

LANGUAGE AND MATHEMATICS PRIMARY SCHOOL TEACHERS' PERCEPTIONS
OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT



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BY

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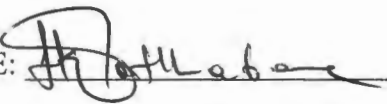
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DECLARATION

I, Louisa Kgomotso Motlhabane, declare that the research for the degree of Masters of Education (Education Management) at the North West University hereby submitted has not been previously submitted by me for a degree at this or any other university, that it is my own work in design and execution and that all material taken from other sources contained herein have been duly acknowledged.

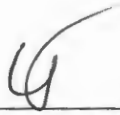
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ACCEPTANCE FOR EXAMINATION

This dissertation: Language and Mathematics primary school teachers' perception of the Curriculum and Assessment Policy Statement, by Louisa Kgomotso Motlhabane, (16396901) in the school of Educational leadership development, Faculty of Education and Training is hereby recommended for acceptance for examination.

SUPERVISOR: Professor C Zulu



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- Above all, I thank the Lord Almighty, for the plans of prosperity that He assured me in His Holy Word and the guidance of the Holy Spirit in completing the study.

DEDICATION

This work is dedicated to my mother, Seipati, who stood by me in times of need, her unconditional love, prayers and encouragement kept me going. May God continue to bless her, and my late father, Reverend Japhta Rabontsi Lenkwe, who believed in me and always wanted to see me succeeding in life, who encouraged me not to give up on life. He will always be my mentor. A special dedication also goes to my wonderful grandparents, who are also late, Reverend Titus and Maria Mmathari Lenkwe, who taught me how to pray and preached the importance of education from an early age. They will continue to be my inspiration.

ABSTRACT

This study investigated Language and Mathematics primary school teachers' perceptions of the Curriculum and Assessment Policy Statement on their self-efficacy. It was based on the recent curriculum change in South Africa after several revisions post 1994. A mixed methods approach was used in the study and triangulation of data collection instruments, namely, questionnaire and interview schedules were also utilised in this study. Questionnaires were used to collect data from 137 primary schools Foundation Phase teachers as they were the first implementers of CAPS in 2012. Ten teachers were interviewed, five of whom were Heads of Departments.

Banduras' theory of Social Cognition underpinned the study with an emphasis on self-efficacy of teachers in the face of changes that continuously take place within the education system. One of the findings of the study was that the contributions of teachers toward curriculum revisions were not recognised, but they were expected to implement change, even though as the study revealed, training was ineffective. CAPS has increased teachers' workload since they spend most of the time on administrative work than on teaching and this causes them not to finish what they are supposed to teach. There is little time for teaching the learners.

Insufficient time allocation for training of teachers towards the implementation of CAPS was seen as one of the major obstacles that caused teachers to be negative about curriculum change and this caused them to be frustrated and end up experiencing low self-efficacy. It is therefore recommended that there should be an increase in the duration of teacher training to make sure that training is effective and intensive to have a common understanding of what CAPS entails. The training should be practice-based rather than theory based.

Key words: Language and Mathematics primary school teachers, change, curriculum change, self-efficacy.

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ACRONYMS AND ABBREVIATIONS

ANA:	Annual National Assessment
AO:	Area Office
CAPS:	Curriculum and Assessment Policy Statement
CTA:	Common Task Assessment
DBE:	Department of Basic Education
FAL:	First Additional Language
HOD:	Head of Department
IQMS:	Integrated Quality Management System
LTSM:	Learner Teacher Support Material
LITNUM:	Literature Numeracy strategy
NCS:	National Curriculum Statement
NQF:	National Qualifications Framework
OBE:	Outcomes Based Education
PGP	Personal Growth Plan
PIRLS:	Progress in International Reading Literacy Study
PSF:	Professional Support Forum
RCL:	Representative Council of Learners
RNCS:	Revised National Curriculum Statement
SECMEQ:	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SONA:	State of the Nation Address
TIMMS:	Trends in International Mathematics and Science Studies

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

South Africa's curriculum has undergone many changes since the advent of democracy in 1994. One of the changes that transpired was the introduction of a new system of education called Curriculum 2005 in which Outcomes- Based Education (OBE) was implemented. Curriculum 2005 was introduced in 1997 to overcome the curricula divisions of the Apartheid Era (Department of Basic Education, 2011a: 1). The challenges that came with the system were that teachers who were used to the old system of education were suddenly faced with a new system that they were not trained for at the respective colleges and universities. Several workshops were conducted by departmental officials but were not enough for teachers to acquire the information that they were supposed to get thus affecting their sense of efficacy. Teacher efficacy, according to Tschannen-Moran, Hoy and Hoy, (1998: 202), is "the extent to which the teacher believes he or she has the capacity to effect student performance".

Curriculum 2005, in its Norms and Standards for Educators, prescribed the seven roles that teachers had to demonstrate in order to implement the new curriculum (Department of Education, 2000). The roles were seen as the spelling out of the competencies that teachers had to demonstrate (Hendricks, 2008: 1) in order to achieve their roles in determining what was needed or what would have worked best for their learners (Eslami and Fatahi, 2008: 1). Curriculum 2005 was then reviewed and revised between the year 2000 and 2002. In 2002, the Revised National Curriculum Statement (RNCS) was introduced and became a policy. It was another period of change in schooling that had a tremendous impact on teachers in the classrooms (Department of Education, 2000).

The review and revision of Curriculum 2005 and its implementation came after a recommendation made by Ministerial Review Committee appointed in 2000 (Chisholm, 2003:1) and the negative public perceptions about OBE and RNCS. The Review Committee recommended a major revision of the curriculum in order to make curriculum more simplified and understandable and more efficient in the classroom. The RNCS was further strengthened and referred to as National Curriculum Statement (NCS). All these changes had an impact on teachers because they have the knowledge about what the curriculum entails,

but they still experienced difficulty in implementing the curriculum effectively in the classrooms (Hendricks, 2008: 2).

On-going implementation challenges resulted in another review of the curriculum (Department of Basic Education, 2011a: 2). In November 2009, the Minister of Basic Education, Angie Motshekga, made an announcement to the educational community that OBE was eliminated and the new Curriculum and Assessment Policy Statement (CAPS) became an educational policy. The Minister uttered a statement (after the report on the implementation of NCS in South African schools by the Task Team) “that teachers were confused, overloaded, stressed and demotivated, and as a consequence, were underperforming” (Department of Basic Education, 2011a: 4). The new curriculum was said to be simplified, improved and clarified, as compared to the previous ones. Some of the good aspects in the RNCS were used in the NCS and what appeared not to be working was removed. All the OBE policy terminology, which teachers were used to was also removed. The terminology has reappeared in a different form. The Department of Basic Education implemented this curriculum with the belief that it was improved and more user-friendly. The Minister also stated, in 2009, that the Department is not changing the vision of the curriculum transformation process which started in 1994, but was implementing changes in order to strengthen curriculum implementation. She further explained that the Department was striving to achieve quality education for all, inclusive of learners who are vulnerable and experience barriers to learning (Department of Basic Education, 2011a: 15).

It is the expectation of the Department of Basic Education that every teacher implement any curriculum review it introduces. Whether teachers understand the curriculum or not, learners are supposed to be taught in the classroom. The review of curriculum came as a result of extensive research and was seen as a means to address the poor state of education in South Africa. The aim was to improve learning and the work of teachers. The new curriculum emphasises regular assessment in Languages and Mathematics (NCS Implementation Task Team, 2010: 1).

In reviewing the curriculum, policy-makers tend to focus on desired outcomes of educational change but neglect the contextual factors that influence implementation. One wonders whether the new Curriculum and Assessment Policy Statement (CAPS), has been given much attention to indicate whether the outcomes of the new curriculum are measurable or not

(Molale, 2007: 3). Contextual factors, such as late distribution of Learner Teacher Support Materials (LTSMs), continue to pose a challenge during the teaching and learning process.

The Department of Basic Education acknowledged that CAPS is not a solution to implementation challenges. It only simplifies the curriculum and it assists with other barriers to quality education (Department of Basic Education, 2011: 4). The problem with the implementation of CAPS is that teachers were not efficiently trained. Another problem that impacts on teachers negatively is that they are teaching learners with barriers to learning. Not all teachers are fully equipped with the knowledge and skills of teaching such learners yet learners are accepted in ordinary schools to be taught with the barriers they face (Department of Basic Education, 2011: 25). This poses a major challenge to teachers.

1.2 STATEMENT OF THE PROBLEM

The main focus of this study is to determine the extent to which teachers are capable of using their acquired knowledge to implement CAPS in the classroom. Because teachers have a primary role in determining what is needed or what would work best with their learners, it is important to find out how their sense of efficacy affects their attitudes toward implementing CAPS (Eslami and Fatahi, 2008: 1).

Teachers' sense of efficacy plays a powerful role in schooling. Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy (Tschannen-Moran et al., 1998: 234). Teacher efficacy can be described as the teachers' belief in his or her capability to organise and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tchannen-Moran et al., 1998: 234). In this sense teachers have to execute the new curriculum which requires them to be successfully accomplished.

Teachers are heavily involved in various teaching and learning processes and are implementers of educational policies. Their perceptions and beliefs have a considerable influence on their instructional practices and classroom behaviours are also related to their students' achievements. Teacher efficacy is believed to be linked to teaching practices and student learning outcomes (Eslami and Fatahi, 2008: 1). Kasapoglu (2010: 1) highlighted that one of the reasons behind a strong desire for an outstanding performance expected from learners may be to show evidence that curriculum did really work well, and that's what

teachers are struggling to achieve. He further emphasises that the success of the changed curriculum depends on how it is interpreted by its implementers.

The attention on curriculum revision (CAPS) is based on improving learner performance, hence forgetting the implementation of that curriculum reform. One of the questions one may ask is 'will the teachers be able to handle change?' The answer will be determined by the research findings. The central focus of this study relates to teachers and their abilities to handle and implement change.

Msibi and Mchunu (2013: 20), argue that much of the failure of education in South Africa has to do with the governments' preoccupation with the curriculum instead of teachers and their capabilities. One will look at the effect of curriculum change on teacher efficacy. MacCutcheon (1988: 188), as cited in Msibi and Mchunu (2013: 20), believes that 'curriculum affects and is effected by teaching'. Therefore, curriculum should not be imposed on teachers; it should be negotiated with them. The researcher agrees with Msibi and Mchunu (2013: 20), when they emphasise that teachers should be seen as competent, ethical and highly sophisticated. Instead of promoting teachers as professionals, the government has unfortunately relied more on traditional approaches which rely heavily on 'expert' who designs a curriculum that teachers are expected to implement (Msibi & Mchunu, 2013: 20).

The introduction of CAPS in South Africa has been lauded as a positive solution to the country's education challenges. The Department of Basic Education has designed CAPS to assist teachers by providing them with specific guidelines stipulating what has to be done on term-by-term and grade-by-grade basis (Msibi & Mchunu: 2013: 24). The study will determine how the new curriculum affects teachers' sense of efficacy in implementing change.

1.3 RESEARCH AIMS

The central aim of the study is to determine how primary school teachers' perceptions of the new national Curriculum and Assessment Policy Statement affect their self-efficacy in the teaching of Languages and Mathematics.

Having stated the aim of the research, the following research questions were posed.

1.3.1 RESEARCH QUESTIONS

- ❖ What are teachers' perceptions of the impact of CAPS on their self-efficacy in Languages and Mathematics?
- ❖ What is the nature and extent of change in the new Curriculum and Assessment Policy Statement in general and in relation to Languages and Mathematics?
- ❖ What do teachers believe contributes to the development of strong, positive self-efficacy in teachers involved in Languages and Mathematics teaching?
- ❖ What measures can be put in place to address teachers' self-efficacy in the implementation of the new curriculum in Languages and Mathematics?

1.4 SIGNIFICANCE OF THE RESEARCH

Several studies have been made in terms of the review of curriculum since the advent of democracy in South Africa during the early 1990s. It has appeared that every Minister of Education in South Africa, during their reign, left a mark of either introducing the new curriculum or reviewing it. This is also happening during the Ministry of Angie Motshekga whereby, in 2009, she has announced the review of NCS to becoming CAPS. Therefore, it is the hope of the researcher to investigate primary school teachers' perceptions on the introduction of CAPS and how it affects their self-efficacy. The study focused on Foundation Phase teachers as they have been trained in 2011 and implemented CAPS first in 2012 whilst other phases implemented in the following years respectively, that is, 2013 in the Intermediate Phase and 2014 in the Senior Phase. The findings will assist teachers and the education community in handling such changes since they occur while teachers are struggling in the classrooms with what is imposed on them.

1.5 DELIMITATIONS OF THE STUDY

This study targeted 150 primary school teachers as a sample from 300 teachers in 54 primary schools of Mafikeng Area Office in Ngaka Modiri Molema District. One Hundred and Thirty Seven (137) of the total sample filled in questionnaires and 10 teachers took part in interviews. Five of those participants are Heads of Departments (HoDs). The study is limited to Foundation Phase teachers who specialise in Languages and Mathematics.

1.6 DEFINITION OF TERMS

1.6.1 Curriculum and Assessment Policy Statement (CAPS)

CAPS is a policy document that stipulate the aim, scope, content and assessment of each subject listed in the National Curriculum Statement Grades R-12 (Department of Basic Education, 2011a: viii).

1.6.2 Efficacy

Efficacy is the ability of something to produce the right results (Longman Dictionary, 2009: 542).

1.6.3 Teacher-efficacy

Teacher-efficacy is “the extent to which the teacher believes he or she has the capacity to affect student performance” (Tschannen-Moran, Hoy & Hoy, 1998: 202).

1.6.4 Perceived self-efficacy

Perceived self-efficacy is “beliefs in ones’ capabilities to organise and implement actions necessary to learn or perform behaviours at designated levels” (Schunk, 2009: 80).

1.6.5 Self-efficacy

Self-efficacy is “a person’s perception and evaluation of his ability to function effectively in a given situation” (Meyer, Moore & Viljoen, 1994: 225).

1.7 CHAPTER DIVISION

Chapter 1: Orientation, problem statement and aims

The overview of the study is provided in this chapter. This chapter is seen as a brief background of the problem that is to be investigated. Statement of the problem, research aims and significance of the study, delimitations and limitations of the study are provided.

Chapter 2: Literature review

This chapter deals with the literature review of teacher perceptions of the impact of the national Curriculum and Assessment Policy Statement (CAPS) on their self-efficacy. This chapter includes the theory related to the study, that is, Social Cognitive Theory.

Chapter 3: Empirical investigation

Chapter 3 explains the research design and methodology utilised in the study. The study uses a mixed methods approach whereby questionnaires and interviews are used to gather the data.

Chapter 4: Data analysis and interpretation

In Chapter 4 data are analysed and interpreted through the use of graphs and pie charts. SPSS is used to analyse quantitative data whereas qualitative data is analysed through transcription of the interviews.

Chapter 5: Summary of findings, conclusions and recommendations

Chapter 5 discusses the major findings and conclusions of the study. Recommendations are also stated in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one presented an orientation to the study on the perceptions of primary school teachers on the new Curriculum and Assessment Policy Statement. It highlighted the research design and the methodology that would be used in the study.

The aim of this chapter is to review literature on the perceptions of primary school teachers on the new Curriculum and Assessment Policy Statement and how the new curriculum has an effect on their self-efficacy. The chapter will unfold other factors that contribute towards how the change of curriculum in South African schools has a positive or negative effect on teachers' efficacy. Bandura's Social Cognitive Theory and the concept of self-efficacy are used as a basis for examining teacher-efficacy in the context of the new Curriculum and Assessment Policy Statement.

2.2 THEORETICAL FRAMEWORK

The theory of Social Cognition of Bandura underpins this study. This theory stresses the idea that much human learning occurs in a social environment. People acquire knowledge, skills, strategies, beliefs and attitudes by observing others (Schunk, 2009: 78). Bandura continues to emphasise that individuals act in accordance with beliefs about their capabilities and the expected outcomes of their actions (Schunk, 2009: 78). Through the Social Cognitive Theory, Bandura advanced a view of human functioning that accords a central role to cognitive, vicarious, self-regulatory, and self-reflective processes in human adaptation and change (Matoti, Junqueira & Odora, 2011: 1144). Teachers' sense of efficacy can potentially influence the kind of environment that they create as well as various instructional practices introduced in the classroom (Eslami & Fatahi, 2008: 2).

Self-efficacy, which is central to theoretical framework of Social Cognition, comes from Banduras' work. Self-efficacy is the term which concerns individuals' beliefs in their capacity to execute required courses of action. Self-efficacy calls govern an individuals' choice of behaviours and aspirations (Phan, 2012: 197). Self-efficacy deals primarily with individuals' capabilities to produce results and attain designated types of performances. Self-efficacy is not concerned with the skills one has, but with ones' judgement of what one can

do with whatever they possess (Engelbrecht, Kriegler & Booysen, 1996: 209), hence self-efficacy beliefs help determine how much effort people expend on an activity, how long they persevere when confronting obstacles, and how resilient they prove in the face of adverse situations (Phan, 2012: 197). Self-efficacy also influences individuals through patterns and emotional reactions. Those with low personal efficacy may envisage and believe things are tougher than they really are, a belief that natures stress, depression, and restrictive vision of how best to solve a problem. People with high personal efficacy approach difficult tasks and activities with feelings of serenity (Phan, 2012: 197).

Since self-efficacy is the belief about ones' capability to perform or achieve certain goals, (Bandura, as cited in Moreno, 2010: 284), motivation to learn is dramatically influenced by peoples' beliefs about themselves and their capabilities. People must believe that they have the personal capabilities, the opportunity, and the support needed to achieve the goal (Rubie-Davis, 2011: 125). It is these beliefs that motivate teachers to create opportunities and acquire skills they do not yet possess in implementing the new curriculum (Rubie-Davis, 2011: 125). Rubie-Davis (2011: 125) further states that self-efficacy is the conviction that one can successfully accomplish a specific task. This means that one can persist when faced with difficulty and can find solutions to obstacles. Self-efficacy exists within the cognitive domain, describing beliefs rather than feelings and it is specific to particular situations (Jarvis, 2005: 127). For teachers to become successful with difficult problems such as implementing changes in the curriculum, they need increased self-efficacy (Moreno, 2010: 284).

A history of success with a certain task increases an individual's self-efficacy for future performance (Moreno, 2010: 344). For example, teachers can promote self-efficacy by encouraging their learners to engage in specific challenging but attaining goals so that learners can build a history of success that will empower them to engage in future tasks (Moreno, 2010: 245).

Teachers who perceive that they have been successful in implementing changes in the curriculum, regardless of the accuracy of their judgment, expect to be successful in the future (Ross & Bruce, 2007: 4). They associate success with producing a large quantity of work and to derive self-efficacy from absolute and comparative measures of performance (Ward-Penny, Johnston-Wilder & Lee, 2011: 21). Teachers are always looking for means to make sure that they believe that their own actions have helped learners to learn and will continue to

do that. Teacher efficacy influences goal setting and teachers who anticipate that they will be successful set higher goals for themselves and their learners. Teacher efficacy shows that teachers should try out new ideas, especially techniques that are difficult to implement (Ross & Bruce, 2007: 4).

Teachers with a high sense of efficacy, according to Barnes, (2000: 2) feel a personal accomplishment, have high expectations for learners, feel responsible for learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence learning. Teachers who perceive themselves efficacious tend to spend more time with learners, support them in their goals and reinforce intrinsic motivation (Barnes, 2000: 2).

Self-efficacy is a powerful predictor of how and when a teacher will act. It is the belief that one is capable of exercising personal control over one's behaviour, thinking and emotions (Tella, 2008: 22). Effective teachers believe that they can make a difference in the lives of their learners and they can teach in ways that demonstrate this belief. High self-efficacy teachers tend to persist in situations that may fail them and take more risks with the curriculum (Tella, 2008: 22) for the benefit of the learners and what they achieve at the end of the day.

Self-efficacy also involves peoples' judgement of their capabilities to organise and execute courses of actions required to attain designated types of performance (Bandura 1986, cited in Jarvis, 2005: 127). Judgment of efficacy determines how much effort people spend and how long they persist in the face of obstacle (Engelsbrecht et al., 1996: 216). In this case it refers to the perception of teachers of their abilities to carry out a task. Teachers are required to carry out and implement any mandate from the Department of Basic Education. Teachers with high efficacy tend to expect more positive outcomes from a task and therefore see fit to invest more effort in attaining the outcomes (Jarvis, 2005: 127).

By experiencing success in the implementation of the new curriculum, teachers will develop strong self-efficacy beliefs which will provide them with the will to teach or work harder (Engelsbrecht et al., 1996: 216). Teachers' self-efficacy will be high when they continuously receive support from their supervisors and fellow teachers in terms of implementing the new curriculum but, when they become frustrated they experience a low self-efficacy affecting learners' performance in subjects such as English and Mathematics.

2.3 CURRICULUM CHANGE IN SOUTH AFRICA SINCE 1994

The dawn of democracy in South Africa in 1994 brought with it many changes in the history of education. Christie (2008: 2) states that “change emerges from what already exists”. There were enormous challenges as far as the education system was concerned, including other sectors in the government. One of the main tasks that faced the new government was to rebuild the education system (Christie, 2008: 3). When the new democratic government came to power, according to Chisholm (2004: 195), one of its key strategic and symbolic challenges was the rapid transformation of the school curriculum. The purpose of the process of change was to lay the foundations for a single national core syllabus (Department of Education, 2001: 4). The school curriculum changed from content-based education to outcomes-based education from 1998 (Booyse, Le Roux, Seroto & Wolhuter 2011: 277).

Curriculum in South Africa has been designed and developed in such a way that it correlates with the changes in the country, the values and principles of the new policy (Wolhuter et al., 2007: 37).

The new curriculum (Curriculum 2005) which was put in place in 1997 has presented many challenges since it was implemented (Booyse et al., 2011: 269). It required that teachers change the way they taught and learn new teaching methods (Msibi & Mchunu, 2013: 23). Curriculum 2005 has been revised when difficulties were encountered (Christie, 2008: 3); difficulties such as placing far more emphasis on skills and competencies; on the ability to do things; and moving away from preparing learners for entry into higher education by giving the learners the opportunity to acquire knowledge of the subject content, rather, C2005 replaced school subjects and promoted learner centred pedagogy (Msibi & Mchunu, 2013: 23). Instead, Curriculum 2005 prepared learners for entry into the workplace, hence the review (Jansen, 2009: 214). There have been several reviews and designs of curricula, revamped, and management and administration reorganised (Chisholm, 2004: 1). On the positive side the education system kept operating at the same time as fundamental changes were introduced (Christie, 2008: 3).

The picture of difficulties with respect to lack of resources in terms of Curriculum 2005 in under-resourced schools was obvious. Uncertainty in teachers was the reason for implementation failures in Curriculum 2005. As Chisholm (2004: 207) puts it, “it certainly took teachers into a new and unfamiliar curriculum world, and despite their uncertainty, teachers perceived Curriculum 2005 as valuable”.

It has been a trend in the history of South African education since the advent of democracy in the country in 1994 that every Minister of Education introduced reviews of education policy during their term of office. For example, in 1997 C2005 was launched (under Professor Bhengu) so that it would cover all sectors of schooling in 2005 (Chisholm, 2004: 197). According to Wolhuter, Lemmer and de Wet (2007: 37), Curriculum 2005 was founded on the principles and philosophy of outcomes-based approach to education. In response to an ever-changing education system, C2005 was streamlined and strengthened in 2000 and 2002. The new streamlined version came with greatly reduced foreign concepts (Wolhuter et al., 2007: 37).

The implementation of Curriculum 2005 was reviewed by a Ministerial Committee in 2000 under the leadership of Professor Kadar Asmal, the then Minister of Education. It was called Revised National Curriculum Statement (RNCS) making it more efficient and simplifying its language (Hendricks, 2008:1). The Ministerial Committee also recommended that the implementation needed to be strengthened by improving teacher orientation and training, learning support materials, etc. (Department of Education, 2002: 5). RNCS was launched in 2002. The RNCS was further streamlined and strengthened and was known as National Curriculum Statement (NCS) under Minister Naledi Pandor.

In 2009, the Minister of Basic Education, Ms Angie Motshekga, took an urgent step to investigate the challenges experienced in the implementation of the National Curriculum Statement (NCS) (Booyse et al., 2011: 283). She appointed a task team that consulted widely with teachers and other stakeholders to look at the challenges (Booyse et al., 2011: 283). She announced to the education community that OBE would no longer be used and that a new curriculum was going to be introduced in the future (Department of Basic Education, 2011a: 2). The review of the curriculum was caused by South Africa's poor performance, even in comparison with other countries in the Southern African region and internationally (Christie, 2008: 3). Public criticism and demands of accountability for learner outcomes have been directed at teachers. Over many years most education systems have emphasised the importance of setting national standards for learner achievement, for quality of teaching, and the effectiveness of curricula mandated for schools and teacher training institutions (Libman, 2012: 153).

The review of the curriculum was made in order to revitalize teaching and learning in South African schools. Curriculum renewal is unlikely without the involvement and empowerment

of teachers, changes in curriculum policy need to include measures to increase teacher participation in curriculum development and to improve classroom practices (Jansen, 2009: 301).

The review of the curriculum in South African schools brought about another period of change that had tremendous implications on what was expected of teachers in the classroom. The implementation of CAPS required new time tables, new textbooks and training of all stakeholders involved in the teaching fraternity. The challenge in terms of curriculum change was that teachers were given crash-course workshops instead of teacher training, lack of relevant materials and delays, as well as the non-delivery of materials. All of the above led to poor implementation of previous curricula and the reviews (Wolhuter et al., 2007: 12) and it is still a problem in terms of the new curriculum. The findings of the Ministerial Review Committee, as cited by Wolhuter et al., were, among others, the complexity of language, inadequate teacher training, the variability of learning materials and its insufficient use in the classroom.

The reality is that many South African teachers did not receive all the training they needed to cope with the responsibilities of teaching and the curriculum changes that has taken place since 1994. According to Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in Action Plan 2014 (2011g), teachers were still lacking subject knowledge, especially at primary level, even though they have undergone training for a period of three to four years. This can be caused by insufficient quality of pre- service training and one must bear in mind that most teachers entered the profession before 1994 (Department of Basic Education, 2011g: 108). Whilst the emphasis within teacher development needed to shift towards areas such as subject knowledge, it is important to provide training in the structure and implementation of the curriculum. The 2009 review also highlighted the need for standardisation in the training of teachers in the curriculum (Department of Basic Education, 2011g: 110).

The 2009 Curriculum Review Committee argued that the focus of in-service training has been largely on how to make the transition to the new national curriculum, and excluded other areas such as strengthening or updating subject knowledge. Most of the trainings concentrated on theory of the new curriculum as opposed to practical ways of implementing the curriculum (Department of Basic Education, 2011g: 108).

A major challenge for this study was to determine to what extent Mathematics and Language teachers are capable of using their knowledge, skills and attitudes to implement the CAPS, and also to determine the perceptions of teachers on curriculum change since they have been confronted with these changes more than eighteen years ago.

2.4 A BRIEF HISTORY OF NCS AND THE INTRODUCTION OF CAPS

Teachers at all levels are key contributors to the transformation of education in South Africa. They have a particularly important role to play at the forefront of any curriculum change. The NCS envisions teachers who are qualified, competent, dedicated and who are able to fulfil the various roles outlined in the Norms and Standards for Educators (Department of Education, 2002: 5).

The implementation of NCS, just like any other curriculum implemented in South Africa post 1994, was surrounded by many challenges and pressure points that impacted negatively on the quality of teaching in schools (Department of Basic Education, 2011: 4). The introduction of so many new innovations at once, particularly with little teacher involvement, led to much criticism from scholars and academics on the implementation of the curriculum (Msibi & Mchunu, 2013: 23). In 2009, the Minister of Education, after several consultations with relevant stakeholders, announced the possibilities of curriculum review and the NCS was amended and the amendments were effected in January 2012 (Department of Basic Education, 2011b: 3).

It is also important to note that aims, purpose and principles of the National Curriculum Statement have not changed. They are being expressed in a new format for easier implementation (Department of Basic Education, 2011b: 8).

Up to the end of 2011, each learning area had many different documents that explained what had to be taught and how it was to be assessed. These documents included the Subject Statement, Learning Programme Guidelines and Subject Assessment for the learning area. In January 2012 the documents were replaced in each subject with a single comprehensive document called the National Curriculum and Assessment Policy Statement, for each grade, ranging from Grade R to Grade 12 (Department of Basic Education, 2011a: 3).

The introduction of CAPS has been generally seen as a positive solution to South Africa's education challenge. The new curriculum appears to be content driven, with detailed explanations of the content to be covered extended for the teachers. This can be argued by

saying teachers who did not know the content of their subject in depth, were assisted by the detailed content from CAPS. The new curriculum spelt out exactly what the teachers need to cover in each term and the number of weeks for each topic are displayed (Msibi & Mchunu, 2013: 25).

In comparing NCS and CAPS the following emerged:

NCS Curriculum

The National Curriculum Statement Grades R-12 (January 2012) included the following documents:

- National Curriculum and Policy Statement (better known as CAPS) for each approved school subject.
- The policy document, National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12 (which includes an addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs).
- The policy document, National Protocol for Assessment Grades R-12 (January 2012).

CAPS

The Curriculum and Assessment Policy Statements (CAPS) specifies:

The subject to be offered in each phase; how much time must be allocated to each subject; the components of each subject; the planning and assessment requirements for the subject; and progression requirements (based on the National Policy pertaining to the Programme and National Curriculum Statement Grades R-12 (Department of Basic Education, 2011a: 3).

2.5 THE NATURE AND ROLES OF STAKEHOLDERS IN REVISING AND REVIEWING THE CURRICULUM

Universities, as institutions involved with knowledge production and education, are hugely influential in curriculum making process. Many curriculum planners, as alluded to by Jansen (2010: 214) are lecturers at universities. Department of Educations' technical teams often use academics to develop new plans and policies (Jansen, 2009: 214). The stakeholders that were involved in the writing of CAPS were made up of a selection of national and provincial

education persons, academics from tertiary institutions, consultants, subject experts and teachers as agents of change. Each team was supported by a number of reviewers and critical readers and the writing brief was centred on three important ideas: simplification, improvement and clarification (Department of Basic Education, 2011: 14).

2.6 THE EFFECTS OF POLICY ON TEACHERS

Curriculum change in South Africa started immediately after the elections in 1994, when the National Education and Training Forum began a process of syllabus revision and subject rationalisation. This is according to Lemmer and van Wyk (2010: 147). The purpose of this process was mainly to lay the foundations for a single national core syllabus. The interesting part was that curriculum decisions were made in participatory and representative manner (Lemmer & van Wyk, 2010: 147).

Educational policy has been developed since 1994 in various documents such green and white papers and has been enacted in a series of statutes. Lemmer and van Wyk (2010: 122), emphasise that things have developed fast, but through consultative processes of decision making including participation of different departments, including educational institutional and major national stakeholders. The following discussions brought about the effects that change may have on teachers, either positive or negative. In a rapidly changing world continuous retraining of human resources is critical to enable learners to keep abreast of new knowledge and technologies. The educational policy-makers recognised the essential worldwide priority of lifelong learning and envisaged a system that enables anyone at any age to improve his/her qualifications and be duly accredited for these improvements (Lemmer & van Wyk, 2010: 122).

Change is difficult. According to Print (in Kasapoglu, 2010: 8), change refers to the process of transforming phenomena into something different. Markee (in Kasapoglu, 2010: 8) states that change is an on-going, almost unconscious process that involves reworking familiar elements into new relationships. Manzar-Abbas and Lu (2013: 38) emphasise the fact that no curriculum is forever and every curriculum needs to change. Even when changes are made for the better, it is still uncomfortable and stressful especially when change is imposed. In order for change to be implemented well, the implementers must be on the same page as that of policy makers. Teachers, as implementers of change, must be assisted through the entire process of change (Kasapoglu, 2010: 4). For teachers in the midst of the change process, the development of teacher efficacy seems to be obvious (Tshannen-Moran et al., 1998: 236).

The time to effect change in teachers' efficacy should be early in the process of change and induction. This is because once efficacy beliefs are established, teachers appear to somewhat become resistant to change (Matoti et al., 2011: 1143). It is therefore imperative for curriculum trainers to ensure that the training takes place in such a way that it does not lower teacher efficacy. Instead, teachers must be more efficacious after training.

Fullan (in Msibi and Mchunu, 2013: 28) argues that individual teacher characteristics play an important role in determining the implementation of educational change. Characteristics such as personalities, previous experiences of curriculum change and rank in teachers' careers can determine either the success or failure of implementation. Even though CAPS training has already taken place in all the school phases (Foundation, Intermediate, Senior and Further Education and Training) there are possibilities that other teachers may still use their previous experiences on curriculum to implement the current curriculum.

Successful curriculum change can be achieved if teachers have the ability and desire to understand the complexities of that particular change. Teachers, as agents of change, are required to have a broad knowledge and understanding of educational views, knowledge of children, a positive teaching attitude and understanding of educational relationships, and knowledge and expertise in respect of both general curriculum and particular subject curriculum (Msibi & Mchunu, 2013: 28).

Curriculum change has to be accompanied by a focus on teacher professionalism in order to improve the education of all South African learners (Msibi & Mchunu, 2013: 20).

The advent of democracy in South Africa brought with it most of the debates on educational change which were framed in terms of policy (Christie, 2008: 128). The government was faced with the enormous task of reforming the education system from top to bottom. Education was and still is the immediate priority of the government that is why it is important to shape policy change over a period of time to accommodate the needs and interests of teachers (Jansen, 2009: 227). As mentioned earlier, one of the major new policy frameworks in the education system was Curriculum 2005, which was introduced as an outcomes-based curriculum for general education. Curriculum 2005 was phased into schools from 1998, reviewed in 2000, and replaced by the Revised National Assessment (RNCS) (Christie, 2008: 131).

Curriculum change, as Kasapoglu (2010: 12) puts it, is a subset of educational change. When curriculum change is considered, there is a deliberate attempt to introduce one or more components that are different or new. One of the difficulties of curriculum change is that it involves the introduction of a new discourse about education. It takes time for people (teachers as implementers of change) to understand and come to accept new ways of thinking about education (Jansen, 2009: 216). It has been a tradition in South Africa that the government impose curriculum on teachers. Imposing curriculum on teachers, as explained by Msibi & Mchunu (2013: 21), is as converting schools into factories where the workers (teachers) simply have to follow a set of manuals (curriculum) to produce a particular product (learners). Teaching is far more complex than that, curriculum change does little towards building a strong, efficient education system, it simply industrialises the education system.

One may ask this question; how does change occur? To answer this question, Jansen (2009: 213), states that change occurs by means of changing the kinds of subjects taught; reorganising subjects into integrated learning areas (for example, integrating Technology with Natural Sciences in the Intermediate Phase); the curriculum content of learning areas also changes (the introduction of English as First Additional Language in the Foundation Phase); the forms of assessments and accreditation change; and school time-tables or hours of school change. A practical example can be that of the hours allocated for Grade 3 classes since the implementation of CAPS in 2012. A maximum of eight hours and a minimum of seven hours are allocated for the language at Home Language level, and a minimum of three hours and a maximum of four hours for the language at First Additional Language level. Mathematics is allocated seven hours per week (Department of Basic Education, 2011a: 7).

There are seven principles that are usually used in the implementation process of a new curriculum in order to conceptualise what drives curriculum change (Fullan, cited in Kasapoglu, 2010: 12). They are: (1) Understanding why an existing curriculum needs to be changed to show how curriculum change is associated with political, social, and economical foundations to raise the quality and fill the gap in learner achievement, (2) understanding the complexity and internal dynamics of the change process to sustainably implement change held in curriculum which is often difficult and frustrating since it requires people at the top to stop and think about aspects of change, (3) making policies, determining strategies, allocating resources, and taking actions that aim at increasing the collective power of people in charge with implementation of change in curriculum, (4) developing professional learning communities at the local, school and community level, and also learning from other schools

and teachers that make successful curriculum change is possible, (5) collecting data from student learning, analysing data for more specific understanding, preparing action plans based on the data analysed, and informing parents about students' performance which develop to cultures of evaluation and make successful curriculum change is also possible, (6) developing leadership throughout the school in order to promote and sustain curriculum change, and (7) utilising school's already existing ideas about how to foster teaching and help students to learn (Kasapoglu, 2010: 13).

It has been noted that curriculum change challenges teachers' existing skills (Kasapoglu, 2010: 13). Wiles (2009: 1), states that curriculum cannot be static, meaning that it cannot stay unchanging. He states that curriculum is dynamic in nature and that people are living in a dynamic world in which significant change is ever present. Kelly (2009: 6) asserts that educational change is to keep pace with and match the changes in society and at the same time to maintain the standards and values. Curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for learners (Wiles, 2009: 2).

Curriculum change is always dependent on the human element (teachers, administrators, parents, involved citizens and local businesses) for its success (Wiles, 2009: 3). Working together and coordinated by detailed planning, the team and school community translate curriculum intentions into nuts-and-bolts classroom activities (as Wiles (2009) calls it) that produce outcomes. It is important that all members of the curriculum team, as well any member of the school community, should have full access of what is happening. Change occurs smoothly if those affected by change know what is happening (Wiles, 2009: 3). A successful curriculum development project instils confidence and a winning attitude of those (teachers) who implement it (Wiles, 2009: 4). Booyse et al., (2011: 280) emphasised that experts and consultants believed that the state hijacked the curriculum process, limiting teachers' say in the design of a new curriculum.

Policy intervention across the system of education has proved to be more complex and contested than anticipated. It is not simple to change any educational practice because there are compelling views and vested interests on issues such as curriculum, teachers' conditions of work and teacher training. Fundamental change of existing education system is a difficult task, and it takes time (Christie, 2008: 133). According to Tschannen-Moran et al., (1998: 236), implementation of change has a negative effect on teachers' personal efficacy. The

improvement that occurs in personal teaching efficacy due to increased skill may be offset by the changes in the definition of what constitute good teaching.

Policies may have negative impacts on teachers and their work in the classroom (Galwlik, 2012: 212). It is vital that teachers make sense of the policy, own it and then develop the tools and resources to implement it successfully (Hendricks, 2008: 10). Although there are clear feelings of frustrations with the present policy change or accountability, teachers reorganise the need of an accountability system and appreciate certain aspects of the system (Galwlik, 2012: 212).

Having mentioned accountability, public criticism and demands of accountability for learner outcomes have been directed at teachers. Over many years most education systems have emphasised the importance of setting national standards for learner achievement, for quality of teaching and for the effectiveness of curricular mandated for schools and teacher training agencies (Libman, 2012: 153). The government of South Africa also emphasised accountability. In the State of the Nations Address (SONA), in 2009, President Jacob Zuma instituted the system of performance monitoring and evaluation to serve as a strong measure of accountability for service delivery which was aimed at ensuring an appropriate focus on issues such as education that matters (South African Country Report, 2011: 3).

Although teachers do not initiate change, they have been identified as the key agents of change (Jansen, 2009: 216) and their self-efficacy should be considered in the successful implementation process of educational practices (Eslami & Fatahi, 2008: 8). They are doing their best to be creative, innovative and capable when teaching. Teachers have often been the tools in the implementation process of educational change (National Council for Curriculum and Assessment, 2008: 16), yet policy implementation is difficult, policy makers need to anticipate difficulties and blockages, rather than be surprised by them (Christie, 2008: 152).

Policy implementation also depends on peoples' ability to do what is required and on their motivation. It is vital to know that policy implementation requires a strategic balance of pressure and support. Pressure, according to Christie (2008: 153), is important in focusing attention on what is required, but needs to be accompanied by support, hence a combination of pressure and support is essential for policy change (Christie, 2008: 153).

The support that teachers need comes from their immediate supervisors such as Heads of Departments, principals and also from their Subject Advisors, especially during Professional

Support Forums (PSFs) and to be visited by Subject Advisors at their respective sites to discuss their implementation challenges and frustrations. One can also argue that teachers are the ones who are faced with the implementation of policy change, not the institutions they work at. They are generators of real knowledge about what works in teaching. Teachers are not motivated only by institutional incentives or rewards, but their personal and professional beliefs (Christie, 2008: 153). They sometimes tend to resist new policies based on their professional judgement that new policies are no better than what already exists (Christie, 2008: 153).

Realising deep educational change can only happen through teachers and school management and their interactions with the learners. In the implementation of curriculum change, teachers experience a significant degree of fragmentation. It can be difficult to assess and engage with educational change when what is essential about the change, how it can cohere with their work as professionals, is elusive. The response of teachers to the idea of educational change can be influenced by conflicting expectations and fragmentation.

In South Africa much attention has been forced on policy formulation without indicating how to translate such policy into measurable outcomes. However, policy-makers and politicians tend to focus on desired outcomes of educational change and neglect the contextual factors that influence implementation (Molale, 2007: 3). This means that teachers and learners are at the centre of the change and teachers are the implementers of curriculum change. Contextual factors, such as overcrowdings in the classrooms, shortage or late distributions of LTMs influence implementation. In many instances policy failure can be attributed to poor implementation or a lack of insight to policy processes (Molale, 2007: 3).

Molale (2007: 143) suggests that in dealing with change and policy implementation, the knowledge base of the politics of policy implementations cannot be over-emphasised. He indicates that some policies fail simply because of attitudinal problems or resistance to policy implementation. Policy-makers understand the emerging issues and challenges in education (Libman, 2012: 160). Implementation can succeed if the correct approach is followed (Molale, 2007: 147), by informing all stakeholders involved in the teaching fraternity about the change that will take place.

2.7 EXPLORING TEACHERS' PERCEPTIONS

South Africa has been in a process of far-reaching restructuring and is still witnessing a 'plethora' of many policies initiating and seeking educational change. Education policy for educational change only becomes a reality once it is implemented (Smit, 2010: 1).

Curriculum change, as stated by Kasapoglu (2010: 12) is a subset of educational change. When change is considered, there is a deliberate attempt to introduce one or more components of the curriculum which are different or new. The example is that of the introduction of English as a First Additional Language (FAL) in the Foundation Phase in primary schools (Department of Basic Education, 2011a: 14).

Curriculum change has also major implications for the manner in which teachers do their work and how the learners learn and the context in which they learn. Teachers play a major role in education reforms as agents of change who work directly with the learners (Hendricks, 2008: 22). They indeed are the key role players in the implementation phase and are, more often than not, the silent voices in the process of educational change (Smit, 2010: 1) as they have knowledge, experience and competencies. Teachers are central to any curriculum improvement effort and they influence students' learning. They are most knowledgeable about the practice of teaching and are responsible for introducing curriculum in the classroom. Worldwide, teachers are faced with the task of continuously facilitating and implementing educational reform that has been designated without their participation (Swanepoel, 2008: 1). The exclusion of the key agents, who must mediate between the change agenda and actual change in the classroom, for planning and decision-making processes, is detrimental to educational reform (Swanepoel, 2008: 1). It is critical for policy-makers to focus on how teachers make sense of the mandates and policies because educational reform cannot take place until teachers interpret the policies and make decisions based on their beliefs about the new change (Hendricks, 2008: 22).

Curriculum reform is not something that the system of education takes lightly (Department of Basic Education, 2010: 2). Reform, according to Hendricks (2008: 24) in his study, means that teachers have to change from something they are familiar with to the unknown, in this case one can refer to CAPS. Inadequate training on the implementation of CAPS can ultimately have a negative effect on learner performance, which in turn suggests that teachers need support to cope with the change (Hendricks, 2008: 24). Creating support and stimulating ownership for teachers is one of the most important conditions of curriculum for successful

implementation of curriculum change (Hofman, Jansen & Spijkerboer, 2011: 156). According to Swanepoel (2008: 1), people can debate whether educational change can successfully be implemented without the teachers, who mediate between the change agenda and the actual change in the classroom. Policy-makers should align the new approaches of education to what is going on in the day-to-day-practice of schools, and should provide school and teacher-tailored support (Hofman et al., 2011: 158). There is a necessity to involve teachers not only as curriculum implementers, but also as shared decision-makers in curriculum reform (Swanepoel, 2008: 1).

2.7.1 Teacher involvement in curriculum change

Teachers are perceived as the receivers, not the creators of the curriculum, their autonomy is restricted by prescribed texts, overloaded syllabus and this discourages classroom initiatives (Jansen, 2009: 301), but the Department of Education regard teachers as the essential drivers of good quality education with teacher education as one of the 'central pillars' of a human resource development strategy (Lemmer & van Wyk, 2010: 123).

It is human nature that any kind of change is mostly greeted with murmurs of worry and clucking noises (Bruce & Calhoun, 2012: 144). Msibi and Mchunu (2013: 19) maintain that curriculum change has been undertaken without sufficiently addressing the issue of teacher professionalism. The extent of curriculum change has required a highly professional teacher to cope with it thus one of the attributes of a teacher is the ability to handle change. Teachers perceive a change in curriculum as a broad additional workload to them and heightened their work pressure. The workload is from planning, delivering lessons and marking learners' work (Fang & Garland, 2013: 60).

Curriculum can be changed and developed effectively only when teachers are sufficiently engaged in the process. Continuous change of curriculum is seen as an attempt to fix curriculum without sufficiently exploring who will be teaching that curriculum is mostly self-defeating (Msibi & Mchunu, 2013: 21). Teacher competence should be developed not only to meet the needs of the changed curriculum but also to develop the curriculum more appropriately to students' characteristics, school goals, and pre-existing school conditions in the long run. Effective curriculum, as mentioned earlier, should involve not only administrators or external experts but also teachers in curriculum planning and decision making as well (Kasapoglu, 2010: 14).

Furthermore, Lieberman (in Kasapoglu, 2010: 17), highlighted the benefits of involving teachers in administrative decisions as a means of promoting more active involvement in curriculum change, it is also stated that successful implementation of curriculum change occurred at places where administrators exert strong and continuous pressure on teachers but only when substantial assistance is supplied since it tends to increase teachers' commitment (Kasapoglu, 2010: 17). The degree of teacher involvement in curriculum change has changed over the years since they have become more actively engaged in the process (Finch, in Kasapoglu, 2010: 18). Teachers' voices in curriculum change is crucial in the sense that they will own the curriculum and it will provide the key to understanding the perennial problem of transformation of innovative ideas from conception to implementation (Kirk & Macdonald, in Kasapoglu, 2010: 18).

The manner in which information is disseminated often determines how acceptable the curriculum will eventually be (Carl, 2009: 113). The implications of the curriculum change are clear in the sense that curriculum implementation is being advocated, with teachers' 'voices' being restricted. But one can acknowledge the fact that teachers need support and guidance in terms of what to teach.

Kasapoglu (2010: 18) believes that attitudes are important attributes towards teacher involvement in curriculum change; that teacher attitudes can play an important role in determining whether a person chooses to support or resist change, and that the attitude of teachers towards curriculum change determines how they will facilitate the process of change. Attitudes, according to Longman Dictionary of Contemporary English, are defined as "the opinions and feelings that one usually has about something, especially when it is shown in ones' behaviour". Attitudes are generally regarded as learnt. They predispose an individual to action that has some degree of consistency and can be evaluated as either negative or positive (Tella, 2008: 20). When exploring the attitudes of primary school teachers towards, for example, Mathematics, it is necessary not only to consider their attitudes towards mathematics but also their attitudes towards the teaching of Mathematics (Tella, 2008: 20). The experiences of teachers may influence the formation of attitudes and can in turn, influence their classroom practices. Researchers, according to Tella (2008: 21), have argued that positive teacher attitudes contribute to the formation of positive learner attitudes.

The following factors may lead to resistance to change:

- Lack of motivation, vulnerability as a result of uncertainty as to what the new curriculum contains a lack of sufficient resources such as materials, administrative support and specialized knowledge, lack of clarity on development (Carl, 2009: 113).
- Teacher involvement is essential, not only for the curriculum development of a school but also for the professional growth and empowerment of the teacher. Teacher participation brings about positive results, which may lead to dynamic curriculum development (Carl, 2009: 198).

The perception is often that teachers are against curriculum change and that they would resist it, because they have not been involved. But one should bear in mind that change is much more than implementing a new policy. This negative perception does not mean that teachers are resistant to change, but they are uncertain of what is expected (Carl, 2009: 199).

2.7.2 Teacher Development

Teacher development continues to be the most important challenge where improvement of South African schooling is concerned (de Clercq & Phiri, 2013: 77). Forms and models of teacher development evolve to adapt to change which occurred over time in teachers' work and development needs. According to the Department of Basic Education (2011g: 116), teacher development is clearly central to improving job satisfaction. Studies that have been made confirmed that job satisfaction is difficult to achieve without a sufficient sense of self-efficacy. Moreover, teacher development needs to be about more than just skills. It needs to be designed and implemented in a way that conveys the concept of the professional identity of teachers and promotes pride in the profession (Department of Basic Education, 2011: 116).

Integrated Quality Management System (IQMS) in South Africa has been introduced in an attempt to address the negative attitude towards evaluation and that teachers should take it as a policy that work in their interest, but, according to Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008: 43), teachers perceive IQMS with suspicion. This may be because they feel that the department is trying to police them or get rid of them since it is monitored. IQMS is one of the policies that were designed to encourage teachers in terms of developing themselves on activities they require. IQMS requires teachers to assess themselves on their developmental needs after being observed by their colleagues or HoDs. The feedback after appraisal assists the teachers on their personal growth. The teachers also appraise him/herself

on their own competencies both in subject knowledge and pedagogical knowledge (Department of Basic Education, 2011g: 111). While the emphasis within teacher development needs to shift towards areas such as subject knowledge, it is still necessary to provide training in the structure and implementation of the curriculum and official assessment standards, especially given the fact that some of these are being simplified and made more specific following the 2009 curriculum review. The review highlighted the need for much greater standardisation in the training of teachers in the curriculum (Department of Basic Education, 2011g: 110).

The function of IQMS, according to Hendricks (2008: 27), is to examine the competencies of teachers, to evaluate the strengths of teachers in certain competencies and areas in which competencies can be developed to ensure continued growth to promote accountability and to monitor the overall effectiveness of an institution. Hendricks (2008: 28) ascertain that since teachers have the most direct contact with learners, as well as considerable control over what is taught and how it is taught, it can be assumed that enhancing teachers' knowledge, skills and attitudes is a critical step in improving learner support.

2.8 CAPS TRAINING AND IMPLEMENTATION

Training is one of the preconditions for successful implementation of quality assurance and accountability for teachers. Teachers need to be trained so that they know exactly what is expected of them. Training, as viewed by Naidu, Joubert, Mestry, Mosoge & Ngcobo (2008: 45), is an important element of success in instituting quality assurance and accountability systems. Training assists teachers to cope with change as new expectations are continually being raised regarding the content of what is to be taught, what learners can learn, at what rate they will learn and what new instructional materials are required. Since initial teacher training takes place outside the school domain, it is also important for schools and teacher unions to provide further training so that they implement something they are confident with (Naidu et al., 2008: 45).

Lambert (2012: 174) ascertains that while training is needed and the wish for training is strong, practical issues, in particular a lack of time, mean that the Department of Education has not met its priority in this area. There are other important components that seem to be neglected by the Education Department when revising and reviewing curriculum, as emphasised by Kasapoglu (2010: 2). They are: planning for implementation, applying change strategies and conducting staff development. It is vital for every department to ensure initial

planning before implementing. This was confirmed in the interviews conducted by the researcher that piloting CAPS would have been the best move of the Department of Basic Education (see page 105, question 4.4.9: respondent 10).

In 2009, just before the implementation of CAPS in 2012, the Minister of Education introduced several changes. Chisholm (2004: 197) writes, for example, that Common Tasks of Assessments (CTA) which was one of the waves of change in the education reform after democracy in 1994 was discontinued. It had shifted the focus away from content and onto assessment in schools in 1996. Research confirmed the widely held belief that the record-keeping requirements in the national curriculum were overly burdensome for teachers and contributed towards a sense of work overload for teachers. Partly in response to this problem, the national department initiated a curriculum review in 2009 (Department of Basic Education, 2011g: 116). Key changes have already taken place, like, individual learner portfolios were discontinued, single teacher file was required for planning and there was a reduction in the number of projects for learners (Department of Basic Education, 2011a: 4). Decisions which were effected from 2012 were that the teaching of English as a First Additional Language in the Foundation Phase (Grades R-3) to be given priority alongside mother tongue and is taught from Grade 1, regular external systematic assessment of Mathematics, Home Language and English First Language in Grades 3, 6 and 9 respectively and the development of textbooks and workbooks (Department of Basic Education, 2011a: 4).

Teacher training is a key need to support the proper implementation of the language in education policy in a multilingual approach to education (Alexander, in O'Connor & Geiger, 2009: 255). Moreover, teachers need language awareness and sensitivity about how different environmental contexts like home, community and school affect the learner (O'Connor & Geiger, 2009: 255). Language across the curriculum should form part of teachers' educator training courses, as this highlights how subject knowledge is encoded in language and how teacher-learner interaction is shaped by language processes like questioning, explaining and instruction giving, as well as the role of textbooks (O'Connor & Geiger, 2009: 255).

According to Barnes (2008: 78), much of research focusing on training teachers attempts to find out how training should be tailored to prepare teachers optimally for their changing roles. But teachers still face the challenge of not knowing exactly what is expected of them after training. Trainers are supposed to encourage teachers to move away from the

predominant “chalk and talk” approach to a more learner-centred one where learners are more actively involved in the learning process. Teachers must be trained and encouraged to develop their own activities so that they own what they have been trained on (Barnes, 2008: 81). Bruce and Calhoun (2012: 5) emphasised that for teachers to learn complex new skills, they need to see them, understand them and practice them until the skills become a comfortable part of their teaching and learning repertoire.

The training of CAPS was a bit problematic, as observed by the researcher, given the very short time between finalisations of the review of curriculum and its implementation, (Chisholm, 2004: 200), the Department of Basic Education (DoBE) and its Provincial Departments provided crash courses for teachers. Pre- and in-service training consisted of basic subject content and a minimum of pedagogical competencies. Training consisted of generic, focusing mainly on technical and administrative issues (de Clercq & Phiri, 2013: 78).

The question that remained to be asked was whether or not the duration of CAPS training was sufficient enough for teachers to cope with implementation in terms of the resources that were available, the mentor supply (be it Heads of Departments or Subject Specialists) and learner behaviour have positive effect on the teaching efficacy of teachers (Matoti et al., 2011: 1141). Eslami (2008) in Matoti et al., (2011: 1141), argues that understanding teachers’ beliefs about their own effectiveness can shed some light on how teachers should prepare themselves in order to face the challenges of the profession. School holidays were used to give teachers training on CAPS which, according to the researcher, was not enough. Teachers need to be trained and workshops have to be organised for professional development. Such trainings and workshops enhance teachers’ confidence and reduce anxiety that may be brought by change. The Department of Education has argued that the approach that they have taken was to prepare teachers at all levels of the system to ensure a common understanding.

Training sessions for CAPS were scheduled for different provinces; North-West was scheduled for training during April and June holidays in 2012 (Department of Basic Education, 2011a: 19). In this instance, it is clear that most of the primary school teachers have been orientated to what has already been implemented at the beginning of the academic year. The researcher has noted that implementers (teachers) of CAPS are still not conversant with the new curriculum, but this remains to be seen or confirmed as the study progresses. Teachers are required to implement changes in the classroom within a short period of time. Teacher training can be compared to work-integrated learning and work- based learning in

the sense that it describes the range of educational programmes that integrate formal learning and workplace experiences (Matoti et al., 2011: 1142).

The new curriculum has been modified so that it is more accessible to teachers. CAPS has been repackaged in terms of every subject, that is, every subject in each grade has a single comprehensive, concise Curriculum and Assessment Policy Statement that provides details on what is expected of teachers when teaching and assessing (Hofmeyr, 2010: 2), which makes it different from previous curricula. The new curriculum repackaged the existing NCS into the general aims of the South African curriculum, the specific aims of each subject, clearly delineated topics to be covered per term and the required number and type of assessment per term (Department of Basic Education, 2010: 2).

Hofmeyr (2010: 2) asserts that good teachers have always taught with both the knowledge and skills they wanted their learners to learn. The teachers can use the curriculum as a base for designing learning opportunities but their schools, as emphasised by Naidu et al., (2008: 46), must allow them to gain content depth by teaching the same subject over a considerable period of time. In some instances, when teachers come back from training of a particular subject, the following year they are given a new subject of which they were not trained for. The Minister of Basic Education, in her 2012/2013 budget speech, alluded to that “our education system is as good as its teachers. Teachers are seen as the heart of curriculum delivery” (Basic Education budget vote speech, 2012: 5). This statement clearly shows that teachers are a crucial human resource in the education department and that they need to understand the new curriculum in order to implement what is expected of them. According to Libman (2012: 153), teachers are considered central to school improvement efforts. They are perceived as the most significant resource in schools. Improving the efficiency of schooling depends on ensuring that teachers are competent, that their teaching is of high quality and all learners have access to high quality learning (Libman, 2012: 153). As Tella (2008: 22) puts it, the interests of teachers in teaching a particular subject usually go a long way to improve the performance of their learners.

There was a need to deal quickly with curriculum implementation challenges and difficulties that existed within the previous curriculum. Problems have been identified and the Department of Basic Education has taken the necessary solutions (Department of Basic Education, 2011: 1). The Ministerial Review Committee, in their findings, confirmed that teachers experienced a need for only one teacher file. If implemented properly, the changes in

the curriculum can be beneficial to the education of the learners and it will reduce large amounts of administration work. Teachers will have time to plan and support learners (Cobban, 2010: 2).

Hofman et al. (2011: 150) indicate that it has been noticed that there is a tendency of bringing experts from outside into the school to improve teaching and classroom instruction through a so called 'one-size-fits-all' strategy. These strategies have often failed to make a distinction between various methods and styles, below different kinds of schools or classroom context and below the needs of experienced and new teachers. Furthermore, the process of implementing change relates to decisions about curriculum, without making reference to the real problems teachers face in their classrooms.

For teachers, according to Kasapoglu (2012: 1), it is important to know in what way curriculum change can contribute to improvements in their schools, and specifically in their teaching practice. Teachers should not merely be seen as the implementers of the curriculum; they are the key to successful curriculum implementation because the success of the changed curriculum depends on how it is interpreted by its implementers. They have to be able to obtain ownership of the curriculum, not only after the implementation has started, but also before the implementation is set in motion (Hofman et al., 2011: 151). The Minister of Basic Education has also emphasised that communication during review times is vital. She also highlighted that teachers are important practitioners in the classroom and that they need to be informed first hand of the change and developments that are taking place in the process of curriculum reform change (Department of Basic Education, 2010: 2). Unfortunately, as Kasapoglu (2010: 1) observes, how the changed curriculum is perceived and implemented is neglected since teachers as onlookers are obliged to sit on the side and watch what happens without questioning. The same applies in South Africa where teachers are not fully involved in curriculum changes.

2.9 THE IMPORTANCE OF RESOURCES IN THE IMPLEMENTATION OF CAPS

Goal number 19 in the Action Plan 2014: Towards Realisation of Schooling 2025 states that every learner should have access to the minimum set of textbooks and workbooks required according to the national policy (CAPS) (Department of Basic Education, 2011g: 124). Learning and Teaching Support Materials (LTSMs) are some of the important resources that should be readily available in schools for learners to utilise. Lack of teaching and learning resources in schools and lack of teacher capacity contribute towards low performance of

learners (Diko, Haupt & Molefe, 2010: 8). While lack of resource availability has been used as an excuse for the teachers' failure to correctly implement the curriculum, the truth is that many teachers did not have sufficient content knowledge, skills, innovation and experience to effectively put the curriculum to good use (Msibi & Mchunu, 2013: 27).

The Minister of Basic Education, in her statement on the progress of the review of the National Curriculum Statement (2010: 3) indicated that the department's determination to improve learner performance is the provision of learner workbooks. Workbooks are intended to assist teachers in their day-to-day teaching. This was done to provide resources to the teachers and learners to improve or address learner performance in Mathematics and Languages because they are effective tools through which to deliver the curriculum and support assessment. The use of textbooks is emphasised as they can play a central role in defining a more structured approach to what subject matter is taught and how it is taught (Department of Education, 2011b: 19). Textbooks must be used by teachers and learners to enhance their reading and learning. The education department emphasises that every learner is entitled to have a textbook for each subject (Department of Basic Education, 2010: 2), and the content of the textbook must match the curriculum standards required by the Department of Basic Education (Wiles, 2009: 5).

Wiles (2009: 87) is of the opinion that it is important that schools are supplied with and necessary resources like textbooks that are approved by the Department of Basic Education as insufficient materials can sabotage good teaching. Curriculum development means providing teachers with an orientation, better instructional tools, new knowledge and skills so that they can be more effective in teaching learners. Teachers can still fail to be more effective because they do not understand the curriculum or possess the skills to implement the curriculum.

The challenge that is facing teachers, learners and other stakeholders is the late distribution of textbooks and, according to the researcher this tends to frustrate both teachers and learners and has a negative impact on teachers' self-efficacy. Resources have to be guaranteed for teachers during the process of curriculum change and these resources, in Hofman et al's view are sufficient time and training. In addition, it is what teachers know, do and care about which is powerful in the teaching and learning process as teachers are the ones who are closest to the learners and their achievement (Hofman et al., 2011: 152 & 157). Lack of sufficient support and lack of proper educational tools hinders the implementation and

success of curriculum change (Hofman et al., 2011: 156), which in turn directly affects the work of the teachers in their classrooms.

The president of the country, Jacob Zuma, in his State of the Nation Address (SONA) in 2010, committed his government to provide learners with easy to use workbooks in all official languages in the country. The Department of Basic Education emphasised that the importance of workbooks and textbooks is based on the premise that it touches on the core three T's of schooling, namely, *textbooks, teachers and time*. It means that teachers must be at school on time and all learners must receive required textbooks of Mathematics and Languages in their grades. To ensure that learners and teachers are in class for the required amount of time, it is important for the management of schools and departmental officials to closely monitor them. These Learner Teacher Support Materials will help teachers in teaching content knowledge, monitor the tasks that learners do in the workbooks and also promote effective and efficient use of teaching time. Workbooks are regarded as additional to textbooks and other resources that teachers use (Department of Education, 2011b: 4).

In terms of time, even when learners and their teachers are together in the classroom, learning and teaching time is lost. Research confirmed that this problem is not uniquely South African. Other countries also experience the same problem of losing learning and teaching time as a result of disruptions and administrative tasks (Department of Basic Education, 2011g: 120). The time loss in classroom, in South Africa, is commonly related to a shortage of resources. In many schools, according to DBE (2011g: 120), too much time is devoted to simply giving texts to learners through the approach where a teacher will write on the chalkboard and learners copy the information. Teachers are supposed to give learners textbooks, workbooks or worksheets to write the texts themselves to effect learning. But if these materials were often available in sufficient quantities, the learners would be able to do things for themselves. If there are not enough textbooks at a school for each learner to take home, then there are fewer opportunities for giving homework to learners.

The workbooks relieve teachers of having to write up lessons and exercises on the board because of lack of textbooks. Sometimes teachers are struggling to make their own worksheets because of lack of facilities such as photocopiers, especially in rural areas and workbooks are intended to assist teachers in addressing such challenges. (Department of Basic education, 2011b: 14).

The Department of Basic Education, in the South African Country Report (2011: 14), claimed that they had delivered the workbooks to the schools at the beginning of 2011, but there were disturbing news that schools in several provinces such as Limpopo had not received books six to seven months later in 2012. The Department of Basic Education struggles to provide learners with textbooks, workbooks and other educational materials like stationaries. Some learners end up sharing textbooks which is a challenge when learners are given homework. The shortage of textbooks led schools to decide not to allow learners to take textbooks home (Department of Basic Education, 2011g: 124). It is evident, from ones' experience, that proper learning and teaching cannot take place where learners do not have access to learning materials during and after school hours. This, on its own, explains how teachers' sense of efficacy has been affected by not having the necessary resources to teach learners.

In the letter dated 21 June 2012, the Centre for Child Law, CALS, EE, EE Law Centre Section 27 and Learner Representative Council (LRC), wrote a letter to the Minister of Basic Education, where they pointed their concerns about the significant problem facing the education department that stood in the way of ensuring every learners' Constitutional right to education (City Press, 2012: 10). The letter was written after the delay by the Department of Basic Education to distribute textbooks and workbooks to thousands of learners in the country. According to City Press (2012: 1), the Minister was aware of the delay of textbooks that was experienced by many schools in 2011 but did not act on time to curb the mess, but in her 2012/2013 budget speech, the Minister pointed out that her department was attending to the concerns that had been raised, including thorny matters around packaging, delivery and quantities of textbooks.

Teachers may not be held accountable for failure to reach desired educational goals when operating with inadequate resources but at the same time schools (governing bodies) must be encouraged to raise funds to acquire additional facilities for improving the quality of teaching at their schools (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008: 46). Chisholm (2005) in Naidu et al., (2008: 46), emphasised that more and better resources do not in themselves make much difference to schooling outcomes, but what matters most is how the resources are managed and used towards effective teaching and learning. Teachers and learners are central to improving basic education. Thus, frustration amongst teachers should be viewed with the same concern as a lack of materials amongst learners. Both must be combated if learning outcomes are to be improved (Department of Basic Education, 2011g: 117).

2.10 ANNUAL NATIONAL ASSESSMENTS (ANA) AS THE MECHANISM TOWARDS THE IMPROVEMENT OF ENGLISH AND MATHEMATICS

ANA programme was first run in 2008 as one of the basic Systematic Evaluation programme which was run in 2001, 2004 and 2007 (Department of Basic Education, 2011g: 48), but Annual National Assessments were first run in all South African public schools in February 2011 with the focus being on what learners should have learnt in 2010. As the name implies, ANA programme is run annually to determine the performance of learners in Mathematics and Languages (Department of Basic Education, 2011g: 51).

Annual National Assessments were introduced to contribute towards developing the capacity of the education system to ensure that the learners in South Africa complete a full cycle of good basic education through improving the Literacy and Numeracy skills of learners (in reading, writing and calculating abilities) (Diko, Haupt & Molefe, 2010: 7).

Assessment is a critical part of effective learning and teaching. It is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners (Department of Basic Education, 2011a: 3). A key problem in the past has been the absence of a standardised measurement of the quality of teaching and learning below Grade 12, except in sampled schools and learners; for example, in 2008 and 2009 Annual National Assessments trials were conducted, mainly to expose teachers to better assessment practices (Department of Basic Education, 2011d: 5). The Department of Basic Education, therefore, prioritised the establishment of a world class system of standardised national assessment. The system involves having all learners in key grades (Grades 3, 6 & 9) and subjects such as Literacy (Languages) and Numeracy (Mathematics) sit for standardised tests which are comparable across provinces and schools. The results of the standardised tests (ANA) are used as a means of learner improvement (Department of Basic Education, 2011e: 4).

According to Lemmer and van Wyk (2010: 154), ANA tend to measure isolated knowledge and skills, and there is usually little critical thinking involved. To place too much emphasis on standardised assessment test encourages the practice of rote learning and 'teaching for the test' and, of course, curricula become test driven.

2.10.1 The purpose of Annual National Assessments

There is a demand for improved performance and better learning outcomes in key subjects such as Mathematics and Languages (Department of Basic Education, 2012h: 8) and therefore the purpose of ANA is to make a decisive contribution towards better learning in schools. ANA, according to the Department of Basic Education (2012b: 4), is intended to determine what learners can and cannot do with regard to the skills and knowledge that they have acquired as a result of teaching and learning experiences in schools. Underperformance in schools is a widely acknowledged problem, especially in rural areas. There is a need for collaborative intervention since ANA alone cannot bring about improvement in learning and teaching. Another purpose of ANA is to provide the necessary information to planners (Department of Basic Education, 2011: 5). Annual National Assessment also assist individual teachers to identify areas where they need support in terms of content knowledge and various methods of facilitating learning which in turn will influence the choice of relevant teaching and learning support materials (Department of Basic Education, 2012b: 4).

ANA, as a testing programme, is required to be written by all public schools in the country. The Department of Basic Education (2011g: 48), in the Action Plan 2014 states: “Towards the Realisation of Schooling 2025 acknowledges that a similar programme has been practised in developing countries such as Brazil, but it has been adapted to the circumstances specific to South Africa”.

Annual National Assessment is intended at improving learning by exposing teachers to best practices in assessment. Teachers need practical guidance on how to assess learners on standardised tests and this has been found to change teacher practices for the better. The national assessment exposes teachers (especially those who teach Mathematics and Languages) across the country to what national experts consider best practices in assessment. ANA also determines which primary schools are experiencing the most teaching and learning problems and which are in need of support. Before the administration of ANA, the National Department of Basic Education could not get information that they could use to determine those schools. The national assessment gives schools the opportunity to gauge themselves on their own performance and improvement. Besides ANA, there are other assessments (School Based Assessments) that are determined by the schools which are in line with the national curriculum (Department of Basic Education, 2011g: 49).

Annual National Assessment is a strategic tool for monitoring and improving the level of quality of basic education that has been identified by the national government of South Africa. The focus of ANA is on the foundational skills of Literacy (Languages) and Numeracy (Mathematics) (Department of Basic Education, 2012: 1). ANA is seen as one of the most significant proactive interventions by government to strengthen the foundational skills among learners in South Africa. This important intervention forms one of the key strategies that the department has put into place to annually measure progress on learner achievement towards the 2014 target of 60% achievement articulated in the Action Plan 2014: Towards the Realisation of Schooling 2025 (Department of Basic Education, 2011: 4).

In the Action Plan 2014: Towards the realisation of Schooling 2025 as mentioned earlier, 27 goals are stated. The first three goals relate to outputs in Grades 3, 6 and 9. They are outlined as follows:

- Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Numeracy competencies for Grade 3.
- Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 6.
- Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 9 (Department of Basic Education, 2011e: 4).

These outputs clearly indicate how the Department of Education is concerned about the underperformance of learners on languages and mathematics and coming up with such strategies to improve in these two core subjects.

The introduction of Annual National Assessments as a universal and standardised testing was made as a result of the low performance of the country's schooling system. It was envisaged that ANA will expand and improve quality in the schools of South Africa and it will provide information on learning and its context to all stakeholders and the country as a whole (Department of Basic Education, 2011b: 14). As it is the responsibility of every department to make sure that there is quality assurance, it was the duty of the education department to improve the basic education outcomes for the country's short and long range development goals. The education department also emphasised better quality learning and teaching monitored through regular testing of learners from lower grades (Department of Basic

Education, 2010: 1). ANA is useful for designing and implementing intervention programmes aimed at improving classroom learning and teaching (Survival Guide to the Foundation Phase, 2011: 6).

After several attempts to improve English and Mathematics in schools, Annual National Assessments were introduced in 2010. Assessment programmes consist of educational achievement tests that are meant to monitor acceptable levels of performance in the basic school subjects (Mathematics & Languages) in a country (Scheerens, Glas & Thomas, 2007: 34). The information from assessment programmes can lead to adaptations in the sense of goals or curriculum content and all conditions that have an impact on performance in a particular subject, for example, teacher training in a particular subject matter area, (Scheerens et al., 2007: 34). There has been an increased interest from governments and international organisations over the years in international assessments (Scheerens et al., 2007: 35).

South Africa has participated in a number of international assessment programmes during the last decade. Programmes such as regional Southern and East Africa Consortium for Monitoring Education Quality (SECMEQ), global Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Studies (TIMMS) (Department of Basic Education, 2011: 5).

In 2001, international surveys such as Trends in International Mathematics and Science Studies (TIMMS) was initiated to test learners' skills in and International Mathematics and Science Studies at Grades 3, 6 and 9 (Department of Basic Education, 2011a: 20). This was done because English and Mathematics are core subjects for learners in terms of reading, writing and counting. The outcomes of the assessments indicated that South African schools are not performing at the expected levels and also gave pointers to where schools might be failing their learners (Department of Basic Education, 2011a: 20). It does not mean that the Department of Basic Education was not aware of the challenges it faced. The Department's deep intervention came after the shocking results of TIMMS (as it was mentioned earlier) whereby South Africa achieved the lowest in the test scores of Mathematics and Science out of fifty countries which took part (Wolhuter, Lemmer & de Wet, 2007: 44).

The findings indicated that South African learners struggle with problems involving numbers and number patterns whereas they have less difficulty with measurement, space and shape (Survival Guide to the Foundation Phase, 2011: 6). As far as language is concerned (English as First Additional Language), literature suggests that learners struggle most with the tasks

relating to writing and language use. Teachers have been urged by the department to ensure that learners are given enough practice with these types of tasks (Survival Guide to the Foundation Phase, 2011).

There were limitations as far as the results of national systemic evaluations were concerned. The results were based on a representative sample and did not provide sufficient feedback to enable meaningful targeted remediation at school level (Department of Basic Education, 2011a: 20), hence the improvement of the two fundamental subjects through ANA for quality learning and teaching. One of the advantages for taking part in the international assessment studies is the opportunity to compare national performance levels to international standards (Scheerens et al., 2007: 36).

The quality of learning outcomes in South African schools has been a major concern to all stakeholders for a number of years. In the previous years the schooling in South Africa had only one credible and objective measure of learner performance namely, National Senior Certificate Examinations in Grade 12 (Department of Basic Education, 2011a: 20). The outcomes of these examinations gave another impression of the country's curriculum expectations because many learners tend to fail at the end of Grade 12, yet they have been passing through the years (Department of Basic Education, 2011a: 20). The challenge could have been caused by various factors such as the inappropriateness of the curriculum or the quality of teaching (Wolhutter et al., 2007: 44), hence the review of curriculum to address such challenges. There has been a strong realisation by the Department of Basic Education that in order to improve the Grade 12 results, the performance of learners in lower grades have to improve (Department of Basic Education, 2011d: 4).

The primary role of ANA, as a valuable tool towards quality learning and teaching, among others, is to provide schools with the pictures of their learners' competency level with respect to English and Mathematics using nationally benchmarked tests that are aligned to the curriculum (Department of Basic Education, 2011a: 21). Improving all learners' language skills is a crucial aspect of work in schools. This has to happen in all parts of the curriculum, not just in Literacy or English, because English is used in different context (Inglis & Aers, 2008: 118). In the case of Literacy (language), across the curriculum, all teachers need to be prepared to teach the specific reading and writing skills required in their subject (Inlis & Aers, 2008: 64). Learners need to be exposed to language as early as possible, when the brain is most receptive to it.

Assessment programmes consist of educational achievement tests that are meant to monitor acceptable levels of performance in the basic school subjects in a country (Scheerens et al., 2007: 34) such as English and Mathematics. The information from assessment programmes can lead to adaptations in the sense of goals or means (curriculum contents) and all conditions that have an impact on performance in a particular subject (e.g. teacher training in the particular subject matter area, the textbook industry), (Scheerens et al., 2007: 34).

2.10.2 ANA results and their implications

Assessment results are used to identify challenges learners go through and to remedy the situation where necessary (Diko et al., 2010: 31).

The ANA results are meant to give the Department of Basic Education a picture of levels of performance at primary school level in Literacy and Numeracy at the key transitional stages of Grades 3 and 6 in relation to 2014 targets. Action Plan 2014 indicates that ANA is a testing programme that requires all schools in the country to conduct the same grade specific Language and Mathematics tests for Grades 1-6 and 9 (Department of Basic Education, 2012: 2). This study is only concentrating on Foundation Phase (Grades R-3).

ANA provides valuable evidence on how the various strategies and intentions which the Department has implemented previously are impacting on learner performance (Department of Basic Education, 2012: 1). According to the Minister of Basic Education, it is still a challenge to realise the desired 60% threshold of learners mastering the minimum Language and Mathematics competencies which the Department has targeted by the end of Grades 3, 6 and 9. ANA provides opportunities that did not exist before to identify those schools within the district requiring the most urgent attention and those which can serve as examples of those better practices to neighbouring schools (Department of Basic Education, 2011: 32). The intention of Annual National Assessments is not to name and shame underperforming schools but to develop them (Department of Basic Education, 2011: 6).

Teachers should make use of the opportunity that the ANA results present in order to improve learning for their learners by carefully analysing the performance of their classes and setting their own improvement targets. This will enable them to help their learners to the best of their ability (Department of Basic Education, 2011a: 21). ANA will also assist teachers to know where their learners are as they work towards taking them to the next level of performance. The way in which the teacher and learners interact about the subject can be

more powerful than the curriculum materials that teachers use (Arguirre- Munoz, 2011: 1). It is through interaction with learners that teachers can develop critical thinking skills particularly mathematical reasoning from lower grades (Arguire- Munoz, 2011: 2).

ANA is mostly administered for two consecutive days. On one day all language testing takes place and on the second day all mathematics testing takes place. According to the findings, it has been realised that almost 90% of learners write this assessment in English FAL (Department of Basic Education, 2011g: 51).

2.10.3 Curriculum changes related to Languages and Mathematics

Literacy (English) and Numeracy (Mathematics) were chosen as the key foundational skills that predispose learners to effective learning in all fields of knowledge (Department of Basic Education, 2012: 2). The two subjects have emerged on the governments' agenda for improving education (Markwick, 2013: 14). According to International and Regional Studies, it has been indicated that South African learners tend to achieve below levels in reading, writing and counting.

2.10.3.1 Mathematics in the Foundation Phase

In the Revised National Curriculum Statement (RNCS), Mathematics is defined as a human activity that involves observing, representing and investigating patterns and quantitative relationship in physical and social phenomena and between mathematical objects themselves. Mathematics as a subject uses symbols and notations for describing numerical, geometric and graphical symbols (Department of Education, 2002: 2).

Challenging Mathematics courses are needed due to recognition that a focus on conceptual understanding requires that teachers have a profound understanding of Mathematics they teach. Thus, the Mathematics courses engage teachers in complex Mathematics problems to forge transformative learning and instructional change (Aguirre- Munoz, 2011: 2). There has been an assumption that increasing teacher knowledge will in turn increase their self – efficacy to teach Mathematics. Increasing teacher's self- efficacy is important because it has been associated with their learner's self- efficacy, which, in turn, has been linked with learner's Mathematics achievement (Aguirre-Munoz, 2011: 2).

In the teaching of Mathematics, the beliefs of teachers relate not only on how and why they believe the subject should be taught, but also to their own conceptions of what Mathematics actually is (Barnes, 2008: 77).

Tella (2008: 16) emphasises that Mathematics is one of the key subjects in primary schools that cannot be underestimated. It is useful in science, mathematical and technological activities as well as commerce, economics and education and that is the reason that the Department of Basic Education is making sure that Mathematics is taken seriously from the lower grades. In Tella's (2008: 17) opinion, Mathematics liberates the mind and also gives learners an assessment of the intellectual abilities by pointing towards direction of improvement. Despite the wide applicability and importance of Mathematics, many learners are still not finding their feet in the subject as evidenced by their existing failure in the subject.

Foundation Phase Mathematics forges the link between the learners' pre-school life and life outside school on the one hand, and the abstract Mathematics of the later grades on the other hand. In the early grades (Foundation Phase) learners should be exposed to mathematical experiences that give them many opportunities to: do, talk and record their mathematical thinking (Department Of Basic Education, 2011c: 10). The amount of time spent on Mathematics, according to the Department of Basic Education (2011c: 11), has a decisive impact on learners' development of mathematical concepts and skill. The activities learners engage in should not only be activities that keep learners busy, but should be activities that clearly focus on the Mathematics as outlined in the curriculum.

2.10.3.2 English as First Additional Language (FAL)

Language is one of the issues that will continue to be debated in South Africa. The debate started to unfold in the 1976 June uprisings in Soweto whereby students rose up angrily against the introduction of Afrikaans as a language of instruction. Language has remained a sensitive and often contested issue since then (The Mail & Guardian, June 2013: 22-23). The Constitution of South Africa (Chapter 1: 6), which came into being in 1996, recognises eleven official languages. The Constitution clearly states that 'the historically diminished use and status of the indigenous language of the people is recognised'. The Constitution further emphasises that the state must take practical and positive measures to elevate the status and advance the use of these languages. But in terms of the use of these languages in schools, English dominates because it is the language that is used universally, that is, it bridges the

language barrier and brings people to mutual understanding (The Mail & Guardian, June 2013: 25). English, according to Lemmer and van Wyk (2010: 119), is the mother tongue of only 8.2 per cent of the population. However, it is the language most widely understood, and the second language of the majority of South Africans

In the articles written in the Mail and Guardian (June 2013: 14-26) concerning languages, there is a perception that if one do not know how to speak English, one is obviously inferior intelligent, as it is put. English is also perceived as a language of change and it is fascinating to see it becoming the nations' cultural pollyfiller (Mail & Guardian, June 2013: 25).

Aguirre-Munoz, (2011: 2) also highlighted that effective instruction for English learners involves mediation between their current linguistic levels in English and their common sense understandings of the content concept. Most of the learners come from families whose primary language is other than English (Moreno, 2010: 34) especially in South Africa. These learners are known as language minority learners (Moreno, 2010: 34). Teaching language minority learners to read and write well in English is a challenge. English skills are essential to achievement in every subject and to educational and economic opportunity (Moreno, 2010; 34). Foundation Phase learners' English proficiency level is at the very beginning, especially those who do English as First Additional Language (FAL) (Hong Xu, 2010: 1). Foundation Phase learners reflect diversity in the teaching of English as FAL and this challenges the teachers (Hong Xu, 2010: 1). Teachers are faced with an important role to play in the successful learning experiences of their learners who are from diverse cultural, linguistic and academic backgrounds (Hong Xu, 2010: 2).

Language in CAPS is a tool for thought and communication. Language is a vital skill people need to be taught through life. Ofsted (2011) in Markwick, (2013: 14), has defined Literacy (language) as 'the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum'. It is also a cultural and aesthetic means commonly shared among people to make better sense of the world they live in. For learners to be able to achieve a good standard of literacy, they must be provided with many opportunities to develop it (Markwick, 2013: 14).

Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than what it is; better and clearer than it is. It is through language that

such constructions can be altered, broadened and refined (Department of Basic Education, 2011c: 8). Therefore, it is important for learners to develop language skills such as reading and writing. The ability to read well is central to successful learning across the curriculum. Writing is also a powerful instrument of communication. It allows learners to construct and communicate thoughts and ideas coherently. Frequent reading and writing practice across a variety of tasks and subjects and across grades enables learners to communicate functionally and creatively (Department of Basic Education, 2011f: 12).

Sometimes learners that use English as additional language tend to amaze teachers. This is according to Rowley and Cooper (2009: 27). These learners have a lot of knowledge at their disposal and they need support in developing Literacy skills (Rowley & Cooper, 2009: 27). The impact of having a platform from which to share knowledge means that learners constantly have to use language to explain, developing their ability to articulate English and thus make connections in their learning which take their thinking on to higher level (Rowley & Cooper, 2009: 27). Learners must be in a position to read and write particularly types of texts (including instructions, reports and explanations) during lessons in different subjects (especially those subjects that use English as Language of Learning and Teaching). They need regular opportunities to read and write a range of genres in order to improve their reading and writing skills. The ability to read and write well is also critical when learners are assessed, both informally and formally (Department of Basic Education, 2011f: 12).

Markwick (2013: 14) argues that engaging with Literacy and learning to be literate is often not considered as a key skill in subject areas other than English. Poor Literacy skills may lead to learners performing poor in other subjects that are taught in English. By improving the Literacy levels of our children teachers can provide a route for them to succeed in their studies. Literacy intervention is intended to be realised most in primary schools (Markwick, 2013: 14), especially in the Foundation Phase.

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in society, that is, medium of learning and teaching in education. The curriculum provides a strong support for those learners who will use First Additional Language as a language of learning and teaching (Department of Basic Education, 2011c: 8).

In South Africa, many learners use English as Language of Learning and Teaching (LoLT). This means that they must reach a high level of competence in English by the end of Grade 3,

and they need to be able to read and write well in English (Department of Basic Education, 2011c: 8). English is a language of everyday communication in schools and is used in oral and written form, for example, when learners talk to their friends on the playground; when teachers and learners have informal face-to-face conversations (Moreno, 2010: 105).

The First Additional Language level assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build Literacy on this oral foundation. They also apply the Literacy skills they have already learned in their Home Language (Department of Basic Education, 2011a: 8) and the learners come to school knowing their home language and speaking it fluently.

It is evident that learners take time to develop English skills in listening, speaking, reading and writing (Moreno, 2010: 105) but through everyday practise they will attain such skills. Moreno (2010: 108) emphasised that teachers need to identify learners' level of English language development and use a variety of strategies to support the different language development needs of each learner. For example, in the Foundation Phase, the main skills in First Additional Language are: listening and speaking; reading and phonics; writing and handwriting (Department of Basic Education, 2011: 8). From the above mentioned skills, Markwick (2013: 15) emphasises that writing often appears to be the most difficult one to get right and is heavily depended upon the learners' ability to listen, speak and read.

The Department of Basic Education (2011: 10 & 11) suggests that the following strategies to assist learners develop their skills in English: exposing learners to lots of oral language (in the form of stories and classroom instruction); exposing them to the additional language through listening to stories; and giving them simple instruction that they respond to physically with accompanying gesture (physical response). The advantage of using these strategies is that they all focus on learning language through listening comprehension and practising speaking (Department of Basic Education, 2011: 10 & 11).

Speaking and listening skills are essential for using language precisely and coherently. Speaking and listening are the main means of communication in everyday life and are fundamental to the development of understanding and cognitive development. Learners need to acquire skills that help them to participate orally in groups and in the whole class (Markwick, 2013: 16). Oral communication will only be effective if the learners have well

developed listening skills. Learners should be able to listen to others and respond and build on their ideas and views constructively and with empathy. This will lead the learners to developing increasing confidence and competence in speaking and listening. It is vital for teachers to carefully construct foundation in speaking and listening as they are of primary importance when supporting learners to read and write (Markwick, 2013: 16).

According to Monyeke (2009: 68), reading abilities are also key factors in problem solving, especially in Mathematics as one of the core subjects in schools. Reading is also important for learners to enjoy and must understand that their reading will help them learn. Those learners who develop increasing confidence and competence in reading will be able to read fluently, accurately and with understanding, confidently link ideas from different genres, become independent and critical readers who are able to summarise texts (Markwick, 2013: 16). It is crucial that teachers should focus on scaffolding. For example, reading aloud is a useful strategy for teaching young learners (especially from the lower grades) English concepts about print, sight words, phonics and comprehension (Hong Xu, 2010: 10). Teaching English through content makes it possible and easier for learners to bring what they already know to the task of learning something new (Hong Xu, 2010: 12). Learner read-aloud helps with building oral fluency and practicing oral English. One may not forget that there are those learners who are not comfortable to speak English.

Hong Xu (2010) has come up with ideas that teachers can use to ease the learner's anxiety. They are, amongst others:

- Have a learner read aloud a book to a stuffed animal who would never criticize.
- Have a learner read aloud a book with a puppet in hand. Hong Xu suggests that the learner will feel less discouraged when the puppet, not the learner, seems to be the one who makes mistakes in oral reading.
- Have a learner read aloud a book to a best friend with whom the learner feels comfortable.
- Have a learner read aloud a book to a small group of friends with whom the learner has worked with and played.
- Have a learner read aloud a book to you (teacher) when the learner feels confident and comfortable with you, and ultimately the learner will read aloud a book to the whole class. Hong Xu (2010: 70) asserts that by this time the learner should have a relatively lower level of anxiety.

The strategy could work for learners, especially at Foundation Phase level, where they are still trying to find their feet. But is not a case in terms of the Diagnostic Report on ANA 2012. One of the key findings on ANA with regard to performance of learners in language indicated the inability of learners to read with understanding. Reading with comprehension is a cornerstone of the learning process. Therefore, it is important for teachers to concentrate on the improvement of this important skill (Department of Basic Education, 2012b: 5). Reading more challenging texts will increase learners' vocabulary and improve their understanding and this will support their writing. Writing is a strategy through which the learners learn. They can learn by taking notes, which is an important skill for learners to develop (Markwick, 2013: 16-17).

Another strategy that the Department of Basic Education is using in order to raise levels of Literacy and Numeracy amongst primary school learners is called the LITNUM strategy which is an educational reform strategy (Jacobs, 2009: 56). LITNUM is an acronym that the Department of Basic Education is using to represent Literacy and Numeracy. The Western Cape Department of Education has already started with this strategy in 2006 and is intended to take a period of ten years (2006-2016) after realising the low performance of learners both in languages and Mathematics. Strategies such as LITNUM as alluded to by Jacobs (2009: 4), can be found world-wide.

2.11 ANNUAL PERFORMANCE PLAN

The Annual Performance Plan is another way that the Department of Basic Education is using to improve the performance of learners in the lower grades. This plan aims to inform all stakeholders involved in the Department of Basic Education of the interventions that the department is using to measure progress in Basic Education. The Action Plan 2014: Towards the Realization of Schooling 2025 has enabled the department to address to what ails the system in order to address the challenges through innovative methods (Department of Basic Education, 2012h: 3). The plan provides specific performance targets and interventions that the department intends to apply in order to entrench and consolidate the direction and approaches to improve learner performance (Department of Basic Education, 2012h: 3).

The plan includes strategies which reflect on practical interventions for all grades in the schooling system, across the country. The focus of the Department is also on lower phases (as feeder of higher phases) to ensure that the critical foundational skills of Literacy and Numeracy are mastered by the learners in order to ensure academic progression and

achievement. For the Department to achieve this, they have increased the number of workbooks distributed to include all learners in Grades R-9) (Department of Basic Education, 2012h: 5).

2.12 SUMMARY

This chapter attempted to describe the impact which the introduction of Curriculum and Assessment Policy Statement has on teachers and learners and on the learning process. The literature brought about evidence that teachers are agents of change and that their involvement in the process of change is vital. Teachers need to be part of curriculum change and implementation. Teachers face numerous challenges when teaching Mathematics and Languages, especially with the ever changing curriculum. For a change to be successfully implemented, teachers must be part of the whole change. The successful implementation will also depend on how they perceive and receive the change.

Chapter Three will deal with research design and methodology that will be used in collecting the data. The chapter will elaborate on the different instruments that were used to collect the data. Instruments such as questionnaires and interviews assisted the researcher in collecting both qualitative and quantitative data. The discussion on how data were analysed will also unfold in Chapter Three.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented the challenges that teachers faced in terms of the policy changes that occurred within the South African schools' curriculum. These changes had an effect on teachers' sense of efficacy. Since the advent of democracy in South Africa there has been four changes in the curriculum, that is, Curriculum 2005, RNCS, NCS and in 2012 CAPS was introduced which is the amendment of National Curriculum Statement. This means that all challenging aspects in NCS were modified to reduce uncertainty within teachers and work load. Teachers are always expected to implement these policy changes without hearing their voices in curriculum development (Kasapoglu, 2010: 114). One of the challenges that were discussed in the previous chapter was the lack of effective training of teachers on the changes that occurred; they were just informed and expected to implement the changes.

In this chapter, an outline of the design, methods and procedures used in empirical research will be discussed. Specific reference will be on the population, sampling techniques and procedures for data collection. This study aimed at addressing the research questions and to attain the purpose of the investigation.

3.2 RESEARCH PARADIGM

The study employed a philosophical paradigm that is applicable to the mixed methods research. Four different worldviews are proposed by Creswell. These are: Post positivist; Social constructivist; Advocacy and Participatory; and Pragmatism (Cresswell, 2009: 6). In this study, the Pragmatic Paradigm was adopted.

3.2.1 The Pragmatic Paradigm

Pragmatism is seen as a worldview that arises out of actions, situations and consequences rather than antecedent conditions. The study focused on the research problems that unfolded the use of all approaches available to understand the problem (Cresswell, 2009: 10). Pragmatism is not committed to any one system of philosophy and reality. It applies to mixed methods research where the researcher drew conclusions from both qualitative and quantitative assumptions rather than a single approach. The use of a mixed methods approach

provides the best understanding of a research problem. Pragmatism, as Creswell puts it, “opens the door to multiple methods, different worldviews, and different assumption, as well as different forms of data collections and analysis”.

3.3 RESEARCH DESIGN

A research design is the strategy which integrates the components of the research project in a cohesive and coherent way so that the research questions can be answered (Wilson, 2009: 58). It is the overall plan for collecting data in order to answer the research question (Fraenkel & Wallen, 2008: G-7).

The researcher used a mixed methods approach combining both qualitative and quantitative methodologies. A mixed methods approach is empirical research that involves the collection and analysis of both qualitative and quantitative data (Punch, 2009: 288). The use of both methods provided an opportunity to better understand the phenomenon (Fraenkel & Wallen, 2008: 569). This method of research allowed the researcher to make generalizations that are applicable to the larger population. Mixed qualitative and quantitative data sets have the capacity to broaden and enrich research questions using styles and synthesis, triangulation and integration (Grbich, 2007: 203). As a researcher, when using combined methods one should ensure that the qualitative data have not been poorly designed, badly collected and shallowly analysed (Grbich, 2007: 203). The combination of the two approaches provided a more complete understanding of research problems than does the use of either approach alone (Fraenkel & Wallen, 2008: 557).

The intention for incorporating a mixed methods approach was to utilise the strengths and broaden understanding of both approaches (Creswell, 2009: 204). The collection of data was concurrent, both qualitative and quantitative data were gathered at the same time and implementation was simultaneous (Creswell, 2009: 206). Mixed methods research was useful for gaining a more complex understanding on the study at hand (Fraenkel et al., 2012: 569).

3.3.1 Qualitative Approach

Qualitative data are data that are gathered through open-ended questions, interviews, observations, content analysis, and others (Scott & Ward, 2013: 77). Qualitative research relies primarily on the collection of qualitative data (Johnson & Christensen, 2008: 34). Qualitative data is non-numerical data such as words and pictures. It uses a wide-and-deep angle lens, examining behaviour as it occurs naturally in all its detail (Johnson & Christensen,

2008: 36). In qualitative research, behaviour was studied naturalistically and holistically. The researcher looked at multiple dimensions and layers of behaviour such as types of people (teachers) and how they interacted in their daily lives (Johnson & Christensen, 2008: 36). Qualitative research was used because little is known about a phenomenon (CAPS) and the researcher wanted to discover or learn more about it (Johnson & Christensen, 2008: 35) and whether teachers' self-efficacy was low or increased due to implementation of phenomenon.

Qualitative data in mixed methods approach brought the strengths of sensitivity to meaning and to context, in-depth study of smaller samples, and great methodological flexibility which enhanced the ability to study the process and change (Punch, 2009: 290). Qualitative data helped the researcher to know more about the phenomena or to obtain a more complete picture about the participants (Fraenkel et al., 2012: 425). Data in qualitative approach were obtained through an interview.

Qualitative data analysis was conducted concurrently with gathering data, making interpretations and writing reports.

3.3.1.1 Selection of participants in qualitative approach

Participants for the qualitative phase were selected from Heads of Department of primary schools in Mafikeng Area Office in Ngaka Modiri Molema. The selection was done by means of purposeful sampling. After sampling schools, the researcher administered a purposive sampling. Purposive sampling (also known as deliberate sampling), was drawn from the population in a deliberate way (Punch, 2009: 359). This kind of sampling allowed the researcher to choose individuals who were likely to be knowledgeable and informative about the phenomenon of interest (McMillan & Schumacher, 2010: 489).

Participants were HoDs who have served in that position for at least five years. Five HoDs were selected to participate in the study. Heads of Departments (HoDs) were interviewed because they are more experienced, knowledgeable and some of them have been there for quite a while in the subjects they head. They have better information on Mathematics and Languages. Heads of Departments also know and understand what teachers go through in the subjects they teach. Understanding the perceptions of teachers and those who oversee the curriculum implementation is important because teachers are practitioners of educational principles (Eslami, 2008: 1). An additional five Foundation Phase teachers were interviewed in order to validate the results. Both HoDs and teachers were interviewed once. The duration

of each interview was scheduled to last about an hour each. The participants were interviewed at their respective sites after hours.

3.3.1.2 Qualitative data collection instrument

Qualitative researchers seek data that represent personal experience in particular situations; therefore, many qualitative data are personal happenings in time and in place (Stake, 2010: 88). Data gathering methods are selected to fit the research questions and to fit the style of enquiry the researcher prefers (Stake, 2010: 90).

3.3.1.3 Interview as a data gathering strategy

A semi-structured interview was used in this study as it is one of the widely used methods for obtaining qualitative data. It was used to gather data on subject or participants' opinions, beliefs and feelings about the situation in their own words. It allowed immediate follow-up and clarification of the subjects' response (Ary et al., 2006: 480). Semi-structured interview included predetermined questions and topics to be covered, but also allowed the interviewer to bring her own particular life experiences to the interview process (Hesse-Biber, 2010: 189).

Interviews were used to obtain unique information held by the person(s) interviewed, and finding out about "a thing" that the researcher was unable to observe him/herself (Stake, 2010: 95). The interview was face-to-face as it is the most flexible form of data collection method. It allowed for optimal communication, as both verbal and non-verbal communications are possible. The researcher recorded each interview by means of a tape recorder and field notes were taken for verification purposes. The data that was recorded was later transcribed and coded. General themes were identified from the data, and findings and conclusions were drawn.

Recording the interview enabled the interviewer to listen for ways to improve her questioning techniques. Interview ensured that everything was preserved for analysis, as Merriam (2009: 109) puts it. As an interviewer, one was able to get the interviewees' perception of the phenomenon of interest at a particular point in time (Merriam, 2009: 114). Verbatim transcription was used as it provided the best database for analysis.

3.3.1.4 Qualitative data analysis

Qualitative data were analysed by using descriptive and thematic text. The process of data analysis involved making sense out of text and image data, which was, consolidating, reducing and interpreting what people have said and what the researcher has seen or read. Merriam, (2009: 176) asserts that analysing data is a way of helping the researcher to answer the research questions. It involved moving deeper into understanding the data, representing the data and making an interpretation of the larger meaning of the data (Creswell, 2009: 183). This involved transcribing the interview. A detailed analysis was done through a coding process. Coding, according to Creswell (2009: 186), is the process of organising the material into chunks or segment of texts before bringing meaning to information. When a researcher codes information, she assigned some sort of shorthand designation to various aspects ones' data so that she could easily retrieve pieces of data. The designation that the researcher used was phrases (Merriam, 2009: 172).

Qualitative research requires more effort to break themes into categories, and the categories were created after the data had been gathered. These categories and categorising were valuable in attempts to find and conceptualise regularities in the data (Punch, 2009: 190). The process of analysing and breaking qualitative data into categories is coding. (Scott & Ward, 2013: 78). A code in qualitative research is often a word or phrase that symbolically assigns a summative, silent, essence, capturing and evocative attribute for a portion of visual data coding (Saldana, 2009:3). Coding is primarily an interpretative act. The data that consisted of interview transcripts were coded from a single word (descriptive) to a full sentence (Saldana, 2009: 13).

Qualitative data analysis describes and summarises the mass of words generated by interviews. It allowed the researcher to seek relationship between various themes that have been identified or relate behaviour and even ideas to biographical characteristics of respondents (Judge, Jones & McCreery, 2009: 36). Although methods of analysis category refine can vary greatly, the following steps were used by the researcher (Judge et al., 2009: 37). They are:- the researcher must be familiar with the data through reading and listening; transcribe interviews; organise and index data for easy retrieval and identification; code data; identify themes; develop provisional categories; explore relationships between categories; refine themes and develop theory and incorporate pre-existing knowledge (Judge et al., 2009: 37).

Hesse-Biber (2010: 190) asserts that once a researcher begins to collect data, it is time to begin to analyse the findings and fit the pieces of the research puzzle together. What she means is that after each interview researchers should play back the recording. As they begin to transcribe the interview they also analyse and interpret the data. The ideas are written down and themes are formulated (Hesse-Biber, 2010: 190).

3.3.2 Quantitative Approach

Quantitative research relies on the collection of quantitative data like numerical data. Quantitative research approach primarily follows the confirmatory scientific method because it focuses on hypothesis testing and theory testing. Quantitative research often focuses on “narrow-angle lens” because the focus is only on one or few factors that are not being studied (Johnson & Christensen, 2008: 36).

The quantitative method is the collection of facts which provide data that is measured or identified on a numerical scale (Judge et al., 2009: 36). In this approach, the occurrences of behaviours are counted, correct answers or errors are counted and other types of measures are recorded in terms of quantity (Drew, Hardman & Hosp, 2008: 26). Quantitative research generally reduces measurement to numbers (Johnson & Christensen, 2008: 37). A quantitative approach means using measurements and numbers to help formulate and test ideas. The quantitative method will be variables, profiling dimensions, trends and relationship, formalising comparisons and using large representative samples (Drew et al., 2008: 26).

Quantitative approach usually involves summarising numerical data (Wilson, 2009: 137). Data in quantitative approach were obtained through the use of self-administered questionnaires.

3.3.2.1 Population and sample in quantitative approach

Population is defined as all members of any well-defined class of people, events or objects (Ary, Jacobs, Razavieh & Sorensen, 2006: 480). Population is the group to whom the researcher would like to generalize the results of the study (Fraenkel & Wallen, 2008: 91). The population of this study was 300 Foundation Phase teachers who teach Mathematics and Languages from 52 primary schools of Mafikeng Area Office in Ngaka Modiri Molema District in the North-West Province.

Before one can start to collect data for all methodological approaches (mixed methods approach), one should define the population of his/her area of interest and determine the size of the sample by using an appropriate sampling strategy, that is, one should start by considering whom to include in the research project and be able to justify the selection of the sample (Wilson, 2009: 65).

The sample for the study was derived from the population. A sample in a research study is the group on which information is obtained (Fraenkel & Wallen, 2008: 90). It is a sub-group of the population. The researcher collected data about a sample that was representative of a wider population to let conclusions to be drawn from it. Samples were used because it is impractical to measure all the individuals in the population (Wilson, 2009: 139). The sample for the study was 150 Foundation Phase teachers in Mafikeng Area Office in Ngaka Modiri Molema District in the North-West Province. The purpose of drawing a sample from the population was to obtain information concerning that population. It was extremely important that the individuals included in the sample constituted a representative sample of individuals in the population (Ary et al., 2006: 13). The reason for choosing this sample was that most primary school teachers especially in the Foundation Phase have already gone through training of CAPS and are implementing it. They were suitable candidates to share their experiences on the implementation of CAPS.

Simple random sampling was applied in this study. In simple random sampling, each and every member of the population had an equal chance of being selected. The larger a random sample is in size, the more likely it is to represent the population (Fraenkel & Wallen, 2008: 93).

3.3.2.2 Data collection procedures

Prior permission was sought from the District Director/ Area Office Manager before distributing questionnaires to Grade 1-3 primary school teachers (Foundation Phase) from the 52 schools in Mafikeng Area Office in Ngaka Modiri Molema District. At first the school managers were informed about the purpose of the study and the researcher will issue a copy of the official permission obtained from the District Director or Area Office Manager.

Since the main focus of this study was on the Foundation Phase teachers who started to implement CAPS in 2012, it was important to inform them about the nature of the study and they were assured that the information that was gathered from them will be kept confidential.

The questionnaires were administered to the teachers during their break times and they were allowed to fill them in during their spare time even at their homes. As for HoDs they were interviewed at their respective sites after hours.

The researcher requested the District Office/Area Office to supply a list of all schools in Mafikeng Area Office. Each school in the population was assigned a number for identification purposes. For example, there are 52 primary schools in Mafikeng Area Office. Fifty per cent of the population became the sample for the study. The researcher placed all names of primary schools in a box, mixed them thoroughly and then drew the names of schools whereby the teachers will contribute towards the study through the use of questionnaires (Fraenkel et al., 2012: 93).

The research was specifically designed to determine the perceptions of Mathematics and Language teachers of the new curriculum (CAPS) and how these perceptions affected their self-efficacy. The researcher collected data using a questionnaire and interview as data collection instruments.

3.3.2.3 Questionnaire as data collection strategy

A questionnaire is described as a self- report data collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2008: 170). A questionnaire is more than a collection of questions; it also contains instructions and texts to keep the flow of information going and to keep the respondents motivated (Alasuutari, Bckman & Brannen, 2008: 316). A questionnaire should be totally self- explanatory to respondents.

3.3.2.4 Format of the questionnaire

The questionnaire consisted of three main sections. Section A was based on biographical and demographical information of the respondents. Section B consisted of items constructed on a four point Likert scale.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

3.3.2.5 Quantitative data analysis and interpretation

The quantitative method is a study that gathers and analyses data in the form of numbers. In this approach, the occurrences of behaviours are counted; correct answers or errors are counted and other types of measures are recorded in terms of quality (Drew et al., 2008: 26). The quantitative method was used because it brought the strength of conceptualising variables, profiling dimensions, tracing trends and relationship, formalising comparisons and using large representative samples (Drew et al., 2008: 26).

The quantitative data that were obtained through items in the questionnaire were analysed using Statistical Package for Social Studies (SPSS) which is a computer application that provides statistical analysis. SPSS was used for calculating both descriptive and inferential statistics (Fraenkel et al., 2012: 38).

Data that were obtained from open-ended questions were analysed by coding them. Coding, according to Punch (2009: 176), is a process of putting tags, names or labels against pieces of data. The codes were identified and were reported in terms of frequencies and percentages (Kasapoglu, 2010: 58).

Most quantitative data are multiple choice, people are naturally broken down into predetermined categories and very easy to compare with each other (Scott & Ward, 2010: 77).

3.4 TRIANGULATION

Triangulation is defined differently by different authors. In this study, a triangulation of methods was used to collect data in order to enhance the information that one gets (Lambert, 2012: 137). Triangulation refers to the use of more than one method to examine the same problem. Triangulation enriches a study's conclusions, making them more acceptable (Hesse-Biber, 2010: 3). When using triangulation, the researcher is looking for convergence of the data collected by all methods in a study to enhance credibility of the research findings (Hesse-Biber, 2010: 3).

The study employed the concurrent triangulation approach. In this approach, the researcher collected both quantitative (questionnaires) and qualitative (interview) data concurrently and then compared the data set to determine if there was convergence, differences, or some combination (Creswell, 2009: 213). This means that the researcher was confirming the data.

Separate quantitative and qualitative methods were used as a means to offset the weakness in one method with the strengths of the other. Concurrent triangulation approach was used since the weight of the two methods is equal (Creswell, 2009: 213). The intention to mix the two methods was to actually merge the data in order to compare the results of two databases. Although Richards and Morse (2013: 103) perceive triangulation as ‘the gaining of multiple perspectives through completed studies that have been conducted on the same topic and directly address one another’s findings’, one considered the simplest and mostly used definition of triangulation as stated above.

3.5 ETHICAL ASPECTS OF THE RESEARCH

Ethics are principles and guidelines that assist the researcher to uphold the things that are of value (Johnson & Christensen, 2008: 101). Ethics generally means that a researcher has moral obligation to protect the participants from harm, unnecessary invasion of their privacy, and the promotion of their well-being (Drew et al., 2008: 79).

The researcher informed the participants that their identity was protected and that openness and honesty are important characteristics of the relationship between them and the researcher. Confidentiality is one of the basic principles that are exercised in research. Confidentiality refers to keeping the identity of a respondent from being known by anyone other than the researcher (Drew et al., 2008: 206). The researcher allowed the participants to voluntarily fill in a consent form that had all the information that the participant would like to know about the nature of the study. For instance, the aims of the study along with the anticipated benefits of the study had to be made clear to all involved (Matoti et al., 2011: 1145). Voluntary consent refers the individuals’ ability to exercise the free power of choice without the intervention of force, fraud, deceit or other forms of constraints. This assists in making a great impact on the manner in which a study is planned and executed (Drew et al., 2008: 58).

Permission was sought from Mafikeng and Area Offices’ managers to conduct research in their schools.

3.6 RELIABILITY AND VALIDITY

Reliability and validity in quantitative and qualitative mixed methods research were discussed. This section indicated how reliability and validity are addressed using different instruments for data collection (Cohen et al., 2011: 179).

3.6.1 Reliability

Reliability is a central concept in measurement (Punch, 2009: 245), that indicates that the researchers' approach is consistent across different researchers and different projects (Creswell, 2009: 190). Reliability is defined as the consistency of scores or responses provided by an instrument (Fraenkel & Wallen, 2006). By checking the reliability of the study one checked transcripts to make sure that they did not contain obvious mistakes during transcription; make sure that there was no shift in the meaning of the codes during the process of coding by constantly comparing data with codes (Creswell, 2009: 190). If the same measurement were given to the same people, under the same circumstances, but at different times, to what extent would they get the same scores? If the scores are similar, it means the instrument is reliable. If the scores are different, it means the instrument is unreliable (Punch, 2009: 245).

In the case of questionnaires as a data collection instrument, the researcher piloted the instrument on teachers who were not participants of the study. This assisted in determining mistakes that the researcher did not realise. At least five Foundation Phase teachers were used in piloting the project. Pilot testing is important because it establishes the content validity of an instrument and to improve questions or the format (Creswell, 2009: 150) or remedy the problems before the proper study is carried out (Fraenkel et al., 2012: 628).

3.6.2 Validity

Validity is described as whether or not a method's findings represent the phenomena they are supposed to measure (Hesse-Biber, 2010: 100). Validity is based on determining whether the findings are accurate from the standpoint of the researcher and the participant. It relates to trustworthiness, authenticity and credibility (Creswell, 2009: 191). In this study triangulation of research methods and data collection strategies were used to ensure validity. The study employed both interview and questionnaire instruments. In quantitative data, validity can be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data (Cohen, Manion & Morrison, 2011: 179), whereas in qualitative approach the subjectivity of respondents, their opinions, attitudes and perspectives together contribute to a degree of bias. Validity is then seen as a matter of degree rather than as an absolute state. It helps in minimising invalidity (Cohen et al., 2011: 179).

It was important for the researcher to sample participants that were knowledgeable about the phenomena, for example, in this study Heads of Departments (HoDs) were interviewed (some of the teachers also participated in the interview to validate the responses of HoDs) and teachers filled in the questionnaires. So both interview and questionnaire instruments were used as a means to validating the data received from participants in primary schools in the Foundation Phase.

3.7 SUMMARY

Chapter Three indicated the methods of research and the instruments that were utilised in the study. Interview and questionnaires were chosen for this study as a way of triangulation. Research procedures and data analysis and strategies were also discussed. Chapter Four, deals with qualitative and quantitative data presentation, analysis and interpretation of data in detail.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter will describe how data has been analysed and interpreted. Preparing data for analysis is a process of transformation. The data gathered were transformed from the raw state to a form that could be handled and manipulated in the process of analyses (Richards & Morse, 2013: 134). The analyses are both quantitative and qualitative. Frequency distributions were calculated and data emerging from the analysis were presented in tables with percentages, graphs and pie charts. The intention of this study, through interview as one of the data collection instruments, was to collect data that allowed insightful analysis and produce defensible findings (Arthur, Waring, Coe & Hedges, 2012: 171). Data from open-ended questions were analysed qualitatively. The qualitative data that was collected through interviews were transcribed and analysed to complement the quantitative data.

4.2 DATA ANALYSIS

Data analysis in both qualitative and quantitative research methods was discussed. The data gathered were interpreted. Insight is an important part of interpretation. It arises partly from getting an overview of clashing standpoints and views. Olsen, (2013: 56) asserts that to interpret is to re-present something in a way that delivers new meaning. She further emphasises that interpretation is a complex and subtle way of processing ones' data. Mere description is not enough for research findings (Olsen, 2012: 56). In writing up the findings, it is important for the researcher to revisit the research questions so as to check whether one has answers or is in line with what was aimed at, at the beginning of the study (Olsen 2012: 5).

4.3 QUANTITATIVE DATA

The following are the analysis and the interpretation of the data that were collected from the respondents through the use of questionnaires.

4.3.1 Response rate

One hundred and fifty questionnaires were administered to Foundation Phase teachers in primary schools in Mafikeng Area Office. One hundred and thirty seven questionnaires were

returned to the researcher. The other 13 questionnaires were not returned even though the researcher asked for them. Five Heads of Department (HODs) and five Foundation Phase teachers were interviewed in order to validate the quantitative data.

The tables and graphs below presented the findings to the questions relating to the perceptions of primary school teachers on the CAPS. The respondents were asked to respond to the questions posed with different statements. They were asked to respond whether they: - 1= strongly disagree; 2= disagree; 3= agree and 4= strongly agree.

4.3.2 Biographical and demographical data analysis of respondents and close ended questions

The tables below presented the gender of the respondents who teach in the Foundation Phase. One hundred and thirty seven participants responded to the questionnaires of which one hundred and fifty were distributed.

Table 4.1: Gender of respondents

Gender	Frequency	Percent
Male	6.0	4
Female	131.0	96
Total	137	100

Figure 4.1: Gender of Foundation Phase teachers

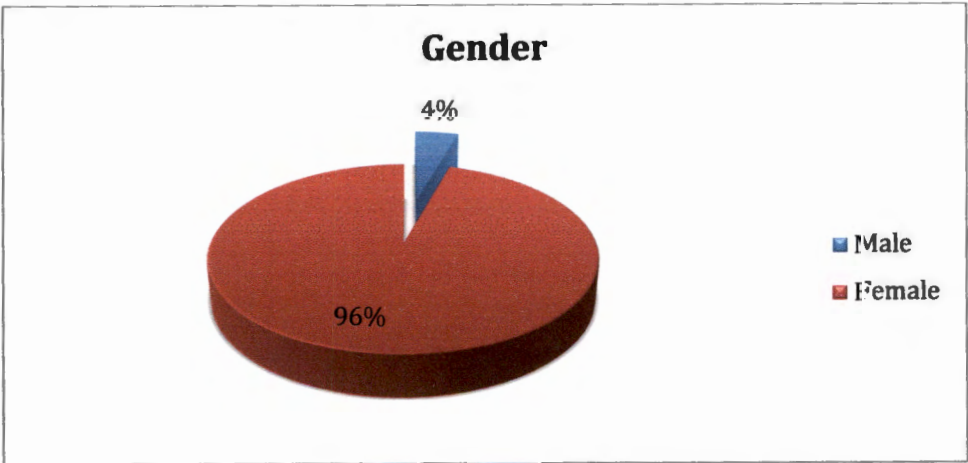


Table 4.1 and Figure 4.1 show that 4% of respondents are male teachers and that 96% are female teachers. This shows a huge difference in terms of teachers who teach in the

Foundation Phase as compared to other Phases like Intermediate or Senior Phases. The sample represents a higher population of female teachers in Foundation Phase classes.

Table 4.2: Age of respondents

Age	Frequency	Percent
23-29 years	5.0	3.6
30-34 years	6.0	4.4
35-39 years	12.0	8.8
40-44 years	21.0	15.3
45-49 years	30.0	21.9
50 years and above	63.0	46.0
Total	137	100

Figure 4.2: Age group of participants

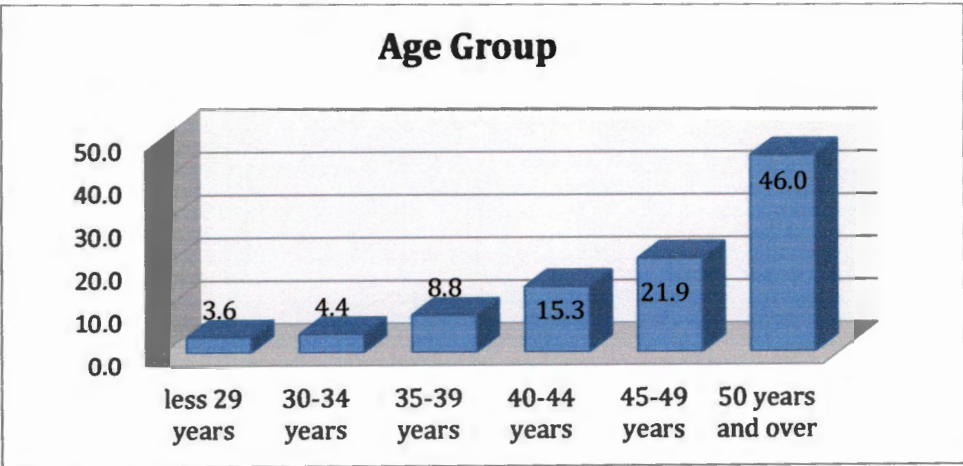


Table 4.2 and Figure 4.2 indicate that 46% of respondents are fifty years and over. 3.6% of respondents are less than 29 years of age. This gives a clear indication that most of the respondents who teach in the Foundation Phase are more matured and patient to work with small children.

Table 4.3: Location of sampled schools

Location of schools	Frequency	Percent
Rural	71.0	51.8
Urban	66.0	48.2

Total	137	100
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Figure 4.3: Location of sampled schools

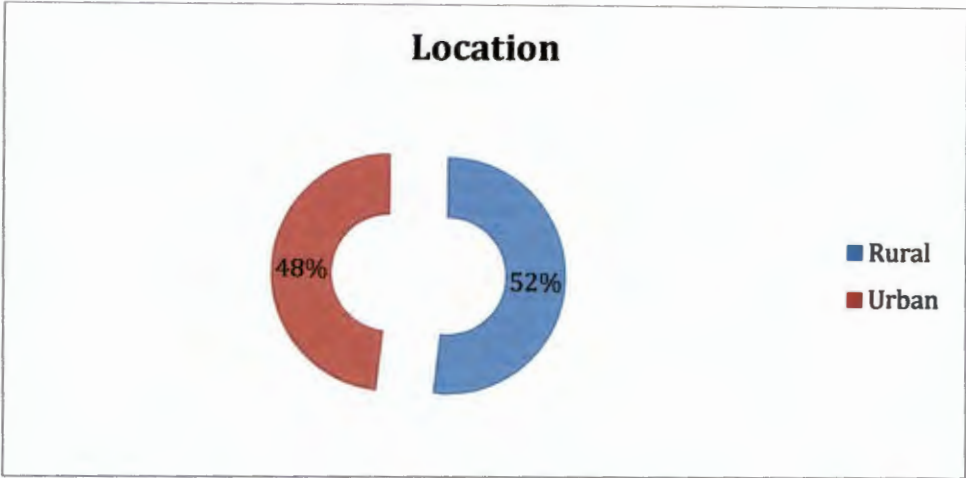


Table 4.3 and Figure 4.3 show that 52% of the respondents teach in rural areas against 48% of those who teach in urban areas. These findings indicate that most of the primary schools in Mafikeng Area office are situated in the rural areas.

Table 4.4: Subject taught by respondents

Subject taught	Frequency	Percent
Mathematics	26.0	19.0
Language	24.0	17.5
Both	87.0	63.5
Total	137.0	100.0

Figure 4.4: Subject taught by respondents

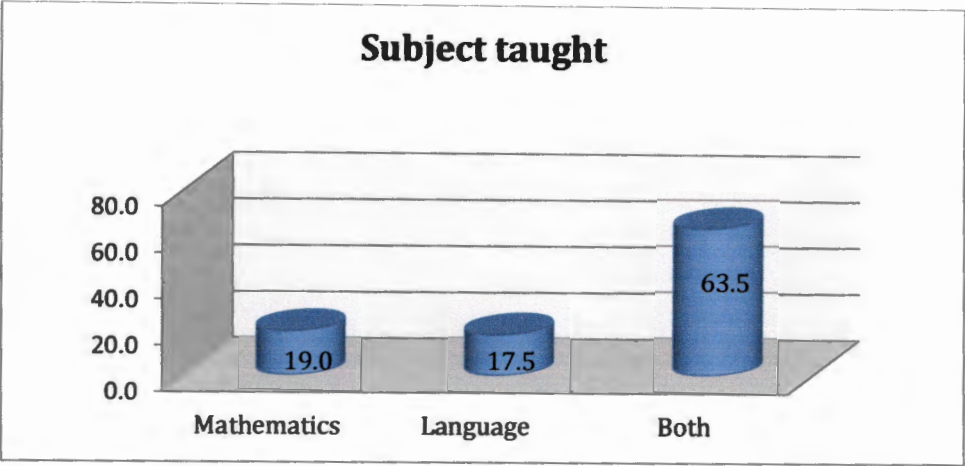


Table 4.4 and Figure 4.4 indicated that 19% of respondents taught Mathematics, 17.5 of them taught Languages whereas 63.5% of the population taught both Mathematics and Languages. The above percentages clearly show that most of the respondents taught both the subjects.

Table 4.5: Teaching experience of respondents

Teaching experience	Frequency	Percent
1-5 years	14.0	10.2
5-10 years	14.0	10.2
11-15 years	10.0	7.3
15-20 years	29.0	21.2
Over 20 years	70.0	51.1
Total	137.0	100

Figure 4.5: Teaching experience of respondents

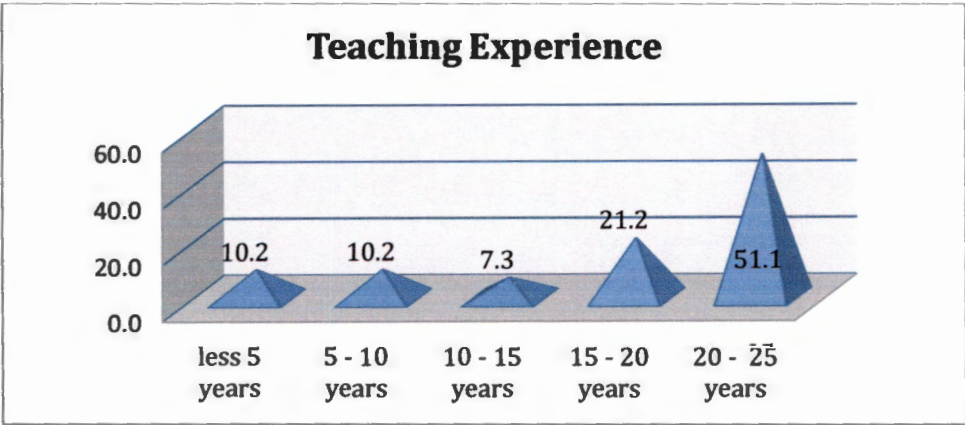


Table 4.5 and Figure 4.5 indicate that most of the respondents have over 20 years teaching experience. They are about 51%, to be exact. Only 10.2% have between 5-10 years of teaching experience. This is an indication that the teachers who were sampled for the study are experienced in teaching.

Table 4.6: Experience in teaching in the Foundation Phase

Experience in teaching in the Foundation Phase	Frequency	Percent
1-5 years	28.4	20.4
5-10 years	23.0	16.8
11-15 years	19.0	13.9
16-20 years	66.0	48.2
Over 20 years	1.0	0.7
Total	137	100

Figure 4.6: Experience in teaching in the Foundation Phase

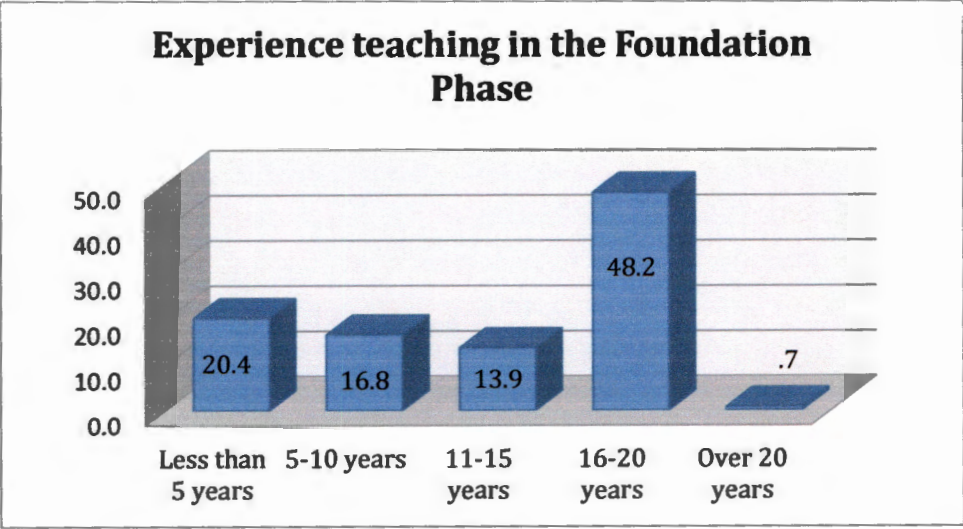


Table 4.6 and Figure 4.6 show the highest percentage of respondents who have 16-20 years' experience of teaching in the Foundation Phase. They make 48% of the total respondents. Point seven percent (.7%) of the respondents have over 20 years of experience in the Foundation Phase. This clearly shows that most of the respondents are highly experienced in teaching in the Foundation Phase.

Table 4.7: Experience of respondents in Teaching English

Experience in teaching English	Frequency	Percent
1-5 years	27.0	19.7
5-10 years	24.0	17.5
11-15 years	26.0	19.0
Above 15 years	60.0	43.8
Total	137	100

Figure 4.7: Experience of respondents in teaching English

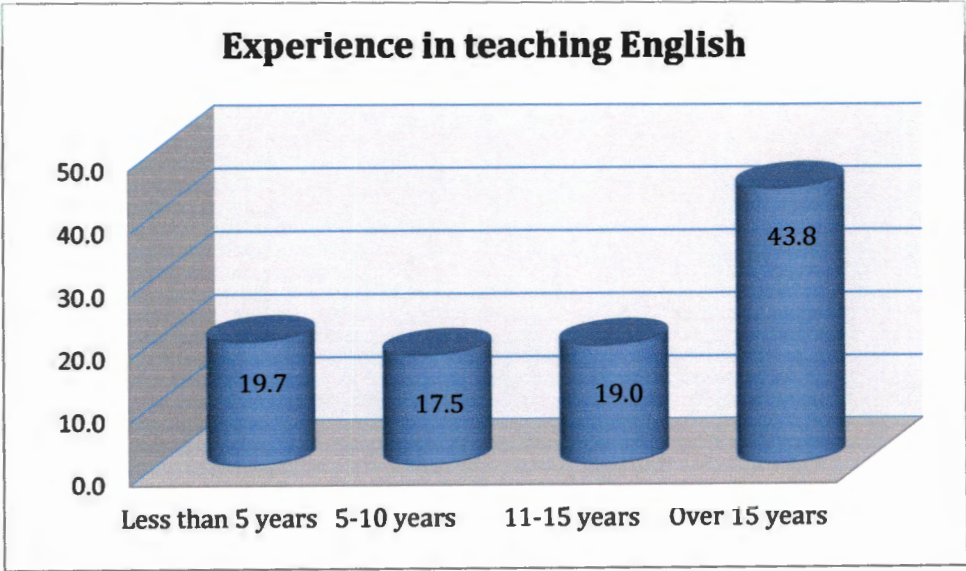


Table 4.7 and Figure 4.7 show the respondents’ experience of teaching English as a subject. Nineteen point seven percent (19.7%) of the population has less than 5 years’ experience of teaching English, 17.5% of them has 5-10 years’ experience, 19% has 11-15 years, whereas 43.8% of the respondents has over 15 years’ experience of teaching English. The percentages shown in Figure 7 clearly show that more than 40% of the respondents have over 15 years’ experience in teaching English.

Table 4.8: Experience of respondents in teaching Mathematics

Experience in teaching Mathematics	Frequency	Percent
1-5 years	31.0	22.6
5-10 years	22.0	16.1
11-15 years	21.0	15.3
Above 15 years	63.0	46.0

Figure 4.8: Experience of respondents in teaching Mathematics

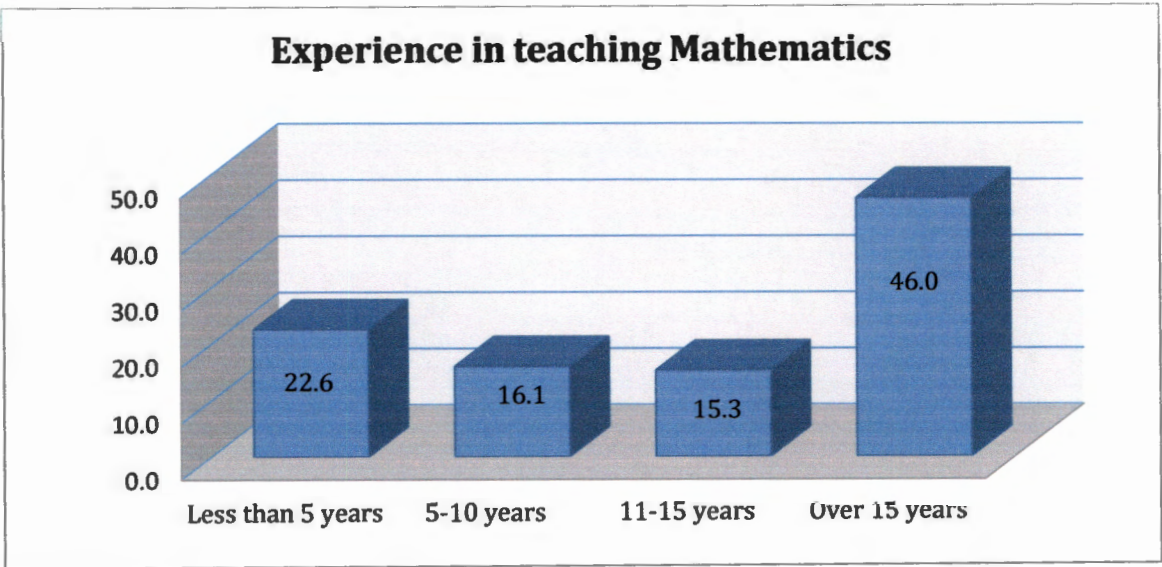


Table 4.8 and Figure 4.8 above show that 46% of respondents have over 15 years’ experience in teaching Mathematics. Fifteen point three percent (15.3%) have between 11-15 years’ experience. The statistics above clearly indicate that most of the respondents are experienced in teaching Mathematics.

Table 4.9: Highest Qualifications

Highest qualification	Frequency	Percent
Matric plus diploma	51.0	37.2
Bachelor's degree	40.0	29.2
Honour's degree	40.0	29.2
Master's degree	2.0	1.5
Other	4.0	2.9
Total	137.0	100.0

Figure 4.9: Highest qualifications of respondents

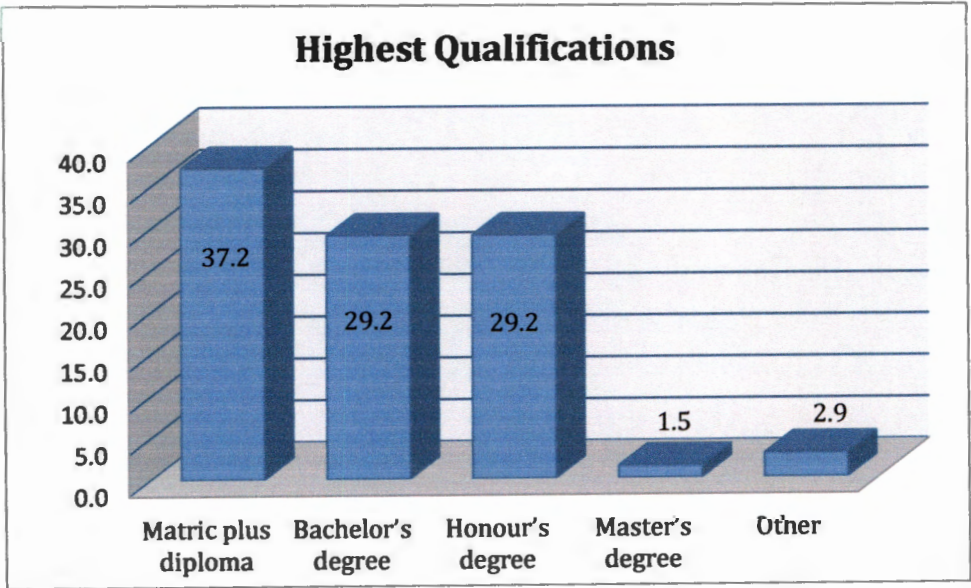
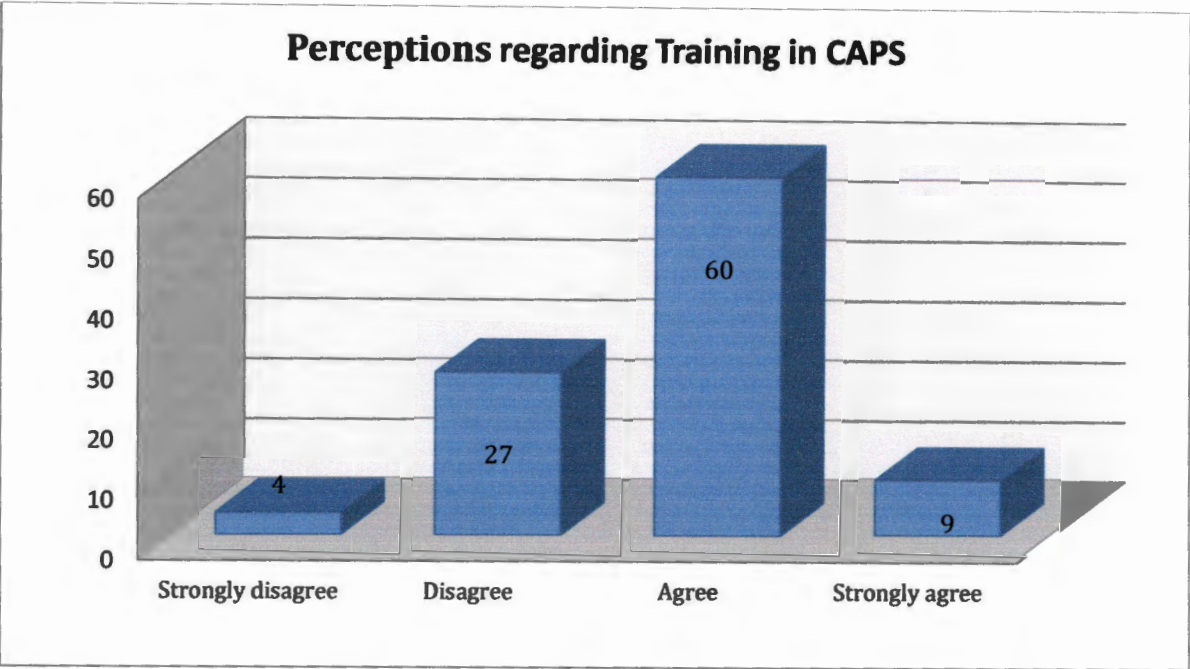


Table 4.9 and Figure 4.9 indicate that 37.2% of the sampled population have acquired diploma, whereas only 1.5% of the total population have Master's degree. 29.2% of the respondents have both Bachelor's and Honour's degrees. Close to 3% of the respondents have other qualifications, be it Advanced Certificate in Education (ACE) or PGCE. The information above clearly shows that many of the respondents at least have acquired some qualification.

Table 4.10: Perceptions regarding training in CAPS

STATEMENTS	SD	D	A	SA
1.1 Received thorough training before I attempted to implement CAPS.	10(7.3%)	37(27.0%)	75(54.7%)	15(10.9%)
1.2 The training I received helped me in understanding what CAPS entailed.	4(2.99%)	24(17.5%)	96(70.1%)	13(9.5%)
1.3 The time that was allocated for training of CAPS was enough to cover all aspects related to implementation.	30(21.9%)	66(48.2%)	31(22.6%)	10(7.3%)
1.4 My Subject Advisor and Head of Department give me the support I need in terms of the outcomes of training.	3(2.2%)	27(19.7%)	95(69.3%)	12(8.8%)
1.5 CAPS training helped me in terms of planning, teaching and assessing learners.	4(2.9%)	20(14.6%)	94(68.6%)	19(13.9%)
1.6 CAPS assisted in alleviating problems I face in my classroom.	10(7.3%)	50(36.5%)	70(51.1%)	7(5.1%)
1.7 I think I have key role in implementing recent curriculum changes.	4(2.9%)	29(21.2%)	94(68.6%)	10(7.3%)

Figure 4.10: Perceptions regarding training in CAPS



Item 1.1: I received thorough training before I attempted to implement CAPS

On this item only 7.3% of the respondents strongly disagreed that they received thorough training before they implemented CAPS. Fifty four point seven percent (54.7%) strongly agreed that they have received thorough training and are happy and satisfied with the training they received before the implementation of the new curriculum.

Item 1.2: The training I received helped me in understanding what CAPS entail

Two point nine percent (2.9%) of respondents strongly disagreed that the training they received helped them to understand what CAPS entailed whereas 17.5% disagreed with the statement above. An overwhelming 70.1% agreed that the training they have received helped them in understanding what CAPS entailed and 9.5% of the respondents strongly agreed with the statement. The responses clearly indicated that they came out of training with a better understanding of what CAPS entail.

Item 1.3: The time that was allocated for training of CAPS was enough to cover all aspects related to implementation

On this item, 21.9% of the respondents strongly disagreed that the time that was allocated for the training of CAPS was enough to cover all aspects related to implementation, whereas 48.2% disagreed with the statement. Twenty two point six percent (22.6%) of the respondents agreed with the statement and 7.3% of them strongly agreed. In the statement above, it shows that most teachers are not happy with the time that was allocated for the training because it did not help them in covering all aspects related to the implementation of CAPS. This implies that other aspects that were not covered during the training were implemented without understanding them and this may lead to low teacher efficacy as they will be doing what they think is right, not what they know for sure.

Item 1.4: My Subject Advisor and Head of Department (HOD) give me the support I need in terms of the outcomes of training

The statement above shows that 2.2% of respondents strongly disagreed that they received support from their Subject Advisors and HoDs. Sixty nine point three percent (69.3%) agreed with the statement and a few 8.8% of the respondents strongly agreed with the statement that is stated above. This is also an indication that the respondents were given the support they needed from their seniors post CAPS training.

Item 1.5: CAPS training helped me in terms of planning, teaching and assessing learners

On this statement, an overwhelming 68.6% of the respondents agreed that the training helped them in terms of planning, teaching and assessing the learners. Two point nine percent (2.9%) of the respondents strongly disagreed with the statement. The results above clearly show that the respondents are happy with the changes CAPS brought.

Item 1.6: CAPS assisted in alleviating problems I face in my classroom

The results in item six indicate that 7.3% of the respondents strongly disagree with the statement that CAPS have assisted them with alleviating the problem they encountered in the classroom, whereas 51.1% of them agreed with the statement. The results show that the respondents are positive with what CAPS has done for them and this increase the self-

efficacy of the respondents. 36.5% the respondents disagreed with the statement and 5.1% of them strongly agreed with the statement.

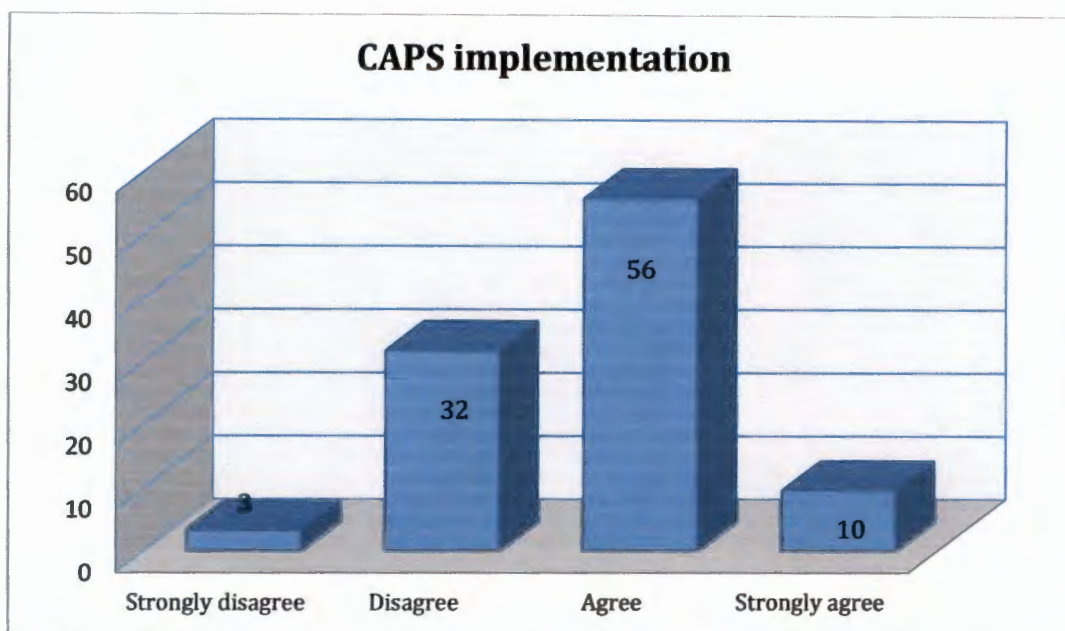
Item 1.7: I think I have a key role in implementing recent curriculum change

On this item, 7.3% of the respondents strongly agreed that they have the key role in implementing the recent curriculum change. Sixty eight point six percent (68.6%) of the respondents agreed with the statement whereas 2.9% of them strongly disagreed with the statement above. The results clearly indicate that respondents are positive with the role they play in implementing the curriculum change.

Table 4.11: CAPS implementation

STATEMENTS	SD	D	A	SA
2.1 I am able to implement CAPS in the classroom.	0(0%)	13(9.5%)	104(75.9%)	20(14.6%)
2.2 The change of curriculum has a positive influence on my teaching.	10(7.3%)	35(25.5%)	80(58.4%)	12(8.8%)
2.3 I have the ability to encourage, guide and support learners on the change of the curriculum.	2(1.5%)	16(11.7%)	102(74.5%)	17(12.4%)
2.4 I am self-motivated in implementing CAPS to an extent that it influences other teachers positively.	2(1.5%)	34(24.8%)	87(63.5%)	14(10.2%)
2.5 The repackaging of CAPS document into a single comprehensive and concise curriculum provides me with what is expected of me.	4(2.9%)	35(25.5%)	91(66.4%)	7(5.1%)
2.6 Even if teachers are overloaded, they are able to implement the new ideas.	8(5.8%)	37(27.0%)	82(59.9%)	10(7.3%)

Figure 4.11: Summary of CAPS implementation



Item 2.1: I am able to implement CAPS in the classroom

Seventy five point nine percent (75.9%) of respondents agreed with the statement that they are able to implement CAPS in the classroom, whereas 14.6% of them strongly disagreed with the statement. This is an indication that the training that the respondents received enabled them to implement CAPS in the classroom. Only 9.5% of the respondents disagreed with the statement above since none of them (0.0%) strongly disagreed. This indicates that it is only a few of them who are unable to implement CAPS.

Item 2.2: The change of curriculum has a positive influence on my teaching

On this item, 7.3% of the respondents strongly disagreed with the statement, whereas 25.5% of them disagreed with the statement. On the other hand, 58.4% of the respondents agreed and 8.8% strongly disagreed with the statement above. This clearly shows that respondents are happy with the way the new curriculum has been changed.

Item 2.3: I have the ability to encourage, guide and support learners on the change of the curriculum

The responses on this item give an indication that most of the teachers are able to encourage, guide and support learners on curriculum change. A percentage of 74.5 agreed with the

statement and 12.4% of them strongly agreed. A small percentage of 1.5 and 11.7 of the participants strongly disagreed and disagreed with the statement.

Item 2.4: I am self-motivated in implementing CAPS to an extent that it influences other teachers positively

A satisfying 63.5% of the respondents agreed with the statement above and 10.2% strongly agreed. 1.5% strongly disagreed and 24.8% disagreed with the statement. This is also an indication that the respondents are taking it upon themselves to implement CAPS in such a way that it influences their colleagues positively.

Item 2.5: The repackaging of CAPS document into a single comprehensive and concise curriculum provides me with what is expected of me

The statement on this item shows that 2.9% of respondents strongly disagreed with the statement whereas 25.5% disagreed with the statement. On the other hand, 66.4% of them agreed with the statement and 5.1% strongly agreed. The results clearly suggest that the way CAPS document is packaged; it gives the respondents what is really expected of them to do when implementing the curriculum.

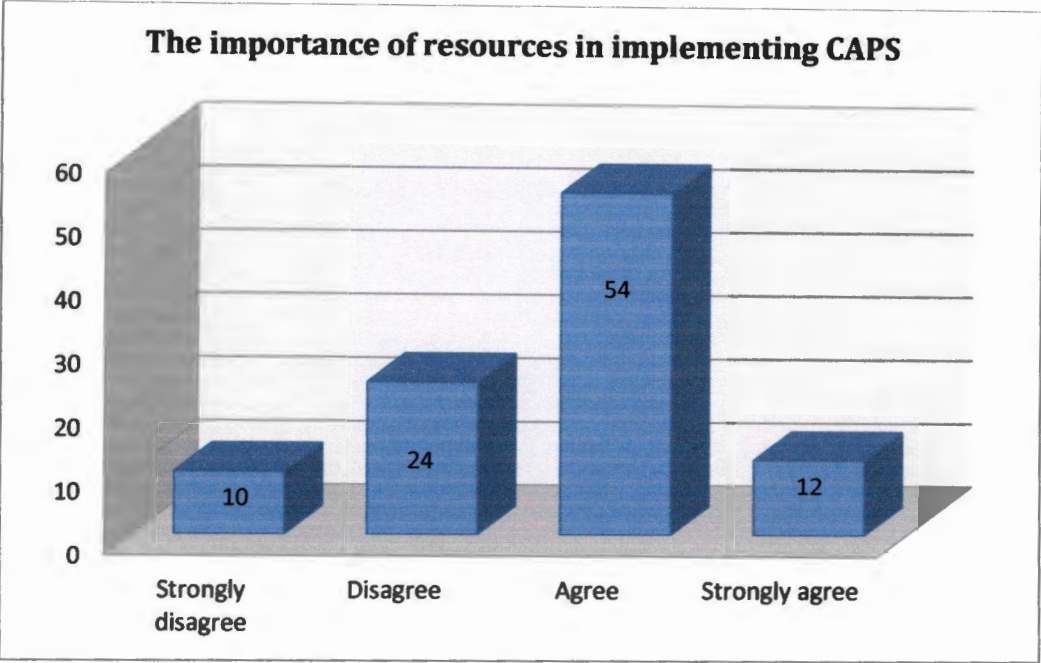
Item 2.6: Even if teachers are overloaded, they are able to implement the new ideas

On this item, 5.8% of the respondents strongly disagreed with the statement and 27.0% disagreed. A percentage of 59.9% of them agreed with the statement that even if they are overloaded with work, the respondents agreed that they are able to implement new ideas. 7.3% of them strongly agreed with the statement. This means that the workload that respondents have do not hamper their implementation of new ideas.

Table 4.12: Importance of resources in implementing CAPS

STATEMENTS	SD	D	A	SA
3.1 Textbooks and workbooks were distributed timeously in my school.	8(5.8%)	27(19.7%)	72(52.6%)	30(21.9%)
3.2 Textbooks are effective tools to deliver the curriculum and support assessment.	3(2.2%)	17(12.4%)	88(64.2%)	29(21.2%)
3.3 Sufficient time is allocated in the subjects I teach.	7(5.1%)	35(25.5%)	85(62.0%)	10(7.3%)
3.4 Teachers, as human resource, are allocated according to learner teacher ratios in my school.	35(25.5%)	39(28.5%)	56(40.9%)	7(5.1%)
3.5 There are enough proper educational tools that help me to implement the new curriculum.	15(10.9%)	47(34.3%)	69(50.4%)	6(4.4%)

Figure 4.12: The summary of importance of resources in implementing CAPS



Item 3.1: Textbooks and workbooks were distributed timeously in my school

According to the findings, the majority of the respondents, 74.5% (52.6% and 21.9%) agreed that textbooks and workbooks were distributed on time in their respective schools. On the other hand, 25.5% (5.8% and 19.7%) disagreed with the statement above. The results indicated that some schools did not have a challenge of late distribution of textbooks and workbooks.

Item 3.2: Textbooks are effective tools to deliver the curriculum and support assessment

On this item, a vast minority of the respondents, 14.6% (2.2% and 12.4%) disagreed with the statement above, but on the other hand a vast majority, 85.4% (64.2 and 14.6%) agreed with the statement that textbooks are effective tools to deliver curriculum and support assessment. The findings show that textbooks are still regarded as one of the effective tools to be used in the classroom.

Item 3.3: Sufficient time is allocated in the subjects I teach

The findings on this item show that 5.1% and 25.5% (30.6%) of the respondents disagreed with the statement that sufficient time is allocated in the subjects they teach, whereas a

majority of the respondents, 69.3% (5.1% and 25.5%) agreed with the statement above. These findings indicate the importance of time in teaching as a resource, and learning.

Item 3.4: Teachers, as human resources, are allocated according to teacher-learner ratios in my school

The statement above indicates a slight difference in terms of the responses that had been given by the participants. This time, 54% (25.5% and 28.5%) of the respondents disagreed with the statement that teachers as human resources are allocated according to teacher learner ratios whereas 46% (40.9% and 5.1%) agreed with the statement. This is an indication that some teachers are teaching more than the required number of learners in the classroom. Classrooms may be overcrowded and overcrowding in classes is one of the contextual factors that may end up lowering teacher efficacy.

Item 3.5: There are enough proper educational tools that help me to implement the new curriculum

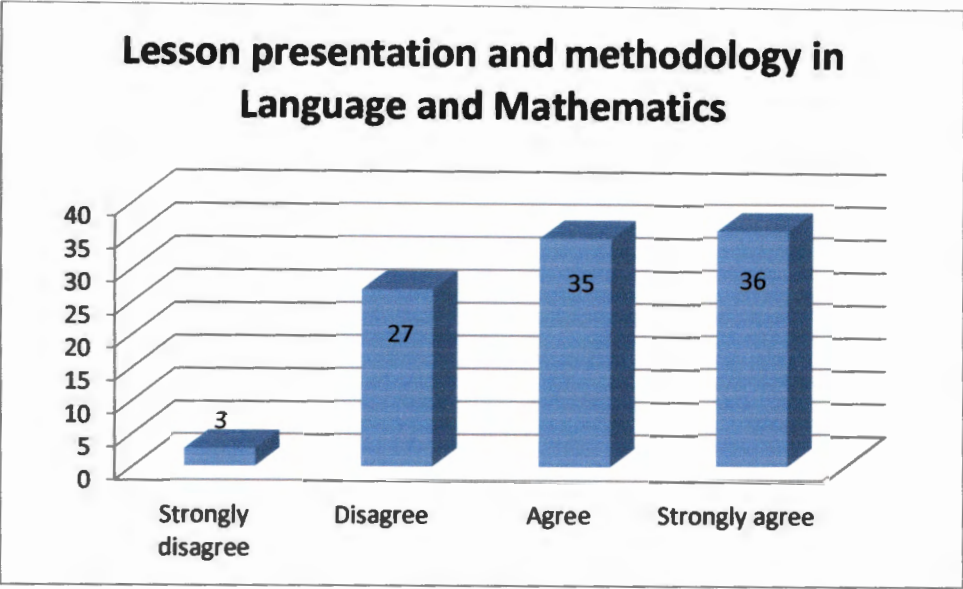
The findings on this item indicate that 10.9% of the respondents strongly disagreed with the statement above and 34.3% of them disagreed, totalling to 45% of them. Those who agreed with the statement ranged from 50.4% and 4.4%, which gives the total percentage of 54.8. This shows that much has to be done by the Department of Basic Education to provide teachers with the proper educational tools to implement the new curriculum.

The statements in table in 4.3.12 clearly show that resources are important tools to be used for the success of the implementation of the new curriculum. The graph summarises the responses of the participants in all the five questions. The results show that 34% (10% and 24%) of them disagreed with the statements in the table above, whereas 66% (54% and 12%) of them agreed with the statement that the resources are important in the implementation of CAPS.

Table 4.13: Lesson presentation and methodology in Language and Mathematics

STATEMENTS	SD	D	A	SA
4.1 Learners emerge with confidence and understand some concepts in Mathematics.	4(2.9%)	27(19.7%)	97(70.8%)	9(6.6%)
4.2 Teaching Mathematics in the Foundation Phase relies on the use of concrete equipment such as counters.	0(0%)	6(4.4%)	85(62.0%)	46(33.6%)
4.3 Mathematics is the most difficult and challenging subject.	17(12.4%)	48(35.0%)	55(40.1%)	17(12.4%)
4.4 I apply different teaching methods and strategies to reach my learners.	0(0%)	2(1.5%)	91(66.4%)	44(32.1%)
4.5 I am able to connect previous lesson to the current lesson.	1(0.7%)	4(2.9%)	92(67.2%)	40(29.2%)
4.6 I am capable of implementing CAPS in my classroom.	1(0.7%)	15(10.9%)	107(78.1%)	14(10.2%)
4.7 I plan the lesson according to the recent curriculum change.	0(0%)	5(3.6%)	98(71.5%)	34(24.8%)

Figure 4.13: The summary of responses on lesson presentation and methodology in Language and Mathematics



Item 4.1: Learners emerge with confidence and understand some concepts in Mathematics

A minor 2.9% of the respondents strongly disagreed with the statement in item 4.1. 19.7% of them disagreed that learners emerge confident and have an understanding of some of the concepts in Mathematics. A majority of the respondents, 77.4% (70.8% and 6.6%) agreed with the statement. These results indicate that teachers are doing a good job of making sure that the learners emerge confident in understanding some of the mathematical concepts.

Item 4.2: Teaching Mathematics in the Foundation Phase rely on the use of concrete equipment such as counters

Only 4.4% of the respondents disagreed with the statement above. The vast majority of teachers in the Foundation Phase rely on the use of concrete equipment such as counters. The findings are a clear indication that counting is an important skill that the learners have to gain.

Item 4.3: Mathematics is the most difficult and challenging subject

From the responses above, there is an indication that 47.4% (12.4% and 35.0%) of the participants disagreed that Mathematics is the most difficult and challenging subject. More than half of them, 52.5% (40.1% and 12.4%) agreed with the statement that is uttered above

in item 4.3 above. This is a worrying factor if there are still people, especially teachers, who still think that Mathematics is difficult and challenging. The findings need to be looked at by those who are experts in the subjects to come up with intervention strategies that will work for both the teacher and the learner.

Item 4.4: I apply different teaching methods and strategies to reach my learners

There was an overwhelming response on the statement above. 98.5% of the participants agreed and 1.5% of them disagreed with the statement. There is an indication most of the respondents use different teaching methodologies and strategies to reach their learners.

Item 4.5: I am able to connect previous lesson to the current level

The findings on the item above indicate a huge difference in the responses. Only 3.6% of the respondents disagreed with the statement whereas 96.4% agreed with the statement that they are able to connect the previous lesson with the current one. This means that the respondents prepare their lessons before they attempt to teach the learners.

Item 4.6: I am capable of implementing CAPS in my classroom

The item above indicate that 0.7% and 10.9% (11.6%) disagreed with the statement above, while 88.3% (78.1 and 10.2%) of them agreed with the statement on item 4.6 respectively. The findings indicate that most of the respondents are capable of implementing the new curriculum in the classroom.

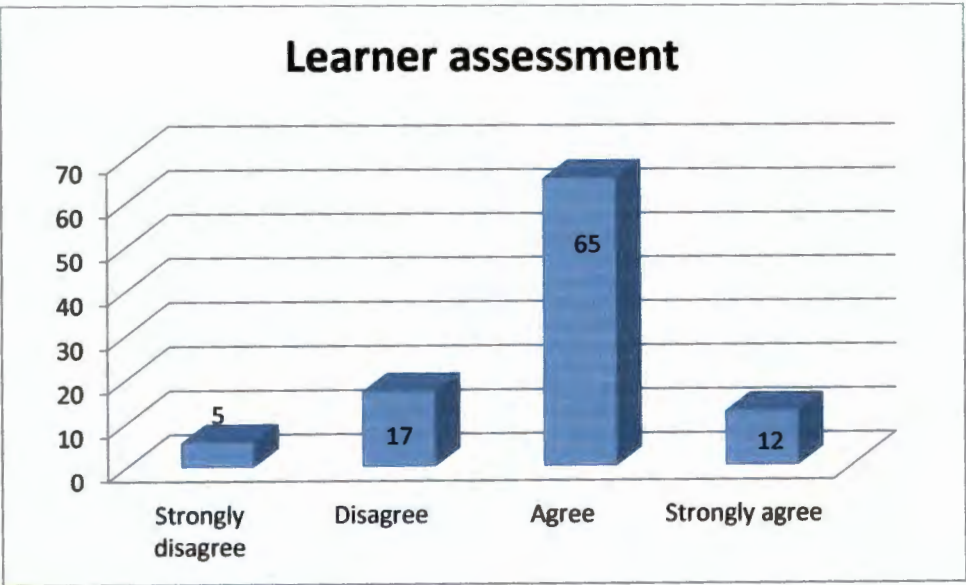
Item 4.7: I plan the lesson according to the recent curriculum change

Accordingly, the majority of respondents, 96.3% (71.5% and 24.8%) agreed that they plan the lesson according to the new policy. A minority of 3.6% of the respondents disagreed with the statement. Again there is a clear indication that the respondents are implementing the change that has been introduced.

Table 4.14: Learner assessment

STATEMENTS	SD	D	A	SA
5.1 Annual National Assessment is helpful in improving Mathematics and English subjects.	10(7.3%)	24(17.5%)	91(67.1%)	11(8.0%)
5.2 Learners are performing at the expected levels of competency globally.	14(10.2%)	58(42.3%)	58(42.3%)	7(5.1%)
5.3 I use different assessment techniques in my lessons.	1(0.7%)	3(2.2%)	106(77.4%)	27(19.7%)
5.4 Assessing learner's language skills is a crucial aspect of work in schools.	5(3.6%)	8(5.8%)	102(74.4%)	22(16.1%)

Figure 4.14: The summary of learner assessment



Item 5.1: Annual National Assessment is helpful in improving Mathematics and English subjects

According to the statement above, 7.3% of respondents strongly disagreed with the statement that ANA is helpful in improving performance in Mathematics and English. 17.5% of them indicated that they disagree with the statement. 75.1% (67.1% and 8.0%) of the remaining respondents agreed with the statement above.

Item 5.2: Learners are performing at the expected levels of competency globally

The findings show that 52.5% (10.25 and 42.3%) of the respondents disagreed with the statement above. On the other hand, 47.4% (42.35 and 5.1%) of them agreed with the statement that the learners are performing at the expected levels globally. This is an indication that much has to be done in terms of learner competency globally. Will our learners be able to fit in or compete with other countries and perform at the expected levels? This remains to be seen, because right now, as the literature confirms, our country is not doing well in terms of international assessments it has taken part in, for example, TIMMS (page 37).

Item 5.3: I use different techniques in my lessons

A minority 2.9% of respondents disagreed with the statement above and a majority of 97.1% (77.4% and 19.7%) of them agreed with the statement that different techniques are used in the lessons. The findings indicate that respondents are still in the right track considering the change in the curriculum.

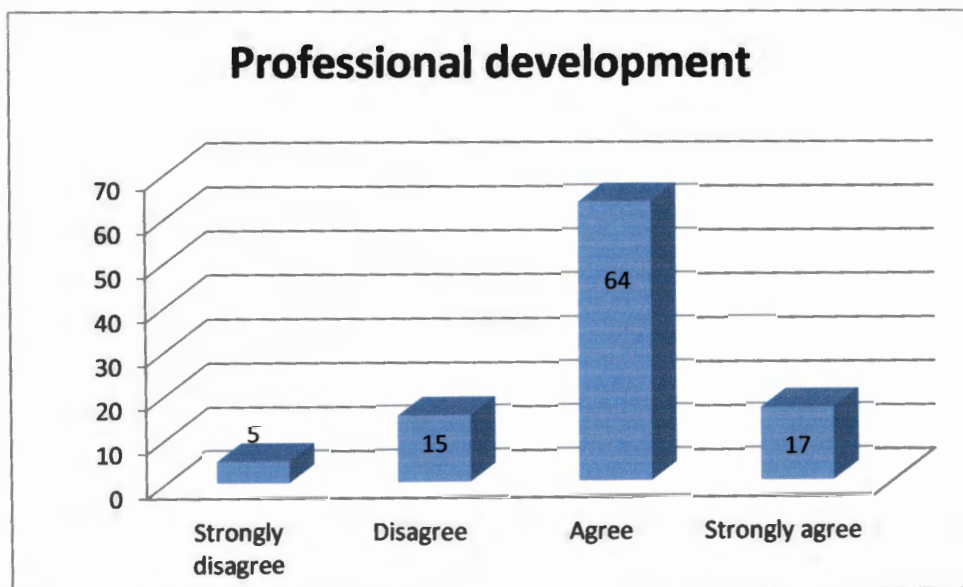
Item 5.4: Assessing learners' language skills is a crucial aspect of work in schools

The findings clearly indicate that few respondents disagreed with the statement that assessing learners' language skills is a crucial aspect of work in the school. This shows that only 9.4% (3.6% and 5.8%) of respondents do not assess learners' language skills and an overwhelming 90.5% (74.4% and 16.1%) clearly assess these important skills.

Table 4.15: Professional Development

STATEMENTS	SD	D	A	SA
6.1 I need enough time to develop my own understanding of English and Mathematics.	8(5.8%)	21(15.3%)	88(64.2%)	20(14.6%)
6.2 I need to acquire new knowledge and additional skills in teaching English and Mathematics.	5(3.6%)	15(10.9%)	90(65.7%)	27(19.7%)
6.3 In-service training provides me with fresh and relevant information for curriculum implementation	7(5.1%)	15(10.9%)	90(65.7%)	27(19.7%)

Figure 4.15: The summary of professional development



Item 6.1: I need enough time to develop my own understanding of English and Mathematics

The findings under this item show that 5.8% of the respondents strongly disagreed with the statement above. Fifteen point three percent (15.3%) disagreed, totalling to 21.1% of those who do not need enough time to develop their own understanding of both English and

Mathematics. A majority of the respondents agreed that they need enough time to develop an understanding of the two subjects mentioned above, totalling to 78.8% (64.2% and 14.6%) of them. The responses above clearly indicate that teachers are long life learners as they need to continue to develop themselves in terms of teaching these core subjects.

Item 6.2: I need to acquire new knowledge and additional skills in teaching English and Mathematics

The results on this item also indicate the different responses. A percentage of 14.5 (3.6% and 10.9%) did not agree with the statement above. Their responses clearly indicate that they are happy with the skills they have even though there are changes that need to be looked at. It looks like they do not bother to acquire the additional knowledge and skills required in teaching Language and Mathematics. They do not need new skills. One may assume that the knowledge and skills that they have are still working for them. On the other hand, 65.7% and 19.7% (85.4%) of the respondents agreed that they need to acquire the new knowledge and additional skills to be able to teach English and Mathematics.

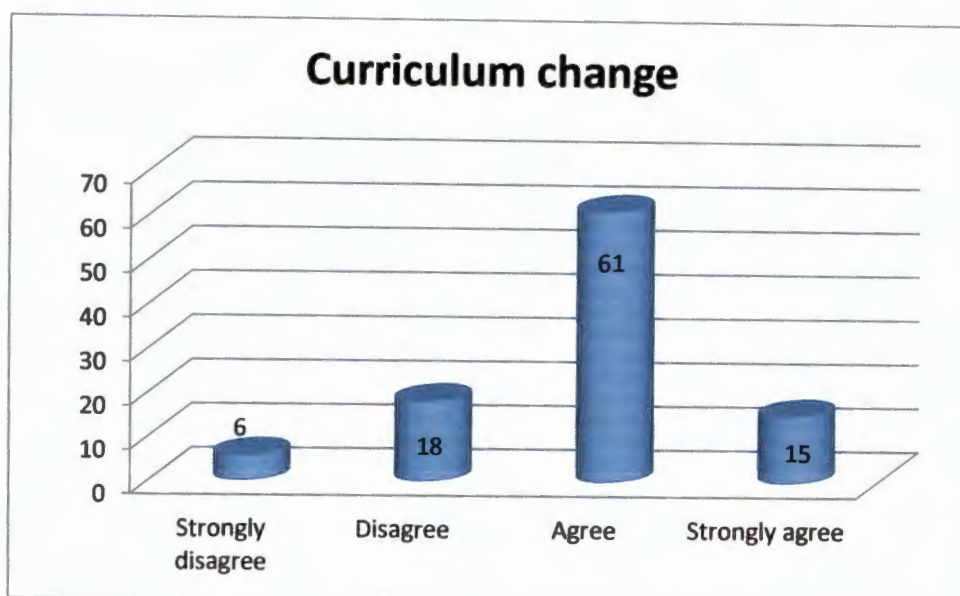
Item 6.3: In-service training provides me with fresh and relevant information for curriculum implementation

The findings on this item show that 16% (5.1% and 10.9%) of the respondents disagreed with the statement that in-service training provide them with the recent information for curriculum implementation. A majority of 85.4% (65.7% and 19.7%) agreed with the statement. The results prove that indeed in-service training is crucial for the implementation of change.

Table 4.16: Curriculum change

STATEMENTS	SD	D	A	SA
7.1 I was involved in the process of curriculum change.	25(18.2%)	33(24.1%)	75(54.7%)	4(2.9%)
7.2 The new curriculum was imposed on me.	7(5.1%)	34(24.8%)	82(59.9%)	14(10.2%)
7.3 I am adequately equipped to implement the change in curriculum.	6(4.4%)	39(28.5%)	84(61.3%)	8(5.8%)
7.4 The new curriculum requires me to learn new skills and competencies.	2(1.5%)	7(5.1%)	108(78.8%)	20(14.6%)
7.5 Curriculum change involves improving what is being done in the classroom.	4(2.9%)	14(10.2%)	90(65.7%)	29(21.2%)
7.6 To implement change, I must be clear of the purpose, nature and contents of the curriculum.	1(0.7%)	2(1.5%)	97(70.8%)	37(27.0%)
7.7 Implementation of the new curriculum means more work for teachers.	5(3.6%)	22(16.1%)	53(38.7%)	57(41.6%)
7.8 Curriculum implementation is the most exciting phase of the curriculum development.	13(9.5%)	42(30.7%)	78(56.8%)	4(2.9%)
7.9 Change benefits the school.	6(4.4%)	33(24.1%)	84(61.3%)	14(10.2%)
7.10 I always support new ideas. I find most changes to be pleasing.	7(5.1%)	22(16.1%)	88(64.2%)	20(14.6%)

Figure 4.16: Curriculum change



Item 7.1: I was involved in the process of curriculum change

The results on the item above show that 42% (18.2% and 24.1%) of the respondents disagreed with the statement that they were involved in the process of curriculum change. The other respondents, 57.6% (54.7% and 2.9%) totally agreed with the statement. This indicates that teachers were consulted during the process of change. The new curriculum did not come as a surprise to them.

Item 7.2: The new curriculum was imposed on me.

Twenty nine point nine percent (5.15 and 24.8%) of the respondents disagreed with the statement that the new curriculum was imposed on them. 70.1% (59.9% and 10.2%) agreed that CAPS was imposed on them. The findings on this item contradict the responses on item 7.1.

Item 7.3: I am adequately equipped to implement the change in curriculum.

A minority of the respondents, 32.9% (4.4% and 28.5%) disagreed that they are adequately equipped to implement the change in curriculum. Accordingly, a majority of them, 67.1% (61.3% and 5.8%) agreed with the statement. This is an indication that the Department of Basic Education equipped the teachers with the teachers with the necessary information to implement change in curriculum. This was done through the facilitators during CAPS training.

Item 7.4: The new curriculum requires me to learn new skills and competencies.

On this item, 6.6% (1.5% and 5.1%) of the respondents disagreed with the statement above whereas an overwhelming 93.4% (78.8% and 14.6%) of them agreed that they need to learn new skills and competencies as the requirements of the new curriculum. This shows that teachers are keen to learn more in order to implement what they understand.

Item 7.5: Curriculum change involves improving what is being done in the classroom.

The findings on this item show that 13.1% (2.9% and 10.2%) of respondents disagreed with the statement that curriculum change is about improving what is being done in the classroom. Those who agreed with the statement are 86.9% (65.7% and 21.2%) more than those who disagreed. It is assumed that most of the respondents clearly understand that curriculum revamp is important in the classroom.

Item 7.6: To implement change, I must be clear of the purpose, nature and contents of the curriculum.

There is a very low response in terms of the statement above. Only 2.2% (0.7% and 1.5%) of respondents disagreed with the statement. A majority of respondents 97.2% (70.8% and 27.0%) unanimously agreed that in order to implement change, one must be clear of the purpose, nature and contents of the curriculum.

Item 7.7: Implementation of the new curriculum means more work for teachers.

According to the findings; the majority (80.3%) of the respondents indicated that the implementation of the new curriculum means more work for teachers. The other respondents; 3.6% and 16.1% (19.7%) disagreed that the implementation of the new curriculum means more work for teachers. The literature has revealed that there is a lot of paper work, even though the Minister of Education has indicated that they tried to reduce paperwork in the new curriculum.

Item 7.8: Curriculum implementation is the most exciting phase of the curriculum development.

The findings on this item show that 40.2% (9.5% and 30.7%) of the respondents indicated that they disagreed with statement, whereas 59.7% (56.8% and 2.9%) agreed that curriculum

implementation is an exciting phase of curriculum development. The findings are a mixture of feelings because it is not everybody who likes change. Others may give change a chance whilst the others may ignore it but at the end change has to be implemented.

Item 7.9: Change benefits the school.

A very low 4.4% of the respondents strongly disagreed with the statement and 24.1% of them disagreed with the statement. That makes a total of 28.5% of those who disagreed that change benefits the school. The majority of 71.5% agreed that change benefits the school.

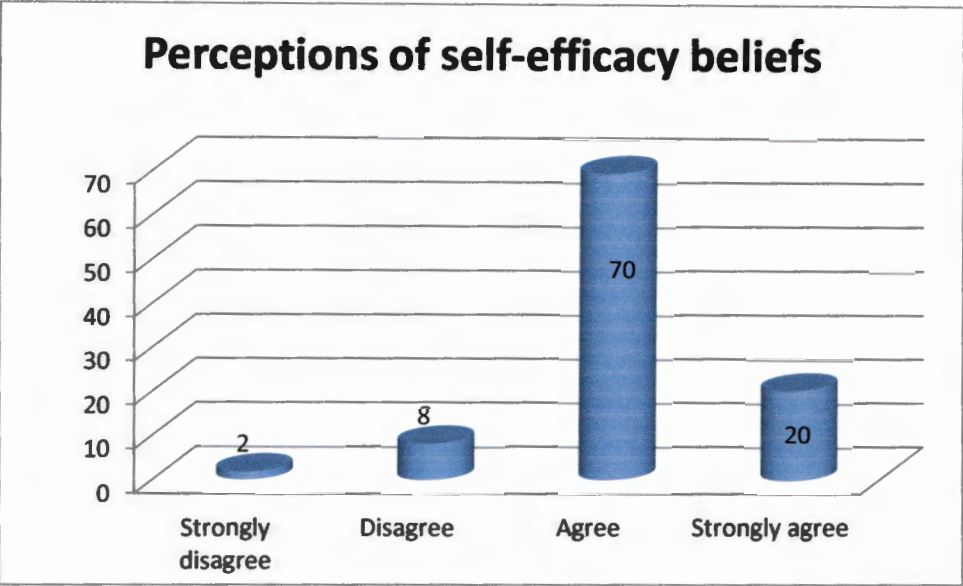
Item 7.10: I always support new ideas. I find most changes to be pleasing.

On item 7.10, the respondents (78.8%) agreed that they support new ideas and that they find changes to be pleasing. The other 21.2% disagreed with the statement. The vast majority of the respondents are for the idea that change is for the better.

Table 4.17: Perceptions of self-efficacy beliefs

STATEMENTS	SD	D	A	SA
8.1 I am capable of producing and attaining desired outcomes in the classroom.	2(1.5%)	11(8.0%)	107(78.1%)	17(12.4%)
8.2 I exercise personal control over my behaviour, thinking and emotions.	2(1.5%)	9(6.6%)	104(75.9%)	22(16.1%)
8.3 I persist in situations that fail me.	5(3.6%)	29(21.2%)	87(63.5%)	16(11.7%)
8.4 I am open to new ideas and willing to experiment new methods to better meet the needs of the learners.	1(0.7%)	4(2.9%)	89(65.0%)	43(31.4%)
8.5 I am a powerful influence on the learners' achievements.	2(1.5%)	3(2.2%)	90(65.7%)	42(30.7%)

Figure 4.17: Perceptions of self-efficacy beliefs



Item 8.1: I am capable of producing and attaining desired outcomes in the classroom.

The findings on the item above indicate that 9.5% (1.5% and 8.0%) of the respondents disagreed that they are capable of producing and attaining desired outcomes in the classroom. On the other hand, 90.5% (78.1% and 12.4%) agreed with the statement above. There is an indication that most of them are positive about attaining desired outcomes.

Item 8.2: I exercise personal control over my behaviour, thinking and emotions

The vast majority of respondents, 92.0% (75.9% and 16.1%) agreed that they exercise personal control over their behaviours, thinking and emotions. A low 8.1% (1.5% and 6.6%) of respondents disagreed. This means that they are unable to control their emotions while teaching or implementing change.

Item 8.3: I persist in situations that fail me

The findings under this item indicate that 24.8% (3.6% and 3.6%) of respondents disagree with the statement whereas 75.2% (63.5% and 11.7%) agreed that they persist in situations that fail them. This may mean that teachers, despite of the curriculum challenges, continue to do the right things.

Item 8.4: I am open to new ideas and willing to experiment new methods to better meet the needs of the learners

The responses on this item indicate that 3.6% (0.7% and 2.9%) of participants disagreed with the statement and on the other hand, 96.4% (65.0% and 31.4%) of them agreed with the statement that they are open to new ideas and willing to experiment new ideas for the betterment of learners' needs. The findings may mean that teachers are up to change, especially if the change brings developments.

Item 8.5: I am a powerful influence on the learners' achievements

The item above indicate that 3.7% (1.5% and 2.2%) of the respondents disagreed with the statement that they are a powerful influence on the learners' achievements and an overwhelming 96.4% (65.7% and 30.7%) agreed with the statement. This is an indication that the teachers are striving for their learners' achievements by influencing them in a positive manner.

4.4 QUALITATIVE DATA

The following are the responses that emanated from the open ended questions from the questionnaires and the interviews that were conducted.

4.4.1 Open ended questions

In this section, the respondents were free to express their own ideas, thoughts and feelings. The participants' responses were summarised below. The following were the questions asked:

4.4.1.1 What elements of NCS and CAPS do you think are similar and why?

Most of the respondents agreed that:

- NCS and CAPS are similar in the sense that both of them have a lot of paper work.
- The Critical and Developmental Outcomes are the same because they envisage learners who are able to identify and solve problems, make decisions using creative and critical thinking. The Critical and Developmental Outcomes are infused in the content.
- The content, methods and strategies are similar.
- Lesson planning and presentation, and Programme of Assessment are the same.
- Continuous Assessment, learner centred approach and teaching methods.

- Both focus on assessing learners than teaching.
- Assessment tools, too much administrative work.

Summary of responses

Responses which emanated from qualitative data confirmed that there was a relationship between the responses and what emanated from the literature review. The respondents indicated the elements which were similar between the current curriculum (CAPS) and the previous curriculum (NCS). This was evident in the statement that was uttered by the Minister of Basic Education whereby she indicated that CAPS was introduced to strengthen NCS in the sense that all the things that worked well in NCS were incorporated in the new curriculum, meaning that CAPS was modified to be accessible to teachers (Page 29). In simple terms one may say that NCS was amended.

4.4.1.2 What elements of NCS and CAPS are different and why?

The following are the synopsis of the common responses:

- In CAPS written exercises has been reduced but there is still a lot of paper work. For example, learners' work has been reduced and teachers have a lot of writing to do. There is little time to teach and too much paper work.
- NCS had Learning Outcomes whereas CAPS have Specific Aims.
- In NCS there were Assessment Standards, Learning Outcomes and integration.
- The rating scales in CAPS are seven point scales from the Foundation Phase whereas in NCS a four point scale was used.
- In CAPS, time allocation in Languages and Mathematics has changed and is stipulated in the policy. The policy is specific about what one is supposed to do at a specific time.
- There are no Learning Outcomes in CAPS but content focus is broadened. Question papers are too high for learners' capabilities.
- Number of tasks is different.
- Curriculum and Assessment Policy Statement (CAPS) is more simplified and well-arranged than NCS.
- Lesson plans were informed by Learning Outcomes (LOs) in NCS and in CAPS they are informed by components.

- The terminology has changed but the content is the same. For example, in NCS learning areas were used but in CAPS the term subject is being used.
- In CAPS the content areas have general and specific aims which refer to content knowledge and assessment tools.
- Learner pace is not recognised in CAPS than in NCS.
- There is in-depth breakdown of number of weeks, hours and lessons in CAPS.
- First Additional Language has been introduced in the Foundation Phase (Grades 1-3) under CAPS whereas in NCS FAL was introduced from Grade 4 (Intermediate Phase).
- In NCS the focus was on knowledge and skills and in CAPS the focus is on content knowledge skills.
- In CAPS the topic of the lesson is prescribed whereas in NCS the teacher used to choose the topic he/she wished to teach.
- In CAPS the subjects are reduced in the Foundation Phase. They are six, whereas in NCS in the Foundation Phase the learning areas were nine.
- In CAPS Mathematics (counting) and reading (Languages) are emphasised.

Summary of responses

The responses in this item were almost the same as the responses given in the previous question. The only difference is that respondents indicated the difference between the NCS and CAPS. Even in this item the respondents were able to identify those differences. The elements which were challenging in terms of implementation were phased out and the respondents were able to detect those differences. Too much workload was one of the factors that respondents indicated as different between the two curricular. They indicated that in NCS things were manageable but in CAPS there was a lot of paperwork. Teachers are spending more time on written work than on teaching. Learner-centeredness is no longer emphasised in CAPS due to too much workload. This fact was also evident in the interviews that were conducted with Foundation Phase HODs and teachers. Terminology was one of the factors that respondents indicated as one of the changes that were identified by respondents. For example, learning areas are now called subjects. According to respondents, prescribed topics in CAPS make it easier for teachers to focus whilst in NCS teachers were at a liberty to choose topics as they wished and as a result some topics were not treated. The responses that

respondents indicated clearly showed that they were aware of the loopholes in NCS and what CAPS is offering.

4.4.1.3 What in your view is the importance of teaching English in primary schools?

The following are the common responses from the participants:

- English helps the learners understand at a young age thereby easing the understanding of English as they go up the ladder.
- It enables learners to communicate effectively and freely, to answer questions in the examinations, to comprehend work that is being taught since English is a medium of instruction in schools.
- English enables learners to perform better in all subjects.
- It enables learners to improve language skills.
- It is the foundation of basic English knowledge and understanding and an in-depth of the language.
- It helps learners not to struggle when they progress to the Intermediate Phase.
- The learners are able to express themselves and their feelings.
- It improves reading, writing and speaking. It improves confidence in Language of Learning and Teaching (LOLT).
- English is taught because it is a universal language.
- It equips learners with language skills at a young age because fresh minds learn quickly.
- English forms the basis of understanding for all the subjects.
- It prepares them for higher education.
- It helps the learners to have a good foundation and makes teaching easy when they reach higher grades.
- English as a language is a tool through which learners learn.
- Foundation Phase is a key and guide to developing and understanding the English language.
- English boosts self-esteem and confidence of learners.

Summary of responses

The above responses clearly indicated the views of respondents in terms of the importance of teaching English in the Foundation Phase. They indicated that English is important to be taught at the lower level because it is a universal language. They clearly indicated that this language is used as a vehicle that drives learners to better understand other subjects that are being taught in English and to help learners to communicate effectively and freely. They also indicated learning English equip learners with the skill to read, write and comprehend and this will definitely boost their self-esteem. This is evident in the model initiated by Hong Xu (2010) to ease the learners' anxiety (page 45). Learner read-aloud helps with building oral fluency and practicing oral English in order to accommodate learners who are not comfortable to speak this language.

4.4.1.4 What is your view regarding the teaching of Mathematics in primary schools?

- It is extremely important to teach Mathematics to help learners not to struggle when they reach the Intermediate Phase.
- It is important for learners to develop analytic skills.
- Learners are able to solve problems on their own at an early age.
- It gives them foundation of number of concepts.
- It improves and develops learners in counting, adding, subtraction, multiplication at a younger age and to know how to count money and have change.
- Learners need to develop Numeracy skills whilst they are young.
- It is good in the sense that numbers are used in our everyday lives.
- It prepares learners for higher grades and to be competent.
- It develops the language of Mathematics and number vocabulary. The learners must know how to differentiate between bigger and smaller numbers and also to know the mathematical skills.
- It makes it understandable and more practical and it lays strong foundation for upper grades.
- Mathematics has been a challenging subject, so starting it at a lower grade makes it easier for the learners to grasp the content easily.

- The teaching of Mathematics aims to develop the learners' critical awareness of how mathematical relationships are used in social, environmental and economic relations.
- Mathematics is a subject that requires learners to use their minds or to think, so it is necessary to start it while they are still young.
- Mathematics open doors for many careers.
- There are skills that learners acquire to develop their essential mathematical skills.
- For learners to know how to count forward and backward.

Summary of responses

The respondents indicated Mathematics is an important subject to be taught in primary schools as it develops the analytical skills of learners as they will be able to solve problems at an early age and to apply the skills on a daily basis, without even noticing. They will be able to count the changes they receive from where they purchase things. The responses indicated the potentials that Mathematics brings to learners in primary schools.

4.4.1.5 What is your view regarding the teaching of English in primary schools?

Teachers indicated that it is important

- to have more resources and teaching aid for learners to understand easily;
- that the reading and writing skills are well developed;
- that English help learners not to struggle in Intermediate Phase and Grade 12;
- to know vowels and have basic reading skills;
- to improve global communication;
- to be familiar with language;
- as it promotes an easy learning culture when a learner gets to high school;
- as it is easier and most of the words are easier to learn and write;
- to increase the knowledge of learners; and
- English must be taught with pictures for them to understand more.

Summary of responses

The respondents have indicated their views regarding the teaching of English in primary schools. They clearly showed that the teaching of English requires more resources and teaching aids for learners to understand it easily. This means that as a teacher is teaching,

they need the teacher to demonstrate the lesson, by so doing, they will need more reaching aids to utilise in their lessons. According to respondents, teaching English enables learners to gain vocabulary/grammar and to have basic skills like reading or writing.

4.4.2 Interviews conducted with both Foundation Phase HODs and teachers

The purpose of the qualitative study through interviews was to verify the responses that had been established from the quantitative study through questionnaires. The responses are verbatim. Having stated that, transcripts were corrected to make them readable. The responses were different as the respondents view CAPS in different ways.

The following are the different interview questions directed to Foundation Phase Heads of Departments and teachers and their responses:

4.4.2.1 What was your reaction when you heard of the new curriculum?

Respondent 1: *My first reaction was like, 'sho', another change, and well! It actually benefit the learners because first it was OBE then it was NCS and now CAPS. I was a bit worried about the change.*

Respondent 2: *I said: another change; another confusion.*

Respondent 3: *When I first heard of the new curriculum, to be honest, I was a bit frustrated as you know that change is not easy; we do not know what to expect and I had this question in mind, to say, 'what will the new Ministers' change be' as you know that each and every minister come with her own change and I was a bit frustrated.*

Respondent 4: *I was expecting CAPS. The former curriculum had some setbacks or loop holes. Actually I was expecting change and I was ready.*

Respondent 5: *I was excited, but unfortunately it didn't come the way I expected.*

Respondent 6: *I felt very much disappointed, firstly because we were not even clear about the then curriculum, so the feeling was a disappointment. We were trying to absorb and then to deal with it.*

Respondent 7: *I was wondering whether I will cope when comparing it with the previous curriculum, NCS. So I was wondering whether it will be better than NCS or not and whether the workload will be reduced as they have said.*

Respondent 8: *It was mixed feelings because we now understood NCS. We did not know what to expect from the new curriculum.*

Respondent 9: *I felt excited because NCS was confusing.*

Respondent 10: *I was very much negative because we not trained for CAPS in college, but we were trained in less than week. The training was very short. It was not equivalent to the work that we are supposed to do. Most of the things were not explained in the workshop. We did our own research on CAPS and in most cases we did wrong things because the time that was given was not enough.*

Summary of responses

There is no doubt that the respondents were not ready for change. This was said because of the responses that they gave when asked about their reactions when they heard of the CAPS. Some were confused as they were beginning to understand NCS. The other respondents indicated that they were not ready for change whilst the others did not know what to expect in the new curriculum.

The following were some of the themes on reactions of participants in terms of the implementation of CAPS:

- Another change;
- frustration;
- confusion;
- not expecting change;
- excitement; and
- disappointment.

4.4.2.2 Have you been trained for the implementation of CAPS?

Respondent 1: *Yes, I've been trained because the grade ones had to start first. In 2010 we had a bit of training in order to try out and in 2011 we also received training.*

Respondent 2: *Oh yes, Foundation Phase Specialists offered us with training in 2011.*

Respondent 3: *Yes, we were trained for the implementation of CAPS.*

Respondent 4: *Yes, we were trained.*

Respondent 5: *Yes, we were trained.*

Respondent 6: *Yes we were trained.*

Respondent 7: *Yes, I attended several workshops on CAPS in the Foundation Phase for Mathematics, Life Skills, English and Setswana.*

Respondent 8: *Yes, we've been trained.*

Respondent 9: *Yes, we were trained. The time frame for workshops was not enough for teachers to implement.*

Respondent 10: *Yes, even though the time was limited.*

Summary of responses

From the responses above, there was an indication that the respondents had undergone CAPS training. None of them had shown that they were not trained. But in the case of HODs, they had an advantage or opportunity of undergoing several trainings as they are heading all subjects in the Foundation Phase.

4.4.2.3 Who trained you and when did the training take place?

Respondent 1: *Subject Advisors trained us and as I said, in 2010 Grade 1 teachers were called and in 2011 most teachers were trained.*

Respondent 2: *We were trained by Subject Specialists and we were trained in 2011 for 2012 and it was during school time because the learners were informed not to come to school. The duration was one week per grade (Foundation Phase). We were not trained as a group.*

Respondent 3: *We were trained by Subject Advisors in 2011.*

Respondent 4: *I was trained in 2011 by the Subject Advisors.*

Respondent 5: *In 2011 by Subject Advisors..*

Respondent 6: *The training was a year before implementation. It was in 2011 and we were trained by Subject Advisors.*

Respondent 7: *We were trained by all Education Specialists for Foundation Phase and we were trained in 2011 around July or August.*

Respondent 8: *We were trained by our immediate seniors, the Subject Advisors.*

Respondent 9: *Subject Advisors trained us and the trainings were exhausting because we finished late in the afternoon. The training was in 2011.*

Respondent 10: *Subject Specialists trained us and it was in 2011.*

Summary of responses

The responses above showed that all participants went through CAPS training in 2011 and they were trained by their subject advisors. The responses clearly show that the timing of training was not thought through by the Department of Basic Education. This is said because the teachers were trained six to seven months prior implementation whilst they were still using the NCS, which, some of them indicated that they were starting to understand it and now another change popped in. The refresher training that took place early in 2012 (implementation year) was just a reminder of the training that took place the previous year and this, according to respondents, was not enough.

4.4.2.4 What was the duration of the training?

Respondent 1: *The duration of training was one week and the training was not actually beneficial because at that time I did not see the benefit.*

Respondent 2: *We were trained for one week (Foundation Phase) and we were trained as a group.*

Respondent 3: *Training was only for a week.*

Respondent 4: *The training took three days and it wasn't sufficient.*

Respondent 5: *The training took one week.*

Respondent 6: *It was only one week.*

Respondent 7: *It took about a week to be trained.*

Respondent 8: *The training was four days.*

Respondent 9: *The training was four days.*

Respondent 10: *The duration of training was one week, from eight o'clock to half past three in the afternoon. The training was good but the time was too short.*

Summary of responses

The responses above indicate that there was no consistency in terms of the number of days allocated for training teachers before the implementation of the new curriculum.

4.4.2.5 Do you think the time given was enough to get an understanding of what CAPS entail?

Respondent 1: *The time given strained us. Before we could actually get in-depth understanding of CAPS, we had to implement. I wouldn't say the time was enough.*

Respondent 2: *No, one week was not enough really. We were supposed to implement the curriculum the following year so maybe they should have given us enrichment training during the beginning of the implementation year so that we were able to follow-up what we were trained on. We just go to the class, remember and implement what we were told during training. That does not mean we understood everything.*

Respondent 3: *To be honest the time given was not enough as we had to first adapt to new terminology and all the paper work that went with it. It wasn't enough as we were trained in 2011 for implementation in 2012. We did have one week for refresher workshop but the first time it wasn't enough. I believe they were aware that the time was not enough that is why they organised refresher training.*

Respondent 4: *There were things that we understood but there were outstanding questions that needed to be addressed, especially in assessment.*

Respondent 5: *It was not enough by then but during the implementation Subject Advisors continued with what they were doing during CAPS training.*

Respondent 6: *Partly, I think we didn't understand because the time was too short. If they have given us two weeks maybe we could have understood something.*

Respondent 7: *I think it was not enough because we were further trained in the following year whereby the training was just a follow-up of the previous workshops in February 2012 and it was fruitful. The time cannot be enough because we kept on attending other workshops during the year and we couldn't understand all the things at once.*

Respondent 8: *The training was not fulfilling because the time was not enough. We did not understand what the document was all about. I had an opportunity to attend another training that was organised by SETA and the Department of Basic Education. Their intention was to close the gaps that were observed during the first training. We did find out that there were some issues that needed clarity during that workshop of SETA together with the Department of Basic Education. The time was not enough because I think after the teacher training we did realise that we did not know how to use the document, our policy, and how to go about it because after the first training you're not sure about other things. There were issues that we were not clear about.*

Respondent 9: *Insufficient time allocation has resulted in teachers not understanding clearly what CAPS entailed.*

Respondent 10: *Not at all. We were trained for one week, for four subjects; namely: Home Language (Setswana), English First Additional Language, Mathematics and Life Skills in one week.*

Summary of responses

According to the respondents, they were trained at different times. Some were trained for three days, some four days and others were trained for one week. Other respondents had the opportunity to undergo another training offered by their unions to close the gaps they encountered and the others were trained by SETA together with the Department of Education. The respondents were not happy with the duration of the training because they still did not understand what CAPS was all about. They had to learn as they were implementing.

4.4.2.6 Can you describe the type of support you received as you implemented CAPS, either from the school or district level?

Respondent 1: *We received support from Subject Advisors from the Area Office and the Union also trained us.*

Respondent 2: *We were supported by Subject Specialists even though they themselves were not sure and we were learning together.*

Respondent 3: *The support that we got was from PSFs (Professional Support Forums) organised by Subject Specialists from our Area Office and their support was throughout the year.*

Respondent 4: *There is support that we are receiving, though it is not sufficient because of time, there is no enough time for us to be supported as we wish to.*

Respondent 5: *At school nothing at all because we were just the same. All of us were new in CAPS, but I think they tried their level best to help us though we did not understand each other.*

Respondent 6: *Subject Advisors from the Area Office and they gave us everything, every document that we were using. From the school, the curriculum head supported us.*

Respondent 7: *Most of the support we get from Subject Specialists, they usually come to school to see whether we are implementing the curriculum. But from the district we've never got enough support.*

Respondent 8: *The support that we received was from the Area Office whereby Subject Advisors are coming to schools to monitor our work and to develop us where they see that there are some gaps. For example, we were struggling to develop Programme of Assessment, now we see light at the end of the tunnel. We are still struggling but we are trying.*

Respondent 9: *At school level no workshops were run and at Area Office level only Professional Support Forums were held.*

Respondent 10: *I can't say it is support as such. The Subject Specialists call it support but it is sort of inspection. They come to see if we are implementing CAPS. They come to correct us but some are rude. We were fifty teachers during training and there was no one-on-one attention given to the teachers.*

Summary of responses

From the responses given above, most of the participants indicated that most of the support they received was from the Subject Advisors. They were supported during school visits to check if the teachers are implementing what they have been trained for. Where teachers encountered problems, the Subject Advisors had to assist.

4.4.2.7 In your view, do you think NCS and CAPS are similar or different and how?

Respondent 1: *You know what, in NCS and CAPS only a few names have been changed and time allocation. We no longer use more learning areas but subjects. Assessment Standards, components, content area are used in CAPS. It is difficult when you get to the task to*

administer. In CAPS there is addition of FAL in Foundation Phase. Children have to think logically.

Respondent 2: *I think they are somehow different and somehow the same. The difference is not that much because in CAPS, like for instance, English has been introduced as FAL.*

Respondent 3: *I think they are different in the sense that English has been introduced as a First Additional Language from Grade. We no longer use Learning Outcomes and Assessment Standards that were used in NCS. We also have the new terminology like Study Areas on both Languages and Mathematics. In Life Skills we talk of study areas wherein we are looking at Creative Arts.*

Respondent 4: *NCS and CAPS are more or less the same. It is just that in CAPS they are trying to minimise the workload, especially in the number of tasks.*

Respondent 5: *Different my darling, different because first of all in CAPS we have subjects and in NCS we had learning areas. Though they say CAPS has a lot of work, to me is more or less the same.*

Respondent 6: *They are different because in the NCS we were using outcomes and with CAPS the content focus has been reduced but work is too much.*

Respondent 7: *They are not similar. They are different in terms of workload and in terms of terminology. According to my opinion, CAPS is simpler than NCS. The new curriculum has been simplified and also the work workload is a little bit lesser than NCS because we are no longer using a lot of files. The files have been reduced and also the subjects have been reduced in the Intermediate Phase, they are no longer nine, but six.*

Respondent 8: *They are different in a way that NCS did accommodate our learners' pace but in CAPS there is that workload that needed to be finished within the given time. The time is fixed. The learners who are behind they are just left out because we have to cover the work. The Programme of Assessment (POA) channels us to finish the whole syllabus and we hope to finish within the period given. So NCS somehow did allow for learner pace but in CAPS, seriously the learners are struggling. We try but we're not able to help them as we need them to be and there is a lot of paper work.*

Respondent 9: *Very similar. In NCS the learners were assessed continuously and assessment levels ranged from level three and in CAPS the learners have to pass three subjects from primary and it discourages both the learners and their parents.*

Respondent 10: *They are more or less the same. The only thing that has changed is the terminology but the planning is the same.*

Summary of responses

The responses indicated that CAPS and NCS are different. The respondents were able to distinguish between the two curricular. They indicated that terminology, amongst others, has changed, that the workload is too much. The respondents indicated that they spent most of their time doing paper work than teaching the learners, which is their core duty.

4.4.2.8 Are the new curriculum requirements simple or complex?

Respondent 1: *The curriculum is not actually difficult.*

Respondent 2: *CAPS is not difficult, it is moderate because the change is not that much but you know with CAPS there is a lot of paperwork.*

Respondent 3: *The new curriculum requirements are complex in the sense that when we teach or assess learners, there is a lot of work to be done, for example, in English we are supposed to assess learners with two tasks during the term and in each and every task we have five activities in task one and four in task two. All in all we are supposed to complete nine activities from the two tasks.*

Respondent 4: *It is simple; it's just that we need more training.*

Respondent 5: *It is a bit confusing, my darling.*

Respondent 6: *They are tough but we are trying, what can we do?*

Respondent 7: *CAPS is simple.*

Respondent 8: *They are complex because now in Grade 1 the learners are expected to count up to one hundred until the end of the year. The learners are struggling. For now I have fast-paced learners and slow learners. I don't have average learners. The work is above the learners' age, especially because the learners in Grade 1 are turning six. Some are not ready, so the workload is too much for them.*

Respondent 9: *The requirements of the new curriculum are complex as there are many tasks that we are supposed to do and there is no time because of other activities that are included in our daily routines, like ANA.*

Respondent 10: *Very complex. I will still refer to the duration of the workshop where some of the things were not well explained to us. We confused the work-schedules and the Programme of Assessment (POA) and also lesson planning.*

Summary of responses

From the responses above, there were no common responses as respondents are different and experience different challenges in their respective schools. Other respondents felt that CAPS is simple, others saw it as confusing whereas other respondents felt that CAPS is complex because learners are given tasks that are above their age.

4.4.2.9 Do you think the new curriculum has been sufficiently tested before being implemented?

Respondent 1: *I really don't think it has been tested because you have to read up but I know teaching is a lifelong learning but from time to time you find yourself that training was not sufficient as we continue to experience problems, especially in terms of planning.*

Respondent 2: *I don't think it was properly tested. They should go down to the level of the classroom and test what they have reviewed and revised so that they themselves are able to experience the challenges that the teachers are facing.*

Respondent 3: *I don't think it has been sufficiently tested. I believe they are the ones who should have tested it. As I have indicated earlier in your questions, I believe each and every Minister wants to make a mark so each and every time when they ascend the stage, they come with the new curriculum which we're supposed to implement.*

Respondent 4: *I don't think so because there are some things that are still keeping on changing. It wasn't tested enough.*

Respondent 5: *No, it was not tested.*

Respondent 6: *I don't think it has been tested because there are many tasks that the teachers are unable to finish during the course of the year. There's more assessment than teaching.*

Respondent 7: *Yes, because the Minister had the Task Team and the Task Team was responsible to interview educators or researching, let me say they were doing research about the NCS. They were looking at the challenges that were facing educators in general.*

Respondent 8: *I don't know. Because in our system there are still some challenges, like teacher-learner ratio and to my observation, in the new curriculum, we need teachers (assistant teachers) who will be helping in the classroom because the workload is too much.*

Respondent 9: *I don't think so. If it was tested we wouldn't be experiencing confusions when we implemented CAPS. Almost two years down the line but we are still making mistakes as far as the implementation is concerned.*

Respondent 10: *No, to me it was not tested. I think it was copied from other countries and they just took it and implemented it. If they had sampled nine schools from the nine Provinces to pilot CAPS before implementing it, we could be telling a different story. Monitoring the progress in the nine provinces could have been another way of testing CAPS but most of the teachers are confused. It is not only in North-West.*

Summary of responses

In a nutshell, one may indicate that the respondents were not certain whether the curriculum was tested before implementation or not. Five of the respondents indicated that they did not think the curriculum was tested. This is an indication that curriculum must be tested before implementation, maybe by sampling schools or if the Department of Education did sample schools for piloting CAPS, maybe in future they should increase the time given for the pilot study as time may be one of the crucial obstacles to making change in the curriculum a success.

4.4.2.10 Do you think CAPS is manageable and appropriate in the classroom?

Respondent 1: *In the classroom one would say administrative work of CAPS is too much, it has been added instead of being reduced.*

Respondent 2: *CAPS is not that complex, it is moderate because the change is not that much but you can take it from NCS. With CAPS there is a lot of paper work.*

Respondent 3: *It is not manageable because a lot of tasks require a lot of time to mark and to complete. You will find that you are expected to complete the tasks in ten weeks and the*

Teaching Plan have ten weeks; alongside there is assessment and teaching to be completed. It is really tough.

Respondent 4: *It is manageable though there is lack of resources. Sometimes they send us workbooks and some are not enough for one class. We have to run around and look for more.*

Respondent 5: *It is not manageable because of the many tasks that one has to complete.*

Respondent 6: *It is not because it is not considering the capabilities of learners as they are different, others are slow and others are fast. Those who are slow are at a disadvantage. There is no time for revision of work done.*

Respondent 7: *Yes it is manageable. The only thing is that if you are having a lot of learners you will not be able to manage it. CAPS have too much work and a lot of marking.*

Respondent 8: *The curriculum we can manage it. It is just that the level is above our learners' age because in Grade 1, if a learner is turning six in June, the standard in which the curriculum is expected to be done is too high for them. If the age of school was still seven, the learners or some learners would cope.*

Respondent 9: *It might be manageable and appropriate if teachers were well trained. In addition, there is a need for reduction of written work and the national workbooks are not based on policy.*

Respondent 10: *Not at all. It is not appropriate for fifty learners in my classroom. I will compare CAPS with Primary Education Upgraded Programmes (PEUP). I taught in the PEUP era and I had time to group my learners according to their abilities. I had time to do everything. So CAPS cancelled everything. I just teach fifty learners and expected to complete the tasks in a certain period of time. I just run over the Work-schedule to complete the tasks.*

Summary of responses

The responses above indicated the mixed feelings that respondents have mixed in terms of the manageability of the new curriculum in the classroom. Some of the respondents indicated that the contents of the curriculum do not consider the capabilities of the learners. They showed that the level that is used in CAPS is above the age of learners.

4.4.2.11 Has CAPS reduced or increased your workload?

Respondent 1: *The workload is increased because before, we had daily planning and now we must do daily and also weekly planning. So, there is definitely too much paper work.*

Respondent 2: *The workload has increased because we teach four subjects now, that is Life Skills, Mathematics, English FAL and Home Language. When your learner is not grounded in his mother tongue it is difficult for the learner to understand English.*

Respondent 3: *It has definitely increased my workload.*

Respondent 4: *The workload has been reduced, it's only that tasks are too many and we are unable to finish on time.*

Respondent 5: *Increased, there's a lot of work, especially planning.*

Respondent 6: *CAPS has increased the workload.*

Respondent 7: *It has reduced workload. In NCS there was a lot of paper work because we were using so many files and then for now, the curriculum has stated that we should use one file though sometimes we cannot use one, because they are overloaded.*

Respondent 8: *It has increased our workload. The challenge is now, for example, in Languages you have to do five activities to form a task. So you'll see that most of the time we are just covering so that you finish the activities. We have to make sure that the tasks are covered.*

Respondent 9: *It has definitely increased my workload as we have too much paper work.*

Respondent 10: *It has increased my workload. There is no reduction of work.*

Summary of responses

According to the respondents above, most of them unanimously agreed that CAPS has definitely increased their workload due to a lot of paper work that they are supposed to complete, which consumes most of their teaching time. Only a few respondents indicated that CAPS has reduced their work.

4.4.2.12 What is your view regarding the performance of learners in English and Mathematics in Annual National Assessment in the Foundation Phase?

Respondent 1: *For the smaller one ANA was a nightmare because you could see that most of the learners were very scared by writing this kind of formal examination and it was treated as the matric examination where they say you can't read instructions for Grade threes. The Literacy level of our children is very low.*

Respondent 2: *In Grade1 the problem is not that much when they write ANA. When they write ANA the teacher reads the questions for them. In Grade 2 it is not so bad either because the teacher reads the question paper with them. The teacher reads the questions with them and those who cannot read will remember what was said. In Grade 3, they read everything for themselves. If they cannot read they cannot answer the questions themselves. When the time is up, the teacher takes the papers from them, without giving them extra time.*

Respondent 3: *In our school ANA is written in the learners' home language, which is Setswana. Mathematics is also written in Setswana because the medium of instruction in our school is Setswana. Really the performance is not up to standard but we are trying our best.*

Respondent 4: *Mathematics is too high for the level of the learners. The learners are unable to understand what they are supposed to do. But in English they will improve as the year goes by because they have just started to use English as a medium of instruction from Grade one.*

Respondent 5: *The problem is, our kids cannot read English. That is the main problem because they could not write and read. It is difficult for them to comprehend. But in Mathematics, they are doing well. Even if they cannot read, when given examples, they are able to do what they are supposed to do. I think Mathematics is better than English.*

Respondent 6: *The performance is very low. ANA needs us to have completed the whole syllabus. There is too much information and the learners are still young.*

Respondent 7: *They usually don't perform very well. The problem is in Mathematics; the only problem that I have seen in some of the learners is that they are unable to count. Another problem is terminology used when ANA papers are set. They do not use the same terminology which was used in the classroom. Sometimes a learner can come across a word he or she does not understand and that causes a learner to perform poor in the exam.*

Reading and counting is a challenge, especially in counting. The learners cannot count backward, only a few of them can count backward.

Respondent 8: *The challenge that I observed, especially in Mathematics, is that, when we attended the SETA workshop, I discovered that teachers in the Foundation Phase need more training in order to develop skills on how to use different methods in teaching Mathematics. If the learner knows the skills they will be able to do well in Mathematics.*

Respondent 9: *Performance is not so bad as compared to the NCS whereby learners only did oral work.*

Respondent 10: *The performance of learners in English and Mathematics in ANA is very low. I'm teaching Grade ones. They have to answer a fifteen page question paper. They are six year olds, so whether brilliant or not, they get fatigue whilst writing ANA, hence the poor results. They end up answering for the sake of finishing. ANA papers are too long for a six year old learner. In Grade three, the class teacher or invigilator is not supposed to read instructions for them and they answer a twenty one page question paper. Their age ranges from eight years and they are not able to finish on time. There is also no extension of time after the given time has elapsed.*

Summary of responses

The responses have shown that ANA is still a challenge because the way it is administered it confuses the learners. The seriousness of ANA during its administration makes learners nervous, as if they write the final Grade 12 examinations. The learners in Grade three are supposed to read instructions for themselves; and if some of them cannot read or comprehend the questions, they are unable to answer the questions. One of the findings of the Department of Basic Education was that the learners cannot comprehend and count, hence the poor performance of learners when writing ANA subjects.

4.4.2.13 Do you think ANA is the right tool to help learners improve their performance in English and Mathematics?

Respondent 2: *I don't think so. It does not assist the learners in any way. The results of ANA are being generalised and do not reflect the true reflection about learner performance.*

Respondent 3: *ANA is the right tool to assess learners in both Languages and Mathematics because, as a teacher, you weigh yourself to check how far they are in terms of reading with*

understanding and interpretation of the questions. I believe in future ANA will be used as part of continuous assessment.

Respondent 4: *No, I don't think so. We cannot complete the syllabus because of ANA. The learners write it in September and it hampers our daily work. It intimidates both learners and teachers. We stop teaching and start preparing for ANA. The assessment that the learners write is not formal and afterwards we have to teach them again in order to recover the lost time.*

Respondent 5: *Yes, because ANA is just helping teachers in terms of what to concentrate on when teaching learners. It guides us on what to expect at the end of the year. For example, we must focus on teaching learners how to read and write.*

Respondent 6: *It is not. ANA is assessment focused. There is no time to teach. We teach what we are going to assess, therefore ANA is result based.*

Respondent 7: *Yes it is a right tool.*

Respondent 8: *In our case it is Setswana. I think ANA is good. This year we saw improvements in learners' performance. The challenge that we encounter is that we are unable to finish the syllabus for that term because we have to shift to ANA. The exemplar papers that are sent to schools are very good because some learners do wonders, they totalise the paper.*

Respondent 9: *No, because the learners panic as they hear too much noise about ANA and also the visitation of officials in our school make the learners in the Foundation Phase to be nervous because they are used to their teachers.*

Respondent 10: *It is the right tool only if the question papers were to be standardised according to learners' age. Question papers are just too long for the age of the learners. The Department of Basic Education do not consider the age of the learners. The contents of the question paper are right but the length is very much tiring to the learners.*

Summary of responses

The respondents have indicated that ANA hampers their daily work because when it is written; teachers get behind with their work as ANA is not part of the learners' formal tasks.

The results of ANA are research based because its intention is to check the performance of learners and to develop teachers whose schools perform poorly.

4.4.2.14 What in your view is the importance of teaching English and Mathematics in primary schools?

Respondent 1: *We use Mathematics throughout our lives and we implement it without even knowing that we're using it. According to policy, a learner should be taught in mother tongue from Foundation Phase but now here comes English whereby you'll find that learners are not familiar with it and it is taught as First Additional Language. Language is one of the barriers in our schools.*

Respondent 2: *I think English in primary schools is important. The teaching of English in primary schools enables the learners to be acquainted to the language. In CAPS English is taught from Grade 1.*

Respondent 3: *Teaching English in the Foundation Phase helps a lot because when learners go to Grade 4 everything is taught in English. Learners will be able to help themselves as English is spoken internationally. For learners to choose the right career path; we believe that learners should be mathematicians.*

Respondent 4: *We need to teach English in primary schools, especially in the Foundation Phase.*

Respondent 5: *Mathematics is preparing them for higher levels of schooling. We are building a foundation for them.*

Respondent 6: *It is good because we need English. English in the Foundation Phase is a Language of Learning and Teaching (LOLT).*

Respondent 7: *I think learners will be able to acquire new skills of language as First Additional Language (FAL). Like in our schools English is used as FAL from Grade 1. In Grade R they do not use English. It is only Mathematics, Setswana and Life Skills. They start English in Grade 1, 2 and 3. When coming to Mathematics, it helps them to develop counting and they develop other contents like measurements and shapes. The main thing is counting.*

Respondent 8: *I think Mathematics is used every day, so it is important for learners to understand, to know how to count so that when they go to the shops they know the prices and*

the change. They must know the distance of the car and how long it has travelled. When coming to English and Setswana, they must know how to read and comprehend. It is important for learners to be taught Setswana, English and Mathematics at primary school level.

Respondent 9: *Learners are able to add and subtract and use Mathematics holistically and they can use English with confidence.*

Respondent 10: *The importance of teaching English and Mathematics is to get the basics. For instance, when the learners get to the Intermediate Phase, they are taught in English as Language of Learning and Teaching. In Mathematics, we do it every day; the learners have to do the basics of additions and subtraction in the Foundation Phase.*

Summary of responses

The respondents have indicated that English and Mathematics are important subjects in the Foundation Phase. For example, Mathematics is used on a daily basis even if people are not aware that they are doing it. Through Mathematics, the respondents have indicated that the learners are able to develop the counting skills and it gives the learners a good foundation. As for English, the learners are able to develop reading, writing and listening skills. Because English is used internationally, it is important that it is taught at Primary level and used as a Language of Learning and Teaching.

4.4.2.15 What is your intake as far as the usage of workbooks in English and Mathematics are concerned?

Respondent 1: *My view on the workbooks is that they increases the marking as we are supposed but now we realise that Subject Specialist are setting questions from the workbooks as they need you to mark and date it. It is a lot of work for the teachers. The Department of Basic Education is really killing our teachers.*

Respondent 2: *Workbooks are helpful but sometimes they do not correlate with what we are teaching. But we are using them and we are supposed to mark them.*

Respondent 3: *Workbooks in English assist the teachers in the sense that they are able to give learners activities. Learners are given homework from workbooks. They help a lot in both English and Mathematics. I believe if workbooks can be structured in such a way that they are in line with the Teaching Plan; it will be helpful. For now I can say teachers are*

becoming a bit confused. You will find that work that is completed in the first term; from the workbook it is not in line with the Teaching Plan.

Respondent 4: *They are of great help, though we need teacher manuals. We are like jack of all trades. Sometimes we ought to manoeuvre because sometimes we don't know the type of pictures that are needed.*

Respondent 5: *It is just a repetition of work.*

Respondent 6: *They are very good. The activities are very good because they are related to the work schedule. The things that we are supposed to teach are good.*

Respondent 7: *Workbooks help the learners a lot. I think they are very important even when the teacher is not in the classroom, the learner can be able to take the workbook and do the additional or extra work. Some of the work they can do on their own without the help of the teacher. We can also give them homework on the workbook. Sometimes they work in pairs when given activities from the workbook.*

Respondent 8: *I think the books are good, but the only challenge is that the workbooks are given as augmentation. One is forced to use them when we do the preparations because they are monitored. The other challenge is that when you give the learners homework to do on the workbooks at home, they don't do it. We have learners whose parents are not learned. They are unable to help them with their homework. They just take the books home and they come back. They either don't understand or they do not have the resources, like they'll be saying they didn't have the pencils. Corrections are done on those workbooks by using a pencil on the items marked wrong.*

Respondent 9: *With English the workbooks are superb but with Mathematics it is not aligned with policy as well as Setswana.*

Respondent 10: *The workbooks are good. It is just that we get too many threats from the Area Office in terms of using the workbooks. We end up concentrating on them because when the Subject Specialists visit our schools; the first thing they want to see is the workbook. We then concentrate on them and leaving content coverage behind. The workbooks are good but if they can only be used as references and by giving learners home work on them. Sometimes we concentrate on workbooks and tend to ignore the class works.*

The following summarises the intake of teachers on workbooks:

- Helpful;
- repetition of work;
- superb; and
- important

Summary of responses

Some of the respondents have indicated that the usage of workbooks is increasing their workload whereas the others have shown that the usage of workbooks helps them in giving the learners extra work and that the learners are able to use them anytime, even at home.

4.5 SUMMARY

Chapter Four highlighted the findings of the study through the use of data collection instruments, namely; questionnaire and interview schedules. The pie charts and graphs helped the researcher in arriving at the answers of the questions asked in chapter 1. Chapter Five will summarise the discussions of the findings of the study, conclusions and the recommendations will be given as a result of the findings. The recommendations that will be identified will assist the Department of Education in order to address the challenges the respondents have identified in terms of the implementation of CAPS and how to curb the loopholes identified through CAPS training.

CHAPTER 5

SUMMARY, SYNTHESIS OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The chapter presents the summary of findings of the study based on themes which are itemised in the previous chapter in the questionnaires and interviews. In light of the findings, recommendations are made. The conclusions will indicate whether the research questions were answered or not. The conclusion based on the study was that the introduction of CAPS was an indication that other curricular were not effective as expected, hence the amendment of NCS.

5.2 SUMMARY OF STUDY

Chapter One provided the background to the study. It highlighted the statement of the problem whereby the focus was to determine the extent to which teachers are capable of using the acquired knowledge through training to implement CAPS and how that has affected their self-efficacy. Research aim and questions were also indicated in the chapter. Significance, delimitation, definition and chapter division were highlighted in Chapter One. This chapter summarised the unfolding of the whole study.

In Chapter Two the literature related to teachers' perceptions on the new curriculum and how it affected their self-efficacy were discussed. The theoretical framework underpinning the study was also discussed, which relate to teacher efficacy. Chapter Two also emphasised the effect that curriculum change had on the efficacy of teachers and how training of teachers in terms of implementing CAPS unfolded.

The focus in Chapter Three was on the research design. The study utilised mixed methods approach, whereby qualitative and quantitative approaches were used. In this chapter triangulation of research instrument were also used; namely: interviews and questionnaires. The type of sampling that was used in the study was purposeful and this chapter clearly indicated the ethical aspects of the research, triangulation, reliability and validity of the study were indicated.

In Chapter Four data analysis and interpretation were discussed. The quantitative responses were analysed through the use of bar graphs and pie charts and qualitative data were analysed from the open-ended responses and interviews were transcribed and analysed.

Lastly, Chapter Five summarised what transpired in the whole study. Synthesis of findings, recommendations and conclusions are discussed in this chapter. This chapter will also discuss the major findings of the study to indicate what respondents 'side of the story' were.

5.3 FINDINGS

5.3.1 Biographical data of respondents

The study reflects that there is a difference in terms of the gender of respondents in the Foundation Phase. The study has revealed that there are more female teachers in the Foundation Phase (Grades R-3) as compared to their male counterparts. This is evident in Table 1 whereby 4% of the respondents teach in the Foundation Phase. One may assume that male teachers are not interested in teaching in the lower grades or that they do not have the skills or passion to work with such young learners. The assumptions above are not researched in this study therefore they will remain as are, assumptions. The other factor that caught the researcher's eye was the age of participants in the Foundation Phase. The responses indicate that 46% of respondents are fifty years and over and 21.9% of them is between the age of 45 and 49 years. This is a clear indication that learners in the Foundation Phase are taught mostly by matured teachers, who, I believe, understand a child or a learner in totality.

5.3.2 Perceptions on CAPS training and its implementation

Time, according to respondents, was one of the obstacles that led to the training of CAPS being inadequate. In Table 4.10, there are teachers who felt that the time that was given during training of CAPS was not enough. This means that there was no time to cater for all the aspects that were related to what teachers were supposed to gain. But most of the respondents indicated that the support that were given during and post training was overwhelming, especially when the Subject Advisors visited them to their respective sites whereby the implementation of CAPS was monitored. Where teachers encountered problems, they were assisted immediately. All the respondents acknowledged that they were trained for the implementation of CAPS but the challenge they encountered was the limited time catered for the training. From what respondents have indicated it clearly shows their dissatisfaction in

terms of the duration of the training, of which it has been in all the curriculum revisions post 1994.

Under the implementation of CAPS, the findings have shown that the respondents were able to implement the changes within the curriculum. The repackaging of CAPS made it easier for the respondents to identify what they are expected to do. Table 11 clearly indicate that 63% of the respondents felt that they were able to encourage and support their learners through the changes that are being experienced. Some of the interviewees have indicated that the new curriculum has increased their workload. They emphasised that less teaching is taking place and a lot has to be written. This has been confirmed by Lemmer and van Wyk (2010: 152) that teachers are loaded with extra administration tasks to devolve 'management' of learning and teaching to the micro-level.

5.3.3 Importance of resources in implementing the new curriculum

Allocation of resources in general, especially in the Department of Basic Education, is a call for concern. The findings in Chapter Four have suggested otherwise. Most of the respondents have indicated that textbooks and workbooks were timeously distributed to their schools, though literature in Chapter Two has revealed that in some provinces, especially Limpopo Province, textbooks were distributed very late in most of the province's schools.

5.3.4 Lesson presentation and methodology in Languages and Mathematics learner assessment

The findings have revealed that the learners in primary schools emerge with confidence and understanding on some of the mathematical concepts. The use of concrete equipment in the Foundation Phase enables the learners to acquire knowledge easier as they are still young. When using things that the learners are able to see and touch, they are able to remember easily. According to Piaget cited in Monyeke (2009: 69), to know an object is to act on it. When learners count, they will never forget what they saw and what they touched. The findings have also revealed that the teachers are able to plan their lessons according to the expectations of CAPS.

One of the findings of this study was that learners are assessed in different ways to improve their performance, especially in Languages and Mathematics. One of the mechanisms that the department of Basic Education is applying in improving performance of the learners is ANA. Teachers have responded that ANA is a relevant tool in improving these two core subject and

it is evident in Table 14 whereby 67.1% of them confirm the statement. Teachers use different assessment techniques to assess their learners and they ascertain that the assessment of learner language skills is a crucial aspect of work in schools. From the interviews conducted the interviewees have emphasised the importance of English as one of the languages taught in the Foundation Phase. They indicated that the learners easily acquire knowledge and skills when they are assessed regularly. They also indicated that the assessment of Mathematical skills at a young age will assist the learners to remember those important skills.

5.3.5 Teacher development

The findings under this theme have indicated that the respondents are aware that they need to be developed in order to increase their knowledge in the two core subjects. Msibi and Mchunu (2013) have indicated the importance of teacher development and professionalism. Continuous in-service training enables them to receive fresh and relevant information for curriculum implementation. This is evident in table 15 whereby 65.7% of the respondents show the importance of teacher development. Lemmer and Van Wyk (2010:122) have indicated that a flexible educational provisioning system was aimed at bringing education and employment sectors closer together in human resources with 'a strong foundation of general education, the desire and ability to continue to learn, to adapt to and develop new knowledge, skills and technologies, to move flexibly between occupations, to take responsibility for personal performance, to set and achieve high standards and work co-operatively'. This is an indication of lifelong learning on the side of teachers as they are supposed to be on par with every change that might affect their professional status.

5.3.6 Curriculum change and perceptions on self-efficacy

Curriculum change has been obvious since the dawn of democracy in South Africa. Change has been affecting the teachers' development since. Literature has confirmed that teachers have been involved in the process of change. The responses of teachers have also indicated that they were involved in the process of change. According to Figure 16, 61% of the respondents agreed that change was not imposed on them but were part of the process of change.

The findings under this theme have shown that 70% of the respondents' efficacy was positive. This is evident in Figure 17. The responses of the participants clearly indicated that

they can successfully accomplish tasks. This is an indication that they are able to persist when faced with difficulties and find solutions to obstacles, as indicated earlier in the literature.

5.4 LIMITATIONS OF THE STUDY

Time is one of the factors that may limit the study. The researcher visited the schools and administered the questionnaires, collected them back and conducted interviews. There was a lot of delay on the side of teachers as they took a long time in completing the questionnaires as they indicated that they are overloaded with a lot of paperwork on their side. Others submitted incomplete questionnaires while others did not answer a single question.

5.5 CONCLUSIONS

The following is a presentation of conclusions drawn from each of the main findings of the study.

The first major finding of this study is that there are more female teachers teaching in the Foundation Phase than male teachers. This was evident in the responses whereby only four percent of male respondents indicated that they teach in Foundation Phase (page 61). One may assume that male teachers are impatient towards small children or it may be because they do not give learners the necessary care expected from them.

The conclusion that is drawn from this finding is that recruitment in Foundation Phase is biased because there are more female teachers than male teachers, and this calls for a debate whether gender or skill count. One may also highlight that even when we look at the respondents in terms of age, one will find that the majority of teachers who teach in the Foundation Phase are above fifty years of age. This was also evident in the study whereby forty six percent of respondents were fifty years and above (page 61).

The second major finding of this study was based on the challenge of time which hampered teachers during the training of CAPS. This was drawn from the respondents' perceptions as they were trained and as they implemented the new curriculum. The respondents felt that the time that was given in terms of training was minimal; that is, teachers were trained for a period of one week of which they felt was not enough. Even though there were time constraints during training, the respondents indicated that they persisted in those challenges. They continued to implement CAPS with the information they received during training and continued to do research for themselves as they were implementing. The negative attributes

that have been identified under this theme was teachers' overload of administrative work. They spend most of the time on paper work than on teaching the learners, which is their core duty. The study also revealed that the timing for the implementation of CAPS was not properly planned. The training of CAPS was not sufficient either, as those who trained teachers (Subject Advisors) were also learning through training; this is according to the responses received. Another thing was that teachers were not ready for change as they indicated that they were starting to acclimatise themselves with understanding NCS, which was strengthened with what was to work for both teachers and learners.

The conclusion drawn from this finding is that time, as one of the obstacles is usually caused by lack of planning from the side of the departmental officials since they have been experiencing this challenge from the changes of curricula since 1994. This is clear that the system itself is failing teachers about issues that involve the education of learners. One may empathise with teachers as the implementers of change. The stress they went through as they tried to implement change without being thoroughly trained and trying to do the right thing really lowered their self-efficacy.

The third major finding was that teachers, when coming to presenting mathematical lessons, for example, indicated that they emerged with confidence and understanding mathematical concepts. They indicated that the use of concrete equipment in the Foundation Phase enables learners to acquire knowledge easier, as they are still young. This emphasises the importance of resources in implementing change. It was clear that respondents value resources as they inform the implementation. The issue of textbooks and workbooks in particular were raised as important in making sense of the new curriculum. This was an indication that educational materials like LTSMs were necessary in implementing change. In terms of assessing learners, the DBE used ANA as a tool to assess learners in Languages and Mathematics in trying to improve performance of learners in the two core areas.

The conclusion drawn from this finding is that resources like textbooks are effective in implementing every change in order to deliver the new curriculum and also in terms of assessing learners. It was revealed that the availability of resources enables teachers to teach with confidence by using different teaching aids to demonstrate the lessons to the learners. When assessing learners, teachers will also be able to do that with confidence as they will be having textbooks and workbooks to assess learners on. It can also be concluded that even

though some contents may be the same, but because change is taking place, new knowledge must also be included in the new textbooks and this needs more man-power.

ANA as a mechanism used to improve performance and has been perceived negatively because it usually interfere with teaching times, yet, the marks derived from these tests are not contributing towards learners' term test or end of year marks. They are just used for research purposes. This means that the country is gauging itself with other countries in terms of performance in Mathematics and Languages.

The fourth major finding of this study is the development of teachers in order to be in line with whatever changes that may take place. By so doing, teachers increase their knowledge on particular areas that need to be developed. The study also revealed that continuous in-service training will enable teachers to receive relevant information and this will continuously increase teachers' self-efficacy as they will be well informed. Literature has confirmed that teacher development evolve to adapt to change which occurred over time in teachers' work (page 25). Another issue that was identified was the fact that IQMS was used as a way of policing teachers on their performance but was basically used to help teachers to appraise themselves in terms of performance so that they receive the proper development.

The conclusion that is drawn from this finding is that teachers are long-life learners as change occurs on regular basis and that they should always be alert of any change that may take place in the education fraternity. Having the relevant skills, teachers will be in the position to achieve sufficient sense of self-efficacy. Integrated Quality Management Systems also help teachers in terms of identifying their weakest links as far as content knowledge is concerned. But one can draw a conclusion that the findings in IQMS will not always be helpful as incentives are coupled with appraisal and that every teacher wants to benefit it.

The fifth and last major finding is the way teachers perceived curriculum change which eventually led to the increased teacher-efficacy. The study revealed that the change in curriculum will always affect the development of teachers. The literature has confirmed that change has been imposed on teachers and the findings on this study confirmed that change was imposed on teachers and consultative. Most of the respondents felt that they did not know about it. This was evident in 4.16: statement 7.2 (page 85) whereby 59.9 % agreed that change was imposed on them. It is also important to note that respondents acknowledged that change benefit the schools.

The conclusion drawn from the finding is that change will always be there and it will not always favour everybody. Change is always painful but when need arise; the education community will have to comply with that change. What is important is the efficacy of teachers because if it is lowered, learners will eventually suffer. But when teacher-efficacy is positive, they will be able to have a positive impact on their learners' learning and this will become a reinforcement of their teaching efforts. Literature has confirmed that teachers who express confidence in their ability to teach unmotivated learners evidence a belief that reinforcement of teaching activities lies within the teachers' control. One must always bear in mind that self-efficacy is seen as 'a belief in ones' capabilities to organise and execute the courses of action required to produce given attainments' (page 13). This belief help teachers in terms of being successful in implementing changes that occur in the curriculum.

5.6 RECOMMENDATIONS

The following are the recommendations are made based on the findings and conclusions drawn from this study.

Recommendation 1: The Department of Basic Education should consider the recruitment of male teachers in the Foundation Phase.

It has emerged from the study that most of teachers who teach in the Foundation Phase are female teachers as compared to their male counterparts. There must be a balance in terms of teaching of learners in Foundation Phase and that higher institution that train teachers should also consider training male teachers in this crucial Phase so that they are able to develop the caring skills that female teachers have acquired through training.

Recommendation 2: It is recommended that time, as a crucial factor, be increased in training teachers when implementing the new curriculum.

It was revealed, from the findings that time has always being an obstacle in the training of CAPS and other curricular which were reviewed and revised post 1994. The Department of Basic Education should plan ahead the trainings that involve change that usually impact on the teachers' self-efficacy. The teachers must also be given enough time to digest what they have been trained for before they implemented the change. Intensifying teacher training should be the priority of the Department of Basic Education in order to achieve quality and successful implementation of change.

Recommendation 3: Policy makers should consider revising CAPS policy and unpacking the roles of teachers in the implementation of CAPS in all the phases where CAPS is being implemented. Curriculum planners or policy-makers should sufficiently test the intended curriculum change before it is implemented. They must be sure of all the loop holes that may occur during implementation periods so that teachers are not frustrated.

It has emerged from the study that teachers and HODs agree broadly on what CAPS entail and what is expected from them. However, they view CAPS differently and do not place the same emphasis on each of the attributes that are emphasised on the study. It is therefore recommended that teachers should be developed through in-service training. Training is a prime opportunity for teachers and this can be done by increasing the number of weeks or days whereby teachers can be intensely trained. Teachers are supposed to get out of training well prepared to implement and self-motivated, as they are significant role players in shaping the learners' educational outlook from the day they started schooling. It is also recommended that the DoBE should ensure that teachers are trained and updated with respect to the national policies governing their rights and responsibilities, as indicated in the Action Plan 2014 (2011: 110).

The Department of Basic Education should also reduce the workload of teachers, especially administrative work. Since the department has suggested that teachers should have administrative assistants, it is then recommended that the Department of Basic Education should speed up the process of getting that manpower for the teachers so that they are able to continue with what they know best, teaching learners. For teachers to understand the role of assessment in education, provincial education departments need to ensure and enhance good assessment policies and their relation to CAPS.

Recommendation 4: The use of Learner Teacher Support Materials (LTSMs) should be highly considered when teaching and assessing learners in Languages and Mathematics and other subjects.

The Department of Basic Education should assist in providing resources to schools on time. Relevant and well researched materials for the implementation of the new curriculum should be readily available so that teachers are not frustrated when coming to implementation. The learners should also be supplied with the relevant materials so that they do not get confused. Another recommendation is that the School Management Teams, together with the School

Governing Bodies, must be encouraged to raise funds to enable teachers to acquire additional facilities for the improvement of quality of teaching at their schools.

It is also recommended that the learners should be assessed on a regular basis on the two core subjects (Language and Mathematics) so that they are able to acquire additional skills of writing and reading and also on counting from a lower level as they are crucial and used in everyday life. In terms of Annual National Assessment, it is recommended that the Department of Education should relax the rules. The way this assessment is conducted makes learners to be nervous and even if a teacher wants to clarify the questions for the learners, they are unable to do so because of the strict rules that are coupled with the assessment. Because one of the purposes of ANA is to find the loop holes that might be experienced in Languages and Mathematics as key subjects and to determine what learners can and cannot achieve with regard to the skills and knowledge that they have acquired, it is therefore recommended that the Department of Basic Education should continuously support the teachers involved in terms of improving their teaching skills and where possible they must be sent for intensive in-service training so that they are able to cope with whatever challenge they face.

Recommendation 5: Teacher development should be the number one priority that the Department of Basic Education should consider so that the learners are not left behind when implementing change. Time and resources must be made available for this.

It is therefore recommended that teachers' development should be considered so that they are on par with whatever change that may take place as far as education is concerned. The Department Of Basic Education should establish in-service institutions that will enable teachers to deal with changes and where teachers will continuously be enriched with the content knowledge of subjects they offer. IQMS should also be looked at so that teachers don't perceive it as a monster but as a way of developing them to be better teachers. It is therefore recommended that teachers' Professional Growth Plans (PGPs), where they write where they need to be developed, should be considered by IQMS co-ordinators. This will help teachers to teach with confidence.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

Based on the limitations of this study because of the small sample size, the same study should be conducted with a large sample of teachers and HODs to determine the extent to which the same findings will be made. The gender of respondents in the Foundation Phase

should also be considered with a larger sample to determine the findings of the study where female teachers dominate. The study on two or three Area Offices will help in generalising the findings of the study. The study cannot be generalised as it was conducted in one Area Office only.

5.8 CONCLUSION OF THE CHAPTER

Chapter Five dealt with the summary, synthesis of findings, recommendations and conclusion. From the findings, recommendations and conclusions were drawn. The key research question for this study, posed in chapter one, was: “What are teachers’ perceptions of the impact of CAPS on their self-efficacy in Languages and Mathematics?” The answer to this question is that CAPS had a negative impact on teachers because of the limited time set for training which led to other teachers needing help in terms of implementing what they had been work shopped on, but in terms of how CAPS works, It is straight forward in terms of content and the duration which that content should be finished. The study on perceptions of teachers on the new curriculum made it easier to understand the importance and relevance of the theory of Social Cognition of Bandura on the importance of efficacy in order to maintain the capabilities of teachers with the changes that continuously take place in the education system.

The study was based on the effect that CAPS have on primary school teachers’ self-efficacy. According to the researcher, the use of both qualitative and quantitative approaches in the study confirmed that there is a relation between the two approaches in terms of the findings of the study. Findings from both interview and questionnaire responses were similar because the respondents were able to identify factors that lowered the efficacy of teachers. Factors such as time, teacher development, too much workload and many others, contributed to teachers being negative on the implementation of the new curriculum. But as implementers of change, teachers had to comply with what the policy stated. Having said that, teachers were able to persist in situations in which they were supposed to implement change though they were still acclimatising themselves with the NCS. One may indicate that the use of mixed methods approach, when used properly, may help in validating the study because it wouldn’t be based on one approach only.

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APPENDIX A

QUESTIONNAIRE FOR FOUNDATION PHASE TEACHERS

This questionnaire is designed to seek views of teachers concerning their perceptions on the implementation of Curriculum and Assessment Policy Statement (CAPS) in the Foundation Phase. All the information gathered will be treated as confidential. You don't have to write your name or the name of your school. All you have to do is to describe what you know best. Please place an X in the appropriate box. Please answer all questions in all the sections.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

1. Gender

Male	
Female	

2. Age

23-29	
30-34	
35-39	
40-44	
45-49	
50 and over	

3. Location of school

Rural	
Urban	

4. Subject taught

Mathematics	
Language	
Both	

5. Teaching experience

1-5 years	
5-10 years	
11-15 years	
16-20 years	
Over 20 years	

6. Experience in teaching in the Foundation Phase

1-5 years	
5-10 years	
11-15 years	
Above 15 years	

7. Experience in teaching English

1-5 years	
5-10 years	
11-15 years	
Above 15 years	
None	

8. Experience in teaching Mathematics

1-5 years	
5-10 years	
11-15 years	
Above 15 years	
None	

9. Highest qualifications

Matric plus diploma	
Bachelor's degree	
Honour's degree	
Master's degree	
Other, please specify	

SECTION B

The rest of the questionnaire contains statements about your practice at your school. There are no right or wrong answers. Your opinion is what is needed. Make a cross (x) only in one block in each statement.

Scale:

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

QUESTION 1

Perceptions regarding Training in CAPS

STATEMENTS	SD	D	A	SA
1.1 I received thorough training before I attempted to implement CAPS.				
1.2 The training I received helped me in understanding what CAPS entailed.				
1.3 The time that was allocated for training of CAPS was enough to cover all aspects related to implementation.				
1.4 My Subject Advisor and Head of Department give me the support I need in terms of the outcomes of training.				
1.5 CAPS training helped me in terms of planning, teaching and assessing learners.				
1.6 CAPS assisted in alleviating problems I face in my classroom.				
1.7 I think I have key role to play in implementing recent curriculum changes.				

QUESTION 2

CAPS implementation

STATEMENTS	SD	D	A	SA
2.1 I am able to implement CAPS in the classroom.				
2.2 The change of curriculum has a positive influence on my teaching.				
2.3 I have the ability to encourage, guide and support learners on the change of the curriculum.				
2.4 I am self-motivated in implementing CAPS to an extent that it influences other teachers positively.				
2.5 The repackaging of CAPS document into a single comprehensive and concise curriculum provides me with what is expected of me.				
2.6 Even if teachers are overloaded, they are able to implement the new ideas.				

QUESTION 3

The importance of resources in implementing CAPS

STATEMENTS	SD	D	A	SA
3.1 Textbooks and workbooks were distributed timeously in my school.				
3.2 Textbooks are effective tools to deliver the curriculum and support assessment.				
3.3 Sufficient time is allocated in the learning areas I teach.				
3.4 Teachers, as human resource, are allocated according to learner teacher ratios in my school.				

3.5 There are enough proper educational tools that help me to implement the new curriculum.				
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QUESTION 4

Lesson presentation and methodology in Language and Mathematics

STATEMENTS	SD	D	A	SA
4.1 Learners emerge with confidence and understand some concepts in Mathematics.				
4.2 Mathematics in the Foundation Phase relies on the use of concrete equipment such as counters.				
4.3 Mathematics is the most difficult and challenging learning area.				
4.4 I apply different teaching methods and strategies to reach my learners.				
4.5 I am able to connect previous lesson to the current lesson.				
4.6 I am capable of implementing CAPS in my classroom.				
4.7 I plan the lesson according to the recent curriculum change.				

QUESTION 5

Learner assessment

STATEMENTS	SD	D	A	SA
5.1 Annual National Assessment is helpful in improving Mathematics and English learning areas.				
5.2 Learners are performing at the expected levels of competency globally.				

5.3 I use different assessment techniques in my lessons.				
5.4 Assessing learner's language skills is a crucial aspect of work in schools.				

QUESTION 6

Professional development

STATEMENTS	SD	D	A	SA
6.1 I need enough time to develop my own understanding of English and Mathematics.				
6.2 I need to acquire new knowledge and additional skills in teaching English and Mathematics.				
6.3 In-service training provides me with fresh and relevant information for curriculum implementation.				

QUESTION 7

Curriculum change

STATEMENTS	SD	D	A	SA
7.1 I was involved in the process curriculum change.				
7.2 The new curriculum was imposed on me.				
7.3 I am adequately equipped to implement the change in curriculum.				
7.4 The new curriculum requires me to learn new skills and competencies.				
7.5 Curriculum change involves improving what is being done in the classroom.				

7.6 To implement change, I must be clear of the purpose, nature and contents of the curriculum.				
7.7 Implementation of the new curriculum means more work for teachers.				
7.8 Curriculum implementation is the most exciting phase of the curriculum development.				
7.9 Change benefits the school.				
7.10 I always support new ideas. I find most changes to be pleasing.				

QUESTION 8

Perceptions of self-efficacy beliefs

STATEMENTS	SD	D	A	SA
8.1 I am capable of producing and attaining desired outcomes in the classroom.				
8.2 I exercise personal control over my behaviour, thinking and emotions.				
8.3 I persist in situations that fail me.				
8.4 I am open to new ideas and willing to experiment new methods to better meet the needs of the learners.				
8.5 I am a powerful influence on the learners' achievements.				

SECTION C

In this section you are free to express your own thoughts, ideas and feelings.

1. What elements of NCS and CAPS do you think are similar and why?

2. What elements of NCS and CAPS are different and why?

3. What in your view is the importance of teaching English in primary schools (Grades 1-3)?

4. What is your view regarding the teaching of Mathematics in primary schools (Grades 1-3)?

5. What is your view regarding the teaching of English in primary schools (Grades 1-3)?

Thank you for your time in completing the questionnaire.

APPENDIX B

INTERVIEW SCHEDULE FOR PRIMARY SCHOOL FOUNDATION PHASE HEADS OF DEPARTMENT AND TEACHERS.

1. What was your first reaction when you heard of the new curriculum?
2. Have you been trained for the implementation of CAPS?
3. Who trained you and when did the training take place?
4. What was the duration of the training?
5. Do you think the time given was enough to get understanding of what CAPS entail?
Please elaborate.
6. Can you describe the type of support you received as you implemented CAPS, either within the school or at Area Office level?
7. In your view, do you think NCS and CAPS are similar or different and how?
8. Are the new curriculum requirements complex or simple?
9. Do you think the new curriculum has been sufficiently tested before being implemented?
10. Is CAPS manageable and appropriate in the classroom?
11. Has CAPS reduced or increased your workload?
12. What is your view regarding the performance of the learners in English and Mathematics in Annual National Assessment (Foundation Phase)?
13. In your view, do you think ANA is the right tool to help learners improve their performance in English and Mathematics?
14. What in your view is the importance of teaching English and Mathematics in primary schools (Grades 1-3)?
15. What is your intake as far as the usage of workbooks in English and Mathematics are concerned?

APPENDIX C

LETTERS REQUESTING PERMISSION TO CONDUCT RESEARCH



NORTH-WEST UNIVERSITY
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22 April 2013

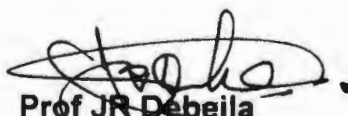
TO WHOM IT MAY CONCERN

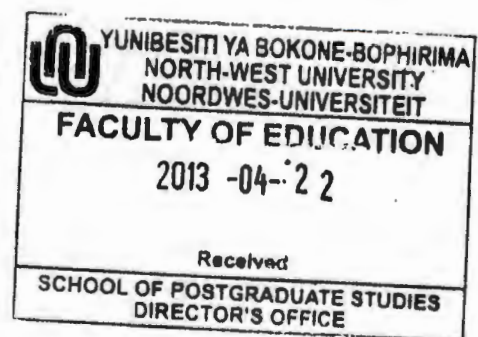
This is to confirm that **Mrs L.K. Motlhabane (Student No: 16396901)** is a Masters (MEd) student studying Educational Management at the North West University, Mafikeng Campus.

Title: Language and Mathematics: Primary School Teachers' perceptions of the Curriculum and Assessment policy Statement.

She is now in the process of collecting data for her research. We request that she be allowed to collect data from HOD, Educators in Ngaka Modiri Molema Mafikeng Area Office.

Any assistance given to her will be appreciated.


Prof JF Debeila
Director: School of Postgraduate Studies



P O Box 5540

Mmabatho

2735

2 May 2012

Mafikeng Area Manager

Corner Thelesho Tawana and Modiri Molema Road

Montshiwa

Mmabatho

Request for permission to conduct a research in different schools in your Area Office

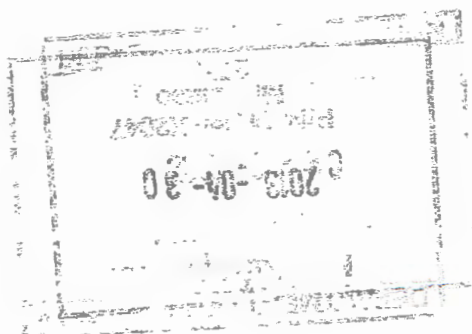
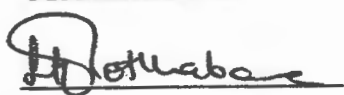
I hereby request for your permission to take a population sample for an educational research from Mafikeng Area Office as part of my studies.

I am a post graduate student studying for a Master of Education Degree in the North West University (Educational Management). I am presently conducting research on Languages and Mathematics Primary School Teacher's Perceptions on the Curriculum and Assessment Policy Statement (CAPS). The population is drawn from primary schools in Mafikeng Area Office. I am intending to distribute questionnaires to various schools throughout May 2013. HODs and some teachers will also be interviewed and this will take place during the months of May and June 2013.

Findings will be made available to the Department if required.

Thanking you in anticipation.

Motlhabane LK





education and training

Lefapha la Thuto le Katiso
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Department of Education and Training
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NGAKA MODIRI MOLEMA DISTRICT OFFICE OF THE AREA MANAGER: MAHIKENG AREA OFFICE

Enquiries : Kokong NM
Cell No. : 083 632 6928
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Date : 02 May 2013

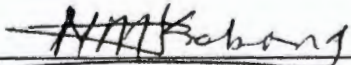
TO WHOM IT MAY CONCERN

Permission is herewith granted to **Mrs L.K. Motlhabane**, (student No: 16396901) to conduct research at Primary schools in the North West Province.

Title: language and Mathematics: Primary schools Teacher's perception of the Curriculum and Assessment policy Statement

Disturbing lessons and teaching time must be totally avoided. A copy of the research finding should be made available to the Area Office and the schools that you will be attending to.

Wishing you well in your study


Mr NM Kokong
Area Manager

