THE INVOLVEMENT OF TEACHERS IN CURRICULUM DEVELOPMENT OF HISTORY EDUCATION IN SECONDARY SCHOOLS IN MAMELODI

By

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DECLARATION

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DEDICATION

I honour my children, Thapelo and Thembani Ngobeni, by dedicating this dissertation to them. This task could not have been finished without their perseverance, support, and above all, their love. I thank my husband, Sello Tshabangu, for his understanding. I commit my life to work and scholarship in honour of my mother, Anna Ngobeni and my late father, Jonas Ngobeni. Despite not attending school themselves, they always sought the greatest education for us. Last but not least, to my Saviour, Jesus Christ, whose grace is always sufficient.

ACKNOWLEDGEMENTS

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ABSTRACT

The curriculum may not be relevant to the requirements of the teachers or the students, and it may not be effective in delivering the intended knowledge when teachers are not involved in its development. It may be challenging for teachers to manage the curriculum if they do not take ownership of it, resulting in a lack of enthusiasm and engagement. This study aimed to investigate how teachers were involved in the curriculum development of history education in secondary schools in Mamelodi. The study employed a qualitative research design and aimed to explore the phenomenon of teacher involvement in the curriculum development process. The research method was a phenomenological approach. The researcher employed a qualitative data collection method. Semi-structured telephonic interviews were utilised to collect data from the participants regarding the extent of their involvement in the curriculum development of history education. The population comprised 21 teachers from the seven secondary schools that were selected in Mamelodi, Tshwane South region. The sample was informed by purposive sampling used to select history education teachers. The collected data were coded and analysed thematically. The results from the interviews showed the teachers' willingness to be involved in all stages of curriculum development, highlighting the teacher efficacy, decoloniality of the content, and barriers to their participation as the identified themes. Curriculum development as a tool for continual improvement emerged as another theme. The curriculum developers' initial or smaller-scale change efforts encountered challenges and took longer to complete and implement than expected. The participants stated that they would add current and decolonised content to history education if allowed to participate in curriculum development. The broader use of practical models for implementing teacher engagement programmes should be investigated.

Keywords:

Curriculum, Curriculum development, Professional development, Teacher involvement, Teacher efficacy, Decoloniality, History education.

LIST OF FIGURES

LIST OF ABBREVIATIONS

ACE   Advanced Certificate in Education

C2005   Curriculum 2005

CAPS   Curriculum and Assessment Policy Statement

CAQDAS   Computer Assisted Qualitative Data Analysis Software– Atlas.ti

CPD   Continuous Professional Development

CPTD   Continuous Professional Teacher Development

DBE   Department of Basic Education

DoE   Department of Education

FET   Further Education and Training

GDE   Gauteng Department of Education

HMTT   History Ministerial Task Team

IQMS   Integrated Quality Management System

NCCA   National Council for Curriculum and Assessment Report

NCS   National Curriculum Statement

NPDE   National Professional Diploma in Education

OBE   Outcomes-based education

PCK   Pedagogical content knowledge

RNCS   Revised National Curriculum Statement

SACE   South African Council of Education

SGBs   School governing bodies

SMTs   School management teams

TV   Television

VAT   Value-added tax

CHAPTER 1
INTRODUCTION AND CONTEXT

1.1   INTRODUCTION AND CONTEXT OF THE STUDY

The teacher knows the needs of all stakeholders in teacher education and understands the psychology of the learner, and is aware of the teaching methods and teaching strategies (Patankar & Sahebrao, 2013:7). The teacher education stakeholders include professional teachers and administrators, school governing bodies, government entities that regulates and provides funding for education, as well as learners and the society. According to a 2018 South African History Online report, only 25% of teachers were involved in developing the new History curriculum. The research findings demonstrated that the preparation of history teachers and teaching history requires urgent attention. The ability to train new History teachers to satisfy the need for such a programme would be hampered by two factors: the poor status of history and teacher education in general in universities, and persistent funding cuts (Chisholm & Friedman, 2018). It is essential to do this research since the teacher is the best equipped to assess the strengths and failures of the current curriculum. They can provide important input on how to improve the curriculum. The teacher plays the role of an evaluator in the assessment of learning outcomes. So the teacher must possess certain qualities, such as being a planner, designer, manager, evaluator, researcher, decision-maker and administrator. Finally, the teacher plays an important role during each step of the curriculum development process. Carl (2012:35) states that the curriculum development process comprises these phases:

- Curriculum design.
- Curriculum dissemination.
- Curriculum implementation.
- Curriculum evaluation.

Over the past 24 years, the curriculum changed four times: Curriculum 2005 (C2005); the National Curriculum Statement (NCS), the Revised National Curriculum Statement (RNCS); and currently, the Curriculum and Assessment Policy Statement (CAPS). Teachers have received minimal or inadequate training in changing or compiling the curriculum during this process.

1.2   SIGNIFICANCE OF THE STUDY

For the curriculum to fulfil what it was intended to do, the teacher should be trained and should be actively involved in curriculum development. It needs to be pointed out that it was the teachers who were implementing the curriculum first-hand in their classrooms. Therefore, they (the teachers) should participate in what was or should be taught in their classrooms. This study was conducted to address growing concerns about the quality of history education in various countries. There is a growing recognition that history education is essential to preparing students for the challenges of the twenty-first century, as well as the importance of students learning about the past to understand the future, and a growing concern that the current history curriculum was not meeting the needs of students and teachers. A further issue was that a small group of specialists was developing the History curriculum without the involvement of teachers. The curriculum development process was top-down, with little opportunity for teacher involvement. A lack of teacher involvement in developing a curriculum is a critical issue that needs to be addressed.

This study can contribute to the body of knowledge in the area of teacher involvement in curriculum development in South Africa. The data and findings will be valuable for teachers, government administrators, education specialists or curriculum designers who play an important role in shaping the education system in South Africa. In addition, this study will encourage teachers to be involved in curriculum development when given adequate tools and skills to do so. This study can provide ways in which teachers could be equipped with the knowledge they need to ensure successful curriculum development of history education.

Hence, teacher involvement was important for successful and meaningful curriculum development. As curriculum implementers, teachers were part of the last stage of the curriculum development process (Alsubaie, 2016:106).

1.3   LITERATURE REVIEW AND RELEVANT THEORIES

Dynamic teacher involvement in curriculum development can make a valuable contribution to professional development (Carl, 2012:214). This professional development can, however, only take place if opportunities for it are created. Taba (1962:460, cited in Carl, 2012:214) states that curriculum development and training must be combined for this purpose. Training is, however, only one instrument in empowering the teacher. The ultimate aim is that the process of empowerment should be strongly characterised by self-empowerment (Carl, 2012:214).

Carl (2012:197) comments on the principle of teacher participation; concerning the fact that they must be interpreted against the background of their educational thinking within a particular education system. Carl (2012:197) further states the importance of success and that those involved in the implementation of curriculum development should play an active role from the design and planning to the evaluation aspect. Therefore, the teacher occupies or, rather, should occupy a prominent position, as he/she will be the implementer of the relevant curriculum.

Involving teachers in curriculum development would improve their morale, and they would feel part of the planning, development and implementation of the curriculum. However, they would not be able to achieve this without proper training strategies or mechanisms being offered to them.

According to Booyse and Du Plessis (2014:20), South Africa embarked on a radical transformation of education and training between 1989 and 1994, and later on reviews of the curriculum. One of the most challenging aspects of the initial

transformation has been the adoption of an outcomes-based education (OBE) approach that underpins the introduction of Curriculum 2005 (C2005). C2005 has tried to capture aspects of the three approaches of Tyler, Stenhouse and Freire (2013), but just as there was tension between the three approaches, there was tension between different aspects of the policy as well. Tyler used the narrow definition of "curriculum," while Stenhouse argued for a broader definition, and Freire assumed a broader one (Freire, 2020). However, that was only their starting point. *The main focus of their debate was on what should go into a curriculum and how it should be approached.* For this reason, these different approaches become useful tools for sharpening our understanding and interpretation of C2005, both revised and amended National Curriculum Statements (NCS) and the Curriculum and Assessment Policy Statement (CAPS) (Booyse & Du Plessis, 2014:20-21).

Elliot and Norris (2012, cited in Booyse and Du Plessis, 2014:17) state that Stenhouse changed the relationship between curriculum theory, educational research and teachers, placing teachers right at the heart of the curriculum development process and the teacher as a researcher at the heart of developing teaching professionalism (Booyse & Du Plessis, 2014:17).

A theory may be defined as "a set of interrelated variables, definitions and propositions that specifies the relationship among the variables" (Collis & Hussey, 2014:51). Theory is based on the relationship between a set of concepts. Concepts applied in a research project should be defined to "clarify the theoretical focus of your research" (Hennink, Hutter & Bailey, 2011:39). Therefore, concepts are the ingredients of theories (Ngulube, 2018:4).

This study employs constructivism as a learning theory, as a basis for developing pedagogy and designing curriculum and instruction (Taber, 2011:40). This version of constructivism offers a theoretical basis for designing effective pedagogy that was acceptable to the classroom teacher (Taber, 2011:39-40). Constructivism, as a learning theory, comprises ideas about how learning occurs, the factors that tend to

channel learning and ideas about how curriculum and instruction should be designed to respond best to educational purposes, given what was understood about learning (Taber, 2011:40). Booyse and Du Plessis (2018:29) state that Lev Vygotsky, an educationist who argued for a socio-constructionist perspective in education, was a young man during the Russian Revolution (1917-1918), a time of significant change in his culture and society. Vygotsky maintained that social interaction is essential for lifetime development and that social learning promotes cognitive growth (Booyse & Du Plessis, 2018:30). The constructivist perspective on the nature of learning can be seen as part of a long tradition in educational thought. However, in its modern form, it forms the basis of how people make sense of their experience (Taber, 2011:40). McMillan and Schumacher (2010:6) state that constructivism, also known as interpretivism, uses systematic procedures, but maintains that there are multiple socially constructed realities. According to Swain (2017:62), interpretivism describes a range of theoretical perspectives that are interested in the process of human interpretation and how people attribute meaning to and make sense of their experiences.

For this study, the researcher adopts the constructivism learning theory concerning history teachers that should be able to construct new knowledge on history education. Accordingly, teachers should be able to understand and develop the new history content through the planning, design, implementation and evaluation stages. This will be possible when the schools, departments or education ministry become involved in the curriculum development process, rather than merely being implementers of the curriculum. Furthermore, this process will depend on adequate curriculum development training.

1.4   PROBLEM STATEMENT

Kyndt *et al.* (2016:1111) assert that, although much is known about teacher development through formal learning activities, Borko (2004:11, in Kyndt *et al.*, 2016:1112), "Research on teachers' everyday learning was more limited."

Furthermore, (Hoekstra *et al.*, 2009:663, in Kyndt *et al.*, 2016:1112) stated that a systematic overview of these learning activities and their outcomes within the specific context of teachers' professional development was lacking. The level of teacher participation in the history education curriculum creation process varies between countries and environments. Teachers were substantially involved in the curriculum development process in certain countries, but not in others. Although many countries require teachers to attend mandatory staff development activities (courses, workshops, and training) and teachers' professional development is highly valued, little support was provided for teacher learning in the workplace itself, according to (Hoekstra *et al.*, 2009:663, in Kyndt *et al.*, 2016:1112; Richter *et al.*, 2011:117, in Kyndt *et al.*, 2016:1112). However, this lack of support does not mean that teachers do not learn in the workplace, as teachers reported undertaking different activities even when specific support was missing (Hoekstra *et al.*, 2009:663, in Kyndt *et al.*, 2016:1112).

Our curriculum does not outline our current history in the post-apartheid era or our democracy. Much was written about the day-to-day events of our government and how it was voted into power, but our learners in the schools do not understand the background of the implementation of our democracy.

Several initiatives have been made in South Africa to involve teachers in curriculum development. Several motivations have driven these efforts, including the need to improve the quality of education, make the curriculum more relevant to the requirements of learners, and build teacher capacity. The Curriculum 2005 project was one of the most major attempts to involve teachers in curriculum development. This project began in 1997 with diverse stakeholders, including teachers, parents, academics, and government officials. The initiative produced a new curriculum introduced in schools in 2005. The Curriculum 2005 and CAPS programmes incorporated certain teachers successfully in developing the curriculum. From the initial planning stages until the implementation of the new curriculum, an extensive number of teachers were involved in all elements of the project. This cooperation

aided in ensuring that the new curriculum met the needs of both teachers and students (DoE, 2000; 2001; 2004; 2007; 20011; 2014).

1.5   RESEARCH QUESTIONS

This study seeks to provide answers to the following research question and sub-questions:

Research question:

How are teachers involved in the curriculum development of history education in secondary schools in Mamelodi?

Sub-questions:

- What training is available or offered to the teachers involved in curriculum development?

- What are the roles of teachers in the curriculum development of history education in secondary schools in Mamelodi?

- What changes would the teachers effect in the curriculum development of history education in secondary schools in Mamelodi?

1.6   AIM AND OBJECTIVES

This study aimed to investigate the involvement of teachers in the curriculum development of History education in secondary schools in Mamelodi. The objectives were to:

- To investigate the training available or offered to the teachers participating in curriculum development.

- To establish the roles of teachers in the curriculum development of history education.

- To determine the changes that teachers should effect in the curriculum development of history education.

1.7 RESEARCH DESIGN AND METHODS

This study employed a qualitative research approach to gain insight into the nature of teacher involvement in the curriculum development of history education in secondary schools in Mamelodi. This approach was deemed suitable for this study as it sought to understand whether teachers were involved in curriculum development and what training was available to them. Creswell (2014:11) defines research design(s) as procedures for collecting, analysing, and reporting research in quantitative and qualitative research. McMillan and Schumacher (2010:20) further point out that the purpose of a "research design is to specify a plan for generating empirical evidence," as was done in this study, to answer the research question. In this regard, the researcher conducted telephonic interviews with teachers.

In the qualitative design, the researcher identified the participants and the sites for purposeful sampling, based on places and people that could help the researcher to understand the central phenomenon the best (Creswell, 2014:227). The researcher conducted telephonic interviews with selected teachers at schools around Mamelodi. Flick (2015:11) states that qualitative research addresses issues by using one of these three approaches: Firstly, it aims to grasp the subjective meaning of the issues from the perspectives of the participants. Secondly, often, the latent meaning of a situation is in focus, and it is less relevant to study the cause and its effects than to describe or reconstruct the complexity of the situation; thirdly, in many cases, social practices and the life world of participants are described. Accordingly, Flick (2015:11) concludes that the aim is less to test what is known than to discover new

aspects of the situation under study and to develop hypotheses or a theory from these discoveries.

1.7.1　Research method

The research method for this study adopted a phenomenological approach. This study was conducted to understand the teacher involvement in the curriculum development process. Because the Department of Basic Education only regards teachers as implementers of the curriculum, in this study the researcher determined the teacher's understanding and experiences, as well as their capability, to participate in the curriculum development process. According to McMillan and Schumacher (2010:24), a phenomenological study describes the meaning of a lived experience. The authors further indicate that the researcher "brackets" or puts aside, all prejudgments and collects data on how individuals make sense of a particular experience or situation. Dudovskiy (2016) posits that phenomenology studies focus "on experiences, events and occurrences with disregard or minimum regard for the external and physical reality." Dudovskiy (2016) further states that *phenomenology* is a variation of interpretivism, along with other variations such as hermeneutics, symbolic interactionism and others. For this study, a phenomenological study was in the hands of the participants.

1.7.2　Data collection

The researcher employed a qualitative data collection method to investigate the extent of teacher involvement in the curriculum development of history education in secondary schools in Mamelodi. A sample of seven (7) schools was selected from Mamelodi, Tshwane South region.

The data collection method used for this study was qualitative interviews. A qualitative interview occurs when the researcher asks one or more participants general, open-ended questions and records the answers (Creswell, 2014:239). The

researcher listened to the participants during the interviews, when they were describing their everyday experiences related to the phenomenon, and noted their meaningful cues, expressions, pauses, questions and occasional side tracks (Leedy & Ormrod 2015:274). The interview was the most prominent data collection tool in this qualitative research study. Furthermore, this study was a good way of exploring peoples' perceptions, meanings, and definitions of situations and constructions of reality (Punch & Oancea, 2014:182).

For this study, semi-structured telephonic interviews were conducted. The semi-structured format guaranteed that the researcher asked the teachers open-ended questions while the researcher had little control over the teachers' responses. The researcher transcribed and typed the data that was stored in a computer file for analysis (Creswell, 2014:239).

Furthermore, the semi-structured interviews involved a set of open-ended questions, conducted telephonically, that allowed for spontaneous and in-depth responses. The process of using semi-structured interviews as a data collection strategy comprised several phases, including the development of the interview guide, conducting the interview, and analysing the interview data (Baumbusch, 2010:255).

1.7.3   Population and sampling

The study involved the target population, known as the population of interest. Recruiting the full target demographic was not necessary or practical. Instead, a sample from the target population was chosen by the researcher to be a part of this study. In these circumstances, the goal of the research study was to apply the findings of the sample to the target population (Majid, 2018).

1.7.3.1 Population

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher, 2010:129). The population of this study comprised 21 teachers from the seven secondary schools that were selected in Mamelodi, in the Tshwane South region.

For this study, the researcher refers to Welman, Kruger and Mitchell (2005:53) who state that a research problem relates to a specific population, and the population encompasses the total collection of all units of analysis about which the researcher wishes to make specific conclusions. They further refer to the members or elements of the population as units of analysis. In the human behavioural sciences, units of analysis refer to humans, groups, organisations or institutions, human products or outputs, as well as events (Welman, Kruger & Mitchell, 2005:53). Due to the number of teachers and the time that would have been required to conduct the interviews with all the individual participants, the researcher selected a population of a proportional number of teachers as a convenient sample.

1.7.3.2 Sample

A sample refers to a group of subjects or participants from whom the data are collected. "The sample can be selected from a larger group of persons, identified as the population, or simply refers to the group of subjects from which the data are collected" (McMillan & Schumacher, 2010:129). The sample of this study was informed by purposive sampling used to select history education teachers.

a)   Qualitative sample

For this study, a non-probability sample was used. This form of sampling was the most common type in educational research. Non-probability sampling does not

include any type of random selection from a population. The researcher used subjects who happened to be accessible or who may have represented certain types of characteristics (McMillan & Schumacher, 2010:136).

b) Purposive sample

Purposeful sampling was used for this study, "researchers intentionally "select individuals and sites to learn or understand the central phenomenon" (Creswell, 2014:228). McMillan and Schumacher (2010:138) state that the researcher selects particular elements from the population to represent or inform the topic of interest. Furthermore, based on the researcher's knowledge of the population, a judgement was made about which subjects should be selected to provide the best information to address the purpose of the research.

A sample of seven schools was selected from Mamelodi, Tshwane South region. These schools, three teachers were selected from each school, resulting in a total number of 21 (n=21) teachers. History teachers involved in curriculum development were selected for the interviews. The reasoning behind selecting 21 teachers was to ensure a substantial sample of 20, allowing for one teacher to drop out.

1.7.4   Ethical considerations

Permission to conduct the research was obtained from the Gauteng Department of Education (GDE) in Annexure B, relevant school principals as well as teachers. The permission letters from the GDE were presented to the school principals, Annexure C. Participating teachers were informed that the information they provided would be treated with confidentiality, and the full details of the research were outlined in the consent letters in Annexures D and E. According to Cohen, Manion and Morrison (2007:64), the essence of anonymity was that information provided by research participants should, in no way, reveal their identities. For this study, teacher codes or pseudo names (TA, for example.) were used to identify them, alphabetically,

according to the teacher that was interviewed. Signed consent letters were obtained from every participant in the study before the interviews were conducted. The teachers' participation was voluntary, and they were allowed to withdraw at any given time. In Annexure A, the university ethics application form was completed and submitted for ethical clearance of the research to seek permission and approval to conduct the research.

Furthermore, all the interviews were audio-taped with participants' permission and transcribed (McMillan & Schumacher, 2010:356).

1.7.5 Data analysis process and interpretation

This study employed a qualitative data analysis. The researcher preferred this method because it was beneficial as a method of organising data; it pulled the significant data together for the interest of the researcher. It also maintained the coherence of the material focused on the intention of the research (Cohen, Manion & Morrison, 2007:467). Concerning the qualitative analysis, inductive coding was used. This coding process required identifying key patterns and describing them. The qualitative data obtained from semi-structured interviews were analysed by identifying common themes, categories and subcategories from the data.

Inductive analysis is the process through which qualitative researchers synthesise and derive meaning from the data, starting with the specific data and ending with the categories and patterns (McMillan & Schumacher, 2010:367). Content analysis is a set of procedures that can be applied to any messaging medium (text, spoken word, actions, video recordings) to identify what was being communicated, by whom and to whom. It was concerned with the significance and meaningfulness of the communication; was further concerned not just with words but also with the concepts and ideas that were being communicated (Newby, 2014:488).

The detailed inductive process and content analysis are outlined in Chapter 3. The analysis was done through word processing and qualitative data analysis software, computer-assisted qualitative data analysis software (CAQDAS) called Atlas.ti. The researcher chose this software because it would make the organising of data manageable and assist the researcher in connecting the links from themes that emerge within the data.

1.7.6   Validity and reliability

The validity and reliability of the study were ensured by the data collection tool itself, which were the interviews that would be conducted with the teachers. To enhance validity, the researcher used certain possible strategies, such as, member checking and participant reviews. Concerning member checking, the researcher requested the participants to check for accuracy during data collection by listening to the audio recordings after the interviews, as well as the participant reviews by requesting the participants to review the synthesis of the interviews for accuracy of the presentation (McMillan & Schumacher, 2010:330). The researcher also employed four strategies to enhance the trustworthiness of the study. The trustworthiness of qualitative research can be established by using these four strategies: *credibility, transferability, dependability and conformability* (Thomas, 2010:319). These strategies will be discussed further in Chapter 3.

1.7.6.1 Trustworthiness

For this study, "trustworthiness" was the term used in qualitative research as a measure of the quality of research. It describes the extent to which the data and data analysis were believable and trustworthy (Thomas, 2010:318-9). Assessing the accuracy of qualitative findings was not easy. The researcher ensured the trustworthiness and credibility of the study with multiple procedures and four strategies as mentioned above, applied in a qualitative study. Creswell (2014:476)

also supports the view that the participants will review and respond to transcripts of their interviews through, for example, *member checking*.

1.8 CLARIFICATION OF THE PERTINENT CONCEPTS

The following concepts were defined and simplified as they were used in this study.

1.8.1 Curriculum

Du Preez and Reddy (2014:13) explain that a *curriculum* is a social construct developed by human deliberation, and it must, therefore, be noted that there is no generally accepted interpretation of this concept. According to Thijs and Van den Akker (2009:1, cited in Booyse & Du Plessis, 2014:2), a curriculum can be defined as a "plan for learning," as used by the American Hilda Taba in 1962 (Booyse & Du Plessis, 2014:2).

The researcher regards a *curriculum* as a plan or content of what should be taught at schools according to each specific subject.

1.8.2 Curriculum development

Curriculum development focuses on improvement and innovation in education (Booyse & Du Plessis, 2014:2). Curriculum development, based on a broad understanding, can be seen as a continuous process, which is context-specific, flexible and adaptable. In this regard, Hlebowitsh (2010:203, in Du Preez & Reddy, 2014:92) states that:

> *"…the curriculum development process is organic and comprehensive in its outlook; it makes it clear that any determination about how to teach has to be done concerning what gets taught and that any determination about what

gets taught has to be understood concerning wider learning purposes and accompanying learning effects."

Curriculum development comprises the following phases: curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation (Carl, 2012:35).

Curriculum development revolves around a particular subject matter or discipline; in this study, for example, it is the history subject. This development or design would provide an opportunity to select assignments, teaching and learning experiences, topics or activities to be taught or learned by learners.

1.8.3 Training

Dynamic teacher involvement in curriculum development can make a real contribution to professional development that can take place if opportunities for it are created. Taba (1962:466, in Carl, 2012:214) points out that curriculum development and training must be combined for this purpose. Training is only one instrument for empowering teachers.

1.8.4 Teacher involvement

With their knowledge, experience and competencies, teachers are central to any curriculum development effort. According to Alsubaie (2016:106), "better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom." The curriculum development process requires teachers to act and reflect on society's needs in each stage of the curriculum development process.

Extensive research on teacher involvement in curriculum development has been done worldwide. Most studies focused more on the extent of teacher involvement in

curriculum development than on how their involvement relates to or was supported by professional development (Nghihalwa, 2018:6). Therefore, it was important to also determine the teachers' perceptions and suggestions for the improvement or reduction of hindrances, to their involvement in the overall curriculum development and not only of a specific subject, as this study intends.

1.8.5   History education

The present South African history curriculum provides this heading in its introduction. The relevant paragraph reads:

> History was the study of change and development in society over time. The study of history enables us to understand how past human action affects the present and influences our future and allows us to evaluate these effects. So, history was about learning how to think about the past, which affects the present, in a disciplined way. History was a process of enquiry. Therefore, it was about asking questions of the past: What happened? When did it happen? Why did it happen, then? What were the short-term and long-term results? It involves thinking critically about the stories people tell us about the past, as well as the stories that we tell ourselves (DoE, 2011:8).

1.8.6   Teacher learning

This study comprises several concepts on the involvement of teachers in the curriculum development of history education in secondary schools in Mamelodi. Teacher learning was significant in curriculum development. According to Cochran-Smith and Lytle [2002], the concept of 'teacher learning' was part of a new perspective on teacher education and professional development. Korthagen (2017:388) discusses the underlying shift in the focus on theory and practice on teacher learning and indicates that considerable attention has been directed at the question of how teachers learn. The author presented the findings on teacher

learning that is fundamental for thinking about the professional development of pre-service and in-service teachers. Furthermore, the view of professional development is often unconscious and multi-dimensional; therefore, the multi-level nature of teacher learning should be taken seriously. Importantly, professional development connects the professional with the personal aspects of learning. Korthagen (2017:400) avers that in the literature on teacher learning, little attention has been devoted to professional development at the layers of teachers' professional identity and mission.

1.9   CHAPTER DIVISION

Chapter 1 provides an overview of the study, including an introduction and context, and the significance of the study. It contains the problem statement, research questions, aim and objectives, research design and methods, the clarification of pertinent concepts, as well as the limitations and delimitations of the study.

Chapter 2 focuses on the related literature review to outline the conceptual framework for the study, exploring information concerning the curriculum, teacher involvement and training, and history education.

Chapter 3 describes the research design and methods in-depth, the qualitative research design and tools to be used to investigate teacher involvement in curriculum development, as well as the data collection strategies employed, the population and sampling, ethical considerations, data analysis and interpretation, the validity and reliability, which will employ trustworthiness.

Chapter 4 presents the findings of the study; the analysis process and interpretation; the content analysis according to the research objectives of this study, and the interview data.

Chapter 5 provides an overview of the study; presents a summary of the results, followed by the conclusion and recommendations.

1.10   LIMITATIONS AND DELIMITATIONS OF THE STUDY

The study was restricted to seven selected secondary schools in Mamelodi, in the Tshwane South district. A potential weakness was the limited number of teachers that were selected. Although the researcher selected 21 participant teachers, it could have been a challenge to get the recommended number for the sample; not many teachers were involved in curriculum development but could have been teaching history as a subject. The delimitations could be being unable to interview all the participants if they decided to withdraw or were unavailable, or the researcher staying far from the schools that should be reached. The interviews took place at the schools or alternative and convenient venues required by the teachers, telephonically. Unforeseen cancellations due to teachers' busy schedules could further limit the study. However, rescheduling was an option depending on the teachers' availability and willingness.

1.11   SUMMARY

In this chapter, the researcher introduced and provided the background of this study to explain the motivation for the study. This chapter outlined the problem statement and research questions as the aim and objectives of the study. The research design and methods were also discussed, including the population and sampling, data collection, and ethical considerations. The data analysis process and interpretation, validity and reliability, which employ trustworthiness, were discussed, as well as the clarification of the pertinent concepts and the limitations and delimitations of the study.   In Chapter 2, the literature review focused on curriculum theory and underpinning concepts, the curriculum and curriculum development, research findings from similar studies on teacher involvement in curriculum development and training, and more information on history education review.

CHAPTER 2

LITERATURE REVIEW AND RELATED THEORY

2.1 INTRODUCTION

Chapter 1 provided an introduction and overview of this study. In this chapter, the relevant literature was presented under the following subheadings: the background and educational change in South Africa; the South African curriculum and philosophy; the theoretical perspectives on curriculum development; teacher involvement in curriculum development; history education and its significance, barriers to successful curriculum development; a review of studies related to this study and it concluded with a summary.

2.2 BACKGROUND AND EDUCATIONAL CHANGE IN SOUTH AFRICA

Ajani (2019:54), who generated interest in this study, asserts that teachers were confident that the new educational dispensation would remedy the lack of teacher involvement in curriculum development. Jojo (2019:102) indicates that since 1994, South Africa's policy changes have focused on shedding the legacy of the past apartheid regime, particularly segregation and inequality. Democracy has found its place in school structures and governance and is currently in the hands of the school community: parents, teachers, and learners.

The role of the teacher is that of an interpreter and designer of learning programmes and materials (Munje, 2018:69). As described in the Department of Education's Norms and Standards policy document (2000); as well as the Minimum Requirements for Teacher Education Qualifications (Jojo, 2017:95). The Norms and Standards policy document (2000:13) addresses all teachers as:

Interpreters and designers of learning programs and materials: to understand and interpret provided learning programmes, design original learning programmes, identify the requirements of a specific context of learning and select and prepare suitable textual and visual resources for learning. The teacher will also select, sequence and pace learning in a manner sensitive to the differing needs of the subject/learning area and learners to engage in curriculum duties.

Furthermore, most teachers and schools do not have the skills, resources, or desire to develop a personalised programme. In the Curriculum and Assessment Policy Statement (CAPS) document, learning programmes and, in some instances, work schedules were included (DoE, 2011). This relocates the role of the teacher to that of an interpreter, with a greater emphasis on the actual implementation, and not that of a curriculum developer or designer (Taylor & Robinson, 2016:14).

Tibbitts and Weldon (2017:43) agree that teacher content beliefs influence teacher curriculum development when placed in leadership roles. Therefore, to enable teachers to become efficient and effective, they need training and skills to contribute to the knowledge of the curriculum they are teaching. A high level of participation and training is required for teachers to meet the standards that are necessary to develop and implement the curriculum.

2.3   THE SOUTH AFRICAN CURRICULUM AND PHILOSOPHY

The curriculum is a complex phenomenon. This challenge was never addressed under the curriculum development rule, thus, the curriculum was defined as a written or official programme. The word "written" emphasises the curriculum as the function of a document (Martin & Polly, 2016:79).

The study by Taljaard (2018:1) examines different curriculum concepts from Namibia and Finland and compares them to the South African concept of the 'curriculum.'

According to Mutereko (2019:44), the South African concept of a 'curriculum' is debated as knowledge and how knowledge is constructed, and the role of schools, in teaching and learning. Keengwe and Onchwari (2016) define a curriculum as a national regulation issued by the National Board of Education and the way that study plans are prepared. In addition, in the context of Namibia, Taljaard (2018:15) similarly, defines a programme as a formal policy of teaching, learning and assessment that provides direction, planning, organisation, and execution of the teaching and learning process. Furthermore, a curriculum is seen as a framework that develops study plans, learning materials and textbooks for use in a variety of subjects and learning areas (Jojo, 2017:23).

Gumbo (2020:11) states that a change in the education system was stimulated by the political changes that occurred in the country during the 1990s, which led to the abolition of apartheid and the establishment of a democratic South Africa. The timeline highlights the key phases of curriculum conversion in South Africa. After 1994, outcomes-based education (OBE) was adopted as the approach that allows for an articulation between education and training, the recognition of prior learning and, increasing the mobility of students (Ndlovu, 2018:32). However, this programme was phased out. Subsequently, Curriculum 2005 (C2005) was introduced in 1997, after which the Revised National Curriculum Statement (RNCS) was introduced in 2002, the National Curriculum Statement (NCS) was introduced in 2007; and, lastly, the South African curriculum called the *Curriculum and Assessment Policy Statement* (CAPS) was introduced in 2012. The education policies were revised repeatedly. CAPS was a comprehensive, concise policy document that replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects in 2011.

Additionally, the new education policies formulated after 1994, sought to address the shortcomings in South Africa's previous education and training system. The above policy statements have been tried and tested in South Africa over the last twenty-six

(26) years. However, none of them indicated any teacher involvement in their planning and design.

Constructivism is an effective learning theory that can be utilised to improve teaching and learning. We can assist learners in reaching their full potential by incorporating teachers in the curriculum creation process and providing learning settings that promote the building of knowledge.

Constructivism has implications for the involvement of teachers in curriculum creation in history education. Learners must engage in active, hands-on learning activities if they are to create an understanding of history. Teachers can provide these opportunities by building learning settings that allow students to ask questions, investigate other points of view, and reflect critically on the past. Students who participated in a constructivist history curriculum were more likely to gain a deep understanding of historical concepts and to be able to apply their knowledge to new contexts, according to the authors (Grant & VanSledright, 2020).

2.3.1   Philosophy

The philosophy underpinning the curriculum is crucial as advocated by a school, and its authority influences the goals or objectives and content, as well as the organisation of the curriculum. It deals with the broader aspects of life, the problems and perspectives of life, and the way we organise our thoughts and actions (Bett, 2016:37). Philosophical questions have had and still do an impact on schools and society. Therefore, contemporary society and schools are changing rapidly. Although aspects of education philosophies are derived from the roots of idealism, realism, pragmatism and existentialism, a common approach is to provide a pattern of educational philosophies. The four agreed-on philosophies of education that have emerged are perennialism, essentialism, progressivism and reconstructionism (Ornstein & Hunkins, 2018:46):

- Perennialism is the oldest conservative educational philosophy that is rooted in realism. The perennialist curriculum was subject-centred and drew on defined disciplines or logically organised bodies of content – called a "liberal" education – with an emphasis on language, literature and mathematics, the arts and sciences (Kempen & Steyn, 2016:81). This interest in teacher participation implied that it allowed an extremely limited role for teachers where little or no participation was allowed at national and provincial levels or even at the local level except in the classroom. Accordingly, teachers became functionaries or implementers of the official curriculum.

- Essentialism, which is rooted in both idealism and realism, arose as a reaction to progressivism in the 1930s and developed until it assumed a major position in the 1960s. Although it was also subject-centred, essentialism was not rooted in the past, but was more concerned with the contemporary scene (Bett, 2016:43). The essentialist embraces an approach to education that emphasises the mastery of the essential "skills, facts, and concepts that form the basis of the subject matter" (Christiani & Hadiwitanto, 2022).

- Progressivism developed from the pragmatic philosophy and as a protest "against perennialist thinking in education. The progressive movement in education was part of the largest social and political movement of change that characterised Western societies in the twentieth century" (Chigonga & Mutodi, 2019:55). Progressivism was considered a contemporary change movement in education, and social and political affairs. They further state that if progressivism continues its present course without changing its focus, "it would be circumvented and left behind." In the current study, progressivism means that the relationship between the teacher and learners becomes redefined through curriculum negotiation. Accordingly, curriculum development and teacher development have become integrated.

- The reconstructionist philosophy is based on the socialistic and utopian ideas of the nineteenth and early twentieth centuries. "Reconstructionism," a term coined by Dewey, asserts that it is a crisis philosophy, appropriate for a society in crisis,

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which is the essence of our society and international society today (Bett, 2016:44). Teachers must carry their social responsibilities out. Society is always changing, and the curriculum needs to change; therefore, students and teachers must be change agents. A curriculum based on social issues and social services is ideal in our present circumstances (Ornstein & Hunkins, 2018:63). Implications for curriculum development and teacher participation relate to greater professionalism by placing a stronger emphasis on teacher judgement. Curriculum development entails teachers engaging in deliberations guided by personal judgement. The theory does not prescribe the actions to be taken but merely gives guidance. The focus of the teacher is not only on achieving goals but on the meaningfulness of the learning experience for the students.

2.3.2 Curriculum development in a global context

Over the past decades, researchers, teachers, and policymakers have been concerned about preparing future generations for life in the changing global society; thus, interest in the global dimension of school curricula has been growing (Chou & Ting, 2016:533). However, tension exists between this global dimension and national education, and infusing the former into the latter has not been an easy task. Therefore, to bridge this gap, the extent to which school textbooks reflect a global dimension must be explored and applied in South Africa.

While the curriculum development of history education was undergoing, there was also a practice of globalisation in the curriculum of our country. The DBE system attempts to reduce the above world topics. The researcher contends that the globalisation of this level of history subjects be taught in higher education institutions in the form of research work or essays.

South African history, elementary or advanced, should be taught in schools. However, the non-involvement of teachers in the development of the programme

can lead to a feeling of lack of ownership, which can affect the implementation of curriculum change.

Further reviews affirm that the change in the curriculum must address the teachers' expressed concerns. Teachers actively in the curriculum development process are likely to have a share of the property, which may lead to the effective implementation of this product. Mwanza (2017:16), citing the Ministry of Education in Zambia, asserts that the quality of the schools reflects the quality of teachers staffing these schools and also contends that the school reflects the quality of the teachers working in these schools. Undoubtedly, the quality and effectiveness of an educational system depend on the quality of its teachers. Teachers are key people in the successful fulfilment of the objectives of the system.

2.4   TEACHER INVOLVEMENT IN CURRICULUM DEVELOPMENT

Misra (2018:35) supports the motivation for teacher participation in curriculum development and adds that the reasoning during the first half of the twentieth century was similar to the current reasoning used to justify teachers' involvement in curriculum development. However, Bett (2016:101) refers to the unfortunate tendency to regard early educational practices as naive, ill-informed or primitive attempts, which seemed to be the case with teachers' involvement in curriculum development. Therefore, the education department, districts and educational leaders should involve teachers in the curriculum development process, which is currently, not the case.

2.4.1   Renewed interest in the teacher's role

Jez and Luneta (2018:32) point out that "little of the early literature on curriculum development calls for teachers to take curricular leadership roles. It centres on the teacher's curricular role within the classroom, focused on instructional practice." Chigonga and Mutodi (2019:1) ask the question: "How do we [teachers] revive our

renewed interest in curriculum development?" The South African history curriculum should accommodate the current situation and should incorporate the democratic discourses of our time. Although several studies recognised this need (Korthagen, 2017:35), the overall responsibility for the curriculum was allocated to the district level, and not to the teachers themselves.

There are currently no plans for teacher involvement in curriculum development (Dlamini & Mbatha, 2018:4). They state that effective education requires a dedicated professional community of teachers. Accordingly, the National Professional Diploma in Education (NPDE), a teacher qualification, aimed to focus on under-qualified teachers; this was later replaced by the Advanced Certificate in Education (ACE) (Gumbo, 2016:77). The ACE document further elaborates on how teachers must be developed as the facilitators of knowledge, the managers of innovation and group engagement, community leaders, and lifelong learners. The latter statement needs implementation to provide teachers with training on curriculum development.

Ndlovu (2018:5) observes that teachers appear to be in desperate need of leadership that will be shared and will also be consultative, collaborative and participatory and recognise their expertise and knowledge. This can result in deep democratic involvement in leadership practice and the collective capacity-building of all involved (Ajani, 2019:63). This approach leaves the teachers with little opportunity to be trained as future leaders. It is important to note that the authors contend that the principals and school management teams (SMTs) of the different schools dominate the school-based curriculum interpretation and planning processes but neglect the teachers.

The Department of Basic Education's (DBE) 2016/2017 annual report (DBE 2017:101-118) reported the trend that principals were involved in teacher development in curriculum activities on policy, planning and curriculum management and not the teachers. The department developed a training programme on curriculum management for school principals during the 2015/16 financial year.

Therefore, according to the annual report, several school principals and circuit managers have trained some 10 548 attendants through that programme.

Instead of focusing on teachers as implementers of the curriculum only, they need exposure to the participatory and decentralised forms of leadership programmes.

2.4.2   The Importance of the teacher

Teachers know the stakeholders' needs for teacher education; they are aware of the teaching methods and strategies and play the evaluator role in assessing learning outcomes. They perform various roles, such as planners, designers, managers, evaluators, researchers, decision-makers and administrators. Their roles are significant for each step of the curriculum development process. Bhusal (2015:11) supports the concept of the 'teacher as the primary audience of curriculum development.' In addition, Alsubaie (2016:106) also emphasises the importance of teachers in the curriculum implementation process.

The findings of the National Council for Curriculum and Assessment Report (NCCA, 2020) note that the level of autonomy of teacher curriculum development amongst the countries represented varies from the specified centrally devised syllabus to greater levels of freedom, as in the Netherlands. The report elaborates on teachers having a degree of autonomy competencies around how to teach, such as professional knowledge, commitment to change and teamwork. These competencies relate to those listed in the South African – Norms and Standards policy document (Department of Education, 2000:13). Taljaard (2018:17) adds that, if teachers are given the appropriate autonomy, they could incorporate local concepts into the curriculum according to the learners' needs and interests.

The reason some teachers prefer to stay in the classroom rather than the administration does not mean they are not leaders. Many teachers have the talent or enthusiasm that can benefit a school when they are placed in situations to use

those talents (Munje, 2018:26). Curriculum development could be one of those talents through intellectual or training. Educational departments would need to prioritise teachers, from the planning to the evaluation phase of teaching and learning materials.

Teacher involvement should not be seen as a right, but as a requirement for every qualified teacher (Jojo, 2019:34). Therefore, it was important not to investigate the question of teacher involvement, but also the expectation of their participation was required, that is, their level of training and their level of contribution to the curriculum change. The next section outlines possible teacher training and professional development compared to past practices and functions, concerning curriculum development and planning concerning the current state.

2.4.3   Training and professional development in curriculum development

This section describes the concept of 'training and professional development' in curriculum development. Some view 'empowerment' as an emotion or a charged concept, which can elicit negative emotions. The term "empowerment" is seen as a process of growth and development, which allows teachers not only to optimise the teaching-learning situation but their potential as teachers as well. Therefore, empowerment is a process that generates growth and empowerment, in which teachers are involved. According to Taylor and Robinson (2016:9), empowerment deals with the change that focuses on developing and providing a skill to an individual's potential.

The teaching environment must be conducive for teachers. Mutereko (2019:8) argues that empowerment encompasses any activity that improves the professional status of the teacher. According to Martin and Polly (2016:13), content knowledge and pedagogical content knowledge (PCK) were the two blades of the teaching scissors. To function effectively, these two blades should work together. In addition, history teachers should be concerned with improving their teaching practices

through reflection. Reflection was one of the most effective ways of improving practices based on experiences. Accordingly, Tibbitts and Weldon, 2017:56) posit that the ability and willingness to reflect on teaching are crucial for the growth and professional development of teachers.

2.4.4   School interventions on teacher professional development

Determining teacher professional development and the level and type of training available to teachers in curriculum development will answer the questions posed in this study. The study also seeks to determine the developmental programmes to be included in teacher training modules in colleges or universities, and possible workshops or seminars for teachers in schools (Ajani, 2019:23). Schools should have structures and management systems that harness creativity and skills within schools, promoting experimentation and continuous improvement (Jojo, 2017:6). Provincial departments, especially at the district level, have particular responsibilities in providing professional support and leadership in curriculum, management and quality assurance (Ndlovu, 2018:36). Teachers, school leaders and district officials require access to professional development and training to develop their skills individually, and as a team.

Gumbo (2020:54) identifies four categories of in-service training: the certification of unqualified teachers, to improve teachers, to prepare teachers for new roles and the dissemination or refresher courses related to the programme. Dissatisfaction, neglect, and budgetary constraints were observed in research on the professional development of teachers in developing countries. This was the approach that the South African Department of Education adopted and relied on when OBE and C2005 were introduced. Only principals or heads of departments attended the continuous professional development training sessions (CPD) (Alsubaie, 2016:106).

2.4.5   Government interventions

Documents like Education in South Africa: Achievements since 1994 (2001:25) and the Norms and Standards for Teachers (2000), SACE Act 31 (2000), IQMS Training Manual (2004:9), and CAPS (2011) from the Department of Education, point to the need for professional development and training for teachers. Teachers are seen as essential to the curriculum development process. Nel and Luneta (2017:80) determined the extent to which teachers were involved in curriculum development with no indication of specific training on curriculum development. One of the objectives was to determine government-training interventions for teachers. Opfer (2016:11) suggests that teacher competency should be tested after adequate professional development is provided to teachers by government programmes to determine their ability concerning curriculum development. Without a doubt, teachers need to be empowered and supported, instead of being directed, instructed and blamed when the systems do not work.

Interventions by the South African government regarding continuing professional development for teachers were detailed in the Department of Basic Education (DBE) committee report (August 2014). The report shows several developmental programmes for teachers offered during the 2013/2014 period. These included training on the Integrated Quality Management System (IQMS) (Kempen & Steyn, 2016:7). The IQMS posed many challenges and was a failure; accordingly, it needs to be replaced by a new system. The South African Council of Education (SACE) called for the implementation of the Continuous Professional Teacher Development (CPTD) management system so that every cohort would go through the CPTD orientation. However, during the committee discussion on the CPTD, the remark was made that "teachers did not know the areas where they needed to be developed" (Chigonga & Mutodi, 2019:1). Therefore, if these two systems failed to provide adequate training, what then was available to assist teachers with curriculum development?

Additionally, the Department of Education Province of Gauteng (Annual Report of 2016/2017:26) points out its responsibilities as follows:

- Effecting the provisions of the South African Council for Teachers (SACE) Act 31 of 2001, to promote the professional development of teachers by ensuring that all teachers are certified to carry their professional duties out (Gumbo, 2020:14). In addition, to ensure that all teachers observe the SACE code of conduct and conduct themselves within the ethical and professional standards established for teachers.

- Ensuring professional development opportunities and professional learning communities for teachers in the (Annual Report of 2016/2017:117).

- Capacitating 3012 School Management Team (SMT) members concerning curriculum management and implementation, leading, supporting, resourcing, professional development, data handling and human resources stated in the (Annual Report, 2016/2017:145).

- Five hundred school principals attended Curriculum Management training (this was in a period between 2016 and 2017).

Topics covered in this training were the *management of curriculum implementation, leading the curriculum, curriculum support, curriculum resources, professional development, data handling* and *human resources*, according to the Department of Education Province of Gauteng (Annual Report 2016/2017:76). No mention was made regarding curriculum development programmes for teachers. Moreover, the non-achievements regarding teacher development challenges from the Department of the Basic Education (DBE) report were left out (Annual Report of 2016/2017:127).

There was a problem because the Department of Basic Education's documentation took no steps to ensure that teachers at the SACE and CPTD levels were given professional development opportunities for curriculum development. The effort was

effective in improving mathematics and science to a limited extent. However, most programmes failed to achieve their intended purpose and mentioned no training regarding curriculum development programmes for teachers. Additionally, Ornstein and Hunkins (2018:248) delineate that the government should be pushed to be accountable, provide incentives and foster capacity-building.

2.5 HISTORY EDUCATION AND ITS SIGNIFICANCE

History refers not only to what has happened in the past, but also to the narration of past events, situations, and processes. As one of the disciplines of the social sciences, history represents accounts of human experiences on many levels and in time and space (Cooc, 2019:45).

The South African History curriculum, in the Department of Basic Education (DBE) document, provides the heading below for its introduction to the National Curriculum Statement (NCS) document, *History education, what was history?*
It states:

> History was the study of change and development in society over time. The study of History enables us to understand how past human action affects the present and influences our future, and it allows us to evaluate these effects (Morales, 2016:112).

Therefore, the above NCS document states that "history is about learning how to think about the past, which affects the present, in a disciplined way" (DBE, 2011:8). History is a process of enquiry. It also entails asking questions about the past: What happened? When did it happen? Why did it happen then? What were the short-term and long-term results? Furthermore, it involves "critical thinking about the stories people tell us about the past, as well as the stories that we tell ourselves" (DBE, 2011:8).

King (2016:16) supports the view that history education programmes need to consider improving the teaching areas of the school history curriculum, most influenced by postmodern perspectives. This review traced the significance and the state of history education.

History teaching should encompass everything learners need to learn, old and new information about the past. The question of history and memory converge in our society and the classroom. Misra (2018:90) concedes that if teachers were to make curriculum decisions to enhance students' deeper engagement with the subject, they should have well-developed conceptions of the nature of their subject area. Therefore, teachers should rethink and understand their place in history teaching in schools. This understanding will challenge the means for them to reflect on history teaching, not as an assessment task, but as embedding knowledge for the learners.

King (2019:24) states how students complained about the boredom they experience in school, especially in history classes. Siebörger (2016:2) argues that one of the unconscious post-apartheid objectives of history teaching has been to avoid the specific national history by seeking greater inclusiveness and a new national identity, unlike what was experienced in the apartheid years. There was a need for new curriculum development relevant to the South African context after a thorough assessment of what was in the old curriculum. The South African educational struggle presented in curriculum changes was believed to be politically motivated by the government, as the Department of Basic Education (DBE) established the History Ministerial Task Team (HMTT) to oversee the implementation of compulsory History in the Further Education and Training (FET) phase (Davids, 2016).

The significance was described in different ways (Van Straaten, Wilschut & Oostdam, 2016:481). Accordingly, Van Straaten, Wilschut and Oostdam, (2016:481) measure the importance of historical events by the extent to which they affected people's lives in the past and can be used to explain the situations in the present. The authors list five criteria in this regard. The events must be:

- Remarkable.

- Remembered.

- Resulting in change.

- Resonant.

- Revealing.

In turn, Korthagen (2017:39) posits that historical knowledge and reports were constructed, interpreted and tentative as the products of certain historical circumstances.

History evolves and should be embedded in the learners' minds, and not memorised regarding characters and dates. History would never have a timeline. This study tried to understand history, not as an interpretation of past events, but as one of the objectives that seek to determine how "teachers were involved in the process of developing a history education curriculum in this democratic era" (Van Straaten, Wilschut & Oostdam, 2016:481).

The primary goal of teaching Social Studies or History in high schools was to help students become responsible, critical, reflective, and active citizens who can make informed and rational decisions about social issues facing the local, state, and global communities respectively (Munje, 2018:7). Students were expected to identify societal problems of various types and act on them for the greater good and the individual (Keengwe & Onchwari, 2016:93). Therefore, history teaching should assist learners to expand their understanding of the increasingly interconnected social world and its place in it. History may not be used as a means of socialising from different ethnic, social and economic "backgrounds into the mainstream or the dominant group's viewpoint and culture by imparting the cultural norms and values, which is, using history as a cultural transition tool" (Van Straaten, Wilschut & Oostdam, 2016:481). History education must be written and documented carefully

and known, not only in South Africa but also in the global community, preferably, written by South Africans themselves.

As a result, professional development becomes vital, and if this skill is not attained at the university, teachers need to teach history because they have the knowledge and are qualified to teach it, know how to contribute to it and improve it. All the methods used in history teaching should be mandatory in their qualifications. According to Jojo (2017:41), teachers should discuss and revise the history curriculum process to incorporate the need for History teachers' voices, perspectives, and experiences in the effort to design a History curriculum. To avoid repeating the same mistake, history teachers should not be viewed as curriculum implementers (Taylor & Robinson, 2016:14). This asserts that the history of education was undermined in the educational system. The notion should change and should include teachers in the curriculum design of the subject.

Government interventions for the improvement of history education instructed Angie Motshekga, the Minister of Basic Education, to launch a ministerial task team to report on the feasibility of curriculum change with prospects of the History subject being made compulsory in South Africa's schools (Tibbitts & Weldon, 2017:6). The Minister defended the move saying History education does not serve political interests. The ministerial task team recommended that all students from Grade 10 to Matric (Grade 12) should enrol for History from 2023 (Kubheka, 2018; Umraw, 2018). There was mention of training and retraining the teachers in the above-mentioned report, with no indication of a plan regarding how or what type of training programmes would be initiated. The training would occur during the implementation phase.

2.6   BARRIERS TO SUCCESSFUL CURRICULUM DEVELOPMENT

It was difficult to determine the challenges faced by the lack of teachers' involvement in curriculum development without looking at which barriers cause the challenges.

The barriers hampering a successful curriculum, according to Umraw (2018:4) were a lack of time and administrative support. Khubeka points the following out:

- Teachers lack the preparation to teach in new and innovative ways according to the curriculum development plans. Teachers do not have enough time to plan and prepare for their different lessons for the subjects.

- The lack of administrative support needed for an understanding of and support for the integrated curriculum has a negative effect in this regard. Teachers have to advocate for themselves, some do not always accept change very well and also resist it due to fear, uncertainty and anxiety, but with adequate training and support, the integrated curriculum can be achieved (Khubeka, 2018:9).

In addition, Tibbitts and Weldon (2017:6) state that few teachers see themselves as curriculum developers, for reasons ranging from a self-perceived lack of authority and many more factors.

2.7   RELATED STUDIES ON TEACHER INVOLVEMENT IN CURRICULUM DEVELOPMENT

This review was conducted to understand and investigate the differences better between these related and similar studies. In addition, it was significant to determine the different interventions and/or innovative programmes to introduce curriculum development in professional teacher development training, either by the departments of education, districts or school management teams.

Munje (2018:48) states that organised teacher workshops and in-service training, involving teachers in curriculum development from micro to macro levels at schools, could assist the teachers in gaining knowledge of the curriculum development phases, for example, on the design, dissemination, implementation and evaluation of the curriculum. Mutereko (2019:15) argues that teacher participation in curriculum

development cannot be legislated or mandated, but that curriculum development or its planning is the domain of the school principals, the curriculum specialist, the districts and the government-appointed personnel. He continued that there was still political uncertainty, which is another reason for school administration problems. Bhusal (2015:145) comments that the teachers understood and perceived the concept of the 'curriculum' their way; therefore, a gap between the policies and practices of teacher participation in the curriculum development process, was not implemented, and the barriers limit the process.

South African teachers recognise this problem today. Similarly, teachers have limited intellectual freedom, not because they lack actual intelligence but because they are not allowed to explore their capabilities. Munje (2018:7) states that even though training in the National Curriculum Statement (NCS) was provided by the Department of Education, it proved to be insufficient and inadequate; and the facilitators were unprepared and lacked the resources to provide the needed support. Similar studies reviewed by Mwanza (2017:21-26) suggested that teachers work collaboratively with a curriculum specialist to organise the content and the materials.

The above review reveals that teachers need to be involved in curriculum development, but no actual involvement was reported, and it was rather limited to the implementation phase. This study intended to fill the identified gap.

2.8 THEORETICAL PERSPECTIVES ON CURRICULUM DEVELOPMENT

Du Preez and Simmonds (2014:4) state that curriculum development is a production procedure, whereas Tyler (2013) was interested in technical issues and an approach to curriculum development, such as the scientific objective guided by "middle-end reasoning" or "rational decision-making". In contrast, Jez and Luneta (2018:16) argue that curriculum development is a socially constructed process. They contend that the teachers were involved in the curriculum development process by

acknowledging contextual factors rather than in pre-specifying goals. Mwanza (2017:8) supports the idea that, according to Nel and Luneta (2017:26), for any curriculum development model to become practical, the teacher must be the centre of the model and not a mere curriculum implementer. Accordingly, this study was guided by the idea behind these two models below:

2.8.1   Models of curriculum development

Ralph Tyler's model known as Tyler's rationale, suggested four fundamental questions or principles in examining any curriculum (Tyler, 2013:1):

- What educational purposes should schools seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be organised effectively?
- How can we determine whether these purposes are being attained or not?

Tyler's model shows that in developing a curriculum, the following must be considered:

- Purpose of the school.
- Educational experiences related to the purpose.
- The organisation of the experiences.
- Evaluation of the experiences/ outcomes.

Hilda Taba's model enhances Tyler's rationale by creating a linear model. Taba believes that teachers who teach or implement the curriculum should participate in its development. Taba refers to these as "grassroots approaches."

The seven major steps in her model, in which teachers may make an input:

- Diagnosis of learners' needs and expectations of the larger society.

- Formulation of learning objectives.

- Selection of the learning content.

- The organisation of the learning content.

- Selection of the learning experiences.

- The organisation of learning activities.

- Determination of what to evaluate and the means of doing it.

Furthermore, Taba (1962, cited in Ornstein & Hunkins, 2018:39), emphasises how teachers should participate and advocates the bottom-up approach in her classic text on curriculum development, in which the teacher plays an important role. She maintains that the administrative model presented the wrong order, as the user of the programme, who is the classroom teacher, must design the curriculum. This means a teacher is the most important person in the design and improvement of the curriculum.

2.8.2   Conceptualisation of teacher involvement

Related studies indicated that the involvement of teachers in decision-making, school management, and curriculum development was insufficient. The tasks only concerned principals, school governing bodies (SGBs) and curriculum experts. According to Carl (2012:193), it is difficult to conceptualise 'teacher involvement' in one single definition. This phenomenon has been described in detail in several sources (Connelly & Clandinin, 1984; Imber & Neidt, 1990; Elbaz, 1991; Fullan & Hargreaves, 1992; Fullan, 2001; Haberman, 1992; Carl, 2005; cited in Carl, 2012:193).

According to Opfer (2016:40), two main tendencies regarding teacher participation are that teachers are regarded as the beneficiaries of the product developed by

specialists in other places. Instead, teachers must be seen as partners in the process of changing the curriculum. The context (the educational system, the Department of Education, the school system), that is, for the curriculum development process to be successful, district leaders must be available and willing to collaborate with teachers and curriculum developers (Glenn, 2018). Therefore, the involvement of teachers was not only essential but also important for their professional development, morale and confidence and their sense of partnership. Since there were no interventions or initiatives to train and involve teachers, teachers do not have a participatory role in training, innovation, and the development process of the curriculum.

2.8.3 Perspectives in curriculum development

Curriculum development is perceived as a government responsibility. It is the degree and type of authorisation, where there is talk of curriculum development, and the role of the teacher and participation should be at the forefront (Opfer, 2016:20). The participation of teachers in deciding what is relevant to the curriculum and implementation the programmes they have planned, designed, or chosen in their lesson plans is of vital importance. Therefore, their understanding of the theoretical background of a curriculum is essential for its interpretation and subsequent implementation (Dlamini & Mbatha, 2018:67). However, teachers are seen as vital partners of the curriculum developers in terms of determining curricular problems and offering curricular solutions (Konokman *et al.*, 2018:60).

2.8.4 Phases in curriculum development

Bhusal (2015:9) acknowledges that the curriculum is important for every professional teacher and defines curriculum development as the process of selecting, organising, executing and evaluating the learning experiences based on the nature of the society or community. Accordingly, Jojo (2019:11) states that teachers need to know the curriculum and processes by which the curricula can be developed. He supports

the process of curriculum development as essential for achieving educational goals for students.

As curriculum development is viewed as an ongoing context-specific, flexible and adaptive process, Korthagen (2017:2) regards the curriculum development process as organic and comprehensive. Curriculum development clarifies any decision on how to teach, what must be done about what was taught, the achievement of the purpose of the teaching, and the accompanying learning effects in terms of wider learning.

Curriculum development focuses on improvement and innovation in education. The literature contained various models for curriculum development, and this chapter focused on the model below, in which the five core activities shown in Figure 2.1 were distinguished (Booyse & du Plessis, 2018:5):
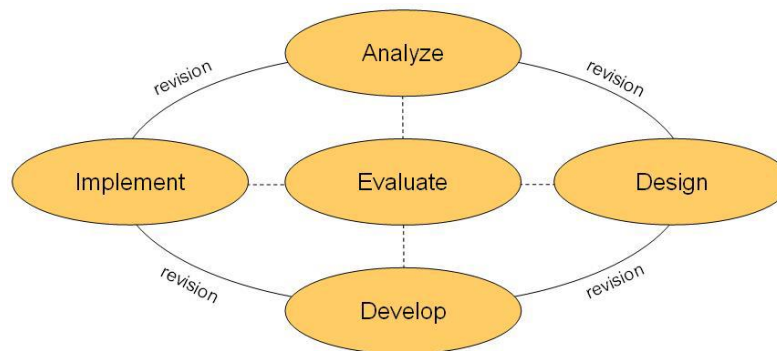
Figure 2:1: Core activities in curriculum development

(Source: Adapted from Thijs & Van den Akker 2009:15) see also Van der Akker & Kuiper (2007:739-748).

This cyclical process of analysis, design, development, implementation and evaluation takes place interactively. Curriculum development begins with an analysis of the existing context and the formulation of intentions for the proposed change or innovation. Important activities in this phase include problem analysis, context analysis, needs analysis and knowledge-based analysis. Based on these

activities, design guidelines were developed tested and refined for the importance of usable products. Evaluation plays an important role in this process, as can be seen from its central position in the model (Booyse & Du Plessis, 2018:5).

Curriculum development is a general and continuous process in which the structure and systematic planning methods play a central role from the design phase to the assessment phase. As specified in the model shown above, curriculum development includes these phases: curriculum design, curriculum dissemination, curriculum implementation, and curriculum evaluation (Cooc, 2019:8). The emphasis of these phases is programme delivery or implementation. The stages are defined as follows:

- Curriculum design

  Carl (2012:41) defines a curriculum design as the phase in which a new curriculum is planned and reviewed following a full re-evaluation of an existing curriculum. The three-phase design was used at the macro, meso and micro levels. The macro level comprised the national level, the meso level was the provincial or departmental level, and then the micro level referred to the school level. Johnson-Mardones (2015:127) argues that curriculum design needs to integrate the legacy field while passing the idea of programme development into the 'programme design' concept.

- Curriculum dissemination

  The application of the curriculum in the curricular literature was highlighted as a means of curriculum dissemination. Curriculum consumers were prepared for the expected implementation during the curriculum development stage, and information was disseminated (Gumbo, 2016:47).

- Curriculum implementation

  Implementation takes place at different levels, namely, macro and micro implementation. The success of a programme depends on the interpretation by the implementers, who were teachers in the case of this study. (Morales, 2016:10). Furthermore, the curriculum implementation phase referred to where the design was applied in practice.

- Curriculum evaluation

  Curriculum evaluation not only means evaluating the success and effectiveness of the curriculum but the effect on students. It looks at whether the design has worked and tests whether the design has produced the required results. If not, the whole process must be redone (King, 2016:38).

2.9   SUMMARY

This chapter highlighted the extensive literature related to this study regarding teacher involvement and participation in curriculum development in respective curricular fields. There is a need for teacher curriculum skills and government interventions to help empower teachers in curriculum development competencies. Various authors acknowledge the need for teacher involvement in curriculum development, which justified the focus of this study on History teachers and addressed the gap relating to the need for training in History curriculum development. The barriers to curriculum development and the complexity of the curriculum change stem from several challenges that affect its successful implementation and management. The theoretical perspectives on the programmes were explained with an emphasis on the concept of 'postmodernism.' The next chapter will present the research methodology used.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter outlined the data acquired and collected, ensuring the credibility of this study. The primary goal of this chapter was to provide sufficient information and justify the research strategy and method. This chapter discussed the data collection methods, the data analysis process, as well as the validity and reliability of the study. In addition, the methodology that underpins the research and explains the strategy adopted was addressed and contextualised. The research type, paradigm, design, target population, sampling technique, data collection methods, data analysis, trustworthiness issues, and ethical considerations are some of the primary topics that were explored.

3.2   RESEARCH TYPE

The research entails data collection, analysis, and procedures which result in a conclusion or relative certainty (Blumberg, Cooper & Schindler, 2014). Quantitative and qualitative research are the two main approaches to research, though they can be combined when the circumstances of the study require it (Saunders, Lewis & Thornhill, 2007; Sekaran & Bougie, 2019). A mixed-methods study employs both quantitative and qualitative techniques in tandem (Walliman, 2017a).

For this study, a qualitative research method was used as it allowed for a broad range of topics to be explored with the possibility of focusing on key areas. According to Saunders *et al.* (2015), qualitative research is defined as "a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live." The primary goal of qualitative research is to comprehend an individual's, group's, or culture's social reality

(Sekaran & Bougie, 2019). Qualitative designs can be descriptive or experimental, in which a subject or phenomenon is measured before and after the treatment to investigate causal relationships and predict future outcomes (Bryman & Bell, 2015). They use larger sample sizes to represent a population, and because of their consistency, these studies can usually be replicated on a different segment of the population, allowing them to generalise concepts more broadly (Bell, Bryman & Harley, 2018).

3.3   RESEARCH PARADIGM

The study of the origin, nature, and evolution of knowledge is central to the research paradigm. A research paradigm has also been defined as a world perspective from which the world and reality are viewed (Sekaran & Bougie, 2019). It is a view regarding how data about a phenomenon should be collected, evaluated, and utilised (Haven & Van Grootel, 2019). It is crucial to make sure the research design is detailed enough to support the research paradigm and produce high-quality results. The research paradigm, as well as how knowledge development will be implemented, should reflect the researcher's chain of thought (Tubey, Rotich & Bengat, 2015). For this study, the interpretivism paradigm was used.

Interpretivism is more concerned with in-depth variables and factors related to a context, and it views humans as distinct from physical phenomena in that they create a greater depth of meaning, based on the assumption that human beings cannot be explored in the same way as physical phenomena (Alharahsheh & Pius, 2020). As a result, social science research necessitates this distinction and should be distinguished from natural science research. It is based on the fact that methods used to comprehend knowledge in human and social sciences cannot be the same as those used in physical sciences because humans interpret their environment and then act on that interpretation, whereas the world does not (Pham, 2018).

3.4 RESEARCH DESIGN

The research design is the system that ties research together and allows research questions to be answered in an acceptable, effective, and efficient manner (Lewis, 2015). It is also a well-organised plan that leads to solutions to research questions. Various study designs are available, including causal-comparative, correlation, explanatory, exploratory, and descriptive designs (Meyers, Gamst & Guarino, 2016). The exploratory investigation is mainly focused on qualitative data, and the researcher strives to unearth previously unknown information and theories (Meyers, Gamst & Guarino, 2016). The causal-comparative design aims to determine the cause and impact of research variables (Walliman, 2017b). A correlational study design determines whether two relationship factors are coincidental (Walliman, 2017).

An explanatory research design was used in this investigation. It should be noted that an explanatory research design could be used when qualitative data are required to explain significant or non-significant results, outlier results, or unexpected results (Punch & Oancea, 2014). This was due to the formation of a full grasp of the research problem: the curriculum does not outline the present history of the country's democracy or the post-apartheid era. The research design was closely tied to the qualitative research approach, which was applied in this study.

3.5 TARGET POPULATION AND SAMPLING

Qualitative research aims to develop an in-depth exploration of a central phenomenon rather than generalising it to a population. The qualitative researcher chooses individuals and locations to understand this phenomenon better. That is, one chooses people or places that can best aid in understanding the central phenomenon. It leads to information that allows people to learn about the phenomenon or to an understanding that gives people a voice who might not have had one otherwise (Creswell, 2014:224).

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3.5.1 Target population

According to Martínez-Mesa et al. (2016), a population is a collection of people from which study participants can be chosen, while a sample is a subset of the population. The population of this study comprised 21 teachers from the seven secondary schools that will be selected in Mamelodi in the Tshwane South region. Due to the number of teachers and the time that would have been required to conduct interviews with all individual participants, the researcher selected a population of a proportional number of teachers as a convenient sample.

3.5.2 Sampling

Sampling examines only a portion of the population, allowing a sufficient number of relevant elements from the entire population to be selected and certain characteristics or properties from the study sample to be generalised to the entire population (Sekaran & Bougie, 2019). Given the specific purpose of this study and the depth and quality of data sought in qualitative research, a combination of purposeful random sampling and purposive sampling was considered the most appropriate sampling technique (Yin, 2011; Creswell & Poth, 2016). This purposive sampling strategy ensures that individuals with the appropriate level of expertise in a study-relevant field are chosen (Suri, 2011).

A purposive random sampling includes the systematisation of the type of information that will be collected from the sample elements, as well as the use of a randomisation procedure to select the specific elements to be chosen (Shaheen & Pradhan, 2019). The authors further state that randomisation affects selection in such a way, that "every member of the population has an equal chance of being chosen". Randomly, selecting individuals in advance improves the reliability and credibility significantly of such outcomes. To use purposive random sampling, the researcher first needed to determine the specific criteria for selecting participants relevant to the research question—then created a list of potential participants who

met these criteria: history teaching teachers from the selected schools. A small, purposeful random sample reduces suspicions about why certain sample elements were chosen, and it provides more assurance that the data gathered were complete (Sekaran & Bougie, 2019; Shaheen & Pradhan, 2019).

Hence, a sample of seven schools was selected from the Mamelodi, Tshwane South region. From these schools, three teachers were selected from each school resulting in a total number of 21 (n=21) teachers. Importantly, History teachers involved in curriculum development were selected for the interviews. The reason for selecting 21 teachers was that if one teacher was unable to continue with the study, the researcher would be left with a reasonable number of 20 teachers with whom to complete the study.

3.5.3 Data collection instrument

In a qualitative study, data are frequently gathered "using methods, such as interviews and focus groups" (Yin, 2011). Semi-structured interviews were used to collect primary data from the participants for this study. To double-check the primary data, secondary data were also utilised. This study used telephonic semi-structured interviews with the use of an interview guide as a research tool. Semi-structured interviews combined objectivity and depth, providing the researcher with a thorough technique in the form of open-ended questions that allowed her to collect a significant amount of data (Creswell & Poth, 2016).

The semi-structured interview guide was provided. The demographic information of the participants was not recorded, while the research questions designed to answer the research objectives were the focus. The participants were called, telephonically, and the interviews were audio recorded allowing them to be transcribed later. Before the interviews, permission was sought from the participants to record the interviews. Each interview which lasted between 20 and 35 minutes, was held at locations convenient to the participants, and teachers were also offered the option of having

interview questions sent to them via email before the call. Formal invitations to participate in the interviews were sent via e-mail, along with background information and a consent form. Follow-up calls were made to ensure that the information was received and that the interview date and time had been confirmed. Due to Covid-19, interviews were conducted virtually where possible, and some used telephones as approved by the institutional ethical clearance.

3.6   DATA ANALYSIS

This study used qualitative data analysis. The researcher preferred this method because it was an effective method of organising the data; it connected the significant data for the interest of the researcher. It maintained the coherence of the material and focused on the intention of the research (Cohen, Manion & Morrison, 2018). In terms of qualitative analysis, it involved inductive coding that required identifying key patterns and describing them. The transcribed qualitative data obtained from semi-structured interviews were analysed by identifying common themes, categories, and subcategories from the data.

Inductive analysis is the process through which qualitative researchers synthesise and derive meaning from the data, starting with specific data and ending with the categories and patterns (Cohen, Manion & Morrison, 2018). Content analysis is a set of procedures that can be applied to any messaging medium (for example, text, the spoken word, actions, and video recordings) to identify what was being communicated, by whom and to whom. Furthermore, it is concerned with the significance and meaningfulness of the communication; and is also not only concerned with words but also with the concepts and ideas that are being communicated (Newby, 2014).

The detailed inductive process and content analysis was outlined in Chapter 4. The analysis was done on word processing and the qualitative data analysis software, namely, Computer Assisted Qualitative Data Analysis Software (CAQDAS) called

Atlas.ti. The researcher chose this software because it made organising the data manageable, and it assisted the researcher in connecting the links from themes that emerged within the data.

3.7 VALIDITY AND RELIABILITY

The data collection tool itself ensured the validity and reliability of the study, which entailed using interviews that were conducted telephonically with the teachers. The validity was enhanced during the interviews to minimise bias, using member checking. Another way of reducing bias in the interviews was formulating the questions carefully so that their meanings were clear; furthermore, the interviewer was aware of possible challenges and ensured that proper respondent sampling was carried out and that their characteristics were matched. To ensure careful auditing of evidence paths, member checking or confirmation by the participants was carried out and they were offered the opportunity to add further information or to put information on record, to provide summaries and to check the adequacy of the analysis before coding or categorising results (Cohen, Manion & Morrison, 2018:273; 2018:253). The researcher also employed four strategies to enhance the trustworthiness of the study. These four characteristics of trustworthiness are credibility, dependability, confirmability, and transferability:

- Credibility: This describes how accurate and reliable the research findings are (Zikmund, 2015). To ensure credibility, this study employed the triangulation method. Many analyses and member checks were used to accomplish triangulation. The participants were given the option to assess the findings' believability.

- Transferability: This is a term that refers to how research findings can be used in other studies (Uma & Roger, 2016). To ensure transferability, certain characteristics of the research setting, and the methodology were highlighted and compared to a similar situation with which they were more familiar.

- Dependability: The data collection and analysis processes should be described in sufficient detail for someone else to follow the same steps. (Stenfors, Kajamaa, & Bennett, 2020:598). This supports the dependability of the research.

- Confirmability: This metric measures how objective and balanced the findings of the study are (Taherdoost, 2016). An audit trail was included in this study to assure its confirmability, showing every stage of the analysis data.

3.8   ETHICAL CONSIDERATIONS

Ethical considerations in research comprise a set of beliefs that drive study designs and practices. These principles include obtaining informed permission, ensuring that no damage is caused to participants, maintaining confidentiality and anonymity, and ensuring that permission has been acquired (Cader, 2016).

3.8.1   Ensuring participants have given informed consent

With informed consent, the participants can choose whether to engage in the research project. In other words, rather than being forced or pushed into participating, they choose to do so voluntarily (Taherdoost, 2016). The research aims were conveyed to the participants, and they were given letters of consent to sign as proof of their willingness to engage in the study of their own free will. Accordingly, signed consent letters were obtained from every participant in the study before the interviews were conducted. The teachers' participation was voluntary, and they were allowed to withdraw at any given time.

3.8.2   Ensuring no harm comes to participants

This approach, which is still prevalent in social science, is based on the assumption that anonymity protects study participants from harm. To avoid causing emotional harm to the participants, no gender or racial-sensitive language was permitted. The

anonymity of the research was regarded as an ethical standard by the majority of participants in this study (Surmiak, 2018).

3.8.3   Ensuring confidentiality and anonymity

The researcher chose not to provide specific information about the interviewees or their work. They discussed their research practices, dilemmas, and problems, and occasionally criticised specific studies or institutions. Making this information public could have harmed their professional relationships and future careers (Surmiak, 2018). The information given by the participants would be kept secure by storing it in a secure environment, such as a password-controlled computer database, and a locked facility accessible only to authorised individuals. To ensure their anonymity, the participants were not required to produce any identification documents, and no information would be linked to any name or person. For this study, teacher codes were used to identify them alphabetically, according to the teacher that was interviewed first, for example, TA.

3.8.4   Ensuring that permission was obtained.

The application was submitted after receiving permission from the respected authorities of each study site (Arifin, 2018). Permission to conduct the research was obtained from the Gauteng Department of Education (GDE), school principals, and teachers. Permission letters from the GDE were presented to the school principals. Participating teachers were informed that the information provided by them would be treated with confidentiality. Full details of the research were outlined in the consent letters. The university's ethics application form was completed and submitted for ethical clearance of the research to seek permission and approval to conduct the research.

3.9   SUMMARY

In Chapter 3, the researcher discussed the research methodology, which comprised the research design, the research paradigm, the data collection and analysis, processes respectively, validity and reliability, and ethical considerations. Every phase and its underlying steps were discussed comprehensively. The researcher provided reflections on the research process and further explained how thoroughness was ensured throughout the study. In Chapter 4, a discussion of the findings will be presented.

CHAPTER 4
DATA ANALYSIS AND PRESENTATION

4.1   INTRODUCTION

The research methodology employed in the study was covered in the preceding chapter. It described the target population, the sampling technique, the measuring instrument, the data analysis, and the ethical considerations that were used in this study. It also described the research design, the research paradigm, the research procedure, and the target population.

This chapter discusses the findings from this stage of the research study, described the analytical methodologies used, and outlined the qualitative data collection methods. The results of the qualitative data analysis and the compilation of the study's conclusions were reviewed in this chapter. To highlight similarities and contrasts between the studies and the literature, the results were also presented in the context of prior research findings and relevant literature, when appropriate.

4.2   THE STUDY AREA

This study investigated how teachers were involved in the creation of the History curriculum in secondary schools in Mamelodi. The objectives were to define the training offered or available to teachers participating in curriculum development, define the roles of teachers in the curriculum development of history education, and identify the improvements that teachers would make to the curriculum development of history education. To ascertain the level of teacher participation in the construction of the history curriculum in secondary schools in Mamelodi, the researcher used a qualitative data-gathering approach. Accordingly, seven schools were chosen as a sample from the Mamelodi, Tshwane South region.

The researcher did not specifically gather information regarding demographics, such as age, race, or educational background, as part of this study. The history-related subject they were teaching for this study was listed by the researcher along with their teaching background. Paulus *et al.* (2017) proposed in Cohen, Manion, and Morrison (2018:656) that the researcher includes information on how the software will be used and the steps that are taken in assessing the software when presenting the qualitative data analysis utilising a programme called Atlas.ti. The data offer specific information, such as developing and storing texts and other data, the order of the software-based analysis and the important components of each stage, annotating text, coding text and other data, amongst others.

4.3   VALIDITY AND RELIABILITY

The researcher began each session by stating that they were particularly interested in their viewpoints on and approaches to the subject and, as such, that there were no right or wrong answers, to reduce the likelihood that teachers would reply in a socially acceptable manner. Furthermore, the assurance that all the information would be kept private, contributed to the development of an environment in which teachers could express their ideas and respond honestly without worrying about repercussions.

Semi-structured interviews were used for this investigation. Due to the semi-structured framework, the researcher was able to ask the teachers open-ended questions and had limited influence over their answers. The research report included the interview questions as in Annexure F. The data were transcribed by the researcher and entered into a computer file for analysis. The main patterns were identified and described using inductive coding. Finding common themes, categories, and subcategories from the data helped analyse and convey the qualitative information from the transcribed semi-structured interviews.

4.4   THEMES OF THIS STUDY

Figure 4.1 below, depicts the themes that emerged from the data. The sections that follow discuss the themes in more detail.

CONCEPTUALISATION

1. Improvement of teaching
2. Sharing new teaching approaches
3. Learning new history topics
4. Cognitive development

CURRICULUM DEVELOPMENT

DECOLONIALITY

1. Teaching more African history
2. Teach less European history
3. Teach content that matches the learners' lived realities

BARRIERS

1. Little time for training
2. Lack of funding for curriculum development
3. Lack of teacher knowledge about curriculum development
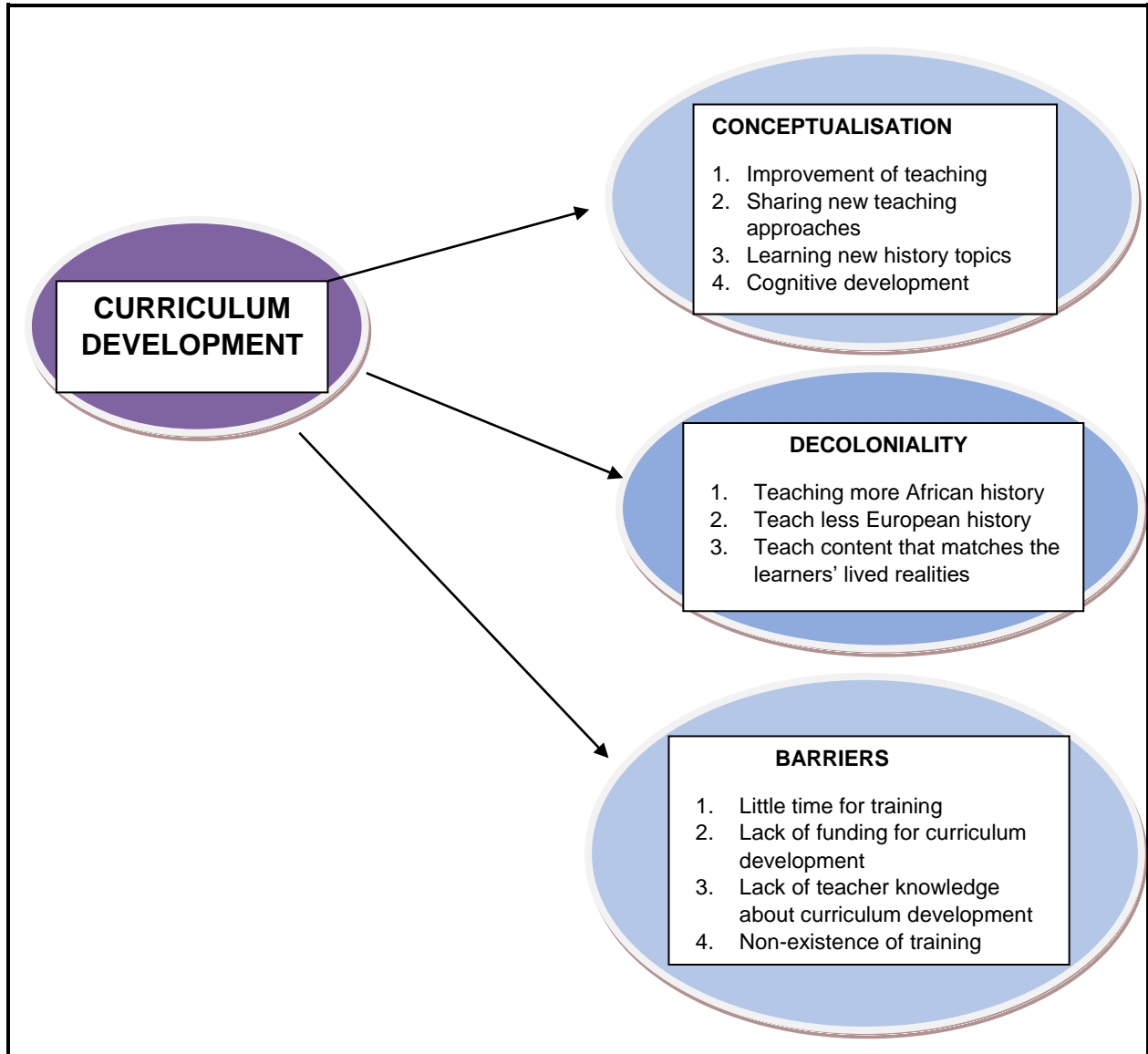4. Non-existence of training

Figure 4.1: Diagrammatic representation of themes in this study.

4.4.1 Curriculum development as a tool for continual improvement

The study had three objectives, however, certain themes emerged from the data collected. Hence, an additional theme, a tool for continual improvement emerged and was discussed. Most of the participants viewed the curriculum as a tool for the continual improvement of the content. For example:

> *"Curriculum development as I understand it, is you know developers of curriculum sitting down and discussing how they can improve the subject and how they can include or be involved in the subject is where they develop and then come up with topics that are relevant to learners and they are level or they are great," according to* TB*. These sentiments were consistent with participant TV.*

Participant TI spoke of their recent experience with the curriculum:

> *"… I attended a workshop, and then it was conducted by one of them, our colleague, one of the inspectors, I can say. And then everything else went well, and I learnt a lot from that workshop. So, were we just engaging with that inspector? We were like giving each other ideas on how to improve History in schools. So how History is implemented properly in schools."*

This was consistent with the literature, which describes curriculum development as a continuous, context-specific, flexible, and adaptable process. According to Kobiah *et al.* (2015), teacher involvement in curriculum development allows them to become familiar with the developed curriculum and accept it as their invention. When teachers have a positive attitude towards the developed curriculum, implementation becomes easier because they master the curriculum concepts more easily, resulting in more effective implementation.

Furthermore, History teachers should be concerned with improving their teaching practices through reflection. One of the most effective ways of improving the practice based on experiences was through reflection. Teachers' ability and willingness to reflect on their teaching were critical to their professional development and growth (Tibbitts & Weldon, 2017:56).

Participant TM added:

> *"Curriculum development is about changing and improving the current curriculum. As you know, it was restructured after 1994, when so and so started practising the system of democracy, it was about curriculum 2005, and then it was reviewed by the RNCS, NCS, and then today, it's about CAPS. There's a lot of improvement there with the curriculum. The curriculum development refers to the improvement of this curriculum."*

One of the participants, TC, described his/her experience with curriculum development:

> *"It was conducted in Johannesburg, and then we were teachers who were teaching History and the facilitators who were guiding us on how must we teach History or introduce it in the class, now and then, when you enter the period always and when you enter the class."*

Another participant TF described in terms of the mechanisms that were used to include and train teachers about teaching approaches to certain history topics:

> *"Whereby, we are workshopped to teach us new topics. Or whereby, if we have struggles in certain topics, where we can be developed in formulating methods to teach those topics."*

Participant TT described curriculum development by using the example of how it was applied in their school:

"We have a... an annual curriculum training in.... ok the district takes us to various facilities where we go, and we try and improve it ourselves and also come up with development structures that will help those underperforming schools, particularly in history. How they could develop themselves. So every term.... all cluster teachers, go to that particular workshop, to workshop. There is no poor teacher, there is no bad teacher. We all go and develop as a cluster. Every year."

The participants also understood curriculum development in the context of the cognitive development of learners:

"Curriculum development is about developing the cognitive abilities of the learner through the curriculum in the sense that learners and teachers should be on the same level. They should understand that the content is based on history, the content is based on social sciences in general, if, for example, you are developing the curriculum, it should be developed in a sense that things that are happening currently in South Africa, or currently in Africa, should be in place with the [indistinct], should be in place with what we know," according to TH.

Students were expected to identify various types of societal problems and act on them for the greater good and the individual (Keengwe & Onchwari, 2016:93). As a result, history education should help students broaden their understanding of the increasingly interconnected social world and their place in it. However, history may not be used to socialise people from different ethnic, social, and economic backgrounds into the mainstream or dominant group's viewpoint and culture by imparting cultural knowledge (Van Straaten, Wilschut & Oostdam, 2016:481).

Another participant, TA, agreed with the sentiments of TH and noted that:

"Curriculum development deals with the things that the learners are doing in class, and that has to be on the same line with their psychological being and psychological development to say that when you develop the curriculum, you need to put it in the same baseline with what is happening currently in the country and the things that are now, have happened recently so that learners not only focus on what happened but they also know the recent things."

Other participants viewed curriculum development as a focus on the holistic development of learners. Participant TL shared:

"It's about developing the teacher and the learner as a whole, um… here to make teaching better and more, more conducive for both the learner and the teacher. It's both not on the one side."

Participant TG shared this same view and explained:

"The curriculum development is something that is very essential for our education because it gives us information that we need the most to develop our learners in totality. As educators, we need to be developed now and then, so that we are able to teach these learners the correct and relevant things."

According to the literature, if this skill was not acquired at the university level, teachers must not teach History because they do not have the knowledge and are not qualified to teach it and know how to contribute to and improve their teaching. All the methods for teaching History should be required as part of their qualifications. Teachers, according to Jojo (2017:41), should discuss and revise the History curriculum process to include the need for History teachers' voices, perspectives, and experiences in the effort to design a History curriculum.

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4.4.2 History teachers' self-efficacy

In the absence of curriculum development support, the researcher investigated the approaches used by participants to teach History in their classrooms. As Participant TI noted:

> *"I hope that they can at least give us a three days workshop, a four days workshop so that when we go there, we would gain a much better understanding of history and acquire knowledge about history. The one call about the workshop in the … there would be one workshop in the … but a week at least can do. Not that we'd go to a workshop, monthly no, no. At least a week can do."*

This line of inquiry was designed to bridge the gap between a lack of valuable curriculum development support and teachers' ability to draw on their own experience as constructivists in the classroom. Vygotsky (1978) believed that social interaction was essential for lifelong development and that social learning leads to cognitive development (Booyse & Du Plessis, 2014:30). According to Barni, Danioni, and Benevene (2019), the concept of 'self-efficacy' was derived from Bandura's social-cognitive theory of behavioural change. It refers to a teacher's confidence in his or her ability to handle tasks, obligations, and challenges related to his or her professional role, such as didactical tasks, managing discipline problems in the classroom, and so on.

Participant TI noted the innovative approaches that they applied through their experience from examining what works in the classroom:

> *"Apart from textbooks, regarding the other resources that I'm using, I download videos so that I can assist learners. Hence, I believe that we've got visual learners, particularly concerning learners who are different in terms of learners, so I use videos, I use some pictures, or rather*

photographs, to assist some of the students so that they can have a clear understanding of what it would be I'm tutoring them on in the classroom or what I'll be tutoring them on in the classroom."

Teachers play an important role in the successful implementation of curriculum improvements, and their beliefs influence their classroom implementations, so understanding the impact of self-efficacy on their beliefs was critical (Cansiz & Cansiz, 2019).

Participant TF gave a modern perspective on teacher learning:

"We are provided with laptops and obtain technological information from our cell phones and Google. You can download the information. Through our laptops, we can get information. Technology helps us more from the above, from our textbooks."

Teachers use constructivist teaching methods, interpret the outcomes of their actions, and use these understandings to form beliefs about constructivist teaching (Cansiz & Cansiz, 2019). According to Shah (2019), the prevalence of constructivist teaching practices suggests that educators must become much more vigilant about what constructivism means and how constructivist teaching is applied. Teachers must be careful not to confuse constructivism with student-entered teaching, nor should they assume that teachers who use this approach lack content knowledge. Despite being told that the textbook is the primary source that they can use to teach History, teachers' socially constructed realities in the data revealed that there were opportunities to adopt other approaches to make learning more efficient.

Participant TG noted:

"We have previously been advised by the Department of Education that it is advisable not to use a textbook at all times. Use real-life situations. Use

media. Take the radio or, take for example, or we take a tape or record whatever is happening, maybe in the news, then use such content so that the learners can understand."

Participant TC reflected on their initiatives for their classroom:

"I buy books in the bookshops, for example, when the economists are talking about overseas countries; so that I will know more about these countries and how they conduct their economy and how those leaders and presidents, are you know, are conducting their economy or systems for their economy to improve, to go forward and not to fall into poverty. So I use those books. I Google also, I buy the books that are relevant for history."

Another participant TM spoke about how they used their real-life situations to implement the curriculum in the classroom indicating:

"I start by asking my students what they have heard about the topic on television or in the media or even in the newspapers, so when they say they have not heard about it, I start to explain it. And then they will remember, after if they heard about it or not, so I ask whether because they are using the media too much, especially the internet and Facebook and WhatsApp, yes, social media, or Facebook or WhatsApp or, whatever, they watch TV they didn't come across that matter in history and then I start to explain to them so that they can remember if they have heard about it or if they did not hear about it, I enlighten them."

The participants also demonstrated command of technology in the classroom as a critical self-efficacy tool. Accordingly, the teachers stated that they used their smartphones and Google to conduct additional research and reading on topics that were not covered in depth in the textbook materials.

Participant TF said:

> *"It is always advisable not to rely on the textbook alone. We are currently using the internet, Google; because we are the millennial generation, therefore, we need to use Google, cell phones and other relevant sources of history. It can be newspapers and other things."*

This revealed that the participants relied on both new and traditional media to support their implementation of the curriculum in the classroom.

4.4.3   Decolonisation of the History curriculum

According to Mpofu (2017, cited by Nelson Maldonado-Torres, 2007:243), decoloniality means the dismantling of power relations and knowledge conceptions that promote the reproduction of racial, gender, and geopolitical hierarchies with "powerful forms of expression in the modern/colonial world." Decoloniality, according to Mpofu (2017), is a family of liberation theories, paradigms, and even ideologies that go beyond the love of wisdom and approach the courage to think and love under impossible circumstances. As a result, educators must recognise the unique role they play in this context, as well as the need to participate in the project of materialising democracy on an extensive new scale and in a critical new form. As a result, the decolonial theory is concerned with confronting, challenging, and undoing colonialism as a historical and contemporary process, as well as the cultural and epistemological Eurocentrism that underpins it. The decolonial theory may be said to extend the anticolonial project into domains of being and knowing, but it also draws on postcolonial studies' complex accounts of cultural discontinuity and imposition. De Lissovoy (2010; 2019) however, cautioned that this is not a call for essentialist Afrocentrism or the elevation of a specific cultural or national identity.

It was a recommendation that the Third World and indigenous struggles and perspectives be given a strategic priority in the curriculum, within the context of an understanding of culture's essential hybridity. This highlights the importance of

educators understanding curriculum and pedagogy struggles as more than just ideological. As a result, participating in such struggles entails more than just developing a critique; it entails engaging the mind and spirit in a process of decolonisation. It does not imply that teachers should reject the critical theory, but rather question it in terms of what it should fundamentally exclude (De Lissovoy, 2010; 2019).

The teacher's role is that of an interpreter and designer of learning programmes and materials (Munje, 2018:69), as stated in the Department of Education's Norms and Standards policy document (Department of Education, 2000); as well as the Minimum Requirements for Teacher Education Qualifications (Jojo, 2017:95). The Norms and Standards policy document (DBE, 2000:13) refers to all teachers as:

> *Interpreters and designers of learning programmes and materials*: to understand and interpret the learning programmes provided, designing original learning programmes, identifying the requirements of a specific context of learning and selecting and preparing suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

The participants' views of the History curriculum in this study are indicated below:

> *"We should do away with the European content. We should now develop it in a manner that focuses on and teaches our learners, develop our learners to know where they are coming from, so, to say that it must be based on African content means that this is so that we do not lose our roots as Africans. We must teach our learners not to lose their roots and also to know to be conscious of being an African, unlike having a broader view of focusing on European history. So, in a nutshell, I'm just saying the curriculum should be developed in a manner that should focus on the*

African context. At least, they take sixty percent of the African context and then forty percent of the European context, said TI.

When they made this statement, the participants saw themselves as change agents in terms of decision-making and feedback on the design of the history content. Tibbitts and Weldon (2017:43) agree that when teachers are placed in leadership roles, their content beliefs influence teacher curriculum development. As a result, for teachers to be efficient and effective, they must be trained and equipped with the knowledge of the curriculum they are teaching. Another participant concurs with Tibbitts and Weldon's (2017) argument:

"Basically, my view based on "the History curriculum is that our history should be… uhm… should be African based. In a sense that… uhm South African history should be written by African people. That we can't, we can't allow people from new [indistinct] to write our history. We can't allow people from overseas to write our history," said TO.

The data show that participants not only analysed the curriculum and raised substantive issues about transformation, but they also suggested key areas where the curriculum could be changed. Participant TI stated and noted the following change to the current History curriculum:

"I think I would add Christianity. That's what I understand, and most of my learners understood, so they had to cram everything about Mussolini. So, whereas they were writing with the possibility of failing is because it's something, which they don't practise. So, they have just to cram and say what they have crammed, so, if they are doing something we should have practised it. As "I'm black, most of us are Christians or something that has fallen under traditional religions. It would have been better."

This participant's contribution demonstrates how teachers contribute theoretically to curriculum development. In the above direct quote, the participant (TI) was engaged in an interactive cyclical process of analysis, design, development, implementation, and evaluation. Curriculum development begins with an examination of the current situation and the formulation of goals for the proposed change or innovation (Booyse & Du Plessis, 2014:5). The context highlighted in the case of participant TI was the existence of content that does not reflect the lived realities of learners. This phase's key activities include problem analysis, context analysis, needs analysis, and knowledge-based analysis. This was also reflected in TI's contribution:

> *"Basically, my view on the history curriculum is that our history should be African-based, in the sense that South African history should be written by African people. That we can't, we can't allow people from new [indistinct] to write our history. We can't allow people from overseas to write our history. People who are here should write the history."*

Both of these participants (TI and TO) identified the problem as learners who were not taught content that was relevant to their daily experiences, consequently, they resorted to memorising the content and did not engage with the curriculum critically. Based on this process, participant TI proposed teaching Christianity and African traditional religions as an alternative to the Mussolini-related content. Participant TO added that the curriculum must prioritise teaching African history. As evidenced by the discussion with Participants TO and TI, evaluation was critical in this process (Booyse & Du Plessis, 2014:5).

Another participant TL, who also adopted this evaluation process, noted:

> *"[What] I could include is a section that informs the learners about voting. They don't, they seem to be aware of the importance of voting. And the other thing is about this thing of VAT. They need to understand why it is VAT. Where does VAT come from? What is happening about VAT? What*

was the cause of VAT? I think, especially the things that are happening recently, even these Freedom Fighters, their Ministers, the Presidents; they don't understand anything about that. It is too little, so I can do that."

Narratives from the participant teachers, according to participant TC, have a positive view of the History curriculum, particularly in the light of efforts to decolonise the content. Participant TC stated that they have a favourable opinion because:

"It is highly improved because it doesn't only talk about foreign countries that are so far away like the USA and the USSR, but they talk about those countries and also include the South African countries as well as the African countries so that our learners can know that, in their context."

Participant TS also reflected on decolonising the History curriculum noting that:

"I feel the learners need to be given the whole story and let them choose on their own. That is one of the historical skills, namely, that they need to learn to engage with the content and then come up with an independent opinion. Right now, an opinion is forced on them, in the secret language that is used in textbooks. Specifically, it is either supporting a certain political group in our country or a certain country abroad, and the learners are not given the whole picture. So, that is the one thing that I would also want to change. And also to let them do a lot of research on their own, instead of us giving them everything and just spoon-feeding them."

Teachers can become change agents by participating in curriculum development and evaluating and reflecting on pedagogy, as teachers must meet their social responsibilities (Bett, 2016:44). Participant TS elaborated on how being analytical influenced their teaching style:

"I always find bits and pieces in the news, in the media, in books, in newspapers. Then we come and discuss those things that are not part of our curriculum. But also, that practice is discouraged, because we are always fighting against time. The reason is we are making sure that they are ready for their exam, which is why I keep on saying our subject has moved away from teaching learners the historical skills that they do need for their future or if they decide to go on to higher education, venture into something that involves history."

Because society is constantly changing, so must the curriculum, and teachers must be change agents. A social issues and social services curriculum is ideal (Hunkins & Ornstein, 2016:63).

4.4.4 Barriers to curriculum development

The participants cited a lack of funding, insufficient time, and ineffective leadership as barriers to curriculum development opportunities.

The insights from Participant TH highlighted the lack of funding for curriculum development opportunities for teachers:

"History, as a subject in our education system is not a criteria subject. So the budget allocated to the training of teachers is very limited. The only workshops that teachers have, or some sort of information session is our moderation in our cluster meeting. And that is as far as it goes. So, there is not much that is done in trying to assist or develop the teacher, allowing them to be able to do their best in their work as history teachers."

It must be pointed out that some teachers do not participate in curriculum development consistently due to a lack of funding for activities and opportunities for curriculum development. Participant TO echoed this sentiment:

"I think more workshops will be developing us more as History educators because most of the time, the workshops are more based on subjects, like maths and science, and they forget about us as History teachers. We just had one workshop per term, which we needed now and then."

Many teachers have talents or enthusiasm that can benefit a school where they can put those talents to use (Munje, 2018:26). Curriculum development could be one of those intellectual or training abilities. However, educational departments may not always allocate funds to facilitate teacher development and the provision of teacher learning materials.

Another participant, TE, noted that:

"More workshops should be done because we only attend for some days. We attend workshops developed by our curriculum specialists, which we call our subject advisors. Those are the ones who provide that information, but it is not enough for us as educators. We need more time. Maybe a period of three weeks, or two weeks, dealing with a different aspect in history."

The South African Council of Education (SACE) advocated the implementation of a management system for continuous professional teacher development (CPTD) so that every cohort would go through the CPTD orientation. However, during the CPTD committee discussion, it was stated that "teachers did not know the areas where they needed to be developed" (Chigonga & Mutodi, 2019:1).

Another participant, TS, noted that a further barrier to curriculum development opportunities was that training was not planned and executed:

"I would like more training on assessing because it is very ambiguous currently. There is no clear way of saying this is wrong, this is right. I would

like training on that. Also, given more resources to use in class, so not just a textbook, I want an overhead projector. I want a visual library where I can take the learners to sit and watch videos. And also, I would like physics… let's just say the science.... they have a lot of competitions where the learners get to show their skills, history does not have any of those. So, I would like more of that where we have a debate platform, and the learners debate with each other, but in a very constructive way."

This disparity reflects the bureaucratic failures at the local and provincial levels to support teachers. Provincial departments, particularly those at the district level, were charged with providing professional support and leadership in curriculum, management, and quality assurance (Ndlovu, 2018:36). Teachers, school leaders, and district officials must have access to professional development and training to improve their individual and team skills. Teachers believe that by engaging in continuous successful participation, they can develop learning practices that, when incorporated into the curriculum, will increase the likelihood of successful curriculum implementation.

Participant TM mentioned that teachers were willing to be involved in curriculum development, but there was no communication regarding it with the educational leaders:

"If they can just conduct, you know, a workshop or just give, just give a department to give us, you know, at least a three-month course about this history and, then, so that we can ask questions, that are so difficult to ask in the current History book, that we come across and that will be better. But about curriculum development, I don't have any idea of how they are developing a curriculum, but if they will call us, those who are interested, those who are interested in attending a History workshop, I will be happy to attend it. But maybe they will enlighten us about how they develop a curriculum."

Active teacher participation in curriculum development can make a significant contribution to professional development. Professional development can occur if opportunities are created for it. According to Taba (1962:466, as cited in Carl, 2012:214), curriculum development and training must be combined for this purpose. The training was only one tool for empowering teachers. A significant amount of research has been done on teacher involvement in curriculum development worldwide. Most studies have concentrated on the extent to which teachers participate in curriculum development rather than on how their participation relates to or was supported by professional development (Nghihalwa, 2018:6). As a result, it was critical to ascertain teachers' perceptions and suggestions for improving or reducing barriers to their involvement in the overall curriculum development, rather than just a specific subject, as this study intends.

Another participant TI suggested:

> *"I am willing to do that, but, currently, I'm not in that kind of or in that space ... but what I know is that I participate in my own space by doing research. That's how I participated, but not formally so. But I am in my own space in my own time. That's how I develop myself so that when I go to 'class, I'm contented that whatever it's learning."*

As previously stated, the South African Council of Education (SACE) requested that the Continuous Professional Teacher Development (CPTD) management system be implemented so that every cohort would go through the CPTD orientation. The sentiments of participant TM were consistent with the findings of the SACE committee, which discovered that teachers were unaware of the areas in which they needed to be developed (Chigonga & Mutodi, 2019:1). Carl (2012:197) cites the principle of teacher participation that must be interpreted against the backdrop of their educational thinking within a specific education system. Carl (2012:197) emphasises the importance of success and states that those involved in the

implementation of curriculum development should play an active role in all aspects of the process, from design and planning to evaluation. As the implementer of the relevant curriculum, the teacher, therefore, occupies or should occupy a prominent position.

Teachers' involvement in curriculum development would boost their morale and make them feel like they were a part of the curriculum's planning, development, and implementation. They would, however, be unable to do so unless appropriate training strategies or mechanisms were made available to them.

4.5   SUMMARY

This chapter focused on the thematic findings of the study regarding teacher involvement and participation in curriculum development. The literature has established the need for teacher curriculum skills, and government interventions have been implemented to empower teachers in curriculum development competencies. It should be noted that curriculum development is an ongoing process, and as a result, curriculum designers must collaborate to ensure that it is not only updated but also includes the content contributed by all stakeholders. These findings of the study indicate the gaps teachers faced in terms of the need for curriculum development training. The barriers to curriculum development and the complexity of curriculum change stem from several issues that impact its successful implementation, management, and change. This chapter concluded with a brief analysis and synthesis of the findings, which will serve as the foundation for the discussion and recommendations in Chapter 5.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1   INTRODUCTION

This chapter provides an overview of the study, its findings, limitations, contributions, conclusions, and recommendations based on the results of the study and further research. The researcher focused on how research on teacher involvement in curriculum development of history education in Mamelodi secondary schools has evolved. Following the sub-research questions stemming from the problems described in Chapter 1, the researcher has outlined the findings in this chapter.

5.2   SUMMARY OF THE FINDINGS

The research aimed to investigate the involvement of teachers in the development of the History curriculum in Mamelodi secondary schools. This research is organised into five chapters. The first chapter provides an overview of the background of the study, problem description, research questions, and objectives.

The supporting literature review is presented in Chapter 2. In this chapter, the researcher reviewed the literature and identified several categories of challenges, which included:

- South African background and educational change.
- South African Curriculum and Philosophy.
- Involve teachers in curriculum development.
- The importance of historical education.
- Barriers to effective curriculum development.
- Research of teachers' involvement in curriculum development.

- A theory based on curriculum development.

Chapter 3 described the methodology of this study and how it was designed and carried out to answer the research questions. According to Kumar (2019), the research methodology field has been studied in-depth to address the research problems. The researcher described the framework for the research in detail in this chapter. However, research studies necessitate a fundamental level with which researchers must conform, which includes elements of epistemology, ontology, theory, and methodology; thus, when attempting to answer research questions, these are referred to as paradigms (Creswell & Creswell, 2017; Punch & Oancea, 2014:17).

This was a descriptive study, as previously mentioned in Chapter 3. The researcher used interpretivism as the research philosophy underpinning this study, as well as an inductive research method, and qualitative research was the methodological choice. History teachers at the Mamelodi-selected secondary schools were the target group for this study. While the sample size for this study was 21, after interviewing 19 participants, a saturation point was reached. Telephonic interviews were employed to gather the data, and the researcher was able to capture the key issues and strategies from the way the respondents emphasised or repeated certain themes, which is an advantage offered by telephonic interviews.

Convenience sampling was used to locate the initial participants, whereas the targeted sample entailed selecting the relevant respondents based on their capacity to describe a particular subject, concept, or phenomenon (Robinson, 2014).

In Chapter 4, the researcher examined, presented, and interpreted the findings in the light of the research questions. The researcher also arranged the findings in this chapter into key themes for which a conceptual framework was developed and discussed how they related to curriculum development. Shortly after the interview process, the researcher began analysing the interview content and notes, after

which she identified the emerging patterns that could influence future decisions on how to improve the data collection process (Moser & Korstjens, 2018). The researcher was able to understand the context, situations, and perspectives presented in the interview content by reading, reflecting, and rereading transcripts.

A review of the analysis shows the key challenges and strategies of this study, in addition to the grouped themes. Following an in-depth examination of the problem groups, a hierarchy was established to map the conceptual framework for addressing the identified challenges:

- Curriculum development as a tool for continuous improvement.
- History teachers' self-efficacy.
- Decolonisation of the history curriculum.
- Barriers to curriculum development.

The outcomes of a qualitative research approach were integrated into the topic of curriculum development. In addition, Chapter 4 included the results, summaries, and interview responses. Finally, the study results were discussed.

Chapter 5 summarises every chapter's content, highlights the research limitations and provides a summary of the findings, and contributions, which enable the researcher to make recommendations for future studies. The subsection that follows provides an overview of the research questions and the findings that enabled the researcher to answer the research questions.

5.3 DISCUSSION OF THE RESULTS FROM THE OBJECTIVES

The objective of this section was to highlight the results of the research related to the problem statement, the sub-problems and objectives as discussed in Chapters 1 and 4, the literature review presented in Chapter 2, and the data produced in Chapter 4. The researcher conducted telephonic interviews with the selected history teachers

from the seven schools to answer the research questions. The participants were asked several questions following the interview guide, about their involvement in curriculum development in history education, as well as their perspectives and barriers. The teachers' comments in response to these factors vary. However, their observations and points of view showed some similarities. During the interviews, the participants stated their years of teaching experience in teaching history, ranging from one year to 29 years of teaching.

The following section restates the sub-questions and the main research questions. The answers to the research questions are presented as the research conclusions. The following data were gathered, analysed, and interpreted.

5.1.1 Sub-question 1: *What training was available or offered to the teachers involved in curriculum development?*

The findings of the study identified that there was inadequate training, especially for history education and the development of its curriculum (section 4.4.1). It also showed that the workshops were not relevant to the curriculum development of history education, but instead, focussed on how to teach it and what to teach. Seventeen of the nineteen participants (17/19) indicated that they only attended one-day workshops with a duration of one to two hours. Two of the nineteen participants revealed that they had never had any training or attended a workshop on curriculum development.

The participants who attended the workshop indicated that these were only general workshops and were not specifically designed for curriculum development. Participants TA, TC, TE and TI believed that having proper training on curriculum development of the History subject would assist them in understanding and teaching the History subject better in future. Participant TH stated that if any training is offered to teachers, there should be sufficient time allocated to such training. The issue regarding the duration of workshops came up several times; the participants stated

that these workshops should be run for longer periods, such as, from three to six months. Some workshops could be offered as in-service training, as Participant TD suggested and Participants TB, TL, TU and TP supported the idea.

5.1.2 Sub-question 2: *What were the roles of teachers in the curriculum development of history education in secondary schools in Mamelodi?*

Most participating teachers, specifically, fourteen of the nineteen teachers, indicated that they had never participated in curriculum development for the History subject (section 4.4.3). The literature states that the roles of the teachers were significant for each step of the curriculum development process (sections 2.4.1, 2.4.2, 2.4.4, 4.4.1 and 4.4.3). Five of the nineteen participants, namely, TT, TU, TC and TI and TS, participated in some form of workshop. Participants TS, TB, TF, TD and TS stated that their role in the History teaching subject was to give the learners relevant History education.

The participants stated that although they were expected to teach the topics in the textbook, they felt that some of the current content was not covered. They then augmented the content with current affairs and content in the media, newspaper articles, the internet, and posters, and also organised excursions and class role-play. The participants stated that the History subject should be tangible to learners, should include current events and stories and involve real people that they see daily. Hence, teachers always try to engage the learners with practical content. The participants believed that the provision of efficient content and the historical context could lead to student learning engagement and assist them in comprehending difficult historical concepts which even the textbook cannot provide. This was supported by Lesh (2011), who reinforced the students' understanding of the historical analysis.

5.1.3 Sub-question 3: *What changes would the teachers effect in the curriculum development of history education in secondary schools in Mamelodi?*

The concept identified in this study regarding this sub-question was what Participants TE, TF, TG, TM, TN, TP, TO, TS, TT and TV, shared, namely, that they would change the History subject to include the African content, especially the South African content.

The participants believed that they needed to develop and improve the History curriculum constantly, to be able to teach the relevant and correct content and that the curriculum developers must involve them in the development process. This would also assist them in changing or improving their teaching style for the History subject (Participants TB, TC, TL, TM, TS). Currently, the participants felt that the Education Department and curriculum developers *"basically sit and discuss whatever they are discussing and instruct; they do not know what is happening in the classroom"* (participant TH). The lack of emphasis on professional development for History teachers frustrated them. They had to be inventive to engage the learners. Although they believed there was inadequate time to undergo training due to their teaching workloads, they thought this training should be prioritised and allocated enough time, if not days or months, to enhance their professional development. The statements were supported by the literature in sections 2.2, 2.3, 2.5 and 4.4.3.

The participants felt that the pedagogy could be improved and informed by their professional development and appropriate training in the curriculum development of history education or the subject itself. They believed that history education should be decolonised, and that would be the change they would effect if they were allowed to make changes in history education (section 4.4.3).

5.4   CONCLUSION

The outcomes of this research study stemmed from the investigation's key question: *How were teachers involved in the curriculum development of history education in secondary schools in Mamelodi?* There is no organised support for teachers to address curriculum development issues. The effectiveness of teacher professional development programmes designed to help them adjust to changes does not inspire confidence. Things would be different if those in charge of developing the curriculum paid more attention to the educational History content and lessons. The curriculum developers' initial or smaller-scale change efforts encountered challenges and took longer to complete and implement than expected. Furthermore, these insufficient workshops left little or no room for teacher participation and professional and curriculum development in history education. Notably, the participants responded that if they were allowed to participate in curriculum development, they would incorporate current and decolonised information into history education.

5.5   LIMITATIONS OF THE STUDY

This study focused on teacher involvement in the History curriculum development at Mamelodi Secondary Schools. The researcher acknowledges that no other issues or strategies were considered in this study. This study was time- and content-constrained because it only included selected school History teachers. Two teachers withdrew, and 19 of the initial 21 teachers participated. Although this study cannot be generalised to the entire country, it may aid with creating a conceptual model and with the design of future studies in other geographical areas. Teachers would have had the time and opportunity to consider professional development as important. To improve the validity of the study results, future studies could employ more rigorous sampling techniques. Finally, further empirical studies can be conducted using both quantitative and qualitative methods on a larger scale to test the effectiveness of curriculum development interventions identified by the research findings from schools and the education sectors.

5.5   CONCLUDING REMARKS

The purpose of this study was to investigate how and to what extent teachers participated in the development of the History curriculum at Mamelodi schools. Based on the interviews, the participants' responses revealed frequent encounters with curriculum development in schools and the teaching profession. Initially, interview questions were formulated using "*how"* or "*what,*" so that the researcher could investigate the specific responses regarding these encounters and possible strategies for improvement. The proposed strategies were validated against the literature and found to be well-supported. The researcher anticipates that this study will benefit teachers as curriculum developers because it provides insight into potential improvements in the development of the History curriculum and suggested ways to achieve them as stated by the participants.

Previous research has focused on teacher participation in curriculum implementation rather than on teacher participation in curriculum development. This study supported the findings of a study conducted by Mulenga and Kabombwe (2019) that textbooks for social studies students were of extremely poor quality. They claimed that teachers were not involved in the creation of textbooks. The main cause of the situation was a lack of coordination, a lack of a national textbook policy, and political interference in textbook development. According to Patankar and Sahebrao (2013), the curriculum design and textbook production processes should be decentralised to increase teacher participation in these tasks, and decentralisation implies greater autonomy for teachers within the provinces.

5.6   RECOMMENDATIONS

Researchers from various fields have recently debated whether teachers should be involved in curriculum development. As a result, a significant amount of literature has been published on teacher involvement in curriculum development. The following recommendations for future research were made based on the findings of this study:

- The broader use of practical models for implementing teacher engagement programmes should be investigated.

- Teachers should also try to engage learners on the practical content rather than just on the textbook content.

- Teachers should augment the content with current events and media content, such as newspaper articles, the internet, and posters, and they should also organise field trips and class plays.

- There should be adequate workshops for teacher involvement and professional and curriculum development in history education that were guided by this specific direction.

- Participants should enrich history education with current and decolonised content. This was significant as teachers wanted to make changes to the history education content.

- Another potential future research topic would be to examine why teachers are not involved in curriculum development.

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APPENDIX A: ETHICAL CLEARANCE LETTER

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/08/12

Dear Ms ME Ngobeni

Decision: Ethics Approval from
2020/08/12 to 2023/08/12

Ref: **2020/08/12/46076085/21/AM**
Name: Ms ME Ngobeni
Student No.:46076085

Researcher(s): Name: Ms ME Ngobeni
E-mail address: 46076085@mylife.unisa.ac.za
Telephone: 082 524 1625

Supervisor(s): Name: Prof TI Mogashoa
E-mail address: mogasti@unisa.ac.za
Telephone: 076 372 5084

Title of research:

THE INVOLVEMENT OF TEACHERS IN CURRICULUM DEVELOPMENT OF HISTORY EDUCATION IN SECONDARY SCHOOLS IN MAMELODI

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 2020/08/12 to 2023/08/12.

The **low risk** application was reviewed by the Ethics Review Committee on 2020/08/12 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.

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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; **Children's act no 38 of 2005 and the National Health** Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2023/08/12.** Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/08/12/46076085/21/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template — updated 16 Feb 2017

APPENDIX B: GDE RESEARCH APPROVAL LETTER

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

B/4/4/1/2

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	15 October 2019
Validity of Research Approval:	10 February 2020 – 30 September 2020 2017/228A
Name of Researcher:	Ngobeni M.E
Address of Researcher:	2090 Rev. H Mononyane Street
	Mahube Valley Extension 1, Mamelodi East
	Pretoria, 0147
Telephone Number:	012 382 9703/ 082 524 1825
Email address:	ngobenime@tut.ac.za
Research Topic:	The involvement of teachers in Curriculum Development of History Education in Secondary Schools in Mamelodi.
Type of qualification	Master in Education: Curriculum Studies
Number and type of schools:	Seven Secondary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

15/10/2019   1

Making education a societal priority

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mrs Faith Tshabalala
Acting Director: Education Research and Knowledge Management

DATE: 15/10/2019
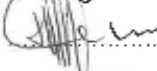
Making education a societal priority

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APPENDIX C: PERMISSION LETTER TO PARTICIPATING SCHOOLS

Enquiries: Ngobeni ME

Cell: 0825241625 or email address: ngobenime75@gmail.com or 46076085@mylife.unisa.ac.za

2090 Rev H Mononyane Street

Mamelodi

0147

Date: 15 October 2020

The Principal

Request for Permission to Conduct Research Study

I, Ngobeni ME am engaged in the writing of a research dissertation under the supervision of Prof TI Mogashoa a professor in the College of Education at UNISA, towards a Masters in Education: Curriculum Studies at the University of South Africa. My title is entitled: *THE INVOLVEMENT OF TEACHERS IN CURRICULUM DEVELOPMENT OF HISTORY EDUCATION IN SECONDARY SCHOOLS IN MAMELODI.*

I would appreciate your considering my request to conduct interviews with selected teachers as samples for my study. I will maintain the confidentiality and anonymity of all participants at all levels of this research study.

The study aims to determine the extent of teacher involvement in curriculum development of history education. The interviews will be recorded and transcribed for records. The benefits of this study are to determine the level of training the educators require or had obtained to enable their involvement in curriculum development. There are no potential risks in participating in the study. There will be no reimbursement or any incentives for participation in the research.

The feedback procedure will entail informing the school and teachers on the outcome of the research study as and when it is required.

Yours sincerely

NGOBENI ME

Student No: 46076085

APPENDIX D: PARTICIPANT INFORMATION SHEET FOR TEACHERS

Date: 15 October 2020

Title: **THE INVOLVEMENT OF TEACHERS IN CURRICULUM DEVELOPMENT OF   HISTORY EDUCATION IN SECONDARY SCHOOLS IN MAMELODI**

Dear Prospective Participant

My name is Ngobeni ME (46076085) and I am doing research under the supervision of Prof TI Mogashoa a professor in the College of Education at UNISA, towards a Master's in Education: Curriculum Studies at the University of South Africa. We are inviting you to participate in a study entitled: THE INVOLVEMENT OF TEACHERS IN CURRICULUM DEVELOPMENT OF HISTORY EDUCATION IN SECONDARY SCHOOLS IN MAMELODI.

This study is expected to collect important information that could determine the level of training the educators to require or have obtained to enable their involvement in the curriculum development of history education. You are invited because you are a History teacher at the school. I obtained permission for you to participate in this study from GDE and the principal. A total of twenty-one (21) teachers will be participating in this study, and at least three teachers from your school will be participants.

The study involves telephonic semi-structured interviews. There are +/- 10 interview questions which are attached to the consent letter. The interview will be for a duration of 5 to 10 minutes.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written form. You are free to withdraw at any time and without giving a reason. The results of the study will have no direct personal benefit

to you, but you will contribute to a better understanding of what training is obtained or required for the teacher to be able to participate or contribute to the curriculum development of history education. This study will also inspire teachers to become involved in the curriculum development of the subjects they teach.

There potential level of inconvenience and/or discomfort to the participant is minimal. You will be allowed not to answer any question when not comfortable answering it. Your participation in this study is voluntary and anonymous. You have the right to withdraw at any stage without any penalty or future disadvantage whatsoever. All information obtained from the interview is strictly confidential. The interview data and demographic information will be coded so that they will not be linked to your name. Your identity will not be revealed while the study is being conducted or when the study is reported.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and the study supervisor, will know about your involvement in this research. All information obtained from the interview is strictly confidential. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, the researcher and the study supervisor unless you permit other people to see the records. Your identity will not be revealed while the study is being conducted or when the study is reported in a research report, journal articles and/or conference proceedings. Any information that is obtained in connection with this study and that can be identified without will remain confidential and will be disclosed only with your permission or as required by

law. The information received during the study will only be used for research purposes and not be released for any employment-related performance evaluation, promotion and/or disciplinary purposes.

Hard copies of your answers will be stored by the researcher for five years in a locked cupboard/filing cabinet at the place of work for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Information will be destroyed if necessary (e.g. hard copies will be shredded and/or electronic copies will be deleted permanently from the hard drive of the computer through the use of a relevant software programme).

Please note that you will not be paid to participate in the study.

This study has received written approval from the Research Ethics Review Committee of the (College of Education ERC), Unisa. A copy of the approval letter can be obtained from the researcher if you so wish. If you would like to be informed of the final research findings, please contact the researcher, Ngobeni ME, at (0123829703) or email: 46076085@mylife.unisa.ac.za. The dissertation will be available at the Unisa library.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Ngobeni ME, at (0123829703) or email: 46076085@mylife.unisa.ac.za or ngobenime75@gmail.com.

Should you have concerns about how the research has been conducted, you may contact Prof TI Mogashoa the study supervisor at the College of Education, Unisa. 082 681 7934/076 372 5084; mogasti@unisa.ac.za. As well as the CEDU REC Chairperson: Prof AT Motlhabane, Chairperson: CEDU Research Ethics Committee at 012 429 3526 or email his office at ntheklk@unisa.ac.za.

Thank you for taking the time to read this information sheet and for participating in this study.

NGOBENI ME
Student No: 46076085

APPENDIX E: INFORMED CONSENT FORM FOR PARTICIPANT TEACHERS

CONSENT TO PARTICIPATE IN THIS STUDY FOR M Ed (Curriculum Studies) research report.   (Please return slip to researcher)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunities to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview (insert specific data collection method).

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)   _____

_____   _____

Participant Signature   Date

Researcher's Name & Surname (please print) _____

_____   _____

Researcher's signature   Date

APPENDIX F: INTERVIEW QUESTIONS FOR PARTICIPANT TEACHERS

SEMI-STRUCTURED, TELEPHONIC INTERVIEW QUESTIONS

1.   How long have you been a teacher?

2.   How long have you been teaching History as a subject?

3.   What is your view of our current History curriculum or syllabus? How is it relevant?

4.   What do you understand about curriculum development?

5.   What training have you attended on History curriculum development? How long were the courses conducted?

6.   Have you ever participated in the curriculum development of a subject?

7.   Apart from the textbook, what other teaching resources do you use for teaching history?

8.   How do you teach current History topics that are not included in the textbook?

9.   Given the opportunity to change our History subject, what would you contribute to the subject content? What kind of topics would you include in the curriculum?

10.   From the questions we have discussed above, what kind of training would be appropriate for you to be able to participate in or contribute to the History curriculum development in South Africa?

APPENDIX G: **LANGUAGE EDITING CERTIFICATES**

CAROL JANSEN LANGUAGE EDITING

SERVICES

P.O.Box 428
BRONKHORSTSPRUIT
1020
13 December 2023

To whom it may concern

Certification of language editing done.

I hereby declare that I have edited the language, grammar, structure, formatting and reference list of the dissertation by Masbango Elisi Ngobeni entitled:

The involvement of teachers in curriculum development of history education in secondary schools in Mamelodi

I am an experienced language practitioner who has edited many theses and dissertations for Unisa, the Tshwane University of Technology (TUT) as well as the University of Pretoria.

Carol Jansen

Language practitioner

Cell no: 082 9200312

MA (Linguistics Stellenbosch University)

BEd (Unisa)

BBibl (Hons) (Unisa)

CAROL JANSEN LANGUAGE EDITING

SERVICES

P.O. Box 428
BRONKHORSTSPRUIT
1020
11 June 2023

To whom it may concern

Certification of language editing done.

I hereby declare that I have edited the language, grammar, structure, formatting and reference list of the dissertation by Masbango Elisi Ngobeni entitled:

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I am an experienced language practitioner who has edited many theses and dissertations for Unisa, the Tshwane University of Technology (TUT) as well as the University of Pretoria.

Carol Jansen

Language practitioner

Cell no: 082 9200312

MA (Linguistics Stellenbosch University)

BEd (Unisa)

BBibl (Hons) (Unisa)

APPENDIX H: TURNITIN REPORT

THE INVOLVEMENT OF TEACHERS IN CURRICULUM DEVELOPMENT OF HISTORY EDUCATION IN SECONDARY SCHOOLS IN MAMELODI

ORIGINALITY REPORT

21%	19%	1%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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