

Managing the implementation of curriculum changes in the rural
primary schools of Eastern Cape province

by

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DECLARATION OF ORIGINALITY

I declare that this research dissertation, titled '***Managing the implementation of curriculum changes in the rural primary schools of the Eastern Cape Province***', is my own work. The dissertation is submitted in partial fulfilment of the requirements for the MEd (Education Management) degree in the College of Education at the University of South Africa. I further declare that I obtained the required authorisation and consent to carry out this research.



—
SIGNATURE

___March 2022___
DATE

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DEDICATION

I would like to dedicate this work to my late father, Mr Vulindlela Siyoyo, who had a huge impact on my life, and who put so much effort into nurturing me, to such an extent that now I can work. I hope that wherever he is, he notices my hard work. This study is also dedicated to my mother, for her love and consistent support in everything that I do.

ABSTRACT

The purpose of this research was to investigate how Heads of Departments (HoDs) and teachers manage the implementation of curriculum changes in the rural primary schools in the Eastern Cape province. The Ntenetyana/Mkhemane Circuit was deliberately chosen since there are many disadvantaged schools in this circuit. The study followed a qualitative approach, and it employed a case study design, which involved five primary schools in Alfred Nzo West District. The conceptual framework of the management process by Henry Fayol was used to guide the study. The participants in the study were five HoDs and five Post Level 1 teachers. Telephonic semi-structured interviews were conducted to generate data from the participants, due to the Covid-19 situation during the period of the fieldwork. The findings of the study show that changes in the curriculum are perceived in different ways, both positive and negative. Management of the implementation of curriculum changes reflected aspects of Fayol's management elements of planning, organising, leading and controlling. The HoDs and the teachers in the rural primary schools reported that the challenges they experienced were a heavy workload in implementing curriculum changes, the absence of or limited parental involvement, and lack of technology that could facilitate implementation of curriculum changes. Strategies such as creating extra time to do administrative work, and engaging assistant teachers, were used to cope with curriculum changes. There were also expectations of support from stakeholders, in terms of recognition, motivation, support for teachers and learners, and quality assurance.

Keywords: curriculum, curriculum changes, HoDs, teacher management, leadership role, implementation.

List of abbreviations

ACE	Advanced Certificate in Education
BEEd	Bachelor of Education
CAPS	Curriculum Assessment Policy Statement
C2005	Curriculum 2005
Covid-19	Coronavirus disease
DoE	Department of Education
DBE	Department of Basic Education
EMS	Economics & Management Sciences
ESIP	Education Strategic Investment Plan
HDE	Higher Diploma in Education
HoD	head of department
MTT	Ministerial Task Team
NECT	National Education Collaboration Trust
NQF	National Qualifications Framework
NCS	National Curriculum Statement
OBE	Outcomes-Based Education
POLC	planning, organising, leading and controlling
PE	physical education
PPN	Post-Provisioning Norm
RNCS	Revised National Curriculum Statement

SGB	school governing body
SMT	school management team
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER 1

INTRODUCTION AND ORIENTATION OF STUDY

1.1 INTRODUCTION

South Africa's education system has undergone much change over the past 28 years of democracy. After the elections of 1994, South African schools adopted an inclusive education system, which requires meeting the needs of learners from diverse population groups (Department of Education, 2001). Finding standardised learning outcomes for the cultural diversity of South Africa's people is the context of this study. The diverse population of learners was a challenge for South Africa's education system, which called for a new curriculum with new learning outcomes. Standardised learning outcomes are thus rooted in the curriculum reform which took place after 1994. In 1996 a single curriculum framework was established in line with the National Qualifications Framework (NQF). The aim of the framework was to create a single integrated national outline of learning outcomes. The first curriculum model in the democratic South Africa was outcomes-based education (OBE), which was followed by the introduction of Curriculum 2005 (C2005) in 1998 (Chisholm, 2005). C2005 was reviewed and replaced by the National Curriculum Statement (NCS), and then the Revised National Curriculum Statement (RNCS) (Christie, 2008). The RNCS was terminated in 2013 and replaced by the Curriculum Assessment Policy Statement (CAPS). This background shows continuous change in the curriculum.

Van Driel (2008) argues that one of the reasons for curriculum reform was to change the attitude of learners, and their perceptions about the curriculum. In other literature, Yip (2009) and Bantwini (2009) argue that the perceptions of teachers and learners are a prerequisite for implementation of curriculum change. While Li and Ni (2011) assert that the purpose of curriculum change should be perceived by teachers as a move to make a difference in their ability and competency to deliver content, and consequently to improve the learning experiences of learners. When teachers are faced with the reality of curriculum change, they initially get emotional about it and may resist adapting their teaching style to it, but as time passes, they may change their negative attitudes and support change initiatives (Defise, 2013). Despite different

responses to change in the curriculum, teachers should be given enough time to gain the self-assurance they need to deliver the curriculum, and they should also be supported adequately to ensure the success of curriculum change (Joseph, 2010).

Apart from preparing teachers to be able to implement changes in the curriculum, there are several other challenges, or difficulties, that go with curriculum change, such as limited resources, lack of training for teachers, more work for teachers, and ineffective management (Priestley & Sime, 2005). In the South African context, some of the challenges existed before 1994, during the apartheid government, and they are lingering after 1994. These challenges have multiplied to affect the ability of teachers in some schools to teach effectively. Regardless of the many barriers to curriculum implementation, teachers remain the main operators of the curriculum, and they deserve to be given the opportunity to be heard in the process of making curriculum changes. Ngibe (2013) argues that continuous change in the curriculum contributes to poor implementation if not collectively accepted by all stakeholders. In an earlier study, Leithwood, Day and Sammon (2006) believed that when changing the curriculum, teachers should be involved, because they are the most important stakeholders, due to their role in curriculum implementation and as agents of change.

Curriculum change is not limited to South African schools but is a global education phenomenon (Du Plessis, 2013; Flores, 2005; Hongbiao, 2013; Rogan & Aldous, 2005; Yin, Lee & Wang, 2014). Levin (1998) describes curriculum change as an epidemic of education reforms. In the People's Republic of China, the Ministry of Education changed the national curriculum in line with the socio-economic and political changes experienced in the country, with the aim of fulfilling workers' expectations for the future. This systemic change that targeted high school level took place in January 2018. The Chinese government continuously changes its curriculum to keep up with the global economy, as well as other changes that affect the labour market.

Nigeria is another country that has undergone curriculum reform in the last few decades. The 6-3-3-4 education system was adopted in Nigeria in 1980 (Callistus, Mezieobi & Uche, 2014). The change in the structure of the education system in Nigeria was to better prepare learners for tertiary education. The structural change implied changes in the curriculum, which was problematic, since the manpower requirements and the knowledge and skills needed were not adequately addressed.

The challenges have included lack of professional development to meet the required changes, lack of resources, and lack of teacher motivation (Callistus et al., 2014).

The United States is one of many countries currently undergoing significant changes in its educational institutions. The reasons for the changes in the United States have included policies and technology against the background of migration issues. Resettling of different population groups and dealing with diverse cultures which needed to be accommodated in the education system required that the curriculum be adapted, and that teacher be retrained (Centre for Public Education, 2012). Aydin, Ozfidan and Carothers (2017) assert that to be able to teach learners from the resettled population, teachers need to be better prepared and to be able to adjust to cultural norms and values that the diverse new population of students brings to their classroom. They say that if teachers are not well trained in implementing curriculum reform changes, effective curriculum implementation may not take place, and educational goals may not be met (Aydin et al., 2017). In the following section I discuss the need for this study.

1.2 BACKGROUND OF THE STUDY

From my observation as an educator, most schools in the Eastern Cape have few enrolments, and this is why schools have only one head of department (HoD) and no deputy principal. This may lead to poor management from curriculum managers, simply because they have a lot of work to do (as they are both managers and classroom teachers). Furthermore, schools, particularly schools with a shortage of teachers, find it difficult to apply the new curriculum effectively, as the teachers play multiple roles at the same time, and they teach multiple subjects to make up for the shortage of teachers trained to teach particular subjects. Other challenges that I have noticed are schools which have a teacher component in the school governing body (SGB) with little or no knowledge about curriculum implementation, who are therefore unable to make sound decisions about curriculum delivery. Management of unqualified teachers at some schools' results in overburdening of curriculum managers at the school, as they spend a lot of time trying to assist the untrained teachers. This study aims to explore how HoDs and teachers overcome these challenges, and the experiences of HoDs as managers in implementation of the curriculum in rural primary schools.

I am a teacher at one of the primary schools in Mount Frere, Alfred Nzo West District, in the Eastern Cape. I have realised that implementation of curriculum change poses a great challenge for educators. The open informal discussion that I have had with some teachers about curriculum challenges revealed that most teachers encounter problems with lesson planning, workload, interpretation of policy documents, and how to assess students in a way that complies with assessment guidelines. These are unstructured conversations and observations that I have had as an educator, without exploring the problem from a research perspective.

The literature (Carl, 2005; Wang & Lam, 2009) identifies challenges that educators encounter when there is change in the education system. These challenges include lack of leadership in implementing the curriculum. Although there is literature on the challenges that teachers face, there is inadequate knowledge on how to overcome these challenges, and inadequate strategies to overcome them (Shilling, 2013), especially in the Eastern Cape province. The proposed study aims to explore how heads of departments (HoDs) and teachers in rural primary schools in Mount Frere (Alfred Nzo District) implement changes in the curriculum. The study aims to determine the leadership styles of the HoDs in implementing curriculum changes, the challenges they experience, and the strategies they use to overcome the identified challenges. A preliminary literature review follows in the section below.

1.3 PROBLEM STATEMENT AND RATIONALE

Introduction of changes to the curriculum means that there should be change in teaching and learning practices in schools. Curriculum changes change not only the way things are done in schools; they also change the teachers who implement the changes. Even after several changes in the curriculum in the South African education system, it seems that educators are still not adequately involved in the process. Research shows that rural primary schools struggle with a number of daily challenges, including a shortage of teachers, inadequate resources, poor infrastructure, and workloads that hinder implementation of changes in the curriculum (Sayed et al., 2017). Those in charge of managing the implementation of curriculum changes at school level are faced with these problems (Flores, 2005; Yin et al., 2014). Yet, little is known about what school leaders, such as HoDs, and teachers do to deal with the challenges they encounter every day in their schools as they implement curriculum

changes. So, the continuous implementation problems at my school prompted me to conduct this study. I aim to investigate the risks and the difficulties that HoDs and teachers face in implementing changes in the curriculum, as well as the strategies they use to deal with the challenges they encounter in their schools. Such knowledge could be useful information for dealing with curriculum changes in rural primary schools.

1.4 PURPOSE OF THE STUDY

The aim of this study is to determine how HoDs and teachers in rural primary schools in the Eastern Cape manage the implementation of curriculum change. The research objectives are as follows:

- To investigate how HoDs and teachers perceive the change in the curriculum.
- To explore how HoDs manages the implementation of curriculum change.
- To identify the challenges experienced by HoDs and teachers in implementing curriculum change.
- To determine the strategies that HoDs and teachers use in managing the challenges they experience; and
- To establish the support that HoDs and teachers need to overcome the identified challenges.

1.5 RESEARCH QUESTIONS

Main question: ‘How do HoDs and teachers in rural primary schools in the Eastern Cape manage the implementation of curriculum change?’

Sub-questions:

1. What are the perceptions of HoDs and teachers regarding the change in the curriculum?
2. How do HoDs manage the implementation of curriculum change in rural primary schools?
3. What are the challenges experienced by HoDs and teachers in implementing curriculum change?
4. What are the strategies that HoDs use in managing the challenges they experience in managing the implementation of curriculum change?

5. What support do HoDs and teachers need in order to overcome the identified challenges?

1.6 RESEARCH METHODOLOGY

The research paradigm of this study was based on constructivism paradigm. Crotty (1998) defined constructivism from the perspective of people as that all knowledge is meaningful, and that reality is subject to change due to human activities. Constructivism helped the researcher to learn about a particular phenomenon based on the views of educators and HoDs regarding their experiences as they manage curriculum changes in rural primary schools.

The research approach of the study is qualitative. Leedy and Ormrod (2005) believe that qualitative research has two things in common: (1) it studies phenomena in all their complexity, and (2) it focuses on phenomena taking place in their natural settings. In this case, the phenomenon studied is curriculum change in a natural setting, namely schools.

The research employed a case study research design. According to Yin (2003), a case study design should be considered to cover circumstantial problems under study. McMillan and Schumacher (2006) agree with Yin (2003) that the case study design is very suitable for learning more about poorly understood situations.

The research was conducted in rural primary schools in Alfred Nzo District, Eastern Cape. The researcher interviewed the HoDs, and teachers (Post Level 1 teachers) as follows: one teacher and one HoD from each of the five selected schools. She wanted to know how the HoDs manage the implementation of curriculum changes in their school, and the challenges that the teachers experience in the school, or in their classrooms, regarding curriculum change. Interviews were deemed an appropriate method to collect data. Maree (2016) states that focusing on the views of other people generates important perspectives if the views are supported by existing literature. The researcher sought educators and HoDs' views on managing curriculum change in their school. This allowed the researcher to obtain in-depth understanding of the experiences they had, and the challenges they faced during change in the curriculum.

The interviews were conducted telephonically due to Covid-19 regulations. Set restrictions to protect the researcher and the participants was observed. The

interviews were recorded to ensure accuracy in the collection of data. Ethical issues, as well as the measures that the researcher took to ensure trustworthiness of the study, are discussed in chapter 3.

1.7 CONCEPTUAL FRAMEWORK

The focus of this study is implementation of changes in the curriculum, how implementation is managed, the challenges experienced, and the strategies that the HoDs are using in their schools to overcome the identified challenges. The conceptual framework of the management process, conceived by Henry Fayol, will guide this study. Fayol (2016) identifies the key processes of management as planning, organising, leading and controlling (POLC). The conceptual framework of this study is depicted in Figure 1.1.

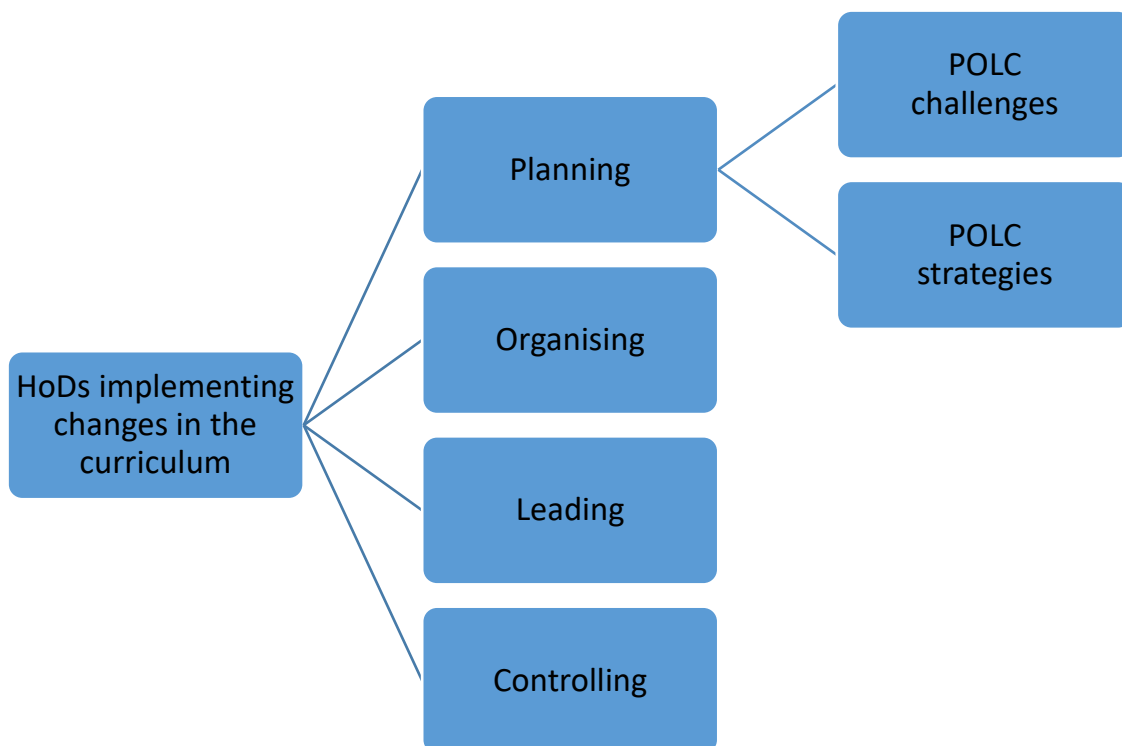


Figure 1.1: Conceptual framework adapted from Fayol's (2016) management process

The first stage in the management process is planning, according to Fayol (2016). Planning is a process that involves the setting of objectives (or goals) that need to be achieved (McLean, 2011). In terms of this study, the planning process will relate to how HoDs prepare for implementation of changes in the curriculum in their subject area of specialisation. The HoDs are expected to identify areas for development, and to formulate a plan to address the identified needs.

Organising is the process that follows planning, and it is about structuring who should do what and when with what resources (McLean, 2011). The HoDs are in a position to develop structured activities to be carried out by the teachers in their department, to be able to implement the required curriculum changes in their teaching subjects. The organising process in the management system is based on and driven by the goals and objectives set in the planning stage.

Leading encompasses interpersonal relationships, which requires leadership that aims at guidance, communication, decision-making and problem-solving. Fayol (2016) highlights the need for effective leadership in achieving the set goals. Leadership and leading as a function of directing involves coordinating people and working with them towards a common goal (Manjunath, 2010). Leaders work well through motivating, supervising and influencing others to achieve the set goals. In this study, the goal is implementing changes in the curriculum in an effective manner.

Controlling and evaluating the quality of work done is an important development process in management. The process of controlling can include action to be taken, such as observation, monitoring, measuring, evaluation and corrective action. Fayol (2016) states that through controlling the standard of work done, one can determine performance standards and implement corrective measures where necessary.

In this study, the challenges faced in implementing curriculum changes, and the strategies used to overcome these challenges, will also be explored. Challenges related to the four management principles, as well as the strategies that HoDs use to address the identified challenges in implementing changes in the curriculum, will be investigated.

1.8 SIGNIFICANCE OF THE STUDY

Educators should have the appropriate knowledge, skills and attitude, so they can be positive forces of change, or the envisioned change is likely to fail (Ramroop, 2004). Implementation of change is the most difficult stage, as most of the shortcomings of the change may appear in this phase (Mampuru, as cited in Ndou, 2008). Jansen and Christie (1999) believe that teachers at schools become stressed about how they are supposed to implement curriculum change. There are good educators out there, but when it comes to implementation of change, they experience fears and feel insecure about how they will put the curriculum into practice in their classes. The above

argument suggests that most of the problems related to curriculum changes are noticed during the implementation stage. Ramroop (2004) agrees with the above statement, namely that managing curriculum change is very important, since it has a significant impact on teachers and institutions, and if not managed correctly and sensitively, with skill, experience, and support, it can lead to good ideas becoming unachievable.

This study is important in the sense that it evaluates how HoDs manage curriculum change in rural primary schools. It also explores the challenges they encounter in managing curriculum change in their schools. So, the findings of this study may benefit the Department of Education, as opinions and experiences of HoDs when managing the implementation of curriculum change at schools will provide insight into relevant problems. This will also give some sort of feedback to the Department of Education about the challenges that HoDs experience during the implementation of curriculum change. Schools will also benefit, because this might make them aware of the kind of support, they need for them to work successfully.

1.9 DEFINITION OF KEY CONCEPTS

Curriculum: the subjects being studied at school. It is also known and referred to as the 'syllabi. The focus of this study is implementation of changes in the curriculum.

School: an educational institution aimed at providing learning under the direction of teachers.

Primary school: an educational institution that caters for learners from Grade R to Grade 7, and which has three phases, namely the Foundation Phase (Grades R to 3), the Intermediate Phase (Grades 4 to 6), and the Senior Phase (Grade 7).

Rural: a geographical area that is located outside towns and cities, where there is no proper infrastructure, such as roads and health facilities.

School management team: this consists of educators who supervise, mentor and give guidance as well as support other educators in the teaching and learning process in the school.

1.10 ORGANISATION OF THE STUDY

Chapter 1 provides an introduction and overview of the study. The chapter explains the problem statement, the research objectives and research questions, the limitations of the study, the delimitation of the study, and the conceptual framework.

Chapter 2 is a literature review on the management of curriculum change. A discussion of the literature on leadership and the management of curriculum changes in general and in rural primary schools will be presented. International literature will be used to shed light on the focus of the research.

Chapter 3 will explain in detail the methodology of the study, namely the research paradigm, approach, design and methods used in the study to collect and analyse the data. Ethical issues will also be discussed in this chapter, as well as the measures taken to ensure trustworthiness of the study.

In chapter 4 the research findings will be presented, followed by a discussion of the findings.

Chapter 5 gives a summary of the research findings, it draws conclusions, and it makes recommendations.

1.11 SUMMARY OF THE CHAPTER

This chapter provides the background of the study, in which I briefly discussed implementation of changes in the curriculum, and some of the challenges experienced internationally and in South Africa. The research problem, the background of the study, and the research questions are presented. I also briefly explained the research paradigm, approach, design and methodology. The conceptual framework is also outlined, as well as the significance of the study, and the delimitation and limitations of the study, and definitions of terms are provided. In the following chapter, the researcher discusses literature on the leadership of HoDs in the management of curriculum changes, and the role played by teachers in curriculum change.

CHAPTER 2

LITERATURE REVIEW OF THE IMPLEMENTATION OF CURRICULUM CHANGE

2.1 INTRODUCTION

In chapter 1, I gave an overview of the study, which included the research problem, the research questions, the conceptual framework, and a brief explanation of the methodology. This chapter focuses on the perceptions of educators on curriculum change in primary schools, the role played by teachers and HoDs in the implementation of curriculum change, and the barriers teachers and HoDs experience during the implementation of curriculum change.

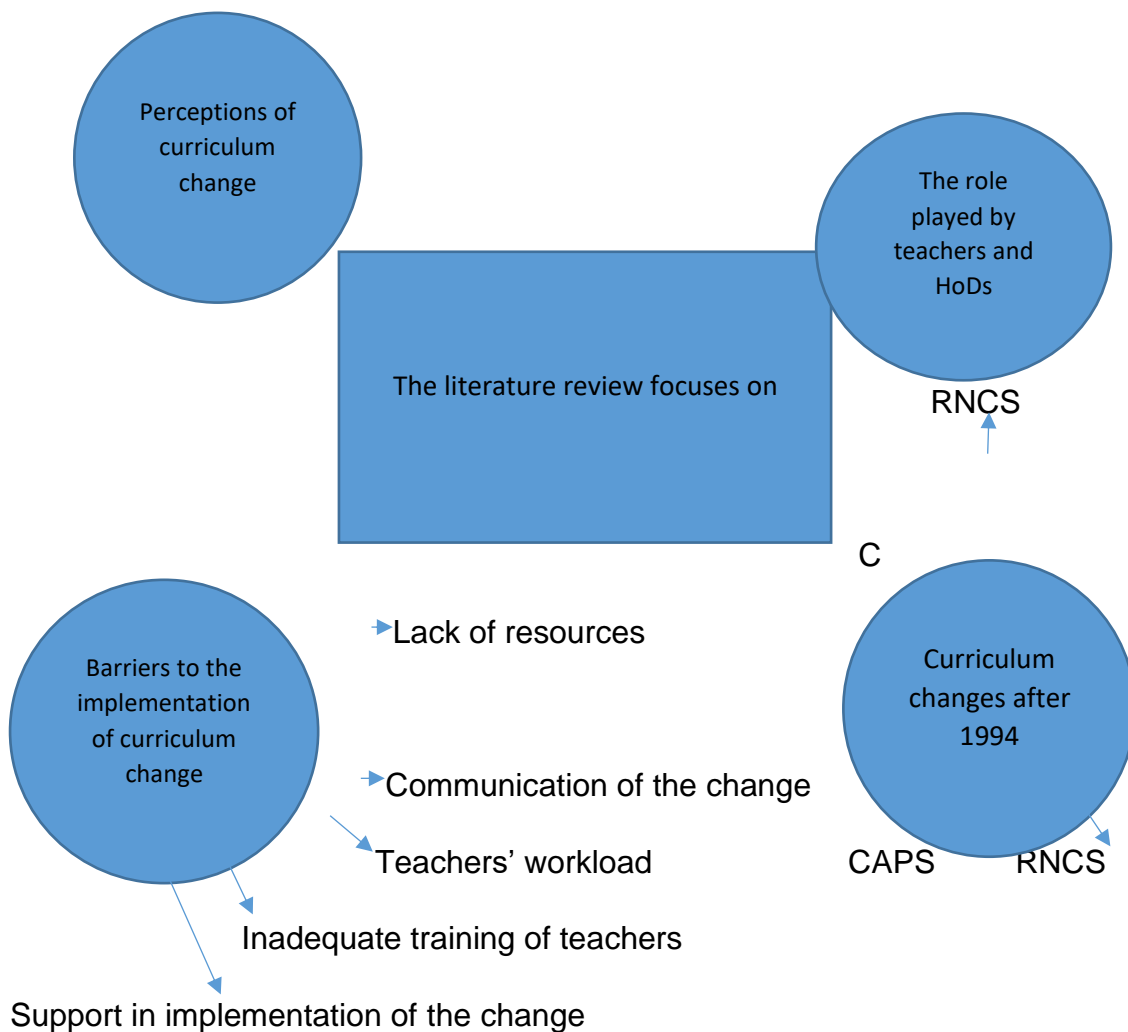


Figure 2.1: The focus of the literature review

2.2 EDUCATION REFORM

Education reform is a process that affects many countries across the globe, including South Africa. Lovat and Smith (2003) state that education reform, including curriculum changes, means to swap the old education system for a new one. Steyn, Steyn and De Waal (2001) explain that the curriculum is characterised by different learning programmes or teaching that can cater for the educational needs of the target group. This means that changing the curriculum is not a bad thing if the purpose is to address the needs of the target group. In the case of this study, such changes could be introduced to address the needs of learners in South African schools. Therefore, implementation of the curriculum cannot be a once-off thing. It takes time to make curriculum changes and implement them. Implementing curriculum changes is a process that requires the cooperation of the whole school and the community, as well as management, for the change to be effective (Pretorius, 1999). Change is not easy or comfortable. In such collaboration, people must be given a platform to talk about their fears or their concerns regarding the change (Department of Education, 2001). Hence, the researcher wants educators and HoDs to talk about their experiences and the challenges they have regarding curriculum change.

2.3 PERCEPTIONS OF CURRICULUM CHANGE

The terms 'curriculum reform' and 'curriculum change' are often used interchangeably. However, they are two different concepts. Curriculum change must occur for curriculum reform to take place. Ewing (2010) defines curriculum change as a movement from one place to another place. The National Curriculum Statement (NCS) in South Africa regards change in the curriculum as a new way of doing things in primary schools. Ewing (2010) defines curriculum change as a big idea that includes concepts such as development, adoption and innovation. Ewing (2010) explains that change can either be planned or unplanned. Curriculum change can also be described as a vibrant process that affects many people with different opinions, interests and needs (Yan & He, 2012). It is a process of changing the content and arrangements of what is taught in the classroom (Yan & He, 2012).

To put the new curriculum into practice, there must be a good understanding of the curriculum, and a plan must be devised to implement the curriculum. This may improve implementation of the new curriculum. The success of the new curriculum depends on

the understanding of teachers about change, and their willingness to collaborate in the implementation of the curriculum. According to Pak and Sung (2013) change is all about movement. Pak and Sung (2013) suggests that schooling individuals is a process that is transformative. Curriculum change affects the lives, the relationships and the working patterns of educators and of learners. Curriculum change should not only focus on what must be learnt by learners but should provide learners with what is needed for life after school. Each learner must be competent in the real world and be empowered with knowledge. Knowledge is seen as a process rather than a product, which is collectively created, dynamic and fluctuating (Gilbert, 2005).

Curriculum change has been viewed and used as an effective way to improve the teaching and learning process, and it has an influence on learners' learning to meet their needs in the world, which is constantly changing (Cai & Ni, 2011). Change affects the current teaching and learning process, and it affects the way schools are managed at all levels of the management process, such that strategies are needed for effective change (Ross, 2009). So, for curriculum change to be effective, it requires a change in behaviour, and that educators must believe in the change (Fullan, 1992). This suggests that teachers must work hard to attain the outcomes of the new curriculum, and they must also have a plan of action designed for the new curriculum, so as to achieve the outcomes.

In this study, curriculum change is understood to mean all the activities and learning areas in the school syllabus which the education authorities consider necessary for learners to reach a certain level of development (Fourie, Grissel & Verster, 1990). Therefore, a curriculum depends on the skills and knowledge students acquire or are expected to learn, which involve learning standards, learning objectives, the lessons they are taught by educators, assignments given to them, books, presentations, videos, assessments, and all other methods given to students as learning materials. Steyn (2006) believes that a school curriculum states the basic reasons why learners should learn about the learning content and all the subjects they learn at school.

In South Africa, the drive for curriculum change is meant to overcome the obstacles brought about by the apartheid government in the education system, and to promote better conditions for social justice, equity and development among the people of South Africa (Gultig, Hoadley & Jansen, 2002). Another reason for curriculum change is to

improve the standard of education and to address issues that policymakers have raised (Day & Gu, 2010). McCombs and Whisler (1997) explain that curriculum change involves empowering individuals so that they can have ownership of the curriculum and be able to support and trust the change. This means that the changes should be relevant and appropriate to the curriculum and the anticipated future needs of individuals, society and industry (Gultig et al., 2002).

2.4 CURRICULUM CHANGES INTRODUCED AFTER 1994 IN SOUTH AFRICA

Since 1994 there have been many changes in terms of curriculum design, methods and the organisation of education. The apartheid government had many departments, distinguished by different curricula and standards, including unequal funding. This segregated education system had separate education systems for Blacks, Indians, Whites and Coloureds (Rakometsi, 2008). The post-apartheid government saw the need to change the education system to rectify the disparities created by the apartheid regime. Change in education became the priority intervention to address the past inequalities in the education system, and to prepare South African communities for the demands of the 21st century. The first democratic government had a huge task of establishing a united department of education, to improve standards across the country, to rectify the disparities created by the apartheid government. Therefore, the aims of the current curriculum are to meet the needs of students' life experiences and to prepare them for future work-related needs, where the aim is to make independent lifelong learners.

Progress has been made in the education system since 1994. The democratic government has somehow succeeded in decreasing the number of education departments from 19 to one. There has been a change of legislation, policy development, curriculum changes, and a change in the way teachers deliver education in classroom settings. But even though there have been many changes, the challenges have not been overcome, including the challenge of how to resolve the problem of socio-economic differences peacefully. Letsoko (2008) argues that curriculum change must focus on challenges, and that it should bring solutions to those challenges. The new democratic government is faced with the task of rebuilding the education system from one that tried to maintain white minority rule, and many other challenges. Therefore, great emphasis has been put on teachers who implement

curriculum changes to provide learners with learning materials that are relevant to their real-life world. Learners, on their part, are encouraged to be lifelong learners, to be critical, and to assess their learning material and implement it in their frame of reference.

The Department of Education adopted a policy that focused on changing the curriculum in schools in 1998. Curriculum 2005 was initiated by the democratic government. It was named Curriculum 2005 because it was meant to be fully implemented in 2005 (Department of Education, 2000). Unfortunately, this outcomes-based education approach was found to be creating many unnecessary challenges that hindered the promotion of effective teaching and learning (Department of Education, 2010a). It was destined to fail. The curriculum had many assumptions regarding the role of teachers, how the classroom must be arranged, and the kind of activities to be taught. Therefore, there was a need to streamline and build up Curriculum 2005 through the introduction of the National Curriculum Statement (NCS). A Ministerial Task Team (MTT) was appointed in 2009 by the Minister of Basic Education to review the implementation of the NCS for Grades R to 12. The task team produced a report stressing that the curriculum needed to be improved (Department of Basic Education, 2011b). There were continuous disparities in the NCS. A major challenge found by the task team was poor performance in literacy and numeracy in all grades (Department of Basic Education, 2011b). Due to all these challenges, and due to frustration from educators, there was a need again to streamline the curriculum and to address flexible skills development, which led to the introduction of the Curriculum Assessment Policy Statement (CAPS) (Moodley, 2013). This policy has been perceived to be a solution to poor learner performance across all grades.

2.4.1 Curriculum 2005 (C2005)

Curriculum 2005 (C2005) is the name of the national curriculum framework which was introduced into schools in 1998, and which is based on the concept of Outcomes-Based Education (OBE). C2005 began in 1998, and it was anticipated to be fully implemented across all grades by 2005. Professor Sibusiso Bengu, the then Minister of Education, announced the government's intention to adopt policy in the area of the school curriculum, which was based on the concept of OBE and called Curriculum 2005 (Jansen, 1998). C2005 was aimed to be a joint policy initiative that would bring

change in the way schooling was done, and transformation in teaching and learning (Fataar, 2001).

Curriculum 2005 (C2005) set the vision for general education to step aside from apartheid, from racism, and from rote learning, towards learner-centred outcomes-based initiatives. Jansen (1999) sees C2005/OBE as a political response to apartheid schooling, instead of a response that is bothered with the methods of changes at classroom level, while Mahommed (1999) sees C2005/OBE as the first step to moving South Africa from a pattern that focuses on efficiency and quantity to a pattern that focuses on quality and effectiveness. Stoffels (2008) argues that C2005 stressed 'outcomes' rather than input, and learner-centredness and active learning rather than passive learning.

Jansen indicated that Curriculum 2005 (C2005) was probably going to fail, since the government could not provide enough resources for schools, and they did not take into consideration the capacity of teachers at schools (Jansen, 1999). Penny, Ward, Read and Bines (2008) agree with Jansen, namely that C2005 was introduced into schools amidst insufficient training of educators, a lack of learning and teaching support material, and no budget or overall implementation plan. Uiseb (2007) highlights the risk of this curriculum in that it is not content based, so educators may think that any content is fine. This means that educators may teach whatever they feel is right to teach. Teachers were confused about the fundamental conceptual framework and the philosophy of the curriculum (OBE), and about the context of the new curriculum (C2005) (Fiske & Ladd, 2004). Jansen (1998) notes that the initial implementation of Curriculum 2005 had many challenges, such as new terminology that was not accessible to teachers, financial constraints that were an obstacle in training teachers, and a lack of resources, especially for educators in disadvantaged schools.

The then Minister of Education, Professor Kader Asmal, initiated a Ministerial Review Committee in 2000 to revisit the challenges encountered during the implementation of Curriculum 2005 (C2005) (Department of Education, 2000; Uiseb, 2007). The Review Committee made some unexpected findings regarding educators' understanding of C2005/OBE. The Review Committee mentions the following issues as constraints to the implementation process: (1) the structure of the curriculum, (2) the complexity of

the language used, (3) the quality and quantity of training provided, (4) lack of alignment between curriculum and policy, (5) the availability and use of learning and teaching support material, and the capacity of provinces to support implementation and teachers in the classroom, (6) the shortage of personnel and lack of resources to implement and support C2005, and (7) inadequate recognition of the curriculum as the core business of the Department of Education (Chisholm, 2005). The above-mentioned factors are a guarantee for unsuccessful implementation of the new curriculum (C2005). So, the Review Committee advocated drastic changes, including that the curriculum should be taught by streamlining its design features, simplifying its language, improving teacher orientation, and aligning the curriculum with provincial support and learning and teaching support material (Department of Basic Education, 2010a). The team's recommendation led to the launch of the Revised National Curriculum Statement in 2002.

2.4.2 The Revised National Curriculum Statement (RNCS)

After the implementation of C2005, the curriculum was again reviewed in 2009, and it was proposed that the Revised National Curriculum Statement (RNCS) be implemented as an official government policy. This was not a new curriculum but a smoothing and strengthening of the previous curriculum (C2005) and approval of the commitment to OBE. It was assumed that such a policy would be much easier to implement, and that it would give a lot more structure in terms of what was taught. It was also assumed that it would provide more clarity on what learners should achieve by the end of each grade.

The RNCS was rather a vision that was there trying to rectify the challenges created by C2005 (Bantwini, 2009). So, according to Bantwini (2010), the way teachers accept and understand the new curriculum is likely to have an impact on how its implementation challenges will be managed. Teachers did not see any difference between C2005 and the RNCS, however (Björklund, 2015). This means that challenges faced in C2005 were likely to be challenges in the RNCS as well. So, the intention of the policy to simplify C2005 and to make the RNCS easy for educators to implement was never realised.

Implementation of the RNCS is based on the practices of curricula from developed countries, where the context of education is different, while South Africa lacked the

resources to make such practices work, which frustrated the implementers (Bantwini, 2009). Bantwini (2009) argues that curriculum change should be a long-term process, because if the values, experiences and beliefs of teachers are not taken into consideration, there will be a huge gap between the intentions of the new curriculum and the outcomes.

The RNCS was therefore to be more teacher friendly. Its aim was to develop the full potential of learners in South Africa. It strives to make lifelong learners who are confident, independent, literate, numerate, multi-skilled and compassionate, and who can participate in society as active citizens (Department of Education, 2002). It envisions teachers who are qualified, dedicated in their work, competent and caring, and who will be able to fulfil the different roles outlined in the Norms and Standards for Educators (Government Gazette no. 20844).

The Minister of Basic Education, Angie Motshekga, made the announcement in November 2009 that 'Outcomes-Based Education is dead' (Department of Basic Education, 2011a; Motshekga, 2009). She consequently introduced the Curriculum and Assessment Policy Statement (CAPS) as part of the National Curriculum Statement, which focuses on assessment in all subject areas. The implementation plan for CAPS was initiated in 2012 in Grades R to 3.

2.4.3 Curriculum and Assessment Policy Statement (CAPS)

Pinnock (2011) argues that even though OBE is 'downplayed' in CAPS, it will continue to be the method of teaching. CAPS is therefore not a new curriculum, but a modification of what educators teach (OBE). The major difference between the underlying philosophies of OBE and CAPS is that OBE emphasises the achievement of learning outcomes, while CAPS emphasises the acquisition of skills. Maodzwa-Taruvunga and Cross (2012) explain that CAPS puts strong emphasis on implementation and educators' needs, by stressing the importance of knowledge of subject disciplines.

The Minister of Basic Education, Angie Motshekga, gave the mandate for the Ministerial Review Committee to investigate the nature and the challenges of the curriculum. The Review Committee made several recommendations for the Curriculum and Assessment Policy Statement, as follows:

- Greater clarity is needed in curriculum policy documents. It was recommended that unclear and vague terminology be removed.
- There should be greater specificity of content in curriculum documents, as educators experience difficulty determining exactly what content should be taught in each grade.
- There should be greater articulation across the system, ensuring better grade-to-grade progression in the work that is taught, and more systematic development of concepts and skills.
- Educators' workload should be reduced; many of the administrative requirements associated with curriculum implementation should be eliminated.
- There should be rationalisation of policy documents, processes and administration. There should also be rationalisation of the number of subjects taught in the Intermediate Phase (Grades 4–6).
- District officials should provide greater support for curriculum implementation, assisted by the supply of good-quality teaching and learning materials, from such sources as the Department of Education's own dedicated e-learning portal, Thutong. (Centre for Education Policy Development, 2011)

In a study conducted in Gauteng Province, South Africa, by Mogashoa (2013), the findings reveal that CAPS implementation in the Intermediate Phase already shows signs of failure, as it faces almost similar challenges to the implementation of the OBE curriculum. The challenges include the heavy workload of teachers, lack of resources, poor training for educators, insufficient workshops, no follow-up workshops, and limited time. The study proposes further training of educators in the form of seminars, conferences, observations, and networks of educators, as workshops last only a few days, and they proved to be ineffective in assisting educators to understand curriculum implementation (Mogashoa, 2013). Mogashoa (2013) argues that if training is to be relevant for educators, their needs should be identified and taken into consideration when designing professional development programmes.

2.5 THE ROLE OF HoDs AS LEADERS IN CURRICULUM CHANGE

Leadership is a concept that has been used in many ways. A leader is someone who motivates staff, who has a vision, and who sets goals that motivate and build a working team and promote a positive climate in the school (Dimmock & Lee, 2000). In most

definitions, one common descriptor is that being a leader is the influence experienced by followers, and that leaders have to achieve goals (Van Niekerk, 1995). Spillane, Halverson and Diamond (2004) argue that principals are not the only leaders in the school, but that there are several teachers assigned to lead in the school. Therefore, heads of departments (HoDs) are also leaders in the school, as well as managers of curriculum change. HoDs as leaders have the task of ensuring curriculum development, supervision and mentoring of teachers in the Department of Education, professional development of teachers, and interpersonal relations (Maree, 2000). Monitoring of the work done by the teachers can be done through classroom visits, moderating tests and examinations, and also looking at students' work (Department of Education, 2000a). It means that classroom visits in this instance are not done for teacher appraisal only, but to engage teachers in instructional dialogue about classroom practices.

Consistent monitoring is necessary to determine the extent to which strategies and teaching methods are applied in the classroom by the teachers. HoDs are also expected to assist teachers in developing lesson plans, as well as in delivering lessons. They are expected to guide and lead teachers regarding the right content and methods of implementing the new curriculum. Weed (2008) believes that HoDs lead a team of teachers in delivering the curriculum. Implementation of the new curriculum must be supervised, because without guidance or control, it is likely that educators will do what they think is best, without being concerned to align with the new curriculum (Okoth, 2018). So, it is HoDs that should ensure that teaching and learning happens at the right time. The Department of Education (2006) stipulates that HoDs are to be involved in class activities, in organising enrichment programmes, such as sport or music, and in ensuring that education of learners is promoted in a good way.

Leading curriculum change is not an easy task, because school heads have the responsibility of mentoring teachers and supporting them while developing and adopting the new curriculum (Bryk, 2010; Pak & Desimone, 2019). They have the responsibility of making curriculum change a success. Labane (2009) agrees and asserts that for curriculum implementation to be successful, it depends on improvement of management. In another study, Shoba (2009) found that effective curriculum management is only hindered by old roles played by teachers. Jansen (2009) states that there is a lack of knowledge on how to adapt to a changing

curriculum, as well as role expectations, because of lack of continuous training of HoDs in curriculum management by the Department of Education. According to Bush (2003), effective leadership of HoDs is essential for school improvement. Thus, great demands are made on HoDs to serve as an intellectual resource or a catalyst for teaching and learning, so as to achieve quality education (Beerens, 2000; Kirkham, 2005).

School heads who successfully manage the curriculum effectively focus on how things are done, and in the process, they involve their staff at many levels. To manage the implementation of changes in the curriculum, school heads should work collaboratively with the teachers, so they can have ownership of the curriculum, and commitment in school activities. New (2000) believes that successful curriculum management by school managers depends on teachers' expertise and efforts. This is because teachers participate actively in curriculum decision-making when they perceive their relationship with the HoD, the deputy principal and the principal as collaborative and supportive, and as facilitating curriculum implementation (Coleman, 2003). Labane (2009) conducted research on management and planning of a new curriculum, and she concluded that the management process of curriculum implementation should be a collaborative mission for it to be a success.

Traditional management styles, where the principal is solely responsible for curriculum implementation, are a barrier to collaboration that can facilitate curriculum delivery (Shoba, 2009). In South Africa, school management teams (SMTs) are also responsible for managing implementation of the curriculum (Department of Education, 2000a). The SMT consists of the principal, the deputy principal and the heads of departments (Department of Education, 2000b). The main task of the heads of departments as part of this team is to manage the implementation of curriculum change. They are the ones who promote a positive attitude among the teachers, and who involve the teachers in decision-making and in leading by example (Okoth, 2018).

Kanter (2005) argued that the role played by HoDs has not been studied fully by researchers. HoDs are basically responsible for managing different subjects and phases in the school. However, HoDs in the rural areas are unable to perform some of their duties because they have to teach full-time in the classroom, due to the shortage of teachers (Botha, 2006). The shortage of teachers is as a result of the fact

that schools are given management posts based on the number of learners enrolled, as per the Post-Provisioning Norm (PPN), and at the same time, the Department of Education provides schools with teachers based on the number of learners. HoDs in the rural areas are failing to do their job as managers due to the few learner enrolments, which leads to restructuring or redeployment of educators, and they are faced with many challenges, such as network connectivity problems, poor water access, no electricity, and lack of infrastructure (Howie, 2000). Van der Westhuizen (2002) concurs with Howie and asserts that HoDs in rural primary schools are faced with big problems, and that they do not get enough support from the district officials, because they hardly visit the schools or familiarise themselves with the challenges faced by HoDs in the schools. Carnoy (2006) believes that in order for HoDs to render supervision and monitor duties effectively, they need support and proper training, and they need to be motivated through the provision of resources.

2.6 THE ROLE PLAYED BY TEACHERS IN CURRICULUM CHANGE

The terms 'teacher' and 'educator' are used interchangeably. In this study, the terms 'teacher' and 'educator' refer to Post Level 1 educators. According to the Employment of Educators Act (Act 76 of 1998), an educator is any person who teaches, educates or trains other people, and who provides them with professional educational services, professional therapy or educational psychological services, at any public school, further education and training institution, department office or adult basic education centre, and who is appointed in a post at any educator establishment under this Act.

Educators should not be left out when talking about curriculum change, because they are the agents of curriculum change. Managing the curriculum is the responsibility of all the teachers in the school (Middlewood, 2003). Emihovich (1998) agrees and encourages teachers to be energetic agents of change, so that they can be innovative and open to change and be researchers in their classroom. This means that teachers are the pillars of curriculum change. With their knowledge, experience and competence, they are responsible for introducing curriculum change and implementing it. In other words, for curriculum change to be successful, teacher involvement is needed. Without their involvement, there will not be any effective curriculum delivery in the classroom. The confidence of the teachers also grows if senior managers involve them in curriculum decision-making.

There should be enough time given to educators to gain the self-assurance they need to deliver the curriculum, and they need adequate support during curriculum change to ensure its success (Joseph, 2010). Change is not easy, and it brings much insecurity and self-doubt for teachers. Alshorfat (2011) explains that curriculum change means a change in the way things are done, or a change in established methods and approaches that teachers use in the classroom, and it demands that teachers acquire new skills and change their attitude and their teaching style to meet the needs of the new curriculum being implemented.

Scholars believe that school principals, with their leadership skills, can be of great help to teachers, and they can also give their support to teacher learning communities (Branch, Hanushek & Rivkin, 2013). Researchers argue that principals can nurture teachers and develop their professional growth as part of the school culture, so that they promote their values and beliefs, which can help them to collaborate and work as a team to promote education. This collaboration of teachers can assist them to design their lesson plans together, to share their resources, and to organise discussions of specific subjects.

2.7 BARRIERS TO THE IMPLEMENTATION OF CURRICULUM CHANGE

2.7.1 Lack of resources

Educational resources can be defined as required assets or tools that have a huge impact on teaching and learning outcomes. These tools include textbooks, science laboratories, school furniture, technological equipment, and computer labs. Implementation of a new curriculum places great demands and expectations on teachers, while the support and resources available are inadequate for their everyday needs in the school (Flores, 2005; Fullan, 2007). Fullan (2007) argues that lack of resources limits teachers' ability to implement a new curriculum effectively. Implementation of a new curriculum places additional demands on educators in schools, and there is a huge need for resources and support for educators. Lack of resources has been identified in the literature as an obstacle in the implementation of curriculum change. In rural schools, teachers need professional development in subject knowledge and pedagogical skills (Hongbiao, 2013).

According to MacPhail (2007), in Scotland the revised physical education curriculum failed because of lack of the required resources, such as textbooks. Teachers

struggled to prepare for lessons with no textbooks and the needed resources (MacPhail, 2007). As reported by Penny et al. (2008), a new curriculum in Uganda called the Education Strategic Investment Plan (ESIP) failed because they did not have enough teaching and learning materials, they had no budget to pay for them, and training of teachers was insufficient. Thai scholars Prapaisit de Segovia and Hardison (2009) and Vietnamese scholars Canh and Barnard (2009) found that insufficient resources were an obstacle to implementation of a new English curriculum. A review of the national curriculum reform in China (2001–2011) shows that implementing changes in the curriculum was a slow process in rural schools, due to the lack of competence of the teachers in the absence of the support they needed.

In South Africa, Sayed et al. (2017) believed that former Model C schools are historically invested with high-quality facilities, equipment, and resources, which are crucial for their success, unlike disadvantaged schools in the rural areas and townships. This suggests that resources play a vital role in the current education system, as they assist in accelerating learning in the classroom, because when resources are limited, schools do not have the kind of support needed to help learners learn. Fullan (2007) is of the opinion that contextual as well as cultural factors should be taken into consideration when planning and implementing a new curriculum. Adaptations, or modifications, made to the curriculum calls for additional new resources, which may not be available in some schools (Flores, 2005; Fullan, 2007). According to Fullan (2007), a lack of resources needed for teaching and learning reduces the capacity of teachers to teach a new curriculum.

Sedibe (2011) believed that equal distribution of resources in South Africa would reflect unity and a fair post-apartheid society, where teachers and learners are able to achieve positive teaching and learning outcomes with the needed resources. However, in South African schools' equal distribution of resources is still not possible, especially in rural schools (Christie, Butler & Potterton, 2007). Christie et al. (2007) explains that even if resources are lacking, it is always good for the educators and the principal to start planning at the beginning of the year how they are going to achieve their goals. This assists educators to always remember the school's vision and mission, and to not make lack of resources an excuse for not accomplishing their education goals (Mestry & Singh, 2007). This means that as much as resources are crucial for the teaching and learning process, this does not mean that teachers do not

have ability. As reported by Christie et al. (2007), when educators are focused on getting good results, the school is not constrained by a lack of resources.

2.7.2 Inadequate training of educators

Most teacher training institutions provide short-term programmes for not many hours or days, with very few follow-up activities, which do not adequately cover the skills needed to implement changes in the curriculum (Park & Sung, 2013). Penuel, Gallagher and Moorthy (2011) states that the site where the training takes place must be equipped with all the necessary material through implementation of the curriculum changes, especially in the initial phase. Kırkgöz (2008) agrees with Penuel et al. (2011) and stresses the need for ongoing training for educators in the initial stage of the change. Lombard, Meyer, Warnich and Wolhuter (2010) argue that one of the challenges is that teachers are not competent in the new curriculum because they have not been adequately trained. They complain about the way workshops are conducted. Workshops are inadequate, and they do not prepare educators to implement the new curriculum effectively (Maphalala, 2006; Matshidiso, 2007). There is no chance of implementing curriculum reform successfully if teachers are not in line with the reform or they do not have the necessary equipment (Ngibe, 2013). Therefore, ensuring teacher development is the only way to make the new curriculum succeed (Lieberman & Pointer Mace, 2008).

Inadequate training of teachers to be able to implement changes in the curriculum amidst other unfavourable conditions, characterised by lack of resources and large classes, makes curriculum implementation a daunting task (Johnson, Monk & Swain, 2000; Nishino, 2008). The University of Nigeria in Nsukka has the largest education faculty in sub-Saharan Africa, yet it does not offer any basic course in special education, which is needed for all educators to be able to implement the curriculum. This means that teachers remain unskilled and unprepared to face the challenges of curriculum implementation. Lack of training creates fear in teachers and reluctance to implement changes, some of which relate to inclusive education. Park and Sung (2013) argue that there is an urgent need for continuous professional development of teachers, to empower them to cope with curriculum changes and implement the process successfully.

The task team for the review of implementation of the NCS once recommended thorough training of principals, deputy principals and HoDs on the roles of curriculum content, for them to be able to support teachers effectively (Department of Education, 2009). Onwu and Mogari (2004) believe that for teachers to boost their self-esteem and develop a positive attitude regarding curriculum change, they must be empowered through appropriate professional development programmes. These programmes are planned to bring about change in teachers' beliefs, attitude and perceptions regarding curriculum change, and the way they will behave in the classroom when delivering the change. Penuel, Fishman, Yamaguchi, and Gallagher (2007) argue that these programmes are very short, with no follow-up activities. The process of implementation of curriculum reform requires continuous professional development of educators (Halbert & MacPhail, 2010).

2.7.3 Teachers' workload

Curriculum reforms can result in an increase in the workload of teachers, because in addition to the routine preparation for teaching, the teacher must incorporate new elements in their work (Day, 2002). Cheung and Wong (2012) assert that in-service training and the repeated meetings, although necessary in light of changes in the curriculum, can also increase the workload of educators. Park and Sung (2013) and Cheung and Wong (2012) state that teachers' inadequate understanding of the reforms, and lack of support to teachers in implementing curriculum changes, can increase the workload of teachers, as they struggle to learn new skills required to implement the curriculum. The increase in workload may limit the extent to which teachers adapt to implementing changes in the curriculum (Zimmerman, 2006).

Teachers are very important during the implementation period. Therefore, their opinions should matter when implementation of curriculum change occurs, and their contribution should not be ignored (Vähäsantanen, 2014). When curriculum change is introduced, teachers are given the responsibility to unpack these changes, and also to present them in the classroom (Troudi & Alwan, 2010). These changes make them work under a lot of pressure, and they have to make sure that they maintain their daily classroom activities smoothly (Kelchtermans, 2009). As a result of curriculum change, the workload increases, and this erodes teachers' independence and challenges their professional identity (Day & Smethem, 2009). The increased workload is a significant

challenge, especially in rural schools (under-resourced schools), because of budget constraints, where the schools are given a very low post establishment due to low enrolment. Under such conditions, teachers are given many subjects to teach, which puts considerable strain on them.

Due to the shortage of teachers, in most rural schools they recruit non-professional, unqualified teachers to assist in the school. This is the strategy they use to address the shortage of teachers and to reduce the workload on teachers (Chikoko, 2006; Reddy, 2003; UNESCO, 2006). However, use of these non-professional teachers produces poor-quality education and is associated with poor performance in terms of learner outcomes. It is expected that use of non-professional teachers could produce poorly educated students. Kruijer (2010) agrees, namely that learners taught by qualified educators perform much better than learners taught by unqualified educators. In rural schools in South Africa the learners receive a poor education, because there are many unqualified teachers (Mitchell, De Lange, Balfour & Islam, 2011).

Curriculum change demands a radical change in the role of teachers, and it depends on teachers' willingness to implement it, because it is a lot of work to do. Educators' ability to perform well in reform requires significant changes in their knowledge, their beliefs and their instructional practices (Borko & Putnam, 1997). These changes may cause most teachers to resist curriculum change (Zimmerman, 2006).

2.7.4 Support in the implementation of curriculum change

Van der Merwe (2002) posits that there is a need for more support to be given to teachers to enable them to implement the modified curriculum. This suggests that teachers must be adequately supported and motivated to deal with the difficulties inherent in implementing curriculum change. Marton (2006) asserts that teachers receive very little support to handle the mandated changes in the textbooks used and the curriculum. Selesho and Naile (2012) agree with Marton (2006) and add that the workshops provided in an attempt to address the curriculum implementation problems still fall short of taking into consideration the reality of the classroom situation that educators face when implementing curriculum change in schools. The Vietnamese physical education (PE) curriculum at Queensland University failed because it was hindered by a lack of professional development and insufficient support for existing PE instructors (To, Wharton, Gallegos, Stylianou, Do, To, Tran & Trost, 2020).

It is important to support teachers during the implementation of curriculum change because it promotes teachers' self-efficacy (Govender, 2018). Govender (2018) argues that teachers play an integral part in education reform, and that they therefore need support within the school and outside the school. The leadership skills of the principal can support the teaching culture and the organisation techniques, where teachers can talk about anything, including teaching and learning about the curriculum, and where they can teach each other what they have learnt about their craft (Everard, Morris & Wilson, 2004; Okumbe, 2007).

Education methods and activities can only be implemented fruitfully when teachers have knowledge about the new curriculum. This means that teachers are expected to be up to date on curriculum-related developments. They should have appropriate knowledge, skills, beliefs and attitudes, so that they can be positive agents of change, or the envisaged change is likely to fail (Ramroop, 2004). Guskey (1986) agrees and emphasises the need to encourage teachers and to support them in the process of implementing a new curriculum, because lack of support and guidance to teachers is the reason most curriculum changes fail.

2.7.5 Communication of the implementation of curriculum change

One of the key factors for a successful curriculum change is extended communication between the public and the private sector. After initial analysis of the curriculum change, establishment of in-depth communication with internal and external stakeholders, through workshops, seminars, and presentations about the curriculum change, is necessary. The aim of such communication is to deal with fears and confusion, and to provide clarity, to reduce resistance to change. Curriculum change is likely to be successful in situations where there is clear and adequate explanation of the change. The current view of curriculum changes advocates for engaging all relevant stakeholders in the process of curriculum change. Outcomes should be clearly shared and owned by the different stakeholders. Any attempts made to bring about curriculum change must be communicated to the teachers, so that they support such a move, because if they are not informed about such a change, they may resist the change. If teachers are rarely involved in curriculum development, they will resist curriculum change and not want to commit fully to its implementation (Oloruntegbe, 2011). Troudi and Alwan (2010) recommend that the school management

communicate with the teachers, and that teachers have a say in curriculum reforms, by involving them in curriculum development, because if they are not involved, they will be oppressed and feel powerless. This links with the observation by Yulianti (2015) that a way to ensure that innovation is implementable in the classroom is to involve teachers in its planning, without denying the need to inform teachers and give them training on the new curriculum.

2.7.6 Learners with barriers

Learners with barriers are unable to engage fully in the learning process. It is believed that learners with barriers are at risk in formal education. It is unfortunate that learners with barriers are expected to enter mainstream education and perform like other learners. Learners with barriers may not have the chance to develop the values, skills and attitudes expected of learners in the first grades. Donald, Lazarus and Lolwana (2002) agree that learners with barriers are at risk, especially in Grade 1. This is because it is not easy for learners with barriers, especially ones from disadvantaged backgrounds, to get the attention they need or deserve to cope in the classroom. An earlier study by Weikart (1989) found that learners with barriers usually drop out of school, or are placed in special schools, or are detained, or lose confidence in their academic ability. Donald et al. (2002) concurs with Weikart when they posit that learners from disadvantaged backgrounds with malnutrition, poverty or diseases, such as Aids, are more likely to experience barriers in learning than learners from developed countries.

Fuchs and Fuchs (2002) suggest that interventions need to be done for learners with barriers to improve their learning abilities, because most of the time these learners are excluded from formal education. Learners with barriers need help, especially those in mainstream education. There is a mandate encouraging equal education for all learners irrespective of barriers, and this mandate is rendered in many countries (Department of Education, 2001). The importance of early childhood development is stressed in the White Paper on Education and Training (Department of Education, 1995). The South African Schools Act and the White Paper 6 on Special Needs Education mandate education for all learners with barriers in South African schools. Johnstone and Chapman (2009) highlight the following challenges that educators encounter when teaching learners with intellectual disabilities in the classroom:

pressure, the behaviour of these learners, their capabilities, and lack of teacher–parent contact. An investigation found that teachers trained to teach inclusive education have positive attitudes when dealing with learners with barriers in their classroom (Stella, Forlin & Mei Lan, 2007).

2.8 SUMMARY OF THE CHAPTER

The literature review in this chapter explained the changes in the South African curriculum since 1994, the perceptions of curriculum change, the role played by teachers in the implementation of curriculum change, and the challenges experienced by teachers as they implement a new curriculum. The following chapter elucidates the research methodology employed in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, the researcher reviewed the literature on the management of curriculum change in primary schools, and she took a closer look at the role played by teachers and HoDs in curriculum change. In the current chapter, the methodology employed in the study will be explained in detail. The research paradigm, approach, design and methods used to conduct the study will be elucidated. An explanation will be given of how data was collected, as well as the type of research that was conducted. The chapter further explains ethical issues and the measures taken to ensure trustworthiness of the study.

3.2 RESEARCH PARADIGM

The research paradigm for this study is constructivism. In the constructivist paradigm, all knowledge is meaningful, and reality is subject to change due to human activities, where it is built in and out of interaction between the world and people. In this paradigm, knowledge is developed and transmitted in a social context. In qualitative research, the aim is to engage in research that probes to deeper understanding rather than surfaced features. Constructivism believes that people's experiences, or an individual's life-world experiences, are what contribute to knowledge about the phenomenon being studied. Constructivists believe that truth depends on one's perspective, and that different perspectives are always relevant.

The constructivist research paradigm allows for the use of different data collection techniques to generate adequate data that can be used to construct knowledge about the phenomenon under study (Golafshani, 2003). Opportunities are created to enable the participants and the researcher to co-create knowledge. Another advantage of this paradigm is that it makes possible a good partnership between the researcher and the participants, which enables them to tell their story (Baxter & Jack, 2008). Baxter and Jack (2008) assert that truth is relative, and that it depends on one's perspective. In this study, the participants and the researcher co-created knowledge on implementing curriculum changes in the rural South African school context. This co-creation of

knowledge allowed the researcher to understand the actions of the participants through their stories, and the participants were able to express their view of reality, due to the collaboration between the researcher and the researched (Baxter & Jack, 2008). The constructivist ontology posits that there is no objective reality in qualitative research. Guba and Lincoln (1985) assert that reality differs from person to person and is subjective. This means that reality is built individually, and that there are as many realities as individuals (Scotland, 2012). In this study the reality of the implementation of curriculum changes in rural primary schools was constructed from the experiences of the participants.

3.3 RESEARCH APPROACH

The research approach followed in this study is the qualitative approach. Baxter and Jack (2008) define the qualitative approach as a methodology that provides tools for researchers to investigate complex phenomena in their context. Yin (2016) explains that this approach aims to get to know how people deal with the real world, and what they think about their everyday life experiences. McMillan and Schumacher (2006) describe the qualitative approach as an approach with many methods, aimed at gathering valid data. The qualitative approach involves the use of direct observations, interviews (by telephone or cell phone, or face to face, or via WhatsApp, email or radio communication) or document analysis. This approach allows the researcher to scrutinise individuals or organisations through interviews (Yin, 2003).

The qualitative approach was deemed suitable for this study because this approach allows gathering of data from the sites where the phenomenon under investigation is experienced by the participants being investigated. Maree (2007) describes qualitative research as a naturalistic approach that wants to apprehend the phenomenon under study. Therefore, the researcher's involvement through this approach enhances her understanding of teachers' views and perceptions regarding curriculum change (Yin, 2016). Giardina and Denzin (2013) assert that the qualitative approach enables reflection on the nature of certain things, such as real-life experiences.

3.4 RESEARCH DESIGN

In this study I employed a case study research design. Creswell (2007) defines a case study as a system focusing on a single case or multiple cases. Cohen, Manion and Morrison (2007) describe a case study as a research design that depends on many

sources of evidence, including reports, emails, observations, interviews and memos, which are selected based on their fitness for the purpose. Hays and Wood (2011) recommend that researchers that conduct qualitative research look to acknowledge facts from those who first experienced the phenomenon, or those who have directly experienced it. McMillan and Schumacher (2006) state that the case study design is good for learning more about poorly understood situations. It enables the researcher to investigate a phenomenon in its real-life context (Baxter & Jack, 2008). The case study design allowed me to collect data through interviews in various schools and participants to be able to triangulate the findings. Therefore, in choosing the case study design, I was able to analyse the data and make sense of what the participants have experienced as managers and teachers in a specific primary school in a rural area.

3.5 RESEARCH METHODOLOGY

3.5.1 Research site

The site of the research was two circuits in the rural areas surrounding Mount Frere, Alfred Nzo West District. Five primary schools were selected by the researcher to be involved in the study. Most schools in this circuit have only one HoD, or no HoD at all, due to low learner enrolment. Therefore, the criterion for selecting the research site was a school size of a minimum of 135 learners. The researcher was given a list of schools with HoDs by the circuit manager, with the numbers of learners and teachers in each school. This enabled the researcher to select only primary schools that have HoDs, to provide her with rich information about managing curriculum changes. Post Level 1 teachers were then selected on the basis of their having teaching experience of more than 10 years and, of course, on their willingness to participate in the study.

3.5.2 Sampling

In qualitative research, the samples are probably chosen in an intentional way. Leedy and Ormrod (2005) define sampling in qualitative research as conducting a content analysis from a group of people by selecting only those that are rich in information for the study. Sampling is about the richness of the information generated, and its appropriateness and adequacy (Fossel, Harvey, McDermott & Davidson, 2002). There are different sampling processes, namely purposive sampling, convenience sampling and snowball sampling. Purposeful sampling was used to select potential participants

for the study (Creswell, 2002). According to Fossel et al. (2002), in purposeful sampling the researcher identifies information-rich participants because they are possibly knowledgeable about the phenomenon under investigation. The researcher selected one HoD and one teacher per school. No preference was given to any gender for both the teachers and the HoDs, as long as the participant had more than three years' experience in the field. The teachers had to be teaching any class from Grade 1 to Grade 7. The participants were from five primary schools in Alfred Nzo West District. The total number of participants was 10, namely one HoD and one Post Level 1 teacher from each school.

3.6 DATA COLLECTION METHOD

The data collection method in this research was interviews. An interview is a data collection method that involves the researcher asking one or more participants general open-ended questions and recording their answers (Creswell, 2012). Roulston (2014) defines an interview as a conversation with a purpose. Roulston (2014) maintains that interviews involve both the participants telling their stories and the researcher representing their stories. In an interview, the researcher has direct contact with the interviewees and gets to ask them questions related to the research problem. The researcher in this study was aware of the Covid-19 pandemic, so WhatsApp video calls were used where possible to have virtual human contact with the participants. This also eliminated the costs of travelling to the sites of the participants. Possible limitations of this method of data collection are bad network connections and the cost of data for participants to use their cell phone.

The researcher employed semi-structured interviews to collect data for the study. Semi-structured interviews are conducted to explore facts and motives, participants' beliefs and perspectives, and why participants think of engaging in a particular behaviour (Leedy & Ormrod, 2005). The literature shows that there are different modes of qualitative interviews, namely one-on-one face-to-face interviews, telephone interviews and email interviews (Creswell, 2012). In taking part in the interview process, the researcher obtains information from the participants that tells the story about their real-life experiences and that generates new knowledge (Gubrium & Holstein, 2002).

3.6.1 Research procedure

Data collection is the process of actively building knowledge about the world using certain principles (Mason, 2002). In qualitative research, the researcher obtains data from various sources; they obtain data not only from people, but also from objects, textual materials, audio-visuals or electronic records (Leedy & Ormrod, 2005). The researcher in this study interviewed the first participant then continued with the other participants until all the interviews were done. The interview process was followed by transcribing of the recordings (Horowitz & Gerson, 2002). The interview recordings were transcribed immediately after each day's interview, and the transcripts were saved on a personal computer, where they were later used during data analysis. The transcripts are verbatim. File names were given to the transcripts in such a way as not to reveal the identities of the participants. This means that the researcher used code names to protect the identities of the participants and their schools, but the true identities of the schools and the participants were known by the researcher. The collected data from the participants was processed and analysed, so that the researcher could find themes and sub-themes that best describe the management of curriculum change in rural primary schools in the Eastern Cape.

3.6.2 Data analysis

Merriam (2009) defines data analysis as a procedure in which the researcher attaches meaning to and makes sense of the collected data. In this study, I gave meaning to the responses of the participants to the questions that I asked on curriculum implementation. Creswell (2012) describes data analysis as a way of working with collected data to address the research questions. Data analysis includes structures and processes that start with organising the data, coding segments of the data, and grouping the codes to form categories (Cohen et al., 2007). After the data has been collected, it becomes easy to structure and bring order and meaning to the mass of data that has been collected (Marshall & Rossman, 1989). Qualitative data analysis is a well-ordered process of choosing, categorising, comparing, merging and interpreting data, in order to give clarity to a single phenomenon (White, 2005). This means that in interpreting and analysing the data, the researcher is only trying to make sense of the large amount of data collected. The researcher does this to answer the research question (Creswell, 2012). Marshall and Rossman (1989) recommends that the

researcher should try to state what the findings suggest and why the participants are saying what they are saying. In this study the researcher extracted segments of the interview responses and coded them. The coded sections of the data were arranged to form categories, which were then combined to make themes and sub-themes (Krauss, 2005).

3.7 ETHICAL ISSUES

Ethics defines the set of moral precepts suggested by a group or individuals that gives rules and behavioural expectations from employers, sponsors or researchers (Strydom, 2011). Ethical issues are standards that researchers should examine whenever human beings or animals are involved in or are the focus of a study (Leedy & Ormrod, 2005). This study, as it is qualitative in nature, is expected to invade the space of the participants. Therefore, participants must be protected from any anticipated harm, and must also always be respected, and the information collected from the study must be handled with confidentiality. This is confirmed by Ary, Jacobs and Razavieh (2002), who assert that when researchers engage human beings in their research, extreme care must be taken to avoid harm. The following ethical criteria apply:

- Ethical clearance: this is one way in which the institution allows the research project to be undertaken and ensures that there is no harm done to participants or the institution under study. The researcher obtained ethical clearance from the Unisa College of Education Ethics Review Committee before commencing the fieldwork.
- Permission to conduct the research: the researcher sought permission to do the fieldwork from the circuit manager of the district office (see Appendix A) and the principals of the rural primary schools selected to participate in the study (see Appendix B). Permission was also requested from the school principals to access the participants.
- Informed consent: the research participants were familiarised with the nature of the study through the introductory sessions that the researcher had with them, in which the purpose of the study was explained. The nature of the intended research was communicated to participants, to enable them to make an informed choice and voluntarily agree to participate. The researcher made it

clear that participants had the right to withdraw from the study at any time without incurring any penalty (Leedy & Ormrod, 2005). Participants were given consent forms with detailed information about the study to read and sign to confirm their participation in the study (see Appendix C).

- Anonymity and confidentiality: confidentiality is an extension of privacy, where there is an agreement between two people that limits other people from having access to the information they provide (Strydom, 2011). Anonymity refers to circumstances where the response of a participant cannot be identified by the researcher (Babbie & Mouton, 2001; Strydom, 2011). McMillan and Schumacher (2006) confirm this when they assert that information from and about participants should remain confidential all the time. In this study, the researcher used code names to protect the identities of the participants and the schools.
- Protection from harm: it is the responsibility of the researcher to ensure that participants are not exposed to any harm (physical or psychological). Leedy and Ormrod (2005) and Bless (2006) explain that research ethics emphasise that participants should be treated in a sensitive manner, and that the researcher acts in an ethical manner. In this study the researcher ensured that the participants were not exposed to any harm, and that the information they shared with the researcher was not disclosed to any other party, which could possibly have endangered or embarrassed the participants (Babbie & Mouton, 2001).

3.8 ENHANCING THE QUALITY OF THE RESEARCH

In qualitative research, reliability and validity are conceptualised as trustworthiness, and this term is used to provide an alternative framework for appropriately establishing the rigour and truth value of a research project (Noble & Smith, 2015). Golafshani (2003) agrees with Noble and Smith (2015), stating that there are several strategies that can be used to ensure the trustworthiness of qualitative research and reduce researcher bias. The strategies used to ensure trustworthiness in qualitative research are triangulation of different data collection methods and or soliciting responses from different participants. Triangulation is when many investigators are involved in the study in collecting and analysing data, when multiple data sources are used, or when

multiple methods are used to verify emerging findings (Creswell, 2012). Triangulation to validate this study involved interviewing different participants.

Member checking is a verification process that a researcher can do. One way of doing member checking is when after transcribing the interviews, the researcher takes the transcripts back to the participants for confirmation. The researcher's interpretation of the data can also be verified through member checking (Creswell, 2012). In this study, the interview transcripts were taken back to the research participants for comment, to ensure credibility of the findings.

Qualitative researchers tend to avoid generalising findings, and they limit comments on the findings to the case studied. It is the reader that gets the opportunity to transfer the findings to their own situation based on their own experience (Maree, 2016). Transferability in this study was achieved by giving rich and in-depth data, by presenting comprehensive research findings, and by selecting participants who were representative of the study population. The detailed description of the background and the context of this study makes it possible for readers to transfer the findings of the study to different sites.

Dependability refers to unchanging outcomes of the research, when the same sample in the same research environment is used again to study the same phenomenon (Merriam, 2009). In this study, the data from different participants, helped to triangulate the research findings. The researcher continuously reflected on the research process throughout data collection and data analysis, and made notes in a reflective journal. The notes were used in making decisions, and as justification for what the researcher did. The data analysis process was also documented, so that readers have an audit trail for the research process.

Confirmability is explained as the extent to which the researcher remains neutral (Creswell, 2002). The findings of the study should be from the perspective of the participants' beliefs, thoughts and experiences, and not based on the researcher's biased thoughts and interests. In this study, I represented the participants' lived experiences, and not my own, by doing member checking to confirm my findings (Maree, 2016). The use of direct quotations from the participants in my presentation of the findings presents the voices of the participants, and it also serves as evidence

that supports the findings reported. Confirmability was ensured by providing an audit trail and detailed data (Creswell, 2002).

3.9 SUMMARY OF THE CHAPTER

In this chapter, I explained the research paradigm, approach and design. The data collection techniques and the data analysis process are discussed in detail. I also outlined the ethical principles that I followed when conducting this study, as well as the measures I took to ensure quality of the research process and the findings. The findings of this study are presented and discussed in the following chapter.

CHAPTER 4

PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 INTRODUCTION

The previous chapter explained the research methodology of the study, including the research paradigm, approach and design, and the data collection techniques. The chapter further outlined ethical issues, as well as the measures taken to ensure trustworthiness of the study. The current chapter present the findings from data collected from interviews conducted at five schools in Ntenetyana/Mkhemane Circuit. One HoD and one teacher were interviewed from each school. The aim of the interviews was to gain insight into how the HoDs and teachers manage the implementation of curriculum changes in rural primary schools in the Eastern Cape. The researcher had used code names for the schools and for the participants, to protect their privacy and their identity.

4.2 BIOGRAPHICAL DATA

The biographical data of the HoDs and the teachers is presented in Table 4.1 and Table 4.2, respectively.

Table 4.1: Biographical data for the HoDs

CODE NAME	YEARS' EXPERIENCE	HIGHEST QUALIFICATION	DEPARTMENT	NO. OF TEACHERS	TEACHING SUBJECT(S)
HoD1	20 years	Postgraduate degree in education (management)	Mathematics, Science	4	Mathematics, Technology, EMS
HoD2	12 years	HDE (Management)	IsiXhosa	5	IsiXhosa, Life Orientation, Creative Arts, NS, Technology, EMS
HoD3	8 years	BEd	English	3	EMS, English, Creative Arts,

HoD4	18 years	BEd (Hons)	Curriculum	5	Life Orientation Mathematics, Technology, EMS
HoD5	4 years	BEd (Hons)	Foundation Phase	2	IsiXhosa, English, Life Skills, Mathematics

Table 4.2: Biographical data for the teachers

SCHOOL	PARTICIPANT	YEARS' EXPERIENCE	HIGHEST QUALIFICATION	TEACHING SUBJECT(S)
School 1	Teacher 1 (T1)	8 years	BEd (Hons)	English, IsiXhosa, Mathematics, Life Skills (Foundation Phase)
School 2	Teacher 2 (T2)	20 years	BEd (Hons)	English, IsiXhosa, Mathematics, Life Skills (Foundation Phase)
School 3	Teacher 3 (T3)	32 years	BEd (Hons)	English (Grades 4–7), Technology (Grade 7)
School 4	Teacher 4 (T4)	15 years	ACE	English, IsiXhosa, Mathematics, Life Skills (Foundation Phase)
School 5	Teacher 5 (T5)	22 years	ACE	NS (Grade 7), IsiXhosa (Grades 4–7)

4.3 RESEARCH QUESTIONS AND INTERVIEW QUESTIONS

The research questions and interview questions are depicted in Table 4.3.

Table 4.3: Research and interview questions

Research questions	Interview questions
Biographical questions	<p>HoDs</p> <ul style="list-style-type: none"> • Please tell me about yourself: how long have you been an HoD? • Which department? • How many teachers are under your leadership? • What is your highest qualification? <p>Teachers</p> <ul style="list-style-type: none"> • Please tell me about yourself: how long have you been a teacher? • What is your highest qualification? • What subject(s) do you teach?
1. How do HoDs and teachers perceive the change in the curriculum?	<p>HoDs</p> <ul style="list-style-type: none"> • Is there any change in your department/subjects regarding the curriculum change? • In what ways has the curriculum changed? • What is new in terms of content, pedagogy and assessment? <p>Teachers</p> <ul style="list-style-type: none"> • Please tell me, is there any change that has occurred in the curriculum of your teaching subject? • In what ways has the curriculum changed? • What is new in terms of content, pedagogy and assessment?
2. What are the experiences of HoDs and teachers regarding the implementation of the curriculum change?	<p>HoDs</p> <ul style="list-style-type: none"> • Please tell me about your experience regarding curriculum implementation. • What can you say about the curriculum change in the subjects that you are managing? <p>Teachers</p>

	<ul style="list-style-type: none"> • Please tell me about your experience regarding curriculum implementation. • What can you say about the curriculum change in the subjects that you are teaching?
3. How do HoDs manage the implementation of the curriculum change in rural primary schools?	<p>HoDs</p> <ul style="list-style-type: none"> • How do you manage the change in the curriculum in terms of <ul style="list-style-type: none"> • Planning, • Organising, • Leading, and • Controlling/evaluation?
4. (a) What are the challenges experienced by the HoDs in implementing the change in the curriculum? (b) What are the challenges experienced by teachers in implementing the curriculum change?	<p>HoDs</p> <ul style="list-style-type: none"> • Please tell me about the challenges that you have experienced in managing the implementation of the change in the curriculum in the subjects in your department. <p>Teachers</p> <ul style="list-style-type: none"> • Tell me about the challenges you experience as a teacher when you implement the curriculum change in your teaching subject?
5. What are the strategies used by the HoDs and the teachers in managing the challenges they experience in managing the implementation of the curriculum change?	<p>HoDs and teachers</p> <ul style="list-style-type: none"> • What strategies are you using to manage the identified challenges? • What is working well? • What is not working well?
6. What kind of support do HoDs and teachers need to implement the change in the curriculum?	<p>HoDs</p> <ul style="list-style-type: none"> • In your experience, what do you need in terms of support to be able to manage the curriculum change in your department? • What kind of support do you think teachers in your department need to be able to implement the change in the curriculum? <p>Teachers</p> <ul style="list-style-type: none"> • What kind of support do you need as a teacher to be able to

	<p>manage the curriculum change in your teaching subject?</p> <ul style="list-style-type: none"> • What support do you think your department needs to effect the change in the curriculum? • Is there anything you would like to tell me regarding the implementation of the change in the curriculum?
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4.4 RESEARCH QUESTIONS, THEMES AND SUB-THEMES

The research questions and the corresponding themes and sub-themes are depicted in Table 4.4.

Table 4.4: Research questions, and themes and sub-themes

RESEARCH QUESTIONS	THEMES AND SUB-THEMES
<p>1. How do HoDs and teachers perceive the change in the curriculum?</p>	<p>Theme 1: Perceptions of the implementation of the curriculum change</p> <p>Sub-theme 1.1: <i>Changes in the implementation of the curriculum change:</i></p> <ul style="list-style-type: none"> • A lot of changes • Slight change • Different from previous curricula • No change <p>Sub-theme 1.2: <i>The perceptions of HoDs and teachers regarding the change in the curriculum:</i></p> <ul style="list-style-type: none"> • Improvement • Clear guidance • Too much work • Textbooks not understandable • Aligns with policy • Corresponds with what we know <p>Sub-theme 1.3: <i>Curriculum changes in content and pedagogy:</i></p> <ul style="list-style-type: none"> • Content • Pedagogy <p>Sub-theme 1.4: <i>Curriculum changes in assessment</i></p>

<p>2. What are the experiences of HoDs and teachers regarding the implementation of the curriculum change?</p>	<p>Theme 2: Teachers and HoDs' experience of implementing the curriculum change</p> <p>Sub-theme 2.1: Teachers' workload:</p> <ul style="list-style-type: none"> • Lots of work, learners work all the time • No opportunity to learn • Adaptation of teaching techniques • Many subjects with no existing knowledge • New policies and teaching techniques <p>Sub-theme 2.2: Positive aspects of the new curriculum:</p> <ul style="list-style-type: none"> • Learning areas decreased • Learner progress in reading and writing <p>Sub-theme 2.3: Changes in the structure of teaching subjects:</p> <ul style="list-style-type: none"> • Teaching has changed • Learners' independence, more discussion • Reading and comprehension skills • Some topics omitted • No change
<p>3. How do HoDs manage the implementation of the curriculum change in rural primary schools?</p>	<p>Theme 3: Management of the implementation of the curriculum change</p> <p>Sub-theme 3.1: Managing change in the curriculum in the planning phase:</p> <ul style="list-style-type: none"> • Time frames and objectives • Communication • Textbooks and other learning materials • Motivation and inspiration of teachers <p>Sub-theme 3.2: Organising the implementation of the curriculum change:</p>

	<ul style="list-style-type: none"> • Short-staffed • Organisation of textbook distribution <p>Sub-theme 3.3: <i>Leading in implementing the curriculum change:</i></p> <ul style="list-style-type: none"> • Communication and teamwork • Teacher development <p>Sub-theme 3.4: <i>Controlling the implementation of the curriculum change:</i></p> <ul style="list-style-type: none"> • Teacher and learner supervision • Teacher compliance • Moderation of formal tasks
<p>4. What are the challenges experienced by HoDs and teachers in implementing the change in the curriculum?</p>	<p>Theme 4: Challenges experienced by HoDs and teachers in implementing the change in the curriculum</p> <p>Sub-theme 4.1: <i>Workload-related challenges in implementing the curriculum change:</i></p> <ul style="list-style-type: none"> • Heavy workload • Redeployment • No proper training • Anxiety and insecurity • Confusion from subject advisors <p>Sub-theme 4.2: <i>Learner-related challenges in managing the curriculum change:</i></p> <ul style="list-style-type: none"> • Lack of teaching and learning resources • Multigrade teaching – subject competency and workload • Special needs learners <p>Sub-theme 4.3: <i>Parental involvement challenges:</i></p> <ul style="list-style-type: none"> • Lack of home-based resources • Network problems • Illiterate parents

<p>5. What are the strategies used by HoDs and teachers in managing the challenges they experience in managing the implementation of the curriculum change?</p>	<p>Theme 5: Strategies used by HoDs and teachers to overcome the identified challenges</p> <p>Sub-theme 5.1: <i>Internal strategies applied to manage the identified challenges:</i></p> <ul style="list-style-type: none"> • Creating time for management tasks • Seeking advice from other teachers on subject matters <p>Sub-theme 5.2: <i>External strategies applied to manage the identified challenges:</i></p> <ul style="list-style-type: none"> • Learning materials from home • Help from parents • Department of Education assistance for special needs learners
<p>6. What kind of support do HoDs and teachers need to implement the change in the curriculum?</p>	<p>Theme 6: Support needed to manage the curriculum change</p> <p>Sub-theme 6.1: <i>Motivation:</i></p> <ul style="list-style-type: none"> • Prize-giving <p>Sub-theme 6.2: <i>Quality assurance:</i></p> <ul style="list-style-type: none"> • Monitoring • Internal and external moderation • Teacher employment <p>Sub-theme 6.3: <i>Learner support:</i></p> <ul style="list-style-type: none"> • Support from parents • Identification of learners with barriers <p>Sub-theme 6.4: <i>Teacher support:</i></p> <ul style="list-style-type: none"> • Teacher training • Multi-grade workshops • Teacher employment • Support from the HoD • Support from subject advisors

4.5 RESEARCH FINDINGS

This chapter contains a presentation of the findings from the participants from five primary schools in the Eastern Cape. The data that was collected from the participants (HoDs and teachers) through interviews is presented and interpreted thematically in the form of themes and sub-themes. The voices of the participants are included as quotations that support the findings. This chapter presents six themes and several sub-themes that align with the research questions.

4.5.1 Theme 1: Perceptions of the implementation of the curriculum change

This theme relates to the perceptions of the teachers regarding the implementation of the curriculum change. Under this theme, some of the teachers who were interviewed perceived no change in the current curriculum compared to previous curricula. Others perceived the curriculum changes as a way of changing how things are done at school. They perceived the change as an improvement on the previous curriculum.

4.5.1.1 Sub-theme 1: Changes in the implementation of the curriculum change

The interviewed participants expressed different views about the changes brought about by implementing the curriculum change in the department they are leading or in the subjects they were teaching. The following comments show the different views of the participants. Most of the HoDs and teachers perceived little change or no change at all in their department or in the subjects they teach. Here are their responses:

I see not much of the change in my department. There is a slightly change, here and there. (HoD3)

I don't think there are any changes in the subjects I am teaching. (T4)

By contrast, some of the participants perceived changes in the subjects they teach or in the department they are leading:

There is a lot of changes in my department regarding the curriculum change. (HoD1)

Yes, there is a lot of changes in the subjects that I teach. (T1)

Other participants perceived the curriculum change as something new from what they already know or have been practising at school:

Yes, CAPS is total different from all the curricula. (HoD5)

The different ways in which the participants perceived the change in the curriculum implied different responses towards the implementation of the curriculum change. The participants who were of the opinion that the curriculum is the same as before may be reluctant to change their teaching style compared to the participants who were able to identify changes in the curriculum. The above comments imply that the interviewed participants view the current curriculum as totally different from other curricula, which suggested the need to start afresh, with training and everything that relates to teachers being empowered to teach their learners.

4.5.1.2 Sub-theme 2: The perceptions of HoDs and teachers regarding the change in the curriculum

The participants perceived the change in the curriculum as a change in the whole academic content taught at school. They viewed the curriculum change as a way of upgrading learning materials, so that learners can be able to work independently and be goal-driven. The comments on this theme show both positive and negative perceptions regarding the curriculum change. Here are positive responses regarding the change in the curriculum:

The new curriculum has given us the clear direction of how to do things in the classroom, and also how to assess the learners. (HoD2)

HoD5 confirmed the above comment:

CAPS is content based, unlike OBE, which was depending on teachers' interpretation of the learning outcomes. So, now the current curriculum gives teachers a clear and detailed guidance on what to teach and to assess in the classroom. (HoD5)

The above responses imply that the HoDs have positive attitudes regarding the curriculum change in the subjects they teach and in the department, they were heading. They seem to have clear direction on how to do things in the classroom and how they should assess their learners. The participants compared the previous curriculum with the current curriculum (CAPS), expressing their perception that things have changed for the better. This means that they were happy with the new curriculum and feel that its outcomes are fruitful. Regarding praise for the new curriculum, one

participant suggested that the previous curriculum had too much paperwork, and that they did not understand the textbooks they were using. The voices of the participants are as follows:

There was too much paperwork in the previous curriculum, specifically to OBE. But the current curriculum has less paperwork, because the NECT [National Education Collaboration Trust] documents come with the lesson plans already written for us. Even the textbooks were not understandable as they are in CAPS. (HoD4)

Other participants expressed negative attitudes towards the changes in their department or in the subjects they teach. Below are their comments:

This new curriculum has now changed the way we used to do things in the classroom, and now we must align with this new policy that we don't even know. (T1)

I think CAPS is just a conciliation of what we already know. For me, I don't even think there is a need for us to be introduced to this curriculum, because teaching is teaching. (T2)

The above comments portray the negative attitude towards the change in the curriculum. The quotations implied that there are no value added in the new curriculum compared with the old one, that it is nothing new or different from what teachers have been doing. The responses also suggested reluctance in adapting to new things when the teachers were used to doing what they were doing.

Although the CAPS policy was introduced into the education system to reduce the work of educators, the participants in this study had different views on this matter. There is a quotation that suggests the lack of knowledge regarding the new curriculum policy. The lack of understanding of the new curriculum policy could contribute to the perception that there is a lot of work associated with the new curriculum, as the participants expressed that they are always busy marking tasks done by the learners. It seemed that the perception that CAPS was too much work was the reason some teachers are not enjoying implementing the new curriculum. The participants commented as follows:

Learners are always writing on their DBE books, classwork books, busy books, etc., and that makes us assess most of the time. That makes us to be always working, because these activities need to be assessed by us. (T4)

I have been with the Department of Education for over two decades now. It is never easy whenever they introduce new curriculum. It brings a lot of work and changes everything you used to do. (HoD1)

The above participants mentioned the extra work that has been created by the need to implement the new curriculum. They expressed how they have to continually mark tasks done by the learners. This suggested that they do not really support the idea of this reform, because they felt that it had increased their workload. The implied inability to cope with the workload in the new curriculum could be because of low staffing or lack of the skills expected to implement the new curriculum.

4.5.1.3 Sub-theme 3: Curriculum changes in content and pedagogy

This sub-theme relates to changes in content and pedagogy as experienced by the participants in the study. The responses to the questions under this sub-theme showed that while there are positive comments about the changes in the content of the curriculum, in terms of pedagogy there is too much work to be covered within a short period of time:

In terms of content, it is too much work in a very short time, and we are given time frames. This makes us to rush things to reach the time frames. By doing so, we sometimes leave the learners behind, and that is not good at all for our learners. (HoD2)

In contrast to the above comment, other participants perceived that teaching in the new curriculum was easier, as the content is not as complicated as before. They feel that the content has been simplified compared to previous curricula:

I think the content is still the same, even though some of the topics have been omitted, and the content now involves learners more, unlike the previous curricula, where the teachers were the centre of attention. (T2)

Similarly, most teachers are of the opinion that the content in the new curriculum has been made straightforward and understandable for the teachers. They also believed

that the content is now clearer and simpler than the content of any other curriculum that was introduced before:

The content is still the same, but now it has been made simpler, in way that it assists educators to know exactly what to do and when to do it. Also, the textbooks have teacher's guide for all the tasks given to learners, which makes work easier even to us as educators, as we have many subjects to teach. (HoD4)

I have experienced that CAPS is clearly stated, and everything has been made simpler than the previous curriculums. (HoD5)

They have decreased the content, and now they have made it to be simpler than in the OBE. (T3)

The comments from the participants show the value that the new curriculum seems to have added to their teaching. The reduced content implied more time for teachers to reflect on their teaching. They also seemed to an appreciation of the guidance given to teachers in the textbooks. Apart from the reduced content, there is also a change from the curriculum being teacher-oriented to focusing on learner activities. The participants expressed how this new curriculum focuses on achieving results, and how it involved learners more:

The emphasis now is based on what learners can do, more than to achieve results. Teaching and learning are now content-based, rather than process-based, and are designed to make learning constructive, goal-orientated and knowledge-building. (T1)

The participants perceived the curriculum changes in pedagogy as changing the act of teaching at school. They participants were of the opinion that this shift changes on how they teach, as well as their beliefs and concerns about teaching. The participants expressed different views about the methods and practice of teaching:

I now have to move from what I know to adapt to the new changes. [It] changes my teaching style. But what can I say, because at the end we are building the future of the children? Good as this change may be, but it is not easy to change from what you know and start a new thing. (HoD1)

I would say that the change in pedagogy is not all bad, because now the teaching has shifted from teachers being the sole leaders during the learning and teaching process. Now learning is open and democratic. It creates an interpersonal relationship between a teacher and learners. (T1)

Other participants expressed how the new curriculum had promoted the individuality of learners, where learners seek information for themselves:

The teaching method has changed from grouping method to learners getting information for themselves. (HoD3)

The above responses suggested that teachers should move out of their comfort zone to start new things. Although the teachers had different views about the change in the content of the curriculum, they were positive about how teaching was done, because they believed that the new curriculum gives learners the opportunity to feel important and useful in the process of teaching and learning. What remained unclear is whether teachers have adequate experience or skills that they could use to help learners become independent in acquiring knowledge, or to facilitate the adoption of new skills so that learners could be independent thinkers. Without such knowledge and skills, teachers were likely to resist or be reluctant to adopt the change. The new curriculum emphasised that teachers should not be the only ones leading learners and instructing them to do as they were told. This implied that teachers need to learn new things for themselves to be involved in innovation.

4.5.1.4 Sub-theme 4: Curriculum changes in assessment

The interviewed participants believed that the curriculum changes in the assessment are a new approach to teaching and learning that gives learners feedback, so that they can see how they are doing at school. One of the interviewed participants believed that assessment in the new curriculum (CAPS) has changed. Here is what the participant had to say:

Assessing learners is not exactly the same as the previous curricula. We were used to assessing learners using more of question-and-answer method. But now the emphasis is more on essay type of questions and discussion type of question with rubric. (HoD1)

The above comment revealed that teachers seemed to be comfortable assessing learners using the question-and-answer method, and that now learners are no longer using that method, where they are now given the opportunity to be visionary and innovative, rather than to be rigid, in answering questions asked by the teacher only. This implied that learners need to own their learning, to set goals for themselves, be able to see their progress, be able to reflect on their strengths, and find areas for improvement. Creative learners were motivated and work independently. However, one participant said that nothing has changed in terms of assessment:

I really think there is no change in how the learners are being assessed. (T3)

Expressing a different view, HoD3 asserted that the curriculum now is straightforward, and that teachers are clearer on what to do and what to assess:

There is a change in assessing language. Now we are using Bloom taxonomy when assessing the papers at different levels. Assessment tasks now have clear instructions, and in languages we are assessing the skills, so it can be easier to analyse the results and to limit the workloads in marking. (HoD2)

The above quotations showed different views of assessment. This implied that different teachers could be using different assessment methods. The use of Bloom's taxonomy seemed to make the assessment task less cumbersome for some teachers, as the assessment levels were clearly distinguished.

4.5.1.5 Summary of theme 1

This theme revealed the perceptions of the teachers and HoDs regarding the curriculum change, where the HoDs and teachers perceived the curriculum change in different, at times contradictory, ways. While some of the participants were positive about the change, other participants were negative, claiming that the change brought uncertainty, with a lot of work for teachers, and learners as well. The teachers complained that they had to mark all the time. Positive changes in the curriculum change reported in the current study included reduced and straightforward subject content, which was easy for teachers to understand and teach, as well as the use of Bloom's taxonomy in assessment, which provided learners with the opportunity to be innovative and creative. This theme suggested that the reform has changed everything in teaching and learning, from practice in the classroom, to the content, and to how teachers evaluated learners. Meanwhile, some participants felt that nothing has

changed. This finding implied that the change in the curriculum is perceived and interpreted in different ways.

The following theme highlights the experiences of HoDs and teachers in the implementation of the curriculum change.

4.5.2 Theme 2: HoDs and teachers' experiences in implementing the curriculum change

Regarding this theme, most participants experienced that the new curriculum has been introduced to address the inequalities in the apartheid education system highlighted by the changes in the reform, and they felt that their workload as teachers had decreased, while other participants presented an opposing view. From the participants' responses, the following sub-themes emerged.

4.5.2.1 Sub-theme 1: Teachers' workload

Teaching is an important tool that can be used to benefit society. However, under this theme, most teachers expressed that their workload had increased considerably, and with the new reform, they were expected to always learn and adapt to new things. Some of the interviewed participants expressed their complaints about the new curriculum as follows:

I have experienced that in CAPS what we do is to give learners work, and that there is little time for us to teach these pupils. It's always work, work for them all the time. (HoD4)

I have experienced that this new curriculum is depriving the learners the opportunity to learn, since most of the time they are always busy working, instead of us teaching them. (T4)

The above participants complained that they had to give the learners work all the time. The participants felt that the learners are being deprived of the opportunity to learn, because they are always busy writing. This finding implied a possible mismatch in terms of what is expected of the learners and what they were doing. The heavy workload could also be as a result of a lack of knowledge of the time available at school for the teachers and the learners to cover the subject content in the curriculum.

Some participants complained about not coping with the new curriculum because they were teaching many subjects and they were teaching in subject areas outside their expertise or field of study:

I have experienced that I have little knowledge when it comes to other subjects that I have to teach. I don't really know how to handle them, because I have to play the role of being an HoD and also being a teacher with many subjects. It is a lot of work and is exhausting. (HoD2)

My experience with CAPS is that I am not really coping. I am teaching many subjects that I don't even know. It is frustrating, because I have to plan or mark for all these subjects I am teaching. (HoD5)

The above responses revealed that the HoDs had a lot on their plate. They expressed their frustration about their work as leaders. They reported that they were not coping with the heavy workload, that they were teaching outside their field of study, and that they were expected to teach many subjects. They mentioned how difficult this was for them. This implied a discrepancy between the work of being a head of department and the work of being a subject teacher. The finding also showed a lack of congruence between the teachers' area of expertise and their leadership responsibilities. Such a mismatch seemed to create anxiety, frustration, and a lack of effectiveness in the role expected of HoDs in curriculum implementation.

The introduction of CAPS had brought new principles and new teaching techniques, which had changed the way of doing things in schools. In this study, it appeared that not everyone was happy about learning or adapting to new things brought about by the new reform:

My experience is that I have struggled to understand the new principles and implementation of the new reform. I tried to modify my teaching and practices, only to adapt my methods and techniques of the new curriculum. (T1)

The above interviewed participant seemed to be struggling with the new curriculum, because it has changed how the participant used to do things, but ultimately the participants have tried to adapt to the new practices and principles of the new reform. The struggle expressed in implementing the curriculum could be because of lack of

knowledge and skills expected of teachers to implement the curriculum. A gap in training is evident from this finding.

4.5.2.2 Sub-theme 2: Positive aspects of the new curriculum

The interviewed participants had not only bad things to say about the new curriculum, but good things also. With regard to the new reform, the participants commented that the new curriculum was good for their learners. They praised the new curriculum for the way it trains learners to read and write at an early age. The participants said:

I have experienced that CAPS is a very good curriculum, because now learners are progressing. They are now able to read and write at an early age. (T2)

I have experienced that in CAPS there is less confusion. They have decreased the learning areas from eight to six learning areas in the Intermediate Phase. (T3)

The above two participants viewed the new curriculum as good. They were both positive about the new curriculum. They revealed how the new curriculum helps children to be able to read and write at an early age, and that the learning areas had been decreased in the Intermediate Phase from eight learning areas to six. This implied that there was less work for teachers in the Intermediate Phase than before. However, this finding contradicts other findings from this study that indicated that teachers had too much work to do. These conflicting findings could mean that teachers perceive and understand the changes that they are supposed to make in different ways.

4.5.2.3 Sub-theme 3: Changes in the structure of teaching subjects

Teaching subjects are the learning areas taught at school, such as Mathematics, English, Technology, etc. Changing the curriculum sometimes means changing the learning areas to meet the demands of the ever-changing world. The interviewed participants suggested that the changes in the subjects taught at school gave learners the opportunity to be creative, independent learners, and for them to be more skilled:

The focus is more on skills now in the subject I am managing, and that gives learners a chance to fit in this world. (HoD2)

I am teaching English FAL [First Additional Language]. I think now it is sketched in a manner that supports and develop reading skills and comprehension skill of a child. (HoD3)

The above comments both focused more on skills, while T2 sees changes in the subjects taught as acknowledging existing knowledge that the learners have:

The change I have noticed in my teaching subject is that learners are now given more opportunity to show their previous knowledge before any lesson could start. They are not treated as empty vessels. (T2)

T1 had a positive comment on how learners were given the chance to share their views and be able to stand on their own, without depending on the teacher or their parents for knowledge:

I am implementing the current curriculum, and now there are discussions for learners, and they work as individual. (T1)

However, HoD4 perceived that the workload had been decreased in the Intermediate Phase, and that some of the topics have been omitted:

I have realised that there are topics that were there in the NCS but not in the CAPS, particularly in Mathematics. (HoD4)

Some educators did not notice any changes in the subjects they teach, and one participant asserted that curriculum change does not change teaching, but that it is just another form of teaching:

I see no change. For me, teaching is teaching. (T5)

Nothing much has changed, rather than the way learners do their work (independently). (HoD1)

I don't think there is much of a change. (T3)

The interviewed participants noticed no change or not much change in the subjects they teach or the subjects they are managing, except for HoD1, who saw not much change but realised that learners were now able to work as individuals rather than in groups. The difference in the views of the participants regarding the change in the structure and content of the subjects taught suggested that not all teachers were fully

engaged with the curriculum to notice a difference in the structure and content of the new curriculum compared with the old one. What most participants agreed on was the way the new curriculum had empowered learners, giving them the opportunity to work independently.

4.5.2.4 Summary of theme 2

This theme discussed the experiences of teachers and HoDs in implementing the new curriculum. Several participants complained about teachers' workload, as well as the fact that learners are given little time to complete tasks. Other participants spoke of positive experiences of the change in the curriculum, including reduced work for them as teachers. They said that the new curriculum helped learners to learn to read and write at a very early age, and to work independently. The workload aspect of the new curriculum was controversial, as some participants perceived that the workload has increased, as well as their responsibilities, while others described the reduced subject content as a relief in the teaching and learning tasks.

4.5.3 Theme 3: Management of the implementation of the curriculum change

HoDs were directly involved in the curriculum management activities of planning, organising, leading and controlling. This theme outlines the role and activities of HoDs as curriculum managers at the school level as they went about effecting improvements in curriculum delivery. The theme is subdivided into four management functions, which are presented in the following sub-themes: managing the implementation of the curriculum change in terms of planning, organising, leading and controlling.

4.5.3.1 Sub-theme 1: Managing the change in the curriculum in the planning phase

The HoDs were expected to execute the role of managers who plan or set objectives and goals for the school. In the process, they are supposed to identify areas for development for teachers and to plan how to address the identified needs. Planning for implementation of the curriculum should be to achieve the expected goals, which will move the school in the right direction:

We do plan and make time frames to achieve the goals the school set and the objectives of the school. (HoD1)

As the head of department, I usually call meetings at the beginning of the year to talk about the vision, mission and inspire the teachers under my supervision,

and also to motivate the work teachers do in the process of learning and teaching. (HoD2)

From the above responses, it seemed that setting goals and objectives for the school is as good as setting the vision and mission for the school. which was to inspire teachers to work hard and motivate them. The participants expressed the same sentiments about what the school should achieve to promote the process of teaching and learning. It appeared that both the HoDs quoted were striving to achieve certain goals. HoD3 indicated how they planned for textbooks to be used:

We plan firstly about the books we are going to use at school. Textbooks are not really the same. Some have good activities with good information that is good for learners. This assists the learners and the teachers by giving sufficient information on the subject matter. (HoD3)

The above comment by HoD3 revealed that at school they do not just use any textbook, but rather they look for textbooks with the best information, which will help the learners and the teachers. Textbooks that have sufficient information are considered to be appropriate. This implied that schools ensured that they bought books relevant to the CAPS curriculum.

No one works on their own at school. Even the HoDs needed help from their subordinates:

With the help of the SMT during the planning phase, we do duty loads, class allocation and subject allocation to the teachers. (HoD4)

I usually plan for a term with my team. We help each other about the subject matters, and also by unpacking the policy document and drafting of formal tasks. (HoD5)

The above responses from the interviewed participants revealed the importance of cooperation and working as a team to achieve the same goal. The participants expressed how they are being helped by their subordinates in the process of planning. They work as a team to interpret policy documents, draft school activities, assign teachers to classes, and allocate duty loads. This shows the good interpersonal relationship between the teachers in the school, and the respect in understanding the contribution each teacher could make to the school. This finding showed collaboration

and buy-in from all the teachers that were curriculum implementers. This finding showed that planning includes setting objectives and planning activities and the resources needed for curriculum delivery.

4.5.3.2 Sub-theme 2: Organising the implementation of the curriculum change

Organising is all about structuring who will do what and organising of the resources to be used to achieve the goals and objectives set in the planning process. The organising process is questionable in the rural primary schools of the Eastern Cape, however, since the province has many of the disadvantaged schools in the country. The participants had this to say about managing the curriculum change in the organising phase:

In terms of organising who will do what, is quite a challenge, because we are very short-staffed, but we try to do our best to do whatever we have to. (HoD1)

Since I am the only HoD in this school, I usually ask for help from the SMT to help with the monitoring of educators, more especially those who are new in the field. (HoD2)

The above comments revealed the pressure that some HoDs experienced as they organise curriculum implementation. The lack of adequate staff, although it was a challenge, means that the HoDs could seek help from other capable staff members. This implied that somehow schools continue to function well with minimal heads of departments and subject heads, because these schools had only one HoD, who was also expected to be a classroom teacher. Even though there were challenges, the findings on this theme showed that the HoDs pushed to get things done, despite the shortage of staff. In this regard, HoD3 had the following to say:

I make sure that textbooks are distributed accordingly to their grades, and that learners get their exercise books in time, and that teachers get teacher's book and policy documents in time to assist them when they implement the curriculum. (HoD3)

HoD5 explained her role in organising books for teachers and learners, to ensure that learning takes place:

Meetings are very important. I organise meetings with teachers under my supervision, where we talk about their needs in schools, like textbooks or resources that they like the school to organise for them to be able to implement the curriculum, and also, we talk about the progress they make in terms of teaching and learning. (HoD5)

This sub-theme showed how the HoDs organised the distribution of material resources, as well as interaction with the teachers in the process of implementing the curriculum change. The above response from participant HoD5 showed the importance of organising in the process of implementing the curriculum at school. This means that the process of implementing the curriculum change was structured and shared with the other teachers.

4.5.3.3 Sub-theme 3: Leading in implementing the curriculum change

Leadership involves having an interpersonal relationship between colleagues, who work together as a team to accomplish one goal. This is done through effective communication, motivation and supervision from the managers of the curriculum:

I do communicate with the educators verbally and by writing to them. When each of them has a problem, they come to me, as their immediate supervisor. We would sit down and solve the problem. (HoD1)

When teachers have problems or complaints, they come to me and talk about them. (HoD5)

I try as much as I could to communicate with teachers and make clear what is expected of them, and also to motivate them to work as a team, and also to respect other teachers. (HoD4)

The above comments showed great emphasis on communication in the leadership process. HoDs seemed to be expected to have good communication skills. The ability of the teachers to go and report their problems or complaints to their immediate supervisor showed positive interpersonal relationship between the HoD and the teachers in the school. This finding also suggests an open relationship between the HoDs and the teachers. The finding further shows that the HoDs embraced problem-solving as one of their leadership responsibilities.

HoD2 mentioned the role of leadership in the professional development of teachers:

I try to stay alert about the workshops that will develop the teachers, and motivate them to attend those workshops. (HoD2)

It seemed from the above quotations that teacher development is very important at school, and that teachers need to be developed now and then.

4.5.3.4 Sub-theme 4: Controlling the implementation of the curriculum change

Controlling goes hand in hand with evaluation. The participants' comments regarding controlling the activities related to implementation of the curriculum change highlight the challenges experienced by the HoDs in implementing control as a management function. Under this theme, control was exercised by the HoDs through observation and monitoring of teachers and learners' work. The HoDs had this to say:

It is very hard to do class visits for me, because I have ton of work, but what I usually do is to set aside the time before school and after school to check and moderate the work of the teachers and learners. (HoD1)

They... this one is quite hard, because I have a lot of work to do, but I supervise around the school to check if learners are not busy roaming around the school, not attending, and also to make sure that teachers are in class when they are supposed to. (HoD2)

It is very hard for me to go to class to monitor the work of the learners and teachers. I ask them to bring the work to me, but not all of them does that, and I really don't have time to go after them, because I am busy with many subjects to teach. (HoD3)

The above quotations showed the inability of the HoDs to find adequate time for class observation as a means of controlling teaching and learning, due to their having other responsibilities. Such a challenge could be because of understaffing or inability of the HoDs to share certain school responsibilities to create time for class visits. Some of the mentioned responsibilities, such as ensuring that learners and teachers are in class, suggest laxity in school rules, and they imply a school culture that is not rigid about contact time. The fact that teachers do not take their work to be assessed by the HoD also showed a culture of laxity and lack of commitment, as well as a poor

attitude towards the authority of the HoD. The interviewed participants explained the difficulties they encountered when trying to control the implementation of the curriculum in the school. Most of the HoDs complained about the heavy workload in their institution and not finding sufficient time to execute their role as managers.

4.5.3.5 Summary of theme 3

This theme revealed the management role played by HoDs in the curriculum in terms of planning, organising, leading and controlling the management of the curriculum in schools. The findings suggested that generally, the HoDs had a heavy workload. Besides the fact that they were expected to manage the implementation of the curriculum change, they also had their own subjects to teach. Planning the implementation of the change in the curriculum seemed to require collaboration and teamwork, as well as a good interpersonal relationship between the HoD and the teachers.

The participants regarded controlling as a process that includes class observation and moderation of the work done by teachers and learners, which appeared to be a challenge due to the heavy workload experienced by the HoDs, with no time to control teaching and learning. This finding is consistent with the findings of a study conducted by the Department of Education (2000a), which found that the work done by teachers and learners needs to be monitored by HoDs through class visits. HoDs play a leadership role in the implementation of the curriculum, as one of the management processes conceived by Fayol. Although the findings indicated efforts made by the HoDs to control the process of implementing the curriculum change, the lack of time due to the heavy workload of the HoDs, as well as the teachers' lack of commitment and poor attitude towards the authority of the HoD, were limiting factors.

4.5.4 Theme 4: Challenges experienced by HoDs and teachers in implementing the change in the curriculum

The new democratic government of 1994 introduced new laws and regulations in South Africa's education system to rectify the inequalities in the education system. The main aim was to bridge the disparity between the socio-economic background of the learners and the schools they attend. However, the reality is that there is still a significant disparity between the schools in the deep rural areas and the schools in urban areas and townships. Concerning this theme, four sub-themes emerged.

4.5.4.1 Sub-theme 1: Workload-related challenges

One of the challenges in implementing the change in the curriculum identified by the participants in this study relates to workload. The findings show that participants had a heavy workload, and that they also experienced insecurity and anxiety about teaching subjects that they were not sure of, or subjects they have never been trained to teach:

I am overloaded with many subjects to teach, and that is a very big challenge for me. Most learners have moved to urban schools, where they stay with their parents, who work there, and here in rural areas we are left with very few learners, and that leads to redeployment of teachers. (HoD3)

The challenge I am facing right now is the work overload due to the shortage of teachers. You know, I have to manage the whole school, as I am the only HoD in the school, and on the other side, I have to teach quite a lot of subjects. It is frustrating and exhausting for me. (HoD2)

HoD2 had experienced the challenge of carrying a heavy teaching workload, as the HoD was teaching many subjects, and at the same time the HoD had to deal with all the administration and management duties in the school. The HoD said

The work for me is too much, and now we end up teaching subjects that we did not specialise in. This increases anxiety and insecurities for us, because we teach subjects, we are not sure of. (HoD3)

Most of the interviewed participants alluded to the shortage of teachers, and they claimed that they were faced with an unmanageable workload due to the teacher shortage. In South Africa there is a high teacher–learner ratio, and this is why there is a shortage of teachers, and consequently redeployment. The findings of this study suggest that the reasoning behind using the teacher–learner ratio to determine school staffing should be challenged, as there are other factors to consider that would enable curriculum implementation. These factors include teacher subject specialisation, as well as the capacity of the teacher to perform the role of HoD in addition to their teaching responsibilities. The lack of consideration of other factors that could have a negative impact on curriculum delivery makes teachers end up teaching outside their field of expertise, and the interviewed participants are frustrated and nervous that they

had to teach subjects that they had not been trained to teach, and subjects that they do not have sufficient subject content knowledge of. This results in there being incompetent teachers in certain subjects.

Teacher professional development is a key aspect of curriculum implementation. Teacher training is fundamental to readiness to implement the new curriculum. Therefore, the emphasis is on teachers getting proper training, which equips them to implement the curriculum change. One of the interviewed participants, was of the opinion that the training that teachers acquire through training is insufficient to make them able to implement the new curriculum:

We are not properly trained for this new curriculum, and that is a big challenge for me, because I am not even sure of what I am doing in the classroom. (T5)

The above comment suggests that teachers are not getting sufficient training to deal with the new reform, and that implementation is likely to be unsuccessful. This implied that teachers need to be equipped with the knowledge, skills, attitudes and values they require in order for the curriculum implementation process to succeed.

I am too old now, and I really do not have time to learn new things. In fact, I am in the exit point, so these changes are a challenge for me. These curriculum advisors who conducts these workshops seem to be confused, because one will tell you this, and the other one will tell you this. (T4)

The above participant is old and has no time to learn new things to support the professional development required for the teaching demands as a result of curriculum changes. The participant seemed to have a distrust in subject advisors, lacks self-motivation, and was looking forward to exiting the profession. The participant claims that the subject advisors' facilitation is poor, and that this is a challenge for her. It seems that there is a gap in the training of the trainers, and that this causes confusion, which the trainees have already picked up. Training on curriculum delivery may not be effective if teachers perceive the advisors as incompetent.

4.5.4.2 Sub-theme 2: Learner-related challenges

The school is made up of three wheels: the teachers, the learners and the parents. This means that the learners are as important in the education system as everybody else. However, in this study, the participants related how learners face challenges in

rural areas, where there is little development or no development at all. The challenges included teaching learners with special needs.

In my department, we have a challenge with lack of resources. I am teaching Mathematics and Natural Sciences and Technology. It is a big challenge for learners, because we do not have a laboratory for learners to experiment, and we do not even have the library for learners. On top of these challenges, we also have the challenge of multigrades, because we are very short-staffed.
(HoD4)

Learners who lacked resources were likely to perform poorly, and that is not good for the education system. The above participant claimed that there is a lack of resources for Natural Sciences, and that there is no library in the school. This is not good for learners, as it means that they cannot learn to their full potential, and this could likely increase the failure rate in the province of the Eastern Cape. Another issue mentioned is multigrade teaching. In such schools, teachers are expected to teach across several grades, and to teach subjects that they are not specialised in. The lack of competency in teaching multiple subjects, as well as the heavy workload because of multitasking, may have a negative impact on implementing the changes in the curriculum.

Lack of resources is not the only challenge that learners experience. HoD5 commented in this regard:

The problem I am experiencing is the learners with special needs, and the department [Department of Education] is dragging its feet to place them in special schools, where they can get all, they need. Remember, we are not trained to deal with such learners, and this makes everything to be difficult.
(HoD5)

The above response implied that the fact that there were learners who required special attention in the teaching and learning process demanded that teachers should have certain knowledge and skills to be able to facilitate the process. The participant above indicated a lack of such expertise, and the need for such learners to be transferred to special institutions, where their needs can be satisfied. This finding also suggested that possibly, certain needs of the learners are not currently being fulfilled by the teachers. The learners seemed to be perceived as a burden, as there were many

challenges they were facing. This implied that the Department of Education has a responsibility to find ways of enabling the education of learners with special needs.

4.5.4.3 Sub-theme 3: Parental involvement challenges

Parents are the third wheel in the tripartite collaboration of the education system. So, parental involvement is very important in the teaching and learning process. When talking about education, one tends to neglect the part played by parents in the education of their children. Parents are directly and indirectly involved in the implementation of the curriculum change. The participants in this study said the following regarding parental involvement:

We are in deep rural areas, and the new curriculum expects learners to find the information themselves. There is a bad network connection, and there is no free Wi-Fi. Most of the parents are illiterate, and that makes it very hard to help their kids with schoolwork. (T1)

The above response highlighted the complexities of e-learning in curriculum implementation, which included bad network connection, and this makes it very difficult for learners to find information when they have assignments to do at home. Another challenge that the participant mentioned is the inability of parents to help their children with schoolwork, since some parents are illiterate and lack technological skills. T3 asserted:

The challenge I have in my school is that most of the parents are uneducated, so they really cannot help with children's schoolwork. (T3)

The Department of Basic Education (2010a) suggests that teachers, parents and learners are important in the implementation of curriculum change, and that they all have a significant role to play. This implies that they must be given a chance to learn and understand the innovation, so they can support and take ownership of it. The above findings suggested that parents are not playing their role, and that they are unable to play the role expected of them in curriculum delivery. This implied that there is a need to devise ways of empowering parents to take an active role in enabling curriculum implementation. It is critical to have the support of parents when implementing the new curriculum. The then president of South Africa, Jacob Zuma, on 8 January 2016 said that education must be elevated from being a departmental issue

to being a social issue that will involve parents, learners and teachers, where parents must show love and commitment. Therefore, this finding suggests that even parents who are illiterate can assist their children in many ways, as required by the new curriculum.

4.5.4.4 Summary of theme 4

This theme showed the challenges that teachers, learners, and parents experience in the rural primary schools of the Eastern Cape. The findings implied that teachers in the rural areas face the challenge of redeployment and restructuring, which leads to a shortage of teachers and results in a heavy workload for the teachers, who are teaching in schools with low learner enrolment. The learners also face challenges, namely a lack of resources, unfulfilled special needs, and the disadvantages of being in a multi-grade class. Regarding the parents, they have to assist their children with their schoolwork, even though they are illiterate and may find it very difficult to support their children in doing academic work, especially learning that requires the use of technology. This implied that there is still a lot that needs to be done in the education system of the Eastern Cape when it comes to implementing the change in the curriculum.

4.5.5 Theme 5: Strategies used by HoDs and teachers to overcome the identified challenges

Every problem has a solution. Therefore, the aim of this theme was to determine the ways in which the participants addressed the barriers that the rural teachers and HoDs encountered when implementing the changes in the curriculum. The interviewed participants shared the strategies they use to deal with the challenges identified in theme 4.

4.5.5.1 Sub-theme 1: School-based strategies applied to manage the identified challenges

The interviewed participants disclosed the strategies used to manage the challenges they face at school in their everyday lives. Most of these challenges mentioned by the HoDs concern the dual role they played in teaching and managing the work done by other teachers:

Going to school before and after school [and] starts to monitor the work of the learners and teachers really works for me. During school hours there is no time, because I have to be in class. We are very few as teachers. (HoD1)

I am out of strategies for this one. I try to focus more on the subjects that I teach, and that leave the work of being a manager behind. (HoD2)

The above two participants showed the challenges of multitasking between managing teachers and their individual teaching responsibilities. While one participant's strategy was to create extra time to do management tasks, the other participant decided to perform individual teaching responsibilities only and ignored the management and leadership role expected of an HoD. This finding implied that although creating extra time is a way to solve the problem of multitasking, not all HoDs may be willing or able to go the extra mile to make time for performing their dual tasks. The finding further suggested that not all HoDs could perform the same duties. There also seemed to be a lack of consideration of the work expected of the HoD as compared to the time available to perform the assigned responsibilities. Nonetheless, participant HoD1 in the above quotation seemed willing to do whatever it takes to balance the work of being a manager and her assigned work as a teacher.

Another strategy discussed in this theme was related to the competency of the HoD and the teachers in certain subjects. The participants said:

For these subjects that I am not sure of, I seek advice and guidance from other teachers who have the knowledge and experience on the subjects, so that at least when I go to class, I know. These kids are very bright [laughs]. They will pick up when I teach. (HoD3)

The strategy for me is to ask for help from teachers who are more knowledgeable about the subjects that I am not sure of. (T5)

The strategy of seeking advice from experienced teachers showed that not all teachers and HoDs are sufficiently skilled to implement the change in the curriculum. It also shows cooperation and acknowledgement of the expertise of fellow teachers. Such behaviour can lead to teamwork, which is often perceived to lead to effectiveness. This finding also suggested the need for further skill development for teachers, because the above participants were not sure about all their teaching subjects. Participant

HoD3 was concerned that the learners might pick up that the participant was not competent in the subject content, and that would be embarrassing in front of the learners. This suggested that teachers should have mastery on the subject content of their teaching subject.

4.5.5.2 Sub-theme 2: External strategies applied to manage the identified challenges

The lack of resources was another challenge identified in this study. Here is how one participant addressed this challenge:

For lack of resources, sometimes I ask learners to bring material from home when I am going to teach that certain topic. I also assist by bringing some from home too. For example, last week I had to ask them to bring insulated tapes, wires and batteries from home, because we were going to talk about electricity (conductors and insulators). (HoD4)

The above participant seems to try to get her learners to do experiments in whatever they are learning about, even though lack of resources were a challenge. This finding showed that the participant was committed to teaching the subject and was creative and innovative in teaching certain topics. Involvement of the learners in seeking resources from their home creates the opportunity to strengthen home–school partnership and cooperation in providing learning opportunities.

Resources are not the only challenge experienced by the teachers but also managing learners with special needs. T1 commented:

I try by all means to give special attention to learners with barriers, but it is not easy. I am not trained for this. We need help from the Department of Education to provide for the special care that the learners need. (T1)

The above participant suggested in theme 4 that they had a challenge with learners with special needs, and now the participant tried to cater for the children which proved to be difficult. Children with special needs (or 'barriers', as stated in the above quotation) need well-trained staff with the knowledge and skills to fulfil the needs of these learners. This seemed to be a serious issue that needs to be dealt with, especially in the Eastern Cape province.

Parental involvement in doing homework is yet another strategy that the participants mentioned. One participant said:

At first, we would give learners homework or research to do at home with the help of their parents, but they would come back not being helped by their parents. So, whenever there is a parents meeting, we always plead with them to assist their children with schoolwork. Now there is an improvement, because almost all the learners would come back at school with their homework or research done. (T3)

The South African Schools Act of 1996 provides formal capacity for parents to be involved in any activities taking place in school, and to know the progress of their children. The interviewed participant expected the parents to participate and be part of the learning process of their children, although there seemed to be some reluctance from the side of the parents. This finding implied the need for more active parental involvement, and that home–school partnership needs to be nurtured.

4.5.5.3 Summary of theme 5

This theme presented a detailed account of findings that emerged from the interviews on strategies used by HoDs and teachers to overcome the challenges they experience in implementing the change in the curriculum. Generally, all the interviewed participants had strategies that they at least thought could help them to manage the problems they encounter in their everyday work at school. The strategies discussed in this theme were the procedures that HoDs and teachers used to assist and support the learners to learn and to achieve good results. For the HoDs, the strategies they cited included making the extra time to do administrative work, instead of using instruction time for management issues. Other strategies were seeking assistance from other teachers who were more competent in certain subject areas, getting external assistance from parents in terms of providing teaching and learning resources, and getting parents to assist their children with homework. There was also a plea that the Department of Education would provide for the requirements of learners with special needs.

4.5.6 Theme 6: Support needed by HoDs and teachers to implement the curriculum change

This theme focused on the support needed by HoDs and teachers to implement the change brought about by the Department of Education in the education system. The overall findings that emerged from the participants' responses suggested that the new curriculum needs motivation, quality assurance, learner support and teacher support.

4.5.6.1 Sub-theme 1: Motivation

Motivation is very important for teachers and learners, because it gives them energy to be able to accomplish the goals, that teachers have set for themselves. Motivation can be in the form of praise or rewards to teachers and learners.

The department [Department of Education] must conduct sort of prize-giving for learners who has good marks in primaries, not only for Grade 12s. That will motivate learners and teachers to keep doing well, more especially in primaries. (HoD1)

The above participant was of the opinion that if learners were rewarded for performing well academically, this could motivate them and their teachers to keep achieving good results in school. It means that learner satisfaction can be achieved when learners are motivated, and they could strive to achieve good results throughout the year.

4.5.6.2 Sub-theme 2: Quality assurance

Quality is associated with excellence, and quality assurance is a way of ensuring that the education delivered to learners is a good one. This can be done by trying to avoid or foresee any problems or mistakes that could hinder the teaching and learning process. T1 asserted:

I need continuous monitoring and support from my immediate supervisor (HoD), support and constant monitoring from the subject advisor, [and] internal and external workshops on a quarterly basis. (T1)

The above participant asked for constant monitoring from the head of department at her school, and from her subject advisor. This implied that monitoring should not be a once-off thing. The quality of the work done needs to be checked repeatedly, so that teachers can strive to produce even better work

T2 concurred and said:

More support from subject advisor, because what they usually do is to criticise the work we do, instead of helping us to develop and grow in the subject matter. (T2)

T2 felt that the subject advisor is not helping them. They are criticised whenever they bring work for monitoring, instead of being led in the right direction and being guided by the subject advisor. The participant complained about the whole monitoring process. The participant (T2) is not satisfied with how the subject advisors do their job.

4.5.6.3 Sub-theme 3: Learner support

The overall findings on this sub-theme suggested that teachers need support with identifying learners with barriers, with the help of the learners' parents.

I need identification of learners with barriers and follow-up thereafter, because we usually identify these learners, and it ends there. They never do anything about them. (T1)

Participant T1 suggested that one of the critical areas in which teachers need support is the issue of learners with barriers. The participant was of the view that the Department of Education is dragging its feet in placing these learners in special schools, and that having these learners in mainstream schools is a problem, because the teachers were not trained to teach these kinds of learners. Another critical area that needs attention is support from parents to help their children. In this regard, T3 said:

Support from parents is very important. Parents should take full responsibility for their kids' education, but they seem to think that everything that anything to do with education depends on us teachers. They need to take part in the education of their children. (T3)

From the above quotation, it seemed that parents were expected to play a vital role in their children's education. The interviewed participants made it clear that parents need to take full responsibility for their children's education. This suggested that parental

involvement is very important, that it increases learners' success at school, and that it improves the school's academic performance.

4.5.6.4 Sub-theme 4: Teacher support

Teachers need support now and then, whether that support is internal or external. The support they need must develop their skills and knowledge, so they can be better equipped to teach, and this will boost their confidence in the classroom. One participant commented:

I think the only thing that the department [Department of Education] can do for us is to employ more teachers. (HoD2)

Training is a critical element, which leads to successful implementation of the curriculum, and lack of training can pose a serious challenge. HoD3 asserted:

We really need proper training for this new curriculum, not these once-off training they are giving us. (HoD3)

The above participant responded that the training they get is inadequate, and that they wanted to be trained more. The participant suggested that training should be a process, not an event. This finding implied that the Department of Education should organise more training workshops for teachers, particularly novice teachers. Another area where support is needed is with multigrade teaching:

I only need support with multigrades workshops. I don't even know where to begin with. I am teaching both Grade 2 and 3, and there are a lot of challenges. (HoD4)

The above interviewed participant was teaching more than one grade in the same class, and the participant seemed to be overwhelmed by the demands of such multigrade teaching. Pre-service training does not usually include teaching multigrade classes, which makes such an experience a challenge for the novice teacher. This implies that educators need more support to deal with multigrade teaching. It requires effort and skill for teachers to be able to balance the needs of the different grades when teaching in a multi-grade class.

4.5.6.5 Summary of theme 6

This theme presented the findings emerging from the interviews on the support needed by the HoDs and teachers in the rural primary schools in the Eastern Cape that participated in this study. The overall findings suggested that teachers and learners in the rural areas needed a lot of support and recognition to be able to implement the curriculum. They required motivation, quality assurance, learner support and teacher support to implement the curriculum effectively. Motivation is likely to drive teachers and learners to accomplish their goals at school, and quality assurance means that they may strive for excellence at school. Teacher and learner support may help teachers and learners to succeed in the teaching and learning process at school, because they will have assistance in managing any barriers they may experience in this process.

4.6 SUMMARY OF THE CHAPTER

This chapter provided the biographical information of the participants, and it presented and discussed the research findings emanating from the data collected from the interviewed participants from rural primary schools in the Eastern Cape. From the findings, six themes and associated sub-themes emerged, and the themes were discussed and compared with the literature. The following chapter, which is the final chapter of the dissertation, has provided a summary of the research findings, as well as conclusions and recommendations of the study.

CHAPTER 5

SUMMARY OF THE RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented an analysis and interpretation of the data from the interviewed participants in rural primary schools in the Eastern Cape. The chapter discussed the emerging themes and sub-themes based on the research questions and the interview questions. The findings presented include the voices of the participants in the form of quotations that support the findings.

This chapter, as the final chapter of the dissertation, provides an integrated view of the entire study. The chapter gives a summary of the findings of the study. It discusses the limitations and the delimitation of the study, and it makes recommendations for further research based on the findings.

5.2 SUMMARY OF THE FINDINGS

This section presents a summary of the findings, where the findings from the participants are compared with what has been reported in the literature review. The section also explains the similarities and contradictions between the literature review and this empirical study.

5.2.1 HoDs and teachers' perceptions of the implementation of the curriculum change

The interview data confirms that the participants in this study perceive change in the curriculum in different ways. This finding is consistent with those of Ewing (2010) and Alshorfat (2011), who perceive curriculum change as a process that affects many people with different views, interests and opinions, with demands that teachers must change their practice in the classroom. Yan and He (2012) asserted that curriculum change is a process that changes the whole content at school, as well as how educators teach in the classroom. This means that change, particularly in curriculum matters, can be perceived in different ways.

Some of the participants were very positive about curriculum change, claiming that the new curriculum is easy and straightforward. The participants revealed that the new

curriculum produces learners who are innovative and creative. This supports the literature study, which revealed that curriculum change is a big thing that brings new development, adaptation and innovation to people (Botha,2002). By contrast, other participants are negative about the reform, suggesting that it creates a lot of work and requires them to change everything they know, from classroom practice to the content taught in the classroom. This is consistent with a study conducted by Yan and He (2012), who also perceived curriculum change as a process that changes the whole content at school, as well as how teachers teach in the classroom. Change affects teaching and current learning, and it affects the working pattern of teachers and learners (Ross, 2009).

5.2.2 HoDs and teachers' experiences of implementing the curriculum change

This theme discussed the experiences that teachers and HoDs have during implementation of the curriculum change. Several participants complained about the heavy workload of HoDs and teachers, and the high demands on learners, with little time given to complete tasks. A study conducted in Gauteng, South Africa, by Mogashoa (2013) suggested that CAPS is the same as previous curricula, and that it has the same challenges, namely heavy workload, lack of resources, and poor training of teachers. The findings of the current study confirm the findings of a study conducted by Zimmerman (2006), who found that teachers experience an increase in workload, and that this results in teacher resistance to curriculum changes. This finding is consistent with findings by Troudi and Alwan (2010) that when the curriculum changes, it creates a lot of work for teachers and learners, which demands that teachers unpack the reform and present it in the classroom. Other participants mentioned positive experiences regarding the change in the curriculum, including a decreased workload for them as teachers. The participants claimed that the new curriculum also helps learners to learn to read and write at a very early age, and to work independently. The workload aspect of the new curriculum is controversial, as some participants perceived the workload as bringing added responsibilities, while others described the reduced subject content as a relief in the teaching and learning tasks. CAPS is no different from the previous curricula and the challenges are still the same.

The above negative findings in the current study regarding the new curriculum change confirm the findings of a study by Sayed and Jansen (2001), who found that teachers

are faced with work overload with limited resources, and this leads to teacher resistance in the new reform. Curriculum change brings a lot of work that puts an additional responsibility on teachers, and they also need to unpack the new reform and present it to the learners. This study confirms Kelchtermans' (2009) assertion that curriculum change makes teachers and learners work under pressure, where they are both expected to maintain their work in the classroom. The experiences of the teachers in this study regarding the curriculum change are consistent with the literature, which highlights increased workload, lack of resources, and teacher training as some of the demands on both teachers and learners. This finding supports the finding by Botha (2006) that HoDs in rural primary schools are unable to perform their managerial duties, because they have to teach full-time in the classroom, due to the shortage of teachers.

5.2.3 Management of the implementation of the curriculum change

The findings on management of the implementation of the curriculum change suggest that the HoDs play a vital role in managing the new reform in terms of Fayol's management processes of planning, organising, leading, and controlling. It was revealed that the HoDs have instructional responsibilities in terms of ensuring curriculum delivery following the management process as conceived by Fayol. For the planning phase to be successful, there has to be collaboration between the HoD and the teachers, as well as a good interpersonal relationship. Some studies have asserted that planning is the first stage in the management of implementing curriculum change (Howie, 2000). Fayol (2016) states that planning must involve setting of the goals that need to be accomplished. McLean (2011) asserts that planning requires setting of goals and striving to achieve them through collaboration and teamwork between educators and HoDs.

The interviewed participants perceived organising the implementation of the curriculum change as difficult due to the lack of resources and the shortage of staff at school. The Department of Education (2006) recommends that HoDs organise teaching and learning materials as well as enrichment programmes as part of curriculum implementation. Some studies have confirmed that the organising phase comes after the planning phase, and that this stage is all about organising who will do what, when and using what resources (McLean, 2011). As leaders, the HoDs in this

study valued a good interpersonal relationship and communication as key attributes of a leader. This finding is consistent with Fayol's (2016) assertion that leaders use their skills to achieve or set goals in the school. This study further confirms that being a leader requires one to be a problem-solver, to have good communication skills, to be able to guide the team, and to have a good interpersonal relationship with the educators. This finding supports Dimmock and Lee's (2000) assertion that a leader is someone who promotes a positive climate in the school and who builds a good working team with teachers. The findings of this study confirm previous findings that leading is not easy, because HoDs have the responsibility of delivering the new curriculum while they need to mentor staff and support them (Bryk, 2010; Pak & Desimone, 2019).

The participants considered controlling as class observation and moderation of the work of learners and of teachers. The findings of this study are consistent with the findings in the literature, namely that the work done by learners and teachers can be monitored by HoDs through class visits and by moderating learners' work and teachers' work (Department of Education, 2000a). The interviewed participants saw controlling as challenging, because they have a heavy workload and there is little time to control the teaching and learning tasks at school. Fayol (2016) confirms that controlling is the phase where the work that has been done is controlled, and this can be determined according to corrective measures and performance standards when necessary. The HoDs, as leaders, in this study revealed that they value communication and a good interpersonal relationship. The literature explains that this stage is where the leader uses their skills to achieve the set goals (Fayol, 2016). This study confirms that being a leader requires one to be a problem-solver, have good communication skills, be able to guide the educators, and have a good interpersonal relationship with them.

5.2.4 Challenges experienced by the HoDs and teachers in implementing the change in the curriculum

The findings on the challenges experienced by the HoDs and the teachers in implementing the curriculum change suggest that teachers in the rural areas are dealing with redeployment and restructuring, which leads to a shortage of educators and a heavy workload for educators in schools with low learner enrolment. This finding is consistent with assertions by Howie (2000) and Maile (2004) that the shortage of teachers is creating a huge problem in rural primary schools, because it leads to

redeployment and restructuring of teachers as a result of the low learner enrolment. The finding of the current study also confirms Mogashoa's (2013) finding that CAPS implementation has many challenges, namely heavy workloads, lack of resources, and a shortage of teachers, with very limited time. Day and Smethem (2009) report that when the curriculum changes, the workload increases, and that this results in significant obstacles, especially in the rural areas, where there are under-resourced schools with very low learner enrolment. They explain that the low learner enrolment results in teacher redeployment, where teachers are given many subjects to teach. The findings also indicate that learners are dealing with challenges such as a lack of resources, unfulfilled special needs, and the disadvantages of being in a multigrade class. This study confirms Donald et al.'s (2000) assertion that learners from disadvantaged backgrounds are faced with many challenges, including malnutrition, poverty and diseases, such as Aids, and that these children are more likely to experience barriers in learning. Another finding was that parents have to assist their children with their schoolwork, even though they are uneducated and find it difficult to support their children in doing academic work, especially learning that requires the use of technology. This implies that there is still a lot that needs to be done in the schools involved in this study when it comes to implementing the change in the curriculum.

5.2.5 Strategies used by the HoDs and teachers to overcome the identified challenges

The findings from the interviews on strategies used by the HoDs and teachers to overcome the challenges they experience in implementing the curriculum indicate making extra time to do administrative work, instead of using instruction time for management issues, as one of the strategies used by the participants. Carnoy (2006) believes that for HoDs to perform their duties effectively, they need support, proper training and resources. Other strategies included seeking assistance from other teachers who are more competent in certain subject areas, getting external assistance from parents in terms of providing teaching and learning resources, and getting parents to help their children with homework. There was also a plea that the Department of Education would provide for the requirements of learners with special needs.

Christie et al. (2007) explains that in rural schools they usually recruit non-professional, unqualified teachers to fill the gap when there is a shortage of teachers in the school. This strategy is used to mitigate the shortage of educators and to reduce educators' workload (Chikoko, 2006; Reddy, 2003; UNESCO, 2006). With regard to parental involvement and support, the Department of Education (2000) asserts that teachers must have a positive relationship with parents, and that parents must be informed about everything at school. This will create a good, supportive relationship between the parents and the teachers (Department of Education, 2000), which is consistent with the findings of this study.

5.2.6 Support needed to manage the curriculum change

The findings of this study suggest that teachers need support and recognition to be able to implement the curriculum change in their school. Teachers need to be motivated, and quality assurance needs to be done to implement the new curriculum successfully and effectively. Fullan (2007) and Flores (2005) assert that teachers need support, because the new curriculum places great demands and high expectations on teachers with few resources, and this leads to ineffective implementation of the curriculum. A review of the national curriculum reform in China (2001–2011) indicates that implementation of the curriculum was not going well in the rural areas due to lack of resources and support needed by teachers in rural schools. It is evident from the current study and from the literature that in rural schools there is unequal distribution of resources, and this leads to ineffective implementation of the curriculum (Christie et al., 2007). Learners also need support to deal with issues such as barriers in learning and the challenges of being a learner in a multigrade classroom, and they need support from their parents. This is consistent with the literature, which asserts that teachers and learners need support to deal with curriculum reforms, and that to help them gain self-efficacy, they need help even from outside the school (Govender, 2018; Marton, 2006). The findings of this study also confirm Jansen's (2009) assertion that HoDs need support and continuous training for them to manage the curriculum successfully. Bush (2003) suggests that HoDs need support for them to serve as a catalyst in the implementation of a new curriculum, so that learners receive quality education.

5.3 DELIMITATION OF THE STUDY

The delimitation of a study relates to those characteristics that can only restrict the scope of the inquiry. Only five primary schools in Ntenetyana/Mkhemane Circuit in a remote rural area of the Eastern Cape were sampled for this study. These primary schools were specifically chosen because they are close to the researcher, in order to minimise the challenge of time constraints, and also travelling costs. Another delimitation is that a relatively small sample of 10 participants was interviewed, when a larger number of interviewed participants might have yielded richer findings. Consequently, the views and opinions of these few interviewed participants may not be generalised to reflect the views of other primary schools in the province. The study was also limited in that some participants were reluctant and afraid to take part in the study.

5.4 LIMITATIONS OF THE STUDY

This study was conducted in the Eastern Cape province, in Alfred Nzo West District, in a few selected primary schools. Most of the schools in this district have many challenges, such as limited resources, lack of infrastructure, and a shortage of teachers. This would have limited the scope of the research, because many factors would have hindered the collection of data. The study focuses on the role that HoDs play as leaders in curriculum change, and the role of teachers as agents of curriculum change. There was a challenge of time constraints, as all the participants had a heavy teaching workload, which left little time for the researcher to interview them. The researcher had to be innovative in creating time to do the interviews. The use of other data generation methods, such as questionnaires, could perhaps have aided in data collection. There is also a methodological limitation in doing qualitative research, namely that the researcher is not able to generalise the findings beyond the scope of the study. Semi-structured telephonic interviews were used instead of face-to-face interviews, due to Covid-19 restrictions. The researcher therefore could not see the facial expressions and gestures of the participants during the interviews. Another methodological challenge was that the data processing method and the data analysis were time-consuming, although the same process enabled the researcher to become immersed in the data. Transcribing the interviews, in particular, was time-consuming, as was developing the analysis table.

5.5 CONCLUSIONS

The purpose of this study was to establish how HoDs and teachers in rural primary schools in the Eastern Cape manage the implementation of curriculum changes. The study sought to determine their perceptions of changes in the curriculum, the challenges that they face, the strategies they utilise to overcome the identified challenges, and the support they need to implement curriculum changes. Changes in the curriculum are perceived in both positive and negative ways. Although the HoDs follow the management processes conceived by Fayol, namely planning, organising, leading and controlling, the findings of this study highlight that HoDs and educators are struggling with a heavy workload in implementing the new curriculum, due to a shortage of teachers, because of restructuring, redeployment of teachers, and multigrade teaching. Limited or absent parent support in educating their children, and lack of technology, was also identified by the participants as inhibiting the implementation of curriculum changes. The HoDs seem unable to fulfil their duties as heads of departments in addition to their teaching obligations, and so they have developed a strategy of making extra time to do administrative work, as well as engaging assistant teachers who are competent in certain subject areas. The participants also expect the different stakeholders to recognise and motivate them in their efforts to implement the curriculum effectively, as well as to support the learners and do quality assurance.

The researcher envisages that this study could possibly provide educators and Department of Education officials with insights that could help in addressing these concerns that the teachers have, to bring about the desired outcomes of ongoing curriculum change.

5.6 RECOMMENDATIONS FROM THE FINDINGS

This section comprises recommendations from the themes that emerged from the responses given by the interviewed participants in the study.

5.6.1 Recommendations from theme 1

Policymakers need to revisit school policies and subject topics, and they need to adjust the time allocation for teaching in class. Teachers should be prioritised and involved

in the initial stage of planning the new curriculum, so that they understand the new curriculum and have the relevant skills to use in the implementation process.

5.6.2 Recommendations from theme 2

Teachers should be consulted before a new curriculum is implemented, so that they are given an opportunity to voice their views and opinions regarding the new curriculum, because at the end of the day they are the ones who must implement the new curriculum, and they know what their learners need in the classroom.

5.6.3 Recommendations from theme 3

HoDs needs ongoing training to be equipped with the necessary skills and knowledge to manage implementation of a new curriculum.

5.6.4 Recommendations from theme 4

Teachers that work in rural primary schools should be given rural incentives since the conditions are demoralising. Receiving incentives will encourage them to work effortlessly, knowing that they are being recognised for their hard work. Parents should be given the opportunity to know and understand their role in the teaching and learning process. This will lead to parents actively taking part in their children's education, and they will also support the new curriculum and its implementation.

5.6.5 Recommendations from theme 5

The Department of Education needs to ensure that teachers teach in a safe and secure environment. They need to train teachers continuously and seek sufficient funds when they implement a new reform. The department also needs to deliver sufficient learning materials and deliver them on time. Lastly, the Department of Education needs to employ more teachers in rural primary schools.

5.6.6 Recommendations from theme 6

Subject advisors should support teachers more, especially when the curriculum is changed. They should conduct more visits to schools, to give guidance and advice to teachers. Workshops for developing teachers organised by the Department of Education or other education organisation should be an ongoing process.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

Curriculum change is an important aspect, and it is a global issue with many challenges, which can cause it to fail. Despite this, there is very limited research and literature on what makes it fail, and how to overcome these challenges. Teachers encounter many impediments in their daily lives at school trying to implement a new curriculum.

This study was conducted at five primary schools in a rural area of the Eastern Cape, namely Alfred Nzo West District. It is recommended that further research be done throughout the country in different schools, and in secondary schools, because curriculum implementation and its challenges are found throughout the country and affect the entire country.

Further research could also include learners or parents. This will assist to gain the perspectives of different people and to strengthen the current empirical findings, and it will help in experiential implementation of the curriculum change.

5.8 FINAL WORD

Change is not an easy task, and it takes time for people to acknowledge the change, especially if they were not part of the decision-making in the change process. However, change is not a bad thing. It brings progress and development in the changing world that we live in. Therefore, it is the responsibility of the Department of Basic Education to give teachers the opportunity to give their views and opinions regarding the curriculum change, and to own it. I hope that this project will be seen by the relevant people, who will rectify whatever concerns and disputes the teachers and HoDs have concerning implementation of the new curriculum.

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APPENDIX A: INFORMED PERMISSION TO CONDUCT RESEARCH



The Circuit Manager

Alfred Nzo West

P/BAG X 9001

Mount Frere

5090

14 June 2021

Dear Sir / Madam

I am Siyoyo Nomfundo currently doing Masters (specializing in education management) with the University of South Africa, under the supervision of Dr.T.A Ogina. The topic for my study is: **MANAGING THE IMPLEMENTATION OF CURRICULUM CHANGES IN RURAL PRIMARY SCHOOLS IN THE EASTERN CAPE PROVINCE.** I am kindly asking for your permission to conduct research in your circuit (Ntenetyana/ Mkhemane circuit).

The aim of the study is to investigate the experiences of teachers and HoDs regarding the implementation of the curriculum changes and also to identify the challenges they experience during this change. The study will be collecting data through the use of semi-structured interviews telephonic interviews with the HoDs and the teachers from selected schools. The interview will last for about 45 to 60 minutes and it will be tape recorded. Apart from the telephone interviews , I will also explore the use of zoom , Microsoft teams and Whatsapp video calls where possible to have human virtual contact .The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

The benefits of this study are that the research findings will be used to provide insight on the strategies to be used by the HoDs and teachers in implementing changes in the curriculum. There will be no reimbursement or any incentives for participation in the research. There may be follow-up interviews if the need arises. Feedback procedure will entail member checking whereby the transcript of the interview as well as report of the study will be given back to the directors for comments and confirmation. Thank you so much for your time.

Yours Sincerely

Siyoyo Nomfundo

APPENDIX B: LETTER TO THE PRINCIPAL



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

TITLE: MANAGING THE IMPLEMENTATION OF CURRICULUM CHANGES IN RURAL PRIMARY SCHOOLS IN THE EASTERN CAPE PROVINCE

Date: 14 June 2021

The principal
Alfred Nzo West District
Mount Frere

Dear Sir/Madam,

I am Siyoyo Nomfundo currently doing Masters (Specializing in Educational Management) with the University of South Africa, under the supervision of Dr. TA Ogina. The topic for my study is: **Managing the implementation of curriculum changes in rural primary schools in the Eastern Cape province**. I am kindly asking for permission to conduct research with the 2 participants of your school (1 HoD & 1 teacher).

The aim of the study is to investigate the experiences of teachers and HoDs regarding the implementation of curriculum changes and also to identify the challenges they experience during the implementation of the changes.

This study may benefit the school by providing an opportunity for the teachers and the HoDs to reflect on the strategies they use to implement changes in the curriculum of their teaching subject. The teachers and the HoDs involved in this study will also showcase the strategies they use in their schools that may inform other teachers in establishing effective ways of implementing changes in the curriculum.

I will conduct semi-structured telephone interviews or via whatsapp with the participants. The interview will take 45 – 60 minutes and it will be audio recorded after seeking consent from the participants. I promise that the information obtained from this research will be securely saved and will be treated with confidentiality. The data will be solely used only for the purpose of my Masters study.

I will use pseudonyms to refer to the participants and code names for the school to conceal the true identity of the participant and the school.

There will be no reimbursement or any incentives for participation in the research. Feedback will be given to participants in a form of copies of the research findings and recommendations. Lastly, there is no risk anticipated in participating in the study. There will be no physical contact. The data required will generated through telephone interviews/WhatsApp/other electronic media, the data will not be of a sensitive nature and does not involve people under the age of 18 years.

The Circuit Manager(Mr Mbixane) has already given me the permission to go ahead with the research.

Thank you so much.

Yours sincerely

Siyoyo Nomfundo

0789116230/0767063979
nomfundosiyoyo@gmail.com

I.....give permission/ don't give permission for the researcher to do the study in my school.

APPENDIX C: CONSENT/ASSENT FORM

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

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 opportunity 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 interviews.

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) Nomfundo Siyoyo

Researcher's signature

Date

APPENDIX D: PARTICIPANT INFORMATION SHEET

Date: 14 June 2021

Title **Managing the implementation of curriculum changes in rural primary schools in the Eastern Cape province**

DEAR PARTICIPANT

My name is Siyoyo Nomfundo, I am doing research in Masters under the supervision of Dr. TA Ogina, a Senior Lecturer in the Department of Educational Leadership and Management at the University of South Africa. I am kindly inviting you to take part in this study. The topic of the study is: **Managing the implementation of curriculum changes in rural primary schools in the Eastern Cape province.**

WHAT IS THE PURPOSE OF THE STUDY?

The intention of the study is to:

- a) To Investigating how HoDs and teacher perceive changes in the curriculum
- b) Exploring the experiences of HoDs and teachers regarding the implementation of curriculum change
- c) To Identifying the challenges that the HoDs and teachers experience in implementing changes in the curriculum in rural primary schools
- d) To establish the strategies that HoDs and teachers use in managing the challenges they experience in managing the implementation of curriculum change.
- e) Identifying the kind of support do HoDs and teachers need to implement changes in the curriculum

WHY AM I BEING INVITED TO PARTICIPATE?

You play a very significant role as managers of curriculum change since you are being charged with the responsibility of implementing curricula at schools. Your experiences will be highly appreciated and will be worthy for this study.

SCHOOL AND PARTICIPANTS

Five Schools will be purposively selected. 1 teachers and 1 HoD will be selected in each school. Participants who agrees to take part in the study will sign consent form where they will give their formal permission. This study focuses on schools in rural areas

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The interview will be an unstructured interview through the telephone or via watsapp. It will last 45 minutes to one hour with each participant. The participants will be asked about the experiences they have as teachers /HoDs regarding the implementation of curriculum change. How they manage the implementation of curriculum change in rural primary schools. The challenges they experience at schools and the strategies they use to manage these challenges they experience in managing the implementation of curriculum change.

The interview will be recorded, with consent from the participants. The participant can withdraw at any time without penalty. The participant can decline to answer any question and must indicate if a particular response must not be recorded.

A copy of the transcribed interview will be sent to the participant so that changes can be made if desired. The researcher can contact the participants at a later date, after the interview to clarify some points or to verify some idea. Each school will be sent a brief draft summary of the findings.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

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 consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There won't be any gifts provided to participants. This study only intends to collect the information from teachers and HoD's who are tasked with the responsibility of implementing curriculum change in schools. This will benefit other teachers and also the department to be aware about the challenges the teachers have in the schools.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH STUDY?

The research involves teachers who are all adults, not less than 18 years of age. I believe that the questions asked here are non – sensitive. The participants are only expected to share their experiences on managing the curriculum changes in rural primary schools through the use of telephone interviews or watsapp. The telephone interviews or watsapp will reduce the risk of COVID-19 infection during the interviews.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

The researcher will use pseudonyms (not the real name) for participants and for school. The participants will be given alphabets and the school a code number. No one will be able to connect you or your school to the given answers. It is your right that your name be not be recorded and that other people must not know about your involvement in the research.

Every possible attempt will be made to ensure that research data will remain confidential to the researcher and research supervisors. Confidentiality and anonymity are assured to the extent allowed by law. Each participant will be recorded against a pseudonym/code, and no individuals or school will be identified by the researcher in any published material or to any other person or school. However, it must be made clear that the researcher has no control over what participants choose to discuss with other people. In order to maintain full confidentiality, it will be important that participants do not discuss the study with other people outside of their school.

All data will be stored in a locked office to which only the researcher has access. Files containing tapes will be coded, locked, and stored separately from lists which identify participants and if tape recordings are transcribed by anyone other than the researcher, those people will be required to sign confidentiality statements. All information to be obtained from the participant

Please be informed that your anonymous data will be used for a research report, journal articles and conference proceedings. A report of the study may be submitted for publication, but participants will not be identified in such a reports and publications). Conference and seminar papers will be read based on this study after which they will be published as articles in accredited journals.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

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.

Electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There won't be any incentives for the participants, the participation is voluntary.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education Ethical Review Committee, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

Please feel free to contact me if you want to be informed of the final findings of the research, Siyoyo Nomfundo at 0789116230 or email me: nomfundosiyoyo@gmail.com. The findings are accessible for a period of one year.

A copy of dissertation will be given to each of the schools that took part in the research and a summary of the findings and recommendations will be discussed with the educators that took part in the research. The dissertation will also be available at the library at the University of South Africa.

Should you have concerns about the way in which the research has been conducted, you may contact my Supervisor, Dr. TA Ogina, at oginateresa8@gmail.com.

I would to show my gratitude reading this information sheet and for taking part in the research.

Thank you.

Siyoyo Nomfundo
Masters Candidate

APPENDIX E: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR HODs AND TEACHERS

Research Questions	Interview Questions
Biographical questions	<p>HoDs</p> <ul style="list-style-type: none"> • Please tell me about yourself – how long have you been a HoD? • Which department? • How many teachers are under your leadership? • What is your highest qualification? <p>Teachers</p> <ul style="list-style-type: none"> • Please tell me about yourself • How long have you been a teacher? • What is your highest qualification? • What subject/s do you teach?
7. How do HoDs and teacher perceive changes in the curriculum?	<p>HoDs</p> <ul style="list-style-type: none"> • Is there any change in your department/subjects regarding the curriculum change? • In what ways have the curriculum changed? • What is new in terms of content, pedagogy and assessment? <p>Teachers</p>

	<ul style="list-style-type: none"> • Please tell me, is there any change has in the curriculum of your teaching subject? • In what ways have the curriculum changed? • What is new in terms of content, pedagogy and assessment?
<p>8. What are the experiences of HoDs and teachers regarding the implementation of curriculum change?</p>	<p>HoDs</p> <ul style="list-style-type: none"> • Please tell me about your experience regarding curriculum implementation. • What can you say about the curriculum changes in the subjects that you are managing? <p>Teachers</p> <ul style="list-style-type: none"> • Please tell me about your experience regarding curriculum implementation. • What can you say about the curriculum changes in the subjects that you are teaching?
<p>9. How do HoDs manage the implementation of curriculum change in rural primary schools?</p>	<p>HoDs</p> <ul style="list-style-type: none"> • How do you manage the changes in the curriculum in terms of: <p>Planning</p> <p>Organizing</p> <p>Leading</p> <p>Controlling/evaluation</p>
<p>10.(a) What are the challenges experienced by the HoDs in</p>	<p>HoDs</p>

<p>implementing changes in the curriculum?</p> <p>(b) What the challenges experienced by teachers in implementing the curriculum change?</p>	<ul style="list-style-type: none"> • Please tell me about the challenges that you have experienced in managing the implementation of the changes in the curriculum of the subjects in your department. <p>Teachers</p> <ul style="list-style-type: none"> • Tell me about the challenges you experience as teacher when you implement the curriculum change in your teaching subject?
<p>11. What are the strategies used by the HoDs and the teachers in managing the challenges they experience in managing the implementation of curriculum changes?</p>	<p>HoDs and teachers</p> <ul style="list-style-type: none"> • What strategies are you using to manage the identified challenges? • What is working well? • What is not working well?
<p>12. What kind of support do HoDs and teachers need to implement changes in the curriculum</p>	<p>HoDs</p> <ul style="list-style-type: none"> • In your experience, what do you need in terms of support to be able to manage curriculum changes in your department? • What kind of support do you think teachers in your department need to be able to implement changes in the curriculum? <p>Teachers</p> <ul style="list-style-type: none"> • What kind of support do you need as a teacher to be able to manage curriculum changes in your teaching subject?

	<ul style="list-style-type: none">• What support do you think your department need to effect changes in the curriculum?• Is there anything you would like to tell me regarding the implementation of changes in the curriculum?
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APPENDIX F: UNISA ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/07/07

Ref: 2021/07/07/53578309/21/AM

Dear Ms N Siyoyo

Name: Ms N Siyoyo

Student No.:53578309

Decision: Ethics Approval from
2021/07/07 to 2024/07/07

Researcher(s): Name: Ms N Siyoyo
E-mail address: nomfundosiyoyo@gmail.com
Telephone: 0789116230

Supervisor(s): Name: Dr T.A. Ogina
E-mail address: Oginateresa8@gmail.com
Telephone: 0823749618

Title of research:

Managing the implementation of curriculum changes in rural primary schools of Eastern Cape Province

Qualification: MEd Education Management

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 2021/07/07 to 2024/07/07.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2021/07/07 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

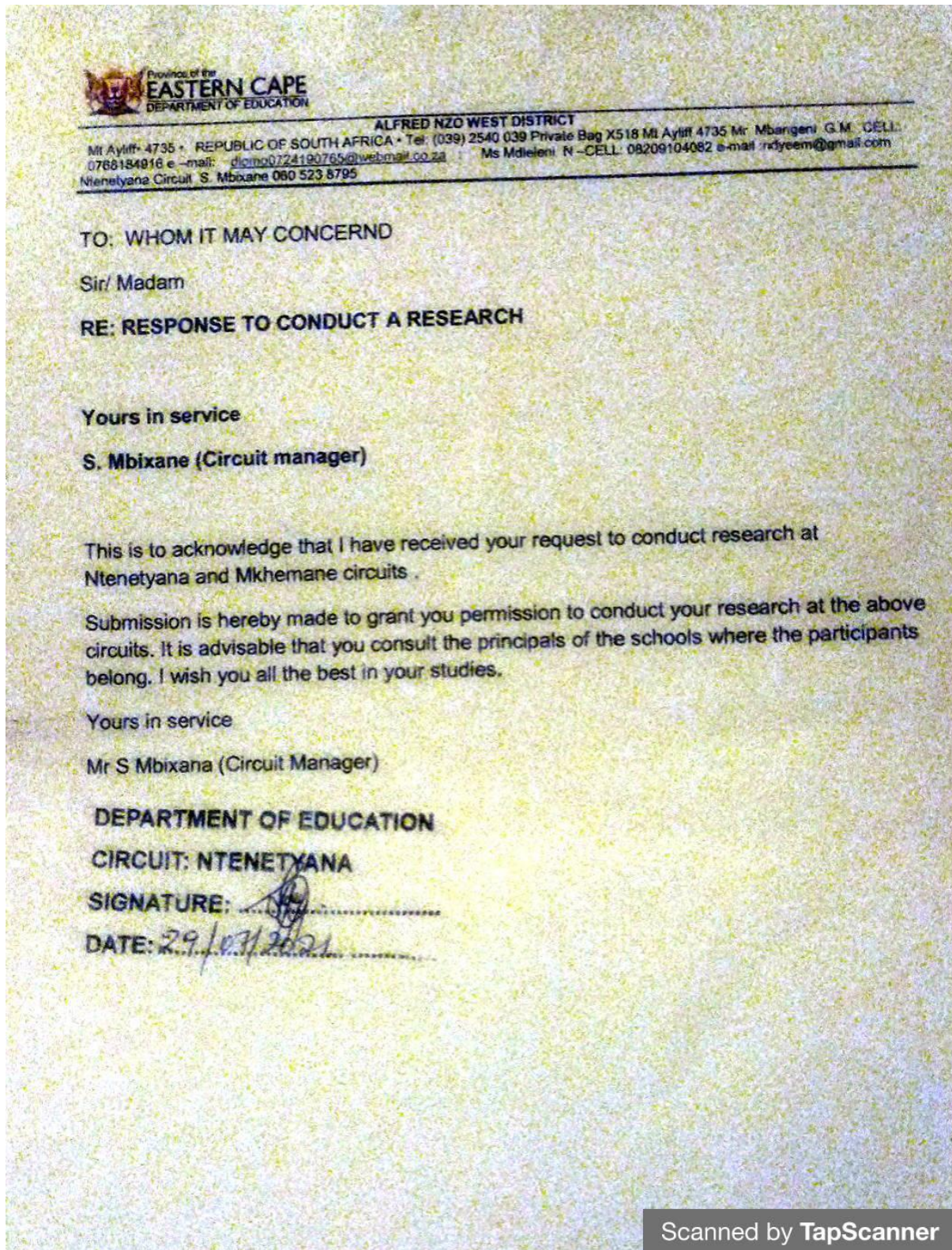
The proposed research may now commence with the provisions that:

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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APPENDIX G: RESEARCH APPROVAL FROM CIRCUIT MANAGER OF NTENETYANA/MKHEMANE



APPENDIX H Tii PERCENTAGE

The screenshot shows the Feedback Studio interface in a Google Chrome browser. The document title is "Nomfundo Siyoyo M.Ed Dissertation October 2022". The author is "TA (Teresa) Ogina". The document content is:

Managing the implementation of curriculum changes in rural primary schools of Eastern Cape Province

by

Nomfundo Siyoyo

Page: 1 of 93 Word Count: 29046

Text-Only Report High Resolution On

The sidebar on the right shows a similarity percentage of 14% and various icons for document management.

The screenshot shows the Adobe Acrobat Pro DC interface displaying the originality report for the document "Nomfundo Siyoyo M.Ed Dissertation October 2022".

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3	hdl.handle.net Internet Source	3%

ANTHONY SPARG

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5 November 2022


To whom it may concern

ENGLISH LANGUAGE EDITING DECLARATION

I, Anthony Edward Sparg, freelance language practitioner, declare that I language-edited the MEd dissertation titled “Managing the implementation of curriculum change in rural primary schools of the Eastern Cape province” (excluding the reference list and appendices) for Ms Nomfundo Siyoyo.

Thank you.

Yours sincerely



.....
Anthony Edward Sparg