

**PROFESSIONAL DEVELOPMENT OF TEACHERS FOR EFFECTIVE
CURRICULUM IMPLEMENTATION IN SELECTED PRIMARY SCHOOLS IN THE
JOHANNESBURG NORTH DISTRICT IN GAUTENG PROVINCE**

OUMA PATRICIA BALOYI

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SUPERVISOR:

PROFESSOR TI MOGASHOA

submitted

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DECLARATION

Name: Ouma Patricia Baloyi
Student number: 4568 249 6
Degree: Masters of Education in Curriculum Studies

Title: Professional Development of Teachers for Effective Curriculum implementation in Selected Primary Schools in Johannesburg North

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.



SIGNATURE

DATE

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DEDICATION

I dedicate this thesis to the following people:

To my late grandfather Mr. Lesiba Daniel Bapela: Although you are not with us, I know you would have been very proud and extremely happy with my achievements. More than anything and I did all this to make you proud. As you always say “Kgaka kgolo ga e na mabala, mabala a bonala kgakaneng.” Robalakakgotso Tau ya Mariri.

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ABSTRACT

The study investigated how teachers in Gauteng province are developed and empowered to implement the curriculum in the classes in the Johannesburg North district. It was conducted in pursuit of reality from teachers as implementers of curriculum to get their views and experiences on the issue of professional development and support given to them during curriculum implementation. The study further explored the professional development that could benefit teachers as implementers during the curriculum implementation.

This qualitative case study was conducted in two primary schools in Johannesburg North (JN) district in Gauteng Province. A total of eight teachers from two schools were selected using maxim variable sampling. The data was collected using focus groups, telephonic interviews, observation and document analysis. Two focus groups took part in telephonic interview discussions. The subject meeting observation was one of the data collection methods when teachers were trained for 2021 school readiness programmes. The teachers' documents, Annual Assessment Plans (AAPs) and Annual Teachers' Plans (ATPs), were analysed to collect data.

The findings revealed that the professional development of teachers is not adequate to cater for all information needed by teachers during curriculum implementation. The findings further revealed that due to the limited time allocated for the professional development of teachers, they are left with limited and unclear information to pass to learners during the curriculum implementation. The findings highlighted that teachers rarely get professional development. Most of them opt for professional development whereby teachers further their studies to upgrade their skills and keep themselves up-to-date with what is happening.

Teachers were asked about the kinds of professional development programmes that cater for their needs. The participants highlighted that they need counselling programmes that look at implementing inclusive education and dealing with socio-economic programmes such as children who are orphans, child-headed homes, and abused children, as well as identifying learners' potential skills. The participants further highlighted that sometimes programmes are done after work, with the

workload of teachers it is very difficult for teachers to get there on time due to traffic and time scheduled for the training.

KEY TERMS

Professional Development, Curriculum Implementation, Teacher Professional Development, professional development programmes

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

After South Africa became a free country in 1994, the Department of Education (DBE) has implemented three Curricula, namely Outcome-based Education, where the principle is that everything teachers do must be focused on what they want learners to know, National Curriculum Statement where learners can apply and skills and knowledge acquired in the meaningful ways to daily lives and the Curriculum and Assessment Policy Statement (CAPS) is a document that instructs teachers on what to teach and how to assess the curriculum. However, despite the DBE's implementation of several curricula, learners' performance in South Africa remains low compared to other developing countries. Even though South Africa spends 20% of its budget on education, or 6.4 percent of GDP, compared to countries with significantly fewer resources, the quality of the country's education system remains a major subject of worry.

The most recent Annual National Assessment (ANA) findings revealed that South Africa's educational system is in peril. The findings revealed that, in comparison to other developing countries, South African schools lack a solid basis in literacy and numeracy. In a separate international survey, the World Economic Forum's competitiveness ranking for 2012-2013 put South Africa's education system at 144 out of 144 countries, with its Mathematics and Science education at 144 out of 144. Teachers are heavily chastised for South Africa's deteriorating educational system in all reports.

Mail & Guardian (2011) states that South Africa is in desperate need of skilled teachers. Du Plessis & Letswene (2020:69) note that the South African Mathematics and Science education is amongst the worst in the world. In the report of 2007, merely thirty-two per cent of Grade Six Mathematics teachers in South Africa had required subject knowledge according to the South and Eastern Africa Consortium for Monitoring didactic Quality. According to Du Plessis & Letswene (2020:69), South Africa was identified as the worst performing country in the field of education.

Teachers' lack of content in schools in South Africa is a challenge, especially in Maths and Sciences. If our teachers in South Africa are not properly developed and empowered, then the value of the education system will be lost. Therefore, the South African system will never produce highly skilled engineers, accountants; etc. the goal of a Professional teacher development is to assist teachers on how to adjust their teachings to suit the learning needs of their learners (Djoub, 2021:1).

1.2 SIGNIFICANCE OF THE STUDY

Mrs Angie Motshekgoa, the Minister of Basic Education, states that the 2013 ANA results in the diagnostic report indicated numerous challenges learners experience in Mathematics and Languages. In the light of the stipulation of the Mail & Guardian (2011) for teacher development in South Africa to be prioritized, I envisage that findings from this study might help School Governing Bodies (SGBs), School Management Teams (SMTs) and policymakers in the DBE to be able to determine the extent to which teachers in schools need professional development and support during the implementation of the curriculum and throughout. If there were effective teachers' empowerment and development programmes in the South African education system, learners' performance in the classroom might improve. The development of teachers in primary schools is very important as they are responsible for laying a foundation in learners' education.

Many studies have focused on teacher development in secondary schools and further education and training (FET) rather than primary schools. Teachers' correct development and empowerment in primary schools may answer the difficulties that we face in South African schools. This the critical period in which learners acquire the foundations they will need in the future. The findings of this study may aid SGBs, SMTs, and the Department of Basic Education (DBE) in putting up appropriate strategies or arranging for effective development and support of primary school teachers so that they can successfully apply the curriculum in their classes. The study's findings may aid all stakeholders in prioritizing teacher development in primary schools and developing solutions.

1.3 LITERATURE STUDY AND THEORETICAL REVIEW

1.3.1 Literature Study

Since 1994, the South African education system has implemented various curricula to improve the quality of education in the country. The constant curriculum changes and the ongoing crisis in South African education have put a strain on school teachers (du Plessis & Letswene, 2019: 69). The teachers have failed to successfully implement the curriculum during the implementation, which has negatively affected the learners during national and international tests. Phasha, Bipath, & Beckmann (2016: 69) suggested that teachers' support and Continuous Professional Development (CPD) are required before implementing a new curriculum. Teachers felt there was a lack of support, monitoring, and evaluation (Phasha, *et al.* 2016: 69). Teachers should be equipped with proper skills and knowledge to make a good contribution during the implementation of the curriculum. For teachers to adequately teach and develop learners' skills in the 21st century and to render the challenges of a knowledge-based society there should be a constant call for teacher' development (Djoub, 2021:1).

1.3.2 Theoretical Review

Bandura's social cognitive theory underpinned this study. The social cognitive theory addresses what motivates people and develops social behaviour and capabilities (Woolfolk, 2010: 349). The social cognitive theory provided a framework for exploring teachers' perceptions of professional development. There are assumptions that teachers resist change and teachers are not motivated to learn further. According to Woolfolk (2010: 349), the approach emphasized the work of other people who serve as models (the subject specialist modelling the curriculum to teachers). Human adaptation, learning, and motivation are all explained by this hypothesis (Woolfolk, 2010: 349).

1.4 PROBLEM STATEMENT AND RESEARCH QUESTIONS

1.4.1 Problem statement

Annual National Assessment results were the only results available publicly in South Africa about education in primary schools. Before that, the only publicly available results about South African schools were Grade 12 results. From the results, it is noteworthy that learners in South African schools are underperforming in International tests in Mathematics and Languages. The ANA, the World Economic Index competitiveness, and the Eastern African Consortium for Monitoring and Evaluating Educational Quality outcomes pointed to a problem in South Africa's educational system. According to the conclusions of the ANA, South Africa's education system is in crisis due to a shortage of qualified instructors, a lack of teaching and learning resources, and teachers' lack of content knowledge. In another international test, the Trends in International Mathematics and Sciences Study, 2015 (TIMSS), South Africa was ranked 75th out of 76 countries, with 27 percent of grade six students unable to read the Organisation for Economic Co-operation and Development (OECD) 2015 report.

The South African government has been obliged to engage on programmes to improve teaching and learning in South Africa due to poor learner performance" (Phasha, et al. 2016:69). Even though the DBE adopted a new curriculum to improve the value of education in South Africa after 1994, students in South African schools continue to underperform. However, the problem of student underperformance in schools persists. The DBE fails to address all of the underlying factors of South African students' poor performance in school. Teachers in South Africa face difficulties implementing C2005 because they lack the necessary knowledge, skills, and competencies.

The professional development of teachers in education is very important as it underscores the responsibility of teachers in applying the set curriculum. Teacher professional development is very important in education as it is the responsibility of teachers to apply the set curriculum. According to Hasha & Wadesango (2021:1), the Continuous Professional Development (CPD) comes handy in assisting teachers to employ high instructional practices. Teachers are the most important school-based-resources (Burrough, Gardner, Lee, Guo, Touitou, Jansen & Schmit, 2019:7). It is

therefore, very important to improve the effectiveness of teachers to ensure learners' achievements. Burrough et al. state that there is a positive association between teacher content knowledge with higher student scores. It is the learners who are negatively affected by lack of teacher content knowledge. Professional development programmes in schools that work provide a structured professional learning which results in changes in teacher classroom practices and improvements in learning outcomes at school (Needu, 2018:2).

1.4.2 Research question

How are teachers in primary schools in Gauteng province developed and empowered to implement the curriculum?

1.4.3 Research sub-questions

The following sub-questions aided me in answering the main research question:

- To what extent are teachers in primary schools developed to implement the curriculum?
- How do teachers in Gauteng primary schools perceive professional development?
- What kind of professional development programmes will benefit teachers to effectively implement the curriculum?

1.5 RESEARCH AIM AND OBJECTIVES

1.5.1 Research aim

The study's main aim of the study is to examine whether teachers in primary schools in Gauteng Province are developed and empowered to implement the curriculum.

1.5.2 Research objectives

The study's objectives are to:

- Investigate the extent to which teachers in primary schools are developed to achieve the implementation of the curriculum.
- Understand Gauteng's primary teachers' perceptions of professional development.
- To explore the kind of professional development programmes that will benefit teachers to effectively implement curriculum

1.6 RESEARCH DESIGN AND METHODS

I used qualitative case study research to thoroughly understand the phenomena. A case study provides an exclusive model of real individuals in real situations, which will aid my understanding of the phenomenon (Cohen, Manion & Morrison, 2018: 376). According to Terre Blanche, Durrheim, and Painter (2014: 71), letters, newspaper articles, and government documents are relevant in qualitative research.

1.6.1 Research design

This study's research design is an interpretive phenomenological case study, which is analysed utilizing qualitative methodology.

1.6.2 Research paradigm

Interpretive paradigm studies aim to learn how people interpret the world around them and perceive the social world (Cohen *et al.*, 2018: 20). According to Blackwell (2018:9) interpretivism advances the argument that the truth and knowledge is subjective and is culturally and historically based on lived experiences and the understanding of them. The researcher didn't try to generalize or reproduce a certain environment; instead, the researcher tried to grasp it as it is. The interpretive paradigm aided the researcher in comprehending teaching and learning and evaluating instructors' perspectives on professional development. Cohen *et al.* (2018: 18) claim that, it is vital to understand the inner person to analyse the phenomenon's integrity.

1.6.3 Research approach

In order to answer the research topic, I used a qualitative case study approach. A case study is a comprehensive description and examination of a single organization or social unit (Mangwaya, Blignaut & Pillay, 2016: 3).

1.6.4 Research methods

I employed semi-structured face-to-face interviews, document analysis, and participant observation to collect data for this qualitative case study. Data were obtained by using a focus group to get the participants' perceptions of professional development.

1.6.5 Population and sampling

The researcher used maximum variation sampling or quota sampling to illuminate various aspects of the research problem. Participants were grouped according to years of experience or service, gender and age. Maximum variation intends to represent a wider population and sets out to represent these in the proportion in which they can be found (Cohen, Manion, & Morrison (2018:218). The sampling assisted the researcher in obtaining the maximum differences in perceptions about the phenomenon.

In this case study, the researcher chose twelve (12) Intermediate Phase (6) teachers from the two selected primary schools in Johannesburg North (JN) District in Gauteng as suitable participants to help the researcher in answering the research questions. Twelve Intermediate Phase (6) teachers were divided into three categories according to the years of service, i.e. that's zero to three years of being in service, four to six years of being in service and five to ten years of service to gain insights on the extent to which teachers need professional development in two selected primary schools.

1.6.6 Data collection and instruments

To gather data for this case study, the researcher employed two focus group discussions, semi-structured telephone interviews, subject meeting observations, and personal document analysis.

1.6.6.1 Focus group

Informing two focus group interviews, the researcher asked twelve (12) Intermediate Phase teachers to discuss the extent to which they need professional development to implement curriculum effectively in their classroom for the researcher to fully understand the study's phenomenon.

1.6.6.2 Semi-structured face-to-face interviews

I also used these semi-structured telephone interviews with participants to learn about their perspectives and perceptions on professional development. I kept track of everything on the interview sheets, including the list of participants, the date, and the time.

1.6.6.3 Documentary analysis

In this qualitative case study I went through teachers' documents such as planning files, Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs). I investigated whether teachers are in line with the detailed guidelines of AAPs and ATPs. I further investigated whether the language used in these documents is easy to follow.

1.6.6.4 Observation

I observed one subject meeting conducted by language facilitators for 2021 school readiness to get the insight of how teachers are developed. I got an opportunity to see how subject specialists developed teachers during subject meeting observation. I further got an opportunity to monitor the time allocated for teacher development.

The participants were given post-evaluation forms to complete after attending the subject meeting.

1.6.7 Data analysis

Cohen, *et al* (2018:644) state data analysis in a qualitative study is a process that is ongoing from the beginning until the end. Both telephone focus group interviews were put on record and transcribed in words. The researcher started by preparing and organising data in format by creating word files for observation, interviews and document analysis. I transcribed text into main themes and sub-themes. The audio during interviews and video recordings were transcribed in text. The researcher re-visited both interview transcripts and field notes.

1.6.8 Validity and reliability

Participants were allowed to review the recordings and field notes to ensure accurate data. Validity and dependability are concerns with observations, as they are other ways of gathering data. Validity determines whether the research truly measures that which it was intended (Golafshani, 2003:599). Golafshani (2003:598) an extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. The choice must be based on what will be used as active evidence in the case. As a result, the researcher used semi-structured interviews, focus group, observation and document analysis to collect data. According to Cohen *et al.*, triangulation is a technique for fully explaining the richness and complexity of human behaviour by analysing it from multiple perspectives. During observation, I conducted extensive validity checks to address the issue of validity.

The researcher kept records and took notes during the observation to guarantee that the observation was accurate. All stages of the research study were made available for further research by the researcher. The researcher employed well-structured interviews with the focus group participants during interviews, using the same structure and order of words and questions. To address the issue of credibility, the researcher invited participants to read the discussion notes and verify the accuracy of the data.

1.7 MEASURES FOR TRUSTWORTHINESS

The researcher reported the process of the qualitative case study in detail to better enable the future researcher to do again the work and where needed to get the same results. Different types of methods to collect data were used to avoid biases.

1.8 ETHICAL CONSIDERATION

As the researcher, I must be completely informed of my work's ethical and legal implications. The participants were fully informed about the study's goal and how the data would be utilized, and their participation was completely voluntary. The researcher approached the Gauteng Department of Education (GDE), Johannesburg North area, and requested permission to perform the study. The chosen participants signed the consent forms to acknowledge that they knew of the study's purpose. Those who took part were informed that the information they provided would only be used for the study's purposes. All participants and school names were given pseudonyms to safeguard their identities, and their dignity was preserved at all times.

1.9 CLARIFICATION OF PERTINENT CONCEPTS

- 1.9.1 In general, professional development refers to ongoing learning opportunities available to teachers and other educators through their schools and districts. The DBE's ongoing support of teachers is critical to developing their instructional skills and the skills of teachers, which will ultimately improve overall student performance in schools. Teachers' professional development may include a variety of specialized training and professional learning opportunities to improve classroom performance and expand their professional expertise.
- 1.9.2 The Curriculum is a socially produced idea (formed via human conversation) that must be acknowledged by no common translation (du Preez & Reddy,

2014:13). The curriculum is seen as a means or guidance for achieving the country's educational values and aims.

1.9.3 Curriculum implementation refers to the teacher putting the curriculum documents into practice in the classroom. Curriculum implementation is defined by Mupondi (2015: 314) as a phase in which educational proposals are implemented. As a result, curriculum implementation can be thought of as how teachers put the syllabus into practice in the classroom. Curriculum implementation can be defined as how the teacher delivers the curriculum.

1.10 SCOPE AND DELIMITATION OF STUDY

This study was constrained to the participants in two primary schools in Johannesburg North district. Therefore, the results do not represent all teachers in the whole district and province but only the teachers in the study.

1.11 CHAPTER DIVISION

This dissertation of limited scope is presented in Five Chapters.

Chapter 1: Orientation of the study

The researcher discussed the study's background, significance, problem statement, research questions and sub-questions, and goals and objectives. The researcher outlined the research design and techniques, research paradigm, and research methodology used in the study. The study population and sample, data collection and tools, study validity and reliability, data analysis and interpretation, ethical considerations, clarification of key concepts, and study limitations were all discussed.

Chapter 2: Literature Review

The researcher outlined the literature review, contextual and theoretical framework studies related to the study and the gap intended to be filled.

Chapter 3: Research Methodology

The researcher presented a detailed research methodology. The research design includes the research paradigm, research approach, research type. In the research methods, the researcher included the procedure, tools, and techniques to gather the data and how the data was analysed.

Chapter 4: Findings, analysis, and interpretation of the research data

The researcher presented data analysis findings and the interpretation of the empirical research data. A detailed summary of discussions of data collected and the literature comparison were presented.

Chapter 5: Conclusion and recommendations of the study

The researcher presented the study summary, the conclusion and recommendation based on the analysis and interpretation of data. Recommendations and ideas for future research, limitations and conclusions were included in this chapter.

1.12 CHAPTER SUMMARY

The researcher has outlined the research study and discussed the background of the study and its significance. The researcher indicated how the study was investigated and all the study's research methods. The next chapter presents the following literature review, the contextual, theoretical and conceptual framework studies related to the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

The knowledge of the curriculum by the teachers is essential for the proper application of the curriculum in the classroom. Darling-Hammond, Hyler, Gardner & Espinoza (2017: 1) state that effective professional development provides time for teachers to receive inputs on, and make changes to their practices. A better way to measure teachers' curriculum competence is through learners' overall performance, both in local and international assessments or tests. There is evidence that the success of a school is dependent on the quality of the teacher (Hasha & Wadesango, 2021:1).

At first the chapter presents South African curricular post-democracy to give the background of the study. It analyses how learners in South Africa performed in local and international assessments or tests and discusses the major causes of poor performance. The chapter discusses professional development programmes offered to teachers by the Department of Basic Education (DBE) at district and schools and the South African Council of Education (SACE) in developing teachers in South Africa. The chapter presents the literature reviews related to the study both in international and local studies to identify factors that hampered the successful curriculum implementation in South Africa and worldwide. Lastly, the chapter briefly discusses Bandura's Social Cognitive theory that underpins the study.

2.2 EDUCATION REFORM POST-DEMOCRACY

Introducing a multi-party government in South Africa in 1994 led to a forceful change in government, which paved the way for a change in education to abolish inequality and transform the system. This led to the South African government establishing one education system intended to unify the society. It aimed to eliminate the old apartheid curriculum previously regarded as racially offensive and outdated content. South Africa developed its own model of Curriculum 2005, commonly known as outcome-based education (OBE), with the help of curriculum developers. The DBE

intended to phase in the curriculum in 1998 and complete it in 2005. That is the reason it is called Curriculum 2005.

When the DBE launched OBE in 1997 most, teachers were insufficiently geared up to provide for the educational needs of the growing democracy. This resulted in teachers being overwhelmed in their efforts to meet the duties they were expected to do (Taole, 2015: 267). The expected first phase implementation of OBE was January 1998 at school. Taole (2015: 268) states that introducing OBE expected teachers to have up to date information and apply new technological skills and radical change in the classroom. Teachers were faced with the challenge of meeting individual differences in learners and figuring out how to include the National Curriculum Statement (NCS)'s goal. Lack of societal knowledge, pedagogical and subject knowledge, and complex language associated with the curriculum affected the successful implementation of the OBE (Taole, 2015: 269).

The DBE introduced changes and new policies and failed to give teachers proper training prior to the implementation and adequate support during the curriculum implementation. Govender (2018: S9) states that teachers were unsatisfied with the training offered and lack of continuous professional development. Taole (2015: 277) concludes that the unsuccessful curriculum implementation was caused by poor leadership at school, lack of parental involvement and unreachable subject advisors. Taole (2015: 267) states that the changing role of teachers and curriculum functions created new expectations and challenges for the teachers. Teachers must adjust their teaching methods; therefore, they play a significant role in implementing curriculum reform. The OBE paid full attention to the learner and what the learner can achieve (Gumede & Biyase, 2016: 70). They describe the OBE programme as a results-orient and enable learners to apply their maximum ability. Due to the failure of OBE to produce the required results, the Review Committee proposed a revamped curriculum structure, which was backed by reforms such as teacher training, teaching and learning resources.

Taole (2015: 269) states that the flaws in the curriculum carry out to the revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002). The Review Committee recommended that for the

OBE's features to be easily accessible to the teacher, they must be simplified and modified. The RNCS language was simple, and the levels and phases were clear and addressed in simple language instead of the language used in Curriculum 2005. RNCS required learners in Foundation Phase (Grade R-3) to do three learning programmes: Literacy, Numeracy, and Life Skills. Languages and mathematics were separate learning programmes in the Intermediate Phase (Grade 4-6). Learners in Further Education and Training (FET) to do the maximum of seven (7) contrary to OBE that required learners to do six (6) subjects. Learners were expected to do one home language and another South African language and choose between Mathematics and Mathematical Literacy and Life Orientation as a compulsory subject. During the implementation of NCS 2002, teachers were responsible for becoming the drivers of educational transformation in schools (Gumede & Biyase, 2016: 70). Taole (2015: 269) indicates that many teachers' concern with implementing NCS 2002 was teacher workload and administration burden. Teachers' training for implementing the curriculum should be for a specific subject and where needed. Lack of support, shortage of resources, and inadequate training of teachers were some reasons the implementation of RNCS 2002 was not a success (Gumede & Biyase, 2016: 70).

According to Gumede & Biyase(2016: 70), curriculum policies were developed for each subject to clarify the curriculum policy, national Curriculum and Assessment Policy Statements (CAPS). All subjects in the NCS for Grades R-12 are not new but amendments. These amendments were made to improve the implementation (Taole, 2015: 269).

2.3 LEARNER PERFORMANCE IN SOUTH AFRICA

The spending of money during apartheid was highly unequal. The government of unity post-democracy introduced a unified national department of education with the positive intentions of breaking away from the previous arrangement of inequality. When the new Curriculum reform was introduced, the DBE spent more money on the previously disadvantaged learners during the transition. However, the DBE is still struggling to achieve the intended aim of providing opportunities to disadvantaged learners. South Africa's education system is doing well in most areas like funding

education, access to education to primary and secondary phases, and free education to learners compared to other middle-income countries. However, many young people leave the school system ahead of time, and the considerable grade repetition within the system further aggravates both low average levels of schooling and high inequalities (Zuse, Reddy, Visser, Winnaar & Govender, 2015: 12).

South Africa took part in five cycles of TIMSS at the Grade 8/9 level. Trends in International Mathematics and Science Study (TIMSS) released 2015 reports for grade five (5) and grade nine (9), and that aggravated once more debates as South Africans tackle the reasons behind learners' low in Mathematics and Sciences performance. The reports occurred concurrently with the Department of Basic Education (DBE)'s announcement of a 20% Mathematics pass because many learners pass all subjects but fail Mathematics. According to Zuse *et al.* (2015:12), when grade nine learners in South Africa were compared with other countries in international assessments, only one percent reached the advanced level. A third of learners met the minimum competency.

Wider ranges of various factors linked with achievement were looked into in the first report that examined the grade in the first international representative and comparative data. Some of the factors looked into include schooling environment, characteristics of an individual and family background. In the report, sixty one per cent of grade five learners do not meet the minimum Mathematics knowledge requirements (Isade, Reddy, Juan & Arends, 2015:12). Isade *et al.* (2015:12) report that grade 5 learners can't do basic calculations.

Gumede & Biyase (2016: 69) suggested that improving education in South Africa must not rely solely on having access to education. However, it will also rely on the excellence and quality of education, particularly teacher training. One finding by a Review Committee before the announcement of the death of OBE by Minister of Education Mrs Angie Motshekgoa highlighted inadequate training of teachers.

2.4 PROFESSIONAL DEVELOPMENT

2.4.1 South African Council for Educators (SACE) Professional Development

To address teachers' lack of content knowledge, the Ministry of Education appointed the Revision of Norms and Standard Technical Committee for Educators (RSA 2000b). On April the 26th of 2007, the Minister of Education approved the National Policy Framework for Teacher Education and Development (NPFTED) in South Africa. The education system in South Africa has undergone many modifications to shape a new society and new form of education. Some changes were negatively impacted by inadequate training and development of teachers as implementers of change. According to South African Council for Educators (SACE) Professional Teaching Standards (PTSs) (2018: 5), the biggest influences on how students learn are teachers as well as how they teach.

The Professional Development and Research Department of SACE are mandated by the national policy and legislation to establish ethical and professional standards for educators. The modified SACE Act no.31 of 2000 by the Basic Education Laws Amendment Act (2011), Section 5(b) of the SACE Act stipulates mandatory professional development functions in terms of encouraging development to uphold the profession's image, overseeing a system to endorse the Continuing Professional Development of all educators (CPTD management system), provides advice to the Minister on a variety of teacher education and development issues, as well as research and professional development policy. However, the SACE has been criticized extensively by teacher unions for failing to deliver on its mandate adequately. The concerns raised by the unions were that SACE is not visible in provinces to deliver services to the educators, failure to communicate with the profession, and inadequately providing professional development programmes to the educators. This is concerning since SACE is not keeping with the organisation's goal and commitment to educational excellence.

SACE, as a statutory authority for professional educators, shall be responsible for the management, execution, and quality assurance of educators' ongoing professional development, according to Section 53 Government Gazette No. 29832 of the policy framework. The Minister of Education mandated SACE to supply the provision of the needed resources in order for teachers to be given support. The SACE's critiques highlighted above contradict the mandate given to the council by

the Minister and the council's aim of promoting the development of educators. The development of teachers solely lies in the hands of the council as mandated by the SACE Act 31 of 2000.

2.4.2 The professional development of teachers in South Africa

One factor that had negatively affected the successful Curriculum 2005 implementation in South Africa was a lack of adequate teacher professional development. If teachers were adequately developed or empowered, would the implementation of the Curriculum 2005 and the other curricula succeed? Professional development, in general, refers to ongoing learning opportunities available to teachers and other education personnel through schools and the local districts. Department of Basic Education (DBE) must supply teachers with ongoing support as it is important to improve teachers' instructional skills.

According to Johns and Sosibo (2019:130), continual teacher professional development (CPTD) is critical for teachers to achieve the requisite pedagogical-content knowledge for the twenty-first century. CPTD could also improve teachers' growth (Johns & Sosibo; 2019: 130). According to Section 7 of the South African Council for Educators (SACE) code of ethics (SACE 2013, 8), all teachers must participate in CPTD to stay current with educational trends and progress. SACE furnish points that the teachers build up within a three-year cycle. Despite DBE regarding CPTD as the main concern and an educational idea to advance learner performance, teachers' professional development has been a problem, leading to the decline in the quality of education (Johns & Sosibo, 2019:131).

There was a rapid succession of the curricula in South Africa: 1998 Curriculum 2005, 2004 Revised National Curriculum Statement, 2006 the National Statement and 2012 Curriculum Assessment Policy Statement (CAPS) that required high quality of development of teachers to facilitate the delivery of the new curriculum. Mphala & Okeke (2015:11) state that CPTD offers assistance to in-service teachers by helping them to keep up to date with the school environments, which are constantly changing. During rapid changes in South Africa's curriculum, most programmes and

activities that were implemented to offer teachers the clear information, skills, and attitude for implementing the curriculum were inadequate. Teachers lacked professional development programmes that could have provided them with adequate skills and support needed. Johns & Sosibo (2019:132) state that continuing knowledge and support provides teachers with essential assistance and development through activities for professional development such as subject training, workshops and short courses.

Mampane (2019:193) states that Teacher Professional Development (TPD), the major source of training being provided, seems to be the workshops designed and implemented by the DBE, and teachers viewed these workshops as insufficient failing to completely address their professional needs. This is reflected in the failure to implement the curriculum and underperformance of learners in both local and international tests. He concludes that Head of Department (HODs) need to take a leading role and obtain information and skills in TPD that will allow them to play their roles effectively. DBE and School Management Teams (SMTs) should institute a policy on TPD in congruence with the roles of teachers and HoDs (Mampane, 2019: 193). He recommends that HoDs be empowered to identify development strategies for the teachers' stages of development and recommend the development needs of teachers because they are teachers' immediate supervisors.

According to Personnel Administration Measures (PAM) document Section 4 of the employment of Educators Act of 1998, there are people responsible for the development of teachers. PAM: (No.170:2016) stipulates that office-based teachers at district offices are responsible for:

- Assessing professional development needs
- Supporting/planning staff development
- implementing staff development
- Providing appraisal programme for teachers' development
- Participating in the agreed educator evaluation procedure to regularly review professional practice.

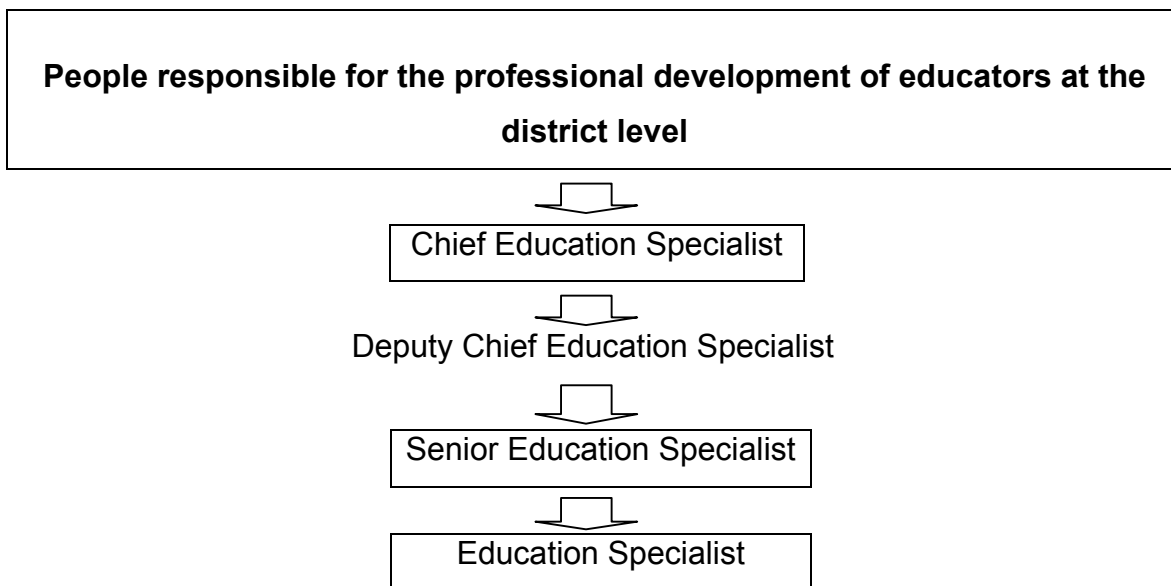


Figure 2.1: People responsible for professional development at the District level

According to the PAM document, School Management Team (SMT) is also responsible for ensuring the development of teachers at the school level.

People who are tasked with developing teachers of teachers at the school level and their roles

| People | Duties |
|----------------------|---|
| Principal | According to PAM (A-31), the principal is responsible for guiding and supervising the work and performance of staff as well as participating in agreed school/educator evaluation procedures to regularly review their professional practice to improve learning, teaching and management |
| Head of a department | According to PAM (A-27), the HOD is in charge of providing and coordinating subject methods, techniques, assessment, aids, etc., in their field, and effectively communicating these to any affected staff members. |
| Master teacher | PAM (A-26) adds that the master teacher is the teacher who is in charge of acting as an adviser and training instructor to teachers who lack expertise and collaborating and supporting teachers in terms of instructional procedures and personal development. According to |

PAM(A-25), to assist colleagues in their professional development by sharing knowledge, ideas, and resources.

Senior teacher According to PAM (A-22), senior teachers are responsible for the agreed-upon school/educator appraisal processes to review their professional services regularly to improve teaching, learning, and management. PAM (A-23) stipulates that the Senior teacher is also accountable for mentoring less experienced teachers and acting subject or grade heads to support the teachers in the grade or phase.

Figure 2.2: People responsible for teacher development at the school level.

Adequate teacher professional development helps teachers to increase their knowledge and reduces anxiety. Good professional development can be successful through formal structures like mentoring, courses, and external collaboration with other schools (Mampane, 2018:190).

2.4.3 Teachers' Integrated quality management system (IQMS) Tool

The Department of Basic Education (DBE) briefly explained the Integrated Quality Management System (IQMS)'s aims and successes, as well as Continual Professional Teacher Development (CPTD) the according to the PAM document before the Parliament Portfolio Committee (Parliament Monitoring Group, 2014:1). The DBE informed the Committee that the major goal of the IQMS was to test school-level teachers and look at the quality of teaching and the curriculum delivery during the DBE's appearance before the committee. The DBE informed the Committee that they had offered certain teacher development activities throughout 2013/2014 curriculum delivery period.

Despite the DBE's testimony to the Committee that the IQMS has created the teacher development environment, to observe the institution's effectiveness, to assess the teacher's performance, to pinpoint the teachers' unique needs for growth, and to promote accountability, teacher' professional growth and empowerment have not received the attention they need in South Africa. According to the DBE, external IQMS moderators visited 9330 schools to assess the implementations during the

2013/2014 school year. The monitors used lesson observations to evaluate the quality of teaching. However, one lesson observation does not determine how primary teachers can develop and empower to successfully implement the curriculum. During the monitoring of implementation by DBE, most of the teachers who received the support of implementing the IQMS were from three provinces, namely, Limpopo, Mpumalanga and Free State and other provinces were not monitored. The support workshop lasted one to three days, which was insufficient for teacher development and empowerment and indentifying issues teachers have when implementing the curriculum in the classroom. Only less than fifty per cent of teachers were monitored, meaning the monitoring process did not cover enough South African teachers.

Research on how teachers in primary schools need to be developed in South African schools is limited (Phasha, Bipath & Beckmann, 2016:1). The case study seeks to determine how teachers in primary schools need professional development to successfully execute the new curriculum in the class. It will further seek to determine the teachers' perceptions of professional development and how teachers in primary schools in Gauteng province need to be developed.

The Integrated Quality Management System (IQMS) is designed to create an atmosphere conducive to teacher development and assess the institution's overall efficacy of teacher performance, identify teachers' special needs, and promote accountability. On the other hand, the DBE committee stood before the Portfolio Committee (PC) to brief on the IQMS's goals and success. It was reported there had been a failure (Parliament Monitoring Group: 2014:2). The DBE told the PC that the IQMS would be replaced by the new Quality Management System (QMS) because IQMS caused various issues, such as placing responsibility for IQMS implantation on the principal. It was based on the notion that teachers are professionals and mature, and they would be open about their areas of progress and weaknesses. Learners' performance in South Africa showed that teachers were not as mature and professional as reported in the IQMS reports.

The thorough professional development of the teachers before the curriculum is implemented and continuous support of the teachers during the implementation is

very important. According to Taole (2015:267), teachers educational change agents play a critical role in implementing curriculum innovations. Teachers must be appropriately trained and supported throughout the implementation process to successfully execute reform in South Africa and increase learner achievement. Johnson (2014:2) states that more attention should be given to teachers because of the important role they play in applying the curriculum in classes to encourage learners to study. The DBE must prioritise teacher professional development to increase learners' achievements.

The capacity to successfully implement educational policies is critical to their success, as it is based on the extent to which all consumers are informed about them (Taole, 2015: 267). Policymakers are devoting more attention to teacher development to prepare for the complex abilities needed in the twenty-first century, according to (Darling-Hammond *et al.*, 2017:1). Effective professional development must be prioritised for the school to succeed and have teacher satisfaction. Darling-Hammond *et al.* (2017:6) state that responsiveness to the specific needs of teachers and learners and the school and district in which teaching and learning will take place is also essential for effective professional development implementation. Teachers should choose how to be developed and in what skills. Teachers benefit from professional development because it gives them enough time to learn, practice, implement, and reflect on new ideas that help them make changes in their practice (Darling-Hammond *et al.*, 2017:4).

As a result, management should create professional development standards to govern the design, evaluation, and funding of professional development (Darling-Hammond *et al.*, 2017:6). According to the authors, administrators should also evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration, such as participation in professional learning communities, peer coaching and observation across classrooms, and collaborative learning. Teachers' professional development in Gauteng schools should be focused on the requirements of the learners and tailored to the teachers' unique situations. Most teachers believed they needed professional development and empowerment to easily handle the changes, according to a study conducted by Phasha *et al.* (2016) with teachers at the Further Education and

Training (FET) level to understand teachers' experiences of Professional Development (PD) before the implementation of the new curriculum. If South African teachers do not receive professional development to execute the new curriculum, learners' performance in South African schools will suffer. Inadequate teacher training and development is not the only issue in South Africa; inadequate teacher development during curriculum implementation is also a problem in some countries.

2.5 SOUTH AFRICAN TEACHERS' CONTENT KNOWLEDGE

Even though the South African education system is in a bad state, the Department of Education (DBE) has implemented several policies to address and eliminate the causes of student underperformance in schools, including the Action Plan to 2030, the implementation of Annual National Assessments (ANA), and the Curriculum Assessment Policy Statement (CAPS). Improving teacher training to address knowledge gaps, better school management, and more teacher responsibility are some of the policies that have the most potential to enhance educational performance in the long run in South Africa (Mlachila & Moeletsi, 2019: 6). They also claim that a wide range of input-based strategies is useless in boosting learning results without complementing attempts to increase accountability and pedagogy. The failure to implement Curriculum 2005 successfully emphasized the need for teacher professional development in South Africa. It is critical to understand what causes learners' poor performance in South African schools and address any elements that may contribute to this issue.

According to Mlachila & Moeletsi (2019: 31), South African teachers are well compensated by international standards, but they have lower subject content knowledge and display lower content knowledge than teachers in Kenya, Zimbabwe, Uganda, and Tanzania when compared to their peers in Sub-Saharan Africa (SSA) countries. When the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) III assessed grade 6 mathematics teachers in 2007, the majority of those who took the test scored below average and struggled with the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) III assessed grade 6 mathematics teachers in 2007, the majority of those who took part in the test scored below average and struggled with questions geared at students (Mlachila & Moeletsi,

2019: 31). The learners outperformed teachers who were supposed to be teaching them and in the same mathematics test, the top 5% of grade 6 students scored higher than the bottom 20% of grade 6 teachers. The lack of topic understanding among South African teachers is concerning because it prevents them from passing on knowledge to their students, limiting their capacity to effectively appraise their students and enhance their performance.

Democratic Alliance's shadow minister of basic education has stated that to educate all of our children, we must ensure that our teachers are appropriately equipped to present the curriculum (Staff writer, 2015). Masondo (2016 (2016) attests to the reality that the South African education system will not function successfully until essential educational elements such as teacher content knowledge and union influence are addressed. The DBE admitted not knowing whether teachers in school classrooms were qualified to teach their allocated subjects. DBE has admitted that it does not have data analysing the extent to which educator qualifications profiles match that of the role in which they are assigned. This is a hint that the DBE is not aware of what is going on in the classrooms daily.

SACE's Professional Teaching Standards (PTS) (2018: 9) indicates that educators are responsible for their ongoing personal, academic, and professional improvement through reflection, study, and research. SACE Act of 2000 has shifted the responsibility of developing teachers to developing themselves. After being subjected to three curricular revolutions in over a decade, it is practically impossible for teachers to grow themselves. Thorough development and adequate training of teachers was vital as they were expected to adapt their teaching methods over a decade. As the body that strives for excellence in education according to its vision, SACE fails to even provide teachers that will develop themselves through distance learning with bursaries. The council's responsibility moves to that of teacher development; hence the council's role shifts to teacher development.

2.6 THE MEASURES OF SUCCESSFUL CURRICULUM IMPLEMENTATION

Taole (2015: 274) feels that strong in-service teacher training is crucial for successful implementation. She goes on to say that teachers require assistance in order to

apply the curriculum. Before curriculum implementation, teachers need proper development and contact support to ease the fear or resistance to change. Even though SACE has identified CPTD as one of the strategies of improving teachers' knowledge content, such professional developments are lacking before and during curriculum implementation. Teachers must "stay ahead of education trends and growth," according to Section 7 of the SACE Code of Ethics. Yet, the DBE continues to fail to adequately train teachers prior to and during the implementation of the new curriculum. In this way, the DBE and SACE pass their responsibility of teachers' development to teachers and still cannot give them study loans or bursaries to further their studies. With a lack of proper monitoring of the three-year cycle allocated to teachers to develop themselves and accumulate points as mandated, teachers attend development programmes that are not adequately relevant to their development needs, so they gain points during the allocated time frame.

Teachers should be provided with support during the implementation to boost their confidence and minimise resistance to change. They should receive adequate training, encouragement, and resources during the application phase. It would be unjust to expect teachers to apply the curriculum if not properly taught (Taole; 2015: 274). It is very important to address problems immediately when they arise, as it is a challenge to encourage teachers to participate in the application. Training is one tool of development and empowerment, and therefore, teachers should receive training in skills that will enable them to apply gained skills during application. Within ten years, South African teachers were subjected to three curriculum revisions with limited training. Teachers require time to study and adopt a new policy reform; they require freedom to experiment and resources to carry out their responsibilities properly (Taole, 2015: 277). According to Taole (2015: 275), teachers will learn since they show a desire to be trained throughout time.

2.7 THEORY UNDERPINNING THE STUDY

Bandura's social cognitive theory is a theory that underpins this study. Bandura's social cognitive theory emphasised modelling and seeing others reinforced or punished for the particular behaviour (Woolfolk, 2010: 348). This theory includes cognitive factors and motivation. The social-cognitive factors emphasised the role of

others serving as teachers or models (Woolfolk, 2010: 349). There should be the modelling of the curriculum to teachers by curriculum specialists before teachers can teach it. Curricular models and modelling to provide teachers with a clear picture of what good practice looks like (Darling-Hammond, Hylar & Gardner, 2017: v).

The curriculum should be taught to teachers for them to teach. In that way, the teachers will be motivated and able to learn how to teach it. The social cognitive theory considers cognitive aspects such as beliefs, self-perceptions, and expectancies in social learning (Woolfolk, 2010:349). Teachers should believe in themselves and be motivated to implement the curriculum. Thus, the use of Bandura's social cognitive theory will assist stakeholders, such as the Department of Basic Education (DBE), School Management Teams (SMT), and School Governing Bodies (SGB'S), in understanding that developing teachers will motivate them, which will improve student performance and assist teachers in implementing the new curriculum in the classrooms. The social cognitive theory can be defined as a dynamic system explaining human adaption, learning, and motivation (Woolfolk, 2010:348).

2.8 CHAPTER SUMMARY

In this chapter, education reform post-democracy of South Africa was discussed. The researcher went on to talk about how South African students performed in both local and foreign assessments. Teachers' professional development in South Africa and the professional development of the South African Council for Educators (SACE) were examined. The researcher further discussed the teachers' Integrated Quality Management System (IQMS) tool. The South African teachers' content knowledge and the measures of successful curriculum implementation were also discussed. Lastly, the researcher discussed the theory underpinning the study. The study's research methodology will be presented in the following chapter.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The research process can be thought of in terms of the research philosophy followed, the research strategy employed, and the research instrument developed in the search for a solution to the research problem. This chapter discusses the research strategy, methodology, and instruments I devised and used to achieve my goals and objectives.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

The best way of learning about humans is through a qualitative study. According to Haradhan (2018:1), it is a valuable model that occurs in a natural context. It allows the researcher to develop detail from a high level of involvement in the actual experiences. Qualitative research, according to Cohen, Manion, & Morrison (2018: 288), can provide an in-depth, complicated, and detailed understanding of meanings, actions, attitudes, intentions, and behaviour. Qualitative researchers are more interested in the processes than the results or products. The purpose of qualitative research is to gain a detailed understanding of human behaviour, feelings, attitudes, and experiences from the participants' perspective, in their own words (Haradhan, 2018:2). Because the study focuses mostly on the participants' interpretations of events and behaviours, much of what qualitative studies report undermines participants' perspectives. The qualitative researcher wants to have information directly from the source. Therefore, the investigator acts as an observer in the studied setting, an interviewer, or a person who studies documents.

3.3 RESEARCH DESIGN

According to Cohen et al. (2018:173), the research design is a plan or strategy developed for organizing and carrying out research. The research design can be considered a master research plan that explains how the study will be carried out. When designing research, the challenges of choosing a research project, planning it,

and ensuring that it is practicable to answer the research questions based on evidence and warrants must all be considered.

It depicts all of the most significant aspects of the research study, such as the samples, ethical procedures, and data collection tools, all of which work together to answer the research questions. Eirksson & Kovalainen (2011:25) state that research design includes the basic ideas of the study, and estimated time, plan and data collections and analysis methods based on the theoretical framework. The set of techniques that optimizes the validity of a research problem is known as research design. It is guided by "fitness for purpose," which means that the research's purpose defines the research design, which guides the method (Cohen et al. 2018: 173). As mentioned, the study investigates whether primary school teachers in Gauteng Province are taught and empowered to implement the curriculum and the extent to which primary school teachers are prepared for curriculum implementation. This will require a thorough investigation into teachers' professional development perspectives and the exploration of professional development to assist teachers in implementing the curriculum. This led to the adoption of the interpretive phenomenological case study.

3.3.1 Research paradigm

Research paradigms can be defined as a way of looking at the world and different assumptions about how we can understand or know about it (Cohen et al. 2018: 9). This study is an interpretive paradigm. Aspers & Corte (2019:142) state that interpretive research studies can be viewed as ways of trying to make sense of and interpret the phenomenon in their natural settings. According to Cohen et al. (2018:19), the interpretive paradigm's major goal is to comprehend a person's world of human knowledge. Interpretive supports qualitative research methods to keep the truthfulness of the phenomena investigated and make an effort to understand a person (Cohen et al., 2018:19). The ontological beliefs in the interpretive paradigm are to explore reality, constructed by interacting with humans and meaningful actions and that there are multiple realities. Interpretivism takes a relative ontological perspective, according to Blackwell, 2018:10). She argues further that relativists suggest that reality is only knowable through socially constructed meanings and that

there is no single shared reality. That effectively means that each participant will have their own perspective and individual experiences during the professional development and the implementation of the curriculum. The interpretive paradigm's epistemological views are that events may be understood by interpreting mental processes altered by the interaction between the researcher and the participants in a social situation while talking and listening.

Qualitative researchers interact and talk with participants about their perceptions, understanding of things, and reasoning. Observation and interpretation support the interpretive paradigm. The researcher became a major research instrument that observes, asks questions, and interacts with participants to gain participants' perspective. The concepts of phenomenology, which focus on uncovering and expressing a phenomenon's qualities as they are, complement some elements of this research. Gill (2020:4) describes phenomenology as the study of phenomena, where anything is a phenomenon according to someone in their conscious experience. Using phenomenological tactics, individuals' experiences and perceptions from their perspectives and assumptions can be brought to life. Phenomenology, according to Cohen et al. (2018: 20), is a theoretical point of view that encourages the study of experience taken at face value and regards behaviour as being determined by phenomena of experience rather than an external, goal-oriented, and physically specified reality.

3.3.2 Research approach

Phenomenological study is founded on the idea that our understanding of the world comes from our own experiences (Cohen et al., 2018: 300). Gill (2020:79) describes phenomenology as carrying out a task that seeks to make clear and detailed structure and meaning of human knowledge by exposing the universal pure essences that underlie human consciousness. Haradhan (2018:8) defines phenomenology as an approach used to explore people's everyday's life experiences. The researcher further states that phenomenology attempts to understand how the participants make sense of their experiences. Phenomenology focuses mainly on the interpretation and description of peoples lived experiences (Blackwell, 2018: 9). This method describes, explains, and analyses the identified

individuals' phenomena, situations or experiences. Many participants are involved in the phenomenological research, each with its meaning and interpretation. As a result, there will be a variety of realities and stories. The researcher inserted any existing conceptions or suppositions to better comprehend everyday happenings as they are or as they are viewed and perpetuated by participants. Phenomenology places an important emphasis on discovering practice, seeking to observe and express the commonalities across participants' practical, daily understanding and knowledge (Gill, 2020:84). This emphasised fully participants' experiences, interpretations, attitudes, beliefs, values, feelings, and meaning (Cohen *et al.*, 2018: 301). The researcher focused on the emotional and cognitive impact of the human experience of the participants as this is a unique feature of phenomenological research. The researcher used unstructured interviews to learn about the meanings that participants assigned to their experiences and comprehend the essence of the meanings that participants supplied to a circumstance.

3.3.3 Research strategy

A case study was undertaken to understand how teachers are developed and empowered towards the implementation of the curriculum. A case study is an important source of research, either to supplement other kinds of data or on its own, and draw up an approach to research in its own right (Cohen *et al.*, 2018:375). Haradhan (2018: 11) describes a case study as a comprehensive examination of people or a group of people. A case study is one of several research methods that aim to comprehend human beings in a specific situation where social interaction occurs by understanding their activities as a group, event, or community, whether it is a social science or even socially connected. Cohen *et al.* (2018:375) remarked that some social science studies might be a case in point. The problem, the context, the issues, and the lessons learned should all be included in the case study; hence, it is a complete assessment and analysis of a single example (Haradhan, 2018:11). The case study approach requires detailed data, a researcher's ability to collect data that address quality of being suitable for the purpose, and it is useful where relating circumstances of the event being studied are critical. According to Cohen *et al.* (2018:376), a case study provides an exclusive example of real people in actual

situations, allowing readers to grasp ideas more easily by simply presenting them with abstract theories or principles.

The scenario could be a time- and place-bound event, programme, or activity. Haradhan (2018: 11) defines a case study as a comprehensive examination of a complex and distinctive plan from different perspectives. A case study studies a limited system or a case through time using various data sources available in the circumstance. A case is a tool for studying one or many cases in a specific location or situation (Haradhan, 2018: 11). All of the information gathered was combined to produce the most effective responses to the research phenomenon. The researcher may gain a complete grasp of why the case unfolded the way it did and what might be important to investigate further in the future. Because it incorporates a variety of data collection methods, the case study was the most suited methodology for the research issue. It provided a systematic method for gathering data, analyzing information, reporting the findings, and diverse participants' perspectives and a full understanding of a topic. Because a successful case study researcher must be able to collect, integrate, and place separate data from various sources, this study deliberately selected a combination of different data collection methods in the hopes of presenting a more comprehensive depiction.

3.4 RESEARCH METHODS

The research method refers to the procedure and technique used in the research. We can employ numerous sources of data and approaches in a qualitative case study. The case study's most significant purpose is to investigate of the issue in depth from the participants' perspective (Harrison, Birks, Franklin, & Mills, 2017: 6). Like any other qualitative study, the researcher aimed to learn about, interpret, and express the participants' perspectives while becoming close to them in their natural environment.

3.4.1 Participants in the study

According to Cohen et al. (2018: 202), the appropriateness of a piece of research's techniques, apparatus, and sample strategy will determine its quality. Qualitative

sampling aims to include all variations of the objects of observation that are thought to be relevant to the study in the sample (Busetto, Wick & Gumbinger, 2020:10). The goal was to see the issue and its meanings from as many angles as possible and ensure information-richness. Cohen *et al.* (2018: 223) show that much qualitative research emphasises the uniqueness, the idiographic, and exclusive distinctiveness of the phenomenon, group, or individuals in question. Qualitative research aims not to secure confidence intervals of a studied variable around exact values in a population. Instead, qualitative research tries to sample sufficiently and interview intensely to capture all vital aspects of the studied phenomenon in the sample. The qualitative study seeks to explore the particular group under investigation, i.e. how far they represent a wider group or individuals, and not to generalise.

The research problem, the researcher used maximum variation sampling or quota sampling to illuminate various aspects of the research problem. Cohen *et al.* (2018: 218) described the maximum variation or quota sampling as the non-probability equivalent or stratified sampling. It is the strategy to illuminate different aspects of the research problem. According to Busetto *et al.* (2020:10), qualitative researchers pre-define the types of participants or instances that must be included based on relevance, literature, prior experience, or theory. Maximum variation or quota sampling represents significant characteristics of the larger population in the proportions found (Cohen *et al.*, 2018: 2218).

The researcher asked 32 Intermediate phase teachers from two selected primary schools in Johannesburg North District, Gauteng, to participate in the case study as suitable participants who might aid the researcher in answering questions. The criteria used to select these two schools was based on the following, firstly, on the fact that both schools are not far from where the researcher works and, Secondly, that both are in the same circuit where the researcher works. Lastly, they are historically two different schools, the one being a former model C school and the other one, a farm school. Teachers in the Intermediate phase were chosen based on their years of service, i.e. 0-3 years of service, 4-6 years of service, and 5-10 years of service, in order to get insight into the extent to which teachers at two primary schools require professional development. The researcher extended an invitation to participate in this study to each teacher in the Intermediate phase in each selected

school via email and phone calls. I asked the participants to respond via email or phone to show their interest in participating in the study. Only 8 teachers from the 32 conveyed their interest in participating in the study. No participants were forced to participate, and I made all teachers in the Intermediate phase in two selected schools aware of the opportunity to participate in the study.

3.4.2 Data collection

According to Barrett & Twycross (2018: 63), qualitative research methodologies allow us to better understand the participants' experiences and investigate how decisions are formed. The qualitative study and the decision on the phenomenon require that the process be observed from as many angles as possible. In a qualitative study, the interaction between participants requires the researcher to generate data, which shows the researcher's level of connection being immersed in the field. As a result, a triangulation strategy was implemented, in which data was collected using many ways. The most common qualitative data gathering procedures are semi-structured or structured interviews and focus groups, in which participants narrate their experiences relevant to the study topics (Santhosh, Rojas & Lyons; 2020: 1). The methods used in this study to facilitate achieving the construction of data are semi-structured telephone interviews, observation, focus groups, and document analysis.

3.4.2.1 Semi-structured telephone interviews

The method comprises both structured and unstructured features of interviews, and therefore the researcher can utilise both open and close questions. According to Barrett & Twycross (2018: 63), data is acquired through interviews with participants in many qualitative investigations. As a result, the researcher used both interviewing strategies. According to Cohen *et al.* (2019: 511), interview questions are open-ended, with the language and sequencing adapted to each individual interviewed and responses offered with prompts and probes. Interviews are the most direct and straightforward way to collect precise and rich data about a certain topic (Barrett & Twycross, 2018:63). The researcher has drawn up pre-planned essential questions for guidance to cover the same ground with all interviewees.

During the interview process, the researcher provided the opportunity to interviewees to provide and elaborate more information. The researcher asked for clarity of some of the responses received during the interview. These semi-structured interviews were conducted in this way. The semi-structured interviews lasted 30 minutes to 45 minutes and were performed via telephone conference calls in accordance with COVID-19 standards at schools. The interviews were scheduled and done at the convenience of the participants at times convenient to them. As the researcher allowed participants to decide the time for the interview session, the researcher noticed that the participants had fully taken part during the interview and that participants were all in a comfortable and calm state. This allowed the researcher to relax, and researcher became comfortable, and it was easier for the researcher to ask more follow-up questions. The researcher emailed all participants' interview transcripts to review, clarify, and further explain.

3.4.2.2 Focus-group

A focus group is a discussion group that meets to discuss a topic provided by the researcher and produces a collective rather than an individual viewpoint. According to Barrett & Twycross (2018: 63), a focus group is a data-gathering approach in which a researcher discusses with a group of 6-12 participants on issues relating to the study questions. Members communicate with each other rather than the interviewer during focus group conversations, allowing the participants' perspectives to emerge (Cohen *et al.*, 2018: 532). During the group interaction, the data emerge, which is why the dynamics of the groups are very important. The researcher selected one group from each school to get information from different dynamics and perceptions. The researcher selected each focus group according to years of experience, age, and gender. Instead of the expected six participants of each school, only five participants from Model C School and three participants from Farm School volunteered to participate in the study. Before the discussion started, the researcher set the ground rules straight to each participant and clarified the intended study again. The researcher led the discussion to keep them focused on the discussion. The researcher ensured that each participant had something to say during the discussion and felt comfortable doing so.

3.4.2.3 Observation

Subject meeting/workshop observation is the third method of collecting data in this study. A workshop, also known as a subject meeting, is a short educational event that educates or introduces participants to practical skills, techniques, or concepts that they may apply in their daily life. Participants can obtain hands-on experience and knowledge by attending a workshop or subject meeting. Observation entails looking at and noting individuals, behaviour, settings, and events in detail, rather than merely gazing (Cohen *et al.*, 2018: 542). According to Busetto *et al.* (2020:3), observation to get information from different dynamics and perceptions, is a particularly beneficial technique to get insight into a specific situation and actual behaviour. They say that observation has the distinct advantage of allowing researchers to get first-hand data from organically occurring social events. The researcher observed a subject meeting/workshop to find first-hand information on how the subject specialists train teachers. This method allowed the researcher to document verbal, non-verbal, and physical. The researcher observed how teachers took part and how the subject specialist conducted the workshop and answered questions posed by the teachers. During the subject/workshop, the researcher identified how people differed from what they said. The researcher noticed how teachers behaved during the subject meeting/workshop; whether they showed interest in the presentation. Firstly, the researcher ensured that the recording schedule was prepared to avoid selective or faulty memory caused by unforeseen circumstances. They say that observation has the distinct advantage of allowing researchers to get first-hand data from organically occurring social events.

3.4.3.4 Document analysis as a means of data collection

Document analysis, this study's fourth data collection method, assisted the information collected through interviews, focus groups, and subject meeting observation. Information gathered through document analysis combined with data gathered through interviews, focus groups, and observation allowed triangulation of the data, which added belief and confidence to the future findings. According to Busetto *et al.* (2020:2), document analysis is a researcher's study of textual

materials. Personal and non-personal records such as archives, yearly reports, guidelines, policy documents, diaries, and letters are examples of these (Busetto *et al.*, 2020:2). Using various research methods and a complementary strategy to telephone interviews, focus groups, and meeting observation contributed to this study's enrichment of research findings. Cohen *et al.* (2018: 265) define triangulation of data as a method used in the social sciences to map out or completely explain the richness and complexity of human behaviour by looking at it from multiple perspectives. It involves employing a variety of research approaches in order to improve data reliability and research findings' credibility. Concurrent validity can be demonstrated via triangulation (Cohen *et al.*, 2018: 265).

Cohen *et al.* (2018: 634), state that Artefacts can carry meanings. According to them, artefacts are one of the three major levels and manifestations of organizational culture. Document analysis can present interpretation and unclear assumptions in interviews, observations, and focus groups. Studying documents is very important if the researcher explores several voices and contradictory interpretations. It further afforded the researcher with an alternative view of the perspective. The curriculum is socially constructed, the study of documents related to the curriculum is essential to understand the system of meaning related to curriculum implementation. The researcher analyzed the teachers' documents, namely; Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs). The researcher used a checklist to analyze both teachers' documents to investigate whether it is easy to use for their subjects. Teachers are given AAPs and ATPs as tools to guide r them to follow their curriculum coverage as indicated on the teaching plan and administer assessment tasks as instructed during the year. The researcher made use of a checklist to analyze the following information on both documents:

- Aspects listed on the AAPs and ATPs
- Purpose of the AAPs and ATPS
- Organization of the AAPs and ATPs
- Language used

Annual Teaching Plans (ATPs) and Annual Assessment Plans (AAPs), which revealed the timings of the implementations of teaching plans and assessments, documented what was important to the study of professional development of

teachers in primary schools to execute the curriculum. Throughout the data collection and research period, the researcher needed to consider the time allocated for each topic and each assessment for the grade per term.

3.4.3 Data analysis

According to Haradhan (2018:16), qualitative data analysis is a difficult process because of the large amount of data created; hence the researcher is confronted with conducting an in-depth analysis while presenting the findings concisely and logically. Data analysis entails organizing, characterizing, comprehending, accounting for, and interpreting data in a qualitative study. It also makes sense of the data by highlighting patterns, themes, categories, and regularities based on the participant's definition of the circumstance. There is no one-size-fits-all approach to data analysis and presentation in a qualitative study but following the suitability for purpose principle (Cohen *et al.* 2018: 643). Interpretive researchers gather data by interacting directly with the phenomenon under investigation, searching for meaning by interpreting what they see and hear from the participants.

According to Haradhan (2018:16), data analysis is a dynamic process involving recognising developing themes, identifying essential concepts or units of meaning, and acquiring material from the literature. A qualitative study's data analysis relies heavily on interpretation, and there are frequently multiple data interpretations (Cohen *et al.*, 2018: 643). Qualitative data analysis focuses on the participants' rich, in-depth meanings in the context of the researcher as an instrument. Data reduction entails avoiding excessive detail and content, data display, data analysis and interpretation, drawing and validating conclusions, and publishing the findings and analysis (Cohen *et al.*, 2018: 643). Data analysis aims to find patterns, meanings, themes, and concepts. According to Busetto *et al.* (2020:4), data obtained through observation, interviews, and focus groups must be transcribed into protocols and transcripts to be analysed.

A qualitative research study requires a significant amount of data analysis, summarization, and interpretation. The researcher examined notes during meeting observation, interviews, and discussions. Because data analysis is an ongoing

element of the study, the researcher conducted it both during and after the data collecting. The researcher employed coding, classifying, and themes to interpret the data.

3.5 MEASURES FOR TRUSTWORTHINESS

Because their conceptions of validity and reliability cannot be addressed in the same way as in a naturalistic study, positivists always doubt the validity of qualitative research. Quantitative research is both scientific and experimental in nature. To assure the credibility of research data-objectivity, reliability, and validity-quantitative researchers use standardised instruments such as questionnaires or tests. One criterion that positivist researchers consider is whether or not their study measures or tests what it is supposed to measure or test.

The researchers in qualitative research are more concerned with comprehending the meaning and interpretation of the phenomenon under investigation; hence the strict evaluation standards used in quantitative research do not apply to qualitative research. It is difficult to measure the correctness of a qualitative study; however qualitative researchers can use several tactics to improve the credibility of their findings. Referential adequacy, triangulation, prolonged engagement with data, persistent observation, and member checks are tactics that qualitative researchers can use to increase the trustworthiness in the study (Cohen *et al.* 2018: 643). The researcher triangulated different data methods, semi-structured telephone interviews, focus groups, observation and document analysis to increase the credibility of the findings of the study. The degree to which data and data analysis are believable or trustworthy is referred to as trustworthiness. It is mostly utilised in qualitative research to measure the study's quality. The researcher outlined the purpose of the study, the methodology, and the data generation procedure in detail. The researcher made sure that all data-gathering procedures and methods were transparent and explicit. The researcher gave a detailed procedure on how the data was collected and the aim and objectives of the study was clearly communicated to the participants. The reviewer can follow the events and decisions and comprehend

their rationale since the methodology and methods were adequately described, explained, and justified.

3.5.1 Credibility

In a qualitative study, credibility is defined as the degree to which the data and data analysis are reliable and believable. Noble & Heale (2019:67) refer to credibility as trustworthiness and how believable a study is. Credibility is an internal validity that deals with and answers the question of how the findings of the research match reality. Credibility is the criterion for evaluating the truth value or internal validity of qualitative research, according to Hammarberg, Kirkman, & de Lacey (2015: 500). To guarantee that the researcher accurately recorded the phenomenon under inquiry, the researcher implemented the following measures: first, methods to assure participant honesty. To assure participant honesty, the researcher approached each participant to invite them to participate in the study, and the researcher allowed each participant to decline. This guaranteed that only people who were really interested in participating and openly sharing data were invited to participate in data gathering sessions. The researcher demonstrated to the participants at the start of the study that there are no correct answers to the questions that would be asked, encouraging them to speak freely about their experiences without fear of losing credibility in the eyes of the researcher.

A member check is the second requirement that promotes trust in the study. Member checking is the technique of checking with study participants to verify if the findings are consistent with their opinions (Busetto *et al.*, 2020:7). One essential aspect that strengthens the study's legitimacy is the member check. The researcher checked the data for accuracy on the spot and at the end of the interview. The participants were instructed to listen to the tape recorder and read the interview transcript they were a part of.

3.5.2 Transferability

External validity is defined by Cohen *et al.* (2018: 254) as the amount to which the results may be generalized to a larger population, instances, place, time, and

circumstance. When a study's findings can fit into situations outside of the study environment, and when researchers see the findings as significant and transferable in their own experiences, it is regarded to have met the criterion of transferability (Hammarberg *et al.*, 2015: 500). In positivist work, the goal is to show that the study's findings can be applied to other situations or situations in general. Generalization in a qualitative study is referred to as comparability or transferability, according to Cohen *et al.* (2018: 255). Because the findings are for a small number of specific locations and persons, their issue of generalisation is troublesome in the qualitative study. As a result, it is impossible to demonstrate that the findings and conclusions of a qualitative study can be applied to different contexts and populations. Cohen *et al.* (2018: 255) state that Naturalists argue that generalisability is impossible in practice since all observations are characterized by the precise situations in which they occur. On the other hand, qualitative researchers can examine a situation, participants, and environment to identify possible group comparisons and explain how data might be translated into diverse settings and cultures.

The researcher presented a clear, precise, and in-depth summary so that others could determine how generalizable the findings from one study are to another. The researcher has documented and justified processes, procedures, and methodological approaches that helped her construct and shape meanings associated with the phenomenon in chapter one. Because transferability necessitated a dense description, the researcher has supplied a lengthy description of the study to assist others who will read and utilize it to assess whether it is transferable. Transferability requires thick description (Cohen *et al.*, 2018: 255).

3.5.3 Dependability

Positivists address reliability by using techniques to demonstrate that the same results would be obtained if the study was repeated in the same setting, with the same approaches, and with the same participants. Dependability in reliability can be measured by the consistency of getting the same findings under the same circumstances. Cohen *et al.* (2018: 255) note that the consistency of getting the

same findings under the same circumstances can measure dependability in reliability.

To address reliability, the researcher documented the process so that a future researcher may repeat the experiment and, hopefully, gets the same results. The research design followed a detailed pattern that allows the reader to assess how well standard research techniques were followed. The research was structured so that the reader may assess how well standard research methodologies were followed. The researcher in charge of the design stated what was intended and how the strategies were implemented, what the researcher accomplished in the field and how efficient the investigation technique was.

3.5.4 Triangulation

According to Cohen *et al.* (2019: 265), triangulation is a social science technique that aims to map out or explain the richness and complexity of human behaviour by analysing it from multiple perspectives. Triangulation is a method used to strengthen the reliability and validity of study findings, according to Noble & Heale (2019:67). Answering research questions in many ways, such as interviews, observation, and document analysis, is known as triangulation (Hammarberg *et al.*, 2015: 500). To overcome the difficulty of the researcher being both biased and valid, a variety of procedures and metrics must be used. According to Aspers & Corte (2019:146), qualitative researchers utilize many approaches since they are more concerned with a thorough account of some events.

The researcher used several methods and multiple informants to gain multiple perspectives of the phenomenon. The greater the disparity between the procedures in the study, the more confident the researcher is (Cohen *et al.*, 2018: 265). If the results from the interview questions match those of an observational study with similar results, the researcher can be more confident in the findings. To confirm the validity of the processes in the study, the researcher used methodological triangulation. In this case, the researcher used different methods in the same study. The researcher conducted telephone interviews with two focus groups based on their experiences during curriculum implementation. Other methods were used with field

notes from document analysis and subject meeting observation to test the study's outcome.

3.6 ETHICAL CONSIDERATION

As a researcher, you must fully know the ethical and legal responsibilities of conducting research. These include ethical principles include, informed concerned, confidentiality, deception, voluntary participation, privacy, caring and animosity (MacMillan & Schumacher, 2010).The researcher has done the following to address the ethical dimension of interviews like interpersonal interaction and information about human conditions. The researcher has issued consent forms to each participant. The researcher asked participants to choose pseudonyms used in the study to protect their identity. The researcher assured the participants that their identity, participation, and data collected would be confidential and kept safe. The researcher used telephone interviews to comply with Covid-19 restrictions imposed by the Departments of Basic Education and Health.

As there are several ethical considerations surrounding observation, the researcher got permission from the subject specialist to observe the subject meeting. The subject specialist conducted a meeting through zoom because of Covid-19 regulations. The majority of attendees were not aware that the researcher was conducting the study. The researcher asked the participants to complete a consent form before the observation started.

Permission to attend the meeting was sought from only the subject specialist and participants from the focus group. This was an overt observation because the selected participants knew they were being observed. Haines (2017:226) states that the benefit of the study must outweigh risks and the most important aim of research ethics are to make sure that participants are safe and protected. As a researcher, it is important to familiarise yourself with the ethical and legal responsibilities of conducting research. Therefore, the researcher was guided by the following principles:

Access

The researcher sought permission from the Gauteng Department of Education to conduct the study in two elementary schools in Johannesburg North (GDE). The permission of the two principals and the School Governing Body (SGB) of the selected schools were also sought.

Informed consent

Participants must be properly aware of what will be asked of them, how data will be utilised, and what (if any) consequences there may be, according to Fleming & Zegwaard (2018:210). The participants were well-informed on the study's aim, scope, and data collection techniques. Their roles in the study were well explained and communicated, and they allowed were to ask questions. The researcher obtained their informed consent in writing.

Harm and risk

The participants were not put in a position where they might be harmed when participating in the study. A key step in protecting participants from potential damage is anonymity and confidentiality (Fleming & Zegwaard, 2018:211). Researchers should carefully detect all probable risks, harm, and research expenses to the participants. The researcher further guaranteed that no participants were put at risk during their involvement in the study.

Voluntary participation

Participants must offer explicit, active, and endorsed consent to participate in the study, which includes the right to withdraw at any time (Fleming & Zegwaard, 2018:210). The researcher made it obvious to the participants that participation in the study was entirely voluntary. If they did not feel like participating at any point during the study, they could withdraw without consequence.

Full disclosure or deception

The participants were properly informed about the study's goal by the researcher. The researcher informed the participants about the study's purpose and motivation.

Privacy, confidentiality, and anonymity

Participants were informed that the information gathered would not be used for any other purpose and that no information that could indicate their identity would be shared. The participants' confidentiality and anonymity would be preserved by removing any identifying characteristics before distributing the material. Participants and the names of two schools were given pseudonyms to protect their identities. The researcher has access to the participant's information, but the data has been altered, and the participant's identity has been kept hidden (Fleming & Zegwaard, 2018:211). All participants were told that their names would not be utilized for any other purpose and that only the researcher would have access to their responses.

3.7 CHAPTERSUMMARY

The justification for empirical research was examined in this chapter. The reasons for using the research paradigm, research methodologies, strategies, and design employed in the study, including procedures, participants, data collection tools, data collection and analysis methods, and data credibility, were further clarified and supplied in this chapter. The researcher also explored subject of ethical consideration. The study's findings and discussions are presented in the next chapter. Participants were informed that the information was confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Chapter 3 offered a detailed discussion of research design, including data gathering methods. This chapter reports, analyses and interprets the study's findings. Inductive analysis is used to debate and present the data acquired through telephonic interviews, focus group discussions, topic meeting observation, and analysis of Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs). In Inductive analysis, the researcher developed theory and identified themes. This chapter further presents the steps involved in the analysis.

4.2 PROFILE OF PARTICIPANTS

This section focuses on providing biographical information of participants and a description of the two selected schools.

4.2.1 Participants in the study

A code is a label or term assigned by the researcher to a piece of text or information (Cohen *et al.*,2018:668). In Table 4.1 and Table 4.2, the researcher used codes to identify participants in the Former Model C School and Farm School. The tables provide the participants' gender, years of teaching, qualifications, grades, and post level.

Five participants from the Former Model C School are represented as FMCS1 to FMCS5, whereas FMS1 to FMS3 represent participants from Farm School. The FMCS represents the Former Model C School and the FMS represents the Farm School. All participants who have post-graduate qualifications like Post-Graduate Diploma, Honours, and Masters are represented as PD, and those with only Undergraduate Diploma or Degree are represented as UD in Table 4.1, Table 4.2, and Table 4.3.

Table 4.1: Focus Group X: Biographical information of the participants in a Former Model School

| Participants | Grade | Gender | Years of teaching | Qualification | Post level |
|---------------------|--------------|---------------|--------------------------|----------------------|-------------------|
| FMCS1 | 6 | Male | 2 | PD | PL1 |
| FMCS2 | 4 | Female | 6 | UD | PI1 |
| FMCS3 | 5 | Female | 16 | PD | PL 2 |
| FMCS4 | 5 | Male | 3 | PD | PI 2 |
| FMCS5 | 2 | Female | 6 | UD | PL1 |

Table 4.2: Focus Group Y: Biographical information of participants in a Farm School (FMS)

| Participants | Grade | Gender | Years of teaching | Qualification | Post level |
|---------------------|--------------|---------------|--------------------------|----------------------|-------------------|
| FMS1 | 6 | Male | 8 | PD | PL1 |
| FMS2 | 4 | Male | 9 | UD | PL1 |
| FMS3 | 5 | Female | 23 | UD | PL1 |

Table 4.3: Biographical information of participants in a subject meeting evaluation

| Participants | Grade | Gender | Years of teaching | Qualification | Post Level |
|---------------------|--------------|---------------|--------------------------|----------------------|-------------------|
| FMCS1 | 6 | Male | 2 | PD | PL1 |
| FMCS2 | 4 | Female | 6 | UD | PL1 |
| FMS3 | 5 | Female | 23 | UD | PL1 |

4.2.2 Description of the schools and their environment

(i) School FMCS

This is a former Model C School situated in one of the suburbs in Johannesburg North district. The school is 15km away from the Johannesburg district. The school is easily accessible because it is situated in the suburb. It is a fee paying school with resources with sports fields for different kinds of sports, like Cricket, Netball, and Soccer. Because it is easily accessible, this school receives greater support from the Department of Basic Education than schools in townships or rural schools. They receive regular visits from the subject specialists than schools in townships and farm

schools. This school has 27 teachers with 671 learners. It is easier to contact the school through email, fax, or telephone. There a maximum of forty learners in a class. The instruction medium is English and has only Afrikaans as their First Additional Language (FAL). There are tar roads leading to the school. The school has employed additional teachers to reduce the number of learners in the classes. Some teachers are paid by the School Governing Body (SGB).

(ii) School FMS

It is a state primary school located about 45km from the Johannesburg North district. The school was built in January 2011 on a farm to accommodate the most learners living around the farms in the area. It is a fee paying school, but the majority of learners in this school cannot afford to pay school fees, meaning the majority of learners, if not all, are not paying school fees. It has 39 teachers and 1172 learners. It is one of the under-resourced schools in the Johannesburg North district. There are more than 50 students in each class. The school's teachers are paid by the Department of Basic Education (DBE), and there are no teachers paid by the School Governing Body at this school (SGB). The school does not have a landline phone and relies only on cell phones for communication. Getting in touch with the school is tough. The school has fax, email, and website, but it is difficult to contact them. The school is accessible through a gravel road.

4.3 CONTEXT

I am a teacher in Gauteng Province and a student at UNISA pursuing a master's degree in education. I obtained information from teachers in two different schools in the Johannesburg North region of Gauteng province. The participants in the two focus groups come from different types of schools, although they are all located in the same district. Focus group X is from a former model school with resources, and focus group Y is from the farm school with limited resources. Due to Covid-19 regulations, data were collected from these teachers through telephone interviews. I requested their contacts from the two principals from two selected schools. I requested a link to observe team subject meetings from one subject specialist.

Further, three participants who attended the team subject meeting were each given post-evaluation forms to evaluate the subject meeting they attended.

The study sought to examine whether primary school teachers in Gauteng province are developed and empowered to implement the curriculum. The study was done in the Johannesburg North district. Eight teachers from two primary schools in Johannesburg North were interviewed, one of the subject meetings organised by the Department of Education in Gauteng (GDE) was observed, and Annual Teaching Plans (ATPs) and Annual Assessment Plans (AAPs) were analysed. The researcher firstly categorised the findings, then organised them into themes and sub-themes. As mentioned earlier (see 3.4.2), the data were collected with more than one method, telephone interviews, focus groups discussions, observations using notes from a subject meeting organised by GDE, and analysing of teachers' ATPs and AAPs. This aided the researcher in identifying patterns in the data, comparing them, and determining whether they recurred.

Two of this study's aims are to evaluate teachers' opinions of professional development and investigate the kind of professional development programmes that will help instructors apply the curriculum, as mentioned in 1.5.1. Teachers were able to characterize their professional development ideas and name the types of professional development programmes that would help them, thanks to the interviews with the participants. Their perceptions, ideas, and quotes revealed their understanding and perceptions about how they wish to be developed.

4.4 DATA PRESENTATION

The researcher reads, reads again, reflects on, deduces from, and interprets the raw transcripts data and then builds a data interpretation to more general perceptions, which are called themes, categories, or codes, at this stage of the research study. During structured telephonic interviews, themes and sub-themes arose from the participants' narratives. Data analysis refers to the processes done by the researcher to extensively explore and organize observation notes, interview transcripts, and other non-textual resources gathered to better understand the phenomenon (Wong 2008: 14).

According to Cohen, Manion, & Morrison (2018:643), data analysis entails defining, organizing, and comprehending data regarding the participants' definitions of the situation. The other half of the data analysis process entailed interpreting and making sense of the data. I decreased the volume of raw data and then identified patterns to make sense of the rich data obtained via interviews, observation, and document analysis. The first significant interpretative qualitative study is transcribing words of the interviews with correct spelling (Javadi & Zarea 2016: 36). I firstly transcribed each word of two focus groups' telephonic interviews correctly. I made sure the spelling was correct and read the data several times to familiarise myself with it.

After I familiarised myself with the data by revisiting it, I created a list of related data, organised it into important groups, and gave them codes. Nowell, Norris, White, & Moules (2017:5) define coding as a way of interacting with and a process of reflection and thinking about data. I allocated codes to identify patterns, and this was done manually, using different colours of highlighters, cutting and sorting the data. In this way, I tried to simplify data by looking at the characteristics of the data I read. Wong (2008: 14) states that coding is the critical aspect of data analysis.

After that, I listed different codes identified across the data. I sought themes from the codes and reduced data by bringing similar codes. During this process, some codes form themes and others sub-themes. The researcher highlighted themes in the different participants' narratives.

4.5 ANALYSIS OF DATA FROM INTERVIEWS AND FOCUS GROUPS DISCUSSIONS

In this section, the researcher presents and analyses the telephonic interviews with two focus groups in Johannesburg North () District in Gauteng Province. A total of 8 participants from two schools in the JN district out of the intended 12 participants took part in the interviews. To adhere to Covid-19 regulations, the researcher conducted two telephonic interviews with two focus groups. To comply with ethical considerations that prohibit the revelations of participants' and schools' names, the researcher allocated the participants and the schools' codes. Focus group X,

represented as (FMCS) had five participants and Focus group Y (FMS) had three participants. The FMCS1-FMCS5 codes referred to Former Model C School (FMCS) participants, and FMS1-FMS3 referred to participants from Farm School (FMS).

The researcher used a conference call to interview each group, and the members of each focus group agreed to the suggested time given. This data collection process is convenient, and it is easy to access your participants wherever they are. It can be very challenging when you struggle to reach your participants because of a network problem that is beyond anyone's control. This section reflects the findings of the interviews and focuses on group discussions with the interviewees. The interviews and focus group discussions displayed the respondents' spoken responses.

4.5.1 Themes and sub-themes

The findings of the interviews and focus group discussions with the interviewees are presented in this section. It displayed the respondents' spoken comments during the interviews and focus group sessions.

Themes were first tabulated and then described. The table below illustrates themes and sub-themes that emerged from interviews.

Table 4.4: Themes and sub-themes

THEMES AND SUB-THEMES

Theme 1: Description of Professional Development

Sub-themes

- New skills for teachers
- Teacher professional development

Theme 2: Experiences during curriculum implementation

Sub-themes

- The curriculum is result-oriented
- Consultation with teachers

Theme 3: Empowerment of teachers during curriculum implementation

Sub-themes:

- Time allocation

- Teachers empowerment

Theme 4: South African education system

Sub-themes:

- Constant changes in curriculum
- Lack of communication

Theme 5: South African teachers' skills

Sub-themes:

- 21st century skills teachers
- Teachers' lack of confidence

Theme 6: Professional development strategies suitable to cater for teachers' needs

Sub-themes:

- Training teachers about social issues affecting learners
- Technological courses

Table 4.5: Theme 1:Description of Professional Development

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| <p>4.5.2 Theme 1: Description of Professional Development (PD)</p> <p>The participants were asked to describe the term “Professional Development” in their own understanding. The participants expressed their understanding and description of the term “Professional Development” in their own words. The two focus groups’ interviews responses were analysed, and three themes emerged, including new skills for teachers and teacher professional development.</p> | |
| <p>Sub-theme 1: New skills for teachers</p> <p>Participants FMCS3, FMSC4, FMS2, and FMS3 defined Professional Development as a process of equipping teachers with new expertise.</p> | |
| Participant FMCS3 | <p>“Professional Development is a way of advancing or sharpening one’s professional skill to perform better at a job”.</p> |

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| Participant FMS3 | “My understanding of Professional Development is to equip and improve one skill to effectively perform our duties at the best”. |
| Participants described Professional Development as a programme aimed at equipping all teachers in a specific field. | |
| Participant FMS2 | “Professional Development is a programme which is aimed at equipping teachers in a specific field to inquire the needed skills that will address the demand that is brought about the evolving global trends.” |
| Professional Development was further defined as a way to empower teachers. | |
| Participant FMSC4 | “Professional Development in education is a way to empower teachers to be capable of improving their skills, knowledge, and understanding of what is happening around them.” |
| <p>Sub-theme 2: Teacher professional development</p> <p>Four participants, FMCS2, FMS2, FMS3, and FMCS1, defined Professional Development in education as a way of training teachers with relevant knowledge they need in the classroom.</p> | |
| Participant FMCS1 | “Professional Development is when teachers or professionals are given further training or assisted in their fields of work to further develop them for effective work results”. |
| Participant FMS3 | “Teacher is a life-long learner; therefore it is important to allow teachers to partake in learning opportunities and have more access to professional development resources, so as to become good or excellent teachers”. |
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| <p>Based on how participants defined Professional Development, a follow-up question related to the study sub-question 2 (see 1.4.3) was posed to the participants that seek to understand Gauteng’s primary teachers’ perceptions of professional development.</p> | |
| Participant FMCS4 | <p>“Professional Development is a tool of programme that can assist teachers to develop skills that will make it possible for them to be useful in all spheres of their profession”.</p> |
| <p>Participant FMCS3 supported Participant FMCS4.</p> | |
| Participant FMCS3 | <p>“Professional Development means taking up an additional or new course of study to learn or acquire new skills or better the current skill set.”</p> |
| <p>FMS1 supported FMCS4</p> | |
| Participant FMS1 | <p>“Professional Development will assist them in sharpening their skills and equipping them to master their subjects in the classroom”.</p> |
| <p>FMS2 concluded by responding as follows,</p> | |
| Participant FMS2 concluded | <p>“A professionally developed teachers, will understand how to work as a team, how to empower other teachers as how to deal with learners’ socio-economic problems that might impact negatively on effective teaching and learning”.</p> |
| <p>Participants perceived Professional development as short courses or programmes designed to train teachers in a specific area they are struggling with in the classroom.</p> | |
| Participant FMCS5 | <p>“It means that in whatever field a person is found, they can still grow, learn more, and develop themselves.”</p> |

Table 4.6: Theme 2: Experiences during curriculum implementation

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| <p>Theme 2: Experiences during curriculum implementation</p> <p>The participants were asked the following question: “Share your experiences in implementing the curriculum”.</p> <p>This question assisted the researcher in understanding participants’ experiences during curriculum implementation from their own narration.</p> <p>Participants agreed that it was not always smooth-sailing during curriculum implementation because adjustments are required to ensure effective implementation. They find it challenging to implement because teachers require adjustments to ensure effective implementation. The following sub-themes came out from the analysis: the curriculum is result-oriented, and consultation with teachers.</p> | |
| <p>Sub-theme 1: The curriculum is result-oriented</p> <p>Based on their experiences with the curriculum, it is more result-orientated than developing the learners to read, write, and develop their numerical skills. Two participants agreed that the curriculum must be customised to benefit various learning styles and barriers. The participants emphasised that there are too many focus areas to be covered with a limited time versus learners with diverse backgrounds and overcrowded classes.</p> | |
| Participant FMSC4 as follows: | |
| Participant FMSC4 | “Based on my experiences our curriculum is more result oriented than to develop the learners to be able to read or write.” |
| Participant FMCS2 | “At this moment with the good teaching and implementing the curriculum in the classroom is very difficult because there is too many focus areas that we need to cover than what learners |

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| | should master.” |
| Sub-theme 2: Consultation with teachers | |
| Participant FMSC4 Responded | “As an experienced teacher it was a bit difficult to implement the new curriculum. The difficult part was with curriculum developers who change the curriculum without consulting teachers”. |
| <p>Teachers were not consulted during curriculum development in different curricula like OBE, NCS, and CAPS. The change also posed a huge challenge to learners. They agreed that the curriculum must be customised to benefit various learning styles and barriers. Only if consulted during curriculum development the teachers would be able to raise issues like these.</p> | |
| <p>Participant FMCS5 supported participant FMCS4 and responded as follows,</p> | |
| Participant FMCS5 | “My experiences in implementing the curriculum has been that teachers are not given time to also evaluate the curriculum and or give feedback to the policy makers as whether the curriculum is going to work or not.” |
| <p>The researcher prepared the participants to reply to the study's key research questions with their narratives regarding their curriculum implementation experiences.</p> | |

Table 4.7: Theme3: Empowerment of teachers before curriculum implementation

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| Theme 3: Empowerment of teachers before curriculum implementation |
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The participants were requested to answer this main research question “How are teachers in primary schools in Gauteng province developed and empowered to implement the curriculum (see 1.4.2)? This research question examines whether teachers in primary schools in Gauteng Province are developed and empowered to implement the curriculum (see 1.5.1). This question was posed to the participants after the researcher had understood how the participants perceived Professional Development and the participants’ narration about their experiences during curriculum implementation. Two sub-themes came up from the analysis of the data, time allocation and teacher support.

Sub-theme 1: Time allocation

The participants pointed out that generally, in the field of learning and teaching, the best teacher is experience, however, the Department of Basic Education (DBE) do offer some form of guidance in the form of circulars, cluster meetings, school visits where the subject specialists offer some sort of assistance where and when the gaps are showing.

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| Participant FMCS2 responded as | “The professional development we received was only three days before curriculum implementation and it was not adequate.” |
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FMSC4 agreed with participant FMCS2 by responding as follows:

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| Participant FMSC4 | “The new curriculum had so any changes and teachers did not receive the sufficient professional development they were supposed to receive.” |
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| Participant FMS1 responded briefly | “Yes Professional Development was given but it was not adequate due to the inadequate time distributed to the teachers’ Professional Development”. |
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Participants pointed out that it was not easy left in the classroom with limited and

unclear information to pass to the learners. The participants further added that this, in some instances, created the behavioural problem in classes as some colleagues consulted each other during teaching time for clarity on how to teach other learning arrears.

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| Participant FMS3 indicated | “The answer is a big no because everyone including department officials was not properly trained on how to implement the curriculum.” |
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Sub-theme 2: Teacher support

The Department of Basic Education (DBE) provided some support at the start of the curriculum implementation through circulars, cluster meetings, and school visits. Subject specialists offered help where and when gaps appeared.

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| Participant FMCS5 indicated that | “In most instances, once the curriculum is made teachers rarely get development as needed to run the curriculum. Most development is given at the onset or when it is introduced”. |
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| Participant FMCS1 responded as follows | “I did everything on my own without proper development or support”. |
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FMS1 and FMS2 pointed out the only time they see or get communication or support at their school from department officials is only when they inform them about school visits to check their work and their learners’ work. With these answers given by FMS1 and FMS2, I feel the DBE officials neglect some schools in townships and farm schools.

Table 4.8: Theme 4: South African education system

| <p>Theme 4: South African education system</p> | |
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| <p>According to the conclusions of the Annual National Assessment (ANA) (see 1.1), the South African education system is in crisis. As a result, this question was posed to participants as teachers.</p> <p style="text-align: center;"><i>"Do you think the South African education system is in trouble?"</i></p> <p>Four participants agreed that the South African education system is in crisis, while the other two did not. Two participants were not sure whether it was in crisis or not. Two themes emerged from these questions, namely, constant changes in the curriculum and lack of communication.</p> | |
| <p>Sub-theme 1: Constant changes in the curriculum</p> <p>Four Participants agreed that the South African education system is in crisis as the government constantly change the curriculum and makes it easier and without value.</p> | |
| <p>FMCS4 responded as follows,</p> | <p>"Yes it is in crisis because the curriculum is not in line with the current times because learners are not taught proper skills that will make them be beneficial to society".</p> |
| <p>FMS2 responded as follows,</p> | <p>"We need a government that will start prioritising education in our country by ensuring that it gets a budget that will ensure that our schools are well equipped with the current technological advances that are in the global standard." South Africa is a country that is using cadre deployment without considering the skills required to lead the Department of Basic Education".</p> |
| <p>FMS1:</p> | <p>"I would not take it as far as to call it a crisis; however the South African education system is behind on a global benchmark and</p> |

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| | could not benefit from frequent and consistent upgrades to the curriculum”. |
| Participants agreed that if all schools should have access to the same kind of resources, not only a few privileged schools across our country; teachers will have the same skills as other teachers in developing countries. | |
| Sub-theme 2: Lack of communication | |
| The absence of adequate communication between the Department of Basic Education and instructors was mentioned by participants | |
| Participant FMS1 responded as follows, | “The DBE frequently changes the curriculum without any communication with the state holders, e.g. teachers and parents”. |
| Participant FMS2 supported Participant FMS1 | “Sometimes we as teachers hear about the curriculum changes from the media”. |
| FMCS1 concluded as follows | ”I would not say that the South African Education system is in crisis, I feel there are a number of things that are going well, however, I feel that the lack of communication and collaboration among all education stakeholders could be the reason why education presents a crisis in its system.” |

Table 4.9: Theme 5: South African teachers’ skills

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| Theme 5: South African teachers’ skills |
| The following question was asked participants based on sub-question (see 1.4.3) “To |

what extent are teachers in primary schools developed to implement the curriculum?
 This sub-question aims to investigate to what extent teachers in primary schools are developed to implement the curriculum. The following sub-themes emerged from this analysis: 21st-century skills teachers and teachers' lack of confidence.

Sub-theme 1: 21st-century skills teachers

Five participants agreed that teachers must be thoroughly trained to compete with some developing countries. Participants indicated that South African teachers need advanced training resources or instruments to complement to the skill already possessed. FMCS3 responded as follows, "We have managed to produce prominent society contributors, and with proper resources and empowerment, we can do even better."

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| Participants FMS3 responded as follows | "Teachers are trained in their specific field, but when we consider the 21 st century skills, yes we are lacking not properly developed". |
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| Participant FMCS5 supported and responded as follows | "As I have mentioned before if the country invests more in our education we would also be able to produce the best teachers that can compete anywhere in the world". |
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| Participant FMS1 responded as follows | "Teachers lack the professional development that will address the current need of the country". |
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The participants agreed that they do not receive the proper development to address its current need.

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| FMCS1 | "Teachers are competent in their subject field. However, teachers |
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| <p>responded as follows</p> | <p>are not well equipped or empowered with how the international world operates in the education system with special reference technological advances in education”.</p> |
| <p>The participants agreed that the DBE needs to take it up to thoroughly develop all teachers and work together with colleges and varsities in our country for a smooth transition.</p> | |
| <p style="text-align: center;">Sub-them 2: Teachers’ lack of confidence</p> <p>Three participants mentioned that teachers lack confidence because most teachers are not properly developed to use technological equipment in classes like other teachers in private schools.</p> | |
| <p>FMS2 responded as follows</p> | <p>“We are not exposed and equipped with the necessary skills required to compete with the rest of international schools in terms of digital and technological demands in education in particular and global demands in general”.</p> |
| <p>FMSC4 responded as follows,</p> | <p>“This is caused by a lack of willingness from our government to equip teachers with technological skills and some serious restructuring of our education schools system to expose both teachers and learners to proper resources like, tech-classes and science laboratories”.</p> |
| <p>Participants agreed that because of lack of proper development in technological equipment, they lack confidence compared to their other colleagues in private schools or other teachers in developing countries.</p> | |
| <p>FMS3 responded as follows</p> | <p>“As teachers in public schools we are not as confident as our colleagues in private schools or developing countries, because we still use chalk boards whereas they are using white boards and e-learning to catch up work lost during the covid-19pandemic with</p> |

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| | their learners”. |
| FMSCS1 responded, | “Teachers who are studying further to improve their skills to use their own money without any assistance from the DBE and it is very discouraging because we are using those skills acquired in their schools”. |

Table 4.10: Theme 6: Professional development strategies suitable to cater for teachers’ needs

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| <p>Theme 6: Professional development strategies suitable to cater for teachers’ needs</p> <p>Participants were asked the following question based on sub-question (see 1.4.3). What kind of professional development programmes will benefit teachers to effectively implement the curriculum? The aim was to explore the kind of professional development programmes that will benefit teachers to effectively implement the curriculum (see 1.5.2). Participant FMCS3 pointed out,</p> <p style="text-align: center;"><i>“What the DBE is currently offering to the teachers it is just a drop in the ocean given the gaps and inequalities in our education system.”</i></p> <p>Participant FMS1 responded as follows,</p> <p style="text-align: center;"><i>“We need programmes such as counselling, implementing inclusive education, dealing with socio-economic programmes such as children who are orphans, child-headed house, abused children, identifying learners’ potential skills.”</i></p> <p>Sometimes programmes are done after work it is very difficult for teachers to get there on time due to traffic and time scheduled for the training. Two sub-themes emerged from the analysis: training teachers about social issues affecting learners and technological courses.</p> |
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|---|---|
| <p>Sub-theme 1: Training teachers about social issues affecting learners</p> <p>Three participants mentioned that teachers are not properly trained to deal with day to day challenges that learners meet each day.</p> | |
| Participant FMCS4 responded as follows; | “The department facilitators assist teachers to a certain degree; however, they do not cover the whole range of challenges and resolve issues within our schooling system regarding the delivery of the curriculum”. |
| FMSC2 supported and responded as follows, | “There are all sorts of programmes that DBE is not offering like; cyber-bullying, bullying and how to control overcrowded classes and any other issues affecting learners and teachers at school”. |
| FMS1 supported them and responded as follows, | “The DBE focuses more workshops that train teachers on how to teach learners and complete Annual Teaching Plan (ATP)”. “To an extent, in some cases, the DBE itself lacks the tools to properly train its teachers”. |
| <p>Sub-theme 2: Technological courses</p> <p>Five participants pointed out the issue of addressing suitable skills for teachers’ needs to be coordinated. Universities and colleges need to upgrade and adjust their programmes to better suit South Africa’s needs.</p> | |
| Participant FMSC5 responded as follows, | “The colleges and universities should train students to cater what South African education system needs for example, Technology, Sciences, and Mathematics”. |

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| Participant FMS1 supported Participant FMCS5 by responding as follows | “The DBE should work in collaboration with colleges and university to address to train teachers that will suit the 21 st century curriculum”. |
| FMSC2 concluded as follows, | “To an extent, in some cases, the DBE itself lacks the tools to properly train its teachers”. |

4.6 DOCUMENT ANALYSIS: TEACHERS’ ANNUAL ASSESSMENT PLANS (AAPs) AND ANNUAL TEACHING PLANS (ATPs)

The researcher analysed teachers’ documents, namely; Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs), to see whether it is easier for the teacher to follow the documents used while teaching their subjects. Teachers are given AAPs and ATPs as tools to follow during the year.

The Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs) are the Department of Basic Education (DBE) documents for teachers teaching in public schools in South Africa. In this study, I have used the Revised Annual Assessment Plans and Revised Annual Teaching Plans for 2021 to 2023, as teachers use them during the Covid-19 pandemic. The AAPs and ATPs were created for teachers by the DBE and were delivered to provinces. The province delivered them to districts and later to schools. The more detailed version of these documents is also easily accessible on the DBE website.

The DBE prepared the Teacher Guidelines for Implementing Revised Annual Teaching Plans (ATPs) Teacher Version to accompany the AAPs and ATPs papers. This document was also distributed to provinces, districts, and schools. This guide was created to help teachers apply the Revised AAPs and ATPs for the calendar years 2021-2023. The teacher Guidelines for Implementing Revised Annual Teaching Plans (ATPs) Teacher Version aims to provide support and advice to teachers on understanding and using the revised ATPs in the various situations in which they teach. It also includes a set of guidelines to help instructors use their professional judgment in the best interests of their students in a given situation.

The revised AAPs and ATPs are schedules for each subject that outline what topics need to be taught and what to assess on specific days and topics throughout the school year. The redesigned ATPs were created to help schools cope with the effects of Covid-19. The following guidelines were used to revise AAPs and ATPs:

Core content and skills:

- Manageable core content, including skills;
- Smooth sequencing of content and concepts;
- Core knowledge and skills to be taught and assessed;
- Aligning curriculum content and assessment; and
- Alignment in the learning trajectory for learners.

Below is the table that indicates what the researcher found in teachers' documents:

Table 4.11: Document analysis

| Teachers' Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs) | |
|--|---|
| Aspects listed in AAPs and ATPs | <ul style="list-style-type: none"> • Topics • Time allocations • Fundamentals • Assessment activities |
| Purpose of the AAPs and ATPS | <ul style="list-style-type: none"> • Curriculum content |

| | |
|-----------------------------------|--|
| | <ul style="list-style-type: none"> • Forms of assessment • Skill and knowledge |
| Organisation of the AAPs and ATPs | <ul style="list-style-type: none"> • Per grade • Per term • Per week |
| Language used | <ul style="list-style-type: none"> • Easy to follow instructions |

4.6.1 Aspects listed on the AAPs and ATPs

In the revised AAPs and ATPs for Intermediate Phase (Grades 4-6) English, the following aspects are stipulated for teachers:

Topics- Grade 4-6-English Home language has four topics to cover each term. In each topic, four fundamentals must be covered. Some topics have both formal and informal activities.

Time allocation- Each topic is allocated for two weeks according to ATPs. However, in most schools where learners alternate, it is not easy to cover all topics in each term. The time allocation for each topic works for a school with a hundred percent attendance.

Fundamentals- English Home Language in the Intermediate Phase has four fundamentals. Four fundamentals must be covered in every topic according to ATPs for each grade. Four fundamentals to be covered in each topic area, Listening and Speaking; Reading and Viewing; Writing and Presenting and Language Structures and Conventions:

Assessment activities- According to the revised AAPs and ATPs, formal and informal assessments must be administered on each topic. In some topics, only informal activities can be administered, and in some activities, both informal and

formal assessments can be administered. Proposed dates of assessments and mark allocation are indicated in these plans.

4.6.2 Purpose of the AAPs and ATPs

The redesigned AAPs and ATPs are designed to start teaching and learning on the first day of school. The following are the key goals of the AAPs and ATPs:

- Teachers will be guided in the curriculum content and evaluation pacing and sequencing;
- To aid teachers in planning for various types of assessments;
- To guarantee that learners are appropriately prepared in terms of material and skills for the years ahead. Values, attitudes, and knowledge;
- To allow teachers to cover the most important core information in each phase in the time allotted; and
- To ensure that meaningful teaching and learning occurs.

4.6.3 Organisation of the content on the AAPs and ATPs

The revised AAPs and ATPs for English Home Language for Intermediate Phase are properly organised. All information needed on these documents is orderly organised and easy to follow. Each grade in the Intermediate phase has its own AAPs, and ATPs are organised according to its expected curriculum. However, learners alternate days or rotate weeks at most schools, implying that learning occur both at school and home.

Without clear communication or advice from the DBE, teachers are expected to use their professional judgment to decide what is best for learners in their environment at any moment. Teachers are expected to reduce and reorganize the curriculum if extra distractions in the school calendar occur. How to reorganise or trim the curriculum is communicated with teachers in neither the AAPs nor ATPs. Teachers are already accustomed to contact-based teaching; now, they must learn about mixed (blended) delivery modes, such as distance learning and contact-based learning.

Each grade has a specific programme of formal and informal assessments and skills to cover each day, week, and term.

Below is an example of the weekly planning and assessment for Grade 4-English home language:

Table 4.12: Grade 4-English Home Language

| TERM 1 | | | | |
|---|----------------------|-------------------|----------------------|-----------------------------------|
| ENGLISH HOME LANGUAGE | | | | |
| Skills | Listening & Speaking | Reading & Viewing | Writing & Presenting | Language Structures & Conventions |
| Week 3&4 | Listen to the story | Reads a story | Write a story | Spelling & punctuation |
| Formal assessment Task 1: Oral Reads aloud (20 marks) | | | | |

The above table has stipulated the teacher’s activities in the specific subject and grade per week. The ATPs have also indicated what assessment the learners must do that week.

4.6.4 Language used on the AAPs and ATPs

The terminology utilized on the AAPs and ATPs is clear and simple to understand. There is explicit direction on what needs to be done in written form. It is easier for teachers to unpack formal and informal activities for learners using the language employed in these programmes. The textual instructions on these blueprints are written in a way that is accessible and easy to follow.

4.7 INTERPRETATION OF SUBJECT MEETING OBSERVATION

Subject meetings are usually conducted once or twice a term for each subject. The subject specialist for each subject is responsible for conducting the meeting. The subject specialists are responsible for organising subject meetings. During the

subject meeting observation, the researcher's goal was to see how well primary school teachers are prepared to implement the curriculum (see 1.5.2).

The Department of Basic Education's main goal is to supply a curriculum. According to Occupational Specific Dispensation (OSD) (2007: 59), the goal of subject specialists' jobs is to help with curriculum delivery in numerous ways. Subject experts are supposed to support instructors in identifying, assessing, and meeting the needs of learners in a leadership capacity. They are also expected to chair workshops, conferences, and meetings when necessary. Subject specialists should assess teachers' professional development requirements utilizing questionnaires, informal approaches, and developmental evaluation in staff development (OSD; 2007:62). Their job also entails supporting/planning staff development activities based on teacher requirements and supporting teachers' professional progress as part of the appraisal process. Subject specialists are responsible for the professional development of teachers in order for them to deliver the curriculum in the classrooms. Subject meetings are held once a term.

The English subject meeting for school readiness in 2021 was held virtually to adhere to Covid-19 regulations. It took approximately 10 minutes for the meeting to start as the most teachers struggled to log in to the meeting. Teachers were given links to join the Team meeting a week before the exact date of the meeting. However, the majority of teachers logged in very late. The facilitator paused for a few minutes to allow everyone to log in before starting the meeting. It was not only teachers who struggled to log in even one of the co-facilitator logged in late. She apologised after logging in and mentioned that her office's Wi-Fi is a bit slow, and she will make sure it is attended to. The researcher used the table below to illustrate subject meeting observation data.

Table 4.13: Subject meeting observation form

| TO WHAT EXTENT DID THE PRESENTER REPRESENT THE FOLLOWING? | YES | NEEDS WORK | NO | COMMENT |
|---|-----|------------|----|---------|
| 1. Purpose communicated | x | | | |

| | | | | |
|---|---|--|---|--|
| clearly | | | | |
| 2. Organised and easy to follow | × | | | |
| 3. The presenter exhibited a good understanding of the topic | × | | | |
| 4. The presenter was well prepared | × | | | |
| 5. The presenter spoke clearly | × | | | At the beginning I struggled to hear her due to background noises. |
| 6. Time for presentation used effectively | | | × | There were a lot of disruptions during presentation. |
| 7. Presenter responded effectively to audience questions and comments | | | × | She didn't answer some of the questions as expected. |
| 8. The presentation was done in a way that engaged the audience | | | × | No questions asked during the presentation. |

Below, the researcher presents in detail subject observation findings:

4.7.1 Purpose of the meeting communicated clearly

There were two facilitators for the meeting. Facilitator A was responsible for English Home Language (HL), grade 4-6, and Facilitator B was responsible for Zulu First Additional Language (FAL) for grades 4-6. The meeting's objective was to discuss school preparedness. Facilitator A emphasized the aim and agenda of the gathering. Facilitator A explained the purpose of the gathering. She began by stating the Gauteng Department of Education's (GDE) vision, which is "Every learner feels valued and inspired in our innovative education system," as well as the GDE's mission, which is "We are committed to providing functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to a quality, equitable, and relevant education." She described the goal as follows:

The Department of Basic Education (DBE) revised the ATPs from 2021 to 2023, as well as the ATP guide, assessment programme, curriculum coverage, 2021 subject, and reading strategy, as well as the target setting and guidelines.

4.7.2 Presentation of the subject meeting

The presentation was well organised and easy to follow. The agenda outlined by Facilitator A. However, there was too much disruption since other students in their schools were making a lot of noise. While the facilitator was busy with the meeting, the participants' microphones were left on, causing the meeting to halt several times. Most of the teachers were attending from their classes and staffrooms where other staff members were heard talking, which caused a huge disturbance. Some participants during the meeting raised issues like they had a problem with the network and were struggling to log in. Some said the slides were blurry, and they could not read what was on the screen. The facilitator, therefore, promised to send the presentation to all participants.

4.7.3 Duration of the subject meeting

The subject meeting lasted for about 60 minutes (1hour). Some of the participants left the meeting before time. The time allocated was insufficient as most of the participants logged in late due to network problems that led to poor connection. The time allocated was insufficient because most of participants raised questions, and the facilitators said they had another meeting scheduled after the meeting. They could not answer all the questions. Time for the presentation was not effectively used due to glitches at the beginning of the meeting.

4.7.4 Feedback and engagement of the audience

The participants, after the presentation, raised questions, and the majority of the facilitators did not have answers.

Attendee: “When the schools are alternating grades for attendance, how are they going to cover the whole curriculum this term”?

The facilitator did not answer the question, and even though they knew from the previous year, some schools were alternating either boys/girls or doing grade alternation. She could not answer how teachers should cover and complete the curriculum allocated for term one.

Facilitator’s response: “As a school and management can decide and write to your cluster leader and come up with a suggestion on how to cover the lost teaching time.”

At the beginning of January 2021, the DBE made baseline evaluation mandatory for all topics and grades. When one of the attendees asked the facilitators this question, several schools conducted a baseline assessment to see what skills learners already had at the start of the year.

Attendee: “What to include on the baseline assessment as it is a new mandatory thing for this year?”

Her answer was vague and indicated that she does not have a clue on the requirements of the baseline assessment for her subject as well. She said the school should decide on what assessment for baseline assessment. The facilitator of the subject meeting did not have answers to some of the questions when teachers needed clarity on them. She seems to put all decisions on the school management. I understand that she cannot answer for all subjects, but at least she should have answers to her allocated subject. Suppose the DBE representative is given a vital position of guiding teachers in implementing policies like the baseline assessment for 2021 for all grades. Then all subjects could not answer for their own allocated subject. In that case, teachers will not know what to implement that in their classes. Learners in different schools will have different assessments, and it will not serve the intended purpose.

4.8 PRESENTATION OF POST-SUBJECT MEETING EVALUATION

One of the subject specialist's responsibilities is to train instructors in how to successfully apply all subject policies and curricula in their classes. The researcher used the post-subject-meeting assessment forms with participant ratings to see if the type of professional development provided to the teachers was beneficial. The researcher will investigate the kind of professional development programmes that will assist instructors in effectively implementing the curriculum based on the topic meeting ratings (see 1.5.2). The subject meeting's major goal was to guide and train teachers for 2021. The subjects were given post-evaluation questionnaires containing questions and a rating scale, as shown in the table below:

Table 4.14: Ratings for post-evaluation subject forms

| Ratings | Description |
|----------------|--------------------|
| 1 | Strongly disagree |
| 2 | Disagree |
| 3 | Agree |
| 4 | Strongly agree |

Three participants were asked to complete and rate the subject meeting they attended. The three tables below illustrate the completed post-evaluation forms.

Table 4.15: Participant FMCS1

| | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|
| 1. The workshop objectives were clearly stated and met | | x | | |
| 2. The workshop was well organized | x | | | |
| 3. The workshop helped me to learn how to effectively implement the curriculum | | x | | |
| 4. The information and/or skills presented were relevant and useful | | x | | |
| 5. The presenter provided adequate time for questions and answered them satisfactory | | | x | |
| 6. The workshop increased my knowledge and skills in English | | x | | |
| 7. The workshop as presented was congruent with the | x | | | |

| | | | | |
|--|--|--|--|---|
| workshop description | | | | |
| 8. The presenter allowed us to learn from each other | | | | × |

Table 4.16: Participant FMCS2

| | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| 1. The workshop objectives were clearly stated and met | | × | | |
| 2. The workshop was well organised | × | | | |
| 3. The workshop helped me to learn how to effectively implement the curriculum | | × | | |
| 4. The information and/or skills presented were relevant and useful | | × | | |
| 5. The presenter provided adequate time for questions and answered them satisfactory | | | × | |
| 6. The workshop increased my knowledge and skills in English | × | | | |
| 7. The workshop as presented was congruent with the workshop description | × | | | |
| 8. The presenter allowed us to learn from each other | | | | × |

Table 4.17: Participant FMS3

| | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| 1. The workshop objectives were clearly stated and met | | | × | |
| 2. The workshop was well organised | × | | | |
| 3. The workshop helped me to learn how to effectively implement the curriculum | | × | | |
| 4. The information and/or skills presented were relevant and useful | | × | | |
| 5. The presenter provided adequate time for questions and answered them satisfactory | | | × | |
| 6. The workshop increased my knowledge and skills in English | × | | | |

| | | | | |
|--|---|--|--|---|
| 7. The workshop as presented was congruent with the workshop description | x | | | |
| 8. The presenter allowed us to learn from each other | | | | x |

Below is the brief description of three participants' subject meeting post-evaluation findings:

Participants FMSC1 and FMCS2 agree that the subject meeting met the objective of the meeting as they rated meeting three. In contrast, participant FMS3 rated the meeting two, which means she does not agree with the statement. All participants FMCS1, FMCS2, and FMS1 rated the subject meeting four, indicating that they strongly agree that the meeting was well organised even though there were some glitches at the beginning. All participants FMCS1, FMCS2, and FMS1 agreed with the statement learned how to effectively implement the curriculum. All participants FMCS1, FMCS2, and FMS1 agree that their information/skills presented were relevant. Participants FMCS1, FMCS2, and FMS1 disagree with the statement that the presenter allowed enough time for questions and offered satisfactory answers to all of them. Two participants, FMCS2 and FMS1, strongly agree that the workshop increased their knowledge, whereas FMCS1 agree with the statement. All participants FMCS1, FMCS2, and FMS1 strongly agree with the statement that says they strongly agree that the subject meeting congruent with the meeting description. Participants FMCS1, FMCS2, and FMS1 rated the subject meeting 1, which they strongly disagree with the statement that says their facilitator created opportunities for the participants to learn from each other.

4.9 CHAPTER SUMMARY

The conclusions of the data were examined in this chapter. The participants' profiles and the school profiles and descriptions were included in this chapter. Inductive analysis was used to analyse the themes and sub-themes developed in this chapter. The results of telephone interviews, focus group discussions, document analysis of teachers' AAPs and ATPs, and subject meeting observation, led to the presented conclusions. The research study's conclusions, recommendations, and limitations are presented in the next chapter.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

The findings of this investigation were provided in the previous chapter. This study focused on teacher professional development for effective curriculum implementation in selected elementary schools in Gauteng's Johannesburg North area. The participants were selected from two primary schools in (JN) to answer the following research questions and research sub-questions:

- a) How are teachers in primary schools in Gauteng province developed and empowered to implement the curriculum?
- b) To what extent are teachers in primary schools developed to implement the curriculum?
- c) How do teachers in Gauteng primary schools perceive professional development?
- d) What kind of professional development programmes will benefit teachers to effectively implement the curriculum?

The study's findings are summarized in this chapter. The results of the literature reviews, interviews, document analysis, observation, and post-evaluation form were presented in a summary manner. This chapter includes recommendations, limits representing the study's inadequacies, and a conclusion based on the findings. Furthermore, the recommendations are exclusively based on the findings of the literature study, topic meeting observations, document analysis, and telephone interviews.

5.2 SUMMARY OF THE STUDY

The study looked at how teachers in the JN district of Gauteng province are trained to properly execute the curriculum in primary schools. Out of the 32 individuals invited to participate in the study, eight teachers from two primary schools in the JN

district consented to participate. The eight individuals took part in the focus group talks and telephone interviews. Each participant was given a chance to respond to the questions and share their own viewpoints.

The researcher later observed the English subject meeting during the school readiness February 2021 meetings facilitated by an English subject specialist. Teachers from different public schools in the JN district attended the meeting in preparation for the school opening in February 2021. Teachers asked questions in relation to their challenges in various schools due to Curriculum coverage hampered by the Covid-19 pandemic. In my observation, some questions were answered, and some were not as expected by the facilitator. Teachers were given post-subject meeting evaluation forms to complete and rate the meeting they attended, and the researcher used her own observation form. Teachers' AAPs and ATPs were analysed using the designed guidelines. See (4.6).

The researcher provided a detailed discussion of the problem in chapter one. The researcher gave an overview of the study, including its history, significance, issue statement, research questions, sub-questions, research goal, and study objectives. The researcher went on to detail the research study's research design and techniques, research paradigm, and research methodology. The study population and sampling, data collection and tools, study validity and reliability, data analysis and interpretation, ethical considerations, clarification of key concepts, and study limitations were all discussed.

The researcher studied the literature on teacher professional development, curriculum development, and curriculum implementation in Chapter 2. The post-democracy education reform in South Africa was covered in this chapter. The researcher went on to talk about how South African students did on both local and international standardized assessments. Teachers' professional development in South Africa and the professional development of the South African Council for Educators (SACE) were examined. The researcher went on to talk about the instructors' usage of the Integrated Quality Management System (IQMS) tool for teacher evaluation. The content understandings of South African teachers and the indicators of successful curriculum implementation were also discussed. Finally, the

researcher discussed the theory underpinning the study in this chapter. The Bandura's social cognitive theory emphasizes modelling and seeing others reinforced or punished for the particular behaviour (Woolfolk, 2010: 348). It further emphasizes the critical role of motivation, self-beliefs and motivation. The main aim of the study is to examine whether teachers in primary schools in the Gauteng Province are developed and empowered to implement the curriculum. During the teacher development, the facilitator must model the implementation of the curriculum to the teachers. At the implementation phase, adequate support and proper development must be given to the teachers to motivate them.

The researcher provided a detailed overview of the study's design in Chapter three. Focus groups, telephone interviews, subject observation, and document analysis were among the methods used in the study's design. The rationale for empirical research was discussed in this chapter. The reasons for using the research paradigm, research methodologies, strategies, and design employed in the study, including procedures, participants, data collection tools, data collection and analysis methods, and data credibility, were further clarified and provided in this chapter. In addition, the researcher highlighted ethical considerations.

The data findings were discussed in the fourth chapter. The participants' profiles and the schools' profiles and descriptions were presented in the first section of the chapter. The researcher analyzed and explained the findings and outcomes of the investigation. The information gathered from focus groups, phone interviews, subject observation, and document analysis was discussed and analyzed. Inductive analysis was used to examine the themes and sub-themes that developed. The analysis results of telephone interviews and focus group discussions were presented. The results of document analysis of the AAPs and ATPs of teachers were analyzed and debated. Finally, the researcher analyzed and reviewed findings from subject meeting observation and post-evaluation questionnaires filled by three selected participants.

5.3 FINDINGS FROM THE LITERATURE REVIEW

See Chapter 2 for more information (2.4.3) Phasha *et al.* (2016) discuss teacher development research at the Further Education and Training (FET) level in order to better understand teachers' experiences with Professional Development (PD) prior to implementing the new curriculum. Johns & Sosibo (2019:130), state that continuing teacher professional development (CPTD) is critical for teachers to learn crucial pedagogical-content knowledge for the twenty-first century. Based on the findings, most teachers require professional development and empowerment to effectively handle curriculum changes. Most of the research findings, teachers require suitable and enough professional development to polish their skills. The outcomes of this study back up the argument that teachers in the South Africa need to improve their skills to compete with overseas educators. Professionally developed teachers would know how to operate as a team, empower other teachers, and deal with learners' socio-economic issues, which might negatively impact successful teaching and learning.

Mampane (2018:190) claims that formal frameworks such as mentoring, courses, and external engagement with other schools can help with professional growth. According to this researcher, proper professional development for teachers should be provided through mentoring and courses. Professional development is when teachers or professionals are provided further training or assistance in their domains or jobs to further improve them for more effective work results. This conclusion shows that teachers will require professional development to effectively apply the curriculum. It is critical to provide teachers with ongoing learning opportunities and professional development resources in order for them to become competent or exceptional teachers.

Teachers, as change agents, play a critical role in adopting curriculum improvements (Taole 2015:267). Continuous Professional Teachers Development (CPTD) is advocated by Mphahla & Okeke (2015:11) to help in-service teachers keep up with ever-changing educational contexts. This research confirmed that those teachers' expertise must be updated to ensure effective curriculum implementation. Before implementing a curriculum, teachers must be well prepared. The findings of this study, note that the majority of the programmes and activities implemented for teacher development amid the rapid curriculum revisions were insufficient. The

programme's effectiveness mostly depends on teachers as implementers rather than curriculum architects. Teachers must understand what is expected of them during the implementation of the curriculum.

5.4 SUMMARY OF FINDINGS COLLECTED THROUGH FOCUS GROUP INTERVIEWS

The researcher summarizes the information gathered through focus group interviews in this part.

5.4.1 Theme 1: Description of Professional Development

Participants were asked to define the word Professional Development (PD) as they saw it in their own minds. PD was characterized as follows based on the data collected from the participants:

- A way to equip teachers with new skills; and
- A means of empowering instructors to develop their abilities, knowledge, and understanding of what is going on in their classrooms.

According to Yurtservev-Yilmaz and Sever (2021:89), PD is a process that helps teachers improve their professional knowledge, abilities, and attitudes, hence promoting learner learning. It is the progression of a person in their professional function (Villegas-Reimers, 2003:11).

5.4.2 Theme 2: Experiences during curriculum implementation

The participants were asked the following question, "Share your experiences in implementing the curriculum". The participants agreed that it was not an easy phase as there were some adjustments they needed to make during the curriculum implementation. The participants responded as follows:

- The curriculum is more result-oriented; and

- There was no consultation with teachers during curriculum development

It is incredibly tough to change curricula. It is critical to explore teachers' perceptions and think about curriculum review, according to Maharajh, Nkosi, & Mkhize (2016:380). The failure of CAPS can be traced back to a lack of consultation (Maharajh *et al.*, 2016: 380).

5.4.3 Theme 3: Empowerment of teachers during curriculum implementation

The key research question posed to the participants was, "How are primary school teachers in Gauteng province developed and empowered to deliver the curriculum?"

The following are the responses from the participants:

- Time allocation for training was insufficient; and
- Lack of teachers support during curriculum implementation

The participants acknowledged that they were given training prior to the programme's implementation but that the time allotted was insufficient. According to Maharajh *et al.* (2016:382), teachers must be sufficiently trained and equipped with the necessary skills and knowledge to effectively apply the curriculum. Teachers must be properly trained, and the Department of Education must provide ongoing support to ensure that the curriculum is implemented smoothly (Maharajh *et al.*, 2016:384).

5.4.4 Theme 4: South African education system

Participants as teachers were asked this question. "From your observation is South African Education System in crisis?" The participants responded as follows:

- There are constant changes in curriculum; and
- Lack of communication

South Africa's educational curriculum has been evolving at a rapid pace. According to Adu & Ngibe (2014:987), frequent curriculum change impacts on teachers' lifestyles, relationships, working habits, and learners' educational experiences. Constant curriculum changes impacted teachers since they were unsure how to execute the new curriculum (Adu & Ngibe, 2014:984). Teachers should be included in the curriculum preparation process, according to Adu & Ngibe (2014:988), because they will be accountable for implementing the new curriculum.

5.4.5 Theme 5: South African teachers' skills

The following question was posed to the participants: "To what extent are teachers in primary schools developed to implement the curriculum? The participants responded as follows:

- Teachers lack 21st century skills; and
- Teachers' lack of confidence

The Covid-19's effects have kept learners and teachers at home, necessitating a shift to e-learning. Unfortunately, in South Africa, instructors lack the necessary digital abilities. According to Jantjies (2020:1), proper digital skills training should become a required component of all university teacher training programmes. Covid-19 has demonstrated that technology is no longer a frill but an integral part of the educational process (Jantjies, 2020: 2).

5.4.6 Theme 6: Professional development strategies suitable to cater for teachers' need

Participants were asked the following question based on sub-question (see 1.4.3). What kind of professional development programmes will benefit teachers to effectively implement the curriculum? The participants responded as follows:

- Training teachers about social issues affecting learners; and
- Provide technological courses for teachers

Science teachers were asked to incorporate technology and inquiry-based education into their classrooms to better prepare learners for the science and technology of the twenty-first century (Guzey & Roehrig, 2009:26). The rapid growth of technology's influence in the twenty-first century has prompted calls for teaching and learning to be modified to equip students to participate in the global knowledge economy, according to Umugiraneza, Bansilal, and North (2018:1). However, in rural schools, information and communication technology (ICT) is a barrier (Umugiraneza *et al.*, 2018:2). Poor ICT skills and low teacher confidence, according to Umugiraneza *et al.* (2018:4), are two of the problems that instructors face while integrating ICT in their classrooms.

5.5 SUMMARY OF FINDINGS COLLECTED THROUGH DOCUMENT ANALYSIS

The researcher gives the summary findings from document analysis in this part.

5.5.1 Aspects listed on the teachers' AAPs and ATPs

- Topics
- Time allocations
- Fundamentals
- Assessment activities

5.5.2 Purpose of the teachers' AAPs and ATPs

- Assisting teachers with pacing and sequencing of curriculum content and assessment
- Assisting teachers with planning for various forms of assessment
- Ensuring that learners are appropriately equipped in terms of knowledge and skills for later years Values, attitudes, and knowledge
- Enabling teachers to cover the required core information in each phase in the time allotted
- Ensuring that meaningful teaching and learning occurs

5.5.3 Organization of the content on the teachers' AAPs and ATPs

- It is organised per grade
- It is organised per subject
- Activities and assessments organised for each term
- Activities and assessments organised per week

5.5.4 Language used on teachers' AAPs and ATPs

- The language used on these plans provides accessible and easy-to-follow written instructions.
- The language used on both the AAPs and ATPs is understandable or easy to comprehend

Document analysis is a type of qualitative study in which the researcher interprets documents. Document analysis is a method for systematically studying and evaluating documents, including electronic and printed documents (Bowen, 2017:27). The purpose of AAPs and ATPs is to give teachers and school officials a quick review of curriculum rules. These documents assist teachers in staying on track during the day, week, or month.

5.6 SUMMARY OF FINDINGS COLLECTED THROUGH OBSERVATION

This section presents the summary of findings collected through observation.

5.6.1 Purpose of the subject meeting:

The purpose of the meeting was clearly communicated addressed by Facilitator A.

5.6.2 Presentation of the subject meeting:

The presentation was well organised and easy to follow.

5.6.3 Duration of the subject meeting:

The time allocated was insufficient as most of the participants logged in late due to network problems that led to poor connection.

5.6.4 Feedback and engagement of the audiences:

Questions were raised by the participants after the presentation, and the majority of the facilitators did not have answers.

The observation approach entails gathering information through the use of one's senses (Smit & Onwuegbuzie, 2018:1). It entails a systematic and meaningful approach to looking and listening. The job of a subject expert is to give curriculum support to educators in areas of specialization in schools (Occupational Specific Dispensation (OSD), 2007: 6). The subject specialist's responsibility, according to OSD 001 (2007:60), is to chair workshops, case conferences, and meetings as needed.

5.7 SUMMARY OF FINDINGS COLLECTED THROUGH POST-EVALUATION FORM

This section presents the summary of findings collected through the post-evaluation form:

5.7.1 The workshop's goals were clearly articulated and achieved.

Two participants stated that the subject meeting met the objective of the meeting, whereas one participant did not agree that the subject meeting met its objectives.

5.7.2 The workshop was well organized

All participants agreed that the subject meeting was well organised

5.7.3 The session taught me how to apply the curriculum successfully.

All of the participants agreed that they had learnt how to implement the curriculum effectively.

5.7.4 The information and/or skills presented were relevant and useful

All participants agreed that they are information/skills presented were relevant.

5.7.5 The presenter allocated enough time for inquiries and delivered excellent answers

The participants disputed the statement that the presenter provided ample time for questions and answered all questions satisfactorily.

5.7.6 The workshop improved my English knowledge and skills.

Two participants strongly agree with the statement that says the workshop increased their knowledge, whereas one participant agree with the statement

5.7.7 The workshop as presented was congruent with the workshop description

All participants strongly agree with the statement that says the subject meeting congruent with the meeting description

5.7.8 The presenter allowed us to learn from each other

All participants strongly disagree with the statement that the facilitator created opportunities to learn from each other.

5.8 RECOMMENDATIONS

Professional Development (PD) was characterized by the participants in this study to empower teachers and develop their abilities. They see PD as a chance to improve their job performance by honing their skills. According to Darling-Hammond, Hyler, Gardner, and Espinoza (2017:1), teacher professional development is a critical strategy to support the rising complex skills students need to learn to flourish in the twenty-first century. The Department of Basic Education, on the other hand, still lacks suitable techniques for delivering effective teacher professional development programmes.

Teachers are the most important school-based resources in predicting learners' future achievement and lifetime outcomes, according to Burroughs, Gardner, Lee, Guo, Touitou, Jansen, & Schmidt (2019: 7). As a result, all stakeholders, including the Department of Basic Education (DBE), the School Governing Body (SGB), and the School Management Team (SMT), must provide teachers with all of the necessary professional development and assistance during the curriculum implementation. In order to provide effective growth and support to novice teachers, the SMT and SGB must implement mentoring programmes for new teachers at their schools. Both the SMT and the SGB must provide resources to experienced teachers in order for them to establish a programme to support newly appointed teachers in their department. This kind of help and encouragement is appreciated.

5.8.1 Support before and during curriculum implementation

Without sufficient professional development and necessary support from DBE, SMT, and SGB, the majority of the participants believed that implementing the curriculum in the classroom is difficult. Teachers' experiences and challenges with curriculum implementation vary depending on the sort of school they teach in and the subjects they teach. Schools with resources could continue with online teaching classes during Covid-19, while schools with fewer resources could not complete the previous year's curriculum.

Schools with a small number of students in each class can manage to have all students present every day, whereas schools with a larger number of students in each class adopt a rotational timetable. In this scenario, the facilitator could not

provide appropriate solutions of all schools. During the implementation phase, the DBE, SMT, and SGB must provide teachers with the appropriate professional development and support. During this period, teachers do not require simply professional development. Because change affects people differently, they also require psychological support and encouragement. The DBE, SMT, and SGB should create well-functioning professional learning communities that provide a forum for teachers to share their experiences and seek assistance when needed.

These platforms will allow teachers to share their work, learn from one another, and practice giving and receiving constructive comments. This community learning will assist teachers in improving student success, school morale, and performance.

5.8.2 Effective teacher professional development programmes

According to Darling-Hammond *et al.* (2017:1), professional teacher learning is becoming more popular as a strategy to assist the increasingly sophisticated abilities that children must learn in order to flourish in the twenty-first century. Due to the Covid-19 pandemic, students must learn both at school and at home at this time. Teachers must be prepared to operate technical equipment to design learning materials that will benefit students both at school and at home. During Covid-19, the majority of teaching and learning activities took place online in well-resourced schools, and this fast-paced teaching technique necessitated good professional development.

Professional development programmes for teachers should focus more on content understanding for the curriculum being implemented. Curriculum creators and DBE should create professional development programmes to help teachers better grasp how to implement the curriculum in the classroom. Teachers should be involved in the curriculum creation process by curriculum developers and DBE. Teachers would be actively making decisions about what to teach in the classroom or how to apply the curriculum in this fashion as curriculum implementers. The DBE should create platforms for teachers to share their teaching approaches and ideas with curriculum developers and what works in the classroom. Teachers and curriculum developers should communicate ideas and feedback on a common platform. This will give the

teachers with additional resources. This will provide teachers with a chance to express their concerns, challenges, and successes in their classrooms. This opportunity may help to improve classroom teaching and learning.

5.8.3 Adequate time allocation for professional development

According to Burroughs et al. (2019:11), there is a link between professional development and student accomplishment. Teachers currently have only one session training meeting every term, which lasts an hour or less and is led by facilitators. Each term lasts roughly an hour, for a total of four hours of teacher professional development over the year. Teachers who receive effective professional development have enough time to study, implement, and reflect on their practice (Darling-Hammond, 2017:4). Professional Development programmes that engage teachers in learning throughout weeks, months, or years, rather than brief, one-time workshops, are needed by the DBE. Teachers will be able to study in their classrooms and workshops as a result of this. Teachers need time to reflect and provide feedback.

5.9 LIMITATIONS

All study components that impacted or influenced the use or interpretation of the study's results such as design or technique, are considered limits. They are the limitations on generalisability and utility of findings imposed by the researcher's choice of study design or the procedures used to achieve internal and external validity.

5.9.1 Qualitative research study

Participants have more control over the content of data collected in a qualitative study, and the researcher cannot validate the data collected from participants. The qualitative study is also a research method that is based on perspectives. Because qualitative data is based on individual viewpoints, data acquired is only reliable when it is gathered. The participants' responses could not be scientifically measured. The

information gathered was not cross-referenced with the information gathered from the quantitative data. Because qualitative research relies on human perspectives, it is difficult to duplicate the findings. Data collection is difficult to verify because the same individual may have a different viewpoint the next day.

5.9.2 Sample size

The qualitative research was confined to eight participants from two schools in Johannesburg North, Gauteng province. The participants and schools for this study were all from the same district. As a result, the findings cannot be applied to other districts or schools. In qualitative research, sample sizes are often smaller, which is a drawback. Only eight of the thirty-two participants addressed agreed to participate in the study, and some were extremely hesitant to do so. As a result, the research cannot support a general hypothesis about teacher growth and support throughout curriculum implementation.

It is difficult to uncover meaningful associations from data if the sample is too small, as in a qualitative study, as opposed to larger sample size in a quantitative study, which ensures a representative distribution of the population. The sample in a qualitative study cannot accurately represent the population. The number of individuals who accepted to participate in the study vs. those who were invited is also a source of worry. Because of their concern, participants may be hesitant to participate in any study.

5.9.3 Access to the participants

According to Cohen et al. (2019:213), access is critical and must be decided early in the study process. Second, due to the Covid-19 pandemic, access to schools and participants was constrained. The researcher employed telephone interviews and data collection methods to perform this study during the Covid-19 pandemic, which hampered the researcher's ability to witness the participants' body language and facial expression when asked questions. During the group conversations, several participants' network access was poor, making it difficult to understand what they

were saying. The researcher must ask the questions again, and the participants must also repeat their responses. In addition, the researcher saw the subject meeting virtually, which was a constraint

There were numerous pauses during the data collection phase of the observation. Because most of the audience was from schools, there was noise in the background, making it difficult for the researcher to hear all of the material presented throughout the subject meeting. The researcher exclusively communicated with the subjects via phone calls and Whatsapp messaging, with no face-to-face interviews.

5.9.4 Novice Researcher

The data gathered in a qualitative study is mostly determined by the experience of the researchers engaged. The researcher had no prior research experience as a rookie researcher. This could have altered the quality of the data obtained due to lack of research experience as a researcher. A qualitative researcher must also be able to conduct effective interviews. Furthermore, the researcher lacks solid interviewing abilities because the researcher collected data via telephone interviews, which was the researcher's first time doing so. The study used a qualitative research design and relied heavily on the researcher as a key component. This type of study necessitates the researcher's mastery of high-level abilities that will enable him or her to make sound decisions during data collection, analysis, and interpretation.

5.10 UNANSWERED QUESTIONS IN AVENUES FOR FURTHER RESEARCH

The study's major goal was to see if primary school teachers in Gauteng Province are prepared and equipped to apply the curriculum. All instructors must participate in CPTD in order to "stay abreast of educational trends and growth," according to Section 7 of the South African Council for Educators (SACE) code of conduct (SACE 2013, 8) I wanted to discover that the stakeholders in charge of teacher development played a role in ensuring that instructors are appropriately developed, as indicated in Section 7 of the SACE code of ethics.

According to the telephone interviews the researcher conducted with them, participants acknowledge receiving professional development from the Department of Basic Education. However, the professional development programmes they attend appear to be insufficient or inappropriate to meet their professional development needs. As a result, the researcher was left with the following unresolved questions: First, teachers are governed by Section & of the SACE, which mandates CPTD; consequently, who is planning CPTD programmes for teachers? Second, are the programmes designed to meet the needs of teachers? Third, what kind of monitoring mechanism does the DBE use to keep track of instructors' CPTD programmes? Is it true that instructors are consulted about the types of programmes they require? Finally, are DBE's professional development programs in accordance with worldwide educational trends, such as technological programmes?

Future research should look into how DBE can ensure that the professional development programmes available to teachers are adequate and meet the needs of teachers. Based on the findings of this study, a future study might be undertaken to look at how the DBE implements and monitors CPTD policies for them to be successful. Teachers in nations with good educational systems should be compared to the types of professional development programmes available to them. Finally, future research might look into the role of DBE, SMT, and SBG in ensuring that teachers in schools receive adequate professional development.

5.11 STUDY CONCLUSION

According to the findings, teacher development and support during curriculum implementation are not valued as highly as they should be. The DBE does not play a significant role in teacher development, which has a detrimental impact on the curriculum's successful implementation in classrooms. Teachers' confidence is affected by a lack of adequate professional development programmes and proper assistance during curriculum implementation, which has a detrimental impact on learners' performance. Some suggestions were offered for how teachers should be developed and supported during the implementation of the curriculum.

The researcher concluded that teachers play a critical role in curriculum implementation; consequently, good teacher development and enough support will result in successful curriculum implementation. More attention and finances should be dedicated to adequate teacher professional development for the South African education system to be among the best in the world. According to the findings in Chapter 4, the DBE lacks effective policies and mechanisms for implementing teacher professional development. This is a major source of concern, and immediate initiatives for teacher professional development in public schools are required.

5.12 SUMMARY

The researcher originally discussed the study's summary in this chapter. The results of a literature search, interviews, document analysis, and observation. The suggestions were also laid out. The researcher discussed the study's weaknesses. Finally, the remaining questions and study conclusions were presented as avenues for further research.

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APPENDIX A



1040

BALOYI O P MRS
P O BOX 2558
RANDBURG
2125

STUDENT NUMBER : 45682496
ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2022-05-03

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED CURR STUD (90059)

| CODE | PAPER | S NAME OF STUDY UNIT | NQF crdts | LANG. | PROVISIONAL EXAMINATION | |
|-----------|--|---------------------------------------|-----------|-------|-------------------------|---------------|
| | | | | | EXAM. DATE | CENTRE(PLACE) |
| @ DLCUR95 | | Mini Dissertation: Curriculum Studies | 84 | E | | |
| DLCUR95 | | Mini Dissertation: Curriculum Studies | 84 | E | | |
| @ | Exam transferred from previous academic year | | | | | |

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

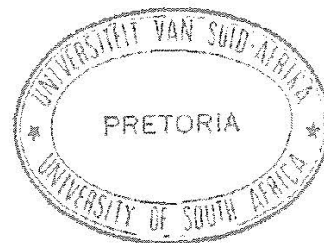
Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M S Mothata
Registrar

0108 0 00 0



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/10/14

Ref: **2020/10/14/45682496/05/AM**

Name: Mrs OP Baloyi

Student No.:45682496

Dear Mrs OP Baloyi

Decision: Ethics Approval from
2020/10/14 to 2023/10/14

Researcher(s): Name: Mrs OP Baloyi
E-mail address: 45682496@mylife.unisa.ac.za
Telephone: 0839665332

Supervisor(s): Name: Prof TI Mogashoa
E-mail address: mogasti@unisa.ac.za
Telephone: 076 372 5083

Title of research:

Professional development of teachers for effective curriculum implementation in selected primary schools in the Johannesburg North district in Gauteng Province

Qualification: MEd Curriculum Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/10/14 to 2023/10/14.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2020/10/14 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.



3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2023/10/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/10/14/45682496/05/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



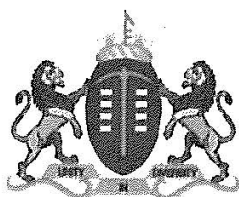
Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



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

Approved - decision template – updated 16 Feb 2017

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX C**GAUTENG PROVINCE**

Department of Education

REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

| | |
|--------------------------------|--|
| Date: | 04 November 2020 |
| Validity of Research Approval: | 08 February 2021– 30 September 2021 2019/665 |
| Name of Researcher: | Baloyi OP |
| Address of Researcher: | 79 Piccola Italia Estate Cottonwood Close Broadacres |
| Telephone Number: | 083 966 5332 |
| Email address: | 45682496@mylife.unisa.ac.za |
| Research Topic: | Professional development of teachers for effective curriculum implementation in selected primary schools in the Johannesburg North (JN) district in Gauteng Province |
| Type of qualification | Master's in Education |
| Number and type of schools: | 2 Primary Schools |
| District/s/HO | Johannesburg North |

Re: Approval in Respect of Request to Conduct Research

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

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

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.*
4. *The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.*
5. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
6. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
7. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
8. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
9. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
10. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
11. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
12. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
13. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
14. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
15. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
16. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

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

Kind regards



Mr Gurnani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 09/11/2020

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel. (011) 355 0488

Email. Faith.Tshabalala@gauteng.gov.za

Website. www.education.gpg.gov.za

APPENDIX D



25 August 2022
Pretoria, South Africa

To whom it may concern,

I hereby confirm that I undertook the language editing for the thesis:

Professional development of teachers for effective curriculum implementation in selected primary schools in the Johannesburg North (JN) District in Gauteng Province

by

Ouma Patricia Baloyi
(Student number: 45682596)

The work was well written overall.

A handwritten signature in black ink, appearing to be 'C. Swart'.

Cillié Swart BA (Harvard) MBA (Kuehne)
+27 (0)73 612 0278
pjcswart@transkaroo.net

A letter requesting consent of teachers to participate in telephonic semi-structured interviews

Dear prospective participant

I, Ouma Patricia Baloyi, an M Ed student at University of South Africa I am conducting a research under supervision of Prof. T.I. Mogashoa, an Associate Professor in the Department of Curriculum and Instructional Studies at the University of South Africa in the College of Education. I am inviting you to participate in a study entitled, "Professional development of teachers for effective curriculum implementation in selected schools in the Johannesburg North (JN)".

This study is expected to collect important information that could contribute in providing clear understanding to other teachers, School Management Team (SMT), School Governing Body (SGB) and Department of Basic Education (DBE) by providing vital information on the importance of professional development of teachers.

Six participants are selected from your organisation and you are invited because of your responsibility, expertise and experience you have. I obtained your contact details from your school principal. The study will investigate to what extent are teachers in primary schools are developed and explore the kind of professional development that will benefit teachers to successfully implement the curriculum.

The interview will take approximately a maximum of 20 minutes and to take place at a mutually agreed upon place, date and time. Your participation in this study is voluntary and you may decide to withdraw from this study at any time without any penalties. All information you provide will be kept confidential and your name will not appear in the research report and publication. In some cases anonymous names might be used with your permission and you have the right to restrict the researcher from mentioning your name in the report. No one apart from the researcher and identified team of research team will know about your involvement in the research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answer will be given code number or pseudonym and you will be referred to in this way in the data, any publication, or other research reporting methods such as conference proceedings.

If you need further information which would facilitate your decisions to participate in the interview, please, do not hesitate to contact me through +27 83 966 5332 or email oumap.baloyi@gmail.com. If you need further information on this research you can contact my supervisor- Professor TI Mogashoa (mogasti@unisa.ac.za) at University of South Africa (UNISA).

The researcher will advice participants to wear face masks and observe social distancing when visiting the school according to Covid-19 regulations.

Thank you for taking time to read this information sheet.

Yours Sincerely



Ouma Patricia Baloyi (researcher)

APPENDIX F



A letter requesting consent of teachers to analyse their Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs)

Dear prospective participant

I, Ouma Patricia Baloyi, an M Ed student at the University of South Africa I am conducting research under supervision of Prof. T.I. Mogashoa, an Associate Professor in the Department of Curriculum and Instructional Studies at the University of South Africa (UNISA). I am inviting you to participate in a study entitled, "Professional development of teachers for effective curriculum implementation in selected schools in the Johannesburg North (JN)".

This study is expected to collect important information that could contribute in providing clear understanding to other teachers, School Management Team (SMT), School Governing Body (SGB) and Department of Basic Education (DBE) by providing vital information on the importance of professional development of teachers.

Two participants are selected from your organisation and you are invited because of your responsibility, expertise and experience you have. I obtained your contact details from your school principal. The study will investigate to what extent are teachers in primary schools are developed and explore the kind of professional development that will benefit teachers to successfully implement the curriculum.

The analysis of your Annual Assessment Plans (AAPs) and Annual Teaching Plans (ATPs) will take approximately a maximum of 20 minutes and to take place at a mutually agreed upon place, date and time. Your participation in this study is voluntary and you may decide to withdraw from this study at any time without any penalties. All information obtained from your AAPs and ATPs will be kept confidential and your name will not appear in the research report and publication. In some cases anonymous names might be used with your permission and you have the right to restrict the researcher from mentioning your name in the report. No one apart from the researcher and identified team of research team will know about your involvement in the research. Your name will not be recorded anywhere and no one will be able to connect you to the data collected from your AAPs and ATPs. Your analysis will be given code number or pseudonym and you will be referred to in this way in the data, any publication, or other research reporting methods such as conference proceedings.

If you need further information which would facilitate your decisions to participate in the interview, please, do not hesitate to contact me through +27 83 966 5332 or email oumap.baloyi@gmail.com. If you need further information on this research you can contact my supervisor- Professor TI Mogashoa (mogasti@unisa.ac.za) at University of South Africa (UNISA).

Thank you for taking time to read this information sheet.

Yours Sincerely

A handwritten signature in blue ink, appearing to be "Ouma Patricia Baloyi". The signature is stylized and written in a cursive-like font.

Ouma Patricia Baloyi (researcher)

APPENDIX G



A letter requesting consent of Subject Specialist (SS) to observe cluster subject meeting

Dear prospective participant

I, Ouma Patricia Baloyi, an M Ed student at the University of South Africa I am conducting a research under supervision of Prof. T.I. Mogashoa, an Associate Professor in the Department of Curriculum and Instructional Studies at the University of South Africa towards a Master of Education degree. I am inviting you to participate in the study entitled, "Professional development of teachers for effective curriculum implementation in selected schools in the Johannesburg North (JN)".

This study is expected to collect important information that could contribute in providing clear understanding to other teachers, School Management Team (SMT), School Governing Body (SGB) and Department of Basic Education (DBE) by providing vital information on the importance of professional development of teachers.

One participant is selected from your organisation and you are invited because of your responsibility, expertise and experience you have in this field of professional development of teachers. I obtained your contact details from your circuit manager. The study will investigate to what extent are teachers in primary schools are developed and explore the kind of professional development that will benefit teachers to successfully implement the curriculum.

The observation of the cluster subject meeting will take a maximum of 20 minutes and to take place at a mutually agreed upon place, date and time. Your participation in this study is voluntary and you may decide to withdraw from this study at any time without any penalties. All information obtained from the study will be kept confidential and your name will not appear in the research report and publication. In some cases anonymous names might be used with your permission and you have the right to restrict the researcher from mentioning your name in the report. No one apart from the researcher and identified team of research team will know about your involvement in the research. Your name will not be recorded anywhere and no one will be able to connect you to the data collected from your subject cluster meeting. Your observation data will be given code number or pseudonym and you will be referred to in this way in the data, any publication, or other research reporting methods such as conference proceedings.

If you need further information which would facilitate your decisions to participate in the interview, please, do not hesitate to contact me through +27 83 966 5332 or email oumap.baloyi@gmail.com. If you need further information on this research you can contact my supervisor- Professor TI Mogashoa (mogasti@unisa.ac.za) at University of South Africa (UNISA).

Thank you for taking time to read this information sheet.

Yours Sincerely

A handwritten signature in blue ink, appearing to be "Ouma Patricia Baloyi". The signature is stylized and cursive.

Ouma Patricia Baloyi (researcher)

APPENDIX H



CONSENT TO PARTICIPATE IN THIS STUDY

I, _____, confirm that the person asking my consent to take in this part in this research has told me about the nature, procedure, potential and anticipated inconvenience of participation. I have read and understood the study as explained in the information sheet. I have 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 any penalties. I am aware that the findings of this study will be processed into a research report, journal publication and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified. In addition, I agree to the recordings of the discussion and I have received a signed copy of the informed consent agreement.

Participant _____

Name (Please print)

Signature

Date

Researcher Ouma Patricia Baloyi

A handwritten signature in black ink, appearing to be "Ouma Patricia Baloyi".

Name

Signature

Date

APPENDIX I



FOCUS GROUP CONSENT AND CONFIDENTIALITY AGREEMENT

I _____ grant consent/assent that the information I share during the focus group may be used by Ouma Patricia Baloyi for research purpose. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I understand not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant _____

Name (Please print)

Signature

Date

Researcher Ouma Patricia Baloyi

A handwritten signature in black ink, appearing to be "Ouma Patricia Baloyi", written over a horizontal line.

Name

Signature

Date

APPENDIX J

Turnitin Originality Report

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ORIENTATION OF THE STUDY
TABLE OF CONTENT

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- 1.3 LITERATURE STUDY AND THEORITICAL REVIEW
- 1.3.1 Literature study
- 1.3.2 Theoretical Review
- 1.4 PROBLEM STATEMENT AND RESEARCH QUESTIONS
- 1.4.1 Problem statement
- 1.4.2 Research question
- 1.4.3 Research sub-questions
- 1.5 RESEARCH AIM AND OBJECTIVES
- 1.5.1 Research aim
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- 1.6.5 Population and sampling
- 1.6.6 Data collection and instruments
- 1.6.6.1 Focus group
- 1.6.6.2 Semi-structured face-to-face interviews

1

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| Theoretical Review | 1.4 |

APPENDIX L

**OBSERVATION GUIDE
FOR
SUBJECT CLUSTER MEETING (ZOOM)**

PRESENTER: _____

DATE: _____

SUBJECT: _____

TOPIC: _____

| TO WHAT EXTENT DID THE PRESENTATION REPRESENT THE FOLLOWING? | YES | NEEDS WORK | NO | COMMENT |
|---|-----|------------|----|---------|
| 1. Purpose communicated clearly | | | | |
| 2. Organised and easy to follow | | | | |
| 3. Presenter exhibited a good understanding of topic | | | | |
| 4. Presenter was well prepared | | | | |
| 5. Presenter spoke clearly | | | | |
| 6. Time for presentation used effectively | | | | |
| 7. Presenter responded effectively to audience questions and comments | | | | |
| 8. Presentation was done in a way that engaged audience | | | | |



APPENDIX M

**POST-EVALUATION FORM
FOR
SUBJECT MEETING**

PRESENTER: _____

DATE: _____

TOPIC: _____

NB. PLEASE RESPOND TO THE FOLLOWING STATEMENT BY USING THE 4-POINT RATING SCALE TO INDICATE THE EXTENT TO WHICH YOU THINK AGREE OR DISAGREE WITH EACH STATEMENT

4
STRONGLY AGREE

3
AGREE

2
DISAGREE

1
STRONGLY DISAGREE

| | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| 1. The workshop objectives were clearly stated and met | | | | |
| 2. The workshop was well organised | | | | |
| 3. The workshop helped me to learn how to effectively implement the curriculum | | | | |
| 4. The information and/or skills presented were relevant and useful | | | | |
| 5. The presenter provided adequate time for questions and answered them satisfactory | | | | |
| 6. The workshop increased by knowledge and skills in English | | | | |
| 7. The workshop as presented was congruent with the workshop description | | | | |
| 8. The presenter allowed us to learn from each other | | | | |

APPENDIX N

**FOCUS GROUP INTERVIEW GUIDE
FOR
TEACHERS**

Date _____

A. BACKGROUND INFORMATION

1. Organisation _____

2. Sex Male Female

3. Qualification

Diploma in Education Under-grad Degree in Education Post-grad Degree

4. Current occupation

Post-level 1 teacher Post-level 2 Post level 3

5. Years of service

0-3 4-6 7-10

B. SEMI-STRUCTURED ZOOM INTERVIEW GUIDE

1. In your own understanding how would you describe the term Professional Development (PD)?
2. What does professional development mean to you as an individual?
3. Share your experiences in implementing the curriculum.
4. In your opinion, what was the difficult experience in implementing the curriculum?
5. During the difficult experiences, did you get any support you needed? Elaborate
6. Where did you expect to get support?
7. In which way was the support going to assist you in implementing the curriculum?
8. South African learners are underperforming as compared to other learners in international tests in Mathematics and Languages. In your opinion what could be the problem?
9. According to Annual National Assessment (ANA) findings, signalled crisis in South Education system. From your observation is South African education system in crisis?

10. Education expert suggest that South Africa is in desperate need of skilled teachers. What do you understand by this suggestion?

11. In your opinion do you think South Africa lack skilled teachers? Elaborate

12. Do you think South Africa have skilled teachers to implement the curriculum? Elaborate your answer.

13. Do you think the Department of Basic Education (DBE) has suitable programmes to develop the teachers?
Elaborate

14. What kind of professional development programmes the DBE has for teachers currently?

15. What is your opinion about the kind PD programmes offered to teachers by DBE?

16. With the kind of PD programmes offered by the DBE, do you think they are suitable to cater for the lack of skills teachers need?

Due to Covid-19 this interview will be done through zoom or telephonically.

THANK YOU FOR TAKING PART IN THIS INTERVIEW

APPENDIX O

**ANALYSIS GUIDE
FOR
TEACHERS' ANNUAL ASSESSMENT PLANS (AAPs) and ANNUAL TEACHING PLANS (ATPs)**

| | | |
|---|--------------------------------------|---|
| 1. TYPE OF DOCUMENT | | |
| Newspaper <input type="radio"/> | Map <input type="radio"/> | Government Document <input type="radio"/> |
| Letter <input type="radio"/> | Report <input type="radio"/> | Advertisement <input type="radio"/> |
| 2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT | | |
| Handwritten <input type="radio"/> | Notation <input type="radio"/> | Other <input type="radio"/> |
| Typed <input type="radio"/> | Received Stamp <input type="radio"/> | |
| 3. DATE OF DOCUMENT | | |
| | | |
| 4. AUTHOR(S) OR CREATORS OF THE DOCUMENT | | |
| | | |
| 5. TITLE OF THE DOCUMENT | | |
| | | |
| 6. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? | | |
| | | |
| 7. LANGAUGE OF THE DOCUMENT | | |
| | | |

NB. I WILL LIMIT RESPONSE FOR EACH QUESTION TO THREE (3) LINES.

QUESTIONS A-E

A. List three things that the two documents lay out for the teachers

B. Is the purpose of both documents clearly communicated? Elaborate

C. Is the content of both documents easy to follow and organised? Elaborate

D. One of the reasons the OBE was difficult to implement in the classroom was the complex language used in the curriculum. Is the language used in both documents easy to understand? Elaborate



E. According to ANA Report lack of skilled teachers is one of the main reasons why South African learners underperform in both local and international tests. Do the AAPs and ATPs for teachers design in such a way that all teachers could easily interpret and understand? Elaborate

