UNIVERSITY OF ZULULAND

Subject Advisers' Perception of Curriculum Delivery in the Intermediate Phase within King Cetshwayo District

by

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DECLARATION

I, hereby declare that this dissertation entitled: **Subject advisers' perception of curriculum delivery in the intermediate phase within King Cetshwayo District** is my own work and all sources that have been used in this dissertation are indicated and are acknowledged by means of complete references.

This dissertation has not been submitted previously in part or whole for examination for a degree at any institution.

Signed_____ DATE: _____

Vincent Titos Smith

Statement by supervisor: This dissertation is submitted with / without the supervisor's approval.

Signed _____ DATE: _____

Supervisor: Dr B.T. Gamede

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DEDICATION

This study is dedicated to my wife, Zama, for her constant support, understanding and underlying love; my children, Vanessa, Fortune and Brian, for their love, encouragement and livelihood; and my late mother who I know is smiling down on me.

ABSTRACT

Subject advisors encountered problems that affected curriculum delivery in the intermediate phase of schools in South Africa and other countries. There are factors influencing curriculum delivery in different countries ranging from what happens in and with the government to what takes place and is obtained in the classroom. If challenges or factors influencing curriculum delivery, such as political interference, social, economic, access to technology and environmental factors, are not addressed, this will have detrimental consequences not only to the delivery and implementation of curriculum but also to our education system. Teacher education curriculum, recruitment, training and retaining of teachers, non- professionalization of teachers, poor funding and insufficient ICT access; are the reasons for the challenges faced in the actual delivery of the curriculum. This quantitative research design was conducted in King Cetshwayo District in Kwa-Zulu Natal Province with the aim of finding out what the subject adviser`s perceptions are in curriculum delivery. The sample consisted of educators, SMT`s and subject adviser`s. Data was collected through questionnaires and quantitative research. The study revealed the need for the Department of Education to increase the number of Subject Advisers` with the purpose of educating more educators about the curriculum, through facilitated workshops and other refresher training. The study also divulged the need for the government to improve the existing infrastructures in the schools, in order to motivate educators and members of the school management team in the discharge of their duties.

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CHAPTER ONE

ORIENTATION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

There is a general belief that education is the most important vehicle through which social ills such as poverty, unemployment, crime, and diseases could be addressed. However, Khosa (2013) argues that the greatest challenge that remains entrenched is how to educate nations. Khosa (2013) further observes that various strategies have been adopted in a quest to achieve teaching and learning goals; these include huge capital layout or an increased budget for education, but the quality of the outcomes fail to match the investment done. Khosa (2013) further contends that the performance of a teacher is a complex phenomenon that is influenced by factors such as the knowledge and skills possessed to facilitate teaching and learning and how motivated a teacher is. Conduciveness of the learning environment in terms of adequacy of resources, support by the district office and the characteristics of learners also influence the performance of a teacher.

It is noted in Hoover and Phelps (2008) that teachers need to be acquainted with the content and how to teach and assess to achieve quality education. They need to effectively deliver the curriculum system through achieving full delivery of annual work schedules and common assessment. This may be realized with adequate support provided by subject advisors whose role has to go beyond monitoring to include mentoring and training. This study attempts to establish the challenges faced by subject supervisors in performing their roles.

1.2 BACKGROUND

Penney, Brooker, Hay and Gillespie (2009) suggested a ‘triple message system’ which includes the curriculum, pedagogy and assessment, arguing that the three aspects are interrelated and interwoven to ensure that quality teaching and learning is achieved. The subject advisors are normally based at the district office and expected to provide guidance, support and expert or specialist knowledge within the context of their academic discipline. They are the trainers of teachers who evaluate and monitor the extent to which the curriculum

is effectively delivered. However, they are faced with challenges which inhibit proper functioning of the mentoring and support system.

The study examines the perceptions of subject advisors towards effective delivery of annual work schedules and assessments. This is achieved by establishing the understanding of subject advisors with regards to their roles and responsibilities. The challenges experienced by the subject advisors are considered as well as the views held by educators on the role of subject advisors. This study acknowledges valuable previous researches that focus on a similar subject matter. It addresses the pressing need to develop a fuller understanding of the real life experiences of subject advisors, teachers, parents and educational leadership in relation to curriculum delivery in schools, which has hitherto remained under-researched in South Africa.

The knowledge constructed through this study, is hoped to benefit leadership towards knowing what type of teachers to assign to what learning areas or how to provide effective support and development for the under qualified teachers when it comes to assigned subjects which are not of their qualifications. The failure to ensure that the nation's classrooms are staffed with qualified teachers, is one of the most conspicuous problems in the South African education landscape. Over the past decade, many panels, commissions and studies such as McGrath and Akoojee (2007), Chisholm (2007), among others, have focused attention on this challenge and in turn, numerous reforms have been initiated to upgrade the quality and quantity of the teaching force. Using data from the nationally representative schools and staffing survey conducted by the National Center for Education Statistics, the analysis examines how many classes are not staffed by minimally qualified teachers and to what extent these levels have changed in recent years.

1.3 LITERATURE REVIEW

For the curriculum to be effective and meaningful in our education system, proper delivery of the education policies should involve various stakeholders. Education is the key to success, and for the country to have a skilled labour force, it must invest greatly in its training and education system. The world is in a rapid transformation, therefore, our education system must be planned to enhance and accommodate the changes (Nel, Nel & du Plessis 2011).

It is noted in Tanja and Hannum (2009) that most schools in rural areas are under-resourced, poorly equipped and characterized by inadequate class space and learner support materials. It

seems as if the availability of learning resources and quality is overlooked, making it difficult to monitor the delivery of the curriculum. Rogan and Grayson (2003), Bowker, Davies, Hopkin, James, Kelly, Peacock and Sharp (2009) describe the shortage of resources as the main factor that makes curriculum delivery to be in an unintended way in teaching and learning in schools. Therefore, supervision by subject advisers in managing the delivery of curriculum should be carried out in a sequential and integrated manner. Cardno (2005) argues that there should be a delivery plan as a form of directional pressure and it needs to accommodate all the set expectations that are required for effective curriculum delivery.

There is a need for support from curriculum advisors to monitor the process of curriculum change. Support provided may limit the problems encountered by educators in their daily process of dealing with challenges and questions related to curriculum delivery. According to Bantwini (2012), the shortage of curriculum advisors and human capacity in most subjects makes the monitoring of schools to focus only on a few schools; this suggests that most schools remain unmonitored. This could be another factor which hinders the success of curriculum delivery in teaching and learning. Schwartz and Sadler (2009) point out that effective teaching and learning requires support and scaffolding to ensure that teachers and students operate at their optimal skills level. Subject advisors should be well-trained and competent enough to monitor the delivery of the curriculum. Martinez, Herrero and de Pablo (2011) corroborate this by stating that deliverers have to be closely supervised by knowledgeable supervisors (Sub Ad) in the new curriculum.

Mobility of teachers is a reality that exists in many schools, particularly in rural areas (Tanja & Hannum 2009). It is also claimed in Bantwini (2012) and Cardno (2005) that curriculum delivery may impact on the teachers' own background, training and level of confidence to teaching. Some teachers who teach in schools do not have expertise in the subjects they teach, but have to comply because of the shortage of subject educators (Tanja & Hannum 2009). This could be another factor that makes curriculum delivery impact in an unexpected way in teaching and learning in many schools. The constant change in teachers probably due to the post provisioning norms creates a problem in curriculum delivery advancing to disruption for subject advisors in the matter of monitoring and supervising.

1.4. THEORETICAL FRAMEWORK

Different philosophies underpin various studies. These philosophies are regarded as theoretical frameworks. They are the premise upon which the study will be discussed. The

theories underpinning this study are: learning theories and social constructivism learning theory of knowledge transfer.

1.4.1. Learning Theories

Learning is a broad concept and occurs across such a variety of subjects that defining it concisely remains a challenge (Novak, 2010). It is believed that learning may occur in a number of ways, for example, it may come about through:

- Direct experience (e.g. touching a hot stove and learning about the pain associated with such a touch);
- Vicarious experience (e.g. learning by watching someone else go through an experience such as touching a hot stove); and
- Instructional access to this type of direct experience because of the numbers involved or the location of the simulator.

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Learning theory is an organized set of principles explaining how individuals learn, that is, how they acquire new knowledge and/or abilities, but we cannot describe learning theory as a single entity. Learning has been studies for hundreds of years, and many theories have been proposed to explain it. Of these theories, the researcher has selected two broad theoretical perspectives which are: behavioral and constructivist. These perspectives represent major trends or themes in the way learning is conceptualized and inform practice in different ways. They have different views on what learning is, how it occurs, how the instructional expert can facilitate learning, and what role technology can play. The two perspectives of this theory identified above will be applied to the study to trace the perception of subject advisers regarding the behavior and the constructive nature and abilities of educators in handling curriculum change and delivery.

1.4.2 Social Constructivism Learning Theory of Knowledge Transfer

Constructivism emerged in the 1980's in Europe and America as a critical theory. It has been widely introduced in the various subject areas. According to Kim (2001) Social Constructivism is based on specific assumptions about reality, knowledge and learning.

Therefore, the knowledge transfer in this study can be summarized as identification, interaction, application and integration of four parts, focusing on the purpose of the knowledge being transferred, the transfer situation, and the interaction between transfer

subjects, the critical aspects of knowledge being transferred and the practicality of knowledge being received. Effectiveness is thus highlighted as a crucial element of knowledge transfer. In this study, social learning constructivism theory will be applied in order to trace the extent to which culture, beliefs, and societal issues influence curriculum delivery in the intermediate phase within the uThungulu District.

1.5 PROBLEM STATEMENT

There is a major problem of curriculum delivery in schools more especially in the intermediate phase in the province of KwaZulu-Natal. This has contributed to the failure experienced by learners in different subjects. As a result, each time results are released, the failures of learners are attributed to the failure of subject advisors in the neglect of their duties. Hence, this study aims at investigating the perceptions of subject advisers with regards to curriculum delivery as it concerns the intermediate phase within uThungulu District.

The researcher's paramount concern in this study is: What are the perceptions of the subject advisors regarding curriculum delivery in the intermediate phase within uThungulu District?

In dealing with this concern posed in the above question, it is necessary to sub-divide it into the following questions:

1.6. RESEARCH QUESTIONS

- What are the perceptions of subject advisers regarding curriculum delivery in uThungulu District?
- What are the behaviours of subject advisors towards curriculum change?
- What are the causes of the rapid changes in curriculum delivery?
- How do subject advisors deliver the changes in the curriculum?

1.7. RESEARCH OBJECTIVES

- To investigate the perceptions of subject advisers regarding curriculum delivery in uThungulu District.
- To find out the behaviours of subject advisors towards curriculum change.
- To explore the causes of rapid changes in curriculum delivery.
- To determine the manner in which subject advisors deliver the curriculum changes.

1.8. OPERATIONAL DEFINITION OF TERMS

1.8.1 Curriculum

Curriculum is defined differently by different authors, Marsh and Wills (2007) argue that curriculum reflect the historical, social, economic, and political context of the society in which they have been trained. According to Ornsteins and Hunkins (2009), curriculum can be defined in five different ways. Firstly, they define it as plan for achieving goals; secondly, as dealing with the learners' experience; thirdly, as a system for dealing with people; and fourthly, as a field of study. Finally, they define curriculum in terms of subject matter: (Mathematics, Science, English, History, and so on) and content (the way information is organized and assimilated). In this study, curriculum will mean all the activities carried out under the supervision of the school authorities.

1.8.2 Teaching

We can define teaching in as many ways as we like. Since our curriculum started to change, teaching has been defined in some new different ways. According to Nel, Nel and du Plessis (2011), teaching can be seen as creating opportunities for learning to take place, as well as the process of helping learners to learn. In this study, teaching will refer to activities performed by educators in ensuring transfer of knowledge as stated in the policy of education.

1.8.3 Subject Adviser

A teacher who visits schools to advise teachers on curriculum development within a particular subject area source (McNiff, 2010). For the purpose of this study subject advisor will mean people employed by the Department of Education to offer advisory services to educators in schools.

1.9. DESIGN AND METHODOLOGY

This section explains the research design and approaches to be adopted in the study in a quest to establish the challenges faced by subject advisors in curriculum delivery. It also explains the sampling procedure and the methods that were used in data collection and analysis. In addition, it describes the study area.

1.9.1 The research design and approach

This study is a quantitative design. The concept of research design is understood diversely by different researchers. According to Kumar (2014), research design is a vision and a plan that plots how the research is to be carried out. Creswell (2014) describes research design as the plan of how the researcher will systematically collect and analyze the data that is needed to answer the research question. Although the above understanding diverges in terms of how they define research, they present one thing in common: a plan with a direction and purpose. This plan assists the researcher to find certain methods to be employed for data collection in advance, so as to serve as appropriate means of proving solutions to unresolved social problems.

According to Cohen and Morrison (2007), there are many styles of research such as life historical, experimental research, non-experimental research, participatory research, descriptive research, case studies and ethnographical research.

Research deign is a plan or a blue print on how one intends conducting research (Kumar, 2014). Creswell (2014) defines quantitative study as the enquiry into social or human problem based on testing a theory composed of variables measured with numbers. Quantitative research will be used as a basis for advancing research questions and to describe related literature. Quantitative research is thus based on attempts to apply the methods of natural science to the human sciences. Its strengths are that it provides data that are easily quantifiable and based on reasonably objective evidence that lends to rigorous analysis.

1.9.2 Research methodology

Explained below is the method used to obtain the information for this study and methods that were used in data collection and analysis.

1.9.2.1 Sampling

There are twelve education districts within the Kwazulu Natal Department of Education. The sample frame comprised subject advisors from these districts. However, the districts are homogenous, as such, the sample used in this study was specifically from UThungulu District. The population for this study comprised subject advisers within five (5) circuit management centers of the district and the schools are divided into the cluster of ten (10). The simple random sampling technique was used to select subject advisers and teachers who participated in this study. The researcher obtained a list of all subject advisers currently serving at the district office and selected every name that appeared on the list. There are 33 subject advisors for each circuit management centers of the district, whom are responsible for

monitoring the curriculum delivery in schools, the researcher selected all 165 subject advisers and fifty-two (52) teachers including SMT`s.

1.9.2.2 Data collection

Data for the study were collected through questionnaires as the design of the study was quantitative in nature. Questionnaires helped the researcher to avoid all forms of bias.

1.9.3 Data Analysis

The data retrieved (using the questionnaire as an instrument) were analyzed using simple percentage, tables and frequency counts. Statistical Package for Social Sciences (SPSS) software were used to carry-out statistical analysis. The demographic data of respondents were analyzed through frequency counts and simple percentages.

1.10. DESCRIPTION OF AREA OF STUDY

The research study was conducted in the province of KZN under the Department of Education. The study was conducted in one of the 12 homogeneous districts, called uThungulu. Currently uThungulu District is divided into five circuit management centers (CMC's) which include: Nkandla, Umlalazi, Mthonjaneni, Umlathuze and Umfolozi. The main focus of the study was on uThungulu District as it combines both rural and urban schools. It also shows a clear perception of curriculum support by subject advisers.

1.11. DELIMITATIONS OF THE STUDY

The respondents in this study excluded learners, educators and School Management Team (SMT) members. Only subject advisers were focused on. Invariably, the study was limited to subject advisers within uThungulu District. This implies that the perception of educators or school management team members were not considered. In addition, the finding of the study may not be true about other districts. Thus, this study's findings could not be generalized.

1.12 CONTRIBUTIONS OF THE STUDY

This study will add to existing literature on the role and challenges of subject advisers in curriculum delivery, particularly because this is an area that has received minimal attention in researches within the Faculty of Education across institutions of higher learning and South Africa as a nation.

1.13. HARVESTING THE RESEARCH

The researcher will attend conferences: both local and international based in order to share the findings of the research and get comments from other scholars within and outside the country. In addition, at least a paper titled: "perception of subject advisors on curriculum delivery" will be published from this study. The journal in view for the publication is: South African Journal of Education, or any other DHET accredited journal on education related matters.

1.14. RESOURCES

This research has financial resource implications such as budget to travel, edit, translate questions to the suitable language for respondents and proof reading of the document. Funding was sourced from NRF and the Research Unit of the university.

The researcher spent the income on the following items:

Grant (income)	**R20 000**
Total expenditure	**(20 000)**
Duplication of questionnaires	R1000
Data bundles	R1500
Language editor fees	R7500
Stationary	R1500
Travel grant (fuel)	R5500
Airtime	R1000
Statistician fees	R2000

1.15. LAYOUT OF THE STUDY

Below is the layout of the study.

Chapter 1: Orientation of the study

Chapter 1 provides the orientation of the study; it includes an introduction and rationale of the study. Furthermore, this chapter contains the statement of the problem, motivation of the study, aim and objectives of the study, research questions and definition of concepts.

Chapter 2: Literature Review

Chapter 2 provides the conceptual framework for the study; it also explores the literature regarding the youth participation in community development programs.

Chapter 3: Research methodology

Chapter 3 describes the research process, including the research approach, design and methodology followed in the study.

Chapter 4: Interpretation and discussion of data

Chapter 4 presents the data, and analysis of the data and the findings of the study. The research findings are also discussed in this chapter.

Chapter 5: Conclusion and recommendations

Chapter 5 summarizes the results of the study and draw conclusions from the study. Delimitation and recommendations are also presented in this chapter.

1.16. ETHICAL CONSIDERATIONS

A researcher requires an ethical justification, which proves that there will be no harm done to the participants during the process. Some researchers (Bertram, 2004 Cohen and Marrison, 2007) attest to the fact that there should be no harm to the respondents. Besides that, the respondents should know the purpose of the study and guarantees of confidentiality in the research. Participants must be made aware that their involvement in the research is voluntary and that they may withdraw at any time if they feel like doing so.

All ethical issues were considered. According to du Plooy (1996), in social research and in communication research, ethical consideration can be broadly classified under two main headings, mainly; the protection of the rights of human subjects and the ethics of writing. In other words, a research project should conform to moral, ethical and legal standards of scientific inquiry.

Ethics refer to the evaluation of human condition and terms of their values. Clearly research involves both values and ethics. Ethical considerations involve the assessment, based on “moral” values, of courses of action, directed by individual, social and cultural values and experiences.

Values are ideas and beliefs that members of a society share about what is important, good or bad, right or wrong. The investigation intends not to harm anyone but to explore the challenges encountered by subject advisors in uThungulu District.

The researcher complied with the following research principles: the right to privacy, the right to maintain self-respect and human dignity, confidentiality, anonymity and protection from the potential misuse of research findings.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter will be presenting a review of literature related to the delivery of the curriculum. The main purpose of reviewing literature is to locate the current study within the existing body of knowledge.

In the first chapter, the problem under investigation was introduced and highlighted in terms of its nature and scope. The background to this study was also provided, and operational terms and other relevant concepts were defined. Furthermore, the aims and objectives of the study were outlined together with the delimitation of the field and the method of the study.

This study will be investigating the perceptions of the subject advisers towards curriculum delivery in primary schools within King Cetshwayo District. This chapter will be dealing with conceptualizing curriculum in education, looking at past and contemporary issues pertaining to curriculum education as well as trends in South Africa and the international community.

McMillan and Schumacher (2006) describe literature review as an outline and analysis of related literature that is conducted to provide insights into a study. In addition, Matiwane (2010) concurs with McMillan and Schumacher (2006) that a literature review is a narrative essay that integrates, synthesizes and analyses the important thinking and research on a particular topic. It is concerned with a summary and analysis of the relevant documents about a research problem. According to Ornstein and Hunkins (2004), literature documents include periodicals, abstracts, reviews, books and other research materials.

Milondzo (2003) concurs with the above statement when he says that, the review of literature shares the light to the body of knowledge that is available, as well as theories that supported the researcher in concluding the current study. The understanding of theory and concept helped the researcher to understand the impact of the challenges on the management and the delivery of the new curriculum.

Kroon (2003) points out that, in 1982, the Scottish Central Committee on Economic Science Subjects identified a number of broad aims for economic science education in secondary

schools. Among the aims set out were to prepare learners for entry into post-school society and to meet the demands of that particular society. Also, to increase learners' knowledge and understanding of the workings of the modern industrialized society in which they live. In addition, the aim is to improve skills and to develop certain life skills; cognitive, interpersonal and psychomotor skills in learners.

An educator must have a posted discipline plan that he / she follows constantly for effective classroom management. Consistency and fairness are essential for effective classroom management. However, it is clear that some very experienced educators do not routinely teach in ways that would score highly on the measures of effective teaching (Luke et al. 1998).

According to Faull (2009), educators who are effective in their teaching are most likely to be:

- Knowledgeable. They have a deep understanding of the subjects they teach and continually seek to improve their knowledge and understanding of these subjects and of teaching, learning and learners.
- Enthusiastic. They are passionate about their subject and about teaching their subject. Borich (2002) considers enthusiasm to be part of a larger group of behavior referred to as a teacher's affect (behaviors that derive from attitudes, values and emotions). Enthusiastic educators are more successful than unenthusiastic educators at engaging learners in learning (Killen, 2003). When learners can see that their educator is enthusiastic, this influences their perceptions of other educator behavior (such as how clearly the educator explains things), which in turn positively influences learners' learning (Killen, 1991:195).
- Confident. They feel secure about their knowledge, understanding and skills, and about their ability to help learners learn. There are clear links between educator confidence and learner achievement (Killen, 1991). Educators who give learners the impression that they are not confident appear to reduce learners' motivation and, ultimately, their achievement (Prince and Raiker, 1999).
- Effective communicators. They relate well with learners, explain clearly, make their expectations explicit, and engage learners. Effective communication is fundamental to the educational practices described by the Effective Teaching model (Coulson, 2006).
- Committed. They are dedicated to teaching and helping learners learn well. The most common indicators of educator commitment are their loyalty to the norms and

standards of profession, their support of learners beyond official expectations (perhaps through mentoring or coaching), their upholding of the philosophy and values of the school, their remaining in the profession (even when it is demanding and stressful), and their continual development of subject knowledge and teaching expertise (Day, 2000).

- Compassionate. They care about their learners. Educators should respect all their learners, be concerned about their welfare, have empathy with them and make them feel accepted and important. Effective educators have friendly, mature relationship with their learners, and demonstrate caring, humor and commitment (Ayres, Sawyer and Dinham, 2004).
- Curious. They have questioning minds and are interested in finding out more. Curious educators do not simply accept things as they are. They are never satisfied with what they know; they always want to learn more. They have intellectual curiosity, the characteristic ability to question, challenge, look at an issue from multiple perspectives, seek more information before rushing to judgment, raise questions, deliberate, and craft-well reasoned arguments (Maki, 2000).
- Patient and persistent. They are steadfast in their endeavors. They do not give up easily when things do not go well or when learners are not achieving the high standards that are required. They do not expect every learner to be equally successful the first time the learners try something new, but they take responsibility for the ultimate success of all learners in their class (Elliot and Crosswell, 2002).
- Willing to share and collaborate. They work together as a team to achieve goals (Ayres, Sawyer and Dinham, 2004). Spady (2001) refers to such teachers as constructive people, who freely and selflessly share to enhance the well-being of others. Such teachers are willing to share their ideas and learn from one another because they have a learner-learning orientation to their teaching and appreciate that to enhance one another and themselves (Spady, 2001).
- Resourceful and inventive. They are not content to simply do what others have done. They continually look for new ways of solving the daily challenges of teaching. They are creative, involve parents and the community and make optimal use of conventional resources such as textbooks. They create best possible, most advantageous conditions for learning and continually try to make learning as easy as possible for learners. They do not rely upon someone else providing them with

teaching materials or creating opportunities for them. They do it all themselves, often without the benefits of formal in-service training programs (Ayres, Sawyer and Dinham, 2004).

- Well-organized. They put systems and processes in place to bring order to all aspects of their teaching. Learners learn better from well-organized educators than from poorly organized educators (Killen, 1991).
- Optimistic. They are positive that learners can and will learn. They believe that even the most complicated concepts can be explained in terms that learners will understand. They believe that they can make a difference to learners' lives (Spady, 2001).
- Ethical. They understand all laws, rules, policies and guidelines that have to be followed both inside and outside school and always maintain the highest possible standards of behavior in their interactions with learners, parents and colleagues. They respect and protect the rights of learners including the right to privacy in matters such as test results (Ayres, Sawyer and Dinham, 2004).
- Reflective. The educators routinely think about what, how and why they are teaching (Faull, 2009).

The inability of teachers to effectively manage classroom behaviors often contributes to the low academic achievement of at-risk learners and to their excessive referrals for special education (Donovan & Cross, 2002). These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged learners (Ladd, 2005). Many of the least capable teachers begin their careers teaching in the most challenging environment with the predictable results being under achievers.

Inadequate preparation and inadequate professional development are the major contributing factors to the curriculum delivery problems faced by teachers. Although the importance of effective classroom organization and behavior is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environment, (Baker, 2005, Siebert, 2005). The absence of supervised experience and professional development in the critical competencies of organization and behavior management significantly reduces the effectiveness of many teachers, especially new teachers (Berliner &Yell, 1995).

Curriculum delivery is impossible without proper classroom management (Baker, 2005). Hence, it is necessary for teachers to be educated on classroom management. However, improving the ability of teachers to manage classroom requires a systematic approach to teacher preparation and on-going professional development. There is no evidence to support the assumption that teachers will just pick up classroom management skills without appropriate education, experience and time. On the contrary, experienced educators have fewer concerns regarding curriculum delivery which may be less an indication that teachers learn over time how to deliver the curriculum effectively (Baker, 2005). Thus improved teacher preparation and professional development are critical parts of the solution to adequate curriculum delivery.

2.2. CONCEPTUAL FRAMEWORK

2.2.1. Curriculum Implementation

Curriculum is a document that schools cannot do without. As a matter of fact, it contains all that is expected to be done by both the learners and educators under the supervision of the school authority. According to Marsh (1997), curriculum is reported to be an artifact; a document which includes details about goals, objectives, context, teaching techniques, evaluation, assessment, and resources. Fullan (2001) in his own view refers to it as the teaching style aimed at imparting and transferring knowledge to learners. This scholar argues further that this relates to Hidden curriculum as well as taught curriculum (implicit, delivered, and operational) where a teacher begins altering the curricula received. Hidden curriculum refers to unintended learning curriculum while received curriculum refers to things that students actually take out of classroom, those concepts and content that are truly learned and remembered. Cuban cited in Majozi (2009) further calls it the learned curriculum; the gap between what is taught and what is learned, “intended and unintended” (Fullan, 2001). Motsiri (2008) concurs and defines curriculum as ‘fixed courses of study’ terminology.

Additionally, curriculum transcends helping teachers to functioning as a guide to school managers. Thus, Nkuna (2006) from his findings states that it is imperative to note that it will make management and delivery easier; thereby, helping the reader to understand the concept curriculum as used in this research. It will further close the gap between what has been researched and the new findings.

According to Cole and Chan (1986:64), an effective educator is the one who maximizes the achievement of learners by acting in accordance with an explicit set of principles that have

order, coherence and relevance in the particular instructional context. Killen (2011:18) suggests that an effective educator deliberately teaches in ways that will enable and encourage learners to engage in the intellectual activities that promote quality learning which leads to effective classroom management. An effective educator never underestimates the difficulty that learners have in learning how to comprehend, evaluate, question, debate, integrate and synthesise information (Klem and Snell, 1996:76).

Newmann, Bryk and Nagaoka (2001:14) said the distinctive characteristics of the effective educator are construction of knowledge, through the use of disciplined enquiry to produce discourse, products or performances that have value beyond school. The teacher teaches for understanding. According to Spady (1994:50), an effective educator makes the classroom to be a conducive environment for learning, uses a variety of teaching strategies, explains the tasks to learners and gives feedback when they have done the task and marked it.

Lovat and Smith (2003) express the idea that an effective educator should specify the end results in advance. An effective educator should define the significant outcomes that the learners are required to achieve, that is the first step in achieving clarity focus. Secondly, an effective educator must link the planning, teaching and assessment decisions and the significant outcomes that the learners are ultimately to achieve that is called designing down or designing back. This means, once the long-term significant outcomes have been defined, they become the starting point for the curriculum design and curriculum implementation. All instructional decisions are then made by tracing back from this desired end-result and identifying the building blocks. Thirdly must have high expectations for all learners. That means effective educator should expect all learners to achieve significant outcomes to high standards. The educator must establish high, challenging standards of performance in order to encourage learners to engage deeply with the issues about which they are learning. Helping learners to achieve high standards is linked with the idea that successful learning facilitates more successful learning. When learners experience success, it reinforces the learning, builds their confidence and encourages them to accept further learning challenges. Fourthly, an effective educator must strive to provide expanded learning opportunities for all learners in recognition of the fact that not all learners can learn the same things in the same ways or in the same time (Spady, 1994:60). Most learners can achieve high standards if they are given appropriate learning opportunities. The effective educator does everything possible to keep opportunities for continued learning and improvement open to learners (Spady, 2001:4). To achieve this, the educator must be flexible in the way they present information to learners,

give them diverse opportunities to learn and be flexible in their approaches to assessment (Spady, 2001).

Curriculum is designed to guide all learning activities that take place within and outside the school system, under the supervision of the school authority (Scheepers & Carolissen, 2008). However, in recent time, curriculum delivery has been problematic due to several factors. Well-planned and designed curricula seem insignificant and fail to improve the learning abilities of learners due to poor delivery.

The issue of poor delivery is hinged on the lack of certain facilities. According to Durlak and Dupre (2008), Mkandawire (2010) and Chaudhary (2015), some of the factors hindering proper curriculum delivery include:

1. Poor leadership:

Curriculum delivery remains impossible without proper leadership and direction (Chigona & Chigona, 2010). It is expected that for curriculum to be properly delivered in the education system, good and strategic leadership must be put in place in order to ensure the desired result of the delivery of the designed curriculum (Cabahug, 2014). Suffice to state that good and effective leadership is the bedrock upon which proper curriculum delivery lies.

2. Shared understanding of curriculum:

Certain curricula are well planned but poorly communicated to the deliverers. This leads to poor understanding and affects the way such curricula are delivered. For instance, teachers are most of the times not carried along during the process of curriculum planning. Hence, failure to properly communicate the curriculum to them will amount to poor delivery of the well-designed curriculum. This affects all efforts put into the planning and designing of the curriculum.

3. Poor monitoring:

In situations where the curriculum is well-communicated, poor monitoring of the delivery can also have negative effects. Curriculum planners are expected to take into consideration the monitoring of its delivery. Thus, planning, designing, delivering and monitoring should be simultaneously catered for as they are inextricably intertwined and inevitably affect each other.

4. Support from departments:

The delivery of curriculum will be ineffective without support from relevant departments. Thus, various departments are to be consulted and involved to assist both at the planning and delivery phases of the curriculum.

5. Scope of consultation:

Curriculum designers are expected to consult widely before, during and after curriculum planning. However, failure of curriculum designers to do this hinders proper delivery. For instance, narrow consultation during the process of curriculum designing may result in poor curriculum design which will affect the delivery process.

6. Shortage of staff:

Well-designed curriculum will demand adequate man-power to deliver. However, in the case that man-power is lacking or less in the delivery process that may result in poor delivery. Thus, recruitment of staff is a factor that is worth considering during curriculum delivery.

7. Time frame:

Curriculum is not expected to be planned and successfully delivered within a short space of time. It is expected that well-designed curriculum should be given adequate time to be delivered.

8. Availability of resources:

Curriculum is sometimes designed without taking cognizance of the necessary facilities, materials or resources that will enhance its delivery. Hence, poor or non-availability of resources amounts to poor delivery of the curriculum, even when it seems well-designed.

9. Poor content knowledge:

Curriculum deliverers are expected to have good knowledge of the designed curriculum. However, due to several constraints which affect the involvement of curriculum deliverers during the planning phase of the curriculum, they seem to lack adequate knowledge of the designed curriculum. This affects the delivery of the curriculum at various stages. Surmise to state that poor or less involvement of curriculum deliverers (teachers) during curriculum planning, leads to lack of knowledge of the designed curriculum. Consequently, it leads to poor delivery.

10. Teacher quality and qualification:

Teachers are considered as deliverers of the curriculum. Hence, the quality of the recruited teachers, as well as their qualifications affect the delivery of the curriculum. For instance, well-qualified teachers with experience are likely to be more productive in delivering the designed curriculum, compared to less or non-qualified teachers.

11. Inputs and roles of education stake holders:

During curriculum planning, different education stake holders are expected to have inputs in enriching the curriculum. However, where the opinions or inputs of vital stake holders are not sought during the planning phase, that may have adverse effects on the curriculum, during the delivery phase. Thus, all relevant education stake holders: parents, learners, teachers, government representatives, community leaders, among others, are expected to be consulted and have their inputs during the planning stage of the curriculum. Such inputs will have effects during the delivery phase.

2.3 PHILOSOPHIES UNDERPINNING CURRICULUM

Several philosophers have various opinions and ideas with regards to curriculum, its importance and the undeniable roles it plays. Hence, the need arises to consider the works of different philosophers. According to Ozmon and Craver (1990), education is involved with the world of ideas and the world of practice; good ideas can lead to good practice and good practice can lead to good ideas. Curriculum (implicit, delivered and operational) where a teacher begins altering the received curriculum. Hidden curriculum refers to unintended learning curriculum while received curriculum refers to things that students actually take out of classroom, those concepts and content that are truly learned and remembered. Philosophy of education began when people first became conscious of education as a distinct human activity. The primitive societies did not have long-range goals and complex insights that we find in modern times. In earlier times, education was primarily a means for survival. Children were taught the necessary skills for living, but nowadays people use education for a variety of purposes.

Curriculum goes as far as determining the leisure and playtime of learners. Ozmon, and Craver (1990) argue that education may not be used only for the purpose of survival, but also for the better use of leisure time and refinements in social and cultural life as the practice of education has developed, so also have philosophies about education. Reconstructionism is

more concerned with the broad social and cultural fabric in which people live. It is almost a purely social philosophy. The study is underpinned by the philosophy of reconstructionism which contains two major premises:

- Society is in need of constant reconstruction or change, and
- Such social change involves both a reconstruction of education and the use of education in reconstructing society. According to Ozmon and Craver (1990), reconstructionists advocate for an attitude toward change that encourages individuals to try to make life better than it was before.

A contemporary approach in education is the application of business management theory to education. Managers listen to workers and pay attention to their concerns, fears and motivations.

2.3.1. Learning Theories

Learning is a broad concept and occurs across such a variety of subjects that defining it concisely remains a challenge. According to Timothy, Donald, James and Anne (2011), learning may occur in a number of ways for example, it may come about through:

- Direct experience (e.g. touching a hot stove and learning about the pain associated with such a touch);
- Vicarious experience (e.g. learning by watching someone else go through an experience such as touching a hot stove); and
- Instructional access to this type of direct experience because of the numbers involved or the location of the simulator.

Finally, there is some content that frequently lends itself to individuals gaining direct experience; whereas, learning about different management styles within major investment corporations may be more readily accomplished through a more presentation oriented learning experience. Through the study of learning, we can come to identify specific theories and principles that allow us to predict certain situations that will facilitate (or hinder) certain learning for specific individuals. Through the use of multimedia, for example, the impact of the learning experience may be significantly enhanced.

A learning theory is an organized set of principles explaining how individuals learn, that is, how they acquire new knowledge and/or abilities, but we cannot describe learning theory as a single entity. Learning has been an ongoing study for hundreds of years, and many theories have been proposed to explain it. Of these theories, the researcher has selected two broad theoretical perspectives viz.: behavioral and constructivist. These perspectives represent major trends or themes in the way learning is conceptualized and inform practice in different ways. They have different views on what learning is, how it occurs, how the instructional expert can facilitate learning, and what role technology can play.

2.3.2 Behavioural Perspective

Behavioral perspectives began in the early part of the twentieth century with the argument that "all other behavior is established through stimulus- response associations through conditioning" (Mergel, 1998). They were at variance with the mental phenomena, such as consciousness, that had been the subject of the study during the latter part of the nineteenth century. In education, behaviorism is most closely associated with the work of B.F Skinner. In contrast to other forms of behaviorism, Skinner focused on the voluntary, deliberate behavioral aspects that he believed made up most of an individual's behavior's repertoire.

These behaviors, he termed operands, because they are the individual's way of operating or influencing the environment. Understanding this type of behavior, therefore, involves understanding all of the environment events surrounding it.

Skinner developed his theory during the 1930s and began applying it to increasingly broad array of human problems, including education. A primary assumption of the behaviorist perspective is that we must focus on the behavior of the learner and that, like other behaviors, learning is largely determined by the external environment. Within the behavioral perspective, learning is described as a change in the probability that a person will behave in a particular way in a particular situation. It is believed that if the Curriculum delivery is effective, it will bring about positive change in the educational system.

According to Timothy et al. (2011), application of behavioral principles will lead to a redesigning of the education system and that students apply themselves to their work with a minimum punitive coercion.

2.3.3 Constructivist Perspective

The constructivist perspective describes learning as a change in meaning constructed from experience. On the surface, this seems the same as the information processing definition of learning, but there is a critical difference in the way the two perspectives view knowledge. The information processing perspective explains knowledge as an objective representation of experience, whereas the constructivist perspective describes it as a subject interpretation of experience. Learning then, refers to the acquisition of new representations.

Indeed, knowledge varies from one person to another. Hence, Timothy et al. (2011) explains it using the human mind which they say is like a lens; when we look through our lens, some aspects of our experiences are in sharp focus, some are fuzzy, and some cannot be seen at all. Thus, knowledge construction is a process of thinking about and interpreting experience. And because each individual has a unique set of experiences, seen through a unique lens, each individual constructs a unique body of knowledge. Learning is said to have occurred when knowledge is changed in a way that allows people to interpret their experiences in a more complete, complex, or refined way. That is, when their lens allows them to see something that they could not see before or aid them to see things in a sharper focus. The basic premise underlying constructivism is that knowledge is constructed as learners try to make sense of their experience. Learning then is a continuous process of experience and reflection in which learners create, test, and refine their mental models, which are dynamic. As learners' experience grows, their mental models become richer, meaning that they incorporate a wider range of experiences. According to the constructivist perspective, learning is determined by the complex interplay among students' existing knowledge, the social context and the problem to be solved.

Instruction then refers to proving students with a collaborative situation in which they have both the means and the opportunity to construct new and situational specific understandings by assembling prior knowledge from diverse sources. From a constructivist perspective, the primary responsibility of the instructional expert is to create and maintain a learning

environment that has two essential characteristics: learning in context and collaboration. Learning theory utilizes social cognitive learning theory to guide the development and prototype educational experiences. The major framework of social cognitive learning theory can be found in its recognition of the reciprocity and interaction among cognitive, behavioral, environmental, and physiological or affective influences. It postulates that the actions of a person in a situation depend on the interaction among the influences with a primary emphasis on social cognitive factors. The framework states that people learn from a variety of experiences.

The theory postulates that initially, behavior is self-regulated on the basis of anticipatory outcomes mediated by the social environment. However, as children develop, their personal standards relating to gender-linked conduct are based upon increasing experiences, social knowledge and cognitive development. Eventually, their conduct is motivated and regulated primarily by the exercise of self-reactive influence.

During the course of development, the regulation of behavior shifts from the predominantly external stimulus and sanctions to a gradual substitution of internal mandates rooted in personal standards according to the social cognitive theory.

In a similar fashion, the theory and its concepts have been used to explain entrepreneurial career preferences through an assessment of the effects of observational learning as well as perceived parental entrepreneurial role model performance. The theory appears to be a viable conceptual framework for developing theories of entrepreneurial career selection. Research has demonstrated that individuals with parental entrepreneurial role models are perceived to be higher performers than individuals without a role model.

2.4. SOCIAL CONSTRUCTIVISM LEARNING THEORY OF KNOWLEDGE TRANSFER

Constructivism emerged in the 1980's in Europe and America (Ru de Lui, 2001). It has been widely introduced in the various subject areas. The social constructivism learning theory embodies the core ideas of knowledge, learners and learning. These concepts are described herein.

1. Knowledge: Social constructivism considers that objective knowledge is existent and can be realized, and the acquisition of knowledge is not simply accepted or copied, but a construction process which includes the individual interaction and their recognition. The view not only emphasizes the process of the individuals building their own initiative, but also stresses on the mediation of the objective derived from the social significant construction.
2. Learners: In social constructivism learning theory, learners are not passive recipients of information, but are active learners who select and find information with their original experience, and then construct the understanding by their own way. The view emphasizes the importance of social situation to the learners' cognitive development, and requires the learners to cooperate, communicate, enlighten each other and enrich the understanding of knowledge by building a "learning environment", which means learners should be positive in the social situation interaction.
3. Learning: In social constructivism, learning is the significance of shared objects, events and ideas through the high speed and amendatory consultation process. The view emphasizes the impact of social source and cultural agencies, the practical transformation through learning process, and the individual continuing development as an important outcome. This means the learning is the knowledge gained through interaction with society as reiterated by Kim (2001) "Individuals create meaning through their interactions with each other and the objects in the environment".

Ru de Lui (2001) introduced a constructivism concept of learning transfer. The theory considered learning transfer as the reconstruction of knowledge under the new conditions. Its essence is the deep understanding of knowledge and the organic integration of much FVexperience. Learning transfer is equated with learning, and the mechanism of learning transfer is equivalent to learning mechanism. At the same time, the previous research described the learning transfer as the learning and application of knowledge. That is, the

essence of learning transfer is the knowledge transfer between different subjects. In this way, knowledge transfer is the learning under the social constructivism learning theory.

Many scholars study the connotation of knowledge transfer from the perspective of the process. Gilbert, Cordey-Hayes (1996) maintains that knowledge transfer is a dynamic process, which can be described as the organization of knowledge by the internally created or externally obtained, and it establishes the communication mechanism, then makes the members accept the knowledge and eventually internalize it as a part of the routine work by encouraging the application of knowledge transfer.

That is, knowledge transfer is a successive process which includes knowledge acquisition, communication, application, acceptance and integration. Hansen (1999) asserts that knowledge transfer can simply be divided into two stages of searching and transferring, but he does not mention the phase of application. Darr (2000) differs from Gilbert and Hansen, as he neglects searching the source of knowledge, but emphasizes the application of knowledge, and considers that knowledge transfer and application are the most important parts of the knowledge transfer process. Szulanski (2000) points out that the transfer of content includes the best practices within the organization besides technology and skills, which divides the whole process into four stages: initiation, delivery, transition and integration.

The initial stage focuses on the research of the transfer relationship between the knowledge sources and knowledge recipients, and promotes the mutual exchange of information; the transition phase said recipients start to apply the new knowledge and skills; and the final phase focuses on the integration of new knowledge and recipients' original knowledge.

Holtham and Courtney (2001) stress that knowledge reconstruction acts during the transfer process in the interpretation of the knowledge transfer, and points out that knowledge transfer is a process of communication and only once the recipients have the necessary knowledge the transfer can be completed, namely that we should pay attention to the communication, application and integration during the transfer process. In his latest study, Rejean (2008) is of the opinion that knowledge transfer can be divided into four steps. The four steps were separately described as identifying the knowledge opportunities; the further testing of the knowledge opportunities; the occurring of the transfer through the communication between

the transfer subjects; and achieving the value of knowledge being transferred. They are summarized as identification, examination, communication and application.

Lu Yung (2008) proposes his own knowledge transfer model. The model assumed that the knowledge transfer between individuals within organizations includes knowledge identification, transfer and absorption of three parts. At the same time, he integrates the domestic and foreign literature on social constructivism learning theory and points out that most constructivists have four target areas in common, which are:

- learners construct their own understanding;
- the new knowledge is established on the original knowledge structure;
- the social interaction, which similar to the learning community, can promote learning; and
- all the meaningful learning occurs in the authentic learning task.

Therefore, the researcher combined the learning essence of social constructivism with the previous research results about knowledge transfer, and defined the knowledge transfer of social constructivism learning theory as a constructive process in which under some social context, recipients find and interact with the knowledge source according to their needs, and build on the required knowledge after practice. Construction is a process in which the recipients aimed at their work or learning task, and integrate the new with the old knowledge to generate new and meaningful connections and combinations.

Therefore, knowledge transfer in this study can be summarized as identification, interaction, application and integration of four parts, focusing on the purpose of the knowledge being transferred, the transfer situation, the interaction between transfer subjects, the critical aspects of knowledge being transferred and the practicality of the knowledge being received. Effectiveness is thus highlighted as a crucial element of knowledge transfer.

In considering the factors influencing curriculum delivery, there is need to first consider the following phrases: curriculum development, curriculum delivery, curriculum delivery, curriculum monitoring and curriculum change

- **Curriculum development**

Educare (2008) states that curriculum development is a specialized set of activities which is designed to inform educators about what they should be teaching in various learning programs and grades.

- **Curriculum delivery**

Curriculum delivery is a collaborative effort of educators, principals and other education stake holders (Dymond, Renzaglia, Gilson & Slagon, 2007). They further opine that curriculum delivery is impossible without great inputs from the educators. In other words, educators are the driving force upon which curriculum delivery thrives. Curriculum delivery therefore implies the process of putting the actual designed curriculum into use. It is synonymous with curriculum delivery.

- **Curriculum monitoring**

Briggs and Sommefeldt (2006) state that curriculum monitoring is a major task saddled on the principals of schools. In other words, without the principals performing their responsibilities as and when due, curriculum delivery may be difficult or impossible. Hence, Kobola (2007) avers that principals are to be involved in decision making processes during curriculum planning. He explains that by so doing, curriculum delivery will be achievable.

- **Curriculum change**

According to Bertels (2003), curriculum change is described as the process of analyzing past curriculum in order to elicit present actions required for the future curriculum being planned. It involves moving from a present state, through a transitional state, to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the delivery of the new curriculum. Van der Horst and McDonald (2001) and Briggs and Sommefeldt (2002) argue that the principal who is described as an educational leader is a determining factor in ensuring curriculum change. In other words, curriculum change seems impossible without adequate supervision from the principals to the deliverers known as the teachers. Graetz (2006) avers that curriculum change which is a process involves: unlearning old principals and establishing new ideas.

- **Curriculum Delivery**

Curriculum delivery entails putting into practice the officially prescribed courses of study, syllabuses and subjects (University of Zimbabwe, 2005). The institution further considers curriculum delivery as how the planned or officially designed course of study is translated by the educator into syllabuses, schemes of work and lessons to be delivered to learners. According to O'Donnell (2008), curriculum delivery is the process of putting to use the designed or existing curriculum. He further opines that when the curriculum is put to use as it is designed, it is described as "fidelity to the curriculum" (O'Donnell, 2008). This is determined by the following factors: (1) adherence – a case of the curriculum deliverers using the curriculum as it was designed. (2) Duration – this entails the number, length, frequency of sessions delivered. (3) Quality of delivery – the way deliverers deliver the program using various techniques, or methods as prescribed by the designers of the curriculum. (4) Participant responsiveness – the extent to which participants are involved and engaged in the activities of the program. (5) Program differentiation – this is the process of comparing the distinguishing features of the program to the present conditions in which it is delivered.

In other words, the delivery of a designed curriculum is determined by several factors and enhancing environments. Thus, it is necessary to explore the factors that influence curriculum delivery.

2.5. FACTORS INFLUENCING CURRICULUM DELIVERY

2.5.1. Institutional Policies and Legislation

The South African Government stipulates that a learner may not repeat the grade twice because of the age of the learner, no fees schools, and the curriculum which is rigid, the PPN, and system of grading school and educator mobility, which are very prescriptive.

One of the government policies that affect curriculum delivery within special education is no child left behind (2002), which is built upon four pillars, i.e., stronger accountability for results, more freedom for states and communities, encouraging the use of proven educational methods and more choices for parents. With this policy, teachers are to be held accountable for students' progress on state standards, that is, standards set by the government based on the objectives that the educational system is out to achieve. This suggests that the curriculum is expected to reflect teaching to the standards not just teaching for learners to be tested and pass the test (Karp, Patton, Polloway & Smith, 2003).

The Individuals with Disabilities Education Improvement Act of 2004 is the reauthorization of the individuals with disabilities education act and reflects the government's attempt to align it with the NCLB. The IDEIA 2004 focused on greater accountability and having highly qualified special education teachers in classroom and also has been attributed to an increased focus on preparing students with disabilities for further education.

2.5.2 Teaching Media / Resources Curriculum materials

Materials that facilitate the teaching and learning process cannot be overlooked. These materials are commonly described as teaching media. They come in different forms/categories: print media and non-print media

2.5.2.1. Print Media

Resources in this category as the name implies are usually in print form. They are usually hard copy materials. They are easily read, for example, newspapers, text books, magazines, etc. Tan, Gonzales, Rossel and Braganza (2011) describe print media resources as important resources needed for effective teaching and learning process to take place in any given formal situation. Print media resources cannot be overlooked or over emphasized. It is true that the non-print media has come to stay and seem to be taking over the place of the print media resources, nevertheless, the print media resources is still relevant (Synovate 2010). Tan, et al (2011) further state some of the advantages of the print media:

- They are enduring, that is they last if well preserved, especially in a library. This is more applicable in developing countries where ICT is a challenge.
- They are cheaper compared to non-print media resources. This is more visible in a society where ICT is still lacking.
- Print Media is always complete and more reliable. Sometimes the non-print media resources only give the abstract to certain works expecting that interested users/readers can afford to purchase such works, whereas print media resources are not printed halfway, they are printed complete. In the same vain, they are reliable unlike non-print media resources where different people tend to post whatever they like in relation to any subject matter due to their accessibility to the internet.
- They further argue that print media is nostalgic. The word nostalgic is used to show a reader's attachment to books that have been read and marked by him/her. The moment such marks are seen; it brings back memory. Furthermore, the author of a

book can afford to autograph the book for the reader. Such can never be done with the non-print media.

Non-print media on the other hand is the opposite of print media resources. As the name implies, it means that they are materials that come in soft copies. They do not operate in hard wares. Resources in this category include: television, radio, internet, twitter, etc. In the 21st century, this media is fast taking over all sources of information. They also enable the teaching and learning process in different capacities. Teaching and learning seem to be more appreciated in environments where these materials exist and are put to use. Tan, et al (2011) also explain some advantages of non-print media. Some of these advantages include:

- Fast nature of the non-print media. It is faster than the print media. By merely punching of keys/buttons a command is issued and several articles related to the subject are made available. Unlike the print media where one will have to travel from one market to another seeking books that sometimes seem yet unpublished.
- More Interactive: non-print media resources are more interactive than print media resources that are one way. By virtue of this interactive nature of non-print media, learning becomes interesting.
- Versatile and More Specialized: by this, it means that several views are discussed over a specific subject matter, the same way different subject matters get to receive special treatment from specialists. This enriches the content.
- More Convenient: of course, it is quite easy and convenient searching for information online than through hard copies of materials.
- More environmentally friendly: this does not give room for littering of paper from one room to another.
- Helps the physically challenged: this is more evident in the case of the blind who can afford to hear what comes from the soft copies of materials.

To further buttress the need for resource materials either soft or hard copies, Morrison (1993) explains textbooks' deterministic influence on curriculum delivery, indicating that they tend for cater to the lowest ability students in the classroom, rather than the average or the more able students. Dyck and Pemberton (2002) claimed that textbooks represent a central feature of curricula, particularly at the higher grades. Morrison (1993) discussed textbooks' deterministic influence on curriculum enactment,

indicating that they tend to cater for the lowest ability students in the classroom, rather than the average or the more able students. Dyck and Pemberton (2002) claimed that textbooks represent a central feature of curricula, particularly at the higher grades. In other words, text books are indispensable materials that aid the realization of any planned and well thought-out curriculum.

This accounts for the possible reason why the government will provide textbooks for learners and ensure that financial aids are given to these learners to support their purchase of books where the government find it difficult to provide the needed books.

2.5.2.2 Teacher Factors

Books can be provided by the government and learners made to read these books, however the place of a teacher is highly important. Teachers shape how curriculum is delivered in classrooms (Milner, 2003). Remillard (1997) suggests that teachers play a more direct role than textbooks in delivering curriculum as they make the final decision about in what needs to be taught. Teachers' pedagogical approaches, beliefs about course content, knowledge about the community in which students live, content knowledge, and their own personal experiences all influence the delivery of the curriculum (see Milner; Remillard & Bryans, 2003; Weiss, Pasley, Smith, Ba- nilower, & Heck, 2003). All these make the place of the teacher indispensable in the realization of the curriculum acts.

2.5.2.3 School and Social Factors

Location (rural / urban), resource allocations, grouping of school, dipping system & religious beliefs all combine to also affect the structuring and usage of the curriculum.

The location of the schools plays a major role in terms of curriculum delivery. For instance, in the rural areas, the majority of the schools do not have sufficient resources compared to schools in the urban areas. Hence, are not likely to perform the same way as their urban counterparts. To further explain this, the majority of the schools in rural areas lack media centers or computers available for use and this hinders the teachers and learners from carrying out researches, expanding their knowledge and getting more study materials, whereas in the urban areas these resources are provided. The dipping system takes place more in the rural areas because normally people in the rural areas own cattle which affects the children in as they have to help their parents with taking the cattle for dipping. The religious beliefs of the learners affect schools in both rural and urban areas because learners would

have to go away from school for a certain period of time which affects the teaching and learning process.

Schools can also influence curriculum through a district's curriculum and philosophy, as well as the building's climate (Milner, 2003; Waldrip & Giddings, 1996). Other school variables affecting curriculum are a school's setting (rural, urban, and suburban) and size (see Bouck, 2005; Monk & Haller, 1993). For example, rural schools are more likely to expose students to in-school jobs and work experience yet generally have fewer vocational educational choices (Baer et al., 2003; Hudson & Shafer, 2002). Research has suggested that rural schools are more likely to have cross-categorical programs than urban or suburban schools (Bouck, 2005). School size research shows similar results, with smaller schools offering fewer educational opportunities than larger schools (Monk & Haller, 1993).

Judging by the words of Indoshi, et al (2010), the factors influencing curriculum delivery can be categorized into three: environmental factors, curriculum related factors and administrative factors, all of which play vital roles in promoting or hindering good curriculum delivery. They further opine that each category has some other factors that determine their usefulness.

- Environmental Factor: It takes into consideration the various societal issues that can influence the delivery of a designed curriculum putting the learner as the point of focus. Hence, this factor focuses on the following: 1. Placement of subjects in schools 2. Ranking of Subjects 3. Peer Influences 4. Parental Influences 5. Students Feedback 6. Nature of Talents 7. Career.
- Curriculum Related Factor: In this regard, factors pertaining to the designed curriculum itself are considered. It takes into consideration certain other factors that can help deliver and bring to fruition the developed curriculum. At this point, an attempt is made to review all the necessary availabilities that will help ensure the survival of the planned curriculum. All availabilities are maximised whereas efforts are made to get all the unavailable resources or possibly improvise using what is available where possible. If the unavailable resources are very cogent and cannot be made available and improvisation seems impossible, then the curriculum may have to be revisited. Thus, the following factors are considered: 1. Time 2. Professional Qualification of Teachers 3. In-service Training of Teachers 4. Professional Experience of Teachers 5. Performance.

The above factors are important and must be treated as such. For instance, the time of the curriculum must be suitable as well as the time of its delivery and the time scheduled for certain actions to take place. Time is very crucial to curriculum delivery. Similarly, the qualifications of teachers to deliver the curriculum must be considered as well. If this is not properly handled, all efforts made to plan and develop the curriculum can be frustrated. The place of the teachers, their qualifications, skills, disposition, attitude, etc. will determine the success or failure of the delivery of the curriculum (Bush and Bell, 2002). Bush and Bell further argue that these teachers must be trained regularly/periodically. It is important for teachers to be refreshed on the teaching profession, in order to harness the necessary and trendy skills needed in their chosen profession. One major way by which this can be made possible is by ensuring that teachers are made to attend trainings, workshops, seminars and other programs that will help improve the pedagogical skills of the teachers, thereby making them better and more appreciated by the learners. Also, the professional experience of teachers must not be undermined; they must be treated with great respect. Thus, teachers who have retired due to age can still be made to participate where possible, though not in an active manner like they have always done while in service. By so doing, their expertise will be rubbed on the fresh, less experienced as well as the inexperienced teachers. Having done all this, performance can be graded or observed in order to know areas where more efforts can be made.

- Administrative Factors: These deal with bringing the office to the classroom and taking the classroom to the office as well. In this regard, administrative members of staff are expected to be very observant, diligent, effective and efficient to be able to act promptly, meeting the needs of the learners and teachers as well. Hence, some factors are expected to be noted by these staff and are expected to influence their decisions. The factors include: 1. Expenses on a Subject 2. Facilities 3. School Policy.

The administrative members of staff are expected to know the total amount expended on each subject, how much has been budgeted, etc. This will help in proper planning and consequently delivery. This possibly accounts for the reason why there is usually an officer in charge of specific subjects. Of course, the facilities within the school must be in order to enable the flow of teaching and learning exercise. It is one of the responsibilities of the administrative office to look into ensuring that facilities are rightly put in place, as this will help motivate the teachers to teach, and learners will find learning interesting and easy to

partake. In addition, every institution must have a policy upon which it operates. It is the responsibility of the administrative office to work out a considerable policy that will help the smooth running of school activities and guide all members of staff, teachers and other people who will have something to do with the school.

Over the years, curriculum has been developed in different parts of the world. Suffice therefore to state that every curriculum has its history in the country where it is put to use.

2.6. HISTORICAL BACKGROUND OF CURRICULUM CHANGE IN SOUTH AFRICA

Prior to 1994, the curriculum was designed in a manner that can described as the Apartheid Education (AE) system. The focus was totally different from what is seen and obtainable today. Hence, it had a total different effect on both the learners, communities and nation at large. Thus, it can be stated that the effect of curriculum change started many years ago in South Africa. Curriculum change has its own mark in the history of South African education. The Bantu Education Act of 1953 has had great effect on teachers and learners in South Africa. Learners were forced to use Afrikaans as the medium of instruction which led to the Soweto uprising in 1976. In 1975 then Minister of Bantu Education announced that half of the subjects in standard five and six which are now known as grades seven and eight respectively were to be taught in Afrikaans as a medium of instruction (Christie, 1991:240). This declaration and policy had an effect on the system of education from the perspective of the learners and the teachers as well. The effect of what was called the Bantu Education Act (BEA) on teachers was that, they were expected to work long hours, no improvement in the salaries, large classes and they must be Government employees. It led to teachers resisting Bantu Education (BE), considering it as the new apartheid measures that were beginning to have negative effects on the lives of people (Christie, 1991:288-229).

Additionally, in 1985, the need arose for a call for the education of people; consequently, there was a new call for people's education. People's education saw its task as the translation of the educational implications of the freedom charter into practice. The major objectives were to enlighten and enable the oppressed to understand the wrongs of apartheid and to provide them with an alternative education that would prepare them for participation in a non-racial and democratic society (Davies, 1994:261). Nevertheless, the unrest continued during the unbanning of the ANC, PAC and the release of Nelson Mandela in 1990 until the ANC took kin interest and appointed to its education desk tasking it to address on education

policies which were fully unequal and racially based (Christie, 1991:229; Jansen, 1999:58 and Lekgoathi, 2010:106). Davies (1994:262) emphasizes that the African National Congress's (ANC) capacity to effect change was affected by inadequate financial resources and political unrest. Davies further notes that the African National Congress's emphasis was on the teaching of some science subjects which include: applied sciences, technology and information technology with the aim of making education in South Africa a more labor market-oriented society. The year 1994 was marked as another era of political and educational changes in South Africa. In fact, between 1994 and 2005, new policies and legislations were passed in order to deliver educational changes that were expected to bring about development in the nation. This process led to the introduction of Outcomes-Based Education (OBE). This was the educational reform model that was introduced by the new Government from March 1997. It was introduced to perform a dual role, which was to act as a replacement to apartheid curriculum and also provide a lasting solution to the long existing apartheid curriculum. Different countries have indeed played important roles in the development curriculum in South Africa. For instance, the new curriculum was adopted from countries such as the United States of America (USA) and Australia. The introduction of the new curriculum, commonly described as OBE has brought about various changes in the South African curriculum. It has also promoted curriculum and assessment based on constructivism approach and discouraged traditional education approaches which were based on direct instruction of facts and standard methods (Lekgoathi, 2010:107). In the year 1997, the then minister of education, in the person of Professor Sibusiso Bengu announced the adoption of the new policy known as OBE, which was an internationally borrowed form of standard-based national curriculum linked to formative and continuous rather than summative assessment (Chisholm, 2005:80). However, OBE has always been criticized by different people since its introduction; its delivery process in South Africa has also left a lot to be desired. The review committee has always criticized OBE's essential features. They emphasized that the delivery of OBE was confounded by the following:

- A skewed curriculum structure and design.
- Complexity of language.
- Lack of alignment between curriculum and assessment policy.
- Inadequate orientation, training and development of teachers.
- Learning support materials that are variable in quality, often unavailable and not sufficiently used in the classroom.

- Shortage of personnel and resources to deliver and support curriculum (c2005). (Chisholm, 2005: 87).

The review committee further emphasized that attention must be paid to delivery weaknesses related to inadequate resourcing, manageable timeframes for delivery and regular monitoring. Moreover, OBE has always been criticized by foreign countries as well. As a matter of fact, it has been criticized by countries where it was adopted from: United States of America and Australia probably because it has not been practiced as expected or delivered in the country (South Africa) to the taste of the nations of the world Chisholm, 2005:87 and Van der Horst and McDonald, 1999:16). However, 11 curriculum developers were advised not to tamper with what is working from the old system and help teachers to cope with the new method of teaching and learning by having to understand the new approaches underpinning the reforms of this new curriculum. Furthermore, Lovat and Smith (2003:210) emphasize that for change in school to be successful; more emphasis must be laid on the development of teachers and shared perceptions so that teachers understand the reason for change as they are the major people in the delivery exercise. As a result, lack of clear explanation about changes, inadequate skills, lack of knowledge to perform the new role and the unavailability of required material might contribute to teachers' lack of motivation, which might affect the success of changes that need to be delivered (Jackson, 1992:206). The Revised National Curriculum Statement (RNCS), Chisholm (2005:80) and Bantwini (2009:171) state that the review of the Curriculum 2005 in 2000 led to the formation of National Curriculum Statement (NCS) which in turn gave birth to the Revised National Curriculum Statement (RNCS) which was a streamlined version of curriculum 2005 (C2005). The Department of Education (2002:2) states that this curriculum will strengthen the delivery of OBE, human rights and inclusivity. Chisholm (2005:88) states that the proposed revision by the then Minister of Education, Kader Asmal, was necessary in the light of existing inequalities of under resourced schools which had large classes and many untrained teachers in learner-centered education. However, the South African Democratic Teachers' Union (SADTU) recommended the RNCS revision for its clarity and accessibility and expressed support for the underlying principles of the revised curriculum (Chisholm, 2005:90). The key principles that indicated changes in RNCS were the comprehensive outcomes and the assessment standards which indicate the skills and knowledge required. The revised national curriculum statement was based on the following principles:

- Outcomes-based education.

- Clarity and accessibility.
- Progression and integration.
- A high level of skills and knowledge for all.
- Social justice, a healthy environment, human rights and inclusivity.
- 12 subjects focusing mainly on natural sciences, thus, taking into consideration that all learners should have access to a meaningful science education. These are the teaching strategies that might help learners to rectify their misconceptions and construct a proper understanding of scientific ideas (Yip, 2000:758). The natural science learning area statement promotes the following:
- The development and application of scientific knowledge and understanding.
- The development and use of scientific process skills in different settings.
- Appreciation of the relationships and responsibilities between science, society and environment (DoE, 2002). 2.2.4. Curriculum and Assessment Policy Statement (CAPS) The introduction of outcomes education left teachers with the main responsibilities of delivering new changes in the curriculum. The question that came to the mind of everybody affected by those changes was how these changes are going to affect teaching and learning in school. According to Ornstein & Hunkins (2009:253), the aim of curriculum development, regardless of level, is to make a difference to enable students to attain the aim of education. Moreover, the essential part of curriculum development is to bring into reality anticipated changes. However, people who are responsible for the development of curriculum should ask themselves the following questions: what happens when change occurs? What are the roles and values of change? What really motivates people to change and what are the consequences of change to students and the general society? (Ornstein & Hunkins, 2009:253). Moreover, change needs to be understood. Ornstein & Hunkins (2009:253) further argue that even if people do have all that has been mentioned above, they cannot predict how successful the change activities will look like in those who are part of the change and those who experience change, who are most likely to be the learners.

As a result of OBE, the curriculum in South Africa was always faced with many challenges that started way back during the apartheid education period. The delivery of outcomes based education was faced with many problems which prompted a review in

2000, which led to the first curriculum revision i.e. Revised National Curriculum Statement. The delivery challenges continued until the current Minister of Education, Angie Motshekga, decided to call a committee that would work on the revision of the Revised National Curriculum Statement in 2009 (Department of Education, 2011:4). The aim of delivering the new changes was to identify the challenges and pressure points that impacted negatively on the quality of teaching in schools and to propose other strategies that could address the problems. (Department of Education, 2011:4). All these changes came because of many challenges facing curriculum developers and deliverers counting from way back in the history of curriculum development in South Africa and around the world. The task team appointed by the Minister of Education came up with the new policy called Curriculum and Assessment and Policy Statement (CAPS) to be delivered in grade R-3 and grade 10 in the year 2012 and grade 4-9 and 11 in 2013 and grade 12 in 2014. (DoE, 2011:6-7). However, their aim was not to completely eradicate the Revised National Curriculum Statement. The RNCS was just a starting point used in reducing not eradicating what was not effective and putting what they thought was most suitable in addressing the challenges regarding curriculum development and delivery (DoE, 2011:7). The report given by the task team after the revision of the Revised National Curriculum Statement was that teachers were overloaded, confused and demotivated. As a result, they detailed a number of recommendations, some of which include the following:

- Producing one clear and accessible policy document: clarity of the curriculum was advocated, to aid easy and proper comprehension by those who are expected to be the custodians and users of the curriculum. Ambiguity was definitely going to deprive the free flow and easy usage of the curriculum. It was also essential that it was made available to as many educationists as possible.
- Writing a more streamlined curriculum: it was also a necessity that the curriculum be made specific, as this was expected to aid its easy delivery. It was not expected to be vague; rather it was supposed to deal with specific areas in specific ways.
- Going back to subjects and essential subjects' knowledge: there was need to take into cognisance the core subject areas of the nation's educational needs. Hence, this was expected to be reflected in the policy document, as it was a guide piloting all the operations of stakeholders who were directly involved in this delivery process. With this in mind, certain subjects were to be given preference above others.

- Standardising assessment. There was need for a standard way of assessing learners and that was expected to be reflected in the policy document which was all encompassing.

  DoE (2011:14) further states that the first set of things to be removed were all the OBE policy terminology, critical and development outcomes, assessment standards and learning outcomes which reappeared as the general aims and specific aims in the Curriculum and Assessment Policy Statement documents. Looking specifically at the changes that took place in (CAPS) documents, one can anticipate a different impact of curriculum change in teaching and learning of science in schools. However, in the recent policy (CAPS) Curriculum and Assessment Policy Statement, the purpose of studying science seems to be biased based on the following submission drawn from the DoE (2011:12-13)

- The development of science knowledge and understanding.
- The development of science process skills (scientific investigation).
- The development of an understanding of sciences' role in society. Of course, the purpose stated above relates to the three specific aims in life sciences.

  Learners are now expected to have knowledge of the subject content, do practical work and investigation and most importantly be able to apply life science knowledge to their everyday life (DoE, 2011:13). The changes after 1994 faced many challenges which might have led the minister to appoint a ministerial task team to review the delivery of National Curriculum Statement in Grade R-12.

  The aim was to find out the challenges and pressure that impacted undesirably on quality of teaching in schools so that they could come up with mechanisms that could address the problems (Curriculum News, 2011:4). As a result, the minister of Basic Education, Angie Motshekga, announced the new policy, CAPS, to be delivered in 2012 in Grade 10 and Grade R-3 (Curriculum News, 2011:5). Education in South Africa has always been faced with many challenges since the early years of apartheid to date. The challenges include resistance, inadequate teachers' knowledge and skills, inadequate educators' development and training, limited resources, disparities between rural and urban schools and lack of support and monitoring. All these challenges might be the factors affecting adversely the teaching and learning of science in South Africa. Christie (1991:302) puts more emphasis on the inequalities of social class and differences between rural and urban schools pointing out that they

still persist. Most schools in rural areas are still inadequately resourced as compared to schools in urban areas which enjoy abundance of learning resources and suitable infrastructure.

Having summarized the history above, there is need to consider the stand of each curriculum and the possible reason why each failed and consequently led to the introduction of the new policy.

2.6.1. OBE (a Glance)

OBE is an acronym for Outcome Based Curriculum. Like all other planned curricula, it was aimed at ensuring that teachers are well guided in teaching and imparting knowledge on the learners in all subjects and other activities that will impact the learners. Unfortunately, teachers were not fully prepared pedagogically and in continuous assessment. Teachers lacked the required skills needed to impact the learners: consequently they could not assess their learners easily based on the demand of the curriculum. This warranted or gave rise to the demand that in service teachers were expected to be trained, however, the training failed. This failure was due to the fact that many provinces lacked all that was needed to deliver the said curriculum. Sequel to the failure that was experienced in the use of the OBE, there was need for the development of a new and workable curriculum that was expected to deliver the desired result. Thus, in 1997 a new curriculum was introduced.

2.6.2 Curriculum 2005

As stated earlier, the failure of OBE gave birth to what was described as ‘curriculum 2005’. As the name implies, many will assume it to have been established in 2005. However, it was established in 1997 and saddled with the task to work on the failures of the OBE. Unfortunately, this also failed due to certain reasons, some of which are identified below:

- The curriculum had too much jargon and this made it difficult for teachers and other concerned stakeholders to comprehend. Of course, every curriculum is planned developed for proper delivery.
- It was also inaccessible to teachers. Several teachers found it difficult to gain access to the curriculum. In the first place, it was difficult to understand, yet again, difficult to access. Thus, it was really difficult for teachers who would have loved to attempt proper delivery of the curriculum.
- Also, the curriculum needed highly complex and sophisticated method of planning. In other words, the method of planning needed in putting this curriculum to practice

was difficult as well. This posed discouragement to teachers who ordinarily would not want anything that would serve as a disturbance to them. This is perhaps because it was hastily introduced to teachers who seemed unprepared for such challenge(s).

Once again, this gave rise to the demand for a change in the curriculum. Thus, a new curriculum was introduced to possibly do that which previous curricula could not do. Hence, the National Curriculum Statement was introduced to cater for the short comings of both OBE and Curriculum 2005.

2.6.3 National Curriculum Statement (NCS)

Christie (1999:279) argues that NCS is a refined version of OBE, not even Curriculum 2005. This is perhaps due to the similarities between OBE and NCS. Meanwhile, NCS known as National Curriculum Statement was designed to cater for the challenges of the nation's curriculum. Hence, it was expected to consider the values, needs and demands of the nation in an all-encompassing manner, not leaving out anything, group or individuals. As a matter of fact, it grouped learners into different grades, considering various subjects and went ahead to make provisions for them. The National Curriculum Statement (NCS) operated on certain principles, some of which are:

- Social Transformation: by this, it ensured that the educational imbalances of the past were redressed and equal educational opportunities were made available for everyone not giving special preference to any section of the population.
- Active and Critical Learning, by this, active and critical approach to learning, rather than rote/repetition and uncritical learning of specific truths.
- High Knowledge and High Skills: in this regard standards were set for different levels to achieve and these standards were set high. Thus, for anyone to meet the set standards, s/he had so much to do.
- Progression: every aspect of the curriculum showed progression from one level to another.
- Human Rights Inclusivity, Environmental and Social Justice: knowing that education is a major tool by which people are empowered and considering the peculiar nature of the nation with regards to freedom, issue bothering around human rights were included in the curriculum. Hence, it was a means of educating citizens on their rights

and ensuring that no one tramples on them. This was also aimed at ensuring that environmental social justice was rightly upheld at every instance.

- Value of Indigenous Knowledge: it was an opportunity to ensure that indigenous knowledge is well represented in the curriculum. Thus, subjects like history, government, etc., that could be used to educate learners on this subject area were introduced to perform such tasks.
- Credibility, Quality and Efficiency: it was ensured that the curriculum was of high and global standard. This was to ensure that it met up with the expectations of any country of the world.

  Unfortunately, one major challenge that befell this design was the fact that the major players in curriculum delivery (teachers) found it difficult to apply; rather they kept applying/using the traditional method which they considered easy to use. Of course, every curriculum is designed to be put to use. Hence, due to the failure of this design, there was need for a new design. This gave birth to what was tagged Revised National Curriculum Statement (RNCS).

2.6.4. Revised National Curriculum Statement

This curriculum, like others, was designed to cater for the needs of learners, not minding the age or grade. This design had its root in the OBE based on the fact that it was a revised edition of NCS which also had its root in the OBE. To a large extent, the Outcome Based Education has been the bedrock of different curriculum designs. Revised National Curriculum Statement was believed and expected to be the solution to curriculum crises in the nation; unfortunately, it also had some short comings. The design lacked clarity and accessibility. In other words, like Curriculum 2005, it was not easily assessed by those who needed it most for delivery and when it was finally accessed it was discovered unusable because it seemed ambiguous for easy comprehension. Therefore, the design once again was abandoned and that gave rise to a demand for a new curriculum. It was at this point that Curriculum and Assessment Policy Statement (CAPS) was developed.

2.6.5. Curriculum and Assessment Policy Statement (CAPS)

This curriculum was packaged to cater for the shortcomings of past curricula. It was expected to take into consideration different grades, age and units of schools. Neiman (2006) explains that the new curriculum design (CAPS) attempts to ensure that recent trends/issues are well addressed and catered for while it tries to readdress old but weak issues. Its major aim is to

ensure that there is realization of the stated objectives of education as outlined in the national policy of education. For instance, it tries to address issues of entrepreneurship which is a major subject matter in any 21st century teaching and learning environment. Issues bothering around life sciences are also taken into full consideration. Neiman further explains that specific areas of research as it concerns entrepreneurship are explored and NGOs are given opportunities according to the design to partner with the government agencies to see to the attainment of this feat. Grosser and De Waal (2008) opine that this curriculum design is to ensure that teachers are able to act as mediators between the learners and other stakeholders in education. This also has not been achieved. To this end, as saddled on past curricula designs, the Curriculum and Assessment Policy Statement (CAPS) also has the responsibilities to ensure the following:

- Advance and protect the fundamental human rights of citizens: this is done through the teaching of subjects that try to reveal the rights to of citizens to them and how these rights can be upheld.
- Contribute to the full personal development of learners: it is as a result of this that learners are expected to have been empowered the moment they are leaving school as graduates. It is expected that the education received should have made them better people.
- Achieve equitable responsibilities and redress issues of the past; in this regard, it is ensured that all forms of segregations are avoided as everyone tends to be given equal opportunities to thrive and turn out well in the world of education.
- Provision of opportunities and encouragement of lifelong learning. Citizens are trained and made to believe that education is not the means to an end, rather it has no end. Hence, learners are expected to learn, unlearn, learn again and relearn. They keep learning for life, as it is the expectation for the 21st century learner.
- Promotion of culture, of respect for teaching and learning in education institutions is also emphasised in the curriculum. This possibly accounts for the reason why the curriculum will ensure that issues around the culture of the nation are upheld and treated with respect.

2.6.6 Summary

The numerous curriculum policies reviewed above revealed the post-apartheid education transformation for the period post 1994. The continuous disassembling of the previous apartheid infrastructure was one of the greatest achievements. Nonetheless, the subjects reviewed, further gains were less equal and a repetitive difficulty was to the extent to which apartheid inequality continued in the post-apartheid period. While the latest analyses and changes to the curriculum policies such as the no-fees school policy are hopeful, the curriculum policy implementation disconnection prevails.

2.7. ESSENCE OF CURRICULUM CHANGE

Several times, when the need arises for a change in the curriculum, different questions are asked by different individuals for various reasons. However, a major question has been, why the need for this change? Obviously, the answer will definitely be that something was wrong with the previous curriculum or there is need for major amendments as have been observed from the historical trend in the curriculum of South Africa. Stears (2009:398) explains that there must have been need for a different approach to education. Of course, curriculum change requires planning and delivery, hence, it is quite expensive and no nation would like to waste money doing the unnecessary when there are other things yet undone. Stears further explains that the previous curriculum most probably was not working and that must have given rise to the newly designed curriculum. DoE (2011:13) also buttresses that sometimes curriculum change occurs due to the need to introduce something that seems to be missing in the existing curriculum. There are several rationales for curriculum change. Some of these include:

1. To equip learners towards the new trend and standard of the world at large.
2. To ensure that learners are well-grounded in the recent demands in the labour market.
3. To ensure that learners are able to access higher education with the foundation that must have been laid using the designed curriculum.
4. To ensure that employers are satisfied to a large extent of the products/calibre of learners that are released to them.

2.8. MODELS OF CURRICULUM DEVELOPMENTS

2.8.1 Curriculum Models

Curriculum Models can be used to support the management and the delivery of the new curriculum in South Africa. Due to the nature of the study, the researcher will briefly discuss a few of them.

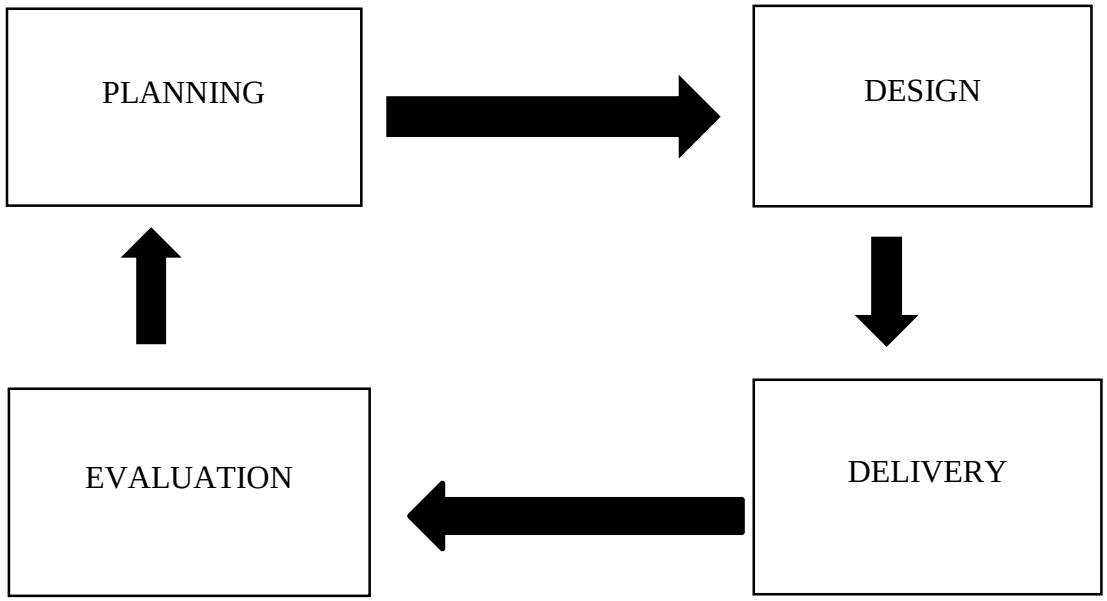

Figure 1: Curriculum as a Process Source: Chauke (2008)

Figure 1 informs that applying the elements of the process of curriculum development to the delivery of the new curriculum implies:

- Planning: to determine future activities aimed at achieving outcomes of the new curriculum.
- Designing: to determine the researcher's plans as to how he/she will carry out the learner towards specific outcomes from the curriculum.
- Delivery: it is to determine if there are suitable human and physical resources that support the principal towards the delivery of the new curriculum evaluation to determine the effectiveness and shortcomings of the new curriculum during delivery.

As a curriculum leader defines the vision, his or her tasks transition from analysis to designing a comprehensive plan, delivering the curriculum, and, finally, delivering the results (Wiles, 2009).

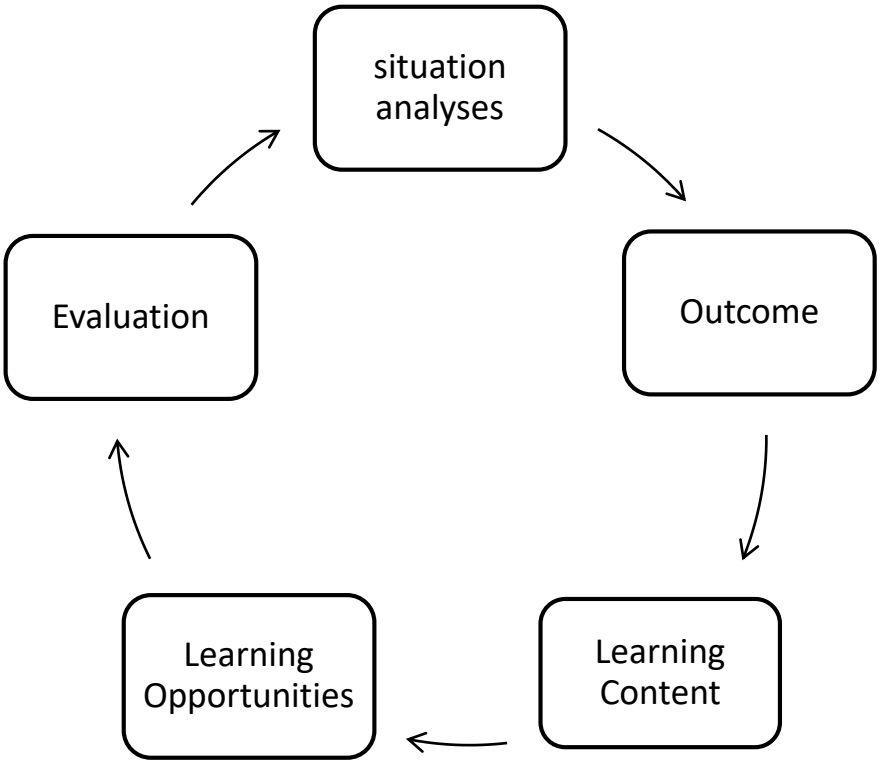

Figure 2: Curriculum as a content Source: Milondzo (2006:4)

For any curriculum process to succeed, it needs to be linked with the suitable models at the micro-level. The model in figure 2 shows that the curriculum process should involve the situation, aim, content, learning opportunities and evaluation, and this is called curriculum content.

Curriculum circle: Implication to curriculum as a content and delivery of the new curriculum in South Africa.

- Situation analysis: to determine whether or not the situation in the area of the study is conducive to the delivery of the new curriculum.
- Aim: to check whether the outcome stated in the new curriculum is achievable or not.

- Learning content: to determine the quality of content that will be imparted in a particular standard or grade.
- Learning opportunity: to determine whether available resources are relevant and will support teaching and learning at micro-level.
- Evaluation: to determine whether the different assessments stated in the new curriculum (NCS) are relevant and suitable to various grades in the secondary schools (Milondzo, 2006: 4).

These two curriculum models stated above are trying to move away from the traditional way of delivering and managing curriculum, but they do not show how the outcome will be achieved at the micro-level in the schools; hence the new South African government came up with the Outcome-Based Education which eventually was modified into a new Curriculum Statement. How to manage this new system needs clarification and understanding of the above models, that is, Curriculum Outcome-Based model.

To understand this curriculum model, Table 1 below will help to elucidate the aims and the objectives of the Outcome-Based model.

Table 1: Differences between conventional and outcome-based curriculum model

CONVENTIONAL	OUTCOME- BASED
• Subject focuses on planning • Defines the content to be covered. • Passive learners often engage in rote learning without necessarily understanding. Emphasis on knowledge. • Focus on what the teacher will do; he/she is responsible for delivery of information and knowledge. • Fixed time results in a single opportunity. • Syllabus and content are rigid, non-negotiable and independent of student's experiences, thus focusing	• Future focused planning • Defines the learning outcomes or the results to be achieved. • Active learners involved in critical thinking, reasoning reflection and action. • Emphasis on applied knowledge. • Focuses on what the learner will do; learners engage in groups. • Flexible time allows multiple opportunity. • A wide variety of expectant outcomes ensure acquisition of knowledge, understanding, skills

on content acquisition.	attitudes values and dispositions, thus enabling the teacher to be innovative and creative in designing programs to facilitate competence development.

Source: Staat (2005)

2.8.2 Implications of the delivery of the New Curriculum

It is clear from Table 2.1 that curriculum delivery can only be successful if there is availability of resources that can support the management and the delivery of the new curriculum by the secondary school principals in the area of the study.

The Department of Education's publication on OBE (DoE 2005) rightfully acknowledges the fact that adequate learning support materials are essential for the effective running of an education system. The publication further asserts that, these materials are an integral part of curriculum development and they are a means of promoting both teaching and learning (Staat, 2005: 24). Even though a great number of secondary school principals are willing to manage and deliver the new curriculum, they are confronted with the following challenges; to name but a few:

- Lack of learning and teaching materials.
- Lack of profound understanding of curriculum theory and policy guidelines.
- Lack of requisite and expertise in terms of staff, skills and coordination at meso-level.
- Lack of clear assessment guidelines (Nkuna, 2006: 8).
- Lack of physical resources.

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2.9. THE SOUTH AFRICAN AND INTERNATIONAL TREND IN CURRICULUM DELIVERY

Curriculum delivery varies in different countries; however, most countries seem to be affected by similar factors, though in different ways. Factors influencing curriculum planning and delivery in different countries range from what happens in and with the government to what takes place and is obtainable in the classroom. Thus, it is pertinent to consider some of these factors as they concern different countries of the world.

2.9.1. South Africa

South Africa gained political freedom in the year 1994 with the effort of leaders like Nelson Mandela, Govan Mbeki, etc, and ever since then the country continues to take charge of its own affairs. The main resources of the country include: gold, diamond, coal, etc. All these and established platinum industries have been sources of economic empowerment to the nation. The population of the nation stands at around 52 million, around nine provinces which are headed by premiers who play the same roles as state governors in many other African nations.

The Ministry of Education in the country is led by a national ministry of education headed by a national minister. The national minister in charge of education ensures that policies are made and well adhered to in the various provinces. Hence, the nine ministers of education in the different provinces receive instructions from the national minister and do accordingly in their provinces. Each of the provinces have educational districts which are headed by directors. The number of districts in each province is dependent on the size of the province. The district directors receive instructions/directives from the province minister of education. Thus, all districts experience a uniform system in terms of policies as they are all overseen by the directives of the office of the national minister of education who in turn issues directives to all province ministers of education. Schools are allowed to run for four terms with examinations written at the end of each term. However, after the fourth term's examination, learners are promoted to new classes depending on their performance.

The curriculum used the secondary/high schools in the nation is planned by the office of the national minister of education. The office is recognized and called: Ministry of Education, National. Curriculum development and delivery in the nation is faced with several challenges or factors influencing it. Some of these include:

i. Political
ii. Social
iii. Economic (inadequate funding)
iv. Technology (ICT)

Political Factor

Curriculum delivery in different countries is usually influenced by the political structure of the nation. South Africa practices democratic system of government with a multi-party system as there are over twenty political parties in the nation. There are three tiers of government in the nation: national, province and municipal/districts. The national is headed by the president who is the executive head of state and acts in that capacity while the premier is the head of a province and oversees happenings in his province/state. The municipal manager is the equivalent of a local government head as described in other countries. He/she is expected to oversee the activities that take place in his/her municipality and report to the premier who in turn reports to the national head (president). Due to the multi-party system practiced in South Africa, curriculum processes tend to suffer as every government tries to come with its own policies which many a times affects the curriculum in existence. For instance, if a different political party takes over political power, it tends to bring in its own policies and strategies. Similarly, when a new government comes into power, the political party tends to deliver certain policies which may end-up affecting the curriculum. Suffice therefore to state that, political instability has a way of affecting and influencing curriculum development and delivery
(Graetz, et al, 2006). Moreover, sometimes appointments into some of these offices are done politically, by so doing the curriculum may be affected as the right or qualified people may not be appointed into the appropriate positions. It becomes a case of having round pegs in square holes.

Social Factor

Socially, curricula all over the world tend to be influenced by peculiar experiences and encounters. For instance, every state or province where a planned curriculum is delivered, peculiar situations are experienced and encountered. In South Africa, where there are nine provinces with eleven official languages, it becomes an issue to have the curriculum planned from one place, sometimes not taking into cognizance the peculiarities in every province. This affects the delivery of such curriculum in some of the provinces especially in places where it seems as if their culture and beliefs are not put into consideration. Of course, the culture of a person cannot be taken away from him/her. Thus, a curriculum planned at the national level to be delivered at the provincial level may need to undergo another process of planning (adjustment) in order to make it relevant and useful in the community in which it is to be used. It is quite difficult to accept that ‘one size fits all’, that is, what is acceptable and useful in a particular province must be acceptable and useful in other provinces. This is not

realistic, as different provinces have their different cultures and peculiar challenges which the educational system is expected to help provide a lasting solution to when appropriately practiced.

Economic Factor

The economy of any of nation determines the level of development that will be experienced in such a nation. Mitra (2011) opines that the level of education in any nation determines the level of development to be experienced in the country. This implies that the educational system will always have an effect on the economy of the nation whereas the economy of the nation will in one way or the other determine how the educational system is operated. No matter how good or beautiful the curriculum planned may be, if it is not delivered, it remains as useless as if it was not planned or designed at all. Curriculum delivery is greatly affected by economic factors in South Africa. The government funds the educational system with an annual budget released from the national to the Ministry of Education. Unfortunately, the funds are not enough. For instance, schools are not well equipped as they lack infrastructures especially schools that are situated in rural areas. Funding also affects the ratio of learners to teachers which is on the high side. In fact, some schools lack teachers in some subject areas as classes are also overloaded. Ordinarily, the maximum number of learners designed to be in a class is about forty, unfortunately in some schools, sixty learners are seen in some classes. The question is how well will a teacher transfer knowledge to these learners considering the size of the class? How can practical be carried out where they are needed? How well can these learners comprehend whatever they are taught? The answers are quite obvious; reasonable teaching and learning process will not take place fully. With all these situations, how can researches be adequately funded? This indicates why the nation has to rely so much on foreign bodies and organizations to come to its aid especially in the area of researches.

Access to Technology

This is another major factor militating against the delivery of well-designed and planned curriculum in any 21st century society. In the first place, the money is not readily made available for the provision of computers. However, where they are found available, access to the internet remains another major challenge. As a matter of fact, some schools do not even have computers and this affects teaching and learning. Mungazi and Walker (1997) aptly note that technologically, the world has changed and is still experiencing some forms of advancements and changes . They further opine that the nation South Africa has to come to

terms with this recent/new trend of development technologically for reasonable national transformation to be experienced. However, the curriculum must be reconsidered for this to be promoted. Long before now, the experience has always been in few science subject areas like inter science, biology, health science, etc., nothing serious has been done in the area of computers. Therefore, if ICT must be treated with utmost seriousness, the curriculum of high school learners must be revisited. Unfortunately, many of these schools lack computer accessories, hence will find it difficult to manage this challenge. The 21st century classroom should be known by its aesthetics, one of which should be the presence and use of computers in these classes. Hence, it is not luxury having computers in classrooms, by so doing it becomes easy to teach the subject and other subjects as well. Of course, information technology helps to facilitate the growth and increase of industries, to help improve the agricultural, health, transport and communication sectors. Suffice therefore to state that, the introduction of computers for usage and as a subject of study into schools will go a long way to produce better results in the society (Bower, 2010).

It must be noted that in the South African context, lack of skills also hinders the delivery of the curriculum (Fullan, 2006). Lack of skills and knowledge are the two main factors that hinder curriculum development and frustrate the efforts of the planners/designers of the curriculum because it will end up as a non-useful tool in one office or the other. Bantwini (2009) in his own opinion state that internal and external factors (some of which are stated above) must be taken into consideration while curriculum is being planned for the republic.

Additionally, available resources must be identified before attempts are made to plan/design a workable curriculum for South African schools. Rogan and Grayson (2003) opine that lack of resources goes a long way to make a well-planned/designed curriculum to look useless. Thus, what is workable in other countries of the world may be impossible in South Africa, for the reason that there is availability of resources in those countries where the curriculum thrives and the lack of such resources in South Africa. Atasoy, Akkus and Kadayifci (2009) contrarily hold the view that sometimes a curriculum may fail because it does not consider certain phenomena in the context of the locality where it is to be used. For instance, globally there is a science subject called Biology which is suitable and accepted by different countries of the world as such, yet in the South African context, there was need to change it to life science, probably to accommodate new trends/ideas/knowledge. Hence, curriculum change may continue to occur in the South African society in order to continuously meet the need of the populace.

2.9.2. BRITAIN

Britain is a European country where the English language is used as medium of communication and instruction in schools. The country is sometimes referred to as England or Great Britain. The position of the queen is considered the highest ceremonial position in government. Going by classical political theory, there are three arms of the state. These arms are:

1. The executive – which includes the ministers who propose new laws with which the country runs and operates.
2. The legislature – which includes the body that passes the new laws made. This arm of government is elected specifically for this purpose.
3. The judiciary – which involves judges and the courts who see to it that laws are obeyed and respected by citizens and everyone who finds himself/herself in the country.

All arms of the government combine forces to ensure that there is smooth running of the government and the state at large not minding their various political parties. The country practices a multi-party system with over four major political parties who vie for political powers.

The country's educational sector is controlled and directed from the office of the minister of education at the national level, who in turn gives information to the ministers of education at the state level. Ministers of education are expected to oversee the smooth running of the educational system at their various states jurisdiction.

According to Beijaard, Meijer and Verloop (2004), in many science classrooms, for example, the teacher is still at the center of the class, positioned as an expert and the authorized "transmitter" of scientific knowledge (Sadler, 2009) The literature provides descriptions of how many science teachers are unfamiliar with, and lack proficiency in, student-centered teaching strategies (Aikenhead, 2006; Saunders & Rennie, 2013).

Political Interference

Britain like every other nation has had its share of interference in the curriculum of its high school learners. This has been greatly due to competition amidst political parties (Ross, 2000). For instance, a major curriculum change took place in 1988 owing for the same

reason. Indeed, different political parties try to prove their prowess and worth by influencing different moves even if it is at the detriment of members of the public. Political parties especially those in power try to make laws and carry out acts that will profit them. Hence, the more the changes experienced or encountered politically, the more likely the curriculum change is to be experienced. This proves quite unhealthy for the schools and learners as well; unfortunately, there seem to be little or nothing that can be done in this regard (Ntarangwi, 2003). Moreover, the government happens to be in charge of the educational system, thus, whatever affects the government of the day, will affect various sectors of the society, including the educational sector. Definitely, the government has and wields great political influence over the school curriculum. Also, it must be noted that some offices are based on appointment, for instance, the office of the minister of education or districts heads who rule at various education districts. The moment the government chooses to politicize this aspect of the society, obnoxious laws and practices can be expected. Political factor is a major part that affects or influences the curriculum of learners within any given society, Britain inclusive.

Social Factor

The social aspect of any society determines what happens many a time within that society. Wright (1948) argues that it is the society that makes the child. UNESCO (2006) in support of this opinion states that the social aspect of any individual matters a lot. Thus, before an individual is considered a capable graduate of any institution, he/she must be fit socially. Little wonder, when graduates emerge, they are expected to be individuals who can and should understand their society and live in peace and harmony with people around. Dosunmu and Omokhodion (2005) opine that the position of the society in preparing the school curriculum can never be underestimated. In other words, the society where the school is situated must have an input in the curriculum. Imagine if the language of instruction in British schools becomes isiZulu, how effective the language will be in such a society. Whereas, the language will go a long way here in Zululand and will find its way into the curriculum because the societal need of the host community has been taken into consideration (Ross. 2000). Also, Gachie and Alumande (2008) explain that the experiences of individuals have a way of influencing the planning and development of the school curriculum. This shows that the society gives to the school through the curriculum while the school gives back to the society by producing and releasing graduates to it. Dooley, (1992) is however of the opinion that the school must be responsive to the constant changes that occur in the society. By so doing, they will help preparing learners for these changes and the changing society in

order to be relevant. The best possible way this can be done is through the curriculum. Thus, the social factor influences and affects curriculum development and delivery in any nation of the world. Low and Cook (2003) and Cree et al. (2009) hold the opinion that the social factor is really worth considering before the curriculum is developed and delivered. In addition, Carey (2007) opine that in recent times, the curriculum of the British society is tilting towards entrepreneurship. This implies that the need of the society actually influences curriculum development and delivery in the society.

Economic Factor

The British Government strives to ensure that it does everything possible to ensure that it promotes the level of education in every society within the nation. However, the economic factor is a major constraint that affects the running of the system. Mahomed (2004) observes that curriculum planning and developing is expensive; its delivery is expensive as well. The government ensures that as much as the private sector controls the private schools the way they choose; the government ensures that they are checkmated where necessary. However, they oversee the running of the public schools, ensuring the recruitment of teachers, training and retraining of these teachers, as well as the purchase of necessary equipment/infrastructure. Education Scotland (2011) explains the need for the government to get involved in the funding of the academic career of learners. This is quite expensive, little wonder the budget for the educational sector is usually the second highest after the health sector. With the recent global economic recess, the funding of education is not as easy as it has always been, meanwhile the number of learners tends to be on the increase. This gives rise to the need to establish more buildings, provide more infrastructures, and employ more educators, etc. All these are quite expensive to establish and maintain (DoE 2004).

Technological Factor

This is another important factor that greatly influences the planning of the curriculum in any society. The more the advancement of technology in any society, the more expensive its maintenance will likely be. Mumtaz (2006) opines that ICT is a very crucial pedagogical tool that can be used by teachers in the delivery of their various subjects. However, they must first believe in its usage and effectiveness, otherwise, the purpose for its installation will be defeated. Hence, the onus is on the government to ensure that teachers are motivated to see the need for the use of ICT in teaching. Mumtaz further adds that policies can be made to this effect to help make teachers see the need for the use of ICT when teaching and do likewise.

2.9.3. CANADA

It is sometimes easy to assume and conclude that some nations of the world are free from certain challenges as they seem to be highly developed or more developed than others. Such is the case with Canada, a former colony of Britain that received its independence in 1867. It is located in the North American continent. The system of education practiced in Canada seems fair with minimal challenges since the province takes charge leaving school boards and district heads to handle local school issues. However, like every other country, Canada's curriculum development and delivery is greatly influenced and affected by different factors ranging from:

i. Political

ii. Societal

iii. Economic

iv. Technological

v. Environmental

Political Factor

The nation Canada is controlled by three tiers of government: federal, provincial and municipal. All these tiers are expected to carry out their various responsibilities leaving educational issues to each province government. There is no federal department of education to oversee the educational sector from the federal level, hence, each province makes laws that govern the educational sector. They try to ensure that they see to the proper delivery of the designed curriculum. They are able to go about educational matters with the support of district educational heads who oversee all that goes on within their various districts (CMEC, 2008). A report by Virtual High School retrieved from www.virtualhighschool.com on 3 June 2016 explains that politics can actually affect curriculum development and delivery in the country. Of course, this is applicable to other nations of the world.

Societal Factor

The society plays a great role in curriculum development and delivery. In fact, the curriculum is basically designed by and for them one way or the other. Canada is a multi-societal state with over 200 languages and this affects the curriculum, as every society wants to ensure that

they have an input in the curriculum (McKenzie, 1994). The issue of language is paramount; however, the English language and French language have been adopted as the languages of instruction. In resolving this issue, each province adjusts the curriculum to meet its standard and ideal expectations. Hence, what is obtainable in a particular province may be slightly different from what is experienced in another province. This enables them to help settle the issues encountered in different provinces specifically.

Economic Factor

The economy of any nation determines the level of wealth likely to be controlled by such a nation. It is a fact that compared to many nations of the world, Canada still enjoys a good economy, nevertheless, funding still remains a great challenge to its educational system. Thus, delivery of the planned curriculum becomes difficult. The provincial governments in charge of education and educational policies in their provinces are sometimes limited due to financial constraints, thus sometimes have to wait for the support of the federal government (McKenzie 1994). It is certain that this will have its own way of slowing the pace of proceedings and sometimes leads to some forms of limitations. According to CMEC (2008), sometimes learners go through school on loans. The government has to fund their tuition, give scholarship, purchase instructional materials, etc., all of which must be covered by the budget. Hence, financial constraints are not unlikely.

Technological Factor

The trend of technology in the 21st century is something no nation can do without. ICT is very important in different countries and their educational system. Zhang, (2008) explains one of the significances of ICT in schools by stating that one cannot live in isolation. This means that since the world has fast become a global village, ICT is highly needed in schools, both by learners and members of staff. Exchange programs carried out by schools, the whole process can begin with having contacts online before formalizing the process and sealing the deal. ICT is treated with great importance in Canada as they are aware that it is one way by which the developed curriculum can be delivered easily. However, it still needs some forms of support to bring it to the desired standard. Thus, in teacher education programs, ICT teachers are expected to take an ICT course alongside their main subjects of specialization (Zhang, 2008). This will definitely aid teachers to have knowledge of computer usage and apply this in the discharge of their duties, thereby having work go faster, easier and better.

Distance learning is carried out via this platform and this enables learners to learn without having to see a teacher face-to-face. That is, without having physical contact with teachers.

Environmental Factor

In this regard, the basic infrastructure that promotes or hinders teaching and learning is taken into consideration. Also equally important are the working conditions of those directly or indirectly involved in curriculum development and delivery. A report by the Development of Education in 2008 shows that in recent times the environment in which teachers in Canada are made to work is not too favorable and conducive. This will definitely affect the delivery of the curriculum, irrespective of how well it was planned by its planners. Meanwhile, Bower (2010) strongly consents to the view that the place of the teacher is important and cannot be overemphasized in any regard. Hence, if teachers are not given a suitable environment to work, the result and outcome is very predictable. Omokhodion and Dosunmu (2005) are also of the opinion that the environment provided for learners and teachers will go a long way to determine the delivery of the planned curriculum.

2.9.4. KENYA

Kenya, a former colony of Britain gained independence in 1963 and since then has adopted the system of education practiced by its former colonial master. Its system of education is organised and controlled by a government agency considered as the Ministry of Education. The aim of this ministry is: “to provide quality education for development” while its mission is “to provide, promote and co-ordinate lifelong education, training and research for Kenya’s sustainable development” (Ministry of Education, 2008).

In order for the visions and missions identified above to be successfully achieved, the Ministry of Education works alongside various departments and directorates mapped out to carry out specific functions. For instance, the Semi-Autonomous Government Agencies commonly called SAGA and Kenya Institute of Education, commonly referred to as KIE both see to the issues that pertain to the curriculum.

Factors Influencing Curriculum Planning and Delivery in Kenya

Several factors influence curriculum planning and development in Kenya. Some of these factors include: politics, social economic, culture, ICT and external factors.

Political Factors:

Every nation of the world is led by one form of government or the other, all of which have ways of determining and deciding what happens in the different sectors of such society. The Kenyan government to a large extent determines how the curriculum is planned based on its influence on appointment of directors and other members of staff (Lawton, 1980; Ntarangwi, 2003, et al). In addition, Freire, (1972) argues that the ruling/political class tries to manipulate and control the affairs of different sectors especially the educational sector which is considered a very powerful sector that can be used to influence and control every other sector of the society.

As a result of the centralized nature of Kenya's political system, decision making on educational matters is top-down. This approach does not come out well particularly for curriculum development which is expected ideally to be a purposeful, consultative, as well as participatory activity (Mutch, 2001). It is noteworthy that the government of Kenya, via the Ministry of Education, has decentralized some powers in the educational sector to members of the public. These include the employment of teachers and, to some extent, the financing of educational arrangement which is done through the Constituency Development Fund (CDF) (Ministry of Education, 2004). Nevertheless, all that concerns the curriculum are mainly controlled and organised by the Ministry of Education and its agencies, such as KIE, the Directorate of Quality Assurance and Standards and the Kenya National Examinations Council.

Obviously, in situations like this, teachers feel left out. They seem insignificant since their involvement in the whole procedure is superficial. The teachers' role is narrowed to delivery of the curriculum. Fullan (1991) states that the delivery of curriculum innovations will most likely be unsuccessful if teachers are not involved or carried along in the whole process of curriculum development. Of course, their position and contribution is pivotal.

The Socio-Economic Factor

This is another major factor that influences the way and manner in which curriculum is developed in and for any society. Kinuthia (2009) argues that about 30% of the country's

budget goes to education due to the importance of education in any society and the population strength of the nation (Kenya). KIE (2006) frowns at the fact that the sector is inadequately funded because most of its allocation is expended on purchases and employment of staff leaving out researches, though many may assume that it is adequately funded more so that it receives about 30% of the country's budget annually. This has affected the development of Kenya's curriculum at various levels. Kinuthia (2009) identifies four major factors that may be responsible for this inadequate funding:

1. Increase in enrolment into primary and secondary schools, since they were declared free by the government in 2003. It is a commendable effort made by the government; unfortunately, it seems difficult for them to handle (Oketch & Rolleston, 2007).
2. Attempt to resolve the challenge in the shortage of the number of teachers in the country. By virtue of the fact that the government is making attempt to ensure that schools have minimum and sizable number of teachers, the amount allocated to the sector seems meagre.
3. Sequel to the two points identified above, the government tends to rely so much on donations from NGOs and other countries. This seems to affect the educational sector one way or the other as researches are poorly funded as well as other important aspects of the sector.
4. Socio-cultural practices as well as obsolete beliefs have also affected in different ways. For instance, the belief that a girl child should not be sent to school still thrives in some rural areas of the country.

The Cultural Issues

The role of culture in any society cannot be overemphasised. Culture is the total way of life as commonly said, thus will go a long way in determining this aspect of happenings in any nations whether developed, developing or less developed. In Kenya, culture plays a great role in influencing the way the curriculum is planned and developed. Of course, it is expected that the curriculum be designed in such a manner that it addresses the immediate needs of the society taking into consideration the culture which includes the beliefs of the people.

Kenya is a unitary state which comprises over 42 ethnic groups. Each of these ethnic groups has its own distinctive cultural beliefs and identity which it tries to secure and safeguard

jealously. The centralized style of Kenya's curriculum makes it difficult for the different cultural norms, beliefs and practices to be accommodated.

Information Communication Technology

The role of ICT in the modern society (schools inclusive) is very important. Hence, it remains a factor largely influencing the development of the curriculum of a nation.

There are approximately 20,000 secondary schools in Kenya out of which only about 15% have access to electricity and about 500 schools have computers with limited or no internet facilities. This implies that, in the secondary/high school level, out of about 4000 schools, of which 65% are connected to electricity, only about 750 schools have an average of 10 computers each although internet connectivity is limited (Kinuthia, 2009).

He goes on to argue that the issue of the number of teachers that are computer literate is also a major ICT challenge. Thus, the ratio of literate ICT competent teachers to learners is wide. Obviously, this has a way of influencing the curriculum and consequently the learners.

Networking and linkages Context

It has been stated earlier that Kenya depends to some extent on foreign aids from different bodies and countries. There is a common adage that states that 'he that plays the pipe, dictates the tone'. Therefore, it is a trend that sometimes these countries or foreign aid providers tend to influence the curriculum of the Kenyan society for their selfish reasons.

Furthermore, a study carried out in 2001 shows that attempts have been made by the educational agencies to ensure that partnerships are formed with establishments to ensure that school leavers/graduates are employed. Unfortunately, there seems to be a decline on the parts of these establishments as they tend to see the graduates as unemployable, however, they seem very willing to participate in the development of the curriculum (Nyandusi, 2001).

2.9.5. NIGERIA

Truly, no matter how good or beautifully planned the curriculum of a country may be, it will be of no relevance and will remain a "paper tiger" if it is not delivered or put to use. Thus, it

is highly necessary that the curriculum be appropriately delivered and put to use. Many a times, what seems like a delivery process is actually not. Delivery process only begins with a serious concern of putting together all resources that make its workability possible. Mkpa (2005) states that it is only delivered curriculum that determines the length/extent to which identified educational goals/objectives will be accomplished. Therefore, this indicates that Curriculum delivery is indeed a very serious exercise with its success resting mainly on the hands of teachers (Afangideh, 2009). This accounts for the possible reason behind the little or no successful realization of the curriculum of teacher education in Nigeria despite all efforts claimed to have been made. The following factors are considered the reasons for the challenges in the actual delivery of the curriculum:

i. teacher education curriculum;

ii. recruitment, training and retraining of teachers;

iii. non – professionalization of teaching;

iv. poor funding; and

v. insufficient/inadequate ICT access.

Teacher Education Curriculum

The curriculum of teacher education is the backbone upon which the development of the curriculum of other subject areas can be based. Udofot (2000), states that teacher education curriculum leans towards creating some forms of misunderstanding in stating the differences amid general studies and those studies connected to students' proposed area of study as they both are academic in nature. This affects and creates an imbalance in the areas of emphasis. In other words, the focus area becomes an issue. The question continues to linger, should the focus be on the teaching subject or on the pedagogy of teaching? In an attempt to answer this, Thomson (1981) explains that the teacher education program in Nigeria and other African countries is criticized due to the fact that there seems to be so much focus on one end leaving the other. This brings about the imbalance experienced.

Recruitment, training and retraining of teachers

This is a major factor affecting the development and delivery of the curriculum in Nigeria. The teacher-learner ratio is quite high, thus it becomes difficult for teachers to handle and

control activities very well in their classrooms (Edem and Okon, 2008). Obviously, by this, the curriculum is rendered useless or of less importance. In the first place, the recruitment for staff in any organization is quite tasking (Ekpo, 2010) and the making of any teacher begins from the recruitment of teachers also. In the case of recruiting, teachers' knowledge is not just considered, but the skill to impact is also considered.

It is quite unfortunate that so much consideration is not given to the level of knowledge possessed by those admitted to study education courses as the case is with medicine and some other courses. As a matter of fact, some learners who fail to meet the cut-off point in some faculties and departments outside education are eventually pushed to education through the admission offered to them. This is done in a bid of wanting to ensure that several people are raised as teachers for the nation. Unfortunately, it goes a long way in destroying the teacher education program. Hence, Udofot, (2005) puts up a valid argument that those admitted to study education in Nigeria are academically poor. This is supported by Omojuwa, (2007) when he states that the number of those admitted to study education in recent times has dropped, while the majority are those who would have abandoned the place if they had better alternatives. This is a contrast with what is obtainable in the Finnish society where teachers are expected to possess a minimum of master's degree. This will be possible mainly because the Finnish government endeavors to make the profession attractive to members of the public. Lasaa, (2000) stresses that in the United Kingdom, the character of the teacher is put into consideration before he/she is employed and made to teach the learners, because they are considered the custodian of knowledge and can influence learners faster than anyone.

Non – Professionalization of the Teaching Profession

Every profession tries to pride and position itself as being indispensable. Medical doctors believe that medicine is the best, the same way engineers see engineering as the best, etc. Unfortunately, teachers do not seem to perceive the teaching profession as the best profession.

At this point, it becomes important to note that the teaching profession in Nigeria must first be professionalized to ensure that happenings there are of professional standard (Maduewesi, 2005). It is expected that the moment this is achieved, it will help reduce the number of less concerned learners who are not pleased and proud of their chosen career. Oneachu, (2011) holds the view that trained facilitators are needed in the realization of this feat.

Inadequate Funding

This is a major challenge faced by various institutions in Africa. Dare (2004) explains that one major reason for inadequate funding is based on political issues and high level of inflation. Obviously, as fantastic as the curriculum of teacher education may be, with poor funding its realization remains a mirage. Another challenge leading to inadequate funding is mismanagement which is an offshoot of corruption. Of course, where corruption thrives even with great funding, it remains impossible for such fund to be adequately utilized and bringing about the realization of the set objectives or goals (Lawani, 2007). He further explains that by virtue of poor funding, the curriculum remains beautifully planned, yet unutilized. This challenge affects different areas ranging from employment, training, retraining, conducting of researches as well as putting into action findings from researches, purchase of text books, setting up of infrastructure, etc.

Insufficient/Inadequate ICT Access and Knowledge

The world is fast becoming a global village, hence all nations of the world are expected to meet the global standard and ensure that they try as much as possible to learn from one another. The place of ICT in the world today cannot be overemphasized; therefore, every nation continues to thrive to get quality and adequate knowledge needed in and for ICT usage (Ekpo and Ekukinam, 2006). Osokoya, (2010) holds the view that in the era of ICT, globalization is a major challenge to the delivery of the curriculum of teacher education program. The use of computers is a major need in the 21st century classroom. Unfortunately, this seems quite unattainable in most schools in the nation. As a matter of fact, most secondary schools lack computer laboratories, let alone having access to personal computers. Even the teachers themselves do not have access to computers and this affects them as well as their style of teaching. In some schools, chalkboards are still being used which is far from the expected in the 21st century classroom. This makes teaching and learning in the country below the global standard.

From the foregoing, it is obvious that curriculum development and delivery is influenced either positively or negatively by different factors which cut across different countries of the world. This view is largely supported by the words of Fraser and Bosanquet (2006) who opine that the success or failure of any well-developed curriculum is greatly dependent on

certain factors, some of which have been discussed above. Fotheringham, Strickland, Aitchison (2012) view curriculum as the vehicle upon which the educational system of any nation drives. Of course, education is the vehicle upon which the development of any nation is driven. Suffice therefore to state that, curriculum is the vehicle upon which the development of any nation is driven at any point in time (Lowe and Cook 2003, Urikson, 2009 and Cree et al 2009).

Fotheringham, Strickland Aitchison (2012) explain different factors that can affect curriculum planning, development and delivery in any society, through the use of figure 3:

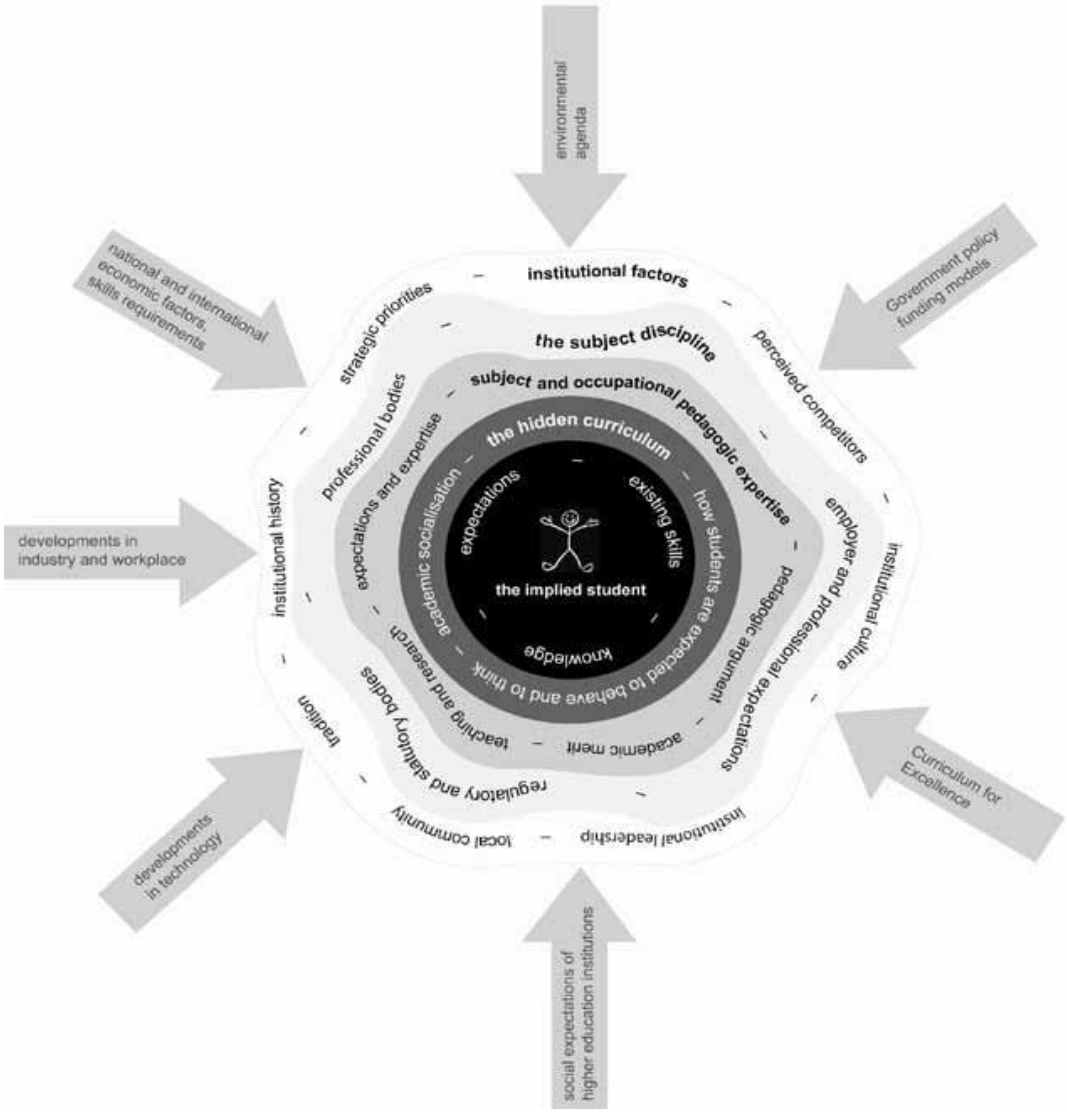

Figure 3: Factors affecting curriculum planning, development and delivery

2.10. SUMMARY

This chapter considered the conceptualization of the term curriculum, philosophical theories about the phenomenon, its development, as well as factors that influence its development in any society. A brief historical background of the concept in the South African context was considered with caution taken in view of the different curriculum designs that have existed in the nation. The essence of curriculum was considered alongside legislation and analysis of South Africa's policy in curriculum development. Curriculum delivery in four other nations of the world was also discussed.

The next chapter which is commonly titled as research methodology will focus on the methodologies and strategies that were applied in the collection of data used for this study, as well as the statistical tool that were employed in analyzing the retrieved data.

CHAPTER 3

RESEARCH METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

This chapter focuses on the research methodology that was adopted by the researcher in order to retrieve data from respondents with regards to the research questions on the factors affecting and influencing curriculum development and delivery in South Africa. The researcher made use of questionnaires to gather data from educators. The following will be discussed in this chapter: the research design, the delimitation of the field of survey, the acquisition of permission from all schools that were used to conduct the research, the selection of respondents (size of the sample and sampling procedures), the research instrument (questionnaires) the administration of the questionnaires, processing of data and ethical considerations.

3.2 DELIMITATION OF THE STUDY

Due to time, finance and other related factors, the study was limited to selected schools in only one district (King Cetshwayo District) in the Kwazulu Natal Province, South Africa. Hence, it is limited to primary schools,

3.3 PERMISSION TO CONDUCT THE RESEARCH

It is very essential to secure approval from the appropriate quarters before undertaking the study (Corti, Day and Backhouse, 2000). Hence, the researcher obtained permission from the office of the principals of all schools involved (Appendix A explains more on the approval). Letters were written to seek all approvals (Appendixes B, C and D) from different authorities.

3.4 RESEARCH PARADIGM

Paradigm in research deals with the shift in theoretical application in a study. For instance, while the positivists believe in the use of a single design and large sample size when collecting data for a study, the post positivists believe in the application of two different research designs. Post positivists do not only believe in large sample size; they also take into consideration the depth of the data collected or to be collected for a given study. The positivist approach was adopted for this study. Hence, a quantitative research design which deals with the use of questionnaires as instrument for data collection was applied.

3.5 RESEARCH DESIGN

A quantitative research design was used in this study. This design supports the use of a huge number of participants in a particular study. Kumar (2014) opines that a quantitative design is important where large data is to be retrieved for analysis in a study. He further avers that it aids generalization.

3.6 SAMPLING PROCESS

Different sampling methods can be used in selecting some representative respondents/sample for a research. This includes: simple random sampling, cluster sampling, systematic sampling, stratified sampling, etc. In this study, the multi-sampling technique was used.

The simple random sampling technique was adopted. Popoola, (2013) and Ani (2014) favor this strategy. However, it does not imply that anybody seen was given a copy of the questionnaire. It was done systematically.

In this study, a list of the names of teachers in each school was collected; every teacher whose name appeared in an even number was administered a questionnaire. By so doing, every teacher was given the opportunity of participating in the study.

3.7 RESEARCH TOOLS

3.7.1 The Choice of Methodology

There are basically four major paradigms in modern social sciences, with each having its own methodology known as: the positivist, the interpretive, critical and constructive (Kumar, 2014). The quantitative methodology which is traditionally associated with positivism was used in this study. The choice of methodology was largely dependent on the purpose of the study, the questions being investigated, and resources available (Kumar, 2011 and Creswell, 2011). Inversely, Terreblanche and Durrheim, (2006) state that the methodology to be adopted by a researcher has to be governed by the paradigm adopted as each paradigm is based on ontology, epistemology and methodology. In this study, the quantitative approach was adopted, taking into consideration the purpose of the study, the questions being investigated and the resources readily available.

The methodology was adopted in the first place, because the current researcher believed that it would elicit some hidden truths about factors influencing curriculum development and delivery in South Africa. Secondly, he believed that it would help confirm if the

generalization of literatures on the subject matter are true or false with regards to this population.

3.7.2 Format of the Questionnaires

The questionnaire was divided into two sections, with the objectives of the study in mind. The first section focused on retrieving general biographic information of the respondents. It consisted of questions on personal information of the respondents, as well as their institution.

The second section consisted of close questions on factors influencing curriculum development and delivery. The respondents were asked to rate their responses according to the five-point likert scale given in table 2.

Table 2: The five-point likert scale

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The respondents were asked to mark/tick their appropriate response on the scale provided. This was done with the help and guidance of the researcher and research assistants who moved round to ensure that all was properly done. However, some questionnaires were eventually destroyed as the respondents failed to do as instructed in some areas.

3.8 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

The two concepts are of great importance in understanding measurement issues in any social science research. Questionnaire designers often deal consciously with the degree of validity and reliability of their instruments. Kumar, (2014) sees it as one of the reasons why several questionnaires are lacking the two (validity and reliability) qualities. Obviously, questionnaires have a very limited purpose.

Schumacher, (2010); Creswell, (2011), et al. state that the validity and reliability of any questionnaires are very important. The validity of a questionnaire is focuses on the right questions phrased in the least ambiguous way to ensure easy comprehension. In other words, the items must sample significant aspects of the purpose of the investigation. Cohen and

Marrison (2007) state that the terms must be clearly defined, so as to mean the same thing to all respondents.

Validity and reliability are two different terms, performing different functions, with different characteristics, yet they work hand in hand (Kumar, 2005). It is difficult to differentiate them sometimes, though they are two different items operating from different points of view with a similar holder which is to find out the usefulness of the instrument in question. Validity and reliability are very important and essential in educational research, because most of the measurements attempted in this area are usually obtained indirectly. It is difficult for researchers to guarantee that an educational measuring instrument measures precisely dependably what it is expected and intended to measure (Van den Aardweg, 1998). It is therefore essential to assess the validity and reliability of the instruments before they are put to use. Researchers are therefore expected to have a general knowledge on what reliability and validity are, how they can be certified as useful and consequently put to use properly.

In this study, validity and reliability of instruments were carried out in order to ascertain the extent to which the instrument could be trusted to measure what it was expected to measure.

3.8.1 Validity of Questionnaires

Questionnaires are designed such that they measure what the researcher wants to find out and validity is the extent to which an instrument measures what it is expected to measure. In other words, it is the extent to which a measuring instrument satisfies the purpose for which it was designed (Behr, 2001). In addition, it refers to the extent to which it correlates with some criteria which are external to the instrument. Validity is indeed an indispensable characteristic or attribute of a measuring device (Cresswell, 2010). Aardweg, (1998) explains different types of validity:

- Content validity, where the cognitive and content processes included can be measured. The topics, skills and abilities are to be prepared and items from each category randomly drawn.
- Criterion validity, which refers to the relationship between the scores on a measuring instrument and an independent variable (criterion), believed to measure directly the behavior of the characteristics in question. The criterion is expected to be relevant, reliable and free of any form of bias and contamination.
- Construct validity is where the extent to which the test is measures a specific trait or construct is concerned. For instance, intelligence, reasoning, abilities and attitudes.

The validity of a questionnaire shows how worthy a measure is likely to be in a given situation. It shows whether the instrument is reflecting the true story or at least something close to the truth.

A valid research instrument is one that has demonstrated that it detects some real ability, attitude or prevailing situation that the researcher can identify and characterize. Hence, the research instrument will be tagged valid, if the ability or attitude of the instrument is stable, the respondent's answer is not influenced or affected by any external force and the same result is repeatedly deduced (Aardweg, 1998).

In the study, content and facial validity was carried out. The researcher presented the instrument to the supervisors who are experts in the field as well as other colleagues who looked through and gave comments for adjustments. The instrument was thereafter revised before administering to the participants.

3.8.2 Reliability of questionnaire

The reliability of a measuring instrument is a statistical concept that is related to consistency and dependability. In other words, consistency means obtaining the same relative answer when measuring phenomena that have not changed (Aardweg, 1998).

There are various types of reliability:

- Test – retest reliability (coefficient of stability). Consistency is estimated by comparing two or more repeated administrations with the same measuring instrument(s). This gives an indication of the dependability of the result on one occasion which may then be compared to the results gotten at another time/occasion.
- Internal consistency reliability: it indicates how well the test item(s) measure the same thing.
- Split half reliability: by correlating the result(s) obtained from two halves of the same measuring instrument, one can calculate the split-half reliability.

In brief, reliability refers to consistency, though consistency does not fully guarantee truthfulness. For instance, the reliability of the question is no proof that a respondent has given a true answer that projects and reflects his/her true feelings (Kumar, 2005).

Additionally, Kumar (2011) states that reliability refers to the extent to which measurement results are free of unpredictable kinds of errors. He further asserts that the sources of errors include:

- Variations in the conditions of administration of the test between groups. E.g. different forms of distractions.
- Random effects by respondents who guess or check attitude alternatives without trying to understand them.
- Differences in scoring or interpreting of results. When computing scores, errors can occur, this may be something different from what was observed.
- Fluctuations in the mood of the respondents can also affect reliability. This fluctuation can be due to illness, fatigue, good or bad experiences, etc.

Reliability in this study refers to the consistency of measurement, the extent to which the same answer will be realized if the study were to be repeated over again (McMillan and Schumacher, 2006). The researcher believes strongly that the questionnaires in this study were completed with the utmost honesty and sincerity required to render maximum possible reliability.

For the purpose of this study, in order to test the reliability of the instrument, the researcher conducted a pilot study in two different schools within the same district (King Cetshwayo District). The schools where the pilot study was conducted were removed from the list of schools used for the actual study. This is supported based on the view of Kumar (2014) who opines that pilot study can be conducted to ensure the reliability of instruments to be adopted for a research work.

3.9 CHARACTERISTICS OF A GOOD QUESTIONNAIRE

Mouton and Marais (2001) define a questionnaire as a set of questions dealing with some topics or a set of related topics given to a selected group of individuals for the purpose of gathering data on a problem under consideration. They further opine that a good questionnaire should have the following characteristics in order to meet the requirements of reliable research:

- Every good questionnaire must deal with a specific topic, a topic that the respondent will easily recognize as important enough and would be interested to spend time working on it.

- It has to be as brief as possible, but lengthy enough to elicit the right and essential information/data.
- It must be very attractive and captivating in appearance, neatly arranged and clearly printed.
- The instructions embedded in it must be clear enough for proper and easy comprehension.

Cohen and Marrison (2007) concur with the above qualities identified about a good questionnaire. They, however, added that the questionnaire must be uniformly workable and should contain unambiguous words. While working on a questionnaire, the researcher has to consider the characteristics of a good questionnaire in order to meet the requirements for a reliable research instrument. According to Kumar (2014), the characteristics of a good questionnaire include the following:

- It must seek only information which is difficult and possibly impossible to retrieve using other instruments.
- It must be as concise as possible, however, lengthy enough to get the right and essential data/information. Long questionnaires frequently find their way into the bin.
- Questionnaires should be attractive in appearance and neatly arranged, clearly duplicated or printed.
- Directions for a good questionnaire must be clear and complete, with important words clearly defined.
- Every question has to deal with a specific/single concept and should be expressed as simple and straightforward as possible.
- It must not be misleading.

3.9.1 Advantages of using questionnaires

In this study, the researcher made use of questionnaires for certain reasons, some of which are:

- Time saving, as many questionnaires can be distributed at the same time.
- Easy accessibility to target audience (population), as several audiences can be reached at the same time in the same place.

The researcher's decision to use the questionnaires was influenced by the advantages of questionnaires supported by Kumar (2005) and Cohen, Manion and Morrison (2002), who stated that:

- Questionnaires permit anonymity. If the questionnaires are compiled in such a manner that responses are given anonymously, it tends to increase the chances to receive genuine response representing the actual thoughts, beliefs, opinions and perceptions of respondents.
- Questionnaires help to avoid biases as the respondent seem not to be under duress or the influence of anyone, neither will his/her answer be made known to anyone. As long as respondents are assured anonymity, they tend to act fairly, giving answers as accurately as they can or perceive them to be.
- Questionnaires are affordable. They are the cheapest medium of retrieving data for social sciences researches.
- Data retrieved through this means are easy to analyze. Thus, questionnaires are good because they make analyses easy.
- Respondents are given ample/sufficient time to think and give their responses to any item appearing in the questionnaire.
- The uses of questionnaires make it easy to retrieve uniform answers in any given situation. Where answers seem different, they are usually slightly different.
- It is easy to administer questionnaires as long as the test guidelines are observed and strictly obeyed.
- It is easy to compare data retrieved via the use of questionnaires, before inferences are made to give a final statement based on the outcome.
- The atmosphere is usually void of tension and pressure; rather it is a relaxed one. Hence, the respondents can easily carry on with their work with full concentration.
- Kumar (2009) states that it is one of the easiest means of eliciting information which brings about the possibility of empirical researches in various endeavors or disciplines in the field of education.
- Several respondents can be attended to at the same time, thereby making the work as fast as possible.

3.9.2 Disadvantages of questionnaires

The researcher went ahead to use the questionnaire to elicit information from respondents fully aware of the following short comings of this instrument, as opined by Aarweg, (1993):

- The use of questionnaires makes it difficult to control the context in which answers are given.
- The researcher will not be able to answer questions and misunderstanding the respondents may have or come across.
- Some people talk better than writing and will prefer to speak rather than write. Unfortunately, this written form of questionnaire makes it difficult or impossible to get involved.
- There is no opportunity to get spontaneous response from respondents. Of course, sometimes spontaneous answers are highly needed.
- Respondents are not compelled to give responses as is the case with interview usage where respondents are likely to give answers because of the one-to-one conversation with the interviewer(s).
- The questionnaires always give restrictions to the view of only one person at a time, unlike what is obtainable in the case of an interview.
- If answers must be considered unbiased, there must be no room for rechecking by the respondents, as answers to different items in the questionnaires cannot be taken beyond options listed.
- Answers are sometimes not treated independently, as all questions are seen by the respondent(s) at the same time, all at once.
- Questionnaires are rigid in nature, unlike interviews that can be made very flexible.
- During interviews, an idea can be explored, with further questions being raised from a single idea, but this is not true about the questionnaire. Hence, the moment a question stated is misunderstood by the respondent, that particular item becomes a waste.
- It is usually a lot easier for people to express themselves, unfortunately, questionnaires do not give them the opportunity to do so.
- Also, if questionnaires are to be mailed to respondents, it becomes difficult and almost impossible to have more than one respondent answering at the same time.

3.10 ADMINISTRATION OF THE QUESTIONNAIRES

3.10.1 The Pilot Study

The draft questionnaires were piloted. This was considered important in order to ascertain reliability and validity of the measuring research instrument. Kumar (2014) supports this view that a pilot study is important in a research to ensure its reliability and validity. He explained that it is an abridged version of the main research study which enables the researcher to trial test the procedures to be followed when conducting the main research. Betramet (2004) had earlier opined the importance of a pilot test when he explained it as an experiment exercise that shows the likely result to be deduced after the final survey.

Creswell (1994) in a different manner opines that, during the pilot test stage, it is necessary to find out the means of identifying problems so as to be able to prepare ahead during the main study. Kumar (2005) considers it as a necessary phenomenon that enables a researcher to undergo a pre-testing stage before a final result is retrieved. Thus, it will enable the researcher to be confident of his/her eventual result.

Nevertheless, caution must be taken, as it is expected that specialists in the field of discourse are expected to view the questionnaires and give constructive criticism using procedures designed to trace problems and omissions before the final questionnaires are released. Of course, once constructive criticism is carried out, all necessary corrections are effected before the proper administration stage. This will help eliminate all forms of ambiguity, misinterpretations, misrepresentations, etc.

Ingweni Primary School and Nzingwenya Primary School were used to trial test the instruments. Twenty educators, four School Management Team (SMT) members and six subject advisers from different departments were used for this pilot test. All participants for the pilot test were given questionnaires.

The researcher personally delivered the questionnaires to the pilot schools after explaining the reason for the pilot study to the respondents. The respondents were appealed to respond to the test immediately, after which the researcher retrieved the questionnaires. This was repeatedly carried out twice within the space of two weeks, where a similar result was realized and the instruments considered valid and reliable.

3.10.2 The Actual Study

In the actual study, two hundred and fifty (250) educators were requested to respond to the questionnaires, two hundred and seventeen (217) questionnaires which represent approximately 87% of the administered questionnaires were returned completed, while the others, approximately 13% of the administered questionnaires, had one issue or the other, and as such were rendered useless. Ten questionnaires were administered to ten different lecturers; they were all retrieved and accurately filled. The lecturers seemed busy, but willingly responded to the items, probably because they understand the importance of the test to research. Immediately after this, ten administrative members of staff were interviewed at different instances. It was quite difficult to get them to respond to the interview questions due to the nature of their schedule. Nevertheless, they were able to subject themselves to be interviewed.

3.11 DATA PROCESSING

After completion of the questionnaires, all data retrieved were converted to a form suitable for analysis. Responses of respondents were coded while frequency distribution was used in analyzing the data. The use of frequency tables is strongly favored by Aarweg, (1993). The frequency tables according to statisticians are expected to provide answers to the questions stated below:

- How many times does the response occur?
- What is the percentage to that response compared to the overall responses?

It is important to note that detailed information about the analysis of data processing will be explained in the next chapter, that is, Chapter Four (4).

3.12 ETHICAL CONSIDERATION

In this study, ethical issues were considered, issues such as transparency, informed concerns and anonymity. Ethics is very important in research, in fact, it is as important as the research itself, especially when human beings are involved (Munro, 2011). Bertram (2004) states that the retrieval of data from humans most times give rise to ethical issues. It is of great necessity that the rights of respondents are not infringed upon, but protected.

Anonymity and confidentiality must be respected where necessary, as well as the privacy of respondents, in order to ensure actual and truthful results. Bertram (2004) further explains that autonomy must be respected by researchers. In other words, where respondents wish to

act autonomously, researchers must not try to convince them to do otherwise, neither are the researchers expected to go ahead to act otherwise, rather they should assure respondents of their secrets remaining secrets. Thus, special caution was taken by the researcher in this study, ensuring that all secrets are kept to the utmost without having the respondents to feel embarrassed.

3.13 CONCLUSION

This chapter shows a detailed description of the methods adopted by the researcher in carrying out this study. The appropriateness of the uses of both questionnaires and interviews as research instruments were judgmentally appraised. The chapter further discussed the sampling procedures used and methods of data analysis adopted. In the next chapter, all data collected will be analyzed with interpretations stated explicitly.

CHAPTER FOUR

INTERPRETATION AND DISCUSSION OF DATA

4.1 INTRODUCTION

The methodology used in the study was discussed in the previous chapter. This chapter provides a detailed analysis of the questionnaire. The questionnaire comprises five Likert scale questions and divided into six sections. The first section focused on the demographic features of the respondents while the role of government in the management of curriculum delivery in intermediate phase is covered in the second section. Perceptions of educators towards curriculum delivery in intermediate phase and strategies used by subject advisers in managing curriculum used in intermediate phase are covered in the third and fourth sections respectively while the causes of rapid curriculum change and how educators respond to curriculum change are discussed in the fifth and sixth sections respectively. The responses of the respondents are analyzed accordingly

4.2 DEMOGRAPHIC FEATURES

Table 3: Gender of Respondents

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	64	29.5	29.5	29.5
Female	153	70.5	70.5	100.0
Total	217	100.0	100.0	

The results as presented in Table 3 above show that the majority (70.5 percent) of the respondents were female and 29.5 were male.

Table 4: Position of Respondents

Position			
	Frequency	Percent	Valid Percent
Educator	17	7.8	7.8
SMT	35	16.1	16.1
SA	165	76.0	75.1
Total	217	100.0	100.0

The position of the respondents is presented in Table 4. The result indicates that the majority of the respondents were subject advisers, while the remaining 35 percent and 19 percent are SMT and educators respectively.

Table 5: Age of Respondents

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
21-30	26	12.0	12.2	12.2
31-40	58	26.7	27.2	39.4
41-50	97	44.7	45.5	85.0
51-60	28	12.9	13.1	98.1
61-65	8	3.6	1.9	100.0
Total	217	100.0	100.0	

The ages of respondents are presented in Table 5. A total of 217 questionnaires were collected; 44.7 percent of the respondents were people of age ranging between 41 and 50, 26.7 percent falls under the age bracket of 31 to 40 years while the remaining 12.9 percent, 12 percent and 3.6 percent fall under the age brackets of 51 to 60 years, 21 to 30 years and 61 to 65 years respectively.

Table 6: Experience of Respondents

Experience				
	Frequency	Percent	Valid Percent	Cumulative Percent
0-15years	88	40.6	40.1	41.5
15-30 years	60	27.6	28.3	69.8
31-45 years	56	25.8	26.4	96.2
46- 65 years	13	6.0	3.3	99.5
Total	217	100.0	100.0	

The years of experience of respondents are presented in Table 6. The result shows that the majority (40.6 percent) of the respondents have experience of less than 10 years, 27.6 percent have experience ranging between 11 to 20, 25.8 have experience ranging between 21 to 30 while the remaining 6 percent have experience from 40 and above.

Table 7: Academic Qualification of Respondents

Qualification				
	Frequency	Percent	Valid Percent	Cumulative Percent
3 years degree	27	12.4	12.4	12.4
PGCE	47	21.7	21.7	34.1
4 year degree	17	7.8	7.8	41.9
Honors degree	88	40.6	40.6	82.5
Master's degree	32	14.7	14.7	97.2
Doctoral Degree	6	2.8	2.8	100.0
Total	217	100.0	100.0	

The academic qualifications of respondents are presented in Table 7. The result indicates that out of a total respondent of 217, the majority 88 (40.6 percent) possessed an Honors degree, 47 (21.7 percent) are with PGCE, while 32 (14.7 percent) possessed a Master's degree. The remaining 27 (12.4 percent), 17 (7.8 percent) and 6 (2.8 percent) possessed a three-year degree, four-year degree and Doctoral degree respectively. The result indicates that more than two-thirds of the total respondents possessed the minimum qualification for them to teach in that phase.

4.3 ROLE OF GOVERNMENT IN THE MANAGEMENT OF CURRICULUM DELIVERY AT INTERMEDIATE PHASE

Table 8: Role of Government in the Management of Curriculum Delivery in Intermediate Phase

		SA	A	U	D	SD	Total
We have enough teachers for all subjects in intermediate phase in our school	N	40	68	10	36	63	217
	%	18	31	5	16	29	100
All our teachers in the phase are well qualified	N	78	91	18	11	19	217
	%	36	42	8	5	9	100
All teachers in this phase are competent in the	N	35	96	38	14	34	217

subject they teach	%	16	44	18	6	16	100
Our teachers in this phase attend trainings regularly	N	65	103	14	6	29	217
	%	30	47	7	3	13	100
Teachers in this phase are well paid	N	57	60	29	35	36	217
	%	26	28	13	16	17	100
Infrastructure in the school is of high standard	N	19	69	22	48	59	217
	%	9	32	10	22	27	100
We have good and quality computer rooms with computers in them	N	18	25	5	125	44	217
	%	8	12	2	58	20	100
We have enough teachers teaching computer as a subject	N	4	13	10	132	58	217
	%	2	6	5	61	26	100
Power supply in our school is of quality standard	N	36	64	25	38	54	217
	%	16	29	12	18	25	100
Teachers are well supervised in the discharge of their duties with regards to the planned curriculum	N	73	95	20	13	16	217
	%	34	44	9	6	7	100

We have enough teachers for all subjects in intermediate phase in our school.

The result of whether there are enough teachers for all subjects in the intermediate phase in schools is presented in Table 8 above. Out of the total respondents (217), about half (118, 49.8 percent) of the respondents affirmed that there are enough teachers in the intermediate phase in school, 99 (45.6 percent) disagreed and strongly disagreed while the remaining 10 (4.6 percent) were undecided.

All our teachers in the phase are well-qualified.

The result also shows that the majority of the respondents believe that teachers in the intermediate phase are well-qualified. This is because 91 (41.9 percent) and 78 (35.9 percent) of the total respondents agreed and strongly agreed respectively. 18 (8.3 percent) were indifferent while the remaining 30 were of the contrary view.

All teachers in this phase are competent in the subject they teach.

The result of the competence of teachers in the intermediate phase is presented in Table 7 above. The table shows that more than half (60.4 percent) of the respondents affirmed that all teachers in this phase are competent in the subject they teach. The remaining 17.5 percent, 15.7 percent and 6.5 percent were undecided, strongly disagreed and disagreed respectively.

Our teachers in this phase attend trainings regularly.

The result of whether teachers in the intermediate phase attend training regularly is presented in Table 7 above. Out of the total respondents (217), more than two-third (168, 77.4 percent) of the respondents affirmed that teachers in this phase attend training regularly, 43 (16.2 percent) strongly disagreed and disagreed while the remaining 14 (6.5 percent) were undecided.

Teachers in this phase are well paid.

The result of whether teachers in the intermediate phase are well paid is presented in Table 7 above. Out of the total respondents (217), about half (117, 53.9 percent) of the respondents affirmed that teachers in the intermediate phase are well paid, 71 (32.7 percent) disagreed and strongly disagreed while the remaining 29 (13.4 percent) were undecided.

Infrastructure in the school is of high standard.

With respect to whether infrastructure in the school is of high standard, the majority (49.3 percent) of the respondents disagreed that infrastructure in the school is of high standard. 40.6 percent affirmed that infrastructure in the school is of high standard. The remaining 10 percent were indifferent.

We have good and quality computer rooms with computers in them.

The result also shows that the majority of the respondents disagreed that the school have good and quality computer rooms with computers in them. This is because 125 (57.6 percent) and 44 (20.3 percent) of the total respondents disagreed and strongly disagreed respectively. A total of 25 (11.5 percent) and 18 (8.3 percent) agreed and strongly agreed, respectively, while, the remaining 2.3 percent were undecided.

We have enough teachers teaching computer as a subject.

The result also shows that the majority of the respondents disagreed that there are enough teachers teaching Computers as a subject. This is because 132 (60.8 percent) and 58 (26.7 percent) of the total respondents disagreed and strongly agreed respectively. About 10 (4.6 percent) were indifferent while only 18 (8.4 percent) agreed and strongly agreed respectively.

Power supply in our school is of quality standard.

The result also shows that the majority of the respondents believe that power supply in their school is of quality standard, although the number is marginally higher than those who are of the contrary view. This is because 64 (29.5 percent) and 36 (16.6 percent) of the total respondents agreed and strongly agreed, respectively as against 54 (24.9 percent) and 38 (17.5 percent) who strongly disagreed and disagreed respectively. The remaining 25 (11.5 percent) were indifferent.

Teachers are well-supervised in the discharge of their duties with regards to the planned curriculum.

The result also shows that the majority of the respondents believe that teachers are well-supervised in the discharge of their duties with regards to the planned curriculum. This is because 95 (43.8 percent) and 73 (33.6 percent) of the total respondents agreed and strongly agreed respectively. On the other hand, 29 (16.6 percent) disagreed and strongly disagreed while the remaining 20 (9.2 percent) were undecided.

Table 9: Perceptions of Educators towards Curriculum Delivery in Intermediate Phase

		SA	A	U	D	SD	Total
Teachers in the intermediate phase are well informed about the curriculum	N	63	127	12	12	3	217
	%	29	58	6	6	1	100
Teachers in the intermediate phase plan their lessons and teach using the curriculum	N	85	119	11	1	1	217
	%	39	54	5	1	1	100
Teachers with the curriculum makes it easy for teaching in the intermediate phase	N	91	114	2	5	5	217
	%	42	53	1	2	2	100
Educators fear and resist change	N	60	84	18	37	18	217
	%	28	39	8	17	8	100
Educators feel that they are overloaded	N	56	124	11	15	11	217
	%	26	57	5	7	5	100
Educators feel that the curriculum is ever changing	N	82	94	7	14	20	217
	%	38	43	3	7	9	100

Teachers in the intermediate phase are well informed about the curriculum

The result of the perception of respondents towards curriculum delivery in intermediate phase is presented in Table 9 above. Out of the total respondents (217), majority (127, 58.5 percent) agreed that teachers in the intermediate phase are well informed about the curriculum, 63 (29 percent) strongly agreed, 12 (5.5 percent) were undecided while the remaining 15 (6.9 percent) disagreed and strongly disagreed.

Teachers in the intermediate phase plan their lessons and teach using the curriculum

The result also shows that the majority of the respondents believe that teachers in the intermediate phase plan their lessons and teach using the curriculum. This is because 119 (54.8 percent) and 85 (32.9 percent) of the total respondents agreed and strongly agreed respectively. 11 (5.1 percent) were indifferent while the remaining two (2) were of the contrary view.

Teachers with the curriculum makes it easy for teaching in the intermediate phase

The results as presented in Table 8 further revealed that availability of curriculum makes it easy for teachers in the intermediate phase to teach effectively. This is because the majority of the respondents (91.2 percent) affirmed the statement that curriculum makes it easy for teaching in the intermediate phase. The remaining 4.1 percent, 2.3 percent and 2.3 percent were undecided, disagreed and strongly disagreed respectively.

Table 10: Strategies used by Subject Advisers in Managing Curriculum in Intermediate Phase

		SA	**A**	**U**	**D**	**SD**	**Total**
Subject advisors train teachers	N	29	134	21	20	13	217
	%	13	62	10	9	6	100
We visit schools regularly to monitor curriculum delivery	N	37	115	22	37	6	217
	%	17	53	10	17	3	100
We ask for the input of teachers whenever the curriculum is to be reviewed	N	26	93	33	31	34	217
	%	12	43	15	14	16	100
Subject advisors retrain educators	N	101	79	21	9	7	217
	%	47	36	10	4	3	100
We visit schools to support curriculum delivery	N	99	101	4	7	6	217
	%	46	47	2	3	3	100

Subject advisors train teachers

The result, as presented in Table 10 above shows the respondents' view with regards to the strategies used by subject advisers in managing curriculum used in the intermediate phase. Out of the total respondents (217), the majority (163, 75.2 percent) affirmed that regular training of teachers is one of the strategies used to manage curriculum in intermediate phase, 21 (9.7 percent) were undecided while the remaining 33 (9.8 percent) were of the contrary opinion.

We visit schools regularly to monitor curriculum delivery

The result also shows that the majority of the respondents believe that regular visit by subject advisers to schools to monitor how well the curriculum is put into use is germane to managing curriculum used in the intermediate phase. This is because 115 (53 percent) and 37 (17.1 percent) of the total respondents agreed and strongly agreed respectively. About 22 (10.1 percent) were indifferent while the remaining 27 (12.4 percent) and 16 (7.4 percent) disagreed and strongly disagreed respectively.

We ask for the input of teachers whenever the curriculum is to be reviewed

The results as presented in Table 10 above further revealed that input of teachers should be sought for whenever the curriculum is to be reviewed. This is because the majority of the respondents (58.1 percent) affirmed to the statement that inputs of teachers were sought for whenever curriculum is to be reviewed. The remaining 15.2 percent, 14.3 percent and 12.4 percent were undecided, strongly disagreed and disagreed respectively.

Subject advisors retrain educators

In addition to the fact that subject advisors train teachers, they also retrain the educators. The results as presented in Table 10 show that more than two-third (483 percent) of the respondents affirmed that advisors retrain educators. The remaining 10 percent and 7 percent were undecided and disagreed respectively.

We visit schools to support curriculum delivery

As part of the strategy used by Subject Advisers in Managing Curriculum in Intermediate Phase, the majority of the respondents affirmed that they visit schools to support curriculum delivery. The results as presented in Table 10 revealed that the majority of the respondents (93 percent) affirmed to the statement that subject advisors do visit schools to support curriculum delivery. The remaining 2 percent, 3 percent and 3 percent were undecided, strongly disagreed and disagreed respectively.

Table 11: Causes of Rapid Curriculum Change

		SA	A	U	D	SD	Total
Politics causes rapid curriculum change	N	131	33	38	8	7	217
	%	60.4	15.2	17.5	3.7	3.2	100
Economic needs of the society lead to rapid curriculum change	N	69	48	49	35	16	217
	%	31.8	22.1	22.6	16.1	7.4	100
Social factors cause rapid curriculum change	N	84	50	46	21	16	217
	%	39	23	21	10	7	100
Technical factors	N	118	88	6	3	2	217
	%	54	41	3	1	1	100
Environmental factors	N	82	115	11	6	3	217
	%	38	53	5	3	1	100
Sustainability / situational factors	N	45	30	10	60	69	217
	%	21	14	5	28	32	100

Politics causes rapid curriculum change

The result, as presented in Table 4.9 shows the respondents' view with regards to the causes of rapid curriculum change. Out of the total respondents (217), majority (131, 60.4 percent) strongly agreed that politics cause rapid curriculum change, 33 (15.2 percent) agreed, 38 (17.5 percent) were undecided while the remaining 15 (6.9 percent) disagreed and strongly disagreed that politics is one of the causes of rapid curriculum change.

Economic needs of the society lead to rapid curriculum change

The result also shows that the majority of the respondents believe that the economic needs of the society leads to rapid curriculum change. This is because 69 (31.8 percent) and 48 (22.1 percent) of the total respondents strongly agree and agreed respectively. 49 (22.6 percent) were indifferent while the remaining 35 (16.1 percent) and 16 (7.4 percent) disagreed and

strongly disagreed respectively that economic need of the society causes rapid curriculum change.

Social factors cause rapid curriculum change

The results as presented in Table 4.9 further revealed that social factors could lead to rapid curriculum change. This is because the majority of the respondents (61.7 percent) affirmed to the statement that social factors cause rapid changes in curriculum. The remaining 21.2 percent, 9.7 percent and 7.4 percent were undecided, strongly disagreed and disagreed respectively.

Technical factors

The result also shows that the majority of the respondents believe that technical factors are responsible or rapid curriculum change. This is because 118 (54 percent) and 88 (41 percent) of the total respondents strongly agree and agreed respectively. 3 percent of the remaining respondents were indifferent while the 2 percent are of a contrary view. The result, therefore, affirmed that technical factor do affect rapid curriculum change.

Environmental

The result also shows that the majority of the respondents believe that environmental factors also encourage rapid curriculum change. This is because 82 (38 percent) and 115 (53 percent) of the total respondents strongly agree and agreed respectively. 11 (5 percent) were indifferent while the remaining 4 percent were of a contrary view that economic need of the society causes rapid curriculum change.

Sustainability / situational

The result also shows that the majority of the respondents are of a contrary view that sustainability or situational factors do influence rapid curriculum change. This is because 69 (32 percent) and 60 (28 percent) of the total respondents strongly disagree and disagreed respectively. On the contrary, 75 (35 percent) affirmed that sustainability factors do affect rapid curriculum change. The remaining 5 percent were indifferent.

Table 12: How Educators Respond to Curriculum Change

		SA	A	U	D	SD	Total
Educators feel burdensome and worried each time there is a change in the curriculum	N	135	63	8	4	7	217
	%	62	29	4	2	3	100
Educators get confused each time there is a change in curriculum	N	134	64	9	3	7	217
	%	62	30	4	1	3	100
Some educators change careers and leave the profession	N	127	56	23	8	3	217
	%	59	25	11	4	1	100
Educators discourage learners to do teaching as a profession	N	159	41	8	5	4	217
	%	73	19	4	2	2	100
Some educators stubbornly stick to the old curriculum	N	46	52	28	58	33	217
	%	21	24	13	27	15	100
Educators speak negatively about the new curriculum	N	93	76	9	22	17	217
	%	43	35	4	10	8	100

Educators feel burdensome and worried each time there is a change in the curriculum

The result, as presented in Table 12 above shows that the majority of the respondents (Educators) feel burdensome and worried each time that there is a change in the curriculum. This is because 62 percent and 29 percent of the total respondents strongly agree and agreed respectively. 4 percent were indifferent while the remaining 3 percent and 2 percent strongly disagreed and disagreed respectively.

Educators get confused each time there is a change in curriculum

The results as presented in Table 12 further revealed that educators get confused and bothered each time there is a change in curriculum. This is because the majority of the respondents (91.3 percent) affirmed the statement that educators get confused and bothered each time the curriculum is changed. The remaining 4.1 percent, 3.2 percent and 1.4 percent were undecided, strongly disagreed and disagreed.

Some educators change careers and leave the profession

The results as presented in Table 12 further revealed due to constant change in curriculum, some educators prefer to change careers or leave the profession. This is because the more than two-third of the respondents (84 percent) affirmed the statement that educators change careers and leave the profession due to constant change in curriculum. The remaining 11 percent, 4 percent and 1 percent were undecided, disagreed and strongly disagreed respectively.

Educators discourage learners to do teaching as a profession

The results as presented in Table 12 further revealed that educators discourage learners to do teaching as a profession. This is because the majority of the respondents (92 percent) affirmed the statement that educators discourage learners to do teaching as a profession due to rapid change in the curriculum. The remaining 4 percent, 2 percent and 2 percent were undecided, strongly disagreed and disagreed respectively.

Some educators stubbornly stick to the old curriculum

In defiance to curriculum change, the results as presented in Table 12 further revealed that educators stubbornly stick to old curriculum. This is because the majority (45 percent) affirmed that some educators stick to old curriculum, while 42 percent of the respondents are of a contrary view. Although, there is a small margin between those who affirmed the statement and those who hold contrary views, it must be noted that a simple majority still believe that some educators stick to old curriculum each time it is changed. The remaining 13 percent were undecided.

Educators speak negatively about the new curriculum

The results as presented in Table 12 further revealed that educators speak negatively about the new curriculum. This is because the majority of the respondents (78 percent) affirmed the statement that educators speak negatively about the new curriculum each time it is changed. The remaining 4 percent, 8 percent and 10 percent were undecided, strongly disagreed and disagreed respectively.

4.4 CONCLUSION

This chapter focused on the analysis of the questionnaire and from the data analysis in this chapter. The responses from the respondents in this study indicated that there are enough teachers in the intermediate phase in uThungulu District. It was also evident in this chapter that teachers in this phase are well-informed about their curriculum and this assisted them in planning their lessons and also in terms of effective teaching. Furthermore, it was revealed that infrastructure is lacking in schools and rapid change is the school curriculum at the intermediate phase is a major source of worry for the educators. The rapid change in curriculum is used caused by political, economic, social as well as environmental factors. Rapid change in the school curriculum creates an extra burden for the educators in terms of switching to the new curriculum. It often time makes the educators to become confused while those who could not bear the stress change career and quit the profession.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter provides the summary, summary of findings and recommendations. The entire chapter is arranged under four sections. Section 1 covers the basic introduction to the study. Summary and findings are discussed in Section 2. The major conclusions are summarized in Section 3. Recommendations from the study are concisely described in Section 4.

5.2. SUMMARY OF RESULTS

Curriculum delivery in KwaZulu-Natal province has been a major challenge in schools especially in the intermediate phase. Major issues that come to bear relate to the perceptions of subject advisers on curriculum delivery, the challenges faced by subject advisors in curriculum delivery, delivery of curriculum by subject advisers, as well as how educators cope with rapid curriculum change. In order to address this concern, this study examined subject advisers' perceptions of curriculum delivery in the intermediate phase within uThungulu District. The following objectives were formulated and addressed: 1) to investigate the effectiveness of curriculum delivery in uThungulu District, 2) to find out the behavior of educators to curriculum change and 3), and to find out the cause of the rapid changes of curriculum delivery and the reaction of educators towards this change. To start with, the major concepts of the study were defined.

Curriculum was defined by Ornsteins and Hunkins (2009) as a plan for achieving goals; as a means of dealing with the learner's experience; as a system for dealing with people; as a field of study; as well as the way in which information is being organized and assimilated. This implies that curriculum refers to all the activities carried out under the supervision of the school authorities.

The subject advisors refer to people employed by the department of education with the aim of providing advisory services to educators in schools. They are usually based at the district office and expected to provide guidance, support and expert or specialist knowledge within the context of their academic discipline. They are the trainers of teachers, evaluate and monitor the extent to which the curriculum is effectively delivered. However, they are faced with challenges which inhibit proper functioning of the mentoring and support goals.

Relevant literatures on the perceptions, roles, responsibilities as well as challenges of subject advisors towards the effective delivery of annual work schedules and assessments were reviewed. This study examined curriculum development in a number of countries of the world such as Nigeria, Britain, Kenya, Canada as well as South Africa and found out that several similar factors affect the planning, development and delivery of these curricula, though the learners are different and possess different abilities. These factors include economic factors, political factors, and technological factors, among others. It must be noted that given a well-planned and thought out curriculum, if well-delivered, will bring about transformation and development in the society.

5.3 SUMMARY OF FINDINGS

Role of Government in the Management of Curriculum Delivery in Intermediate Phase

In order to ascertain the role of government in curriculum delivery in the intermediate phase in schools, several questions were posed to the respondents with the use of a well-structured closed ended Likert scale questionnaire. Such questions include the availability of teachers in the intermediate phase, qualification / competence of teachers, provision of regular training for teachers in this phase, adequate remuneration for teachers in the intermediate phase, provision of infrastructure in schools. The findings of the study revealed that there are enough teachers in the intermediate phase. This is because a majority of 49.8 percent of the entire respondents affirmed that there are enough teachers in the intermediate phase. The same goes for the qualification and competence of teachers in the intermediate phase. More than half of the respondents affirmed that most teachers in the phase are well-qualified and are also competent. With regards to attendance of regular training by teachers in this phase, the majority (77.4 percent) of the respondents affirmed it while 53.9 percent of the respondents believed that teachers in this phase are well-paid. However, about half of the respondent disagreed that infrastructure in the school is of high standard. Also approximately 78 percent of the total respondents disagreed that schools have good and quality computer rooms with computers in them. In addition to the inadequate computer learning facilities, the study revealed that there are inadequate teachers teaching Computers as a subject.

The result further revealed that the majority of the respondents believed that power supply in their school is of quality standard although the number is marginally higher than those who

are of the contrary view. This is because 46.1 percent of the total respondents agreed as against 42.4 who disagreed. The result also shows that the majority of the respondents believe that teachers are well-supervised in the discharge of their duties with regards to the planned curriculum.

Perceptions of Educators towards Curriculum Delivery in Intermediate Phase

The result of the perceptions of respondents towards curriculum delivery in intermediate phase is presented in Table 4.7. The result shows that teachers in this phase are well-informed about their curriculum and as well plan their lessons using the curriculum. It is also worthy of note that the respondents believed that the availability of the curriculum makes it easy for teachers in the intermediate phase to teach effectively. This is because the majority of the respondents (91.2 percent) affirmed the statement that the curriculum makes it easy for the teacher in the intermediate phase.

Strategies used by Subject Advisers in Managing Curriculum in Intermediate Phase

With regards to the strategies used by subject advisers in managing curriculum in the intermediate phase, the majority (75.2 percent) affirmed that regular training of teachers is one of the strategies used to manage curriculum in the intermediate phase. The need for regular visits by subject advisers to schools was also strongly advocated. The results as presented in Table 4.8 further revealed that the input of teachers should be sought for whenever the curriculum is to be reviewed.

Causes of Rapid Curriculum Change and How Educators Respond to Curriculum Change

The result with regards to the causes of rapid curriculum change revealed that political factors, economic needs of the society as well as social factors are major causes of rapid curriculum changes. This is in line with previous studies conducted in South Africa and other countries discussed in this study. The study revealed that frequent change of the curriculum is a source of worry for most educators. They see it as a burden which also creates confusion for them.

5.3 CONCLUSIONS

The study revealed that the learning abilities of learners are affected by different factors which include poor infrastructure in schools, rapid curriculum change, shortage of educators and subject advisers. However, the study also showed that teachers in this phase are well-informed about their curriculum and as well plan their lessons using the curriculum. The government tries in its effort to periodically train subject advisers and educators respectively in the discharge of their duties, however, the expected/desired results are not fully harnessed due to the wide gap in the ratio of subject advisers to educators which hampers the effectiveness and efficiency of the subject advisers. Similarly, the ratio of educators to learners is wide and that affects teaching and learning exercises in classrooms. To this end, the following recommendations are made.

5.4. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- Subject advisers should be increased in population and made to organize workshops and other refresher training for educators to remain familiar with the curriculum and function accordingly. An increase in the number of subject advisers will help make their jobs effective and efficient. By so doing, more schools will be covered by the subject advisers and more educators will be helped.
- Visits by subject advisers to schools were also strongly advocated.
- Regular training of teachers is one of the strategies used to manage curriculum in the intermediate phase.
- There is a need for improvement of existing infrastructure in the schools. This will possibly help to motivate educators and members of the school management team in the discharge of their duties.
- Proper monitoring from members of the School Management Team (SMT) will help put educators on check and ensure that they perform as expected.
- Adequate funding from the government will help promote teaching and learning activities in the intermediate phase schools. However, proper monitoring measures must be put in place to ensure that the fund from the government is adequately and judiciously utilized in meeting the demand of schools, educators and learners with regards to teaching and learning at primary level.

- Recruitment of qualified educators will help merge the ratio between educators and learners. The moment the ratio of educators to learners is few, the possibility of educators being efficient becomes high. Overcrowding population in primary classes is likely to hinder the level of productivity. Educators will likely make more impact with fewer learners; hence, there is need for more educators to be recruited to help improve the efficiency and productivity of educators.
- The alliance between schools and parents of learners will help promote learning. Schools should be encouraged to form alliance with parents either through parents' teachers' forum or other platforms where parents, teachers and school management committee members meet to discuss issues that concerning the learners and how the learners can be helped.
- Curriculum change should be checked. Due process should be observed and followed before any curriculum is changed to avoid confusion for educators. Also, where it has to be changed, educators who are the actual deliverers of the curriculum should be carried along and made to have an input in the final curriculum. By so doing, educators feel involved and possibly prepared to adjust to the changed curriculum.
- Periodic workshops and trainings which will help improve the teaching abilities and skills of educators and keep them up to date with the rest of the world should be organized. By so doing, educators remain current and active in the teaching profession.

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APPENDIX A: QUEST IONAIRE FOR PARTICIPANTS

QUESTIONNAIRE TO SUBJECT ADVISERS AND EDUCATORS

PERCEPTION OF SUBJECT ADVISERS TOWARDS CURRICULUM DELIVERY AT INTERMEDIATE PHASE WITHIN KING CETSHWAYO DISTRICT

Confidentiality:

All information that is collected in this study will be treated confidentially. While results will be made available for educational purposes as library resource and as a literature on this subject, hence you are guaranteed that neither you, this school nor any of its personnel will be identified in this report of the results of the study. (participation in this survey is voluntary and any individual may withdraw at any time).

Please use a cross (X) in the space provided to answer the following questions

SECTION A

Background Information

1. **Gender:**

Male	
Female	

2. **Position:**

Educator	
SMT	
Subject Adviser	

3. **age**

21 – 30	
31 -40	
41 – 50	
51 – 60	
61 – 65	

4. **Years of experience:**

< 1 – 10	
< 11- 10	
< 21 – 30	
< 31 – 40	
41 and above	

5. **Grade (s) you are teaching.**

Grade	
4	
5	
6	
7	
8	

6. **Professional training.**

PTC	
PTD / STD	
UED	
SED / HDE	
ACE	
Other	

7. **Academic Qualification.**

Matric / STD	
3 Years Degree	
PGCE	
4 Years Degree	
Honour's Degree	
Master's Degree	
Doctoral Degree	

8. **Subject you are teaching.**

1.
2.
3.

Section B

You are to express on a five-point scale, the extent of agreement between the feeling expressed in each statement and your own personal feeling. The five points scale are: strongly Agree (SA), Agree (A), Strongly Disagree (DS), Disagree (D), and Undecided (U), Please make a cross (X) in the block(s) which best suites your answer and which indicates your feeling expressed in each statement as it concerns.

2. What are the Roles of Government in the Management of Curriculum Delivery at Intermediate Phase? .

NO	STATEMENT	SA	A	U	D	SD
1.	We have enough teachers for all subjects at intermediate phase in our school.					
2.	All our teachers at this phase are well qualified.					
3.	All teachers at this phase are competent in the subject they teach.					
4.	Our teachers at this phase attend trainings regularly					
5.	Teachers at this phase are well paid					
6.	Infrastructures in this school is of high standard					
7.	We have good and quality computer rooms with computers in them					
8.	We have enough teachers teaching computer as a subject					
9.	Powers supply in our school is of quality standard					
10.	Teachers are well supervised in the discharge of their duties with regards to the planned curriculum.					

What is the Perception of Educators towards Curriculum Delivery at Intermediate Phase?

S/N	STATEMENT	SA	A	U	D	SD
1.	**Teachers at intermediate phase are well informed about the curriculum**					
2.	**Techers at intermediate phase plan their lessons and teach using the curriculum**					
3.	**Teachers with the curriculum makes it easy for teachers at intermediate phase**					

What are Strategies used by Subject Advisers in Managing Curriculum used at Intermediate Phase?

S/N	STATEMENT	SA	A	U	D	SD
1.	We train and retrain teachers often.					
2.	We visit school regularly to monitor how well the curriculum is put to use.					
3.	We ask for the input of teachers whenever the curriculum is to be reviewed.					

What are causes of Rapid Curriculum Change?

S/N	STATEMENT	SA	A	U	D	SD
1.	Politics causes rapid curriculum change					
2.	Economics needs of the society leads to rapid curriculum change					
3.	Social factors cause rapid political change					

How do Educators Respond to Curriculum Change?

S/N	STATEMENT	SA	A	U	D	SD
1.	Educators feel burdensome and worried each time there is a change in the curriculum					
2.	Educators get confused and bothered each time there is a change in the curriculum					

SECTION D

1. What is your opinion about curriculum changes that are taking place rapidly?

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2. What challenges you experience when teaching as a result of the ever-changing curriculum.?

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3. What do you think should be done by the Department of education to help educators to adapt to the ever changing curriculum delivery system?

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4. What are the factors affecting educators productivity with regard to curriculum?

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5. How stakeholders are involved in transformation of curriculum for the benefit of both learners and educators school?

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6. What way that can be used to motivate educators to teach even though they are so depressed about things that are happening due to change s in the curriculum delivery?

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APPENDIX B: LETTER OF PERMISSION

The district director

King Cetshwayo District

Private Bag X20104

Empangeni

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Dear Sir

Request for permission to conduct Educational Research in the King Cetshwayo District of the Kwa-Zulu Natal Province

I hereby request for permission to conduct research for M.Ed Degree in sampling subject advisers, educators and SMT`s in the intermediate phase of schools in the King Cetshwayo District of Kwa-Zulu Natal Department of Education.

The purpose of the research is to investigate the perception of subject advisers towards curriculum delivery in the intermediate phase within the King Cetshwayo District.

Yours Faithfully

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Vincent Titos Smith