow for the natural flow of conversation and are often used in field observations. Due to their informal nature, these interviews can help build trust between the interviewer and interviewee, which can lead to more open and honest responses. The data collected through unstructured interviews often provides deep insights into the participants' experiences and perspectives, which can be valuable for understanding new or complex phenomena.

- **Semi-structured Interviews:**

Semi-structured interviews are ideal when exploring complex topics like culture or personal experiences or when setting the stage for more structured research methods, such as surveys.

Conducting interviews effectively requires careful planning and consideration of various factors to ensure the collection of high-quality data. Here are some key points to keep in mind:

Interviewer's Role: The interviewer is crucial in motivating participants to provide insightful responses and in assessing the quality of the information provided. They must guide the interview process, knowing when to probe for more details or clarify questions. Proper training of interviewers is essential to avoid biases and ensure they are well-prepared to handle the interview process.

Preparation of the Setting: The setting for the interview should be well-prepared to accommodate the interviewers' needs. This includes having all necessary materials ready, such as identification badges, contact information, maps, interview guides, cover letters (e.g., from sponsors or the main researcher), and notebooks. A well-prepared setting helps ensure that the interview proceeds smoothly.

Minimizing Interviewer Bias: Interviewer biases can significantly impact the findings of a study, especially in job interviews or other scenarios where personal judgments may influence the outcome. Minimizing these biases is crucial, which can be achieved through thorough training that emphasizes objectivity and impartiality.

Interviews come with advantages as well as disadvantages.

| Advantages of interview (merit) | Disadvantages of the interview (demerit) |
|--|---|
| Rich, In-depth Data: Interviews allow for the collection of detailed and comprehensive information directly from participants. | Hiring and Training Interviewers: Recruiting and training interviewers can be resource intensive. |
| Clarification of Questions: Interviewers can explain or rephrase questions to ensure that participants fully understand them, leading to more accurate responses | Missing Information: There is a risk of missing crucial information if interviews are not conducted thoroughly or if responses are not recorded properly. |
| Flexibility: The interview format allows for flexibility in how questions are asked and how the conversation is guided. | Scheduling Issues: Coordinating schedules with participants can be challenging, with the possibility of last-minute changes. |
| Knowledge of Past and Future Events: Interviews provide the opportunity to explore participants' experiences and expectations regarding past and future events. | Complex Process: Conducting interviews, particularly large-scale ones, can be complex and time-consuming. |

Focus Group Discussions (FGDs) blend elements of interviewing and observation to explore human behavior, attitudes, and responses to specific topics. FGDs involve gathering a group of individuals—typically between 6-12 participants—with shared characteristics, such as age or educational background, to discuss a particular subject

in depth. The goal is to uncover insights through group dynamics and interactions, often in a semi-structured format guided by a facilitator.

Purpose of FGDs

FGDs are particularly useful for:

Pretesting Concepts: Evaluating ideas or concepts before broader implementation.

Idea Generation: Brainstorming new ideas or approaches.

Exploring Topics: Gaining deeper insights into a subject or issue.

Clarifying Findings: Providing context to findings from other research methods.

Developing Instruments: Helping to refine interviews or surveys.

Short-Term Observation: Observing concentrated group dynamics in a short period.

Contextualizing Data: Adding meaning to statistical findings by discussing them in a group setting.

3. Observation

This is also one type of collecting data primarily. In this researcher observes the day-to-day process of the society or a single person. Sometimes researcher has to involve in the process. It discovers the human behavior of the respondent. No doubt this method is cost effective, but the data collected is also limited. It cannot predict the happenings of the future. Secondary data can be collected through books, published articles, internet and syndicate services. Syndicate services are companies which collect and sell data to various people who are in need. It is suitable for researcher who wants to survey on large population. The disadvantage of this method is that the researcher will not enjoy extra information, and it is very costly. Though the data can be collected in a short period but the accuracy cannot be stated.

Observational methods involve collecting first-hand data by directly observing events, behaviors, interactions, and processes. This method is particularly useful when other data collection methods, such as focus groups or interviews, are impractical due to various reasons such as:

1. Participants' lack of awareness or ability to discuss the concept.

2. Participants' reluctance to discuss the concept.
3. The need to observe the natural setting or behavior that cannot be accurately reported or communicated through other methods.

Observational methods can be used to evaluate various aspects of a study, including its progress (formative evaluation) and its success (summative evaluation). This method is beneficial for exploring concepts that are not well-known or are new to the study. Karunarathna, Gunasena, Hapuarachchi&Gunathilake, (2024).

| Advantages of observation | Disadvantages of observation |
|---|--|
| Non-Intrusive: Can often be conducted without disrupting the setting or the participants. | Observer Bias: The presence of an observer may influence the behavior of the participants, or the observer's own biases may affect the interpretation of the data. |
| <p>Real-Time Insights: Allows for the observation of events as they happen, capturing the context and dynamics of the setting.</p> <p>Direct Data Collection: Provides immediate and unfiltered access to the behavior and interactions in their natural setting.</p> | <p>Complex Analysis: Analyzing observational data can be complex and may require careful coding and interpretation.</p> <p>Time-Consuming: Requires significant time and effort to observe and record data accurately.</p> |

Observational methods are valuable for understanding behaviors and interactions in natural settings, but careful consideration of biases, training, and data analysis is essential for obtaining reliable and valid results.

Survey method

Surveys are a widely used method for gathering information about feelings, opinions, and thoughts from a large population. They can be conducted through various means,

such as telephone calls, emails, face-to-face interviews, or self-completion forms. Here's an overview of the key aspects of surveys:

Purpose and Application

General and Specific Aims: Surveys can be used to address broad or specific research questions, capturing a wide range of data on various topics.

Data Collection: Surveys can gather large volumes of data efficiently. They are particularly useful for understanding social behaviors, attitudes, and differences between populations.

Not Suitable for All Applications: Surveys may not be effective for evaluating government programs requiring data from the entire population, as they typically focus on sampling.

Question Design Considerations:

Language and Clarity: Questions should be clear and easily understood.

Order and Sensitivity: Sensitive questions should be placed toward the end of the survey to minimize discomfort and bias.

Cover Letter and Introduction: Include a cover letter or introduction to explain the survey's purpose and participation.

Sampling Process

Defining the Target Population: Determine the specific group of individuals from whom data will be collected.

Selecting the Sampling Frame: Identify the list or group from which the sample will be drawn.

Choosing Sampling Method: Use random or nonrandom sampling techniques to select participants.

Determining Sample Size: Calculate the appropriate sample size to ensure the results are representative and to minimize biases and sampling errors (using relevant formulas).

| | |
|-------------|----------------|
| Advantages: | Disadvantages: |
|-------------|----------------|

| | |
|--|--|
| | |
| Efficiency: Surveys can collect large amounts of data quickly and cost-effectively. | Biases: Participants may provide socially desirable responses, especially on sensitive topics, affecting the reliability of the data. |
| Broad Reach: Can be administered to many participants, providing a comprehensive view of the target population. | Limited Depth: Surveys may not provide in-depth data or insights into complex issues compared to methods like interviews or focus groups |
| Variety of Data: Allows for both quantitative and qualitative data collection, depending on the question types used. | Sample Selection Issues: Ensuring a representative sample is crucial; biases in sample selection can impact the validity of the results. |
| Initialise documents: Ensure all survey materials are complete and accurate. Train Interviewers: Prepare those surveying to ensure consistency and quality. | |
| Select Sample: Choose participants based on the defined sampling method. | |
| Administer Survey: Distribute and collect responses according to the planned method. | |

Case study

Case studies provide an in-depth, contextual analysis of specific instances or cases. They are particularly useful for studying complex phenomena within real-life contexts

where boundaries between phenomena are not clear. Case studies can focus on individuals, organizations, or specific events, offering detailed exploration and understanding. This method involves a combination of data collection techniques such as interviews, observations, and analysis of documents and records.

Process Steps:

1. Identify the Case: Select the case(s) to study, ensuring it aligns with the research objectives.
2. Design the Study: Plan how to collect and analyze data, including choosing appropriate methods (e.g., interviews, observations).
3. Collect Data: Gather information through various means such as interviews, observations, and document analysis.
4. Analyze Data: Employ methods like grounded theory to interpret the collected data and derive insights.
5. Report Findings: Summarize the results, providing a detailed account of the case study and its implications.

Types of Case Studies

Case studies can be categorized based on various criteria, including scope, design, and purpose. Here's a breakdown of the different types:

1. Based on Scope and Design:

Single Case Studies:

Holistic Analysis: Focuses on one unit as a whole. This type is used to deeply analyze a specific case and is often used to test longstanding theories or explore new phenomena in detail.

Embedded Analysis: Examines one unit but within different sub-units. This approach provides a more nuanced view of the case by analyzing various aspects or sub-units within the main unit.

Multiple Case Studies:

Holistic Analysis: Analyzes several units individually. The results can be compared to identify patterns or differences across cases.

Embedded Analysis: Examines multiple units with subunits within each case. This type provides a detailed understanding of multiple cases and their subunits, offering insights into broader trends or variations.

Information Sources

In case studies, various data collection methods are employed to gather comprehensive and nuanced information. Here's a breakdown of the primary sources:

1. Direct Observation: Researchers observe participants in their natural setting, noting their reactions and interactions. Observations can be conducted by a single observer or a group.
2. Participant Observation: The researcher becomes an active participant in the setting, gaining insights from a closer perspective. This method allows researchers to experience the environment and interactions firsthand.
3. Interviews: Conducted using either structured or open-ended questions. Interviews can provide in-depth insights from participants regarding their experiences and perspectives.
4. Secondary Sources: Includes census and survey records, newspapers, letters, and other relevant documents. These sources provide background information and context for the study.

2. Based on Purpose:

Explanatory Case Studies: Aim to provide a comprehensive explanation of a phenomenon by analyzing both surface and deep levels of data. These are used to identify patterns and causal relationships in complex cases.

Exploratory Case Studies: Used as preliminary studies to gather initial data and develop research questions and hypotheses. They help in formulating a protocol for more detailed studies. Pilot studies are an example of exploratory case studies.

Descriptive Case Studies: Focus on describing the phenomena as they occur. Researchers use a descriptive theory to provide a detailed account of the phenomena. Challenges can arise if the descriptive theory does not adequately capture the complexity of the case.

Prospective Case Studies: Aim to observe and analyze outcomes over a period. For example, studying a group of patients to track their progress or outcomes over time.

Retrospective Case Studies: Analyze historical data to understand past phenomena. For instance, gathering historical medical records to study risk factors for a specific illness.

Intrinsic Case Studies: Focus on a case that is of personal interest to the researcher. The primary goal is to gain insight into the particular case itself.

Instrumental Case Studies: Provide broader insights beyond the specific case. The case is studied to gain understanding or insights that can be applied to similar situations or contexts.

| Advantages of Case Studies: | Disadvantages of Case Studies: |
|---|--|
| In-Depth Information: Provide detailed insights into specific cases, which can help in developing hypotheses and understanding complex phenomena | Data Overload: Determining when to stop collecting data can be challenging, leading to potential overload. |
| Flexibility: Allow the use of multiple research methods and tools, tailored to the research needs. | Complex and Time-Consuming: The process can be intricate and require substantial time and resources. |
| Comprehensive Perspective: Consider past, present, and future aspects of the case, offering a holistic view. | Risk of Over-Interpretation: There is a risk of overinterpreting or generalizing findings beyond the specific context of the case. |
| Experimenter Bias: Researchers' personal beliefs or expectations about the subject can unintentionally affect the study's conduct or interpretation | Potential Distortion: Personal documents and letters used may suffer from distortion or bias. Expertise Required: Effective case studies require skilled and trained researchers. |

The following qualitative data collection instruments were employed:

3.7.1 Semi-Structured Interviews

In the context of this study, an interview is defined as the interaction between two people on a particular occasion, where one acts as an interviewer and another as an interviewee (Mashuri, Sarib, Rasak, Alhabsyi & Syam, 2022). The study conducted semi-structured interviews with teachers, HODs, and Sepedi subject specialists. This type of interview assisted the researcher in asking probing questions to gain deep information about the matter in discussion. The data collection tools to support the interviews were semi-structured interview schedules for all participants. The design of questions was guided by the objectives of the study. An audio recorder and field notes were used as tools to capture the oral responses, while copies of qualitative questionnaires served for written responses.

The teachers' interviews followed the question-view approach. According to Bangidza (2019), the questionnaire-views approach is employed when questionnaires are used in qualitative interviews whereby standardized self-completion questions or questionnaires and/or in-depth interviews are conducted. For this study, the questionnaire-views approach was followed to accommodate teacher participants who prefer expressing themselves through writing than speaking and those who prefer speaking. This approach helped the researcher to collect rich data since participants were free to express themselves in their comfortable ways, i.e., either verbally or in a written form.

3.7.2 Document Analysis Method

Document analysis is a method of data collection that involves the analysis of content from written documents to make certain deductions based on the study parameters (Mezmir, 2020). According to Dalglish, Khalid, and McMahon (2020), document analysis is the study of recorded human communications, such as books, websites, paintings, and laws. In this study, the researcher analysed policies and other written documents that might give key information on the prescribed LTSMs in line with the Sepedi curriculum in the Senior Phase. Document analysis is content analysis which

refers to words, pictures, symbols, ideas, or any message that can be communicated (Muzari, Shava & Shonhiwa, 2022).

Observation

The observation method is defined as a method in which the researcher observes and describes the behaviour of a research participant to gain insight (Russell, 2022). Observation is a process of collecting data about the participants' behaviour or phenomena in their natural setting (Bertram and Christiansen, 2017). According to UKessay (2018), Observational methods are deemed as data collection used by researchers to study and comprehend phenomena by studying people's actions in their daily routines. There are different types of observations used in data collection processes, being participatory and non-participatory, naturalistic observation, structured observation and controlled observation.

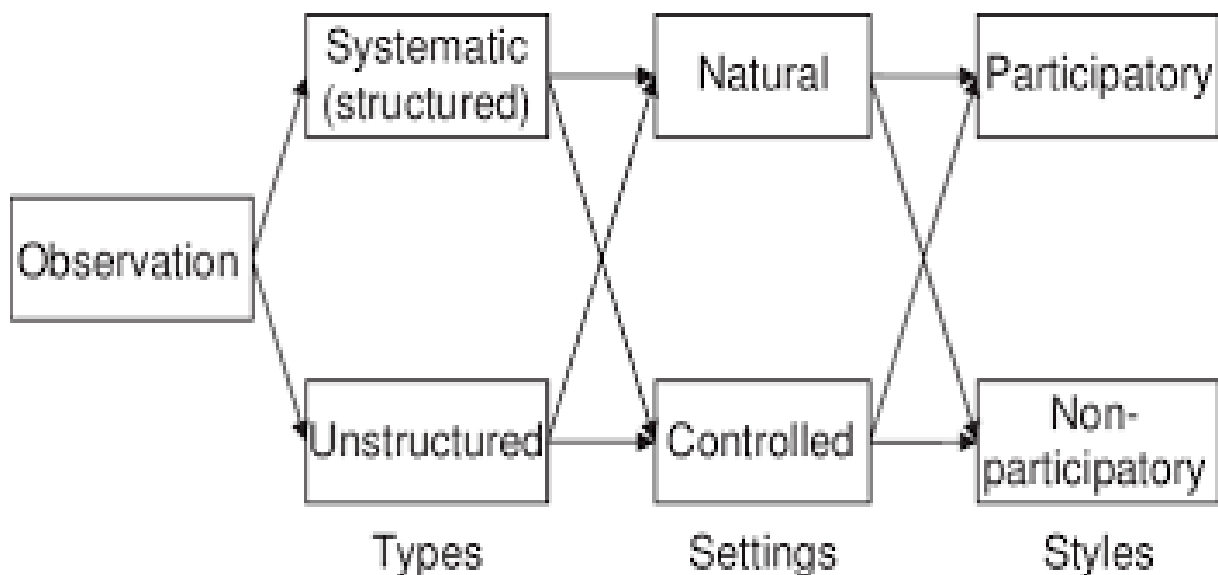


Figure3.6: Different Types of Observations

<https://www.bing.com/images/search?view=detailV2&ccid=e%2fHalk8l&id>: Accessed date 14/06/2024

Naturalistic observation: this type of observation where the research observes behaviours in their natural setting without interference which assist in the researcher in getting authentic data.

Structured observation: the researcher use criteria to set and record specific behaviour observed. In other words, the researcher ha predefined criteria.

Controlled observation: the researcher is conducting observations in a controlled environment where variables can only be manipulated by the researcher.

Participant observation: The researcher or scholar takes part while observing particular phenomena. The researcher is an insider and becomes a member of the group observed to gain an insider perspective.

Non-participatory observation:

Non-participant observation: Observing participants without engaging or interacting with them. The researcher keeps quiet and observes behaviours. The researcher followed the non-participant observation that assisted in providing primary information about the learners and teachers in the classroom context. Following the non-participant observation, the observation schedule was used as an instrument for data collection. The researcher visited a classroom to observe learners' behaviour towards poetry and how an educator uses it to enhance grammar skills.

Observation: Planning and Process

- The observer should examine the following questions well in advance to enable to have an effective plan of action. They are:
- What should be observed,
- How the observation should be recorded,
- What type of tools and techniques need to be used,
- How to ensure the accuracy of observation and
- What type of relationship should be there between the observers and observed; and how the desired relationship should be established?

The planners need to have comprehensive knowledge of the problem and techniques of investigation. They also need to have experience, based on which the plans could be devised. The planning includes forecasting the situation and preparation of step-by-step procedures. Each step has to be logically arranged to get the factual data. Proper planning is essential to get factual data through this method (Egyankosh, 168-169).

The following steps are used for planning the observations: It is essential to examine the relevance of the observation method for collecting data for the study of the research problem.

- If the observation method is found suitable, it is essential to identify and analyse the type of data the researcher is looking for through observation.
- The questions are to be identified, for which the answer/data has to be collected from the observation.
- The samples for observation have to be identified.
- The researcher has to examine the conditions, events and activities, where the observation is being made.
- Based on the above, the researcher has to plan how to observe, what tools to use, what will be the place of the researcher in the specific situation and how can the process of observation be initiated. While selecting a tool or technique the researcher should weigh their pros and cons.
- While observing, the researcher finds many variables and it is essential to observe and collect the data from relevant variables only.
- It is also essential to state the operational definition for each variable chosen for observation.
- It will be better to decide the timings for observation, and recording procedure, and identify subjects/items to be observed. It may be worth to work out these things in detail.
- There may be a situation, where the number of observers are being arranged for the Observation Method and the purpose of observation. All of them may not be trained nor equally knowledgeable for the chosen purpose. Therefore, it is essential to train them properly both theoretically and practically.
- It is also necessary to consider seriously about the validity of the observation. Therefore, the researcher may need to take measures to validate the data.

The three processes involved in observation:

Sensation: Sensation reports facts as observed. Using sense organs (like eyes, ears, nose, etc.) This process depends upon the physical alertness of the observer.

Attention: Attention or concentration which is deeply related to willpower. Training and experience enable the observer to form a habit which can go a long way to achieve the concentration required for scientific observation.

Perception: Perception comes last and is concerned with the interpretation of sensory reports. This enables the mind of the observer to recognize the facts.

Advantages of observation

- It is direct and helps to study the behaviour as it appears/occurs (collected in a natural environment).
- One need not ask anyone about the behaviour but can do self-watching and collect the data.
- The data collected in a natural environment or situation is reliable.
- The data may be much more accurate as it is collected out of intimate and informal relationships.
- It is one of the best methods which can be adopted in a situation where people are unable to state meaningfully, e.g., studies about the children, tribal, animals etc.
- It helps to study the whole event and therefore, may provide the opportunity to study the insights or all aspects.
- It is easy to observe in disguising rather than disguised questioning.
- It helps to collect when the respondents are unwilling to cooperate in giving information.
- It is expensive but it is also possible to collect the data on emotional reactions.
- It helps to analyse the contextual background too.

Disadvantages of observation

- This method is not useful to study past events.
- It will not help to study the opinions.
- It may be difficult to structure the situation.
- Another limitation is the stability of the conditions. Observation is difficult under unstable conditions.
- The collected data may not be possible to quantify.
- The most difficult could be how to get entry in the group being observed, i.e., how to become a participant.

- It may not be possible to study or observe everything simultaneously, and the study could be limited.
- The internal attitudes and opinions are difficult to study.
- The sample may have to be limited; unlike the questionnaire- where the number of respondents from different places is difficult to study.
- It is a slow, time-consuming expensive process This method is difficult to apply in large social settings and there is no set procedure for observation.
- The observer's ability, consistency, knowledge, bias and familiarity influence the data collected.

Lesson observations were done in the classroom using a lesson observation schedule and were recorded. Data collected through this instrument was transcribed. The decoding of the data was done using the content analysis technique. The researcher has thoroughly explained to the participants both teachers and learners the purpose of the study, which is not to expose them. They should be free and comfortable to engage in the lesson as usual. The observation method assisted in providing authentic and accurate data because the observer directly interacts with the behaviour observed.

Document analysis (Learners' written assessments)

Document analysis refers to official documents that are collected in the organisation; they describe the experience from the participants' perspectives (Creswell, 2013). In this study, document analysis refers to the analysis of learners 'written work where the researcher will mark and analyse their performance. The researcher analyses the learners' written assessments as documents to understand how they interact with poetry as they learn grammar skills. The assessment is in the form of a poetry text where questions focus on their understanding of grammar aspects. The rationale behind using a teaching policy document is to have a comprehensive understating of how poetry should be administered or taught to learners and what are its teaching objectives and learning achievement,

3.8 QUALITY CRITERIA

Quality criteria for this study were established with guidelines from Bertram and Christiansen (2017), as well as Pandey and Pandey (2015).

3.8.1 Credibility

Credibility is defined as the confidence that can be placed in the truth of the researcher's findings, which depends on the richness of the information gathered, rather than the amount of data gathered (Bertram & Christiansen, 2017). The current researcher ensured credibility by applying triangulation to the data collection instruments. In this study, the researcher used interviews with teachers and document analysis. Recorded interviews were transcribed and taken to participants for verification of accuracy.

3.8.2 Transferability

Transferability refers to the extent to which the findings of one study can be applied in other situations (Pandey & Pandey, 2015). The researcher ensured that sufficient information was provided to readers, including detailed information regarding the research population, number of participants sampled, time and methods of data collection, and situations. The findings were clearly explained and made understandable to readers and other researchers so that they could use the study as a reference to their studies.

3.8.3 Dependability

Dependability ensures that research findings are consistent and can be repeated. This can be measured by the standard of which the research is conducted, analyzed, and presented (Bertram & Christiansen, 2017). The researcher achieved this by having a peer reviewer to audit this study. Relevant data collection instruments were also used for the study, being; semi-structured interviews and document analysis.

3.8.4 Confirmability

Confirmability is a process of establishing whether the researcher has been biased or not during the study (Pandey & Pandey, 2015). In this study, the researcher used different techniques of gathering data (interviews and document analysis) to ensure

confirmability of the findings. The researcher checked and rechecked the data throughout data collection and analysis to ensure that the results would likely be repeatable by others. Data was analyzed through thematic analysis using coding to identify the data patterns and themes.

3.9 ETHICAL CONSIDERATIONS

Ethical considerations are fundamental to the integrity and success of any research involving data collection. These considerations help protect the rights, privacy, and well-being of participants while ensuring that the research is conducted responsibly and transparently. Below are the key ethical commitments that should be upheld during the data collection process.

This following ethical consideration is guided by: Karunarathna, Gunasena, Hapuarachchi&Gunathilake, (2024).

- Confidentiality of Data

Commitment: Researchers must ensure that participants' data is kept confidential and used only for the purposes outlined in the research. This includes presenting data anonymously when necessary to protect participants' identities.

Considerations: Data should be stored securely, and access should be restricted to authorized personnel only.

Any publication of the research results should not include identifiable information unless explicit consent has been obtained.

- Legal and Health Considerations

Commitment: Researchers must be aware of and adhere to the legal requirements of the country in which the study is conducted. This includes ensuring that the research does not pose any health risks to participants, does not damage the reputation of organizations involved, and does not endanger the research team.

Considerations: Obtain ethical clearance from relevant authorities to ensure that the research complies with local laws and ethical standards. Assess and document any potential risks to participants and take steps to minimize them.

- Ethical Clearance Processes

Commitment: Before starting the data collection, researchers must undergo an ethical clearance process to ensure the study aligns with ethical guidelines. This process can vary in complexity depending on the nature of the research.

Considerations: For simple projects with no participants or experimental elements, the ethical clearance process may be straightforward. For more complex studies, especially those involving payments or rewards to participants, the process will be more rigorous.

- Informed Consent

Commitment: Researchers must obtain informed consent from participants before collecting any data. Participants should fully understand the purpose of the research, what their participation involves, and any potential risks.

Considerations: Clearly explain why personal information (e.g., telephone numbers, email addresses) is needed and ensure participants consent to its collection. Participants should be aware that their participation is voluntary and that they have the right to withdraw from the study at any time.

- Participant Safety and Comfort

Commitment: Researchers should ensure that participants feel comfortable and safe during the data collection process, especially when dealing with sensitive topics.

Considerations: Start interviews with icebreakers to ease participants into the conversation. Offer the option for participants to use alias names and provide approximate addresses instead of exact locations. Ensure that participants know they can skip questions or stop the interview if they feel uncomfortable.

- Parental Consent for Minors

Commitment: For participants under the age of 14, researchers must obtain parental or guardian consent before including them in the study.

Considerations: Clearly explain the study's purpose and procedures to both the minor and their parent or guardian, ensuring they understand and agree to the terms of participation.

- Documentation and Committee Approval

Commitment: Researchers must prepare comprehensive documentation for ethical review committees to demonstrate that the study is ethically sound and that participants' rights are protected.

Considerations: Provide a summary of the research process and potential positive outcomes. Outline any risks participants may face and the measures taken to mitigate these risks. Include informed-consent forms and details on how participants' confidentiality will be maintained.

- Data Protection

Commitment: Researchers must ensure that all data collected is protected from unauthorized access or misuse.

Ethical considerations are concerned with the moral principles that govern a person or a group's behavior. The concern about ethical considerations revolves around salient issues of harm, consent, and the confidentiality of data (Muzari, Shava & Shonhiwa, 2022). The primary purpose of the ethics code in human communication research is to protect research participants. Thus, the following ethical considerations were considered in this study, as guided by Creswell (2014):

3.9.1 Permission

The researcher applied for ethical clearance from TREC of the University of Limpopo. In addition, permission was also asked from the Department of Education prior to the research for access to the Senior Phase educators and Heads of Department.

3.9.2 Informed Consent and Voluntary Participation

The researcher ensured that all the participants were informed about their roles in the study, which they consented to prior participation. The participants were made aware that their participation was voluntary, and that they had the right to terminate or cease participation when they felt uncomfortable.

3.9.3 Avoidance of Harm

The researcher avoided injuries and harmful situations. The participants were assured of their safety and that they would not be harmed psychologically, physically, legally, socially and economically.

3.9.4 Privacy and Confidentiality

Confidentiality is described as a situation in which the researcher is aware of a research subject's identity but acts to prevent that identity from being revealed to others (Pandey & Pandey, 2015). This was warranted by using pseudonyms instead of participants' real names (e.g., Participant 1, 2, 3...). The Senior Phase educators', HODs', and language specialist's identities were kept private and confidential such that the questionnaires used for data collection did not require their personal information.

3.10 CONCLUSION

The chapter outlined the research design, research strategy, research methodology together with the research population and sampling techniques. The chapter also explained the data collection instruments used in the study and the method of data analysis. The chapter concluded by presenting quality criteria for the validity and reliability of the study. The next chapter focuses on data presentation, analysis, and interpretation, following the inductive thematic method of data analysis.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of data analysis is to reduce data by selecting important points for the research to have a clear direction (Punch, 2014). This study followed the thematic data analysis method to analyze data clearly and understandably. The type of thematic data analysis followed is the inductive thematic analysis. The researcher was guided by the 6 phases of thematic analysis of Braun and Clarke (2019). The 6 phases were followed to analyse data from both the interviews and textual analysis as discussed below:

Phase 1: Understanding the data: The researcher familiarised himself with data through reading and re-reading different texts, and writing down the ideas. The purpose of this step was to get engaged with the data and begin thinking about prevalent topics from the data.

Phase 2: Creation of initial themes of the data: The researcher put together the list of codes and clustered codes that are similar or have a relationship to one another. After the codes were clustered together, the researcher labelled the clusters based on the meaning or relationship shared among the codes. Thus, the labels formed the themes.

Phase 3: Coding the data: The initial codes were generated to identify the different themes that emerged from reading the texts.

Phase 4: Review of initial themes: The researcher reviewed the themes against the data. This process ensured that all themes captured meaningful aspects of the data without missing important details. Once the themes were confirmed to represent data, the researcher moved on to the next phase.

Phase 5: Naming and defining the themes: This process involves utilising the labels created for the themes. The themes were named and defined, and this has been an ongoing process to enable the researcher to refine the themes.

Phase 6: Writing of report: After naming and defining themes, the researcher wrote the final report. The researcher presented the findings and interpretations during this phase. The researcher organised data into categories of challenges experienced by the teachers, Departmental Heads, and subject specialists, that were found to be negatively affecting the implementation of the Sepedi curriculum in the Senior Phase.

To support the above structure of inductive thematic data analysis, Denscombe (2013) and Punch (2014) give their layout as follows:

- (i) **Data reduction:** Reduction aims to reduce the data without significant loss of information, thus making the data more manageable and reliable. The researcher began by editing, segmenting, and summarising the data. Then the researcher engaged in coding and memos in order to find recurrent themes, clusters, or patterns. In the later stages, the researcher conceptualised and explained the themes, clusters, and/or patterns.
- (ii) **Data display:** This was done to organise, compress, and assemble the research information because qualitative data is typically voluminous, bulky, and dispersed.
- (iii) **Drawing and verifying conclusions:** The reason for reducing and displaying data is to assist in concluding.

This study followed the method of presenting, interpreting, and analysing the collected data narratively to make it clear and understandable to the reader. Qualitative data collected from HODs, Subject Specialists, and teachers was transcribed before it was categorised into themes and sub-themes. Data was validated, edited, and coded. The study followed an inductive thematic data analysis method in which data could be arranged into relatable sections to make it easy to read and understand.

4.2 DESCRIPTION OF RESEARCH SITE.

The three schools sampled in this study are located in the Sekhukhune East District, under the Feta-Kgomo Tubatse Municipality, Limpopo Province. The area is surrounded by mines, and this causes most schools in the area to have a high number of learners. All the sampled schools were at post-level 4, which is characterised by having many learners ranging from 800 to 1200. In addition, all the sampled schools fall under Tubatse Circuit and are at quintile one (schools depending 100% on norms and standards from the Department of Basic Education).

School A comprised 910 learners with a total of 24 teachers, 2 Departmental Heads, one deputy principal, and one principal.

School B had 802 learners with 23 teachers, 2 Departmental Heads, one deputy principal, and one principal.

School C had 870 Learners with 24 educators, 2 Departmental Heads, 1 deputy principal, and 1 principal.

4.3 DESCRIPTION OF PARTICIPANTS

The researcher found it important to fold information on the background and biography of all the participants. This has shown the credibility of the study and the willingness of the participants. It was important to outline the relationship between the study and the participants.

The parts of concern to the researcher regarding the participants' background included: teaching experience in the career, grades taught, experience in teaching Senior Phase, age, number of learners in the class, qualifications, and gender.

The participants' biographical information is captured in the tables below:

| DH | Teaching experience | Grade Taught | Qualification | Age | Gender |
|-----------|----------------------------|---------------------|----------------------|------------|---------------|
| DH1 | 21 | 1 | PET | 51 | Female |
| DH2 | 17 | 3 | Diploma in Teaching | 41 | Female |
| DH3 | 28 | 2 | PET/ HONS | 57 | Female |

Table 4.1: *Biographical Data of HODs interviewed*

| T | Teaching experience | Grade taught | Qualification | Age | Gender |
|----|---------------------|--------------|---------------|-----|--------|
| T1 | 15 | 3 | Diploma | 41 | F |
| T2 | 3 | 2 | B.Ed. | 26 | F |
| T3 | 6 | 3 | PGCE | 31 | F |
| T4 | 18 | 1 | PET | 52 | F |
| T5 | 25 | 1 | Diploma | 62 | F |
| T6 | 7 | 3 | PGCE | 32 | F |
| T7 | 20 | 2 | PET | 51 | F |
| T8 | 23 | 1 | Diploma | 55 | F |
| T9 | 5 | 3 | B.Ed | 27 | F |

Table 4.2: Biographical data of the interviewed Senior Phase teachers

The chapter presents data on how Senior Phase educators relate to the implementation of Sepedi Teaching and Learning Materials within the Curriculum. Senior Phase educators, Senior Phase Departmental Head, and Senior Phase language specialist were interviewed using a qualitative questionnaire. The teacher participants were approached and interviewed using quester-views. The data collection process was supported with a voice recorder and field notes. Data collected from quester-views and documents were analysed to determine how teachers struggle with the curriculum implementation processes.

4.4 PRESENTATION OF DATA FROM THE DEPARTMENTAL HEADS.

The Departmental Heads were asked questions in line with the Sepedi HL curriculum implementation in schools, checking their roles, experiences, and challenges encountered in their schools. The following questions were asked and responded to as presented below.

Potšišo ya 1/Question 1:

Sepedi version: *Na sekolo sa lena se šomiša Lenaneothuto lefe thutong ya bana ba mphato wa sehlopha sa godimo (Senior Phase)?*

English version: What Senior Phase curriculum plan is your school using?

The possible outcome: The question aimed to find out the type of curriculum followed in the school since there is a choice of either the PSRIP, the NECT, or both.

Responses for Question 1:

P1. "The curriculum plan we use in our school is NECT. As the school we sat down and checked the two in order to see the one feasible, then we agreed to use the NECT one due to its use-ability, also it is clear while the PSRIP seemed confusing, especially with the language used on it"

P2. "We use "NECT". It is easy to use even though e na le sekgowa mola le mola but it seems better."

P3. "We were using NECT before but now we are using PSRIP."

It appears that most schools used the NECT resources in their lesson planning. It was only P3's school which PSRIP after changing from NECT, meaning that they have the experience of both curricula.

Potšišo ya 2/Question 2:

Sepedi version: *Ke leleme lefe leo le šomišitšwego ka gare ga lenaneothuto goba go diriša mangwalo a thuto?*

English version: What language is used in the curriculum or materials used?

The possible outcome: What is the language used in the Senior Phase curriculum "NECT or PSRIP"? Is it the Sepedi Home Language or English First Additional Language? What are the learners taught?

Responses for Question 2:

P1: "The NECT had Sepedi that was translated from English."

P2: "It is in Sepedi, but the contents do not add more vocabulary to the learners."

P3: "Sepedi, but it does not correspond to the learners' DBE books."

All the participants agreed that all their curricula are written in Sepedi, however, they do not help in developing learners' vocabulary. P1 highlighted that the curriculum appears to be translated from English to Sepedi. This implies that teachers did not take into cognisance that learning materials are things that must be prepared by the

teacher before implementing learning. As Siagian, Saragih, and Sinaga (2019) put it, the teacher is expected to be able to design learning to achieve the stated educational goals.

Potšišo ya 3/Question 3:

Sepedi version: *Ke ditlhohlo dife tšeo barutabana ba go botšago tšona ge ba tsenya tirišong lenaneo la go ruta leleme la gae la Sepedi?*

English version: What are the challenges that teachers usually report to you when implementing the curriculum for teaching Sepedi HL?

The possible outcome: Do they implement the curriculum well, and what could be the challenge they face when teaching the Sepedi Home Language using the prescribed teaching and learning materials?

Responses to question 3:

P1: "Teaching learners how to make sound."

P2: "It lacks the vocabulary that enriches the learners' ability to speak fluently."

P3: "The curriculum requires the teacher to add more since it does not contain much of the Sepedi content."

The teaching and learning material seemed not to add value to the teaching and learning of Sepedi HL. P2 and P3 agreed that teachers find it hard to implement the curriculum because it requires them to translate and contextualise it before they can use it to teach. This is done to ensure that learners understand what needs to be done. On the other hand, P1 indicated that the curriculum content makes it hard to teach learners how to spell and pronounce some words. The lack of basic resources such as stationery, work cards, and games posed a further challenge to the teachers at both schools and impacted negatively on the learners. For example, there were no games available in Teacher A's classroom, which meant that the learners were denied the valuable learning opportunity of playing educational games (Condy & Blease, 2014).

Potšišo ya 4/Question 4:

Sepedi version: *Ke leleme lefe leo le dirišwago ge le tsenela dithutophahlošo tša thuto ya Sepedi Leleme la Gae tša mefato ya godimo?*

English version: Which language is used during Senior Phase workshops?

The possible outcome: The language used to send circulars of invitations to the workshops, the agenda, and the presentation. Are they in Sepedi or English?

Responses to question 4:

P1: "Invitations come in English."

P2: "They send us WhatsApp messages written in English. The agenda is also in English."

P3: "The circular comes in English. The agenda and the presentations are always in English."

It is evident that the invites and circulars are written in English even though they are intended for Sepedi HL educators. All the participants agreed that they received English written correspondence.

Potšišo ya 5/Question 5:

Sepedi version: *Na o nagana gore lenaneo la thuto le kaonafatša go ruta le go ithuta maleme a setlogo, kudu Sepedi? Fahlela karabo ya gago.*

English version: Do you think the curriculum at hand enhances the teaching and learning of indigenous languages, Sepedi in particular? Elaborate.

The possible outcome: Do the teaching and learning materials prescribed in the curriculum cater to Sepedi Home Language? Do they add more to the vocabulary of learners? Do the materials teach learners about their culture and origin?

Responses to question 5:

P1: "I could say yes and no. because some of the things are there but a majority is not there."

P2: "No. In my school during the group guided reading, we struggle because there is a limited number of books that are written in Sepedi."

P3: "It caters to Sepedi HL less, the big charts on which we must paste the words for the week are provided in English, and the weekly routine is also in English, but it is for Sepedi."

P2 and P3 agreed that the curriculum does not cater to the indigenous languages. Their everyday life is surrounded by English and requires the teachers to spend more time translating documents. P1 was also not satisfied with the content that is found within the curriculum. P1 stated that lack of exposure to books and reading materials is another challenge for elementary school pupils in learning writing. This is supported by Moses & Mohamad (2019) who stated that many students find it challenging to get enough and significant sources of information because of the curriculum limitations.

Potšišo ya 6/Question 6:

Sepedi version: *Pholisi ya polelo ya sekolo sa geno e reng ka go ruta bana ba mphato wa sehlopha sa godimo?*

English version: What does your school's language policy say about Senior Phase teaching?

The possible outcome: To check if the curriculum allows teachers to use English and/or Sepedi when teaching.

Responses for question 6:

P1: "Learners are taught in their home language."

P2: "All the subjects are taught in the learner's home language, except English."

P3: "We use Sepedi as a language of teaching and learning."

It appears that all policies require teaching and learning to be done in the learners' Home Languages. In this study, all participants agreed with the above assertion. This shows that Departmental Heads are also aware that Sepedi HL is not given enough relevant teaching and learning materials. In addition, the above finding contradicts the Language-in-Education Policy in South Africa on the notion that all learners have a right to be taught in their mother tongues from Grades 1–3 (Cekiso, Meyiwa, & Mashige, 2019).

4.5 QUESTERVIEW QUESTIONS FOR SENIOR PHASE EDUCATORS.

These are the questions and answers that were collected from the Sepedi HL Senior Phase educators from the three schools in Sekhukhune East District, Tubatse Circuit.

Potšišo ya 1/Question 1:

Sepedi version: *Na ke maemo afe ao o ka a fago lenaneothuto la thuto ya Sepedi Leleme la Gae legatong la godimo?*

English version: What is your overall satisfaction rating of the Senior Phase curriculum?

The expected outcome: Do they think the curriculum meets all the necessities and is certainly developed?

Responses for question 1:

T1: "The curriculum is not in line with high standards of teaching and learning."

T2: "It is not up to standard. It does not allow educators to help learners unlock their full potential by learning and developing valuable life skills which will help them in the real world."

T3: "It does not serve its purpose and guide teachers on important factors that need to be followed in a specific allocated time. It only helps one to prepare for the next grade. There is a lack of knowledge on important skills that need to be taught and covered."

T4: "The curriculum is not satisfactory and contains low values of teaching and learning."

T5: "The curriculum does not give learners the foundation they need. There are fewer ways of teaching them to make sure they understand."

T6: "The Senior Phase curriculum is well suited for learners."

T7: "It is a process that does well exceptionally with close participation of all parties involved."

T8: “The curriculum provides weak support to learners not born by the Sepedi-speaking parents.”

T9: “The curriculum is not good. It does not provide the necessary assessments like observations, oral discussions, practical demonstrations, and recording.”

The findings prove that most educators are not satisfied with the curriculum. T4 and T8 indicated that the standard of the curriculum is low and is not satisfactory at all. They further indicated that the curriculum does not accommodate learners who are from families that speak dialects. In agreement, T1, T2, T3, T7, and T9 agreed that it does not have the most valuable assessments that could make learners jell well with the language. In other words, it does not serve its purpose. On the contrary, T6 asserted that the curriculum is working well. Nonetheless, the researcher discovered that lack of vocabulary was amongst the factors that fuelled challenges for learners in acquiring writing skills. As Moses and Mohamad (2019) posit, vocabulary is the fundamental element of constructing sentences and is core to effective writing skills.

Potšišo ya 2/Question 2:

Sepedi version: Na o tswalanya bjang lenaneothuto le dingwalo tšeo o di amogelago go tšwa lefapheng?

English version: How do you relate the curriculum with the expected materials?

The expected outcome: Are you able to implement the curriculum in the class with the use of the teaching and learning materials? How well do you understand it?

Responses for question 2:

T1: “The teaching materials are not relevant to the curriculum and its policies are difficult to adhere to.”

T2: “By being innovative and making lessons interesting with songs and rhymes derived from other sources.”

T3: “It does not provide learners and teachers with a measurable plan and structure for delivering quality education.”

T4: “The teaching materials do not always go along with the curriculum and do not support the curriculum policies.”

T5: "Sometimes they intergrade well though the curriculum is based on learners being hands-on and more practical, but the teaching material is not all about that. Which is bad for their age."

T6: "I try to do what I am told, sometimes it is difficult because we have English written materials."

T7: "The two co-relate to the achievement of the desired outcome."

T8: "Not well, it is difficult for me to decode some of the words to Sepedi. Most of the materials we use are written in English, more especially the charts we post on the wall for phonics."

T9: "A good curriculum connects teachers from a cross-grade level and subject area to look at the big picture of learning."

The implementation of the curriculum seems to give teachers difficulties. T1, T3, and T4 explained that the teaching and learning materials are not relevant and do not give them good results. T9 added that the curriculum needs to be the one that connects the teacher with the learners and to achieve that, there should be relevant materials and teaching aids. The curriculum does not help teachers who speak dialect; it is difficult for these kinds of teachers to translate the curriculum into a standardized Sepedi version. As stated by T8 "*To decode becomes a problem*".

On the other hand, T5 and T7 deem the curriculum as well integrated, although T5 expressed that it does not work well in other aspects of learning and teaching. The materials require teachers to go overboard to make the teaching and learning fun. Regarding this, T2 stated she makes innovative rhymes to help learners enjoy her lessons. Thus, the lack of basic resources such as stationery, work cards, and games posed a challenge to the teachers at both schools.

Potšišo ya 3/Question 3:

Sepedi version: Na ke ditlhohlo dife tšeo o *itemogelago tšona ge o ruta thuto ya Sepedi Leleme la Gae?*

English version: What challenges are you facing when teaching Sepedi HL?

The expected outcome: What do you find challenging when teaching Sepedi HL? Do you integrate all the teaching skills well?

T1: "Learners are having a challenge in pronouncing some of the Sepedi words. They encounter challenges in writing the correct spelling of Sepedi words."

T2: "Lack of instructional materials. The language we use in the classroom and the spoken one is not the same. Therefore, it becomes a challenge when it comes to understanding the content and spelling."

T3: "Parental illiteracy, reading problems, lack of interest from some of the learners, lack of confidence from learners and grammar problems. There is a whole lot, and this affects the performance of the learners."

P4: "Learners cannot pronounce some of the words in Sepedi let alone spell them."

P5: "The only challenge I am facing is language, because their mother tongue is a dialect, some of the things I do not know them. What is written in their essays is not the proper language that we teach in class."

P6: "Difficulty in delivering content to the learners since Sepedi HL is not my Home Language."

P7: "Learners taking too long to master concepts and skills. The unlatching of psychomotor skills."

P8: "Language decay, learners are not well equipped with Sepedi. Limited teaching resource."

P9: "The main issue in teaching Home Language in terms of reading is the lack of instructional materials. There are limited reading materials for learners to develop their reading skills. In turn, learners have the difficulty in understanding some of the words".

This study identified several challenges faced by Sepedi Senior Phase educators. Most of them were found to face the challenge of learners failing to pronounce some words. T1 and T4 highlighted that most of their learners experience the above challenge. The other identified challenge was the learners' lack of interest in the Sepedi lesson in T3's class. T4 and T1 revealed that spelling gives their learners a problem. However, T5 and T2 indicated that lack of teaching and learning materials affect teaching and learning efficiency, and thus, disadvantage learners from developing the necessary language skills such as grammar and vocabulary. To this, T9 alluded that the teaching of language requires more relevant reading materials.

Learning materials are materials that are needed and used in managing the teaching and learning process or a very important tools for teachers to conduct learning efficiently and to improve student learning achievement (Siagian, Saragih & Sinaga, 2019).

Potšišo ya 4/Question 4:

Sepedi version: Na ditlhohlo tšeo o di boelago di ka rarollwa bjang go ya ka wena?

English version: How best can those challenges be solved?

The expected outcome: What could be the possible solution to the problems you encounter in your classroom regarding curriculum implementation, the proposed teaching and learning materials by the curriculum, and the teaching of Sepedi HL?

Responses for question 4:

P1: "Learners must read widely; more oral work in Sepedi can help improve their reading skills and speaking. Have a curriculum that caters to all skills in full."

P2: "Build vocabulary, reciprocal teaching, parents should be introduced to adult school and teachers should come up with ways to make learners enjoy teaching."

P3: "Reading widely and oral work in Sepedi must be given to improve their reading skills and speaking."

P4: "Learning to navigate through the two languages, which is not easy but doable."

P5: "Having workshops to equip the teachers with enough content so that learning is made effective."

P6: "Implementation of interactive teaching and code-switching. Emphasizing a culture of moving from known to unknown. Exposing learners to the realities of life by indulging in educational tours. Use of a variety of learning aids, charts, and educational toys."

P7: "Teaching learners rhyme songs about the theme of the week or topic of the day. Make your teaching resources such as flashcards with vowels and letters of the alphabet."

P8: "Organising learning materials."

All participants agreed that there should be more oral work in the curriculum that will help to build the speakers of tomorrow. There should be workshops that will enrich teachers and provide them with clear indications of what needs to be taught. Above all, there should be organised learning materials that will help Sepedi Senior Phase learners. The participants envisioned challenges with the curriculum as preventing the effective implementation of RTL. The above statement is supplemented by Bester and Conway (2021) who indicated that lack of clarity and details in the CAPS curriculum contributed to the ineffective implementation of inclusive education in South Africa. Hence, teachers suggest that there should be more in-service training regarding curriculum implementation.

Potšišo ya 5/Question 5:

Sepedi version: Ge o be o ka fiwa monyetla wa go hlabolla lenaneothuto la thuto ya Sepedi Leleme la Gae mefatong ya godimo, ke dilo dife tšeo o bego o ka di fetola?

English version: If you were given a chance to develop the Senior Phase curriculum, which aspects of the curriculum would you change to improve it?

The possible outcome: What would you do if you were to develop the Sepedi HL curriculum with its teaching and learning materials?

Responses for question 5

P1: "The curriculum must focus more on reading. This will improve the reading skills and will be able to understand better and also be able to use the words in sentence construction."

P2: "Integration of technology in the classroom, whereby virtual classroom activities can be conducted, and this will prepare the learners for the future."

P3: "Content selection: The more meaningful the content, the easier it is to remember. So, if the content does not make sense or is irrelevant enough, learners will have a harder time learning. Assessment – can change the way teaching is focused."

P4: "Learning with more visual aspects will be recommended since Senior Phase learners believe in visuals."

P5: "The whole concept that teachers need to do more work. Have a clear curriculum with relevant teaching and learning materials, and have an enriching language."

P6: “There is more writing than oral, I would wish to have more oral work that will help with learners’ speech and vocabulary enrichment, also to have visual activities and more reading materials.”

P7: “Play and learning activities to be more modernised and relate to the past. Separate fast learners and allow them to move at their pace, allow the teacher to give more time to learners with learning difficulties.”

P8: “Creating more rhymes about the themes, making your teaching resources with old books and charts.”

P9: “Build lessons that include simulations experiments, case studies, and activities to deliver curriculum.”

The study revealed a need to revisit the curriculum and the teaching and learning materials of the Sepedi Home Language in the Senior Phase. It is evident from the teachers’ responses that the curriculum has gaps that hinder teaching and policy implementation. For instance, T1 recommended that the curriculum should focus more on reading and viewing skills. Whereas T2, T3, and T4 expressed the need for a more digitalised approach to learning, teaching, and assessment. Furthermore, T7 and T9 feel that there should be play-based teaching and learning, where learners will have rhymes, songs, and story play. All these suggestions would enable learners to use their languages, explore their own cultures and those of others, and apply their existing knowledge or experiences to learn new skills.

4.6 DOCUMENT ANALYSIS

Armstrong (2022) defines document analysis as a systematic procedure for reviewing or evaluating documents, both printed and electronic material. In this instance, the researcher analysed the teachers’ printed lesson planning for Sepedi Senior Phase (planner and tracker). It is an example of what is in the NECT teaching and learning resource document.

4.6.1 Theory

The researcher used the theory of the phenomenological approach. It is a theory aimed at synthesising the meaning of a document at both the surface and in-depth levels. The researcher evaluated the NECT teaching and learning resource (see Figure 2 below).

THE WEEKLY ROUTINE

- The lesson plans follow the same routine every week. This makes it easy for teachers and learners to follow. Learners can prepare for the next activity once they know the routine.
- The routine is based on the CAPS maximum time for Home Language, 8 hours per week.
- Please display this routine in your classroom and try to learn it off by heart!

| MONDAY | | | |
|--|--------|--|---|
| ACTIVITY | TIME | DESCRIPTION | CORE METHODOLOGY / METHODOLOGIES |
| Morning Oral | | Greetings, weather, news, discussion | |
| Phonics | 10 min | Introduce sound Learners complete words list | WORD LIST |
| Group reading / Paired & Independent Reading | 15 min | Listen to Group 1 Learners complete phonics activity | GROUP GUIDED READING / PAIRED & INDEPENDENT READING |
| Handwriting | 30 min | Teach new letter formation Learners write letter / words / pattern in books | FORM NEW LETTER |
| Group reading / Paired & Independent Reading | 15 min | Listen to Group 2 Learners complete writing activity | GROUP GUIDED READING / PAIRED & INDEPENDENT READING |
| Shared Reading | 15 min | Teach 'Look & Say' words | PRE-READ |
| Read Aloud | | Teacher reads aloud before breaks / at end of day | READ ALOUD |

6 Grade 2 Home Language: Sepedi

Figure, 4.1: An example of a NECT document

The above document is written in English and is meant for Sepedi HL teachers to implement. However, this is how it was supposed to be captured in the correct language for the target group, being Sepedi HL teachers, learners, and parents/guardians.

| | | | |
|---------------------|----------------|--|-------------------|
| Mošupologo | | | |
| Mešongwana | Nako | Tlhalošo | Mokgwaruta |
| Bomolomo bja mesong | | Tumedišano, Boso, ditaba, dipoledišano. | |
| Medumo | Metsotso ye 10 | Tsebiša modumo Baithuti ba fetša mantšu. | Lenaneo la mantšu |

| | | | |
|--------------------------------|----------------|---|--------------------------------|
| Go bala ka sehlopha/ka bobedi. | Metsotso ye 15 | Theeletša sehlopa sa pele Baithuti ba fetša mešongwana ya medumo. | Go bala ka sehlopha/ka bobedi. |
| Mongwalo | Metsotso ye 30 | Ruta go bopa ditlhaka tše dimpsha Barutwana ba ngwala tlhaka/lentšu/phethene ka pukung. | Bopa tlhaka ye mpsha. |
| Go bala ka sehlopha/ka bobedi. | Metsotso ye 15 | Theeletša sehlopa sa bobedi. Baithuti ba fetša mošomo wa go ngwala. | Go bala ka sehlopha/ka bobedi. |
| Go bala mo go abelwanago. | Metsotso ye 15 | Ruta bana go lebelela le go bitša mantšu. | Pele go bala. |
| Go balela godimo. | | Morutabana o balela barutwana setšweletšwa godimo pele ga dipakana tša go ikhutša/ ge letšatši le fela. | Go balela godimo. |

Table, 4.3: Assessment Activities and Time Allocation

4.6.2 Who is the document meant for?

The NECT planner and tracker resource document is meant for the Senior Phase, Intermediate, and Senior Phase teachers and learners in almost all subjects. In this case, our focus was on the Senior Phase, which covers Sepedi HL, English FAL, and Mathematics.

4.6.3 What is the purpose of the document?

As stated in the NECT, the curriculum assessment planner and tracker is a tool to support the teacher. It provides a plan of what should be taught each day of the term.

4.6.4 Language used in the document

Most schools' language policy resembles what CAPS says about the Language of Learning and Teaching in the Senior Phase, which is the Home Language. According to CAPS (2011), learners' Home Language should serve as the Language of Learning and Teaching. Thus, all the skills that learners must develop should be exposed to

them in the Home Language. However, this study has revealed that although NECT is a form of curriculum resource, it contains many important aspects that are written in English and are meant for Sepedi HL teachers and learners. This mismatch results in difficulties in language learning and teaching.

The following table shows two versions of what NECT entails. The English version and the expected Sepedi version.

| English version from NECT | Sepedi version (translation by the researcher. |
|------------------------------|--|
| Table of contents | Diteng |
| Welcome message | Molaetša wa kamogelo |
| Management notes | Dintlhataolo. |
| Assessment plan | Lenaneokelo. |
| Weekly routine | Mošomo wa beke ka beke |
| Assessment tasks and rubrics | Mešongwanakelo le diruburiki |
| Group-guided reading | Go bala ka sehlopha |
| Core methodologies | Mekgwaruta ya motheo |

Table, 4.4: English version and the expected Sepedi version

It is alarming to have a document meant for Home Language practitioners written in English. The people it is meant for are expected to translate what is written into their mother tongue to comprehend the content. This misrepresents Sepedi as a language that lacks vocabulary. However, like any other language, teachers can find equivalent words for English vocabulary, and where necessary, they burrow words from other languages that have equivalents. Given the above challenges faced by teachers and learners, issues like language decay cannot be solved anytime soon when the education system does not align its curriculum to the needs of the people who use it.

5. CONCLUSION

This chapter was based on the presentation, interpretation, and analysis of the data collected from questionnaires and interviews with Sepedi HL Senior Phase educators and the Departmental Heads. The data was collected from one (1) circuit within the cluster.

Various issues were addressed in this chapter. Through questionnaires that were administered to Senior Phase educators, the study identified various issues that impede learning and teaching. For instance, the study found that a shortage of teaching and learning materials resulted in poor implementation of the curriculum, depicted by challenges faced during teaching and learning. To get clear explanations of the nature of challenges experienced regarding the implementation of curriculum in the Senior Phase, the study also collected data from Senior Phase educators through questionnaire views. This helped to identify areas of weakness in the curriculum and to allow teachers to suggest possible solutions that could help to improve curriculum implementation. The study found that Senior Phase educators find it hard to implement what the curriculum stipulates because: they find their teaching and learning materials written in English but meant for Sepedi HL; they are expected to translate the materials into the Home Language; and they receive inadequate support and inadequate training to address the challenges they experience. The questionnaires were only directed to Senior Phase educators who taught Sepedi as a Home Language. Interviews were conducted with the Senior Phase Departmental Heads.

In the interviews, Senior Phase educators and Departmental Heads expressed their understanding of how the structure of teaching and learning materials should be. Amongst these, were the experiences they had with teaching learners their Home Language without proper teaching and learning materials. Improper infrastructure was one of the challenges revealed by the Departmental Heads to be persistent in schools. This suggests that the problem identified in this study does exist in schools, and as postulated by literature, more stringent methods need to be adopted to overcome this problem. Hence, some recommendations are provided in the next chapter. The next chapter provides a summary, findings, recommendations, and conclusions of the study.

CHAPTER 5: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This study focused on the challenges experienced by senior-phase educators in implementing the Sepedi teaching and learning materials recommended by the curriculum. The study explored the experiences of Senior Phase teachers and Departmental Heads. The study relates to the expectations of the DoE regarding the ability of Sepedi educators in the Senior Phase to implement the curriculum using teaching and learning materials recommended by the curriculum and the challenges thereof.

5.2 SUMMARY OF CHAPTERS

Chapter 1

This chapter offered the overall introduction of the study from the topic initiated and its background and aim to the problem statement, abridged literature review, and the significance of the study. The chapter also presented the methodology and explained the ethical considerations.

Chapter 2

The purpose of this chapter was to present and evaluate the literature that could be related to the study. The chapter went deep into what other researchers have written to relate it to the study and try to find solutions to the investigated problem. The chapter also introduced the theory that the study followed.

Chapter 3

This chapter introduced the research methodology, detailing the research design, approach, data collection procedures, and data analysis method. Furthermore, the chapter focused on the techniques used in sampling and thereafter presented the ethical considerations of this study.

Chapter 4

The chapter focused on presenting, analysing, and interpreting the collected data. It presented the Senior Phase educators' and Heads of Departments' responses. In

short, this chapter presented answers to the questions that the researcher sought to answer, presented in chapters one and three.

Chapter 5

This chapter aims to summarise the findings that the researcher gained from the collected data. It further provides recommendations based on the findings.

5.3 SUMMARY OF THE STUDY

This study focused on the Senior Phase Sepedi Home Language educators' perceptions regarding implementing Sepedi HL learning and teaching material recommended by the curriculum. The study was based in the primary schools of Tubatse Circuit. This study aimed to identify the challenges Senior Phase educators face when implementing the use of teaching and learning materials within the Sepedi curriculum when teaching Sepedi HL.

The objectives were to identify the prescribed teaching and learning materials for the Sepedi Home Language curriculum in the Senior Phase. The Senior Phase Departmental Heads and teachers were interviewed on how they implement the prescribed teaching and learning materials in their everyday classroom lives. The instruments used included questionnaires with the quester view approach and interviews with Senior Phase educators and their Departmental Heads. The questionnaire required teachers to fill in, while interviews with Departmental Heads were conducted orally. The findings revealed that some teachers find it hard to implement the curriculum due to a lack of content knowledge resources, among other factors discussed below.

5.4 THE RESEARCH FINDINGS

In this section, the researcher outlines and discusses the findings of the study. For this resolve, this section outlines issues that Senior Phase Sepedi HL educators and Departmental Heads raised. This section also identifies robust findings and interpretations to note for a better curriculum. The following findings were identified in this research:

Teachers do not find it easy to implement the curriculum

From the gathered data, it is evident that most teachers are concerned about not being able to implement the curriculum. They say that it is difficult to translate English written content into Sepedi and teach it at the same time. Thus, materials are required to be in the Language of Learning and Teaching the subject Sepedi HL.

Language of Learning and Teaching (LoLT)

The teaching and learning materials for Sepedi Home Language were found to be mostly written in English, although the policy emphasises that Senior Phase learners should be taught in their respective Home Languages. Thus, it is evident that teachers struggle to enhance learners' vocabulary because materials are not contextualised into their social settings and are, at times, not perfectly translated into the required language.

Enhancement of indigenous languages

The First Additional Language (English) was found to be given more priority than the Home Language. Learners seemed to be deprived of the opportunity to explore their Home Language. As such, their cultural and traditional backgrounds were not included as part of teaching and learning. These findings were found to be in stark contrast to what the Senior Phase policy stipulates, 'that learners must be taught in their Home Language'.

Lack of proper workshops and training

It was found that educators were not given enough content training and workshops. Most of the workshops occurred once in a term. Thus, their implementation of teaching and learning materials, such as prescribed lesson plans, could not effectively take place due to insufficient training.

Too much administrative work

The study discovered that the educator's time was largely consumed by administrative work, which stole most of the teaching and learning time. Most schools have many learners and do not have administrative clerks. Therefore, the Department of

Education expects production and great paperwork from teachers in consideration of how this affects the quality of teaching and learning.

Poor LTSM and Infrastructure

The study revealed a shortage of teaching aids in both schools. The schools experienced the challenge of overcrowding. As such, teachers found it hard to move between learners' tables while teaching. Although the weekly routine schedule states that there should be group-guided reading twice a week, the overcrowding of classes hinders this activity. In both schools, the possibility of having a reading corner was, therefore, close to zero.

CAPS compliance

Most Senior Phase educators were found to be old and were trained in colleges. As a result, the rapid change in curriculum makes it hard for them to adapt. It was difficult for them to comply with CAPS since they were not given training to work with it. They relied on the materials given to them by the department. Most of the old employees depend on those staff members who got CAPS workshops.

Teachers are not trained for the Senior Phase

Most schools experience a shortage of qualified Senior Phase educators, and the investigated schools were not an exception. This disparity and shortage often lead the Department of Education and school principals to employ teachers who do not know how to teach and provide age-appropriate content, socially contextualized lessons, and activities appropriate for learners' cognitive levels. In turn, these seemed to make it difficult for unqualified teachers to produce good grades.

5.5 Recommendations

Given the findings highlighted in 5.4, recommendations are made for the implementation of teaching and learning materials for the Sepedi Home Language in the Senior Phase. The recommendations are informed by the presentation made in chapter four and the study's aims and objectives. The suggested recommendations are as follows:

Teachers should be given enough training regarding the curriculum

The teachers who find it hard to implement the curriculum should be given more training and be allowed to express the challenges they face.

The appointment of teachers should be strict on qualifications

The appointment of teachers in the Senior Phase should consider only the teachers that are trained for the Senior Phase with no exceptions.

Inclusion of Sepedi Home Language in the teaching and learning materials

The teaching and learning aids for Senior Phase Sepedi Home Language should all be written in Sepedi. They should not be in any language except the learners' mother tongues. This will help to enhance their vocabulary and create room for improvement of their performance.

Revisit teachers to ensure CAPS compliance

The Department of Education personnel should visit schools to ensure that educators are CAPS compliant. This will help in identifying those who find it hard to comply and help them overcome their struggles.

The supply of the LTSM and more infrastructure provision to schools by DBE

Some primary schools still lack adequate classrooms and furniture. There is still a high demand for teaching and learning resources such as textbooks, workbooks, and teaching aids. Thus, there is a need for serious intervention in this problem to allow the smooth running of the teaching and learning process.

Appointment of administrative clerks

This will help maximise the teacher-learner contact time. Teachers will have more time to teach learners what is required. Additionally, this will give them time to reflect on their lessons and do intervention strategies and remedial work. Learners will benefit from this as it will increase their learning time.

Alignment of CAPS, LTSM, and language policy

The language policy for the Senior Phase should be in line with the CAPS document. What should be done in class in terms of the language policy should be clearly stated in the CAPS document. Also, the LTSM should be in the language recommended by the language policy.

Provision of reading mats

Primary school learners should be provided with seating mats for their group-guided reading as required by their weekly routine. The Department of Education should attend to this and make provisions.

5.6 LIMITATIONS OF THE STUDY

During the process of writing this dissertation, some encounters affected the study, especially during data collection. Some of the educators failed to cooperate with the researcher, suspecting that the researcher intended to outshine them regarding the understanding of some curriculum aspects. On the other hand, others refused to form part of the study during the data collection process, especially after realising that the interviews would be conducted in English, which is the language they are not used to speaking during their day-to-day activities.

There were Senior Phase teachers who refused to participate, stating that they were not interested in anything to do with education. Some expressed that they are busy with their work and do not have time to speak about things they cannot change. The doubts teachers had delayed the progress of the study.

It was difficult to find a language specialist to interview. The researcher had to omit their participation due to time constraints. This created some gaps in the data required for this study.

5.7 CONCLUSION

In this chapter, there seems to be a lot of things that hinders the progress of teaching and learning on Sepedi HL in the senior phase. There is a lack of vocabulary in the administered textbooks and other supporting teaching and learning materials. The

admin work remains challenging as the teaching and learning time is consumed by the administration work. The language usage on the NECT also makes it hard for teachers to do well. These findings are to be considered to better the education system.

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APPENDICES

APPENDIX A: A REQUEST LETTER FOR THE DISTRICT MANAGER

PO BOX 4488

Ga-Kgapane

0838

24 May 2022

The District Manager
Department of Education
Limpopo Province
Polokwane
0700

Madam/Sir

REQUEST TO CONDUCT EDUCATIONAL SURVEY

Request is hereby made to be granted permission to conduct an educational survey in primary schools in the district at Bohlabela Cluster.

The survey is part of my assignment with the University of Limpopo. It involves Senior Phase teachers, Heads of Department and Subject specialist for Sepedi. It is about 'Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit'. The participants will be visited at their schools and offices during their free periods to make sure that school lessons are not disturbed.

Your co-operation in this regard will be highly appreciated.

Yours faithfully:

Nkgapele MJ (MEd Student)

Contacts: 0720768469 and E-mail: nkgapelemj01@gmail.com

APPENDIX B: A REQUEST LETTER FOR THE CIRCUIT MANAGER

PO BOX 4488

Ga-Kgapane

0838

24 May 2022

The Circuit Manager

Tubatse circuit

Private bag x1007

Burgersfort

1150

Dear: Madam/Sir

REQUEST TO CONDUCT AN EDUCATIONAL SURVEY

The request is hereby made to be granted permission to conduct an educational survey in primary schools in your circuit.

The survey is part of my assignment with the University of Limpopo. It involves Senior Phase teachers, Heads of Department, and subject specialists. It is about 'Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit'.

Your cooperation will be highly appreciated.

Yours faithfully:

Nkgapele MJ (MEd Student)

Contacts: 0720768469 and Email: nkgapelemj01@gmail.com

APPENDIX C: A REQUEST LETTER FOR THE SEPEDI LANGUAGE SPECIALIST

PO BOX 4488

Ga-Kgapane

0838

24 May 2022

The Sepedi Language Specialist

Bohlabela Cluster

Private bag x1007

Burgersfort

1150

Dear: Madam/Sir

REQUEST TO CONDUCT AN EDUCATIONAL SURVEY

The request is hereby made to be granted permission to conduct an educational survey with you in the form of the interview.

The survey is part of my assignment with the University of Limpopo. It is about 'Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit'.

Your cooperation will be highly appreciated in this regard.

Yours faithfully:

Nkgapele MJ (MEd Student)

Contacts: 0720768469

Email: nkgapelemj01@gmail.com

APPENDIX D: A REQUEST LETTER FOR THE SCHOOL PRINCIPAL

PO BOX 4488

Ga-Kgapane

0838

24 May 2022

The Principal

.....School

Tubatse Circuit

Burgersfort

1150

Dear: Madam/Sir

REQUEST TO CONDUCT AN EDUCATIONAL SURVEY IN THE SCHOOL

The request is hereby made to be granted permission to conduct an educational survey in your primary school.

The survey is part of my assignment with the University of Limpopo. It involves Senior Phase teachers and the HODs. It is about “Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit.

Your cooperation in this regard will be highly appreciated.

Yours faithfully:

Nkgapele MJ (MEd Student)

Contacts: 0720768469

Email: nkgapelemj01@gmail.com

APPENDIX E: CONSENT LETTER FOR SUBJECT SPECIALIST

I, _____ , agree to participate in the research study named:

'Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit'

The aim and objectives of the study have been explained to me, and I am therefore participating voluntarily.

I permit my interview and document review with the researcher's _____

I understand that there will be no financial compensation for participating in the study. I can withdraw from the study any time if I feel uncomfortable, without any penalties. I understand that my name will not be exposed to anyone; it will always be kept confidential.

I have read and understood this consent form, and I agree to participate in the study.

Signed: _____

Date: _____

Contacts _____

APPENDIX F: CONSENT LETTER FOR THE HODs

I, _____ , agree to participate in the research study named:

'Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit'.

The temperament and rationale of the study has been explained to me and I am therefore participating voluntarily.

I give permission for my interview and document review with the researcher's

I understand that there will be no financial compensation for participating in the study. I can withdraw from the study at any time when I feel uncomfortable, without any penalties. I understand that my name will not be exposed to anyone, it will be kept confidential at all times.

I have read and understood this consent form and I agree to participate in the study.

Signed: _____

Date: _____

Contacts _____

APPENDIX G: CONSENT LETTER FOR TEACHERS

I _____ agree to participate in the research study named:

‘Implementing Sepedi Teaching and Learning Materials within the Senior Phase Curriculum: A case of Tubatse Circuit’

The temperament and rationale of the study has been explained to me in writing and I am therefore participating voluntarily.

I give permission for my interview and document review with the researcher's _____

I understand that there will be no financial compensation for participating in the study. I can withdraw from the study at any time when I feel uncomfortable, without any penalties. I understand that my name will not be exposed to anyone, it will be kept confidential at all times.

I have read and understood this consent form and I agree to participate in the study.

Signed: _____

Date: _____

Contacts _____

APPENDIX H: EDITORIAL LETTER

Semono Tshwenyego Benny

P O Box 1077, Senwabarwana 0790, South Africa

Cell: 0724168689 / 0614780498

Email: semonobt@gmail.com

TITLE: Perceptions of Senior Phase Teachers in Implementing Teaching and Learning

Materials within Sepedi Home Language Curriculum: A Case of Tubatse Circuit,

Sekhukhune East District, Limpopo Province, South Africa

To : To whom it may concern

From : Mr. Semono T.B

Date issued : 27 September 2024

Subject : Ms. Nkgapele M.J

I hereby declare that the above-mentioned dissertation is accurately edited.

The editing process involved refining the work at five distinct levels:

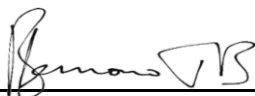
- Editing for structure to help the reader follow the logic of the writer's arguments.

- Editing for language to ensure good use of grammar, coherence and consistency in tense.
- Editing for writing styles and consistency in technical presentations (i.e., font sizes and colour, alignment, paragraphing and other technicalities) such that the reader will be able to concentrate on the content.
- Proof-reading to eliminate repetition, spelling errors, punctuation errors, redundant statements, inconsistent formatting and other exasperating distractions.

Editing to fix citation errors and to ensure that all the sources acknowledged in the text are enlisted in the bibliography. This level of editing involved ensuring that all citations and bibliographic formats are correct and consistent with the method of referencing applied herein.

I am therefore confident that the document is reader _____ - friendly and proficient enough to evaluate.

Sincerely,



September 2024

Date: 27



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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 28 FEBRUARY 2023

PROJECT NUMBER: TREC/49/2023: PG

PROJECT:

Title: Implementing Sepedi teaching and learning materials within the foundation phase curriculum: A case of Tubatse circuit.
Researcher: MJ Nkgapele
Supervisor: Dr AD Maledu
Co-supervisor: N/A
School: Education
Degree: Master's in Education Studies (Sepedi Education)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

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- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any dep arture be contemplated from the research procedure as approved, the researcher(s) must re- submit the protocol to the committee together with the Application for



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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 19 August 2024

PROJECT NUMBER: TREC/49/2023: PG-Amended

PROJECT:

Title: Perceptions of Senior Phase Teachers in Implementing Teaching and Learning Materials within Sepedi Home Language Curriculum: A Case of Tubatse Circuit, Sekhukhune East District, Limpopo Province, South Africa

Researcher: MJ Nkgapele

Supervisor: Dr AD Maledu

Co-supervisor: N/A

School: Education

Degree: Master's in Education Studies (Sepedi Education)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

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Note:

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- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.