EXPERIENCES OF GRADE 9 EDUCATORS REGARDING THE IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: A CASE STUDY IN THE SARAH BAARTMAN DISTRICT

by

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DEDICATION

This study is dedicated to my beloved grandparents, Sally Titus and Pieter Titus (deceased), who moulded me to be the person I have become. I love and miss you, mama and dede.

ABSTRACT

This study investigated the experiences of 10 Grade 9 Post Level 1 (PL1) educators regarding the implementation of the Curriculum and Assessment Policy Statement (CAPS) in a specific school in the Sarah Baartman District since it was introduced in 2014 for Grade 7-9 and Grade 12.

South African schools have gone through several curriculum transformations over the past 23 years. The Curriculum 2005 (C2005) was introduced in 1997 and educators had to implement the C2005 in their classrooms without the required training. Educators experienced several challenges during the implementation processes of the C2005, which included the complexity of the terminology, and complicated design features. Moreover, they were overburdened with administrative duties. The Department of Education (DoE) reviewed and streamlined the C2005, and in May 2002, the Revised National Curriculum Statement (RNCS) was presented to schools. Unfortunately, the effectiveness of the implementation of the RNCS was plagued by many problems experienced by educators. Main factors that impeded the implementation of the RNCS were educator training and development, educator consultation and participation, additional educator workload and lack of resources. These issues urged the Department of Basic Education (DBE) to review the RNCS, after which the CAPS was introduced to improve teaching and learning.

This research utilises the Concerns Based Adoption Model (CBAM) in its theoretical analytical framework. I used the interpretivist paradigm and applied a qualitative approach. A case study research design was also employed. The participants for this study were 10 Grade 9 PL1 educators teaching in the Senior Phase (SP) at the same school in the Sarah Baartman District. The data collection instruments used to collect data were semi-structured interviews and document analysis. The data collection processes were hindered by the global COVID-19 pandemic that we were facing at the time of writing. Due to challenges in the form of COVID-19 surges faced by schools, the

initial classrooms observations could not take place. The data gathered and generated were analysed through three different content analysis procedures, namely the six-step guide, the qualitative analysis procedures, and word cloud analysis to ensure the trustworthiness of the collected data.

This study concludes and draws attention to the experiences of educators and challenges faced regarding the implementation of the CAPS in Grade 9. This study envisions that Care and Support for Teaching and Learning (CSTL), Integrated Quality Management System (IQMS) and South African Schools Administration and Management System (SASAMS) are some of the existing programmes that can be incorporated to assist the Schools Management Teams (SMTs) and educators with the implementation processes of the CAPS. Based on the findings of this study recommendations are made for the improvement of the implementation processes of the CAPS. Consequently, this study recommends that the DBE, educators and SMTs from neighbouring schools and Subject Advisors (SAs) should work closely together to assist with the implementation of the CAPS. Schools should integrate the implementation of the CAPS in their annual planning. Existing supporting structures (CSTL, IQMS and SASAMS) should be utilised optimally by schools to assist with the implementation of the CAPS, especially in the SP.

KEY TERMS

Curriculum
Senior phase
Curriculum implementation
School subject
Concern-Based Adoption Model

OPSOMMING

Hierdie studie het die ervaringe van 10 graad 9-opvoeders op posvlak 1 (PL1) ondersoek met betrekking tot die implementering van die Kurrikulum- en Assesseringbeleidsverklaring (KABV) in 'n spesifieke skool in die Sarah Baartman-distrik sedert KABV in 2014 vir grade 7 tot 9 en 12 geïmplementeer is.

Suid-Afrikaanse skole is die afgelope 23 jaar deur verskeie kurrikulumtransformasies. Kurrikulum 2005 (K2005) is in 1997 bekendgestel en opvoeders moes dit sonder die nodige opleiding in hul klasse implementeer. Opvoeders het verskeie uitdagings beleef tydens die implementeringsprosesse vir K2005, behalwe vir die kompleksiteit van die terminologie en die ingewikkelde ontwerp, en was opvoeders ook oorweldig deur administratiewe pligte. Gevolglik het die Departement van Onderwys K2005 hersien en gewysig en in Mei 2002 die Hersiene Nasionale Kurrikulumverklaring (HNKV) aan skole voorgelê. Ongelukkig het opvoeders baie probleme ervaar met die doeltreffendheid van die implementering van HNKV. Die belangrikste faktore wat die implementering van die HNKV vertraag het, was opleiding en ontwikkeling van opvoeders, opvoederkonsultasie en -deelname, addisionele opvoederwerklas en tekort aan hulpbronne. Hierdie kwessies het die Departement van Basiese Onderwys (DBO) aangespoor om die HNKV te hersien, wat tot die bekendstelling van KABV gelei het om onderrig en leer te bevorder.

Hierdie navorsing gebruik die belanggebaseerde aanpassingsmodel vir die teoretiese ontledingsraamwerk. Die vertolkingsparadigma en 'n kwantitatiewe benadering is toegepas en 'n gevallestudienavorsingsontwerp is gebruik. Tien graad 9-opvoerders (PL1) wat in die senior fase by dieselfde skool in die Sarah Baartman-distrik skoolhou, het aan die studie deelgeneem. Semigestruktureerde onderhoude is gebruik om data te versamel, gevolg deur dokumentontleding. Die dataversamelingsprosesse is die deur globale Covid-19-pandemie vertraag. Skole se uitdagings as gevolg van die Covid-19-virus het veroorsaak dat die aanvanklike klaskamerwaarneming nie kon plaasvind nie. Nietemin is die versamelde en gegenereerde data deur drie verskillende inhoudontledingsprosedures ontleed, naamlik die ses-stap-riglyne, die

ontledingsprosedures wat Menter, Elliot, Hulme en Lowden aanbeveel en woordwolkontleding om die betroubaarheid daarvan te verseker.

Hierdie studie sluit af deur aandag te vestig op die ervaringe van opvoeders en die uitdagings om KABV in graad 9 te implementeer. Hierdie studie voorsien ook dat hulp en ondersteuning vir onderrig en leer, die geïntegreerde gehaltebestuurstelsels en die Suid-Afrikaanse skole-administrasie en bestuurstelsel – 'n paar van die bestaande programme – geïnkorporeer kan word om skoolbestuurspanne (SBS'e) en opvoeders te help met die implementeringprosesse van KABV. Op grond van hierdie studie se bevindings, word aanbevelings gemaak vir die verbetering van die KABV-implementeringsproses. Gevolglik beveel hierdie studie aan dat die DBO, opvoeders en SBS'e van naburige skole, en vakadviseurs nou moet saamwerk om te help met die KABV-implementering. Skole moet KABV-implementering by hul jaarbeplanning integreer. Verder moet hulpstrukture optimaal by skole gebruik word om KABV te implementeer, veral in die senior fase.

SLEUTELTERME

Belanggebaseerde aanpassingsmodel
Kurrikulum
Kurrikulumimplementering
Skoolvak
Senior fase

ISICATSHULWA

Olu phando luphengulule amava ootitshala abali-10 abakwiNqanaba loku-1(PL 1) beBanga le- 9 ngokubhekisele ekuphunyezweni kweNkcazelo yoMgaqo-nkqubo weKharityhulam noHlolo (CAPS) kwisikolo esithile saseSarah Baartman oko kwaqaliswa iCAPS kumaBanga 7- 9 no-12 ngowama-2014.

Izikolo zaseMzantsi Afrika zidlule kwiinguqulelo ezininzi zekharityhulam kule minyaka ingama-23 idlulileyo. Ikharityhulam 2005 (C2005) yaqaliswa ngowe-1997 kwaye kwafuneka ukuba ootitshala bayisebenzise kumagumbi okufundela ngaphandle kokuba bafumane uqeqesho olufunekayo. Ootitshala bafumana imingeni eliqela ngexesha lokumiselwa kweenkqubo zika-C2005, kubandakanywa ukuntsonkotha kwesigama kunye nemiba yoyilo enzima, kwaye nootitshala babesindwa ngumsebenzi wolawulo lwezifundo. ISebe lezeMfundo (DoE) emva koko laye layiqwalasela ngokutsha, layihlaziya i-C2005. NgekaCanzibe wama-2002, iNkcazo yeKharityhulam yeSizwe eHlaziyiweyo (RNCS) yaziswa ezikolweni. Ngelishwa ukusebenza kakuhle kwe-RNCS kwathwaxwa ziingxaki ezininzi ezafunyanwa ngootitshala. Ezona ngxaki zaziphambili ekuphumezeni iRNCS yayikukungaqeqeshwa nokungaphuhliswa kwezakhono zootitshala, ukungabonisani notitshala kunye nokungabaniki thuba lokuthatha inxaxheba ekuyiqulunqeni, ukongezwa komthwalo wootitshala kunye nokunqongophala kwemithombo yolwazi. Ngokuqhutywa yile miba ingentla, iSebe leMfundo esiSiseko (i-DBE) layihlaziya i-RNCS, nto leyo eyakhokela ekungeniisweni kweCAPS ngenjongo yokuphucula ukufunda nokufundisa.

Olu phando lusebenzisa indlela yokuphanda eyaziwa ngokuba yi*Concerns-Based Adoption Model* (i-CBAM) kwisakhelo sohlalutyo lweethiyori. Lukwasebenzisa indlela yophando esekelwe ekutolikeni okwahlukeneyo nendlela yophando ngokuzathuza, kwanesifundo esingumzekelo. Abathathi nxaxheba kolu phando ngootitshala abali-10 beBanga le-9 abafundisa kwiSigaba esiPhezulu (i-*SP*) kwisikolo esinye kwisithili iSarah Baartman. Kwasetyenziswa udliwano ndlebe nabaninzi njengezixhobo zokuqokelela

idatha, kwalandeliswa ngohlalutyo lwamaxwebhu. Iinkqubo zokuqokelelwa kwedatha zithintelwe sisibetho se-COVID-19 sehlabathi esijamelene noMzantsi Afrika ngoku. Ngenxa yemiceli mngeni ebangelwe yiCOVID-19 esajongene nezikolo nangoku, ukuqwalaselwa kwasekuqaleni kwamagumbi okufundela akukwazanga ukwenzeka. Noxa kunjalo ulwazi oluqokelelweyo luye lwahlalutywa, kusetyenziswa iinkqubo zohlalutyo ezintathu, ezisisikhokelo samanyathelo amathandathu (*Six Step Guide*) njengoko kucetyisiwe nguMenter, uElliot, uHulme kunye noLowden. Kwasetyenziswa nohlalutyo lwamagama ngamagama ukuqinisekisa ukuthembeka kwezi ndlela zohlalutyo.

Esi sifundo siqukumbela ngokutsalela ingqalelo kumava ootitshala nakwimingeni abajongene nayo malunga nokuphunyezwa kweCAPS kwiBanga le-9. Olu phando lukwajonga ukuba iinkqubo ezifana noKhathalelo neNkxaso yokuFunda (i-*Care and Support for Teaching and Learning* -CSTL), iNkqubo Ehlanganisiweyo Yolawulo Lomgangatho Onguwo, (i-*Integrated Quality Management System - IQMS*), iNkqubo yoLawulo lweZikolo zaseMzantsi Afrika *(SASAMS)* – njengezinye zeenkqubo esele zikho – zinokubandakanywa ukunceda amaqela aLawula iZikolo *(SMTs)* nootitshala ekusebenziseni iinkqubo ze-CAPS. Ngokusekwe kwiziphumo zolu phononongo, iingcebiso zenziwe ukuphucula iinkqubo zokuphunyezwa kweCAPS. Ngenxa yoko, olu phononongo lucebisa ukuba i-*DBE*, ootitshala nee-*SMTs* ezivela kwizikolo ezikufutshane, kunye naBacebisi ngeziFundo (ii-*Subject Avdisors*) kufuneka basebenze ngokusondeleleneyo ukunceda ukuphumeza iCAPS. Izikolo kufuneka zingenise ukuphunyezwa kweCAPS kwisicwangciso sonyaka. Ngaphezulu, iinkqubo zokuxhasa, (i-STL, i-IQMS kunye ne-SASAMS) kufuneka zisetyenziswe ngokuzeleyo zizikolo ekuncediseni ukuphunyezwa kwe-CAPS, ngakumbi kwiSigaba Esiphezulu (i-*SP*).

ISIGAMA ESIPHAMBILI

INdlela Esekelwe Ekwamkeleni Iinkxalabo
Ikharityhulam
Ukuphunyezwa kwekharityhulam
Isifundo sesikolo

Isigaba esiPhezulu

LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
ATP	Annual Teaching Plan
BA	Bachelor of Arts
BCom	Bachelor of Commerce
BEd	Bachelor of Education
BSc	Bachelor of Science
CAPS	Curriculum Assessment Policy Statement
CBAM	Concerns-Based Adoption Model
CEDU	College of Education
CI	Curriculum Implementation
CMEC	Council of Ministers of Education, Canada
CSTL	Care and Support for Teaching and Learning
C2005	Curriculum 2005
DBE	Department of Basic Education
DoE	Department of Education
DSG	Development Support Group
EMS	Economic and Management Sciences
ESA	Eastern and Southern Africa
FET	Further Education Training
GET	General Education Training
HoD	Head of Department
HONS	Honours
IQMS	Integrated Quality Management System
LSEN	Learners with Special Education Needs
LTSM	Learning and Teaching Support Material
NCEE	National Center on Education
NCF	National Curriculum Framework
NQF	National Qualifications Framework
OBC	Outcome-Based Curriculum

OBE	Outcomes-Based Education
NCS	National Curriculum Statement
PS	Performance Standard
PGCE	Post Graduate Certificate in Education
REM	Remedial Education
RNCS	Revised National Curriculum Statement
SA	Subject Advisor
SASAMS	South African Schools Administration and Management System
SBA	School Based Assessment
SES	Senior Education Specialist
SMT	School Management Team
SoC	Stages of Concern
UNISA	University of South Africa
UK	United Kingdom

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Since April 1994, the National Department of Education (DoE) has introduced several policies aimed at transforming the education system in South Africa. These have included many curriculum reforms such as the Curriculum 2005 and the National Curriculum Statement (NCS). In July 2010, the then South African Minister of Basic Education Angie Motshekga announced further changes in the reform of Schooling 2025 (Department of Basic Education [DBE], 2010).

The Department of Basic Education (DBE) confirmed in 2010 that there would be a plan for schools in South Africa, called Action Plan to 2014, which forms part of a larger vision called schooling 2025. This Action Plan was also supposed to assist with the implementation of the Curriculum Assessment Policy Statement (CAPS). This Action Plan explains 27 specific national goals that will be the focus to improve our education system in South Africa. Goal 18 deals with curriculum implementation, explaining to ensure that learners cover all the topics and skills areas that they should cover within their current school year (DBE, 2011a).

Unfortunately, on the 26th of April 2018, it was claimed that South Africa had the 3rd worst education system in the world, with 50% of students dropping out of the system and only 30% obtaining the marks required to enrol in University (Makou & Wilkinson, 2018). For the past three years, South African learners' studying bachelor's degrees was less than 40% (2017: 28,7%, 2018: 33,6% and 2019: 36, 9%), which is totally unacceptable for the future of our country (DBE, 2020).

The above statements highlight that our education system is in a crisis stage and that more attention needs to be given to our current curriculum development and implementation. The government should investigate reasons for being labelled as one

of the countries with the "worst education" system. These concerns have motivated me to investigate the curriculum implementation in South African schools. This study proposes a comprehensive approach to the evaluation of curriculum implementation (CI) in the Senior Phase (SP), primarily focusing on Grade 9. It begins by placing curriculum within the broader framework of quality education and effective policy and defining the process of curriculum implementation aimed at the development of effective teaching and learning in classrooms.

Through my experiences as an educator, I realised that curriculum practices never stay the same and that society changes continuously and for any process to be effective, the evaluation process is very important. I have often observed in subject meetings that educators raise concerning issues regarding the implementation of the CAPS. As an educator, it is compulsory to attend workshops/information sessions and quarterly moderation reviews arranged by the DBE, which is also a platform for educators from various schools to share their concerns regarding the CAPS. Attending these sessions made me comprehend that I need to investigate the implementation of the CAPS in the SP.

The specific goals of the "new improved" plan introduced by the DBE were not properly introduced in the schools by educators, School Management Teams (SMTs) and Subject Advisors (SAs). Currently, educators are struggling to finish the syllabus and are requested by the Head of Departments (HoDs) to complete a "catch-up programme" form, which needs to be completed every term. As part of an effort by the DBEs, subject advisors (SAs) provide educators with a curriculum coverage tool for each subject to assist with planning and smooth implementation of the curriculum.

The Minister of Basic Education Angie Motshekga introduced the CAPS to better the education system in South Africa. After several years since the CAPS was introduced, educators are still struggling to cope with the implementation of the curriculum in the classroom. Educators encounter several challenges regarding the process of implementation of the CAPS, namely:

- Time allocation per subject, content, and topic;
- Weighting of topic;
- School Based Assessment programme (SBA) (DBE, 2011b).

Personal interaction with other educators urged me to investigate the effectiveness of the CAPS in different schools, especially in the SP. I inspected and evaluated the implementation of the CAPS in the 10 subjects in the SP over its almost eight years of existence. This study is of vital importance and provided a platform for educators to express their frustrations, as well as their successes with the implementation of the CAPS. The evaluation process of the CAPS will also assist stakeholders (DBE, schools, parents and learners) to improve teaching and learning in their schools.

I anticipate that the findings of this study will shed new light on the implementation of the CAPS and will also provide opportunities to improve our education system.

1.2 BACKGROUND TO THE RESEARCH

To place the study in context, international and national tendencies are discussed in the following two sub-sections.

1.2.1 A comparative explanation of curriculum transformation and implementation globally

Over the last two decades, many countries such as China, Turkey, Uganda and Bolivia have embarked on major curriculum and pedagogical reforms to meet the specific demands of the gradually changing world. These countries' cases seek to illustrate the global reform talk in these areas: identify major concerns and challenges in low- and middle-income countries; review main policy interventions and reforms; underscore challenges and complexities encountered at implementation phase; and discuss the `outcomes of the reforms in terms of improving learning outcomes and reducing disparities in achievement levels (Altinyelken, 2015).

Altinyelken (2015) emphasised that in Uganda, several teachers and education stakeholders believed that Thematic Curriculum has many strong aspects, such as improved relevance, more emphasis on literacy and numeracy, and increased student participation during lessons, rendering learning as a more enjoyable activity for children. However, at the same time, these teachers believed that such aspects can hardly be fully realised due to systematic problems in the education system, including large classroom sizes, lack of materials, low teacher morale, and inadequate teacher preparation.

It is important to recognise the curriculum implementation process as integral to the improvement of education. Many countries such as Bangladesh, Indonesia, Myanmar, Sri Lanka and Vietnam are presently implementing reforms and preparing for major curriculum change. Others are monitoring or evaluating the impact of recent curricular reforms: Bhutan, Nepal, India and the Philippines. Malaysia refers to its on-going process of curriculum reform and Pakistan refers to the tradition of four-year curriculum reform cycles (Byron, 2016).

Balarin and Benavides (2010) argue that the failure to adequately involve teachers in the curriculum development process, the lack of adequate teacher preparation before implementation, as well as structural limitations within the education system have appeared to lead Peru to the situation whereby classroom practices, while outwardly appearing to conform with expected changes, are, when scrutinised further, clearly disconnected from such central aims as enabling students to acquire significant knowledge.

Despite repeated attempts to reform the basic education curriculum in many countries in the Eastern and Southern Africa (ESA) region, learning levels have remained stubbornly low. The challenges of curriculum reform have been well documented across many ESA countries, such as Namibia, South Africa, Botswana, Ethiopia, Malawi, and Uganda. Deep-seated and long-standing structural faults that run through many education systems, such as large class sizes, low levels of teacher competence and motivation,

and books in the wrong language, are frequently ignored in the process of curriculum reform (Cunningham, 2018).

1.2.2 A brief reflection on curriculum transformation and curriculum implementation in South African schools from 1994 to 2019

The need for a complete overhaul of the education system under apartheid had been identified as a priority for building a new democratic South Africa in 1994. The Apartheid government caused several inequalities amongst the non-White (coloured and Asian), Black and the White population groups, including access to better education. Educational change has been stimulated by the major political changes which occurred in the country during the 1990s and which brought about the abolition of apartheid and the introduction of a democratic South Africa. The vision for education that emerged was to integrate education and training into a system of lifelong learning. South Africa is embarking on radical education reform (Emmanuel & Ngibe, 2014).

This is justified by a continuous change in curriculum policy systems since 1997 when the first one was introduced in South Africa. Curriculum 2005 (C2005) was introduced in 1997, Revised National Curriculum Statement (RNCS) in 2002, NCS in 2007, and currently running, the CAPS which was introduced in 2012, phase by phase. This means that Education policy is reviewed on a regular basis. Outcomes-Based Education (OBE) was therefore adopted as the approach that would enable articulation between education and training, recognition of prior learning and thus increased mobility for learners. The introduction of OBE was not only an attempt to change the education system, but also for the purpose of transforming society in the sense that parents and/or learners' guardians have to own their children's education by having a say and contribution as much as possible (Emmanuel & Ngibe, 2014).

Policy research shows that it does not work to rush the implementation of curriculum reform, offering the reason that the politics of education reform wins over the pedagogy of reform (Bertrum, 2011). The educational transformation was a given and the OBE

approach was adopted. The main reason for this radical change was that policymakers wanted to move away from the apartheid curriculum and address the laudable outcomes of skills, knowledge, and values for social justice, equality and development (Spreen & Vally, 2010). Mouton, Louw and Strydom (2012) emphasised that C2005 was a complex system of curriculum tools.

Another reason for this change is the transformation of education, and school education in particular, into something worthwhile to all citizens, especially to learners at schools. New education policies formulated after 1994 sought to address the shortcomings in South Africa's previous education and training system. The aforementioned policy statements, namely C2005, RNCS, NCS, and the CAPS, had, within a period of fifteen (15) years, been tried and followed in South Africa consecutively. The contents of the new curriculum imply that the learning experience in which the learners are involved should be enjoyable, interesting and important so that the learners should see the relevance of democracy in teaching and learning.

1.3   THEORETICAL FRAMEWORK

The theoretical framework serves as the guide on which to build and support one's study, and also provides the structure to define how to approach the study as a whole in a philosophical, epistemological, methodological, and analytical manner (Grant & Osanloo, 2014).

For the purpose of this study, I regard the Concerns Based Adoption Model (CBAM) by Hall and Hord (1987) as comprising some of the most influential ideas associated with the experiences of educators on the implementation of the curriculum (the CAPS in this case). The CBAM provides a different perspective on facilitating the adoption of change or innovation.

The theoretical framework assumes that educators have concerns that need to be addressed for them to proceed to higher levels of curriculum implementation, during

which process they may ignore, resist, adopt and adapt change depending on the support given to them (Sweeny, 2003). In this study, the concerns that were investigated were related to the conceptualisation, teaching and adoption of the CAPS in Grade 9 classrooms at secondary schools as an education innovation.

The CBAM is a theory specifically developed for teachers. CBAM is primarily used with reference to the teaching profession, although it can be used outside academic settings (Straub, 2009). The theory is largely concerned with describing, measuring, explaining and understanding the process of change experienced by teachers attempting to implement the curriculum material and instructional practices (Bellah & Dyer, 2006). The model describes how people develop as they learn about an innovation in curriculum change and implementation (Sweeny, 2003).

Hence, the CBAM is an exceptionally powerful tool for diagnosing teachers' implementation efforts by tracking the progression of adopters' concerns and their behaviours related to innovation use.

1.4 ELUCIDATION OF CONCEPTS

In the following section, key terms relative to the experiences of educators regarding the implementation of the CAPS are defined.

1.4.1 Curriculum

Glatthorn, Boschee, and Whitehead (2018) state that a curriculum is the plan made by guiding learning in the schools, usually represented in retrievable documents of several levels of generality and the actualisation of those plans in the classrooms, as experienced by the learners and as recorded by an observer. These experiences take place in a learning environment that also influences what is learned.

1.4.2   Curriculum implementation

Curriculum implementation is the phase during which the relevant design is applied in practice. This is the application phase that includes not only the core syllabi but also the school's broad curriculum, every subject curriculum, and every lesson (Carl, 2009).

1.4.3   School Subject

A school subject refers to an area of knowledge that is studied in school. It can be called a learning tool or the criteria by which we learn.

According to Deng (2015) a school subject refers to an area of learning within the school curriculum that constitutes an institutionally defined field of knowledge and practice for teaching and learning.

1.4.4   Senior phase

School is compulsory from the beginning of the year in which the learner turns seven until the end of Grade 9 or of the year in which the learner turns 15. This stage is called General Education and Training (GET), and it falls into three phases, where the SP is from Grade 7 to 9.

During this phase, learners have to master the following: Languages, Mathematics, Arts and Culture, Life Orientation, Social Sciences, Economic Management Sciences, Natural Sciences, Technology, Home Language (any) and First Additional Language (any).

Learners who successfully complete Grade 9 receive a GET certificate, which is Level 1 on the National Qualifications Framework (NQF) (DBE, 2011b).

1.5   PROBLEM STATEMENT AND RESEARCH QUESTIONS

The flaws in the implementation of the NCS led to the following revision: The Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 in 2002. Ongoing implementation challenges led to another review in 2009. In its report, the Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (DBE, 2009), the Ministerial Committee recommended the following:

- Teacher workload and administrative burden to be reduced.
- Streamline and clarify policies: to develop a single Curriculum and Assessment Policy document for every learning area and subject (by phase).
- Clarify the role of subject advisors nationally and specify the exact nature of the in-classroom and school support they should provide to teachers.
- Simplify and streamline assessment requirements and improve the quality and status of assessment by making the GET and FET phases consistent.
- The concern about the transition from Grade 3 to Grade 4 must be addressed firstly by reducing overload in the Intermediate Phase, and secondly by reducing the number of learning areas to six subjects, including two languages.
- The quality assurance and catalogue development of textbooks and other learning and teaching support materials (LTSM) need to be centralised at the national level.
- The training of educators to support curriculum implementation should be subject specific and targeted only where needed.

These major issues have been some of the core reasons for this study. The recommendations were made in 2009 to assist with the CI processes in schools, but recent studies indicated that educators are still faced with the same challenges since the CAPS was implemented. As indicated in the literature referenced by this study, it

highlights that educator training and development, educator consultation and participation, additional educator workload and lack of resources are the main factors which impede the implementation of any curriculum. The above factors led to educator stress, frustration and a sense of disempowerment which negatively impact the implementation of the CAPS in the classroom. The literature reviews discussed in general CI processes revealed a gap, which needs to be studied to assist educators with the implementation of the CAPS.   Therefore, this study highlights the factors that have an influential impact on the implementation of the CAPS, focusing on the experiences of Grade 9 PL1 educators.

Since the CAPS was introduced, educators are still experiencing the same challenges in schools, as indicated by recent studies. I perceived a lack of clarity from educators regarding their complaints and concerns. Hence, I decided to investigate this matter further by approaching educators who experienced the implementation process of the CAPS in the SP.

1.5.1   Main research question

The main research question of this study is:

What are the experiences of Grade 9 educators regarding the implementation of the CAPS in the Sarah Baartman District?

In light of the main question, the sub-questions posed below served as key foci for the research study:

1.5.2   Sub-questions

The following sub-questions formed part of this study:

1.5.2.1   What are the experiences of educators regarding the CAPS since it was implemented in 2014, focusing on Grade 9?

1.5.2.2   What are the challenges that educators have to deal with regarding the implementation of the CAPS?

1.5.2.3   What opportunities have emerged while implementing the CAPS in the classroom?

1.5.2.4   What can be changed to improve the implementation of the CAPS in Grade 9?

1.6   AIM AND OBJECTIVES

This qualitative study shed light on the confusion and concerns that educators presently experience regarding the implementation of the CAPS. The main aim of this study was to evaluate the implementation of the CAPS in the SP (Grade 9) classrooms in order to assist educators with challenges experienced during the CI processes.

The objectives of the research were to:

1.6.1   Determine the experiences of educators regarding the CAPS since it was implemented in 2014, focusing on Grade 9;

1.6.2   Explore the challenges that educators have to deal with regarding the implementation of the CAPS;

1.6.3   Determine the opportunities that have emerged while implementing the CAPS in the classroom;

1.6.4   Identify what can be changed to improve the implementation of the CAPS in Grade 9.

1.7   RESEARCH METHODOLOGY

Sileyew (2019) points out that research methodology is the path through which researchers need to conduct their research. It shows the path through which these

researchers formulate their problems and objectives and present their results from the data obtained during the study period.

1.7.1   Research design

Thomas (2009) indicates that the research design is the plan for the research. Being a plan, it must take one's expectations and context into account. According to Suter (2012) with qualitative approaches, the research design is often a complete description of what types of data or evidence will be gathered, how the data will be collected, and how it will be meaningfully reduced and interpreted (often via coding, categorizing, and the constant comparative method).

An exploratory research design was followed for this study which allowed flexibility and adaption of change during the research process. Dudovskiy (2018) explains that exploratory research, as the name implies, merely intends to explore the research questions and not to offer final and conclusive solutions to existing problems. The nature of exploratory research design made it applicable for this research project.

1.7.1.1   Research paradigm

The study followed an interpretive paradigm. According to Merriam (2009), interpretive research assumes that reality is socially constructed; in other words, there is no single, observable reality. There are multiple realities, or interpretations, of a single event. Researchers do not "find" knowledge, they construct it.

Thomas (2009) emphasises the work of George Herbert Mead who believed that interpretivism's main point is that we should be interested in people and the way that they interrelate what they think and how they form ideas about the world.

An interpretive paradigm provided a platform for me to interact closely with the participants to gain insight and form a clear understanding of the experiences of educators regarding the implementation of the CAPS in the SP.

1.7.1.2   Research approach

A qualitative research approach was used in this study which aligned with the interpretive paradigm seeking to gather information on educators' experiences regarding CI focussing on the "new" curriculum (the CAPS). McMillan and Schumacher (2010) state that the qualitative approach begins with assumptions, a worldview, the possible use of the theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.

Thomas (2009) argues that the research approach should be fundamental and something that continually agonises and argues.

This study explored the experiences of educators regarding the implementation of the CAPS in the SP (Grade 9). To achieve this purpose, the qualitative approach was deemed the most appropriate.

I worked within a qualitative research approach, where the study attempted to understand people in terms of their definition of their world. Qualitative research tends to provide more flexibility and opportunities through its data collection methods (interviews and document analysis) to gain more insight into the research topic.

1.7.1.3   Research type

The purpose of the research urged me towards a case study design. Merriam's (2009) definition formed the basis for this study: namely, a case study is an in-depth description and analysis of a bounded system. Part of the confusion surrounding case studies is that the process of conducting one is conflated with both the unit of the study (the case) and the product of this type of study (Merriam, 2009). Harrison, Birks, Franklin and Mills (2017) explain that case study research has grown in reputation as an effective methodology to investigate and understand complex issues in real world settings.

The aim of using a case study method was to gain a rich, detailed understanding of the case by examining aspects thereof in detail. This is in line with the aim of the study, which was to provide an in-depth understanding of the experiences of educators regarding the implementation of the CAPS in Grade 9. Hence, this qualifies to be a case study in the Sarah Baartman District.

1.7.2 Research methods

The following sections will discuss the selection of participants, data collection and data analysis.

1.7.1.1 Selection of participants

For the purpose of this study, one secondary school in the Sarah Baartman District in the Eastern Cape was selected as the site from which the data were collected. The study was limited to one specific school, because of its accessibility, geographical convenience and the very low financial implications (such as transport costs) for me. Purposeful sampling was utilised to select participants to represent Grade 9. Chosen participants for this study included 10 Post Level 1 (PL1) educators. The selection of the participants was also based on educators' personal portfolios, which include qualifications, teaching experience and language competencies (Afrikaans and English speaking). See Table 3.1 and 4.2, which provide summaries of participants' suitability for this study, specifically focusing on the criteria selected by me. The selection criteria for participants in this study included the qualifications of selected participants, teaching experience (Table 3.1) and the characteristics of the educators (Table 4.2), which highlight the gender, age, number of years teaching in the SP - specifically Grade 9 - and whether the educators are qualified to teach Grade 9.

1.7.2.2 Data collection

Mertens (2015) describes three methods for qualitative data collecting that are commonly used by researchers: participant observation, interviews and document and records review. Bowen (2017) indicates that document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analysing documents incorporates coding content into themes, similar to how focus group or interview transcripts are analysed.

Interviews and document analysis were the basis for data collection in this study. Maree (2007) describes an interview as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about ideas, beliefs, views, opinions and behaviours of the participant. The instrument utilised in the study was an open-ended interview schedule developed for interviewing the participants. An open-ended interview often takes the form of a conversation with the intention that the researcher explores the participant's views, ideas, beliefs and attitudes about certain events or phenomena (Maree, 2007).

The questions designed for the interviews were open-ended, allowing the interviewer not to follow a particular order. Having a list of questions with a particular order to follow will allow the interview process to be deeply reflective of the responses by the respondents. I strictly asked all participants the same questions during the interviews. Ten Grade 9 PL1 educators were interviewed individually. The interviews were audio-taped, while permission was obtained before commencement of the interviews. See sections 3.4.2, 4.2.2 and 4.2.3, which discusses the data collection methods in detail.

1.7.2.3 Data analysis

Data processing and analysis were on-going during the research process. Wilson (2009) indicates that interviews or classroom interactions are perhaps the most

common forms of oral data that are of interest to the educational researcher. To analyse these data, it is necessary to be able to reflect on them repeatedly and at length so that one may fragment and manipulate them in the search for underlying patterns and meanings.

I used the research questions to group the data and looked for similarities and differences. Data was also analysed by grouping the data together and then searching for relationships. I also used wordle.com[1] as an analytical supplementary research tool, which created word clouds to analyse data/text. McNaught and Lam (2014) emphasise that word clouds reveal the frequencies of the different words that appear in a piece of text. To a certain extent, an understanding of the general composition of the frequently used words allows viewers to have an overview of the main topics and the main themes in a text and may illustrate the main standpoints held by the writer of the text.

Menter, Elliot, Hulme and Lowden (2011) recommend that qualitative analysis procedures use copies of transcripts. On each transcript, one would:

1.   number each line of each transcript;
2.   print transcripts on different coloured paper to represent types of participants or groups;
3.   use coloured highlighter pens to identify key texts and quotes, with the colours of the pens indicating thematic areas;
4.   cut out the text associated with the main analytic themes and arrange them under the existing and/or developing main thematic areas. These recordings will be transcribed and the resulting texts analysed carefully.

The six-step Guide by Braun and Clarke (2006) was also used to analyse the accumulated data from the selected documents and the semi-structured interviews discussed in sections 3.4.3.1 and 4.3.2.

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[1] Previously accessible at http://ww7.wordle.com/.

Bertram and Christiansen (2014) posit that an inductive approach works from specific observations to broader generalisations and theories. In this qualitative study, I followed an inductive approach when analysing the data, which began immediately after data collection. Theory should guide data analysis at all stages, beginning with the planning of the analysis and ending at the interpretation of results. The CBAM (SoC) theory discussed in section 2.3 was used as a framework to analyse the collected data, described in chapter 4. The different data analytical procedures assisted me substantively tremendously with the analyses and interpretation of the accumulated data.

See Table 3.2, which indicates the CBAM theoretical data analysis framework, focusing on the Stages on Concerns (SoC) for this study.

1.8   MEASURES FOR TRUSTWORTHINESS

In qualitative research, the researcher is the data gathering instrument. Thus, it seems that when qualitative researchers speak of research "validity and reliability", they are usually referring to research that is credible and trustworthy (Maree, 2007). See section 3.5 which highlights the measures for trustworthiness for this study in more detail.

Maree (2007) writes that trustworthiness can be strengthened by engaging in multiple methods of data collection, such as observation, interviews and document analyses. In addition, involving several investigators or peer researchers to assist with the interpretation of the data could enhance trustworthiness.

Cohen, Manion and Morrison (2018) emphasise that the key criteria of validity of qualitative research are credibility (the truth value), transferability (generalizability), dependability (consistency) and confirmability (neutrality).

1.8.1   Credibility

I allowed all participants to provide their opinions openly and to reflect on situations.

The literature review had a substantial impact on the structuring of the research questions. The compiling of the research questions was thus based on the literature review and the research aim. Credibility of the research was also ensured by making detailed notes during the interviews and observations. Audio recordings of the interviews were also made to ensure credibility of the research findings.

1.8.2 Transferability

Merriam (2009) writes that external validity is concerned with the extent to which the finding of one study can be applied to other situations. I demonstrated the research purpose in a manner that applied to the findings of the research. The study was limited to one school thus, the generalisability of the results is restricted.

1.8.3 Dependability

According to Cohen et al. (2018) dependability involves member checks, debriefing by peers, triangulation, prolonged engagement in the field, persistent observations in the field, reflexive journals, negative case analysis and independent audits. I used an inquiry audit to establish the dependability, which required an outside person to review and examine the research process.

1.8.4 Confirmability

To establish confirmability, I provided an audit trail, highlighting every step of the data collection and data analysis procedures, which were used to provide a rationale for decisions to be made.

1.9 ETHICAL CONSIDERATIONS

Firstly, participants gave informed consent to participate in this study. This means that they must be fully informed about the research in which the interview is going to be used. They need to know that their privacy and sensitive information will be protected and what is going to happen with their information after recording.

I had the responsibility of protecting the participants throughout a research study. The school and educators involved in the research were kept anonymous. The findings of this study will also be kept anonymous.

The participants were guaranteed anonymity as the analysis will not identify any particular individual or site. Rather, the analysis was performed thematically and did not require individual responses. Furthermore, the anonymity of the research sites was preserved using pseudonyms in the text of the study and in any oral presentation that arose aroused.
No disclosure of names and places was made in any public forums.

The major principles of ethical conduct one needs to consider are:

- Do no harm;
- Privacy and anonymity;
- Confidentiality;
- Informed consent;
- Rapport and friendship;
- Intrusiveness;
- Inappropriate behaviour;
- Data interpretation;
- Data ownership and rewards;
- Other issues (Lichtman, 2013).

UNISA (2016) promotes the following four internally recognised moral principles of ethics as bases for research: autonomy, beneficence, no maleficence, and justice.

Researchers may be required to balance the demands made by moral principles of research and to privilege one principle over another, depending on the context and circumstances of the research involved.

1.10   STRUCTURE OF MINI DISSERTATION

Chapter one provides a general overview of the study, including an introduction and problem statement. This chapter also contains the research problem and research questions.

Chapter two presents detailed information on the contextual, theoretical and conceptual frameworks used in this study. This forms the literature review of the study.

Chapter three explains the research process in detail, including the research design and methods that will be followed in the study. The measures for trustworthiness and ethical considerations are also discussed.

Chapter four presents the analysis and interpretation of the empirical research data. This comprises detailed discussions on the findings of the data collected. It includes comparisons of findings with literature.

Chapter five concludes and summarises the results of the data collected. I also discuss recommendations, future avenues and limitations of the study.

1.11   CHAPTER SUMMARY

In the background section, this chapter provides a brief review of both international and national aspects of the research problem. It serves as the architectural plan for this study, which includes the statement of the problem, research questions, aim and objectives, research methodology, and theoretical framework. I also clarify specific important concepts in this chapter, while stressing the importance of measures of trustworthiness and ethical considerations.

In chapter 2, I focus on the contextual, theoretical and also the conceptual framework of this study, with the main aim to provide a constructive, informative view of the research problem. The in-depth discussions on the frameworks allowed the research problem to be explored in different ways.

CHAPTER 2
CONTEXTUAL, THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1   INTRODUCTION

The purpose of this study was to explore and elaborate the experiences of Grade 9 PL1 educators regarding the implementation of the CAPS. To achieve this, it was necessary to clarify and explain important theoretical concepts on the whole of CI, with reference to both national and international literature. The information obtained from these sources provided me with the required knowledge to address the research question.

This chapter provides thorough explanations on the following key components, which contribute to insight on the title of the study:

- curriculum implementation challenges in other countries and in South African schools;
- theoretical perspectives (CBAM) of curriculum implementation policies;
- curriculum implementation process;
- educator comprehension and learning of curriculum and implementation;
- and curriculum as a concept.

The conducting of a comprehensive review of the above components provided clarity on the research problem. The implementation of curriculum policies continuously changes, and educators are expected to cope with these unexpected curriculum transformations without any input/opinion. Some countries are also grappling with drastic curriculum shifts and comparable implementation difficulties, which will be discussed. Linking the facts of contextual, theoretical and conceptual frameworks in this chapter helped me to have a broader understanding of the research problem.

2.2   CONTEXTUAL FRAMEWORK

The contextual framework identified the characteristics of curriculum implementation in other countries and in South African schools.

2.2.1   An international overview of curriculum implementation

A large body of empirical evidence shows that educational change has been a topical point of discussion for many years, not only in South Africa but also worldwide (Molapo & Pillay, 2018). This section points to extensive education changes that focused on curriculum reforms and implementation challenges in Hong Kong, the Maldives, Australia, Canada, Turkey, South Korea and Tanzania.

In Hong Kong (Cheung & Wong, 2012) and Korea (Park & Sung, 2013), two separate studies found that educator workload had a significant impact on curriculum implementation. In the Maldives, the National Curriculum Framework (NCF) is the most important policy outlined to support and facilitate quality education. In order to provide this, intensive changes to the curriculum have been brought by the government of the Maldives in 2014. Several education policies aimed at transforming education in the Maldives have been introduced (Essays, UK, 2018). Since the National Curriculum is defined as an educational programme that society desires for the future generation, educators are emphasizing focused on reforming the curriculum for the changing world. As a result of the hard work done by the educators of the Maldives, the implementation of the new curriculum took place in 2014 and has brought a dynamic change in their education system.

In the Maldives and some other countries like South Africa and Australia, teachers previously concentrated on classroom teaching, but due to the change brought to the curriculum, they are burdened with non-teaching duties like attending meetings and co-curricular activities (Essays, UK, 2018). Therefore, the increased duties affect the

implementation of the curriculum and make it challenging. According to the research conducted in Australia, educators were affected by a lack of time (Essays, UK, 2018). Educators almost stop doing any research to add content and make their lesson interesting; hence, a lack of time was affecting teachers implementing a curriculum effectively in a negative way. Furthermore, the same source states that educators are unable to produce work of high quality to improve their teaching and produce professional material due to the non-formal activities (Essays, UK, 2018).

Tomkins and Case (2013) assert that in Canada throughout the 1980s, educators demanded more say in shaping the curriculum, refusing to be treated essentially as technicians involved in implementing "top-down" educational policy. The professional autonomy and responsibility of educators to shape the curriculum became more widely accepted. Diverse notions of teaching still essentially pit teaching as a technical enterprise present a craft that is developed through experience (Tomkins & Case, 2013).

Among other changes, this meant going beyond what often was a mere token representation of females and other groups in textbooks to a reshaping of the curriculum and instructions to engage these groups. Although the previous priorities still exist, the present educational landscape is more concerned with standards-based reforms designed to make provinces (and Canada as a whole) leaders in learner's learning and achievement (Tomkins & Case, 2013).

Canada does not have a national curriculum; rather, the provincial governments are responsible for establishing the curriculum for their schools, and each province has its own, ministry-established common curriculum. However, the Ministers of Education from each province have joined together in the Council of Ministers of Education, Canada (CMEC), to establish best practices in a collaborative effort. In addition to traditional compulsory subjects such as language, mathematics, science, social studies and art, all provinces include citizenship education in the curriculum at both the primary and secondary levels. Many provinces have chosen to also incorporate elective

subjects such as business and financial education (National Center on Education [NCEE], 2019).

On the other hand, in Turkey, the educators were admired for their good work in counteracting the difficulties associated with curriculum changes. Turkey provided a better understanding to the educators about the curriculum through background training and involvement in curriculum policy development (Maharajh, Nkosi & Mkhize, 2020). This is evidence that the educator is the most crucial factor in the process of curriculum implementation. They bring their expertise, knowledge, and experience to the classroom teaching (Maharajh et al., 2020). There is the existence of both extrinsic and intrinsic factors that can hinder curriculum change by educators. These extrinsic factors identified are adequacy of resources, time, school ethos and professional support. The intrinsic factors are professional knowledge, professional adequacy, and professional interest and motivation (Maharajh et al., 2020).

The Center for Global Education (COGE) (2019) highlights that in South Korea, the curriculum has undergone major revisions seven times since 1954, to reflect the newly rising demands for education, emerging needs of a changing society, and new frontiers of academic disciplines. The most recent update, known as the Seventh Curriculum, aims to prepare students for the knowledge-based, globalized 21st century. To that end, it emphasizes individuality, creativity, and knowledge of Korean culture as well as other cultures. Covering grades one through ten, students are allowed to choose their own courses in their final two years of high school (COGE, 2019).

The study by Yin, Lee and Wang in 2014 points to the value of understanding the implementation challenges experienced by educators who are at the coalface of implementation. In their study of Korean elementary teachers, Park and Sung (2013) posit that frequently, educators do not feel well-equipped to implement a new curriculum. If educators feel that they are not well-equipped to innovate, their approach to implementing a new curriculum is fraught with persistent problems.

The same studies also noted that teacher training was key to improved curriculum implementation. The importance of training is also evidenced in Makunja's (2016) study in Tanzania, and a similar challenge is evident in South Africa. The study by Molapo and Pillay (2018) aims to encourage educators to develop creative solutions to the contextual and individual curriculum implementation challenges. It takes an 'empowerment' stance for educators globally and aims to take curriculum implementation beyond the boundaries of resources and limitations.

Globally, educators are grappling with CI challenges and are expected to deal with these changes in an appropriate manner. Some of these challenges include policy issues, lack of formal training and little or no support from educational departments. Table 2.1 exemplifies that most countries experience similar challenges regarding CI.

Table 2.1: Curriculum Implementation in other countries

Country	Curriculum Implementation Challenge
Hong Kong	Heavy workload. Need of training.
Maldives	Increased duties, more administration. Not enough time to implement.
Australia	Educators are loaded with non-teaching duties (such as meetings and co-curricular activities). Lack of time.
Canada	Educators are not involved in policy decisions and planning. The design of learning and teaching material, such as textbooks.
Turkey	Extrinsic factors: adequacy of resources, time, school ethos and professional support. Intrinsic factors: limited professional knowledge, professional adequacy, and lack of professional interest and motivation.
South Korea	Heavy workload.

	Educators not equipped/empowered enough.
Tanzania	Lack of teacher training programmes.
	Lack of resources.

Investigated and concluded by the studies discussed in section 2.2 illustrated in Table 2.1, it is evident that CI is a global challenge. There is urgent need for immediate interventions (action plans) to address the issues of curriculum implementation. Several countries recognised that the two main factors that hinder the successful implementation of a curriculum are educator overload and the need for training.

2.2.2   Curriculum implementation in South African schools

In South Africa, the period after 1994 was followed by a process of transformation in all sectors of society, and education was a key focus of transformation. Several curriculum revisions were introduced as a shift away from the racist curricula that entrenched the values of apartheid, moving towards a single non-racist, non-sexist curriculum for basic education (Molapo & Pillay, 2018). Since this crucial decision was made to transform education through the curriculum, there have been several changes of the post-apartheid curriculum. These adaptations included the introduction of the C2005, the RNCS with an OBE approach and then the CAPS that were introduced to strengthen successful curriculum implementation by focusing on the acquisition of learner skills.

Starting with the C2005 that was introduced in 1998 as a new curriculum in the democratic South Africa, it was welcomed with high expectations (Dada, Dipholo, Hoadley, Khembo, Muller & Volmink, 2009), but its implementation encountered unexpected problems. This led to its review in 2000, making way for the RNCS that was introduced to simplify the implementation challenges of the C2005. A key factor here was the preparedness and skills of educators to implement the RNCS (Dada et al., 2009). The implementation of the RNCS faced several ongoing challenges and was reviewed in 2009 by the Ministerial Review Committee. The CAPS was produced in

2012 as the new curriculum that has been implemented in South African schools and is still in use at the time of writing.

In essence, the introduction of the CAPS in South Africa is a government reaction to the confusion and implementation challenges of previous curriculum revisions (Nakedi, Taylor, Mundalamo, Rollnick & Mokeleche, 2012). The Ministerial Review Committees of 2000 and 2009 made several recommendations to improve the implementation challenges of the C2005 and the RNCS, respectively (Chisholm, 2005; Dada et al., 2009). However, findings show that curriculum implementation continues to be fraught with challenges.

Furthermore, Taole (2015) recorded that different sectors of society register complaints about schooling in South Africa. Given that curriculum reform has such a poor record of implementation in the country, there is a need for research that identifies factors that hinder or facilitate curriculum implementation in South African schools and identifies strategies to address the challenges. There should be recognition by the DBE that teachers need time to learn about and accept new policy reforms; they need space to explore, and resources to carry out their duties diligently.

Molapo and Pillay's (2018) study findings show that when implementation becomes political, the value of the curriculum may indeed be lost. In this instance, it appears that curriculum implementation has been a focal point of a contest between political forces. These political forces constitute the teacher unions on the one side and the government on the other. Caught in the centre of this conflict are educators. This study focuses on educator responses to the implementation of the CAPS in a highly politicised context. It does not aim to evaluate or analyse the CAPS.

This naiveté during the implementation phase widens the gap between the curriculum and its implementation. The haste of the DBE to implement repeatedly revised curriculums without adequately attending to its implementation challenges may have contributed to the view that teaching and learning remain compromised in South Africa

(Guthrie, 2012). Put differently, it is arguable that the DBE tried to 'fix' implementation by repeatedly revising the curriculum. It envisioned that a revised curriculum would have the knock-on effect of improving implementation. For the most part, this did not happen. Instead, educators became tired of change, and implementation became increasingly fraught with politically embedded challenges located in ownership of the curriculum, as well as inappropriate and inadequate teacher training for implementation (Molapo & Pillay, 2018). Monyane and Selesho (2012) note that in South Africa, curriculum implementation has been beset by problems and negativity that have seriously hampered the realisation of the new education system that could be based on quality and democracy. Recently, there have been media reports that schools have not received the materials that they need to implement the curriculum.

Taole (2015, in Guro & Weber, 2010) further argues that what educators think and do are decisive factors in determining the reform outcomes. Therefore, the success of educational policies depends on strengthening capacity for implementation, as successful implementation depends on the extent to which all consumers are informed about and prepared for the envisaged change.

The curriculum changes in post-apartheid South Africa mirror the trends in the international context (Rogan & Grayson, 2003). Global curriculum changes are motivated by attempts to prioritise curricula that focus on skills, application, and problem solving (Adam, 2009). The changes in the global arena shape what is unfolding in the 'new' South Africa.

It is clear from the above-mentioned information that South African schools have been struggling with the implementation of these curriculums since 1998. Educators had to cope with all these changes for the past 20 years and the implementation of different curricula. It has been years and still, educators are grappling with some facets of the CAPS. This study sheds light on the factors influencing the implementation process of the CAPS and provides clarifications to help educators.

To lay a theoretical base for my research, I reviewed numerous studies that relate to curriculum implementation challenges experienced by educators. This study is inspired by the CBAM in the next section.

2.3   THEORETICAL FRAMEWORK

A theoretical framework is the 'blueprint' or guide for a research study (Grant & Osanloo, 2014). It is a framework based on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study. It serves as the foundation upon which research is constructed. Sinclair (2007), as well as Fulton and Krainovich-Miller (2010), compare the role of the theoretical framework to that of a map or travel plan. Swanson (2013) further describes that a theoretical framework consists of concepts, and together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study.

Thus, Brondizio, Leemans, and Solecki (2014) concur that the theoretical framework is the specific theory or theories about aspects of human endeavour that can be useful to the study of events. Grant and Osanloo (2014) further argue that the theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory.

Imenda (2014) expands strengthens this explanation of the theoretical framework, referring to the theory that a researcher chooses to guide him/her in his/her research. Thus, a theoretical framework is the application of a theory, or a set of concepts drawn from the same theory, to explain an event or shed some light on a particular phenomenon or research problem. A theoretical framework demonstrates the researcher's understanding of the theories and concepts that are relevant to his/her study. The persistence of the chosen theoretical framework is also to give a broad understanding of the research question by linking it to the research methodology.

These authors' definitions helped me to better understand the theoretical framework and the importance of it. Its purpose in this study was to use it for interpreting empirical research findings to identify the experiences, perceptions, and educators' level of acceptance towards the implementation of the CAPS. The CBAM theory provided me

with a guide to analyse the collected data and contributed to the quality of this research project. It also assisted with the clear interpretation of the collected data and illuminated misinterpretations.

2.3.1   Concern Based Adoption Model (CBAM)

The Concern Based Adoption Model (CBAM) was developed on the premise that the single most important factor in any change process is the people involved in the change; therefore, facilitating change means understanding the existing attitudes and perceptions of those involved in the process (Hall & Hord, 1987; 2001).

CBAM was initially developed in the 1970s as a model to analyse implementation and change (Hall, Wallace & Dosset, 1973). Hence, the CBAM is an exceptionally powerful tool for diagnosing educators' implementation efforts by tracking the progression of adopters' concerns and their behaviours related to innovation use.

The Stages of Concerns (SoC) address the intensity of the feelings and experiences that the individual educator's adopting policy and curricul00um implementation express.

The diagnostic dimensions of CBAM consist of three components for assessing and guiding this process:

(i)   Innovation Configurations: The map provides a clear picture of what constitutes high-quality implementation. It serves as an exemplar to guide and focus staff efforts.

(ii)   Stages of Concern: The process, which includes a questionnaire, interview, and open-ended statements, enables leaders to identify staff members' attitudes and beliefs toward a new program or initiative. With this knowledge, leaders can take action to address individuals' specific concerns.

(iii)   Levels of Use: The Levels of Use interview tool helps determine how well staff, both individually and collectively, are using a program. Levels range from

nonuse to advanced use. When combined with the Innovation Configuration and first-hand observations, this information can help staff to implement a new program effectively (George, Hall & Stiegelbauer, 2006).

Figure 2.2 describes the three interrelated components of the diagnostic dimensions of the CBAM.
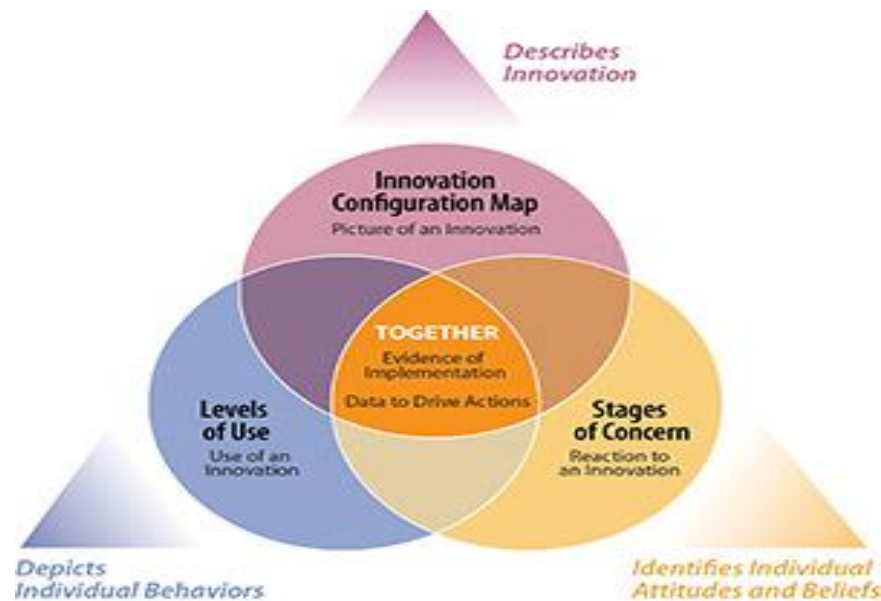
Figure 2.2: Concerns Based Adoption Model (George et al., 2006:1)

These components helped pinpoint the issues and challenges that educators currently face with the implementation of the CAPS. The SoC component of CBAM became the main section of the theoretical framework for this study. It would seem that the SoC provides a very effective framework with extensive opportunities. For the purpose of broadening knowledge on the research question, the SoC certainly seemed to be the most appropriate component of CBAM for this study and its objectives.

2.3.2 CBAM Stages of Concern (SoC)

The SoC was the first developed tool for the CBAM framework that was used to investigate the experiences of Grade 9 PL1 educators regarding the implementation of

the CAPS. It focused on the experiences and concerns of educators in response to implementation of the curriculum.

SoC consists of seven stages that are grouped into three phases: self-concerns, task concerns, and impact concerns. These are expanded into seven dimensions (stages) of concerns that can vary in intensity as indicated in Figure 2.3.

Phase 1: Self-concerns which includes stage 0: unconcerned/awareness; stage 1: informational; and stage 2: personal;

Phase 2: Task concerns which include stage 3: management;

Phase 3: Impact concerns which includes stage 4: consequences; stage 5: collaboration and stage- refocusing (Anderson, 1997).

The aforementioned stages were used as a guideline to construct the interview questions during the collection process of this study. Figure 2.3 demonstrates the CBAM Stages of Concern used in our work.
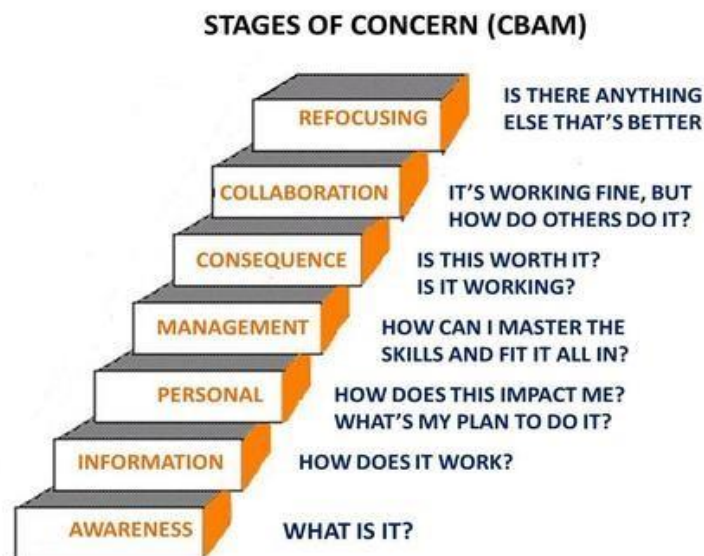
Figure 2.3: CBAM Stages of Concern (SoC) (Hall & Hord, 1987:107)

Figure 2.3. presents the seven stages: awareness, information, personal concerns, management, consequences, collaboration and refocusing, which are the key facets of this study. The demonstrated resonance between CBAM and the research question was significant to this study, while the relevance of the presented structure of the stages was helpful to shed light on the research question. CBAM proved to be an informative way to track the implementation of innovation.

Hall et al. (1973) state that the CBAM was constructed to assist individuals engaging in the innovation and adoption process through recognition of the individual's concerns of self, task, and impact through the adoption process. The CBAM also explores the effective side of change, which includes feelings, reactions, emotions, and attitudes of adoptions in relation to innovation change (Hord & Roussin, 2013).

According to Anderson (1997), CBAM is a framework and methodology for the measurement, description, and explanation of different aspects of the implementation of curricular and instructional innovation. Anderson (1997) further explains that understanding educators' experiences of change is also demonstrated in the CBAM. The CBAM is a framework that educational leaders use to evaluate innovations that are being implemented or going to be implemented; it shows how individuals most affected by the change react to the implementation of these innovations (Hord, Rutherford, Huling & Hall, 2006).

CBAM formed the analytic lens for this study, which put emphasis on the research question and research methodology. In this study, CBAM is used as a framework for understanding the experiences and concerns of Grade 9 PL1 educators regarding the implementation of the CAPS curriculum. The CBAM addressed each one of these assumptions: the individual's concerns about the innovation, the particular manner in which the innovation is delivered or implemented, and the adaptation of the innovation to the individual.

2.3.3   Linking the Stages of Concern and the "Bridge"

The "Bridge" describes the sequence necessary for people to implement in practice what they have learned in training, and the role of mentoring in that process. It is a critical foundation concept on which all developmental support efforts are based. When we compare the SoC model to the "Bridge", the following occur: The lower SoC occur at the training side of the "Bridge": awareness (what is the innovation?), information (how does the innovation work?) and personal (developing a plan to use it).

Also occurring at the training side of the "Bridge" are any skill development aspects of the training, which are the beginning of the management SoC, such as demonstrations, participant practice during the training, and corrective feedback on the practice that the trainer may give to participants.

When the participant is in their setting, trying to implement their training independently and building their mastery to a routine level of task management (SoC), the importance of mentoring as a critical factor in participant success becomes evident.

If mentoring is provided at this point, participants can progress and continue to grow. If participants are not supported, they cannot continue to grow, implementation problems will often overwhelm them, the innovative practices will be discarded and coping strategies which are often poor practice will be adopted (Trapani, 2015).

Figure 2.4 illustrates the three Phases of the Change Process and the Implementation Bridge.

The Implementation Bridge
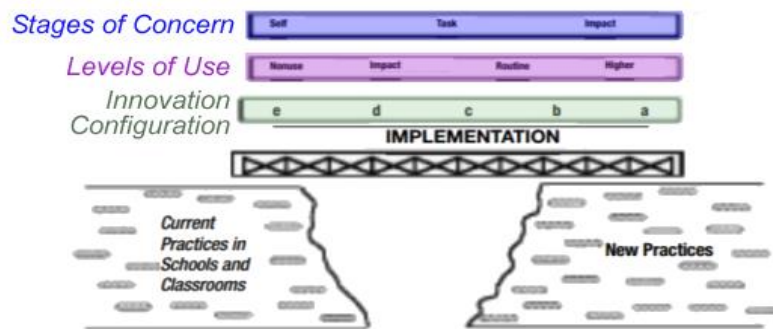
Figure 2.4: Three Phases of the Change Process and the Implementation Bridge (Hall & Hord, 2011:1)

According to Figure 2.4, the implementation bridge represents another idea about change: the size of the gap and the distance that must be covered in one leap. Most expectations for implementing new interventions require leaps too long for many to achieve. Change initiatives will be more successful if there is an implementation bridge. As a metaphor, the Implementation Bridge in connection with CBAM SoC can help us examine the activities, challenges, and barriers involved in achieving successful implementation. The Grade 9 PL 1 educators who implement an intervention (the CAPS) must make it across the bridge. As educators move across the bridge, they gain knowledge, skills, and confidence in using the new intervention (implementing the CAPS).

2.3.4 Interpretation/demonstration of CBAM through a Word Cloud (Wordle.com)

McNaught and Lam (2014) describe wordle.com as a tool for preliminary analysis, quickly highlighting main differences and possible points of interest, thus providing a direction for detailed analyses in the following stages, as well as a validation tool to further confirm findings and interpretations of findings. The word clouds thus provide additional support for other analytic tools. A word cloud is a special visualization of text in which the more frequently used words are effectively highlighted by occupying more

prominence in the representation. I used literature/information from the theoretical framework (CBAM) to validate the compatibility with the research purpose and research question. The conclusion/results from wordle.net make it clear that the words that frequently appear is "implementation", "innovation", "concern", "change", and "process". The data demonstrated in the word cloud regarding implementation of the curriculum is based on the literature review that I researched.

Figure 2.5: Word cloud of Concern Based Adoption Model (CBAM) (created by researcher using Wordle.com)

In Figure 2.5, the words "implementation", "concerns", "innovation", "process", and "change" stand out in the word cloud, which is a clear indication that CBAM is the most appropriate theoretical framework for this study.

2.4   CONCEPTUAL FRAMEWORK

A conceptual framework represents the researcher's synthesis of the literature on how to explain a phenomenon. It maps out the actions required in the course of the study given his/her previous knowledge of other researchers' points of view and his/her observations on the subject of research (Regoniel, 2015). Swaen (2021) highlights that a conceptual framework is a written or visual representation of an expected relationship between variables. Variables are simply the characteristics or properties that you want

to study. The conceptual framework is generally developed based on a literature review of existing studies and theories about the topic.

Grant and Osanloo (2014) emphasise that the conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to provide a picture or visual display of how ideas in a study relate to one another. The framework makes it easier for the researcher to specify and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012).

The conceptual framework of this study provided a platform to connect to larger ideas beyond its particulars. A conceptual framework can be presented as a system of assumptions, beliefs, theories, and concepts that support and inform the research project. This conceptual framework specifically studies the experiences of educators regarding the implementation of the CAPS in Grade 9, focusing on the factors that inhibit curriculum change and implementation and the process of CI.

The next section presents an overview of the concepts and assumptions that underpin pedagogic practices in developed and developing countries and in relation to curriculum and teacher education. The discussions here have informed the conceptual framework of the review, the coding of studies and the conclusions.

2.4.1   Curriculum as concept

For a long time, curriculum has been understood as a topic difficult to digest, grasp and apply in education systems by many educators and practitioners. This is mainly due to traditional perspectives, which have emphasized the role of curriculum as an educational input for the teaching and learning processes, rather than a process that goes beyond this by providing the learning content and the teaching strategies (Opertti, 2017).

A curriculum is a planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational goals. Curriculum refers to the learning opportunities, assessments and materials with educational outcomes or competencies. The curriculum can also refer to the set of subjects that are taught, and includes the wider set of materials, required experiences, competencies and assessment thereof. A curriculum can be seen as a detailed/comprehensive guide which makes effective teaching and learning possible in the classroom. The content that needs to be covered, assessment requirements and teaching/learning methods are the main facets of the curriculum. These important facets of a curriculum can be assisted by the following supportive tools, which include curriculum coverage tools, assessment plans and annual teaching plans (ATPs).

There are hundreds of definitions of curriculum and different perspectives of the term. The implementation of the curriculum starts with the educator's knowledge and perspective of the term. Educators need clarity on the misconceptions regarding curriculum implementation and clarity from the DBE.

2.4.2   Factors that inhibit curriculum change and implementation

Ornstein and Hunkins (2004) demonstrate that curriculum implementation is one of the six phases involved in the curriculum development process. Implementation is an interactive process between those who have created the program and those who are charged with delivering it.

Mandukwini (2016) discovered that the following factors have a huge impact on the successful implementation of the CAPS:

- Knowledge and planning;
- Lack of vision;
- Poor communication;
- Leadership style;

- Professional development and support;
- Resources;
- Increased workload;
- Role conflict;
- Teacher attitudes.

Essays, UK (2018) highlights similar curriculum implementation changes experienced by educators such as:

- The shortage of teaching and learning resources;
- A lack of in-service training on the new curriculum to teachers and a lack of staff development methods;
- A lack of support from the management;
- The training of the managers to manage the transition of the new curriculum;
- The workload of teachers;
- Methods of teaching;
- Shortage of time and the content of the curriculum;
- The quality and quantity of teachers;
- Teacher and student readiness to accept the teaching approaches to a new curriculum;
- Overcrowded classrooms.

The CBAM (SoC) categorises each of these challenges into the specific stage, which indicates the level and individuals responsible for a specific challenge.

2.4.3   Curriculum implementation process

The curriculum implementation process plays a vital role in the successful adoption of any curriculum. Educators must have the necessary knowledge, skills and experience regarding this process.

According to Kanyonga, Mtana and Wendt (2019) the curriculum implementation process is influenced by different factors, which are grouped into three broad areas, namely profile of implementation factors, capacity to support factors and support from outside agencies factors. All of them are dependable on each other to ensure the successful implementation of a curriculum. These factors are described in Figure 2.6.
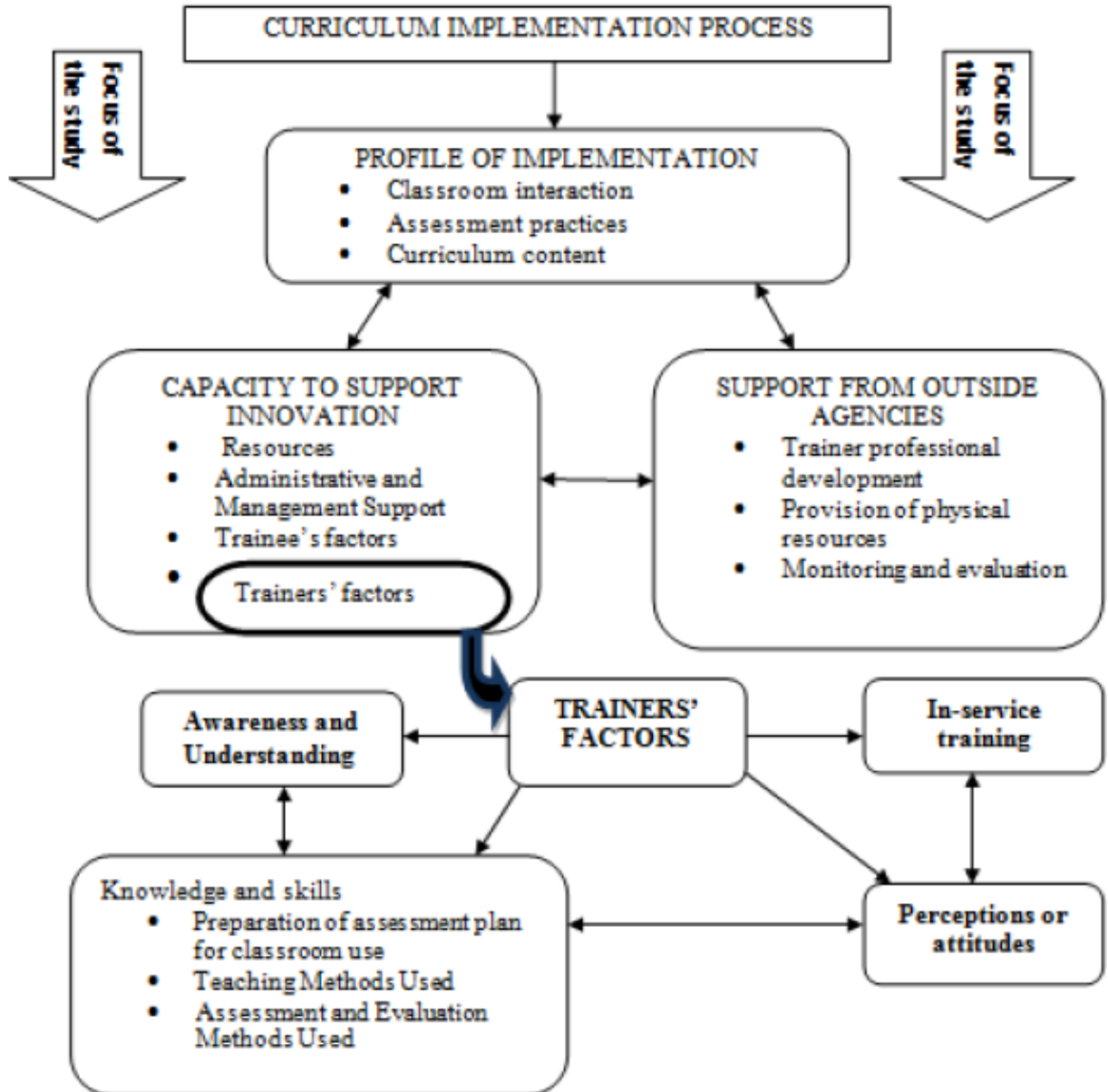
Figure 2.6: The Curriculum Implementation Process (Kanyonga et al., 2019:4)

Figure 2.6 illustrates the factors that are crucial for curriculum implementation: educator development, resource provision, classroom strategies, and student assessment. Mandukwini (2016) discusses the factors influencing the curriculum implementation process in sub-section 2.4.1 and the influencing effect on each facet of the implementation process according to Kanyonga et al. (2019). My focus area was to support the innovation factors, specifically on three aspects: trainers' factors, the major aspect that holds the study, availability of resources and administrative and management support (Figure 2.6).

Trainers' factors include trainers' knowledge and skills in teaching methods, preparation of assessment plans for classroom use, and assessment and evaluation methods. Besides, the other trainers' factors taken into consideration in this study were trainers' perceptions, trainers' awareness, and understanding and trainers' in-service training (Kanyonga et al., 2019).

2.4.4 Educators, the most important role-player in the curriculum implementation process

Patankar and Jadhav (2013) strongly believe that educators are the most important human resources in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This suggests that the success of the curriculum depends on the educators. Educators should be provided opportunities, such as workshops, training, and seminars, to broaden their knowledge and adequate support to implement the curriculum.

As Asebiomo (2009) says, "no matter how well formulated a curriculum may be, its effective implementation is a sine qua non toward achieving the desired goals of education". Therefore, the effectiveness of the new curriculum depends on the effectiveness of implementation. Curriculum implementation involves the daily classroom activities in which the educator is involved and that monitor learners'

progress and evaluate their performance. This shows how important educators are in the process of curriculum implementation.

Educators are responsible for implementing the newly introduced curriculum and deciding if it is having the desired effect on learners' learning. According to Forbes and Davis (2010), to perform the assigned tasks, teachers rely upon the curriculum materials, the teaching methodology, content knowledge of the curriculum and their experiences.

2.5   CHAPTER SUMMARY AND IMPLICATIONS FOR EMPIRICAL STUDY

In this chapter, I discussed the literature and theories on the components of the research question which included curriculum implementation in a number of different countries on a global scale, defining curriculum, the curriculum implementation process and educators' roles in the implementation process. These frameworks mainly focused on the research question and interlinking them to provide understanding regarding the implementation of the CAPS.

It is clear that literature and theory cannot be investigated in isolation from each other, but that both need to be taken into account to give a clear indication of the research question. The contextual framework indicated that South Africa and other countries (such as Hong Kong, South Korea, and Canada) are all experiencing challenges regarding the implementation of the curriculum in their schools. I focused on teachers' experiences and perceptions regarding a curriculum. On the other side of the coin, the theoretical framework (CBAM) provided the researcher with tools to explore and investigate the research question. The "Implementation Bridge" incorporated with the Stages of Concerns took the research question and methodology to a different level of exploration. Wordle.net also gave that extra confirmation of the approach to the research question.

These frameworks provided opportunities for doors to be opened to discover answers through in-depth empirical research.

In chapter 3, I discuss the rationale for empirical research, the research design of the study and the research methods.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

I selected the most appropriate research methodology that is applicable for this study which addressed the research questions in chapter 1 (section 1.5). The qualitative research approach provided enough opportunities for me to capture the participants' experiences regarding the implementation of the CAPS in Grade 9. The qualitative methodological tools used in this research enabled me to obtain the aim and objectives (section 1.6) of this study. A comprehensive view of the adopted research process and the research methodology is discussed in this chapter. The importance of this empirical study is also presented here.

Trustworthiness of this qualitative study is also highlighted, as well as the ethical measures taken to ensure that I complied with the set criteria to conduct the research. Finally, I conclude by providing a summary of the chapter.

3.2 RATIONALE FOR EMPIRICAL INQUIRY

According to Wilson (2020), phenomenology describes empirical research as the process of testing a hypothesis using experimentation, direct or indirect observation and the researcher's experience that helps with the research process. Empirical research was necessary because it allowed me to analyse the theoretical perspectives (section 2.3) underpinned in this study in connection with the research problem. In chapter 2, the CBAM was discussed and its applicability to this study was highlighted. The data gathered through the semi-structured interviews proved useful to apply the CBAM as an appraisal instrument for the purpose of the study.

The fundamental reason for the necessity of this empirical research is to highlight the challenges and experiences of educators regarding the implementation of the CAPS as

stated in chapter 1. I explain through my experiences and observations that educators are still grappling with major issues regarding the implementation of the curriculum. The main rationale for this research study was to scrutinise and develop a workable research report highlighting the key factors regarding the successful implementation of the CAPS in the SP, focusing on Grade 9.

Empirically, I addressed the research problem and approached the study to gain important insight through individual interviews and personal experiences. I gained insight through my personal involvement, which also helped to have a better understanding of the research topic. These observations can have a significant impact on the approach of the researcher.

The nature of empirical research as described in the aforementioned definition assisted me to delve into the perspectives of educators regarding the implementation of the CAPS. My broad curricular knowledge and experience as a Head of Department (HOD), were gained through empirical involvements and assisted the research process to address the research question.

3.3   RESEARCH DESIGN

Labaree (2013) refers to research design as the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby ensuring that one effectively addresses the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data. The research design is created to address the research problem for a study. The exploratory research design was chosen for the purpose of this study and allowed me to explore the research question. Goundar (2012) points out that exploratory research is undertaken to explore an area where little is known or to investigate the possibilities of undertaking a particular research study (feasibility study/pilot study).

According to Betensky (2020) exploratory design is conducted about a research problem when there are few or no earlier studies to refer to or rely upon to predict an outcome. Betensky (2020) further explains that the focus of exploratory designs is to gain insight and familiarity for later investigation, or undertaken when research problems are in a preliminary stage of an investigation. Exploratory designs are often used to establish an understanding of how best to proceed in studying an issue or what methodology would effectively apply to gathering information about the issue. In this study, exploratory research design provided a suitable platform to investigate into the implementation of the CAPS in Grade 9. My experiences encouraged me to explore the research problem (section 1.5) and concluded the need for future research.

Dudovskiy (2018) emphasis the following limitations when adopting exploratory research design:

- Exploratory studies generate qualitative information and interpretation of such type of information is subject to bias.
- These types of studies usually make use of a modest number of samples that may not adequately represent the target population. Accordingly, findings of exploratory research cannot be generalised to a wider population.
- Findings of such type of studies are not usually useful in decision making in a practical level.

The concepts of research paradigm, research approach and research type form part of research design and are discussed in the following sub-sections.

3.3.1   Interpretive research paradigm

A research paradigm is a pattern or a model of understanding abstract concepts from a viewpoint. The interpretive paradigm was used in this research study as it aligns itself with the qualitative research approach. The goal of interpretive research is not to

discover universal, context and value free knowledge and truth but to attempt to understand the interpretations of individuals about the social phenomena with which they interact (Rehman & Alharthi, 2016).

Lather (1986, in Kivunja & Kuyini, 2017) purports that the research paradigm inherently reflects the researcher's beliefs about the world that he/she wants to live in. It is the conceptual lens through which the researcher examines the mythological aspects of their research project to determine the research methods that will be used and how the data will be analysed. On the other hand, Guba and Lincoln (1989, in Kivunja & Kuyini, 2017) assert that the central endeavour of the interpretive paradigm is to understand the subject world of human experience, which interlinks with the research question, focusing on the experiences of Grade 9 PL1 educators regarding the implementation of the CAPS.

The interpretive approach allowed me to have a clear view of the complex research process and provided a platform to be actively involved. This also eliminates misunderstandings of the researcher's view of people's (participants') perspective regarding the research topic. The objective open mind-set of the researcher is especially important during the research process when implementing an interpretive paradigm. The interpretive paradigm, alternatively, relates to how the world is understood.

The aim and objectives discussed in chapter 1 (section 1.6) of this study were to explore the present experiences of Grade 9 PL1 educators regarding the implementation of the CAPS. An interpretive approach illuminates' unnecessary misunderstandings; however, it allowed me to interpret the data without confusion.

Applied to this study, this paradigm enabled me to understand the experiences of the educators in the SP, Grade 9 classrooms and the school to comprehend the challenges they are facing due to the implementation of the CAPS. During the interpretive inquiry, the educators are regarded as reflective participants in assisting us to understand their

experiences and challenges. This clearly links to a qualitative research approach where in-depth questions are asked to gain deeper understanding.

3.3.2   Research approach

Research approaches are methods that are used in a research study to gather and analyse information (McMillan & Schumacher, 2010). Creswell (2014) points out that the research approach is a plan and procedure that ranges from broad assumptions to detailed methods of data collection, analysis and interpretation. It is, therefore, based on the nature of the research problem being addressed. The most appropriate research approach for this study was the qualitative approach. According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involved emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from participants to general themes, and the researcher making interpretations of the meaning of the data.

Lichtman (2013) identified qualitative research as systematic investigation of social phenomena and human behaviour. It is qualitative in the sense that it relies on verbal communication (individual interviews) and visual communication to answer questions. It examines humans in their natural settings rather than in experimental environments, in order to understand various aspects of their behaviour.

3.3.3   Research type

A research type is a plan that enables a researcher to answer his or her research questions strategically. The research strategy or type is the nuts and bolts of one's application, describing the rationale for one's research and the experiments that one will perform to accomplish one's desired goals (Dinnen, 2014).   McMillan and Schumacher (2010) define a case study as an in-depth analysis of a single entity, which was used in this study to delve into the experiences of educators regarding the implementation of the CAPS.

A case study is more implementable and appropriate to use in institutions like schools. Case studies are said to be the best for the beginners and freshmen who have never done research in the past, (McMillan & Schumacher, 2010). It can be used by the researcher to focus on aspects like a person or institutions like schools. This has the advantage of simplifying the research process, which helped me to focus on one aspect. This approach enabled me to dig down and extract the required information to fulfil the purpose of the study. A case study collects detailed information from the intensive study of one person or a situation (Woolfolk, 2010).

There are many strengths when adopting a case study design, which include the following:

- The phenomenon is researched is a real-life context, emphasizing the participant's perspective. The participants (Grade 9 educators) is central to the process (implementation processes of the CAPS in the SP) and his or her experiences and inputs are important sources of information in the study.
- It provides a good source of information about behaviour and gives the researcher a method to challenge the theoretical assumptions.
- A case study design is also flexible and might introduce new and unexpected results during its course and lead the research in new and surprising directions. It thus creates an opportunity for the researcher to be innovative.
- Another strength of the case study method is the use of multiple sources and techniques in the data gathering process. It allowed me to explore different understandings of the implementation and concerns of the CAPS.

Case study design has a general advantage when a 'how' and 'why' question is being asked about a contemporary set of events over which the investigator has little or no control (Yin, 2011). I found using a case study to be the most suitable research type (section 1.7.1.3), which included 10 Grade 9 PL1 educators from the same secondary school with experience in teaching in the SP.

Willis (2014) points out that single case study analysis has been subjected to a number of criticisms, the most common of which concern inter-related issues of methodological rigor, researcher subjectivity, and external validity. The following limitations of employing a case study approach are highlighted by Willis (2014):

- The use of case study absolves the author from any kind of methodological considerations.
- There is a relatively absence of methodological guidelines.
- The issue of external validity or generalizability.

Yin (2009) demonstrates that case studies involve in studies can often not be generalized to fit a whole population or system and only attempts to explain phenomena inside a similar context as the cases studied. A case study research also runs the risk of having a lack of rigor (Yin, 2009), as the researcher may not have followed procedures systematically. This creates the risk of potential bias in the data collection process, leading to misinterpretations and incorrect generalizations. Since a single person is responsible for data collection and analyzing of information, the researcher's own subjectivity might influence the process.

3.4   RESEARCH METHODS

The stages in the research methods include defining the problem, planning a research design, selection of participants, gathering the data, processing and analysing the data, concluding, and reporting (Khan, 2005). The following sub-sections will include the selection of participants, data collection and data analysis.

3.4.1   Selection of participants

Krieger (2012) defines "population" as the people, a group, families, and communities that are chosen to participate in a research study. The population is regarded as people with characteristics that the researcher requires to generalise the findings of the study.

The population can also be regarded as people who meet the criteria set by the researcher for his/her study.

In this study, the selected participants were from a secondary school in the Sarah Baartman District in the Eastern Cape Province. The Sarah Baartman District are divided into 10 circuits, with the selected school in the Kouga Coastal circuit. The Sarah Baartman District has 231 schools, 183 primary schools and 50 secondary schools. The Kouga Coastal circuit was selected because the school is accessible for the researcher and appropriate for the purpose of the study. The selected secondary school is a quintile 3 school and has 38 educators teaching different subjects from Grade 8 to Grade 12. The quintile system allocated all government schools into one of five categories, with quintile 1 schools designating the poorest institutions while quintile 5 denoted the least poor public schools. The quintile to which a school is assigned is based on the rates of income, unemployment and illiteracy within the school's catchment area (Collingridge, 2013).

The participants for this research are made up of 10 Grade 9 PL1 educators teaching in the SP at the same school. Participants were selected for this study based on their personal profile retrieved from their Integrated Quality Management System (IQMS) file. Personal information was validated on the South Arica School Administration and Management System (SASAMS). The main requirement for the study was the participant's teaching experience and qualifications in the SP, specifically focusing on Grade 9. Table 3.1 depicts educators' qualifications and the number of years teaching in Grade 9.

Table 3.1: Summary of educators' qualifications and teaching experience, specifically Grade 9

Participant	Participant Code	Qualifications	Teaching Experience (number of years in Grade 9)

Participant 1	P1	BEd Intermediate Phase BEd (Hons) Inclusive Education	13 years
Participant 2	P2	BA Media Studies BA (Hons) Postgraduate Studies in Education (PGCE)	5 years
Participant 3	P3	BEd Intermediate Phase and Senior Phase	11 years
Participant 4	P4	Higher Certificate in Education BCom Accounting	2 years
Participant 5	P5	Secondary Teaching Diploma	19 years
Participant 6	P6	BEd FET (Tourism and Languages)	11 years
Participant 7	P7	BA Psychology PGCE BA (Hons)	6 years
Participant 8	P8	BSc Occupational Therapy PGCE Natural Sciences & Life Orientation	4 years
Participant 9	P9	Teacher Certificate Foundation BA Languages (English & Afrikaans) ACE (FET) Life Orientation	28 years
Participant 10	P10	Diploma in Education	21 years

The information in Table 3.1 provides a summary of the suitability of participants for this study. The criteria for the selection of participants were the educator's qualification and teaching experience, especially in the SP (Grade 9). Educators were identified as participants and the participation code P1 to P10 is used throughout the research process, particularly for analysis purposes.

3.4.2   Data collection

Cohen et al. (2018) highlight that qualitative researchers can use a variety of techniques for gathering of information. There are several ways of collecting the appropriate data

which differ considerably in in terms of their costs, time and other resources at the disposal of the researcher. This study involved two data collection methods, which included semi-structured interviews and document analysis.

3.4.2.1   Semi-structured interviews

According to Cohen et al. (2018) a popular interview technique employed in qualitative research is the semi-structured interview, where an interview schedule (list of items, questions, prompts and probes) is prepared that is sufficiently open-ended to enable the contents to be re-ordered, digressions and explanations made, new avenues to be included and further probing to be undertaken. The similarities in the definition of semi-structured interviews by DeJonckheere and Vaughn (2018) to the explanation of Cohen et al. (2018) that highlight that a popularly used interview technique employed in qualitative research is semi-structured interviews, where an interview schedule (list of items, questions, prompts and probes) is prepared that is sufficiently open-ended to enable the contents to be re-ordered, where digressions and expansions can be made, new avenues be included and further probing be undertaken.

DeJonckheere and Vaughn (2018) further highlight this method of data collection that allows the researcher to collect open-ended data to explore participants' thoughts, feelings and beliefs about a particular topic and to delve deeply into personal and sometimes sensitive issues.

The individual interviews were conducted telephonically and recorded while conducting the interview using a phone call recorder on my cell phone. I encountered several unforeseen challenges which hindered the conducting of interviews due to the coronavirus (COVID-19) pandemic that the country is facing at the time of writing. Due to the COVID-19 regulations and the national lockdown, I had to explore alternative methods to conduct the interviews which included video calls specifically making use of Skype[2] and Zoom[3]. Some of the participants were more comfortable during the video

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[2] https://skype.com

calls than being interviewed telephonically. The recordings were downloaded on my computer with a password for security purposes. Recordings of the individual interviews were also downloaded and transcribed for the data analysis process. I was granted permission to record the interviews from the ten educators. The interviews were conducted over a forty-five-minute period and included semi-structured questions (see Appendix B).

Maree (2007) highlights the following strengths of semi-structured interviews:

- It allows the researcher freedom to explain terms and adapt questions to suit individuals' abilities and understanding.
- Furthermore, semi-structured interviews allow for the researcher to probe during questioning in order to obtain more details during the research process.
- Semi-structured interviews use open response questions to obtain data on participants' meanings, which is how individuals conceive their world and how they explain or make sense of the important events in their life.

On the other hand, McMillan and Schumacher (2014) demonstrate the advantages of using that semi-structured interviews in research projects:

- It is commonly used in research projects.
- It seldom spans a long-time period.
- The interview is developed by the researcher prior to the interview, which allows the research aim and objectives to remain the priority.
- Participants can provide historical information.
- The researcher has control over the way the interview develops.

As per De Vos, Strydom, Fouche and Delport (2011), the researchers acknowledge the following limitations of semi-structured interviews:

- Semi-structured interviews involve personal interaction and therefore cooperation between the researcher and participants cannot be guaranteed.

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[3] https://zoom.us

- It is easy to become side-tracked by trail aspects that are not related to the study.

Keller and Conradin (2020) assert the following limitations of semi-structured interviews;

- Need to meet sufficient people in order to make general comparisons.
- Preparation must be carefully planned so as not to make the questions prescriptive or leading.
- Skills to analyze the data can be problematic, risk of construing too much.
- Time consuming and resource intensive.
- You have to be able to ensure confidentiality.

3.4.2.2   Document analysis

Bowen (2009) indicates that document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material. Analysis of documents requires that the data be examined and interpreted to elicit meaning, gain understanding and develop empirical knowledge as demonstrated in Corbin and Strauss (2008, in Bowen, 2009).

In this study, document analysis was conducted with the following documents:

- Curriculum Assessment Policy Statements (Grade 9 subjects);
- Regulation Pertaining to the National Curriculum Statement (Grade R-12);
- Action Plan to 2019: Towards the Realisation of Schooling 2030 (Goal 18: Curriculum coverage in schools);
- Curriculum Coverage Tools;
- Minutes of Subject Meetings;
- Curriculum News: Improving the quality of learning and teaching strengthening Curriculum implementation from 2010 and beyond (see Appendix H).

Bowen (2009) highlights several strengths from using document analysis as a method for data collection, which include the following:

- Efficient method: Document analysis is less time-consuming and therefore more efficient than other research methods. It requires data selection, instead of data collection.

- Availability: Many documents are in the public domain, especially since the advent of the Internet, and are obtainable without the authors' permission.

- Cost-effectiveness: Document analysis is less costly than other research methods and is often the method of choice when the collection of new data is not feasible. The data (contained in documents) have already been gathered; what remains is for the content and quality of the documents to be evaluated.

- Lack of obtrusiveness and reactivity: Documents are 'unobtrusive' and 'non-reactive'—that is, they are unaffected by the research process.

- Reflexivity—which requires an awareness of the researcher's contribution to the construction of meanings attached to social interactions and acknowledgment of the possibility of the investigator's influence on the research—is usually not an issue in using documents for research purposes.

- Stability: As a corollary to being non-reactive, documents are stable. The investigator's presence does not alter what is being studied. Documents, then, are suitable for repeated reviews.

- Exactness: The inclusion of exact names, references, and details of events makes documents advantageous in the research process.

- Coverage: Documents provide broad coverage; they cover a long span of time, many events, and many settings.

Document analysis is not always advantageous. A number of limitations inherent in documents are described below.

- Insufficient detail: Documents are produced for some purpose other than research; they are created independent of a research agenda. Consequently, they usually do not provide sufficient detail to answer a research question.

- Low irretrievability: Documentation is sometimes not retrievable, or irretrievability is difficult.

- Biased selectivity: An incomplete collection of documents suggests 'biased selectivity'. In an organizational context, the available (selected) documents are likely to be aligned with corporate policies and procedures and with the agenda of the organization's principals. However, they may also reflect the emphasis of the particular organizational unit that handles record-keeping (e.g., Human Resources). These are really potential flaws rather than major disadvantages. Given its efficiency and cost-effectiveness in particular, document analysis offers advantages that clearly outweigh the limitations (Bowen, 2009).

3.4.3   Data analysis

According to Chetty (2016) data analysis for qualitative research entails an inductive approach, which primarily uses a detailed reading of secondary data to derive concepts, themes, and models. Therefore, it is widely used for analysing qualitative data.

I chose an inductive approach through thematic analysis (a 'data-driven' approach) for the study which determines that the objective of the study is to obtain an understanding of a phenomenon. Thematic analyses can either realistically present experiences, meaning, and the reality of participants, or be used to examine the effects of those experiences, events, and realities operating within society (Chetty, 2016). The data collected was analysed through different analytical processes, namely the six-phase guide, the qualitative data analysis procedures by Menter et al. (2011), word clouds and the CBAM (SoC) theoretical data analysis framework. These analytical procedures are discussed in the following sections.

3.4.3.1   Content analysis of interview data

The analysis was based on thematic analysis, as expounded by Braun and Clarke (2006) and Creswell (2014). Braun and Clarke (2006) suggest a six-step Guide or a step-by-step guide for conducting or carrying out a thematic analysis as follows:

- Phase 1: familiarising oneself with the data;
- Phase 2: generating initial codes;
- Phase 3: searching for themes;
- Phase 4: reviewing themes;
- Phase 5: defining and naming themes; and
- Phase 6: producing the report.

The six-step Guide was used to examine and analyse the responses of each participant for each question of the semi-structured interviews, which included 10 Grade 9 PL1 educators. This enabled me to make clear conclusions and to summarise the findings. After reading through the transcriptions several times and highlighting the sentences and passages that seem relevant to the research questions, segments of data were allocated a code.

Word clouds (introduced in sub-section 2.3.4) were also used to scrutinise the data retrieved from the semi-structured interviews to conclude the findings and to summarise the perspectives of participants. A word cloud is a visual representation of word frequency derived from written text. The more often the word appears within the passage being analysed, the larger it appears in the image generated. This provides viewers with a synopsis of the main themes contained within the text and are helpful to understand and analyse the data. They are increasingly being used within the public and private sector as a tool to identify the focus of written material (British Journal of General Practice, 2017). The software wordle.com was used to carefully create the word clouds from data collected in the interviews.

The qualitative analysis procedures recommended by Menter et al. (2011) are discussed in sections 1.7.2.3 and 4.3.2.3. The CBAM (SoC) theoretical data analysis framework (see Table 3.2) formed part of the analysis procedures.

I used Table 3.2 (The CBAM theoretical data analysis framework) as a guide during the analyses of the accumulated data from the data collection methods discussed in sections 1.7.2.2, 3.4.2, 4.2.2 and 4.2.3.

Table 3.2: CBAM (Stages of Concerns) theoretical data analysis framework

Research Questions (See 1.5.1)	Data used to answer questions	Analyses of data using CBAM Stages of Concerns (SoC)
What are the experiences of educators regarding the CAPS since it was implemented in 2014, focusing on Grade 9?	Analyses of the semi-structured interview scripts and document analysis	Focused on the SoC, which assisted to identify the experiences of educators. Phase 1 of the SoC helped to make sense of educators' experiences — see chapter 4, section 4.4.
What are the challenges that educators have to deal with regarding the implementation of the CAPS?	Analyses of the semi-structured interview scripts and document analysis	The data was interpreted based on Phase 3 of the SoC, and themes emerged which highlighted the challenges.
What opportunities have emerged while implementing the CAPS in the classroom?	Analyses of the semi-structured interview scripts and document analysis	From the accumulated data, clear opportunities emerged for the implementation of the CAPS, see chapter 4. Phase 3 of the SoC assisted to identify these

		opportunities, and themes emerged.
What can be changed to improve the implementation of the CAPS in Grade 9?	Analyses of the semi-structured interview scripts and document analysis	The data was interpreted based on Phases 2 and 3 of the SoC, and themes emerged demonstrating the opportunities for changes in the CAPS in Grade 9. The Implementation Bridge discussed in section 2.3.3 also assisted with identifying the possible changes. See chapter 5, section 5.4, which highlight the recommendations of this study.

The information in Table 3.2 illustrates the CBAM theoretical data analysis framework, which primarily focused on the Stages of Concerns and the role of the Implementation Bridge discussed in section 2.3.3. The Phase of the SoC assisted me to analyse the collected data and to interpret it clearly. Implementation of the CBAM theoretical data analysis framework had a significant contribution in answering the research questions. The CBAM theoretical data analysis supported by the data analytical procedures discussed in section 1.7.2.3 assisted me to analyse the data strategically.

Table 3.2 provides a summary of the alignment between the methods and questions, ensuring that the data collected could be applied in addressing the research questions. The table indicates that the data gathered from the semi-structured interviews and document analysis could be used to answer the research questions.

3.4.3.2   Framework for document analysis

Content analysis of documents can be a very reliable source of information, as official documents prepared by the institution provide insight and background information (Owen, 2014). The documents highlighted in sub-section 3.4.2.2 were selected for this study. I thoroughly read, examined and analysed them - an iterative process that combined elements of content analysis and thematic content analysis. Content analysis is the process of organising information into categories related to the central questions of the research (Bowen, 2009) while thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis. The codes used in the interview transcripts were applied to the of document analysis content. I generated these codes and the themes in order to integrate the gathered data. A comprehensive process of data coding and identification of themes was done to develop themes, categories and/or sub-themes.

3.5 MEASURES FOR TRUSTWORTHINESS

Rehman and Alharthi (2016) attest that one can consider research to be of good quality if it has credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity). These four pillars make up trustworthiness in qualitative research.

3.5.1 Credibility

Korstjens and Moser (2018) posit that credibility is the confidence that can be placed in the truth of the research findings. Furthermore, Lincoln and Guba (1985, in Shenton, 2004) argue that ensuring credibility is one of the most important factors in establishing trustworthiness. Shenton (2004) presents specific provisions that the researcher applies to promote confidence that the collected data was accurately recorded. I adopted some of these provisions mentioned by Shenton (2004) which include the following:

- the adoption of research methods that are well established for qualitative investigation. I made use of the most appropriate research methods to ensure that the collected data are credible. The theoretical framework, namely the CBAM (discussed in section 2.3) was the guide for the formulation of the research questions to research the aim and objectives of the study.

- the development of an early familiarity with the culture of the participating organisation. I am an HOD at the chosen site (school) and am familiar with the participants and organisation. This enabled me to carefully verify the participants and the collected data through the individual interviews and document analysis before the data collection process.

Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views. In this study, credibility is defined as the extent to which data collection and data analysis are believable and trustworthy. Here, I used different approaches to ensure that credibility is not compromised. One of these approaches was to audio record all the interviews and to prolong the interview process to eliminate any misconceptions. The recorded audios of interviews allowed me to verify findings of the study. Interview questions were repeated several times to participants to avoid misunderstandings and the recording of incorrect information.

The transcripts of the document analysis and the semi-structured interview were crosschecked to strengthen the credibility of the study. The researcher was also flexible and social in her approach in such a way which did not intimidate or influence the participants (McMillan & Schumacher, 2010).

3.5.2   Transferability

Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings with other participants. The researcher

facilitates the transferability judgment by a potential user through a thick description (Korstjens & Moser, 2018).

Anney (2014) advises researchers to provide a detailed description of the enquiry and to select participants purposively. For this study, I selected participants who were well informed on the topic at hand to ensure a sample that complied with the research needs. Interviews were conducted with Grade 9 PL1 educators teaching in the SP, specifically Grade 9.

3.5.3 Dependability

According to Korstjens and Moser (2018) dependability is the stability of findings over time. Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study. I also conducted checks to ensure the effectiveness of the methods used in the field and their related challenges.

I compiled a detailed report on the processes of the project for future research opportunities. The report was discussed with the supervisor regularly. This study also used an audit trail to promote dependability. An audit trail is a detailed chronology of research activities and processes that can influence the data collection and analysis. According to Ary, Jacobs and Razavieh (2002), the audit trail contains the raw data gathered during interviews and observations. To maintain dependability, I ensured that the audit trail for this research was safe. I used a voice recorder to record interviews with participants so that the results could be repeated to confirm their consistency. All data was stored in a secured safe or locked file cabinet in a secure building. The data was also stored digitally on a hard drive, secured by a protected password (special login details) and is only known by me.

3.5.4   Confirmability

Confirmability is the degree to which the findings of the research study could be confirmed by other researchers. Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data (Korstjens & Moser, 2018). Ary et al. (2002) state that confirmability refers to the extent to which research is free from bias in the procedures and the interpretation of the results.

Confirmability in qualitative research is based on the evidence that researchers are never objective in nature. Confirmability is a way of checking whether the researcher has been biased or not at all. To achieve this, I gathered data from 10 Grade 9 PL1 educators during individual interviews.

3.6   ETHICAL CONSIDERATIONS

Sanjari, Bahramnez, Fomani, Shoghi and Cheraghi (2014) highlight that the interaction between researchers and participants can be ethically challenging for the former, as they are personally involved in different stages of the study. Therefore, the formulation of specific ethical guidelines in this respect seems to be essential. Researchers face ethical challenges in all stages of the study, from design to reporting. These include anonymity, confidentiality, informed consent, researchers' potential impact on the participants and vice versa (Sanjari et al., 2014).

In research that involves people, certain issues need to be considered before commencing any work or study. Therefore, it is vital that I explicitly inform the participants about their involvement in the study without hiding any truth. The participants clearly understood the risks (if any), contribution to be made and how long it will take to engage with the study. The participants also clearly understood that their privacy and confidentiality would be protected (see Appendix D). I conducted my research in the Sarah Baartman District with permission from the College of Education (CEDU) Research Ethics Committee (see Appendix A).

Welman, Kruger and Mitchell (2010) state that the researcher should obtain the necessary permission from the participants once they have been thoroughly informed of the purpose of the interview and the investigation. All the participants were informed about the purpose of this study and the fact that participation was voluntary, and each one signed a form to consent to participate in data collection. They were also informed from the outset that since participation was voluntary, that they could withdraw at any point without any negative consequences.

3.7   CHAPTER SUMMARY

In this chapter, I expanded on the research design, methodological approaches, and the data analysis process used for the study. The most applicable research design, the selection of participants, as well as data collection methods used for this study were discussed in detail. The data collection methods, which included semi-structured interviews, document analysis and applied techniques facilitated the collection of relevant data to answer the main research question.

I described the data analysis techniques that were used to summarise and validate the data retrieved from participants. Finally, the need for trustworthiness and ethical considerations were also discussed. This chapter serves as a guide for me during the research process and to successfully collect the data and assisting with the analysis of the findings.

Chapter 4 focuses on empirical data analysis and interpretation.

CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1   INTRODUCTION

In chapter 3, the research methodology and the research process were explained and motivated to address the research questions. This chapter addresses the presentation, analysis, and interpretation of the collected qualitative data, which serve as the foundation for answering the research questions. The research process is explained with the implications and the impact that the COVID-19 pandemic had on the study. See sections 3.4.2.1 and 4.2.2 in this regard.

In this chapter, the data collected through the semi-structured interviews and documents are discussed and analysed in sections 4.2.2 and 4.2.3. The results of this study include the experiences and perspectives of the 10 Grade 9 PL1 educators who were interviewed.

4.2   RESEARCH PROCESS

I experienced several challenges during the research process, which included the COVID-19 pandemic and time constraints. These challenges forced me to change the planned research process, and I had to make drastic changes. One of the data collection methods initially included classroom observations, specifically Grade 9 classes with the educator present. The main aim of the Grade 9 classroom observations was to gather information regarding the practical facets of the CAPS implementation. Due to the COVID-19 regulations and national lockdown, the classroom observations were impossible to conduct. Schools closed on the 26th of March 2020 and it was impossible for me to do the classroom observations. Physical interaction for individual interviews with educators, to gather the required data to address the research questions stipulated in section 1.5, was also difficult to conduct. Time constraints were also

particularly challenging for me because scheduled times had to be changed several times due to COVID-19. The participants involved in the research process were very traumatised and unsure of situations at schools due to the coronavirus. The emotional state of educators had a negative effect on the research process, and it hindered the purpose of the research project. Alternative dates and times for the individual interviews were arranged with educators to collect data to address the research questions.

I initially planned to gather data from individual interviews, classroom observations and document analyses. During the research process, I only used semi-structured interviews and document analysis due to the challenges explained in section 3.4.2.1.

Some of the participants explained that the interview questions were too complex for them to understand. Thus, I had to explain the interview questions while having to be careful of misinterpretation during the interviews. Some participants requested to repeat and explain interview questions during the interview session. This allowed participants to respond to questions without confusion and to share their understandings/perceptions.

The research process started after I received my ethical clearance certificate on the 8th of July 2020. I immediately scheduled interviews with the 10 participants (Grade 9 PL 1 educators) for my study. The initial plan was to complete all the interviews before the end of July 2020 to start with the analysis process, but unfortunately, I only managed to conduct the last interview on the 5th of August 2020. The reason for the delay was the effects of COVID-19 and unavailability of participants. Ten interviews took place from the 15th of July 2020 to the 5th of August 2020, either telephonically or via video interviews (see Table 4.1). The duration of the interviews was between 40 and 50 minutes.

4.2.1   Adjustments to planning of research design

The selected exploratory research design discussed in section 3.3 assisted me to adapt to challenges mentioned in sections 4.2 and 3.4.2.1. I had various opportunities to explore and address the research problem through the ten semi-structured interviews and the different perspectives of the participants.

4.2.2   Semi-structured interviews

In section 3.4.2.1, the semi-structured interviews were explained. The individual interviews with the 10 Grade 9 PL1 educators were conducted over a period of a month. Appendix B stipulates the 12 interview questions that were asked during the individual interviews. The national lockdown and regulations of COVID-19 made conducting the interviews difficult, but I was determined and used alternative methods to conclude the interviews. I provided the participants with three interview options. The type of interview included:

- Recorded video call interview on either Zoom or Skype. The video call interviews were conducted at the homes of the participants. Participants indicated a time when they were available for the interviews and I made sure that I managed to conduct interviews at the scheduled times. Zoom was the preferable video communications platform chosen both by participant 3 and 4 for the interviews.
- Telephonic interview which included the Call Recorder App on my cell phone that automatically records calls.
- Face-to-face interview, with either Voice Recorder or Sound Recorder utilised during the interview process. I had to make sure that the conditions around the interviews met the required COVID-19 regulations: social distancing (2-meter distance between me and the participant), sanitisation of the interview room, and the wearing of masks during the interviews. With the wearing of masks, I encountered difficulty hearing the responses of participants. I had to repeat interview questions sometimes more than twice and had to ask participants to repeat answers/responses.

Some of the recordings from the face-to-face interviews were very unclear and I could not reschedule more appointments. The wearing of face masks due to the COVID-19 regulations made it difficult for me to hear some of the responses of the participants. In the event of unclear responses, I decided not to transcribe them in order to avoid misconstructions. I was careful to avoid misinterpretations of the responses of the recorded data. This decision was made to adhere to the requirements for the trustworthiness of the collected data, which are explained in sections 3.5 and 4.2.5.

Table 4.1 summarises the type of interview, recording options/method, participant, the number of educators per interview type and percentage of educators per interview type.

Table 4.1: Semi-structured interviews with 10 Grade 9 PL1 educators

Type of interview	Recording option/method	Participant code (P1 - P10)	Number of educators per interview type	Percentage (%) of educators per interview type
Video interview	Zoom /Skype	P4, P3	2	20%
Telephonic interview	Call Recorder App	P5, P7, P8, P9, P10	5	50%
Face to face interview	Voice recorder/ Sound recorder	P1, P2, P6	3	30%
Total			10	100%

Table 4.1 clearly indicates that the COVID-19 pandemic had an enormous impact on the conducting of the individual interviews. As participants, the educators and I were very cautious of the COVID-19 regulations and the percentage of the type of interview selected by the participants gives a clear indication of the impact. Most of the participants were more comfortable during a telephonic call interview than during video call interviews. Half of the participants, as seen by the percentage of 50%, were

comfortable with being interviewed telephonically. Even though the video interviews have the lowest percentage (20%) of participants, I collected more data from these participants than those who were interviewed telephonically. The duration of the video interviews was also longer than telephonic interviews. The duration of interviews did not have any impact on the trustworthiness of the data collected during the interviews, because participants were asked the same questions during each session according to the interview schedule. The data collected from the three interview types were analysed in the same way by following the analytical procedures explained in section 4.3.

4.2.3   Document analysis

The documents mentioned in section 3.4.2.2 were systematically analysed through the two data analysis procedures, the six-step guide by Braun and Clarke (2006) and the procedures recommended by Menter et al. (2011). I repeatedly applied them to ensure that the data analysis procedures are rigid and that the interpretation of the data is valid/appropriate. I read through the selected documents and made notes while summarising the content of the documents. After analysing the documents and the retrieved data, I realised that the data did not sufficiently assist in addressing the research question. I compared the data collected from the documentary analysis with those collected from the semi-structured interviews. After the comparisons, I only used the data that was applicable to this research study and incorporated it with the data collected from the semi-structured interviews. I used the data analysis procedures discussed in section 4.3 for each document separately and only transcribed data that addresses the research aim and objectives discussed in section 1.6. The data collected from the aforementioned documents was very limited and not sufficient to answer the research question.

4.2.4   Researcher as instrument

For the purpose of this study, I was directly involved in the research process and served as the primary instrument. I was involved in all the stages of the research process,

starting from the research question to the data analysis procedures. I personally selected the research design and data collection methods explained in chapter 3. At each stage of the research process, I was involved in scheduling, conducting, and transcribing the interviews. I studied the documents selected for this study and analysed the retrieved data to assist with the data interpretation section.

I made a point of summarizing the participants' responses to interview questions, after which I cross-checked my interpretations with responses of the participants and made adjustments where necessary. The transcripts were verified by the participants as well.

As an HOD and a member of the SMT, I had the required knowledge to embark on this research journey. My teaching experience and educational training had an impact on the research process. My teaching experience while working in a school environment for more than 10 years assisted with the collecting of the data. My position was one of induction with knowledge being generated through the experience of those educators.

4.2.5   Trustworthiness of collected data

The four measures of trustworthiness of the collected data were explained in section 3.5. I focused on the credibility, transferability, dependability and confirmability of the research process to ensure that quality data was collected during the research process. I used different strategies to adhere to the trustworthiness of data as discussed in 3.5. These strategies were implemented from the beginning stages, starting with the research questions in section 1.5, all the way through to the end of the research process.

To ensure the trustworthiness of the data, I strictly adhered to the planned research process, research design and data collection methods explained in chapter 3, while repeatedly utilising the data analytical procedures. I used the same interview questions for the ten interviews to collect the most relevant data for this research project. I could not conduct the classroom observations due to the lockdown restrictions as explained in section 4.2, and only relied on data collected from semi-structured interviews and

document analysis. The interviews were recorded and notes were taken during the interview to ensure the trustworthiness of the data.

4.3   DATA ANALYSIS

I explored the same data analysis procedures for the data collected from the individual interviews and the document analysis. These data analytical procedures included the following content analysis procedures (see Appendix C):

- The CBAM (SoC) theoretical data analysis framework;
- A six-step Guide by Braun and Clarke (2006);
- Analysis procedures by Menter et al. (2011);
- Word cloud analysis by McNaught and Lam (2014).

The data analysis procedures were methodically considered, and the choices motivated in section 3.4.3 of chapter 3. The data was collected from 10 Grade 9 educators PL1 educators teaching in the SP, teaching different subjects. Table 4.1 illustrates how participants were interviewed. The participants that were interviewed by phone and through video calling were interviewed in their own personal space mostly at their homes. The other three participants (P1, P2 and P6) were interviewed face to face while adhering to the COVID-19 regulations (section 4.2). The interviews took place at different times that were suitable for the participants.

4.3.1   Characteristics of the participants

Ten Grade 9 PL1 educators teaching at the same school were selected for this study. Table 4.2 provides information on the characteristics of the participants.

Table 4.2: Characteristics of the participants

Participants	Gender	Age	Number of years teaching in the Senior Phase, specifically Grade 9	Qualified to teach Grade 9
P1	Male	35 years old	13 years	No
P2	Male	28 years old	5 years	Yes
P3	Female	35 years old	11 years	No
P4	Male	24 years old	2 years	Yes
P5	Female	41 years old	19 years	Yes
P6	Female	36 years old	11 years	No
P7	Female	30 years old	6 years	No
P8	Female	27 years old	4 years	Yes
P9	Female	58 years old	21 years	Yes
P10	Male	65 years old	28 years	Yes

Table 4.2 states the gender, age and number of years teaching in the SP, specifically Grade 9, and whether the participants are qualified to teach in the phase. The participants are between the ages of 24 to 65 years old and their number of years teaching in the SP varies from two years to 28 years. The majority (70%) of the participants are qualified to teach in this phase. Most of the participants were female, with a percentage of 60% as opposed to 40% male.

Table 3.1 also gives a brief summary of educators' qualifications and teaching experience. In section 3.4.1, I explained the selection process of the participants (Grade 9 PL1 educators). The individual interviews consisted of 12 questions that were constructed based on the research questions and theoretical framework (CBAM), discussed in chapters 1 and 2. During the interview sessions, I encountered a challenge in the form of educators not understanding some of the questions, meaning that I had to explain the question frequently in a simplified manner.

4.3.2   Interview data

4.3.2.1   A six-step Guide as data analysis technique

I used the six-step Guide by Braun and Clarke (2006) as discussed in section 3.4.3.1 to carefully analyse the data collected during the semi-structured interviews.

i)   Phase 1: familiarising oneself with the data

I thoroughly read through the transcribed interview data several times to eliminate misapprehensions. The transcribed interviews were also compared with the audio recordings of the interviews and the written notes made during the interviews. Similar information was highlighted with different-coloured pens and written down under each interview question. Transcribed interview data were grouped according to the particular question. Each question had 10 answers for the 10 Grade 9 PL1 educators that participated in the research project. In summary, I compiled a comprehensive analysis that includes more than 120 responses for the 12 interview questions.

ii)   Phase 2: generating initial codes

In phase 1, the transcribed interviews were summarised and compiled into one document (see Appendix E). I systematically studied the data from the transcribed interviews and generated suitable codes from each interview question.

iii)   Phase 3: searching for themes

During phase 2, I identified the codes from the transcribed interview data, which assisted me to compile the themes. I read through the data line by line (one sentence at a time) and used colour pens to highlight the most frequent words in the transcribed text.

iv)   Phase 4: reviewing themes

The themes were concluded by systematically following the analytical procedures explained in sections 3.4.3 and 4.3. I repeatedly listened to the recorded interviews and compared them to the transcribed interviews to make sure that the themes were legitimate and addressing the research questions. The themes were verified with the recorded interviews, notes taken during the interviews and the transcribed interviews. The themes were reviewed more than three times to ensure the suitability of the research project and the credibility of the data. Each time the themes were reviewed, I had to change them based on the findings of the data collection methods. Eventually, the researcher compared the audio recordings of the individual and the transcribed interviews for a final verification.

v)   Phase 5: defining and naming themes

In this phase, I have identified 12 themes from the data that was collected during the interviews from the audio recordings and transcriptions. The themes address the research questions directly and assist in concluding the findings of the research project.

vi)   Phase 6: producing the report

The production of the report depended on the finalisation of the data analysis procedures.

4.3.2.2   Word cloud as a qualitative research tool

In section 2.3.4, I refer to McNaught and Lam (2010) who describe the use of word clouds as a qualitative tool. This assisted the researcher to summarise the collected data during the semi-structured interviews. Word clouds were created for each interview question to analyse and verify the themes. I used the wordle.com software to create a

word cloud for each interview question. Word clouds are presented in colour, with frequently used words standing out through the use of bold and letter size. The font and colours selected for each word cloud are presented in a way that enables the user to identify the most suitable themes. This enabled me to identify the themes easily and to compare them with the themes compiled in the six-step guide by Braun and Clarke (2006) (See Appendix G).

4.3.2.3   Qualitative analysis procedure

As discussed in section 3.4.3, I used an inductive approach in analysing the data. I used the explanation by Blackstone (2012) as a guide to implement in my study to analyse the collected data. The author describes an inductive approach to research, where the researcher begins by collecting data that is relevant to his or her topic of interest. Once a substantial amount of data has been collected, the researcher will then stop, stepping back to get a bird's eye view of her data. At this stage, the researcher looks for patterns in the data, working to develop a theory that could explain those patterns. Thus, when researchers follow an inductive approach, they start with a set of observations, from which they move to a more general set of propositions about those observations. In other words, they move from data to theory, or from the specific to the general.

Menter et al. (2011) recommend that researchers should use the qualitative analysis procedures which emphasise the used copies of transcripts (see section 1.7.2.3). For each transcript (see Appendix H) I compared these procedures to verify the themes and codes identified during application of the six-step guide and the word cloud analysis, after which I applied the analytical procedures by Menter et al. (2011) to verify the themes from the collected data analysis procedures discussed in sections 4.3.2.1 and 4.3.2.2.

4.3.2.4   Presentation of the interview data

Ten Grade 9 PL1 educators participated in this study and were asked 12 questions (see Appendix B) during the individual interviews. The questions indicated in the interview schedule were followed in presenting the data. The interviews took place in different formats as explained in section 4.2.2, and data retrieved from the interviews were analysed according to the procedures discussed in sections 2.3.4, 3.4.3.1, 4.3.1.1 and 4.3.1.2.

Data from interviews conducted with educators are presented based on the themes discussed in Table 4.3. The following responses from the participants emerged during the interviews:

(i)   Participants' responses to interview question 1

Theme 1: Educator personal perception of CAPS
Thematic question 1: Describe how you presently feel about the CAPS?

Diverse views were expressed regarding the CAPS and its implementation in the classrooms.   Participant 1 indicated that the CAPS is generally a good curriculum, formulated to fit more with the current issues in the school and in the outside world. On the other hand, participant 5 stated that in some instances, it requires much personal interest from the educators' side, thorough preparation and hard work before one can think of starting a lesson. The participant also experiences the following challenges: it is very rigid, it limits the creativity of the educator, it is packed with a large amount of content to be completed in a fixed time frame, and the environment is not always ideal to measure all these types.

Participant 8 declared that "CAPS is a very rigid educational system with clear goals and objectives which need to be attained. It sets very high demands for the learner and for the educator, the educator needs [a] high work ethic, well developed teaching strategy skills, classroom management skills, organizational skills, and the learner needs to be industrious to gain and attain for the objectives set in the class and the

homework has to be monitored. Everything needs [to] work in an old-fashioned manner."

Some participants interviewed stated that the CAPS can easily confuse them as educators and that this sometimes happens to them. It was revised, but as educators they are still grappling with the same challenges as with the previous curriculums.

(ii)   Participants' responses on interview question 2

Theme 2: Teaching approaches for the CAPS
Thematic question 2: How does the implementation of the CAPS affect your teaching approach?

According to an educator interviewed, *"CAPS allows me as an educator to make use of different teaching techniques and this will help me to try to reach each individual as far as possible. Sometimes, depending on the topic I need to discuss for a period, I use the lecturer's style and currently I am basically make [sic] use of the projector, or PowerPoint presentation and the CAPS also allow the learners to do brainstorming sessions on the topic I intend to cover. Because learners tend to speak more freely and easily when they speak with their own age groups."*

In the same vein, the educator also indicated that it is hard to implement these teaching strategies, because the classes that she teaches is at a quintile 3 school —the classes are very big and sometimes the educators are expected to include the LSEN learners. Educators are forced to teach the LSEN learners in the classroom and they automatically form part of the mainstream education. They do not have the facilities in their vicinity where they could go and work on skills development for that matter.

Participant 8 acknowledges that she is not implementing different teaching strategies in her classroom.

The shortage of resources, especially in Natural Sciences, makes it difficult to practice different teaching methods. At her school, they only have two science labs with the necessary equipment and are using some household products and YouTube videos to show the learners the processes taking place during an experiment.

(iii)   Participants' responses on interview question 3

Theme 3: Factors affecting CAPS implementation
Thematic question 3: What factors affect the implementation of the CAPS in your school?

Most of the participants gave similar responses regarding the factors that affect the implementation of CAPS, which included the following:

Participant: *"Yes, I would think that CAPS is something new, because it has been introduced in 2012 and there are some factors that make it a little bit challenging to do justice to CAPS as the latest curriculum. For subject content, the rigidness of the curriculum, fix time for periods, then you must also try to juggle it with the big learner totals and the big learner total is a recipe for classroom discipline problems and it makes it difficult to give the individual attention to all or each of my learners in the class. That is now besides the disruptions such as the high absenteeism rate or the gangsterism and then sometimes in some learning areas we still have a lack of resources, some textbooks. Fortunately for me I try to develop everything and prepare everything beforehand, use the projector to present my lesson"*

Other participants expressed that the following factors have a huge impact on the implementations of the CAPS:

- overcrowded classrooms
- discipline in general, especially during tuition time
- time allocated per period (timetabling done by SMT)

- lack of adequate resources
- LSEN learners in mainstream classrooms
- socio-economic status of the community

Chapter 2, section 2.4.2, Mandukwini (2016) describes similar factors that inhibit curriculum change and implementation as mentioned by participants.

(iv)   Participants' responses on interview question 4

Theme 4: CAPS implementation in your school
Thematic question 4: Is the CAPS properly implemented in your school? Give reasons for your answer.

The participants are teaching at the same school but had different views regarding the implementation processes. Some of these responses were the following:

"I can only speak on what is happening in my class. I feel that my school principal and the SMT with the SGB and I must say the community too and [sic] the moment also do a lot having fundraising effort that is required to get all the resources that need to be effective [in] classroom teaching. Our school is very good [sic] prepared to implement the CAPS. If it comes to presenting workload, we have printing facilities, copying facilities, we have got Internet with that also help us to present our lesson … and I must also say the department on the other hand, the contribution by giving us educators laptops, which also make[s] it easy and convenient to present our lessons in the classroom. Along with that we have our CASS/CAPS guidelines and then I also have a variety of textbooks which I use in preparing for my lessons." (Participant 4)

Educators do not have the necessary resources (LTSM) to properly implement the CAPS in class. The school principal say[s] that we do not have money to buy equipment. Curriculum activities/implementation of are [sic] not being monitored properly by the HODs." (Participant 9)

(v)   Participants' responses on interview question 5

Theme 5: Formal assistance from the DBE

Thematic question 5: Did you get any form of formal assistance from the Department of Basic Education regarding the implementation of the CAPS? Explain!

The DBE has an enormous role to play when it comes to implementation of any curriculum. I was able to gain insight into the degree of support being given to educators by the DBE from the responses given below by the participating educators:

"When it comes to formal assistance, then [sic] it can vary between resources such as emailing and textbooks. But when it comes to the physical content, I feel that the department actually lack[s] in it, because the CAPS is in use for [the] past 8 years and I can only think of a few occasions which educators were sent for the CAPS training and this [sic] training sessions which happened in [a] short period of time she would refer to it as a crash course. High[-volume] content jammed into a four to five days' program after these sessions when we come to the classroom, there is no real follow-up done by the department to see that we are really implementing what they have tried to taught [sic] us and also when we go for these sessions and workshops, she personally feels that it is not really the real situation within the class. We are a group of educators from different kinds of schools and my environment in my school, my community that I serve is actually very unique and differs a lot from my other educators."

"I had to do research on the CAPS on my own and had to do self-development and the information on the CAPS is readily available online. So it is quite easy to obtain any information required, but from the Department [there is] no support."

"I attended workshops, received examples of lessons and workbooks."

(vi)   Participants' responses on interview question 6

Theme 6: Support from the SMT

Thematic question 6: Do you get any support/guidance from the SMT regarding the implementation? What kind of support are you receiving?

With regard to the above thematic question, the participating educators interviewed expressed various views. Participant 6 felt that assistance from the SMT is highly evident and made the following statement:

"The problem starts at the appointing of [a] SMT that are [sic] not a specialist in their subject or in the department in they are serving. [The] SMT are [sic] only doing the calculating of the exam paper or of the assessment task, we submit and they have no or very little subject knowledge. Sometime [sic] they only provide us with all the messages or emails or notes that they receive from the Department of Education."

"I do get support concerning assessments and the evaluation. Monthly files are checked and the learners' books are also checked. Yes, I do get some support of the SMT." (Participant 2)

Participant 3 has a similar perspective of question 6 and states the following: *"The SMT look[s] at our workbooks and moderate[s] it makes sure that we use the workbooks. They also look at our lesson plans and exam it and give us recommendations after that."*

Participant 9 also indicated that they receive very little support from the SMT. *"Some of the HODs for certain subject is excellent doing their jobs, but others not. Educator Files and learner books are not checked regularly. Educators are only getting class visits for the IQMS by our DSG, but not for* curriculum implementation."

(vii)   Participants' responses on interview question 7

Theme 7: Strategies to assist SMT with the CAPS implementation

Thematic question 7: In your opinion, what could be done to assist SMT to be more effective in managing the curriculum implementation in schools?

The following were responses from the participating educators regarding the strategies to assist SMT with the CAPS implementation:

Participant 10 indicated that the SMT should be the first educators to be sent on training courses when they are appointed as SMTs in the different departments. He/she believes that they should be specialists or must at least have the subject knowledge and that the SMT must have closer contact with the other neighbouring schools' SMTs.

On the other hand, participant 2 believes that the SMT should have more development and staff development programs and needs to engage educators on capacity building. Monitoring should take place. Evaluation results should be digested and analysed while investigating what strategies could be put in place to improve the results. This is valid especially for grade 8 and 9, because it forms the basis for the FET phase and to make emphasis on grade 9 to better results will be for grade 10.

(viii)   Participants' responses on interview question 8

Theme 8: Educator initiatives to address the CAPS implementation challenges.
Thematic question 8: How do you deal with challenges that relate to curriculum implementation?

On the initiatives by educators to address the CAPS implementation challenges, the participants' views were as follows:

- The importance to fill the gaps of the subject content, especially in Grade 8. This can be done during extra afternoon sessions.
- Educators should do home visits to obtain a better understanding of the academic ability of learners and the circumstances affecting their performance.

- Schools should identify/test LSEN learners and develop a REM programme to assist these learners.
- Another initiative is to liaise with neighbouring schools to share ideas regarding the effective implementation of the CAPS.
- Practice different teaching methods to deal with curricular challenges.
- Download YouTube videos to incorporate in lessons.

See chapter 2, section 2.4.4, which highlights that educators, the most important role-player in the curriculum implementation process.

(ix)   Participants' responses on interview question 9

Theme 9: Suggestions/recommendations to improve CAPS implementation

Thematic question 9: Do you have any suggestions/recommendations regarding the implementation of the CAPS?

One of the participants believed that the CAPS is a good curriculum, but felt that the approach was very wrong. He further stated that the new CAPS was just dumped on the educators and that some of them come from two or three different curriculums. He also felt that if they can obtain better support or training and advice on how to deal with the CAPS, then it can be a huge success.

Another educator acknowledges that the DBE should really address the teacher to learner ratio. If it is correct, the conditions would be more conducive in the class for teaching and learning. The Department of Education needs to be consistent with support and teacher development, while regular evaluation and monitoring should take place.

Another educator indicated that the South African Schools Administration System (SASAMS) must be reviewed and that a specific tool must be designed for the SMT to monitor the curriculum implementation of schools. Educators can be expected to enter their curriculum activities at the end of every week, thus allowing the SMT to see exactly

where there are problems. This Curriculum Implementation tool on SASAMS will be compared with the work done in the class. The DBE will also have access to this tool.

One educator felt that the IQMS should have a separate Performance Standard that can be implemented in the IQMS process to help with the implementation of CAPS. The PS can be named, "Curriculum Implementation".

See chapter 2, section 2.4.2 and Figure 2.6 illustrates the curriculum implementation process.

(x)   Participants' responses on interview question 10

Theme 10: Assistance from DBE to capacitate educators
Thematic question 10: In your view, do you think that the Department of Basic Education is doing enough in capacitating educators when a new curriculum has to be implemented?

Participants strongly indicated that the DBE is not doing enough and that they need to fill vacancies. They also said that there are not subject advisors for every learning area and that this cripples the educator's development. Therefore, more training needs to take place and more capacitating of educators is necessary.

A further response was:

"As I have said, the CAPS was introduced for the last eight years. I [was] sent for the CAPS training over the last eight years only for three times. Early this year I also attended the CAPS workshop, which was over four days and we could only touch on core topics, so now I think the department can still do a lot. Teachers feel uncertain, not because they do not have knowledge about the subject, but because they [are] not use[d] to this kind of curriculum and if the department just do [a] follow up and more

monitoring, more assisting, then it will contribute to give the teacher more confidence to stand in front of a class" (Participant 9).

(xi)   Participants' responses on interview question 11

Theme 11: DBE support after educator training
Thematic question 11: In your opinion, is the district DBE offering sufficient follow-up support after training you for curriculum implementation?

One educator believes that when it comes to official duties to be executed, the DBE officials cannot even do it. The following are responses from other educators:

"Due to either a lack of staff or not [sic] internet facilities or even when I got their [sic] what I had a formal document from the …. that need to be stamped and sent away, they could not even help me with the stamp. So I am not going to blame the district, but I would suggest if they do more follow-up support, visiting the subject teacher in the class, visiting the school and see the reality of what kind of learners we are dealing that will also consider [sic] as support. Sometimes I feel that they expect from us to do 100% pass, forgetting about the community from which the children come. Sometime[s] in the different subject field there isn't [sic] even subject advisors for all the subject[s] that are offered". (Participant 8)

"If you look at the results of underperforming schools, our school for example, there is a sliding tendency [that] the results are becoming poorer and poorer and this is also because of a lack of support from the DBE. So there needs to be more follow-up and more intervention from the department's side [that] needs [sic] to take place." (Participant 2)

Another educator strongly believes that the DBE can do more by implementing quarterly action plans for each district for the subject advisors to visit schools and classes. Provide educators with clear guidelines to assist educators with the implementation of

the CAPS. The only interaction we have with the subject advisors is during the moderation sessions, once per term. Then we are checking each other's files and that's it. There are no other initiatives of the DBE when it comes to assist schools with the implementation of the CAPS.

(xii)   Participants' responses on interview question 12

Theme 12: Covering of the CAPS topics per term, assessment feedback, the CAPS prescribed time frames
Thematic question 12: Do you complete covering the topics stated in the CAPS per term? Why would you say is it impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners with the prescribed time frames?

During the interviews with the participants regarding the above thematic question, some of the responses include the following:

"I have a grade, grade 8 and 9 Social Science and Economic Management Science teacher and as you know the grade 8 and 9, they are full classrooms and the learner total varies between 30 and 55 so it is very difficult for me to finish a term's work. In some cases, especially when it comes to EMS with the challenging accounting part then I hardly get it covered per term. So no, sometimes [we] do not [get] it covered. And I think that [sic] contributes to this is the type of learner and the big learner classes. And I must say we are not going to blame the CAPS and the department all the time."

"Yes, the other external factors that we as the public school, quintile three school are facing is or encounter is [sic] a lot of disruptions and the high absenteeism rate. We also have the gangsterism and at our school we also currently we are all are facing this huge problem of COVID-19, which led to the schools that have been closed for almost three months. Currently we are still closed so these disruptions make it really difficult to finish the ATP. Then on the other hand also that now especially with the COVID situation,

where we need to have meetings via the virtual teams to present classes of our learners, WhatsApp and Internet and some of us just don't have the resources and some of us have the resources, but we are not equipped on how to work with it. So I feel the department is in a way [sic] and provide us with the laptops and the kids with tablets. The next problem is we need to get training on how to use these gadgets to give proper class now or to stay in content [sic] with our learners while they are at home." (Participant 5).

Participant 4 is concerned about the *"time allocation which is constantly adjusted and most of the time learners need more consolidation and more teaching so, you need to trim the curriculum constantly."* Participant 2 mentioned that revision time is very critical and a problem with revision is learners do not do the necessary assignments on time, they lack comprehension skills, reading skills that impact the revision time and the [sic] definitely more time is needed, revision is a challenge. And participant 3 felt that some learners need more time to master the necessary skills and we do not spend [sic] enough time on certain skills and do not reach an acceptable level of mastering from the learners.

Another educator responded:

"Nope, the amount of topics that should be covered per term makes us stress, because it is too much. You will have to rush to complete content/topics and then you don't properly explain the work to the learners. We need more time per subject/topic! When it comes to revision, it is very difficult, because there isn't enough time to cover the topics, how will [we] have time to do proper revision? I usually give them summaries and that is all that I have time for. The same with assessment feedback, [I] will just give back their marked scripts with doing memorandums with them. Time is a huge problem and the amount of work/topics to be covered is also a huge problem."

4.3.3   Document analysis data

The purpose of the document analysis was to search for similarities and comparisons between the data collected from the interviews and documents. This was to verify the findings from both research collection methods to be able to answer the research questions.

The same analytical procedures were used to analyse the selected documents for the study, as mentioned in section 4.3.1, except for the word cloud qualitative analytical tool. Word cloud illustrations were not possible with the document analysis data, therefore, I made summaries by using the data analysis procedures presented in sections 4.3.1.1 and 4.3.1.3.

4.3.4   Themes and categories

The themes and categories were finalised after the data analysis procedures were explained in chapter 3 (section 3.4.3) and 4.3. These themes and categories were thoroughly verified by implementing qualitative analytical procedures more than once. I also made sure of the themes and categories by repeatedly listening to the interview recordings of the ten PL1 educators and reading through the transcribed interviews and summaries of the documents that were analysed.

The word clouds created with wordle.com gave a clear indication of the most appropriate codes and categories. The words that seem larger than the other words and highlighted in bold were clearly identified as the codes and categories. I considered words that were more frequently used in the interviews as important for the selection of the categories and codes. Word clouds were only used to analyse the individual interviews. See Appendix G for an example of a demonstration of a word cloud for interview questions 1 and 2.

Table 4.3 depicts the interview questions, themes, categories, and codes that were concluded from the data collected during the individual interviews and document analysis. The interview questions were based on the research questions in section 1.5

and determined the themes for this research process. The codes and categories were determined by the responses from the participants, namely the transcribed interviews and summaries from the selected documents. The illustrations of the word clouds created with wordle.com also gave a clear indication of the suitability of the codes and categories.

Table 4.3: Grade 9 CAPS implementation themes

Interview question	Themes	Categories	Codes
1. Describe how you presently feel about the CAPS?	The CAPS is perceived by many educators as being too rigid	The CAPS is a: • good curriculum • very rigid • limits creativity • large content to be completed	good, complex, rigid, cramped
2. How does the implementation of the CAPS affect your teaching approach?	Teaching approaches for the CAPS	• brainstorming sessions • difficult to incorporate various teaching strategies • shortage of resources • extra tuition • use mostly textbooks, writing on the blackboard • YouTube videos • limited time frames	classwork, textbooks, shortage of textbooks, time frames
3. What factors affect the implementation of the CAPS in your school?	Factors affecting the CAPS implementation	• rigidness of the curriculum • timetabling SMT • teacher vs. learner ratio (overcrowded classes • disciplinary problems • LSEN learners in mainstream classes • high absenteeism of learners and educators • crime rate of community;	limited resources, teaching time, LSEN, SMT, discipline, LTSM

		• gangsterism • lack of resources (LTSM) • lack of support from SMT and DBE • general planning • interruptions of union meetings, extra-mural activities/events, fundraising • parent involvement • management style of principal • socio-economic status of community	
4. Is the CAPS properly implemented in your school? Give reasons for your answer.	The CAPS implementation in school	• printing facilities, Internet • workload of educators (overburdened) • educators not always equipped with the necessary facilities, depend solely on workbooks from DBE • curriculum activities/implementation not properly monitored by SMT (HODs) • SGB/school does not have the needed funds for curriculum implementation	workload, resources, support structures, monitoring, lack of funds, planning
5. Did you get any form of formal assistance from the Department of Basic Education regarding the	Formal assistance from the DBE	• lack of formal assistance • only emails and textbooks • no physical contact/no school/class visits • training short period of time (crash course)	no support, workbooks, lesson plans, time, subject advisors

		• four-day workshop • no follow-up from subject advisors • DBE no support • Received examples of lessons and workbooks from subject advisors	
6. Do you get any support/guidance from the SMT regarding the implementation? What kind of support are you receiving?	Support received from the SMT	• assistance from SMT is highly evident • appointment of HODs • only checking assessment tasks • little subject knowledge • sharing information from DBE (emails/circulars) • no class visits	assessment tasks, appointments, subject knowledge, information, class visits
7. In your opinion, what could be done to assist SMT to be more effective in managing the curriculum implementation in schools?	Strategies to assist SMT with the CAPS implementation	• training (courses/workshops) • more HOD appointments • intensify communication from DBE • relationship with neighbouring schools • staff development programs • involvement of deputy principal and principal • frequent contact/communication from DBE/subject advisors	training, appointments, communication, relationship, programs, DBE, involvement

8.	How do you deal with challenges that relate to curriculum implementation?	Educator initiatives to address the CAPS implementation challenges	• afternoon classes/sessions • home visits • identify LSEN learners • develop needed skills • adapt/sharpen teaching style • self-development • download YouTube videos • proper planning	sessions, support, LSEN, teaching style, self-development, planning
9.	Do you have any suggestions/reco mmendations regarding the implementation of the CAPS?	Suggestions/ recommendations to improve the implementation of the CAPS	• regular evaluation and monitoring • more distinguished training • teacher and learner ratio • more conducive classroom conditions • support and teacher development • specific curriculum tool on SASAMS • separate performance standard for CI in IQMS system	evaluation, monitoring, training, ratio, conducive, support, teacher development, curriculum tool, SASAMS, performance standard, IQMS, CI
10.	In your view, do you think that the Department of Basic Education is doing enough in capacitating educators when a	Assistance from DBE to capacitate educators	• CAPS training • online CAPS training DBE website • not enough subject advisors • fill vacancies • CI should be closely monitored	training, online, DBE, vacancies, CI, subject advisors

new curriculum has to be implemented?			
11. In your opinion, is the district DBE offering sufficient follow-up support after training you for curriculum implementation?	DBE support after educator training	• lack of staff • no internet/computer facilities • visits to schools • follow-ups from subject advisor • more interventions/initiatives • quarterly action plans • clear guidelines • moderation sessions • teacher files and learner workbooks	staff, facilities, visits, subject advisors, interventions, action plans, guidelines, session, files, workbooks
12. Do you complete covering the topics stated in the CAPS per term? Why would you say is it impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners with the prescribed time frames?	Covering of the CAPS topics per term Assessment feedback The CAPS prescribes time frames	• topics covered per term • big classes • parent involvement • remedial work/homework • external factors • disruptions (such as COVID-19 and gangsterism) • Annual Teaching Plans • virtual teams' / WhatsApp groups • time allocation • lack of comprehension skills	topics, classes, parent, remedial, homework, disruptions, ATPs, time, comprehension, virtual, revision

4.4 DATA INTERPRETATION

The research questions in section 1.5 and the theoretical framework discussed in section 2.3 were the guidelines to compile the interview questions. These questions were investigated during the individual interviews, and the data collected from the ten participants helped me to recognise the most important themes. From the collected data, 12 themes were recognised and presented in Table 4.3. See Appendix E for examples of transcribed interviews of participants 1 and 3 (P1 and P3).
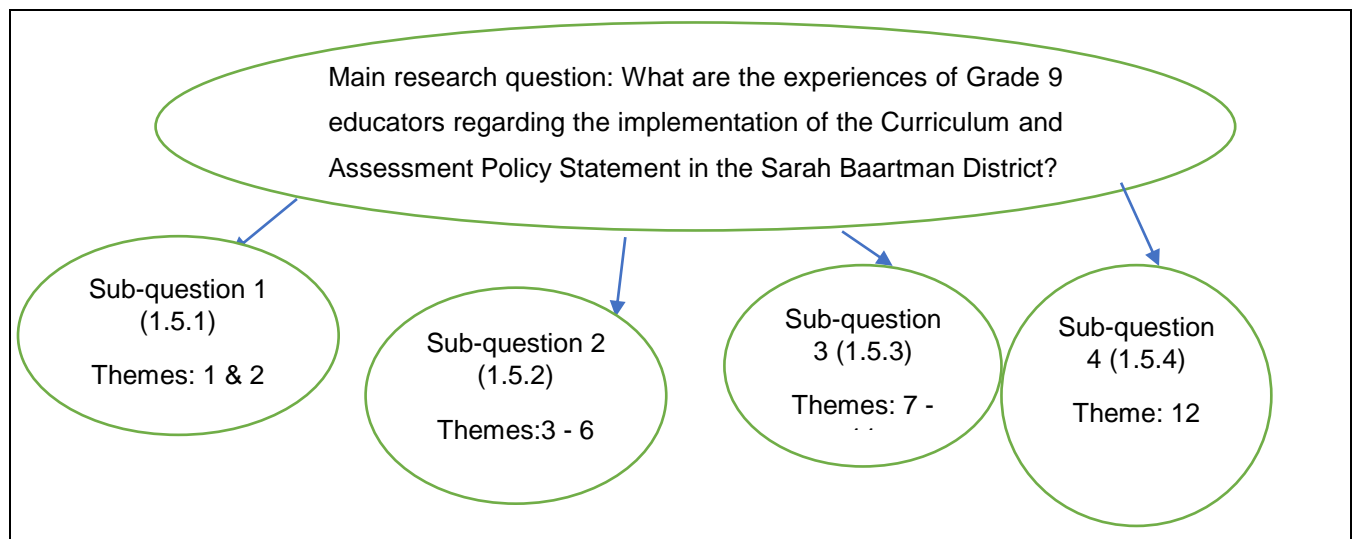
Figure 4.4: Research questions and themes

Figure 4.3 provides an illustration of the research questions and the themes addressing each, starting with the main research question from which the sub-questions emerged as part of the main aim of the study.

The following themes address the sub-question: What are the experiences of educators regarding the CAPS since it was implemented in 2010?

4.4.1 Theme 1: The CAPS is perceived by many educators as being too rigid

The participants had different current perspectives of the CAPS implementation in schools. These perspectives clearly indicate that educators are at different stages of the CI process. This is particularly clear from their responses to interview question 1. The Stages of Concern (CBAM) discussed in section 2.3.2 describe the seven stages that were used as a guideline for the researcher to understand the educators' views regarding the implementation of the CAPS. Most of the participants indicated that the CAPS is too rigid and complex, with high-volume content exceeding expectations and limiting the creativity of educators.

Section 1.6 highlights the main aim of this research study: the present experiences of Grade 9 PL1 educators regarding the implementation of the CAPS. The empirical findings of individual interviews (interview questions 1 & 2) address the main research aim and question. In section 2.3.1, the CBAM (Stages of Concern) addresses the intensity of the educators' feelings and experiences regarding the adoption of policy and curriculum implementation.

4.4.2   Theme 2: Teaching approaches for the CAPS

Teaching approaches for the implementation of the CAPS this particular school in the Sarah Baartman District, focusing on the Grade 9 PL1 educators, have more or less been the same since the implementation of the Curriculum 2005 in 1997. Educators seem to be stuck in their old ways and experience the same challenges than with the previous curricula (C2005, RNCS and NCS). With the implementation of the previous curriculum, educators practised the "talk and chalk" approach to teaching and learning. It is evident from the data collected during the individual interviews that educators are not using a variety of teaching methods to cover the different topics stipulated in the CAPS. Educators are basically still very dependent on textbooks and the use of the blackboard for all teaching and learning activities. During the interviews, educators indicated that the lack of resources (LTSM) and the strict time frames have a huge impact on their teaching style. In section 1.2.2, some of these major challenges that influence the implementation of the CAPS are discussed.

The theoretical framework CBAM is an exceptionally powerful tool for diagnosing educators' implementation efforts by tracking the progression of adopters' concerns and their behaviours related to innovation use. The use of various teaching approaches of educators, in an effort to effectively implement the CAPS in Grade 9, highlights the importance of educators' attitude towards a new initiative/programme.

Themes 3, 4, 5 and 6 address sub-question 2: What are the challenges that educators have to deal with regarding the CAPS in the different subjects?

4.4.3   Theme 3: Factors affecting the CAPS implementation

There are various factors that have a significant impact on the implementation of any curriculum. In section 2.4.2, some of these factors are highlighted. The educators indicated similar major issues regarding the implementation of the CAPS during the individual interviews. Most of the educators indicated that the rigidness of the curriculum, timetabling problems (time per period), overcrowded classrooms, disciplinary problems especially in the SP, the management style of the principal, and shortage of resources (LTSM) have a ripple effect on the implementation of the CAPS.

Section 2.4.2 highlights the factors that inhibit curriculum change and implementation, which correspond with the factors indicated by the participants during the individual interviews.

The CBAM Stages of Concern approach as described in section 2.3.2 illustrates the possible stages which categorises factors affecting the implementation of the CAPS.

4.4.4   Theme 4: The CAPS implementation in school

The educators indicated that the school only provide them with textbooks and no other resources. The school does not have adequate resources, such as science equipment

and computers, to assist the curriculum implementation in Grade 9. The FET Phase, especially Grade 12 educators, are given preference for resources needed to teach their learners. From this, it is clear that the SP is being neglected by the SMT. Curriculum activities and implementation are not properly monitored by the SMT, especially the HODs.

Sections 2.2.2 and 2.4.3 describe the curriculum implementation process in schools, which can be used to monitor or evaluate the implementation of the CAPS in schools in the Sarah Baartman District.

4.4.5   Theme 5: Formal assistance from the DBE

Section 1.5 describes recommendations made by the Ministerial Committee in 2009 regarding the implementation of the CAPS, which included the importance of the role of the subject advisor in CI in schools. Educators indicated that support from the DBE is a crucial factor to ensure the successful implementation of the CAPS, but it is being neglected. Participants indicated that the only formal assistance from the DBE is limited communication via emails, with textbooks also available in a limited capacity. The subject advisors do not visit the school to evaluate and monitor CI.

4.4.6   Theme 6: Support received from the SMT

HODs are being appointed in positions without the required qualifications and teaching experience. Due to these appointments, CI is not monitored effectively by HODs. The HODs have a lack of subject and assessment knowledge and therefore are unable to assist educators in different subjects for CI, especially in the SP. According to the empirical findings as a result of the individual interviews, it came to light that support from the SMT is very limited and only consists of the checking of educator master files. There are no class visits and few subject meetings.

Sub-question 3, "What opportunities have emerged while implementing the CAPS in the classroom?", are addressed by theme 7 to 11.

4.4.7   Theme 7: Strategies to assist SMT with the CAPS implementation

It is evident that more HODs should be appointed in the SP to assist with the CI. The DBE should appoint more educators and HODs in the SP (Grade 8 and 9). Communication and working with neighbouring schools as SMTs can assist with CI in schools, sharing strategies and ideas. The DBE should provide workshops/training, specifically focusing on CI in the SP. Participants indicated that principals and deputy principals should also be more actively involved with the CI in the SP and not only focus on the FET Phase.

4.4.8   Theme 8: Educator initiatives to address the CAPS implementation challenges

Educators deal with challenges relating to CI differently. P1 indicated that she believes that afternoon sessions assist to catch up with the Annual Teaching Plan (ATP). Seven of the participants indicated that the inclusion of LSEN learners in the mainstream classroom hinders the process of CI. P4 indicated that the identification of specific skills that need to be developed is very important. Some educators mentioned that the adaption of various teaching skills is helpful for CI in Grade 8 and 9. In the SP, the learners still need many extra interventions for them to grasp the content.

4.4.9   Theme 9: Suggestions/recommendations to improve the implementation of the CAPS

The DBE/SMTs of schools should implement a specific program for regular evaluation and the monitoring of CI in the different phases. More curriculum implementation training for Grade 8 and 9 educators with specific objectives is required. The recommended educator per learner ratio of 1 to 35 by the DBE should be strictly

adhered to in schools, especially in Grade 8 and 9 classrooms, as well as continuous support and development programs for SP educators. Educators mentioned that there should be a specific curriculum implementation tool on SASAMS to assist with the monitoring of CI. The IQMS should adopt a separate performance standard (PS) for CI for educators to be evaluated. The subject heads and HODs should work closely together to strengthen the CAPS implementation in schools. The SMT should incorporate the Care and Support Teaching and Learning (CSTL) program, specifically focusing on the pillar in the school curriculum plan. The school should have a practical school curriculum plan which includes all the Grades.

4.4.10   Theme 10: Assistance from DBE to capacitate educators

Most of the participants indicated that they need the CAPS training and only 3 out of the 10 participants attended the CAPS workshops. The participants also suggested that the DBE should design an online CAPS training program that is accessible on the DBE website. Most of the participants indicated that the DBE can also provide the CAPS training on a USB stick or CD for the different grades and subjects for educators to utilise when needed. The lack of curriculum assistance from the DBE, such as workshops and training, has a negative effect on the implementation of the CAPS. Educators expressed that there are no subject advisors (senior education specialists) assigned for the SP and little interest from the DBE. According to most of the participants, the DBE is only focusing on the FET Phase.

4.4.11   Theme 11: DBE support after educator training

During the individual interviews, the participants indicated the only follow-up support from the DBE is the moderation sessions once per term. The SA signs the mark sheets (SBAs), and educators check each other's master educator portfolios for each subject. Most of the educators in the SP did not receive adequate CAPS training.

Theme 12 addresses sub-question 4," What can be changed to improve the CAPS regarding the implementation of a specific subject?"

4.4.12 Theme 12: Covering of the CAPS topics per term, assessment feedback, the CAPS prescribes time frames

The educators experience challenges that hamper the completion of the Annual Teaching Plan (ATP). The ATP is cramped the weighting and time allocation per topic are not adhered to because of various factors. These factors include unnecessary interruptions by union functions, the COVID-19 pandemic, school violence (gangsterism), and extra-mural activities, and these hinder the CI in this specific school. Educators indicated that there is no sufficient time for proper revision of the covered topics and learner feedback on assessments (SBAs). Most of the participants indicated that they do not complete the ATP within a year or summarise the topics for learners. According to the participants, proper teaching and learning do not take place, because of the cramped ATP.

4.5 CHAPTER SUMMARY

This chapter highlighted the research process, data analysis, and interpretation of data collected during the semi-structured interviews and document analysis. Specific sections (1.5, 3.3, 3.4.3 and 3.4.2) from previous chapters were used as a guideline for this chapter. The themes were finalised from the data of the questions resulting from the 12 interviews conducted with the ten Grade 9 PL1 educators. The data gathered from the ten individual interviews were more than the data collected from the documents mentioned in section 3.4.2.2. I encountered challenges with the data analysis, but carefully implemented the data analysis procedures mentioned in section 3.4.3. The COVID-19 pandemic had an enormous impact on the research process as discussed in sections 3.4.2.1 and 4.2.

4.6 CONCLUDING REMARKS

This study focused on the experiences of Grade 9 PL1 educators regarding the implementation of the CAPS in the SP. I realised during the data analysis process that educators experience different aspects that hinder the implementation of the CAPS. Some of these challenging aspects that educators face on a daily basis are highlighted in Table 4.2.

Several curricula (C2005, RNCS and the CAPS) were introduced in our schools, even though educators were expected to implement them without being sufficiently prepared. Educators experienced similar challenges and problems with each of these curricula, described in sections 1.1, 1.2.2, 2.3.2 and 2.4.2. Furthermore, these challenges and concerns are highlighted again by the ten Grade 9 PL1 educators who participated in this study, as described in section 4.3.2.4 demonstrating the presentation of the interview data.

By compiling my literature review and analysing my research findings, I was under the impression that many educators were unable to adapt to the drastic educational transformations that changed our educational landscape after 1997. After several studies and recommendations made to the DBE regarding the implementation of the CAPS, educators and schools are still grappling with previous challenges, such as inadequate training for educators, lack of resources (LSTM), time constraints, and lack of involvement of DBE officials such as SAs, with no prospect of improvement.

Chapter 5 will conclude this research with a summary of the research project and recommendations that address the research problem.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

Here, we refer to the main research question as stated in section 1.5: "What are the perceptions of Grade 9 educators regarding the CAPS in the Sarah Baartman District?"

The previous chapter described and interpreted the findings of the semi-structured interviews and document analysis. The CBAM theory (section 2.3) guided me throughout the research project to follow the aim and objectives of the study. I also depended on the contextual and conceptual framework discussed in chapter 2 to complete the research project.

The data was collected from the ten Grade 9 PL educators; to whom each was asked 12 questions during the individual interviews. In section 3.4.2.2, we describe the data retrieved from them and the documents that were used in this research project. The findings from the two data collection methods influenced the summaries, conclusions and recommendations discussed in this chapter.

In chapter 4, I present the research findings of the study, for which I analysed and interpreted the data collected from the semi-structured interviews and documents. In section 4.2, I also discussed the research process, which was interrupted by the COVID-19 pandemic. The importance of the trustworthiness of the collected data (see section 4.2.5) was also highlighted.

This chapter provides an overview of the study, after which I present conclusions, recommendations and avenues for further related research.

5.2   SUMMARY OF RESEARCH FINDINGS

This section provides a summary of the research findings in presenting key scholarly and empirical findings based on the data that was collected during the research process discussed in section 4.2.

5.2.1   Key scholarly review findings

The contextual framework highlighted in section 2.3.1 provides an international overview of the characteristics of curriculum implementation as well as in South African schools. The CI processes in other countries were highlighted and comparisons were made with CI in our schools. The CI process is currently challenged/hindered by the factors indicated in Table 5.1.

I have incorporated and used the information from the contextual framework (section 2.2) and conceptual framework (2.4) to broaden my knowledge regarding the CI processes. These frameworks discussed in chapter 2 have guided me to successfully complete the research project.

Within chapter 2, sections 2.4.2 and 2.4.4 mention factors that affect the implementation of any curriculum. I also explored factors that impact the implementation of the CAPS. Participants' responses to interview question 3 indicated some of the factors mentioned in section 2.4.2.

The CBAM theoretical framework used in this study was identified and discussed in chapter 2. The CBAM as discussed in section 2.3 was implemented and used as a guideline for me to explore the research aim and objectives.

Table 5.1 illustrates the challenges experienced by educators identified in the contextual and conceptual frameworks. These are challenges that are also encountered

internationally. The findings of the research project also indicated similar challenges that are currently experienced in a secondary school in the Sarah Baartman District.

Table 5.1: Challenges experienced by educators that hinder CI in schools

Challenges experienced by educators that hinder CI in schools				
Contextual Framework		**Conceptual Framework**		**Research project findings**
In other countries	**In South Africa**	**In other countries**	**In South Africa**	**Secondary School**
• heavy educator workload (Hong Kong) • loaded with non-teaching duties (Maldives) • Inadequate training • Involvement in curriculum policy development (Turkey & Korea) • Limited resources (Tanzania)	• inappropriate and inadequate teacher training • lack of LTSM	• shortage of teaching and learning resources • lack of in-service training • lack of support from management • workload of teachers • shortage of time • heavy content to cover • quality and quantity of teachers • teaching approaches	• knowledge and planning • lack of vision • poor communication • poor leadership • professional development and support • lack of resources • increased workload • role of conflict • teacher attitude	• rigidness of the curriculum • time-tabling problems • overcrowded classrooms • disciplinary problems • management style • shortage of resources (LTSM)

It is clear from Table 5.1 that educators are experiencing the same challenges regarding CI, which include lack of adequate training, time, limited resources, and heavy workload.

5.2.2   Key empirical research findings

The reason that I collected data from the semi-structured interviews and document analysis was to address the research question.

Section 4.2.4 highlights the researcher as an instrument and the impact it had on the research project. I could relate to data collected from the participants because of my own experience as an educator and HOD. The themes described in section 4.4 of chapter 4 deal with personal experiences and perceptions of educators to factors affecting the implementation of the CAPS. The main aim and objectives are addressed through these themes. Through my interaction with the participants during the semi-structured interviews, I made the interesting discovery that the educators are on different stages of concern based on the CBAM.

5.3   RESEARCH CONCLUSIONS

The research conclusions are based on the sub-questions and research objectives discussed in sections 1.5.2 and 1.6. These sub-questions and objectives originated from the main research question. The 12 interview questions were designed to generate enough data to answer the main research question and sub-questions, as well as to address the aim and objectives of the study. This study sought to answer the underpinned sub-questions as building blocks to answering the main research question.

5.3.1   What are the experiences of educators regarding the CAPS since it was implemented in 2014, focusing on Grade 9?

Interview questions 1 and 2 address this sub-question. The participants had differing opinions during the answering of this question. Some of the participants had negative experiences since the implementation of the CAPS, which include no support/training from the DBE and SMT. Some of the participants indicated that the CAPS is very rigid, limits creativity and imposes a large amount of content coverage per term. Educators indicated that the limited time frames and shortage of resources (LTSM) have a significant impact on their teaching approach when implementing the CAPS.

5.3.2 What are the challenges that educators have to deal with regarding the implementation of the CAPS?

Sub-question 2 was addressed through interview questions 3, 4, 5 and 6. The following represents most of the responses from the participants:

- The timetabling of the school was chaotic and does not comply with the CAPS time allocation per subject.
- Classrooms are overcrowded and the recommended ratio (1:35) of educator to learners by the DBE is not adhered to, because of the large numbers of learners and the shortage of educators.
- Disciplinary problems are also hindering the implementation of the CAPS because of the lack of parent involvement, as well as the SGB and SMT not enforcing the code of conduct of the school.
- LSEN learners are placed in the mainstream classrooms because of the lack of special schools in the Sarah Baartman District, especially for Grade 8 and 9 learners.
- The socio-economic status of the community is a problem and there are no fundraising projects to generate funds to purchase the required resources.
- There is a lack of resources (LTSM), including DBE workbooks.
- The general planning of the school is not realistic and implementable.
- There are unnecessary interruptions during tuition time, such as union meetings/events, fundraising projects, and extra-mural activities.

- The laissez-faire management style of the principal is problematic.

Educators experience different challenges regarding CI in schools. Some are external factors (such as a shortage of resources and the socio-economic status of the community) over which the educator has no control and which are frustrating when there are no interventions. The internal challenges (such as timetabling problems and lack of support from SMT) that educators experience can be addressed in the school in order to improve the implementation of the CAPS.

5.3.3   What opportunities have emerged while implementing the CAPS in the classroom?

Sub-question 3 was addressed by interview question 7 to 11. These are the responses:

- Educators indicated that they need to take initiative when it comes to implementing the CAPS in the classroom, such as offering extra enriching classes.
- The CAPS allows educators to use different teaching styles to help learners to understand the complex topics and content.
- They support the development of intervention programmes helping to implement the CAPS to assist learners to reach their full potential.
- Generate opportunities between HODs and educators to work together during the implementation process.
- Allow space for new interventions, such as SASAMS and CSTL programmes to be incorporated to ensure the effective implementation of the CAPS.
- IQMS can also be used more optimally to monitor the CAPS implementation in the classroom, with a specific PS for curriculum implementation.
- A DBE website to include curriculum implementation online training, specifically focusing on effective classroom practices.

There are opportunities that emerge from the CAPS implementation in schools, such as educator development, which can include the improvement of content knowledge and where they are equipped with being able to utilize different innovative teaching styles. The current educational support systems (SASAMS, CSTL and IQMS) can be re-designed to assist the implementation of the CAPS.

5.3.4   What can be changed to improve the implementation of the CAPS?

The ATPs per subject in each grade should be revised for each term. More time should be allocated per topic in each subject for more effective teaching and learning. Curriculum coverage tools should be designed to keep track of the covering of the different topics per term. SMTs should be more involved in the curriculum implementation processes, which include regular class visits, monitoring of content covered in learners' books, and educators planning and making sure it meets the requirements stipulated in the CAPS. The DBE and SMTs of schools can develop a weekly curriculum monitoring instrument that should be submitted to the specific subject advisor for evaluation. The online submission for curriculum implementation on the DBE website should be monitored more effectively. The DBE can develop a different tool on the SASAMS to assist HODs to monitor the implementation of the CAPS. Educators should be sent on content-based workshops and different teaching strategies per topic. These workshops should also include SBA training, which covers different assessment methods and assessment tools.

5.3.5   Main research question: What are the experiences of Grade 9 educators regarding the implementation of the CAPS in the Sarah Baartman District?

The Grade 9 educators' have varying experiences regarding the implementation of the CAPS in this specific school. Educators indicated that they experience challenges on a daily basis and that no intervention programmes have been implemented by the DBE to assist them with the CI process. Educators' experiences vary from being frustrated by

ongoing demanding challenges, which include lack of LTSM, to time constraints to cover the rigid cramped CAPS, to no support from the SMT regarding CI in the classroom. The experiences of the Grade 9 PL1 educators at this school in the Sarah Baartman District are mostly negative due the challenges they encounter regarding the implementation of the CAPS as stipulated/highlighted in section 4.3.2.4. This is a clear indication of their concerns and challenges.

5.4   RECOMMENDATIONS

Based on the findings of the study, I make the following recommendations:

5.4.1   Recommendation 1

The district offices must compile their own report from the submissions from the different schools and submit it to the DBE provincially. Schools are using the South African Schools Administration Management System to capture the basic functioning of the school, from the admissions of learners to the monitoring of funds. The same system, SASAMS, can be designed to incorporate a separate tool to evaluate/monitor the implementation of the CAPS for each grade and subject. Every week, the HODs must capture the content coverage progress report of each educator on SASAMS, which will allow the DBE and the SMT to have direct access to it, providing them with a clear indication of the progress of the implementation of the CAPS in schools. Educators must also be allowed to submit any challenges and concerns regarding the implementation of the CAPS on SASAMS. A weekly curriculum implementation/monitoring report must be compiled by the SMT and be submitted to the district offices.

5.4.2   Recommendation 2

Educators' performance is evaluated during the IQMS processes throughout the year. A separate performance standard (PS) can be developed to monitor the implementation of the CAPS for educators. I recommend calling this new PS the "Curriculum Implementation Evaluation". There should be a clear indication of opportunities for educators to sharpen their skills and knowledge regarding the CAPS.

5.4.3   Recommendation 3

There is an urgent need for adequate training for educators in CAPS implementation in all the different phases. The DBE should provide opportunities to educators to do CAPS online training on the national DBE website. Educators should be provided with an CI training manual per subject per grade that will assist educators with the implementation of the CAPS. The DBE can also provide educators with USBs with information on implementing the CAPS. Schools can arrange training sessions with subject advisors (SAs) to explain or present information on the online training, CI training Manuel and USBs Training should not only be a once-off event, but should be offered on a regular basis to illuminate unnecessary challenges and misinterpretations. Training should also include the teaching methods/strategies to use during CI in all the subjects per grade.

5.4.4   Recommendation 4

The DBE should make amendments to the time allocation per topic per subject. Schools should use curriculum coverage tools per subject to ensure the covering of the topics/content of the CAPS.

The time allocation per subject/topic as prescribed in the CAPS is a concerning factor for educators, especially in the SP. Educators indicated during the interviews that there is not enough time to cover all the content/topics per term. Timetabling done by the SMT is not according to the prescribed times as stipulated in the CAPS documents. The duration of the periods per subject can be extended from 35 to 50 minutes to provide enough time to explain the topics thoroughly.

5.4.5   Recommendation 5

The DBE and schools should encourage close cooperation between HODs and SAs. There should be scheduled meetings on the DBE and school calendars to allow interaction to discuss CI challenges/concerns and initiatives which will assist the implementation of the CAPS. The DBE and schools should implement more classroom visits both from the SMTs and SAs throughout the year to assist educators.

5.4.6   Recommendation 6

The Care and Support Teaching and Learning (CSTL) programme, pillar 6 (Curriculum Support) should be incorporated in the planning per term, especially for the successful implementation of the CAPS. Pillar 6 (Curriculum Support) is one of the priority areas of the CSTL programme implemented in schools. The CSTL programme can function as another initiative to assist educators with the implementation of the CAPS.

5.5   AVENUES FOR FURTHER RESEARCH

This study investigated the general perceptions and experiences of Grade 9 educators regarding the implementation of the CAPS in the Sarah Baartman District. The researcher also only focused on one specific school and grade; therefore, there are a many possible avenues for further research. The following section outlines a few of these.

5.5.1   Perceptions and experiences of educators in the different phases

Basic education in South African schools divided into four phases:

- Foundation phase (FP): Grade R to 3.
- Intermediate phase (IP): Grade 4 to 6.
- Senior phase (SP): Grade 7 to 9.
- Further Education and Training phase (FET-P): Grade 10 to 12.

The current perceptions and experiences of educators in each of these phases can be investigated to give the DBE an indication of the flaws and developments in the CAPS. The DBE can use the findings of these studies to develop a realistic and workable Action Plan for Education to improve the implementation of the CAPS in the classroom in the different phases. This information can also be utilised during workshops and to

empower educators to deal with challenges regarding curriculum implementation. Subject advisors can implement the findings of this study to equip educators with tools to overcome learning and teaching challenges in the classrooms.

5.5.2   An investigation of curriculum implementation globally

In section 2.2.1, I have highlighted some of the challenges that some countries face with the implementation of their curriculum. I studied the implementation of curriculum implementation processes in Hong Kong, the Maldives, Australia, Canada, Turkey, South Korea, and Tanzania. Further investigative studies can shed more light in comparing the curriculum and implementation processes of different countries.

5.5.3   A study of the different subjects in the different phases

An in-depth study can be done on the implementation of the CAPS in the classroom in the different subjects focusing on each phase. Focusing primarily on the topics being covered, SBAs, teaching approaches in each subject. This study can shed light on what is currently happening in the classroom regarding the implementation of the CAPS in our schools. The findings of this study will provide the DBE with an overview of the implementation of the CAPS and help to identify areas that need attention.

5.5.4   The impact of the CAPS on the future of the new generation

The aforementioned potential area of research is needed to provide communities and schools clarity on the impact of the CAPS on career opportunities for learners. The subjects in the CAPS prepare learners for the demands of the world.

5.5.5   The best teaching approaches for the implementation of the CAPS

I noticed that some educators are still practicing the "talk and chalk" approach to teaching and learning. This has a negative impact on the execution of the CAPS and

does not provide the learners with opportunities to reach their full potential. It is very important to implement the relevant teaching strategy in order to reach the learning outcomes of a specific topic.

The use of various teaching methods per topic in each subject will assist learners' understanding of content. Educators must be made aware of the need for the implementation of the most appropriate teaching strategy/approach per topic to be covered.

5.5.6 The ripple effect of the coronavirus (COVID-19) on the curriculum

The revised ATPs were provided by the DBE for schools to implement in the classrooms. After schools opened, educators had limited time to cover the topics stipulated in the revised ATPs with the new rotation attendance system. The revised ATPs only cater for certain topics per subject, with other topics being left out. The content coverage percentage has dropped significantly per subject for the year 2020. Some of the content that needed to be covered for terms 2, 3 and 4 and how will it be covered in the next grades were not included in the revised ATP.

5.6   LIMITATIONS OF THE STUDY

While careful planning and considerations went into the process of understanding, I did experience a few challenges during my research project. These unforeseen challenges forced me to deviate from my initial research plan and improvise to formulate new strategies. I encountered several major challenges, but the national lockdown due to the coronavirus epidemic facing our country at the time of writing had a serious impact on my research.

Classroom observations could not take place because the schools were closed. The data collection methods were limited to individual interviews and document analysis only. The initial plan was to conduct all the interviews with educators at school, but due

to the strict COVID-19 regulations, I had to quickly switch to telephonic interviews and video calls. Face-to-face interviews were difficult to conduct and only three educators were prepared to be interviewed at their homes. During these interviews, I could not hear the responses of the participants clearly because they were wearing masks and also because regulations stipulated the maintaining of a social distance of 1,5 m. This hampered the transcriptions of the interviews, resulting in a more limited quality of collected data that I regard as insufficient for the study.

Time was also a limitation factor, prolonging the completion of my research process. Participants were unsure of how the pandemic would affect their schedules, and rescheduled their interviews several times.

5.7   CONCLUDING REMARKS

The implementation of any curriculum is the core business of a school and should not be neglected by the SMTs. The lack of proper planning has a harmful effect on the implementation of the CAPS and the prescribed requirements stipulated in the DBE documents are not being met.

As an educator and HOD, I have experienced many challenges when it comes to implementation of the CAPS. There are different reasons for this, including inadequate time to practice the CAPS, insufficient resources to properly explain the topics per subject, and little support from the DBE and school. These challenges have a negative effect on the academic performance of learners, and I would like to implore the responsible parties to make sure that everything is in order to improve the state of affairs.

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APPENDIX A
ETHICAL CLEARANCE CERTIFICATE

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/07/08

Ref: **2020/07/08/45051275/02/AM**

Name: Mrs CJ Stuurman (neé Titus)

Student No.: 45051275

Dear Mrs CJ Stuurman (neé Titus)

Decision: Ethics Approval from
2020/07/08 to 2023/07/08

Researcher(s): Name: Mrs CJ Stuurman (neé Titus)
E-mail address: 45051275@mylife.unisa.ac.za
Telephone: 0646509453

Supervisor(s): Name: Prof Elizabeth, C. Du Plessis
E-mail address: dplesec@unisa.ac.za
Telephone: 012 429 4033

Title of research:

EXPERIENCES OF GRADE 9 EDUCATORS REGARDING THE IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SARAH BAARTMAN DISTRICT

Qualification: MEd Curriculum Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/07/08 to 2023/07/08.

The **low risk** application was reviewed by the Ethics Review Committee on 2020/07/08 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.

2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

APPENDIX B

INTERVIEW SCHEDULE

Title of study: Experiences of Grade 9 educators regarding the implementation of the Curriculum and Assessment Policy Statement in Sarah Baartman District

Interview Questions:

1.   What do you understand by curriculum implementation?

2.   What role do you play in curriculum implementation planning process?

3.   How does the implementation of the CAPS effect your teaching approach?

4.   Did you get any form of formal assistance from the Department of Basic Education regarding the implementation of the CAPS?

5.   Is the CAPS properly implemented in your school? Give reasons for your answer.

6.   Do you get any support/ guidance from the SMT regarding the implementation? What kind of support are you receiving?

7.   In your opinion what could be done to assist SMT to be more effective in managing the curriculum implementation in schools?

8.   What factors affect the implementation of the CAPS in Grade 9?

9.   What are the challenges that you face while implementing the CAPS during your lessons?

10.   Describe how you presently feel about the CAPS?

11.   What are the factors that you think affect the implementation of the CAPS at your school?

12.   How do you deal with challenges that relate to curriculum implementation?

13.   Do you have any suggestions/recommendation regarding the implementation of the CAPS?

14.   In your view, do you think that the Department of Basic Education is doing enough in capacitating educators when a new curriculum has to be implemented?

15.   In your opinion, is the district DBE offering sufficient follow-up support after training you for curriculum implementation?

16.   Do you complete covering the topics stated in CAPS per term? Why would you say is it impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners with the prescribed time-frames?

LETTER OF INVITATION TO PARTICIPATE IN THE RESEARCH PROJECT

Date:

Subject: <u>Request to participate in research project</u>

Dear Prospective participant

My name is Celestine Joanie Stuurman-Titus, I am a Masters student in Education Department (Instructional and Curriculum Studies) at University of South Africa. Along I am currently doing a research study on the experiences of Grade 9 educators regarding the implementation of the Curriculum and Assessment Policy Statement in Sarah Baartman District.

With this letter, I would like to invite to participate in this research study and your participation will be highly appreciated. Interviews will be conducted to collect the data and I need your permission to record the interview session. Please find below more information on the study and the interview setting:

My research goal is to provide insight regarding the perceptions/experiences of educators regarding the implementation of the CAPS. The research findings and recommendations will also assist educators in the implementation of the CAPS.

This interview will take around 60 minutes and will be recorded for data analysis purposes. The recording will only be available to the interviewer and the direct supervisor (Prof. Elizabeth Duplessis) and will in no way be used other than for the

analysis of this research. In the resulting dissertation, your participation will be anonymized by default, unless you specifically make mention that this is not necessary. In that case, permission may be requested at a later stage to use one or more direct quotes.

I hope you are available for an interview. If you have any questions, please feel free to contact me or my supervisor. directly.

Contact Details:

Researcher: Mrs. C.J. Stuurman (neeTitus)   Supervisor: Prof. Elizabeth Du Plessis

Cell no: 0646509453   Cell no: 0828093909

   Tel no: 012- 429 4033

Email: tituscelestine@yahoo.com   Email: dplesec@unisa.ac.za

Looking forward to your reply,

Yours sincerely,

Mrs. C.J. Stuurman

APPENDIX D

INFORMED CONSENT FORM FOR PARTICIPATION IN INTERVIEW RESEARCH

I volunteer to participate in a research project conducted by <u>Mrs. C.J. Stuurman (Titus)</u> from <u>UNISA</u>. I understand that the project is designed to gather information about the Experiences of Grade 9 educators regarding the implementation of Curriculum Assessment Policy Statement in the Sarah Baartman District. I will be one of 10 educators being interviewed for this research.

1.   My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one at my school will be told.

2.   I understand that most interviewees in will find the discussion interesting and thought provoking. If, however I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3.   Participation involves being interviewed by Mrs. C.J.Stuurman (Titus) from UNISA. The interview will last approximately 45 - 60 minutes. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. If I don't want to be taped, I will not be able to participate in the study.

4.   I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. Managers from my school will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6. I understand that this research study has been reviewed and approved by UNISA.

7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

_____   _____

 My Signature   Date

For further information, please contact:

Mrs C.J. Stuurman (nee Titus) (Researcher)

Contact Number: 0646509453/ 042- 293 0321

TRANSCRIPTION OF SEMI-STRUCTURED INTERVIEW: PARTICIPANT 1 & 3

Semi- structured Interviews with educators

Researcher: Mrs. C.J. Stuurman (nee Titus)

Title of study: Experiences of Grade 9 educators regarding the implementation of the Curriculum and Assessment Policy Statement in Sarah Baartman District

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Interview 1 - Interview date: 19 July 2020

Participant:

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10

Type of interview:

Video interview- Zoom/Skype	Telephonic interview- Call recorder	Face to face interview- Voice recorder

R- Researcher

P- Participant

R	Good day mam, how are you today?
P1	I am well thanks, how are you today?
R	I am well. Before we start with the interview, I just want to thank you for taking time out of your busy schedule, doing this interview for me. I know it is hectic now with the Covid and the learning programmes and everything, but thank you so much for taking time out for doing this interview for me.
P1	Thanks for the opportunity and I hope I won't disappoint you.
R	Thank you mam. Do you have any questions before we start?
P1	No, you can ma start!

QUESTION 1: Describe how you presently feel about the CAPS?

R   OK! Mam all the questions is regarding the implementation of CAPS in grade 9. All the questions will be based on the CAPS in grade 9 implementation. Number one. Describe how you presently feel about CAPS? How do you feel about it?

P1   I think CAPS is generally a good curriculum, formulated to fit and more with the current issues in the school and in the outside world. I also feel that in some instances it requires a lot of personal interest from the educators' side, through preparation and hard work before I can think of starting a lesson. It has its challenges such as, it is very rigid, its limiting the creativity of the educator and it is really packed with a large content to be completed in a set fixed time-frame. And the environment is not always ideal to measure all these types.

R   Thank you mam. Are you ready to continue to the next question?

P1   Yes!

QUESTION 2: How does the implementation of the CAPS effect your teaching approach?

R   OK! How does the implementation of CAPS affect your teaching approach? Does it have any effect on your teaching approach?

P1   Yes, I would say that CAPS allows me as an educator to make use of different teaching techniques and this will help me to try to reach each individual as for as possible. Sometimes, depending on the topic I need to discuss for a period, I use the lecturers style and currently I am basically make use of the projector, or power point and this CAPS also allow the learners to do brainstorming sessions on the topic I intend to cover. Because, learners tend to speak more freely and easily when they speak with their own age groups. Sometimes it is hard to implement these teaching techniques, because my classes I am teaching at a quintile 3 school my classes are very big and sometimes our public school are also having the LSEN learners and they are actually forced

to be part of the mainstream education seeing that we don't have facilities in our vicinity where they could go and work on skills development for that matter. However, CAPS does not make sufficient room for retention of the learners either and, it requires continuous research from the educators' side to keep up with the changing in the subject content.

QUESTION 3: What factors affect the implementation of the CAPS in your school?

R   Thank you mam. Thank you! The next question is on the effects factors that affect the implementation of CAPS in your school. Are there any factors that affect the implementation of CAPS in the school?

P1   Yes, I would think that CAPS is something new, because it has been introduced in 2012 and there are some factors that make it a little bit challenging to do justice to CAPS as the latest curriculum. For subject content the rigidness of the curriculum, fix time for periods, then you must also try to juggle it with the big learner totals and the big learner total is a recipe for classroom discipline problems and it makes it difficult to give the individual attention to all or each of my learners in the class. That is now besides the disruptions such as the high absenteeism rate or the gangsterism and then sometimes in some learning areas we still have a lack of resources, some test books.

Fortunately for me I try to develop everything and prepare everything beforehand, use the projector to present my lesson.

QUESTION 4: Is the CAPS properly implemented in your school? Give reasons for your answer.

R   Thank you mam! We can continue to the next question! Are you ready to continue to the next question? Is CAPS properly implemented in your school? Is it properly implemented and give me reasons for your answers?

P1   I can only speak on what is happening in my class. I feel that my school principal and the SMT with the SGB and I must say the community too and the moment also do a lot having fundraising effort that is required to get all the

resources that need to be effective classroom teaching. Our school is very good prepared to implement CAPS. If it comes to presenting workload, we have printing facilities, copying facilities, we have got internet with that also help us to present our lesson … and I must also say the department on the other hand, the contribution by giving us educators laptops, which also make it easy and convenient to present our lessons in the classroom. Along with that we have our CASS/CAPS guidelines and then I also have a variety of textbooks which I use in preparing for my lessons.

I feel our school could be being ready and implemented to implemented CAPS.

QUESTION 5: Did you get any form of formal assistance from the Department of Basic Education regarding the implementation of the CAPS? Explain!

R   Thank you mam. Did you get formal assistance from the Department of Basic Education regarding the implementation of CAPS, explain did you get any formal assistance or training?

P1   You know mam, when it comes to formal assistance than it can vary between resources such as emailing and textbooks. But when it comes to the physical content I feel the department actually lack in it, because CAPS is in use for past 8 years and I can only think of a few occasions where I was sent for CAPS training and this training sessions which happened in short period of time I would refer to it as a crash course. High content jammed into a four to five days' program after these sessions when we come to the classroom, there is no real follow – up done by the department to see that we are really implementing what they have tried to taught us and also when we go for these sessions and workshops, I feel that it is not really the real situation within the class.

We are a group of educators from different kinds of schools and my environment in my school, my community that I serve is actually very unique and differs a lot from my other educators. `

QUESTION 6: Do you get any support/ guidance from the SMT regarding
the implementation? What kind of support are you receiving?

R   Thank you mam! We are going to continue to the next question. Do you get
         any support/guidance from the School Management Team and what kind of
         support are you receiving from the School Management Team?

P1   Assistance from the SMT is highly evident. I think the problem start at the
         appointing of SMT that are not a specialist in their subject or in the department
         in they are serving. SMT are only doing the calculating of the exam paper or of
         the assessment task, we submit and they have no or very little subject
         knowledge. Sometime they only provide us with all the messages or emails or
         notes that they receive from the department of education. I feel the SMT
         should familiarize themselves with the content taught by the educators in their
         perspective department.

R   Thank you mam for your answer to that question. If you are ready and
         comfortable, can we go to the next question?

P1   Yes mam we can continue to the next question.

QUESTION 7: In your opinion what could be done to assist SMT to be more effective in
managing the curriculum implementation in schools?

R   In your opinion what could be done to assist the School Management Team to
         be more effective in managing the curriculum implementation in schools?
         Okay, must I repeat the question?

P1   Yes, mam

R   OK

P1   What number is that mam?

R   That is number 7!

P1   OK!

R   In your opinion what could be done to assist School Management Teams to be
         more effective in managing the curriculum implementation in schools?

P1   The SMT, the School Management Team should be the first educators to be sent on training courses when they are appointed as SMT's in the different departments. They should be specialists or must at least or must have the subject in that they serve and I should feel that the SMT must have closer contact with the other neighbouring schools SMT's. Because we all should be lifelong learners in order to do our job to the best of our ability, abilities.

QUESTION 8: How do you deal with challenges that relate to curriculum implementation?

R   Thank you mam! How do you deal with the challenges that relate to curriculum implementation? There is challenges and how you deal with the challenges just as an educator, grade 9 educator?

P1   With the grade 8, when it comes to filling the gaps of the subject content. I don't like to refer to a learner as a slow learner, but I invited these learners to come for afternoon sessions and I also try sometimes I try, I have to do house visits just to get a clear picture of where the child is coming from and the I also try to encourage and that is also what our school is trying to adopt that we identify LSEN learners and we try to direct them to facilities where there is skills can developed and improved. Then if there is gaps in the subject that I am teaching, then I liaise with my subject educators at school or sometimes from my neigbouring school. And then make sure that I use my guidelines as referees.

QUESTION 9: Do you have any suggestions/recommendation regarding the implementation of the CAPS?

R   Thank you mam. Do you have any suggestions, recommending regarding, recommendations sorry I am pose the question again? Do you have any suggestions, recommendations regarding the implementation of CAPS?

P1   I feel CAPS as such is a good curriculum, but I feel the approach was very wrong. I feel that this new CAPS was just dumped on the educator and some of us come from two or three curriculums and now we were dumped to this

new curriculum and I feel if we get better support or training and how to deal with CAPS than you can be a huge success. What I like about CAPS, CAPS really try to prepare the child not only to pass an exam paper, but to go and what you have taught in class, learn in class and go and apply it when it comes to the university and when it comes to his working field.

QUESTION 10: In your view, do you think that the Department of Basic Education is

doing

enough in capacitating educators when a new curriculum has to be implemented?

R   OK. Thank you mam. I only have three questions left. Thank you for your patience and for your answers. I really appreciate it! In your view do you think the Department of Basic Education is doing enough capacitating the new curriculum to be implemented?

P1   As I have said CAPS was introduced for the last 8 years, I sent for CAPS training over the last 8 years only for three times. Early this year I also attended CAPS workshop, which was over four days and we could only touch on core topics so now I think the department can still do a lot. Teachers feel uncertain, not because they do not have knowledge about the subject, but because they not use to this kind of curriculum and if the department just do follow up and more monitoring more assisting, then it will contribute to give the teacher more confidence to stand in front of a class.

QUESTION 11: In your opinion, is the district DBE offering sufficient follow-up support

after training you for curriculum implementation?

R   Thank you mam! In your opinion is the district, your district Sarah Baartman District we focusing on the Sarah Baartman District Department of Basic Education offering sufficient follow-up support after training you for curriculum implementation?

P1   I am teaching in the Sarah Baartman District and as you know the Sarah Baartman District is really trying to be functional. So sometimes when it gets to official duties to be executed then they can't even do it.

Due to either a lack of staff or not internet facilities or even when I got their what I had a formal document from the …. that need to be stamped and sent away, they could not even help me with the stamp.

So I am not going to blame the district, but I would suggest if they do more follow-up support, visiting the subject teacher in the class, visiting the school

and see the reality of what kind of learners we are dealing that will also consider as support. Sometimes I feel that they expect from us to do 100% pass, forgetting about the community from which the children come. Sometime in the different subject field there isn't even subject advisors for all the subject that are offered.

QUESTION 12: Do you complete covering the topics stated in CAPS per term? Why would you say is it impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners with the prescribed time-frames?

R   Thank you so much, we almost done. We are down to our last question, but has got a few questions for the last question. I am going to start with the first one: Do you complete covering the topics stated in CAPS per term for grade 9?

P1   I have a grade, grade 8 and 9 Social Science and Economic Management Science teacher and as you know the grade 8 and 9, they are full classrooms and the learner total varies between 30 and 55 so it is very difficult for me to finish the a terms work. In some cases, especially when it comes to EMS with the challenging accounting part then I hardly get it covered per term. So no, sometimes do not it covered. And I think that contributes to this is the type of learner and the big learner classes. And I must say we are not going to blame CAPS and the department all the time.

I feel our parents do not really have interest in the school, children' school work. There is a high lack of parental involvement and then our kids they are not responsible enough to realise that school is for them and it is their responsibility to make a success of it. So yes in my class there are a few as I refer to them "*ligte in die klas*", but the majority of them have got the nonchalant attitude they do not do their homework. They! When I do remedial work in the class I must literally stand up by the learners and make sure that the learner is doing the correct work. From the learner side really they make it really hard that we as a team make a success of school.

R   Thank you so much, I think you have answered the second part of the question. Why would you say it is impossible to complete CAPS? Is there anything you would want to add?

P1   Yes, the other external factors that we as the public school, quintile 3 school are facing is or encounter is a lot of disruptions and the high absenteeism rate we also have the gangsterism and at our school we also currently we are all are facing this huge problem of Covid- 19, which led to the schools that have been closed for almost 3 months. Currently we are still closed so these disruptions make it really difficult to finish the ATP. Then on the other hand also that now especially with the Covid situation, where we need to have meetings via the virtual teams to present classes of our learners, whatzupp and internet and some of us just don't have the resources and some of us have the resources, but we are not equipped on how to work with it. So I feel the department is in a way and provide us with the laptops and the kids with tablets. The next problem is we need to get training on how to use these gadgets to give proper class now or to stay in content with our learners while they are at home.

R   Thank you mam. Is there any time for revision for CAPS?

P1   You know, no because we have different kind of children in the different class. Some classes then we must time for revision or remedial work and in other classes. Little focus on the children which sense I sense as you know children a very shy to come forward and to say mam. I have got a problem being a teacher for about 26 years can sense and see when the child is lost, then I would reach out to the child and try to fill the gaps. But in general I don't make an effort to do remedial work, corrections and revision it is really very, very hard to get to them. But a hard working learner and parent that are involved than we can master it then we can make a success of school.

R   Thank you mam, so you have anything else before we to continue to add.

P1   As I said maybe it would sound as if I am not in favour of CAPS I prefer CAPS, because it does not teach me things that can't relates with, and I feel that CAPS really try it best to equip the learner for university and for the work. I

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only feel that if we are more trained as educators and if we have more motivated hardworking children and parents that are involved then we can make a success of it. Thank you mam!

R   Thank you for much mam, I really appreciate it. If I may say it again thank you so much. Have a lovely day and everything of the best and deep safe with the Covid. God bless! Thank you!

Interview 3 - Interview date: 17 July 2020

Participant:

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10

Type of interview:

Video interview- Zoom/Skype	Telephonic interview- Call recorder	Face to face interview- Voice recorder

R   Good day Mr. Coetzee, how are you today?

P3   I am on of the world mam, soaring like an eagle!

R   Thank you sir. That is very nice to hear that you are so happy and excited for this interview. I really appreciate your time taking out of your busy schedule doing this interview, it is really important for me, for the education department and schools and the university as well regarding the research when it comes to curriculum implementation, specifically focusing on CAPS, grade 9. Do you have any questions before we start, Mr. Coetzee?

P3   No questions!

R   Thank you again Mr. Coetzee for doing this interview with me, thank you. Mr. Coetzee I have got a set of questions here that I would like to ask you and just give me your opinion regarding these questions and your view. Thank you Mr. Coetzee if we may start.

QUESTION 1: Describe how you presently feel about the CAPS?

R   Describe how you presently about the CAPS. How do you feel?

P3   CAPS is a very rigid educational system with clear goals and objectives which need to be attained. It sets very high demands for the learner and for the educator, the educator needs high work ethic, well developed teaching strategy skills, classroom management skills, organizational skills and the learners needs to be committed, the learner needs to be industrious to gain

and attain for the objectives set in the class and the home work has to be monitored. Everything needs work in an oil fashioned manner.

QUESTION 2: How does the implementation of the CAPS effect your teaching approach?

R   Thank you sir. Sir you know your teaching approach when it comes to curriculum, the curriculum implementation is very important when it comes to teaching and learning. Does CAPS have an effect on your teaching approach?

P3   Definitely CAPS have set time frames to complete certain topics and because learners require extra tuition and do not always grasp the concepts and content as they should. There is always a need for more time with the result you cannot complete everything within the set timeframe.

QUESTION 3: What factors affect the implementation of the CAPS in your school?

R   Ok, thank you sir. There

R   There are factors that affect the implementation of CAPS. What factors are there in your school or school got an effect on the implementation of CAPS?

P3   Overcrowding of classrooms is just one of the factors that has a negative influence on CAPS in the classroom and when assignments are done it is always a challenge to retrieve those assignments from the learners. A conducive teaching environment has a big impact on CAPS curriculum implementation, so it is of utmost importance that school discipline in general is in place and it is not dysfunctional and the time allocated for periods should not be adjusted without the proper planning and catch-up of the content.

R   Thank you sir. May we continue sir, are you ready to continue to the next question.

P3   Yes!

QUESTION 4: Is the CAPS properly implemented in your school? Give reasons for your answer.

R   Is CAPS properly implemented in your school? Give me reasons for your answer!

P3   Educators are not always equipped with the necessary facilities. They are not skilled in their learning areas, which poses a problem. The content of CAPS is heavy and because the children most of the time they have a lot of homework, a lot of assignments, they are overburdened and it becomes detrimental towards them, their development so there is a need for intervention to assist the learners specifically the underachievers. There is definitely a need to allocate more time to teaching and learning.

QUESTION 5: Did you get any form of formal assistance from the Department of Basic Education regarding the implementation of the CAPS? Explain!

R   Thank you Mr. Coetzee for your answer. Mr. Coetzee the Department of Basic Department have several formal assistance or rather workshops that they provide that they availed for the educators. Did you get any formal assistance from the Department of Education regarding the implementation of CAPS?

P3   I had to do research on CAPS and I had to do self-development and the information on CAPS is readily available online. So it is quite easy to obtain any information required, but from the Department no support.

QUESTION 6: Do you get any support/ guidance from the SMT regarding the implementation? What kind of support are you receiving?

R   Thank you sir. The SMT got a big role to play when it comes to curriculum implementation. Did you get any support guidance from the school management team regarding the implementation of CAPS?

P3   I do get support concerning assessments and the evaluation. Monthly files are checked and the learners' books are also checked. Yes, I do get some support of the SMT.

QUESTION 7: In your opinion what could be done to assist SMT to be more effective in managing the curriculum implementation in schools?

R	Thank you Mr. Coetzee. In your opinion what could be done to assist the SMT to be more effective in managing the curriculum implementation in schools. What could be done to assist the SMT to make them effective?
P3	The SMT should have more development, staff development programs, needs to engage educators on capacity building. Monitoring should take place. Evaluation results should be digested and analyse and definitely see what strategies could be put in place to improve the results. Especially for grade 8 and 9, because it forms the basis for the FET phase and to make emphasis on grade 9 to better results will be for grade 10.

QUESTION 8: How do you deal with challenges that relate to curriculum implementation?

R	There are definitely challenges when it comes to implementation of any curriculum, but today I am focusing on CAPS curriculum, Curriculum and Assessment Policy Statement of grade 9. How do you deal, you personally … How do you as an educator personally deal with challenges regarding or relate to curriculum implementation?
P3	Myself I need to constantly sharpen my teaching strategies. I need to focus on self-development, I have to engage with my peers to share information to obtain good practices and always improve on my weaknesses and building on my strengths as an educator.

QUESTION 9: Do you have any suggestions/recommendation regarding the implementation of the CAPS?

R	Thank you Mr. Coetzee. We are almost done. Do you have any suggestions, recommendations regarding the implementation of CAPS?
P3	The Department of Education should really address the teacher to learner ratio. If it is correct the conditions would be more conducive in the class for teaching and learning and the department of education needs to be consistent with support and teacher development, regular evaluation and monitoring should take place.

QUESTION 10: In your view, do you think that the Department of Basic Education is
        doing

enough in capacitating educators when a new curriculum has to be implemented?

R   If you are ready can we continue to the next question. In your view do you think the Department of Basic Education is doing enough in capacitating educators when a new curriculum has to be implemented. Do you think they are doing enough?

P3   They are not doing enough and they need to fill vacancies, there is not subjects advisors for every learning area and this cripples the educator's development. So more training needs to be done and more capacitating of educators need to be done.

QUESTION 11: In your opinion, is the district DBE offering sufficient follow-up support after training you for curriculum implementation?

R   Focusing on more training of educators and more appointments of subject advisors for the different subjects and learning areas. We have two more questions left, in your opinion is the district of the Department of Basic Education, if I may say we are focusing on our district, Sarah Baartman District here, doing sufficient follow-up support in training you for curriculum implementation?

P3   If you look at the results of underperforming schools, our school for example, there is a sliding tendency the results are becoming poorer and poorer and this is also because of a lack of support from the Department of Education. So there needs to be more follow-up and more intervention from the Departments side needs to take place.

QUESTION 12: Do you complete covering the topics stated in CAPS per term? Why would you say is it impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners with the prescribed time-frames?

R   Thank you sir, we are at our last question, got sub-questions, three sub-questions. If I may start with the first one. Do you complete covering the topics stated in CAPS per term?

P3   No never. Time allocation is constantly adjusted and most of the time learners need more consolidation and more teaching so, you need to trim the curriculum constantly.

R   Thank you sir, I think you already answered the second part of the question as well. If you are going to grant me the opportunity to just reflect again on this question. Why would you say it is impossible to complete CAPS? You have already answered that question, where you basically focused on the time allocation per topic or per subject. When it comes to the revision of the terms work, when it comes to the topics covered. Do you give feedback? Is there enough time to do the Revision?

P3   Revision time is very critical and a problem with revision is learners do not do the necessary assignments on time, they lack comprehension skills, reading skills that impact the revision time and the definitely more time is needed, revision is a challenge.

R   When it comes to the assessment feedback to learners, is there time to give feedback to the learners or how do you do it?

P3   Yes, there is time. It is critical to give learners feedback to assist them with the shortcomings, where they need to brush up their skills and understand their shortcomings.

R   Thank you Mr. Coetzee! Is there anything you want to add when it comes to curriculum implementation?

P3   No, no question!

APPENDIX F
TURNITIN REPORT

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Submission author:	Cj Titus
Assignment title:	Revision 2
Submission title:	Dissertation- 7 January 2020
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APPENDIX G

QUALITATIVE DATA ANALYSIS: WORD CLOUDS: QUESTION 1 & 12

WORD CLOUD: QUESTION 1

WORD CLOUD: QUESTION 12

QUALITATIVE DATA ANALYTICAL PROCEDURES FOR RESEARCH PROJECT

QUALITATIVE RESEARCH
PROCESS

Written documents:

- o Curriculum Assessment Policy Statements (Grade 9 subjects)
- o Regulation and Pertaining to the National Curriculum Statement (Grade R-12)
- o Action Plan to 2019: Towards the Realisation of Schooling 2030- Goal 18: Curriculum Coverage in schools
- o Curriculum Coverage Tools
- o Minutes of subject meetings

Semi-structured interviews:
participants: 10 Grade 9 educators
selection of participants: criteria
- o teaching experience in the SP
- o any education qualification
- o permanent educator

Duration of interviews: 30 – 45 minutes

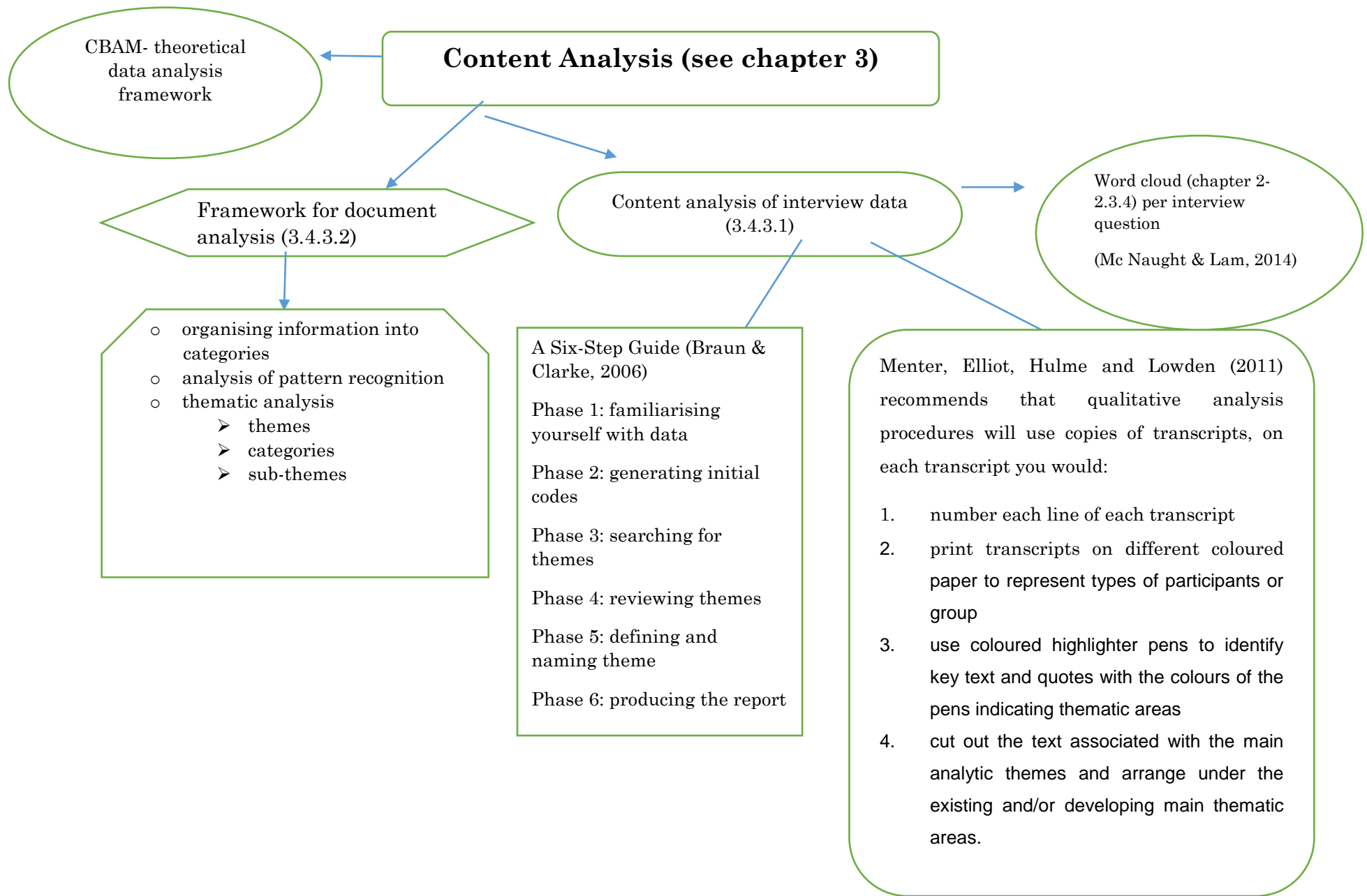**Site:** a secondary school in the Sarah Baartman District

Type of interview:

Video interview- Zoom/Skype	Telephonic interview- Call recorder	Face to face interview- Voice recorder

Participants code: P1 – P10

THEMES: Interview questions
Theme 1:
Theme 2:
Theme 3:
Theme 4:
Theme 5:
Theme 6:
Theme 7:

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  ┌─────────────────────────┐      ┌──────────────────────────────────────┐
  │   CBAM- theoretical      │◄─────│   Content Analysis (see chapter 3)     │
  │   data analysis          │      │                                        │
  │   framework              │      │                                        │
  └─────────────────────────┘      └──────────────────────────────────────┘
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Content Analysis (see chapter 3)

CBAM- theoretical data analysis framework

Framework for document analysis (3.4.3.2)

Content analysis of interview data (3.4.3.1)

Word cloud (chapter 2- 2.3.4) per interview question

(Mc Naught & Lam, 2014)

- o organising information into categories
- o analysis of pattern recognition
- o thematic analysis
    - ➢ themes
    - ➢ categories
    - ➢ sub-themes

A Six-Step Guide (Braun & Clarke, 2006)

Phase 1: familiarising yourself with data

Phase 2: generating initial codes

Phase 3: searching for themes

Phase 4: reviewing themes

Phase 5: defining and naming theme

Phase 6: producing the report

Menter, Elliot, Hulme and Lowden (2011) recommends that qualitative analysis procedures will use copies of transcripts, on each transcript you would:

1. number each line of each transcript
2. print transcripts on different coloured paper to represent types of participants or group
3. use coloured highlighter pens to identify key text and quotes with the colours of the pens indicating thematic areas
4. cut out the text associated with the main analytic themes and arrange under the existing and/or developing main thematic areas.

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Stages of Concern (CBAM): chapter 2	Interview Questions
Refocusing Is there anything else that's better?	o Do you have any suggestions/recommendation regarding the implementation of the CAPS? o In your opinion what could be done to assist SMT to be more effective in managing the curriculum implementation in schools?
Collaboration It's working fine, but how do others do it?	o What factors affect the implementation of the CAPS in your school? o Did you get any form of formal assistance from the Department of Basic Education regarding the implementation of the CAPS? Explain! o Do you get any support/ guidance from the SMT regarding the implementation? What kind of support are you receiving?
Consequence Is this worth it? Is it working?	o Is the CAPS properly implemented in your school? Give reasons for your answer.
Management How can I master the skills and fit it all in?	o In your view, do you think that the Department of Basic Education is doing enough in capacitating educators when a new curriculum has to be implemented? o In your opinion, is the district DBE offering sufficient follow-up support after training you for curriculum implementation?
Personal How does this impact me?	o How does the implementation of the CAPS effect your teaching approach? o How do you deal with challenges that relate to curriculum implementation?
Information How does it work?	o Do you complete covering the topics stated in CAPS per term? Why would you say is it impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners with the

	prescribed time-frames?
Awareness- What is it?	o Describe how you presently feel about the CAPS?

Research questions:

1.   What are the experiences of educators regarding the CAPS since it was implemented in 2014, focusing on Grade 9?

2.   What are the challenges that educators have to deal with regarding the CAPS in the different subjects?

3.   What opportunities have emerged while implementing the CAPS in the classroom?

4.   What can be changed to improve the CAPS regarding the implementation of a specific subject?

APPENDIX I

LANGUAGE EDITING CERTIFICATE

This document certifies that the manuscript listed below has been proofread for appropriate English language usage, grammar, punctuation, and spelling by a professional English-speaking editor.

Manuscript Title:

EXPERIENCES OF GRADE 9 EDUCATORS REGARDING THE IMPLEMENTATION OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT IN SARAH BAARTMAN DISTRICT

Author: Celestine Joanie Titus (Stuurman)   **Editor**: Gideon Jozua Kotzé, PhD

Signed:

29/01/2021

Date: 29 January 2021