

**THE IMPACT OF CURRICULUM CHANGE ON GRADE 12
BUSINESS STUDIES LEARNERS ACADEMIC PERFORMANCE
IN THE MTHATHA DISTRICT OF THE EASTERN CAPE
PROVINCE, SOUTH AFRICA**

By

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Abstract

Curriculum change processes in South Africa have been effected since 1994 after the general elections. This was meant to deconstruct the apartheid education curriculum, which was biased against the black majority. A curriculum change strategy is meant to improve the education system. It is also traditional that teachers form an important component of any curriculum change process. In spite of this, teachers have never played a centre stage in any curriculum change process.

This study had the objective of investigating the impact of curriculum change on the academic performance of Grade 12 Business Studies learners in the Mthatha Education district of the Eastern Cape Province.

The researcher set out to collect data using stratified random sampling design where a school represented a stratum. Two research instruments were constructed for this study. The two instruments were: a questionnaire and an interview schedule. The participants to the two research instruments were selected by random procedure. A random number table was used to select the participants based on a properly laid down statistical mechanism. Ten high schools constituting of 100 Business Studies learners and ten Business Studies teachers were randomly selected to participate. The data were analysed both quantitatively and qualitatively and later merged for common themes.

The key findings were: curriculum change having influence on teachers' and learners' academic performance and improved availability of resources for teaching and learning. The findings also revealed factors that drive curriculum change and challenges facing curriculum change. Another key finding was the support by the majority of participants in favour of frequent curriculum reviews, an established positive attitude by teachers towards curriculum change and showing skills and sufficient knowledge in the cause of delivering of lessons. These were not influenced by the respondent's age group. Finally, it was observed that there was dire need for frequent curriculum reviews and institution of learner-centeredness of classroom activities.

The recommendations proffered included: Workshops for the professional development of teachers be on going, considering the inevitable continuous change. This should be boosted by incentives in the form of certificates or cash for workshop attendance. There should also be on-going post-training follow-ups and cluster visits by EDOs and Subject Advisors for guidance purposes: regular feedback helps teachers to effectively apply change because help is immediately available.

Key words: Curriculum, Curriculum Change, Curriculum Reform, Business Studies, Academic Performance, Curriculum 2005, Revised National Curriculum Statement Professional Development of Teachers, Mixed Method Approach

Declaration

I, ***ROBERT MAWULI KWASI BOADZO***, student number 18961153 solemnly declare that the thesis entitled "Curriculum change and its impact on the academic performance of Grade 12 Business Studies learners in the Mthatha district of the Eastern Cape Province", which I submit for the degree of Doctor of Education (Curriculum Studies) to Walter Sisulu University is my work. Information used from published and unpublished work of other authors has been acknowledged in the text and by means of references. This work has not previously been submitted in its entirety or in part at any other university with ultimate intentions of obtaining an academic qualification.

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Dedication

I dedicate this work to my late parents, Mr Erasmus Boadzo and Beatrice Boadzo. My success in life rests on the firm foundation they laid for me. Also, to my beloved wife Evelyn Boadzo, for her contribution towards this success.

List of Abbreviations

Acronym	Meaning
ACE	Advanced Certificate in Education
ANC	African National Congress
BSL	Business Studies Learners
CAC	Competitive Academic Curriculum
CAPS	Curriculum Assessment Policy Statement.
CHE	Council on Higher Education
DoE	Department of Education
EDO	Education Development Officer
EFA	Education for All
EMS	Economic and Management Science
FET	Further Education and Training
FPE	Free Primary Education
GET	General Education and Training
JSS	Junior Secondary School
KIE	Kenya Institute of Education
LPG	Learning Programme Guidelines
MEC	Members of the Executive Committee
MMR	Mixed Method Research
MoE	Ministry of Education
NAPTOSA	National Association of Professional Teachers Organization
NCS	National Curriculum Statement
OBE	Outcomes Based Education
PGCE	Post Graduate Certificate in Education
RNCS	Revised National Curriculum Statement
SA	Subject Advisor
SADC	South African Development Community

SADTU	South African Democratic Teachers Union
SAG	Subject Assessment Guidelines
SAOU	Suid Afrikaanse Onderwysers Union
SGB	School Governing Body
SPSS	Statistical Package for Service Solutions
SSS	Senior Secondary School
TVET	Technical Vocational Education and Training

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Since the dawn of democracy in South Africa in 1994, the curriculum has undergone some substantial change in an attempt to transform and improve the schooling system (Department of Education, 2012). The Department of Education (DoE) therefore believes that educational review has to be a central part of the country's reconstruction and development programme (DoE, 2001). This research study investigates curriculum change in Business Studies and its impact on Grade 12 learners' academic performance in the Mthatha District of the Eastern Cape. Curriculum review is a vital element in the improvement strategy of all educational systems. It is influenced by the past, present and the future of a given society (Iorio, 2011).

After the 1994 democratic election to date, there has been a significant redesigning process of the educational and training landscape in South Africa. Spreen and Vally (2010) argue that since its inception, Outcomes Based Education has been controversial for South African educators and policy makers alike. Malada (2010) in the Tribune remarked that government leaders, teachers and the public had lost confidence in the results of public schools. In developing a renewed view of teachers as agents of change, it has become important to explore the perceptions of teachers about the regular change in curriculum. Burke (2001) points out that as the deliverers of the curriculum, they, being the teachers of South Africa, are key to the development of the curriculum, especially in terms of its efficiency and balance. The professional teacher of today should be the most skilled, knowledgeable and the best-placed person to analyse what is to be achieved and to propose improvement, if any. Besides prescribing the curriculum to teachers and giving some training, do they own it and are they committed to it?

Curriculum reform necessitates a probe to assess its impact on the academic performance of learners and also to verify conceptions and beliefs of teachers and their employers about curriculum reviews. This chapter begins with the background of the study, statement of the

problem and the research questions. These are followed by the research aim and the objectives. The rationale and the significance of the study were also covered.

1.2 BACKGROUND TO THE STUDY

The phenomenon of curriculum change has been documented in many parts of the world, namely, Ghana, Kenya, China, Australia, New Zealand, Scotland, the European Union, Malaysia, Japan, Botswana and South Africa (International Bureau of Education, 2001). Of the above countries, China's and Australia's change will be discussed.

1.2.1 China

China's educational curriculum reform started in the late 19th and mid-20th century. China faced pressures for curriculum change in 1986 and especially for compulsory schooling, the universalisation of senior secondary education and massification of higher education in the late 1990s.

The aim of the reform was to meet the increased demand for highly-trained and educated people of all kinds and to address expanding enrolment at the time. In other words, the Chinese curriculum reform was a twin task of cultivating more and better talents in the 1990s to allow China to compete globally and turn China's huge population into an asset for national development (Communist Party of China Central Committee & State Council, 2010). This was aimed at meeting increased demand for highly-trained and educated people of all kinds. The change in China's school clientele shifted the focus of major educational discourse from provision of school access to the quality of school education (Dello-Iacovo, 2009). From the perspective of McEneaney and Meyer (2000), political aspirations for national rejuvenation and critiques of China's educational quality were the compelling reasons for China to modernise its educational curriculum.

To ease public dissatisfaction and solicit public support for curriculum reform, the Chinese Ministry of Education involved national, local and school-level stakeholders in developing curriculum standards for primary and junior secondary education (Huang, 2004). The Ministry of Education (MoE), unprecedentedly surveyed opinion in nine provinces and

municipalities to inform the 2001 programmatic curriculum, soliciting the opinions of some 16,000 students, over 6000 school principals and teachers, and roughly 50 members of the Committee of Education, Science and Culture of the Chinese People's Political Consultative Conference (China's highest political advisory body) (Cui, 2001). The survey provided empirical evidence on major problems confronting the Chinese curriculum, including : (a) an over-emphasis on knowledge transmission; (b) having too many subjects and too little coherence; (c) difficult, tedious courses that were unbalanced (in favour of the sciences) and featured outdated curriculum contents; (d) passive rote learning; (e) an over-reliance on assessment to select students for higher education and (f) a failure to address the diverse needs of China's huge population (MoE, 2001b). These findings, arguably, helped the MoE define what needed to be changed in the school curriculum, including pedagogy and assessment and, with expert help, it produced draft curriculum standards for 18 primary and junior secondary subjects.

1.2.2 Australia

Among the aspects that led to Australia's curriculum change was the default option known as the Competitive Academic Curriculum (CAC) which had prevailed for many decades (Connell, 1998). This curriculum had deep historical roots in Europe, crystallised in the nineteenth century in secondary schools for middle and upper class boys. It became hegemonic in the mass secondary school systems and mass universities created in the twentieth century (Australia Curriculum, Assessment and Reporting Authority, 2010). The CAC had gained increasing influence over primary education, as primary schooling had lost its position as a free-standing popular education system and had increasingly been understood as preparation for secondary school. As Connell (1998) pointed out, the CAC came to dominate areas of curriculum which used to have a different logic, for example, music, art, health, design and technology. It also became a vehicle for the creation of new academic subjects rather than a broadening of educational experience. This curriculum was marked by:

- An abstract division of knowledge into 'subjects';

- A hierarchical of subjects (with classics, now mathematics, at the top);
- A hierarchy ordering of knowledge within each subject (fine-grained distinction between elementary and advanced material);
- A teacher-centred, classroom-based pedagogy;
- Individual learning process;
- Formal competitive assessment (the 'exam').

The CAC became the subject of intense debate in the 1970s and early 1980s, when the 'new sociology of education' argued it was a key to the reproduction of social inequalities in education, especially the inequalities of class (Connell, 1998). The hegemonic curriculum was thought to be designed around the educational interests of middle-class children with the interests of working-class children relegated into the background. In Connell's (1998) views, three forces have undermined the cultural rationale for the CAC:

1.2.3 Ghana

1.2.3.1 Overview

At independence, many countries look to reform education to accelerate economic and social development. Ghana was no exception, and the newly-independent government saw in education the keys to social and economic development. Curriculum change in Ghana became the vehicle of achieving significant milestones, achievements and challenges in relation to nation building and socio-economic development (Akyeampong 2005). As education was thought of as a major contributor to the country's development aspirations, the need for revival intensified in the 60s to the period from the 1970s to the mid-1980s when it went into sharp decline (Akyeampong, 2005). From 2000, a newly-elected government initiated a review of educational reforms in the country with the aim of improving learning and teaching and their potential to contribute to Ghana's aspiration to become a middle-level income nation by 2020. Essentially the curriculum change were aimed at achieving three goals: Firstly, it was to be used as a tool for producing a scientifically-literate population; secondly, for tackling mainly the environmental causes of

low productivity; thirdly, for producing knowledge to harness Ghana's economic potential. Attempts were made to achieve these aims over the next fifteen years starting from 1961.

1.2.3.2 Education for accelerated development: 1961-1966

In the effort to achieve the goals mentioned earlier on, investments were channelled into the whole system of education, from primary to tertiary (McWilliam & Kwamenah-Poh, 1975). Under the accelerated development programme, first, there was a determination that education unblock the restrictions that the environment and other humanly-induced conditions placed on economic growth. Through research and advances in science and technology solutions would be found for the problems of disease, poverty and low productivity (McWilliam & Kwamena-Poh, 1987). This gave the indication that universities would be at the forefront of research in order to provide the country with their knowledge and experience. Effah (2003), in an assessment stated that nearly two decades after the overthrow of Dr Nkrumah, the then president, funding of higher education was reduced drastically and hampered universities and research institutions' capacity to engage in productive research. McWilliam and Kwamena-Poh (1975) identified some of the highlights of this era as follows:

- A well-trained and motivated teaching force fundamental for ensuring quality of educational provisions,
- Teachers enjoyed salaries comparable to people with similar qualifications in other professions,
- Establishment of a Ghana Education Trust to support the rapid expansion of secondary and technical education,
- The introduction of a new education Act in 1961 that articulated the vision of education and the structures for delivering its goals, (This act expanded the access to education after independence).

1.2.3.3 Linking growth to quality education: 1967-1987

According to Akyeampong (2005), after Dr Nkrumah's overthrow in 1966, rapid expansion of education provision was severely criticised as having compromised quality. In 1967, based

on the recommendations of the Kwabong reform committee, 10 years' elementary education with a break in year eight for selecting suitable candidates for secondary education was introduced. Those who were not selected went on to complete two years' continuation classes with the emphasis on pre-vocational education. Dzobo (1987), however argued that the concept of continuation schools undermined the credibility of vocational and technical education as only those who had failed proceeded to an academic secondary education. Later, Dzobo (1997) and (MOE 1999) again argued that continuation schools promoted inferior education for the masses whilst secondary education had become the preserve of elite Ghanaian children. Akyeampong et al., (2007) observed that by the mid-1980s, Ghana's educational system was in sharp decline following a period of protracted poor economic performance in the 1980s. The period also witnessed an acute shortage of teachers, textbooks and instructional materials throughout the country's schools.

In an attempt to find solutions to poor access, quality and educational infrastructure, the Rawlings government that had come to power through a military coup, turned to the World Bank for assistance to reform Basic Education as part of its economic reform (World Bank 2004; Donge et al., 2003). The blueprint for the reforms emanated from the work of the Dzobo Committee in 1973 which suggested a new structure of education comprising 6 years' primary, 3 years' junior secondary and 3 years' senior secondary, as well as new content for education. Following the work of the Dzobo Committee, in 1987 educational reforms abolished the middle schools (four years), replaced them with three-year junior secondary school (JSS) education, and reduced senior secondary school (SSS) from seven to four years. Primary and junior secondary schooling was combined to become basic education (Akyeampong et al., 2007). The reforms also included comprehensive curriculum reforms. Whereas the Middle school was grammar education geared towards preparation for secondary education, the diversified JSS and SSS curriculum was intended to prepare the majority of children, whose formal education terminated either at JSS or SSS for the world of work, and the rest, for further education (Akyeampong et al, 2007).

King and Martin (2002) argued that diversifying the education curriculum to include technical and vocational elements did not necessarily increase the stock of middle-level

technical and vocational workforce base of the country. The change failed to see that formal schools are generally ineffective in changing attitudes towards employment and self-employment, especially towards vocational and technical education. Besides, as a supply-driven initiative, it failed to recognise that the kind of macro-economic conditions needed to motivate demand for practical subjects was lacking in what was a poor-performing economy. What many commentators and analysts of Ghana's educational progress under the 1987 reforms point out is that, although access improved, the quality of education in all sectors did not (Cobbe 1991; Donge et al., 2003; World Bank, 2004). Quality concerns in education have now resulted in a sizeable private sector involvement in Ghanaian basic education (MOESS, 2007). This state of affairs raises questions about equitable access to quality secondary education in Ghana.

1.2.3.4 Progress towards equitable access to quality secondary education

Progress towards equitable access to quality secondary education in 2006 in secondary school enrolment estimated to be 13 percent after an approximation in the neighbourhood of 10 percent for a decade. This means that the proportion of secondary students not of the appropriate age for secondary school is high, therefore, despite the relatively high enrolments, the secondary education system has not been very efficient in delivering high numbers of graduates for further education and to the labour market. This state of affairs has been blamed on a number of factors: inadequate facilities and infrastructure, parents unable to afford secondary fees, a lack of alternative tracks for students with different interests and abilities, an inability of students to meet the minimum requirements for further education and a lack of interest in further education (GOG, 2002). The lesson is that implementing a large-scale diversified curriculum under resource constraints creates uneven access to quality education and choice of secondary subjects (Akyeampong, 2005). International evidence suggests that it is better to emphasize generic and problem-solving skills in secondary education as foundation for further training in post-secondary technical and apprenticeship institutions. This has the potential of providing better access to secondary education (Lauglo & MacLean 2005). Again, international evidence suggests that the "quality" of secondary education, especially in maths and science, has a stronger impact

on economic growth than years of schooling. Equitable access to secondary school education for poor students, and especially girls, is an additional factor enhancing countries' economic growth performance (World Bank, 2007). The Ghanaian government then tried to improve access and quality in the secondary system by monitoring progress against these international benchmarks.

1.2.3.5 Progress in technical vocational education and polytechnic education

Right from independence, Ghana has always identified and prioritized technical vocational education and training (TVET) as the sector for providing its middle-level workforce base for accelerated development. Although enrolments in ten Polytechnics have increased substantially, the increases have significantly been in business-related programmes (MOESS, 2007). What this could be signalling is that probably the formal and informal labour market has more demand for business related graduates than for graduates in science and technology. The growth of polytechnic education has always been constrained by the costs (Government of Ghana, 2004). Employment had also been a major concern of the polytechnic sector where difficulties in interpreting qualifications for placement on the job hierarchy had sometimes affected the employability of polytechnic graduates to the extent that a third of polytechnic graduates were unemployed (Afeti et al, 2003). The Government of Ghana, however, ensured that sustainable capital and recurrent investment was available to ensure systematic growth and, secondly, the monitoring of the quality of implementation, especially to the extent to which relevant institutions and structures could be readied to assume new roles and responsibilities.

1.2.4 Kenya

1.2.4.1 Overview

Kenya attained independence from British rule in 1963. The country inherited its education system from the British colonial education system. Since independence, the government of Kenya has continually sought to modify the curriculum to achieve context relevance. The motivation for curriculum change in Kenya has a focus: First, there have been education reforms since independence but the recommendations have not been implemented.

Secondly, the system of education reform was drawn up in 1985 and there is a need for change to the education system so as to make it relevant to the needs of Kenyans (Muricho and Chang'ach, 2013). According to Otunga and Nyandusi (2004), curriculum change in Kenya is mostly based on six major factors that influence the process. These are: political forces, the socio-economic context, the cultural context, the Information and communication technology (ICT) context and the networking context.

A study conducted by Muricho and Chang'ach (2013) found that the Government reform process focused on socio-economic, political conditions and problems to change the education system since independence with the hope of alleviating the challenges through education. According to Muricho and Chang'ach (2013), political elites have been involved in education reforms politically and directly or indirectly. Politicians interfere or facilitate education. In a democratic country, politicians work with educationists to develop the education sector in management and control. They ensure that their political goals of education are fully met. For instance these goals include national unity, education for development, education for individual development international consciousness and cooperation (Eshiwani, 1993; Castle, 1998). It must be understood that change is not a linear process or just a sequence of events, but rather an interaction of various factors acting at different stages, so that whatever happens in one phase may impact on and alter what happens in another (Fullan, 2001).

The influence of politics in curriculum development in Kenya is best seen through the formation of various education commissions, committees and working parties. Since independence, there have been seven major commissions on the school curriculum (Mackatiani¹, Imbovah, Imbova and Gakungai, 2016). The composition of these commissions is largely oblivious of expertise in curriculum; rather, it mostly exhibits political connectedness (NtarangwI, 2003). Moreover, the findings and recommendations of most of these commissions are implemented at the discretion of the ruling elite. In most cases, these commissions end up being just grand academic exercises since their recommendations are never adopted.

1.2.4.2 Socio-economic context

The current population of Kenya is estimated at 36 million with an annual population growth rate of 2.3% of the total population; 60% are youth under 30 years (UNESCO, 2008; World Bank, 2008). This necessitates that the government allocates over 30% of its annual budget to education (Kinuthia, 2009). Despite such a seemingly huge budgetary allocation to education, curriculum development is still poorly funded (KIE, 2006). This is because most of the funds in the education sector go for recurrent expenditure at the expense of research and development. In the last seven years, the government has embarked on Education For All (EFA) initiatives by introducing Free Primary Education (FPE) in 2003 and free Secondary Education in 2008 (Ministry of Education, 2004; Oketch & Rolleston, 2007). Ideally, these are two giant steps in the right direction. Realistically, however, achieving both is a huge challenge for the country. Kinuthia (2009) outlines four factors that illuminate this challenge and its implication on curriculum development. When FPE was introduced, the enrollment significantly rose from 5.9 to 7.2 million. However, most schools were not equipped to handle such large numbers in terms of the number of teachers, physical classroom space and learning resources. This scenario replays itself in the Free Secondary Education programme. Obviously, it jeopardizes effective curriculum implementation.

1.2.4.3 Cultural context

Although Kenya is a unitary state, it comprises over 42 ethnic groups. Each of these groups has its own unique cultural identity which it guards jealously. The centralized nature of the Kenyan curriculum, however, may not always accommodate the diverse cultural norms of the population. Still on ethnicity, Kenya has a history of ethnic tensions. The most recent and worst manifestation of these tensions was experienced just before and after the 2007 general election. The inter-ethnic violence that followed the election virtually changed the social, cultural, political, and economic landscape of the country. Invariably, this had implications for the curriculum. Another challenging factor in the ICT context is the preparation of teachers. Few teachers in the school system in Kenya are computer literate, and even fewer can competently use a computer as a teaching resource or a tool for

instruction (Kinuthia, 2009). All efforts towards integrating ICT in the curriculum must thus be comprehensive enough to provide the requisite infrastructure and to prepare teachers adequately to use it effectively.

1.2.4.4 Networking and linkages

It is noted that in developing curriculum, the Kenya Institute of Education (KIE) works closely with other organizations (Kinuthia, 2009). It has also emerged that at times some of these organizations' activities compete against rather than complement those of the KIE. The case for harmonizing this situation has already been stated. However, there are other linkages that could directly benefit the curriculum research and development efforts of the KIE. Kenya boasts over 10 schools of education in both public and private universities. All these schools have, in their libraries and archives, thousands of publications containing data and empirical findings on diverse curriculum issues. The belief is that if only networking and linkages in curriculum development and implementation are well attracted to, the issue of frequency change and its impact will be minimized.

1.2.5 South Africa

Curriculum change in South Africa came into being for the purpose of addressing educational imbalances, which included racism, discrimination and inequalities. After the adoption of the new constitution after the 1994 democratic election, the government designed curriculum reforms to focus on the social ills that bedevilled the educational system and society (Bantwini, 2009). This led to the adoption of Outcomes-Based Education (OBE) which was followed by the introduction of Curriculum 2005 (C2005) in 1998 (Chisholm, 2005:80). C2005 was revised to become national curriculum statement (NCS); it became policy in 2002 with the aim being to "cleanse" the Bantu education system of its racist and sexist elements (Chisholm, 2005:80). The political thinking in 1994 behind curriculum change was meant to abolish the old ways of doing things that were systemically linked with apartheid and to introduce new policies which were envisaged to enable learners to achieve in their educational careers (Lockett, 2010). Lockett (2010) suggests that curriculum, especially in

Africa in the 21st century, has to operate in both colonial and global contexts, hence, curriculum review should always be designed for the individual and respond to societal needs (Du Plessis, 2009).

The role of teachers in curriculum review and implementation must always be considered. Teachers are critical agents in the curriculum change process, and as such are determiners of the success or failure of any curriculum (Taole, 2013). Consequently, change to the curriculum necessitates a probe into teachers' conceptions and beliefs about curriculum review. The pressure for change in education has become a constant phenomenon in the world and South Africa is not an exception. The demise of apartheid and the institution of democracy in 1994 marked a particularly big change in the history of South Africa. After the first national democratic elections in 1994, the Government of National Unity issued several curriculum-related reforms intended to democratise education and eliminate inequalities in the post-apartheid education system (Jansen, 2003). It is against this backdrop that the study will investigate curriculum change in Business Studies and its impact on Grade 12 learners' academic performance in the Mthatha District of the Eastern Cape. In this regard, teachers' perceptions and how they impact on curriculum implementation, particularly the Grade 12 Business Studies learners' (BSL) academic performance, cannot be overlooked.

Karseth (2006) contends that curriculum restructuring on the national and international scenes has resulted in an intense effort to develop a unified system that facilitates mobility, transparency and recognition of qualifications from one educational setting to another. In an attempt to take advantage of the opportunities presented by globalization, Karseth (2006), reports that the European Council in Lisbon had plans to introduce an instructional policy that produces the most competitive and dynamic knowledge-based economy capable of sustaining economic growth with more and better jobs and greater social cohesion.

In South Africa, Carl (2005) maintained that over the past 10 years curriculum change has become a major feature of teaching. Taole (2013) concurs with Carl (2005) in that curriculum change and for that matter, review, had become a vital element in the

improvement quality in education in South Africa. Since the dawn of democracy in South Africa in 1994, there has subsequently been frequent curriculum changes and implementations to reflect the democratic values and principles contained in the Constitution of South Africa (DoE 2008). The first version of the change in curriculum for the General Education and Training (GET) band known as Curriculum 2005 (C2005) was introduced into the Foundation Phase in 1997, it being a progressive model of education based on the principles of Outcome-based education (OBE). As this stated, was followed by a review of C2005 in 1999. In essence, these curriculum changes sought to institute a system of learner-centred education in which the teacher plays the role of a facilitator (Jansen & Taylor, 2003).

The Ministry of Education sets national policy through the declaration of norms and standards which were developed through its bureaucratic arm, the national department of education and implemented by the nine provincial Departments of Education in South Africa's 29,000 schools. In view of that, each province has its own legislature headed by the province's Premier who has a Cabinet consisting of members of the Executive Committee (MECS). The MEC for education is the political head under whom there is a Head of Education leading the provincial bureaucracy for education. Each province has a set of education districts (and sometimes smaller units called circuits) with departmental officials responsible for the district's schools. Schools are governed by a legally-established School Governing Body (SGB) composed of parents, teachers and, in the case of secondary schools, also learners (DoE. 2001).

The quest for curricula change by the South African government was based on two main imperatives. First, the scale of change in the world and the demands of the 21st century require the government to develop a modernised and standardised curriculum. Second, South Africa had changed and it was the wish of the National Education Ministry to construct a curriculum that did not reproduce the separations and contradictions in South African society, but rather produces a new order that they sought. The curricula for schools therefore required a revision to reflect new values and principles, especially those of the Constitution of the Republic of South Africa, Act of 1996 (DoE, 2007)

1.2.5.1 Introduction of Curriculum 2005 (C2005)

The heart of school reforms was the establishment of Curriculum 2005, a progressive model of education based on the principles of outcome-based education (Jansen and Christie 1999). This curriculum called for a form of learner-centred education which placed the teacher in the role of facilitator (DoE, 1997:29). The core values of the revision included equity, tolerance, multilingualism, openness, accountability and human dignity (Stoffels, 2002).

1.2.5.2 The Revised National Curriculum Statement: Grade R-9

Based on the Curriculum Review Committee 2000, a Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS) for the General Education and Training and Further Education and Training (GET) bands were introduced respectively. Both the RNCS and NCS remained in the outcome-based (C 2005) framework. The NCS was due to be phased in systematically in the three Grades in senior secondary schools. First, the NCS was introduced into Grade 10 in 2006, second, Grade 11 in 2007, and third, Grade 12 classes, in 2008.

According to Taole (2013), implementation challenges resulted in another review in 2009. Subsequently, a single comprehensive document known as the National Curriculum Statement for Grades R-12 was developed and introduced into the Foundation Phase in January 2012. The National Curriculum Statement Grades R-12, which contains the old subject statements (Learning Programme Guidelines (LPG) and Subject Assessment Guidelines (SAG) in Grade R-12, was replaced with the Curriculum and Assessment Policy Statements (CAPS) policy pertaining to the programme and promotion requirements, and national protocol for assessment in Grades R-12.

Jansen and Taylor (2003) assert that there is a consistent line drawn in all education and training policy documents about the relationship between education and economic growth, technological development and global competition, investment in human resources and social development, curriculum revision and the achievement of citizenship, democratisation

and tolerance. In their view, there is a strong alignment regarding official policy and education and development.

On the contrary, Kgosana (2006) states that the NCS was introduced in 1999 to address the problems and limitations of Curriculum 2005. However, before the introduction of C2005 in 2006, there were challenges regarding implementation at school levels; for instance, a high failure rate of Grade 10 learners across the country. According to Serrao and Bretenbach (2008), after the implementation of C2005, the first crop of Grade 12 learners that wrote the NCS examination scored 65% average and the last cohort in 2007 scored 62.7%. Based on the above-mentioned findings, the conclusion is that CAPS was introduced to mitigate the decline in results of the learners' performance.

Before the introduction of Curriculum 2005, the Revised National Curriculum Statement (RNCS) and NCS, commercial subjects were offered only by selected schools with teachers who had specialised knowledge in commercial subjects. Furthermore, the introduction of the new curriculum influenced change in the structure and naming of subjects in the GET band. Accounting, Economics and Business Studies were combined to constitute a new learning area called EMS (Economic and Management Sciences) in the intermediate phase and senior phase, but in the FET (Further Education and Training) phase, they remained as separate fields of study (DoE, 2005a).

Business Studies, as a learning area, deals with the efficient and impact-oriented use of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and on people. It gives special attention to helping learners meet the challenges of development, growth and job creation through the process approach, in the context of experiential learning and considers the learners as active beings (DoE, 2005b). Furthermore, Business Studies as a learning area for the learner deals with:

- The nature, processes and production of goods and services.
- The South African economy and socio-economic systems in different countries.
- Financial management and planning skills for private, public or collective ownership.

- The nature, purpose, benefits and disadvantages of legislations affecting business and consumers. For example, National Credit Act and Consumer Protection Acts.
- Work teams, team performance and Conflict management.
- Areas of Investment- determining factors and their relative importance.
- Human rights, Inclusivity and Environmental issues.
- Business Roles: Ethics and Professionalism and
- Entrepreneurial skills and knowledge needed to manage self and the environment impact. (Revised NCS Grade R-9, 2002:4).

This implies that Business Studies aims to equip learners with the knowledge, skills and values that will enable them to adapt, participate and survive in an economically-complex society such as modern South Africa. It also aims to promote productivity, social justice and environmental sustainability. In order to achieve the above-mentioned objectives, learners need to have knowledge of economic and management principles such as satisfaction of wants against limited resources.

According to the Australian Board of Studies (2010), business activity affects all citizens as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. The board argues that business activity has a significant impact on the standard of living and quality of life of individuals and on the environment in which they live and which future generations will inherit. In their view, all learners will eventually encounter the world of business, whether they work in urban or rural areas. Learners, they further argue, must be prepared to engage in business activity with confidence and competence. According to the Board of Studies New South Wales Business Studies Stage Six Syllabus (2010), the Business Studies curriculum builds a strong foundation for those who wish to move on to further study and training in specialised areas such as management, international business, marketing, accounting, information and communication technology or entrepreneurship. Business Studies provides learners with a new practical context for many of the subjects they studied at the elementary level including mathematics, science and technology, language and social studies (Board of Studies New South Wales Business Studies Stage Six Syllabus 2010). It helps learners to recognise the relevance of these

subjects as they are applied in the world of business; for example, in the study of individuals and diverse communities, in helping people with their needs, challenges and problems, and in creating products and services that help to improve the quality of life. In short, the Board examined the multifaceted function and operations of business, from small businesses to multinational enterprises. These businesses drive the economy, influence the standard of living and nature and number of jobs, and play a role in the career decisions of many secondary school learners. Like other subjects, Business Studies was also affected by the rapid successions of curriculum reforms in South Africa (Levin, 2007). It is in this view that the researcher deems it important to examine the extent to which these reviews have affected Business Studies and Grade 12 learners' academic performance in the Mthatha Educational district of the Eastern Cape.

Generally, teachers are accountable for the decisions they take about the curriculum they offer and all classroom activities depend entirely on their personal theoretical frameworks of what teaching is about and how human beings learn (Jacob *et al.*, 2011). Spreen and Vally (2010) believe that teachers' assumptions about teaching must be confronted in order for any curriculum review to achieve its intended outcomes. In principle, therefore, any form of training provided by the education department for the teachers in order to introduce them to change in the curriculum must consider the teacher's beliefs about learning and teaching. If they believe that the new methods or knowledge will not improve practice, they must be allowed to use what has worked for them in the past. Smit (2001), Chisholm (2003) and Pudi (2006) also argue that failure to acknowledge teachers' conceptions of curriculum review exacerbates the implementation problems South Africa faces. Any effort to change teachers' pedagogical practice needs to acknowledge the conceptions of the teacher (Vandeyar and Killen, 2007).

The researcher has been an educator in the South African education system for more than ten years. As a Business Studies educator, and like any other educator, the researcher has been at the receiving end of the regular change that has taken place in the system of education in post-apartheid South Africa. The researcher was also privy to some of the derogatory remarks made by educators at education workshops, at marking centres and at

teacher union meetings about the curricula reforms. A perception often held by educators is that the curriculum is developed “elsewhere” and handed down to them from the top (Hecht, Gmelch and Tucker, 1999). Moore (2006) found that in the UK, curriculum reform and studies issues had become outdated since the 1980s. In his view, in part, this may have been attributed to the tendency of curriculum policy to become more prescriptive. A study conducted by Carl (2005) revealed at the time that teachers had never participated in the curriculum reform process before the implementation of C2005 and RNCS. Nobanda (2016) concur with Carl (2005) when he states that curriculum 2005 was developed on a national level in 1998 and teachers only became involved when they received training in the application of the new curriculum at a school and classroom level. Naong (2012) also suggests that the South African curriculum reform process appeared to have been mostly imposed from the top down, that is, it was devised by experts appointed by the Education Department rather than arising from the experience of educators on the ground. In her view, it was presented to ordinary educators as *a fait accompli* rather than being developed and implemented in partnership with teachers.

Teachers, therefore, face a variety of interventions spearheaded from outside the classroom by politicians, business groups and the Department of Education. While the intentions of these external groups may be good and their ideas and suggestions valuable, their sole focus on the welfare of the learners frequently ignores the importance of the teacher and the context of change. The researcher resolved to further explore the perceptions of teachers about this phenomenon and to examine the performance of Grade 12 Business Studies learners in the Mthatha Educational district over the past five years.

Carl (2005) and Taole (2013) conclude that 10 years after independence, curriculum change and curriculum review have become vital elements in the improvement of education quality in South Africa. Table 1.1 and Table 1.2 show a list of schools and their performance in Business Studies, from the year 2011 to 2016.

Table 1. 1: Good-performing schools

School	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)
A.	100	100	100	100	100	100
B.	95	96	94	98	85	88
C.	90	100	95	98	100	95
D.	100	100	98	98	100	98
E.	95	98	98	100	100	100

DoE 2016

Table 1. 2: Poor-performing schools

School	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)
A.	47	44	45	56.5	61.5	59.5
B.	19	30	31	29.5	34	37
C.	10	22	23.5	25	26	31
D.	12	17	22	22	34	35
E.	19	27	26.5	31	41.8	40.2

DoE 2016

The two categories of schools, namely good performing schools and poor performing schools in Business Studies, show the analysis of results and the extent to which the change in curriculum have impacted on the performance of the learners.

1.3 STATEMENT OF THE PROBLEM

According to the improvement requirements of an educational system, a working curriculum should have the objectives of boosting and creating high performance criteria in the educational system as far as Business Studies are concerned. Furthermore, Business Studies

as a subject should have as its priority, the aim of empowering the learner to solve employment problems in addition to creating job opportunities at community level.

However, there exists a degree of uncertainty about how curriculum change in Business Studies impact on Grade 12 learners' academic performance in the Mthatha District of the Eastern Cape, due to curriculum misspecification. It further casts doubt about the effectiveness of Business Studies as a subject to empower learners. Weber (2008) observes that education in South Africa is a sharply contested arena, with complex overlapping issues, contending agendas, and divergent, sometimes complementary but often incompatible, perspectives. Amidst the regular curriculum change, is troubling examination results and dysfunctional schools (Weber, 2008). Various curriculum changes have resulted in overload and intensification of teachers' work. Curriculum 2005, for instance, resulted in more paper work for teachers, which has, in turn lowered the morale of teachers and confidence in their abilities (Maimela, 2015). The current curriculum change produced unintended consequences. To this effect, Niekerk (2011) argues that many of the concerns underlying value systems embedded in past and present ideologies of curriculum change have influenced South African schooling. However, this perceived influence on South African schooling is uncertain on how curriculum change in Business Studies impact on the Grade 12 learners' academic performance in the Mthatha Educational district of the Eastern Cape Province. Information collected from the Mthatha District Education office revealed the following:

Table 1.1 and Table 1.2 show lists of schools, that performed well, and poorly in Business Studies in the years 2011 to 2016 respectively. The above differences of learners' performance show that the impact of various changes in the curricula are uncertain. In other words, while the change work positively for some schools, the reverse is the case in others. Hence, the need to unravel this phenomenon and to address any perceived challenges thereof.

The researcher is of the view that a curriculum change process should involve all relevant stakeholders with the aim of arriving at a workable "product" that will benefit learners,

teachers and the society at large. Furthermore, the content should inculcate skills and awareness of the emancipation role of Business Studies as a learning area. This will guarantee learners' comparative advantage in the labour market.

The consequence of not adopting the suggested improvement is the failure to realize the above mentioned results as suggested by the researcher. Thus, the researcher appeals for positive consideration of this research in order that DoE, schools in the target area and the rest of the affected community do not miss the benefits of this study.

1.4 THE MAIN RESEARCH QUESTION

The following are the main research question and sub-research questions:

What is the impact of curriculum change on Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province?

1.5 SUBSIDIARY RESEARCH QUESTIONS

- How does curriculum change influence Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province?
- What are the factors that drive curriculum change in South Africa?
- What are the main challenges facing curriculum change in the Mthatha Educational district of the Eastern Cape Province?
- How can the process of curriculum change be improved to enhance teaching, learning and Grade 12 learners' academic performance?
- Is there any association between selected pairs of variables within the set of data which have been identified as either dependent or independent by the researcher?

1.6 HYPOTHESES CONSTRUCTION

H₀: There is a positive impact of curriculum change on Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province;

H_a: There is no significant impact of curriculum change on Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province;

H₀: Curriculum change has an influence on Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province;

H_a: Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province does not depend on Curriculum change;

H₀: There exist challenges that face curriculum change in the Mthatha Educational district of the Eastern Cape Province;

H_a: There are no challenges facing curriculum change in the Mthatha Educational district of the Eastern Cape;

H₀: Curriculum change could enhance teaching, learning and Grade 12 learners' academic performance in Business Studies;

H_a: There is no guarantee that curriculum change could enhance teaching, learning and Grade 12 learners' academic performance in Business Studies;

H₀: There is no existence of any association between any selected pairs of variables from the research dataset;

H₀: There exists, at least some association, between any selected pairs of variables from the research dataset

1.7 AIM OF THE RESEARCH

The aim of this study was to investigate the impact of curriculum change in Business Studies on the academic performance of Grade 12 Business Studies learners in the Mthatha Educational district of the Eastern Cape Province.

1.8 RESEARCH OBJECTIVES

1 In order to achieve the aim of this study, the following objectives were developed:

- To establish the impact of curriculum change on Grade 12 Business Studies learners'

academic performance in the Mthatha Educational district of the Eastern Cape Province;

- To ascertain the factors that drive curriculum change in the Mthatha Educational district of the Eastern Cape Province;
- To determine the main challenges facing curriculum change in the Mthatha Educational district of the Eastern Cape Province;
- To understand how the process of curriculum change can be improved to facilitate teaching and learning and the academic performance of Grade 12 learners;
- To understand the existence of any association between any pair of variables within the set of data which have been identified as either dependent or independent by the researcher.

1.9 THE RATIONALE OF THE STUDY

It is interesting to note that the impact of the skills shortage is evidenced socially and economically and also impacts negatively on services both in the private and public sectors. As observed by Wallis (2002), a skills shortage widely affects work performance owing to: vacancies in firms; deterioration in the quality of customer service satisfaction; increase in costs; impediments or delays for companies wishing to develop new products. According to CDE (2007, p. 11), the social impact of skills shortage in South Africa is felt in many different ways, including unemployment, poverty, crime and strikes.

In many respects, South Africa is seen as the economic giant of the continent of Africa, yet it is one of the most unequal societies in the world in terms of income sharing in spite of its economic strength (Bohlmann, 2010; Ploch, 2011). The reason, according to Richardson (2007) and Rasool and Botha (2011) is that economically, a lack of skills limits South Africa's economy from growing. A similar view is also held by Bohlmann (2010) and Thornton (2008) in that the lack of an available skilled workforce curbs business growth.

In response to emerging skills shortages in the country, the South African government

launched the Skills Action Plan in 2002 to help manage the situation (New Zealand Department of Labour, 2005). One of the initiatives emanating from this plan was the creation of the Job Vacancy Monitoring Programme within the Department of Labour (Mateus, Allen-Ile & Iwu, 2014). This programme was envisaged to improve the information on skills shortages in all spheres of the country's economy.

Based on the aforementioned statement that the availability of requisite skills is central to the South Africa's socio-economic development, the researcher is of the opinion that Business Studies as a subject could be a significant contributory factor to the area of skills development in a sustainable way.

In combating the skills crisis, the South African government and its partners (employers, business, training establishments colleges, universities) should work towards not only the development of learning programmes, but also curricula that address the needs of business and government. It is also important to ensure quality when teaching and learning imperatives are required. However, curriculum change and their impact on Business Studies and on the Grade 12 learners' academic performance need attention, particularly those in the Mthatha Educational district of the Eastern Cape Province. It is evident in Table 1.2 that an alarming number of schools in Mthatha do not perform well in Business Studies.

1.10 SIGNIFICANCE OF THE STUDY

The relevance of this study thus lies, *inter alia*, in its quest to generate adequate data to facilitate the understanding of issues around the emancipating nature and content of Business Studies as a subject for the teachers and learners of the Mthatha Educational district of the Eastern Cape Province. The findings of the study are envisaged to help learners, teachers, DoE and the relevant government officials to meet the challenges that come with curriculum change and their impact on teaching and learning. Besides, the findings can also be used to correct the erroneous but long-standing opinions that teachers are only there to implement the curriculum. Villegas-Reimers (2003) concurs with this view point when he contends that teachers are the most significant change agents in any

curriculum reforms.

1.11 Definition of terms

A preliminary literature review revealed the following meanings of the concepts as applied to this study:

1.11.1 Curriculum

Curriculum comprises essential principles and features of an educational programme that are translated and able to be put into practice; an area of educational study where the theory of knowledge meets the practice of classrooms in complex and turbulent ways (Johnson 2001). Curriculum is also viewed as a social construction where the process of decision-making is seen as a socio-political process (Ensor 2002, Goodson 2002, Karseth 2002, Slaughter 1997). Curriculum must always be seen as symbolising a loosely-coupled system of ideologies, symbols, discourses, organisational forms, mandates, and subject and classroom practices. Consequently, the curriculum is not a coherent policy; it represents conflicting arguments, which become visible when discourses are analysed (Westbury 2003). The society and culture served by an educational community dictate the needs, obligations, and responsibilities expected of the educational program (Johnson 2001). Chantal et al (2013) maintain that curriculum is always a selection from contemporary culture. It may change because the principle of selection change. Alternatively, curriculum may change because the culture from which it is selected is changing.

For the present study, a curriculum is defined as a programme of study or instructional programme leading to the award of a university degree. Since schools are embedded within cultural systems (Dimmock & Walker 1998, 2000), societal and organisational cultures strongly influence the educational programmes in school. In the case of South Africa, since the dawn of democracy, the culture of the society has changed. These change have also affected instructional offerings in schools, so what became a curriculum was a product of the change that were envisaged in society.

1.11.2 Curriculum change

Curriculum change is regarded as the encompassing and continual process during which any form of planning, designing, dissemination, implementation and assessment of curricula may take place (Carl, 2002:44). Berman (1980), defines curriculum change as a new program offering or change in program goals which may also be related to the teacher's role in curriculum change at the classroom level. Mutch (2012), says that a common reaction to curriculum change has been resistance from teachers, principals, teacher unions, academics, parents and boards of trustees. Education has to constantly evolve and grow to meet the needs of our ever-changing society. In recent years the pace of change has become very rapid and in certain areas, the education system has struggled to implement the change needed to keep pace (Gruba Moffat, Sondergaard & Zobel, 2004). They also contend that the process of curriculum change, especially in higher education institutions, evolves as a result of an interplay of global, national and institutional factors. Law (2014), for example, argues that since the late 20th century, globalisation has compelled China and Australia to reform their educational institutions and change their curricula.

In this study, curriculum change in South Afrika refers to the development of a new curriculum over the past 10 years spanning the introduction of curriculum 2005 on a national level in 1998, the Revised Curriculum (Grades R-9) in 2000, to the phasing in of the National Curriculum Statement (Grades 10-12) in the year 2006 and the Curriculum and Assessment Policy (CAPS) in the year 2012. Jansen and Taylor (2003) argue that the post-apartheid government of 1994 inherited one of the most unequal societies in the world which also manifested inequalities between schools. There was the need to present a new and radical vision of schooling by bringing change into the school curriculum in order to attain equality.

1.11.3 Curriculum reform

Curriculum reform refers to bringing change to the subject, content, delivery and assessment of curriculum (Dagget, 2005). Chantal et al (2013) assert that curriculum reforms are initiated to improve classroom practices and to enhance student learning. Seikkula-Leino (2011) states that a curriculum is about making change in societies - change that are driven by values as well as by ideological and political objectives. For example,

national policies in many nations emphasize the development of entrepreneurship as reflected in the integration of entrepreneurship into the curricula. Such educational movements are driven by societal opinions about what kind of knowledge is the worthiest, and who currently holds power in society. Adams (2000) suggests that curriculum reform is always an intricate phenomenon which may be confusing. Adams (2000) argues that curriculum reform is most likely to be successful when a decentralised and a centralised model are combined within the process and when there is teacher participation. Above all, the desire is to ensure that the curriculum is standard in context. In reference to the Australian curriculum, Yates (2013) remarks that the aim of the reforms was to ensure that by 2025, Australia would be ranked in the top five countries in the world in terms of students' performance in Reading, Science, Mathematics, and provision of children with a high-quality equitable education system. Nieto (2004) illuminates the importance of diversity as a challenge in curriculum reform. He advocates for a curriculum that is broad in terms of the socio-political context of education. It involves making visible the social problems and conditions that affect those learners who are at risk in societies, recognizing that such problems need to be addressed in both pedagogical and political terms inside and outside school.

In this study, curriculum reforms refer to upgrading the established instructional program and improving classroom instruction to meet the dictates of the constitution. It calls for a quality educational program that must have clearly-defined outcomes it intends to produce. For example, emergence of CAP points to the rhetoric about diversity in the South African schools' curriculum. Themane and Mamabolo (2002) contend that CAP treats content as neutral facts and not as constructions and interpretations, where a teacher needs critical lenses to deal with knowledge. Such views of knowledge, they suggest should be revisited for the sake of bringing epistemologies of theory and practice, to impact a view of knowledge as seamless as possible.

1.11.4 Business Studies

Business Studies is an interdisciplinary subject that incorporates knowledge from Sociology,

Political Science, Psychology, Mathematics, Statistics and Law (Persson, 2016). In Business Studies, enterprises are a central pillar of the modern globalised society; the integration of these disciplines provides the skills, attitudes and values for learners to understand, explain and act in various types of organisational contexts (Persson, 2016). Business Studies as an academic subject is taught in Australia, New Zealand, Canada, United Kingdom, Nigeria, Zimbabwe and South Africa, as well as at university level in many countries (GCSE, Business, 2014). In South Africa, learners at Junior Secondary School level are taught Business Studies to equip them with real-life skills for personal development and the development of the community. Business Studies can be taken as an elective subject from a learner's Grade 10 year through to their Grade 12 year.

1.11.5 Academic Performance

According to Bryman and Bell (2006), academic performance is the outcome of education- the extent to which a learner, teacher or institution has achieved their educational goals. Performance in school is evaluated in a number of ways. For regular grading, learners demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. In this study, academic performance refers to marks obtained in the final year Grade 12 examinations.

1.11.6 Curriculum 2005

Curriculum 2005 is the name of the National Curriculum Framework introduced into schools in 1998 based on the concept of OBE. It was one of the two steps in the process of curriculum revision undertaken since 1994 DoE (2003).

1.11.7 Revised National Curriculum Statement

The Revised National Curriculum Statement (RNCS) was another important curriculum revision exercise carried out by the National Department of Education since 1994. The revision was introduced in the following stages: Grades R to 3 in 2004; Grades 4 to 6 in 2005; Grades 7 in 2006; Grades 8 in 2007 and Grade 9 in 2008. The features of RNCS include comprehensive outcomes and assessment standards which indicate the knowledge and skills required for each Grade and learning area, and how progress should be assessed

(Chisholm, 2003). A Learning Area is a field of knowledge, skills and values which has unique features as well as connections with other fields of knowledge and Learning Areas. The RNCS consists of eight Learning Area Statements (RNCS document, 2002).

1.11.8 National Curriculum Statement

The National Curriculum Statement (NCS) is a product of the RNCS. All revisions of Grades R-9 were implemented in the General Education and Training (GET) Band while the revision of C2005 resulted in the National Curriculum Statement with Grades 10-12 being accommodated in the Further Education and Training (FET) Band. The NCS consists of 29 subjects. Subject specialists developed the Subject Statements which was to make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002, 24 subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement.

In an effort to establish one curriculum statement that stretches from the GET to the FET Band, Angie Motshekga, the current Minister of Education, announced the National Curriculum Statement: Grades R-12 as a curriculum that combines RNCS: Grades R-9 and NCS: Grades 10-12 into a single document (Nobanda, 2016)

1.12 OUTLINE OF THE STUDY

Chapter 1 of the study constitutes the background of the study, statement of the research problem, the main research question and sub-questions. It also includes the research objective, the rationale and the significance of the study. Chapter 2 will focus on the literature review related to the study. Chapter 3 will discuss the overview of the research methodology. The data collection and analysis procedure will also be outlined in this chapter. Chapter 4 will discuss the findings based on the information captured in themes and interpreted. Finally, Chapter 5 will provide a summary of the main findings, highlight the limitations of the research and outline the recommendations arising from the study. Suggestions for further research will also be discussed.

1.13 CONCLUSION

This research is mainly based on curriculum change in Business Studies and its impact on Grade 12 learners' academic performance within the context of educational change in South Africa. The post-apartheid government of 1994 introduced many political, economic and social reforms. Among the rich mix of social reforms were educational reforms. At the heart of the school reforms were frequent curriculum change between 1998 and 2012 in an attempt to transform the schooling system.

The subject matter of curriculum centres around the inner work of schooling embedded in the social, cultural and institutional context in which schools and classrooms operate and function (Westbury, 2013). Curriculum change is viewed as a developmental process, thus, it is a process that focuses more on improving the process of curriculum (Pinar, 2004). Curriculum change and development are concerns of educators, governments and parents. Both have relevance and impact on the development of communities, individuals and their prosperity. Grinell and Rabin (2013), argue that the primary reason for curriculum change is to empower people to understand how to live balanced lives in the context of their families, communities, cultures and ecosystems. Curriculum change has both positive and negative impacts which include keeping abreast with both global and local trends. Curriculum change can also have unintended consequences such as unstable educational systems.

One of the socio-economic challenges facing South Africa is Skills Shortage. This has contributed to poverty and social inequalities. In combating the skills crisis, there is the need to develop high quality learning programmes, which will capacitate learners to be both self-employable and as well fit into the national job market. This calls for attention to be focused on Business Studies with a view to inculcating a culture of self-reliance after completion of studies. Thus, curriculum change in Business Studies will play a significant role in the molding of Grade 12 learners in the direction of skills development, employment creation and overall economic development of South Africa particularly in the Mthatha Educational District in the Eastern Cape Province.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Chapter two of this study deals with the critical analysis and review of the literature segment. These include summaries of published body of knowledge, classification and comparison of prior research studies. The literature review sets the broad context of the study and demarcates the scope of the investigation. The literature review provides the reader(s) with an overall framework within the bigger picture of curriculum change and its impact on EMS learners.

Education in South Africa has always been seen as a contested arena, with complex issues to be dealt with. Many policies have been introduced in order to bring about equality and better education for all its citizens. Post-1994 education practices focused mainly on desegregation and expanding access to education for all South Africans. Curriculum change strategies were at the top of the agenda to make the teaching and learning more attractive and responsive to the socio-economic and labour markets needs of the country (Davies, 1994:2600). Singh (2004) suggests that in the liberalised economic scenario in India and all over the world in general, business and industry are exposed to many challenges such as cut-throat competition, technological up grading, quality and cost consciousness, outsourcing and new combinations of the means of production. As a result of these challenges, the owners of business enterprises have many expectations of learners of business subjects. They are expected to be equipped with a range of skill and immense ability to take managerial decisions. However, Jansen (1999:147) postulates that there is no evidence that education should be viewed as a prerequisite for economic growth in South Africa.

The theoretical framework of this study, is based on the socio-cultural theory which has been widely used by curriculum developers all over the world. This theory has also been widely accepted in educational research as an alternative to a behaviorist point of view that

learning is the absorption and reproduction of knowledge (Lizer, 2013). Considering the various curricular change, especially the current curriculum and assessment policy statements (CAPS), which aim to replace what appeared not to be working in the Revised National Curriculum policy (Curriculum News, 2011), the socio-cultural theory is used as a solid theoretical framework for this study.

Within the literature review on curriculum change, three main premises were looked into. First, the factors which drive curriculum change in South Africa, secondly, the challenges facing curriculum change in South Africa and thirdly, the impact of curriculum change on Grade 12 learners' academic performance. The three elements dealt with include Business Studies curriculum, the changing roles of classroom practitioners and their impact on Business Studies learners.

2.2 THE CONCEPT OF CURRICULUM CHANGE

Curriculum is defined as an official statement of what students are expected to know and be able to do (Levin, 2007, p. 8). Curriculum is said to be a structured series of intended learning outcomes that prescribe the results of instructions. The subject matter of the curriculum needs to centre on the inner work of schooling embedded in the social, cultural and institutional context in which schools and classrooms operate and function (Westbury 1972a, 2013). Curriculum change is viewed as a development process, thus, a process that focuses more on improving the process of curriculum (Pinar, 2004). Curriculum change and development are concerns to educators, governments and parents, and both have relevance and impact on the development of communities, individuals and their prosperity. Grinell and Rabin (2013) remark that, for many, the primary reason for improving curriculum is for the learners who are getting education to become happy, healthy, well-adjusted and fulfilled people who understand how to live balanced lives in the context of their families, communities, cultures and ecosystems.

Curriculum review is a vital element in the improvement of the quality of education. The concept of curriculum change, also referred to as curriculum reform, is important to consider,

as well as its overlapping meaning prior to factors which drive curriculum change. Reforms can range from single subject change, for example, a new marketing approach, as in Business Studies, to more comprehensive change, such as an integrated approach to consumer needs and production. This implies that innovation has unique qualities such as novelty or deliberateness (Meena, 2009). In a similar way, Halpin, Dickson, Power and Whitty & Gewritz (2004) believe curriculum innovation refers to initiatives that are perceived to be new by those who introduce and experience them. Fullan (2007) defines curriculum change as any alteration in the aspects of a curriculum such as philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, assessment and learning outcomes.

Since the dawn of democracy in South Africa in 1994, the curriculum has undergone profound change in an attempt to transform the schooling system. The Department of Education (DoE, 2001) indicates that educational review has been a central part of the country's reconstruction and development project. Curriculum change is viewed as a development process, thus it is a process that focuses more on improving the process of curriculum (Pinar, 2004).

Curriculum change or reforms today presents both a strategic process challenge as well as a policy challenge; for instance, should the policy aim to teach what is of value, as embodied in subject disciplines, and for deep understanding in preparation for competing in the global economy? Or should the policy aim for a personalised curriculum that recognises students as active partners in their learning and develops their potential as humans this is because the change that affect the various spheres of social life are increasingly rapid and intertwined (Braslavsky, 2003).

In the global stage, educational reform in general, and of renewal of school curriculum in particular, is seen as an essential means of adapting to such processes of social change. Rationales for curriculum change in any given society are grounded in the acknowledgement that there is a gap between a changing vision of society, on the one hand, and the

educational processes that society organizes for its children and youth, on the other (Yakavets, n.d).

2.3 FACTORS DRIVING CURRICULUM CHANGE

There are many studies that have reflected on the range of curriculum reforms and have identified factors which acted as influences on change. In discussing the factors driving curriculum change in the South African context, the following factors have been considered: outspoken individuals, social and cultural influence, political forces, the socio – economic context, the cultural context and globalisation. The content of school curriculum has always been the subject of controversy and considerable public attention in most countries. Government policies govern almost every aspect of education, what schools should provide, how, to whom, in what form, by whom, with what resources, and so on (Lachiver & Tardif, 2002.). Hence, government policies are major determinants of curriculum change because curriculum concerns what is taught as the fundamental aspect of schooling. The following are some of the factors of curriculum change:

2.3.1 Influence of outspoken individuals

Possible factors driving curriculum change include individuals, politics and fashion more than they are driven by academic merit and external curricula. According to Su (2012, p. 156), the various curriculum development activities are viewed as ongoing processes within the teaching-learning process and in the evaluation circle. Su (2012) argues that looking at curriculum only from a single perspective such as content, outcomes or objectives would be unbalanced and limited in scope. This, he argues, may result in the possibility bias and false judgments and lead to misunderstanding the complexity of curricula and aspects of teaching and learning. The individual teacher, curriculum planning and instruction are closely connected to each other, and so are the curriculum planning and outcomes. In other words, teachers make an invaluable contribution to achieve satisfactory outcomes. The teacher, as an individual, has an influence on curriculum change as he/she endeavors to carry out curriculum planning, implementation, and even evaluations. Strategies adopted for

implementation of curriculum are in themselves devices for effecting curriculum change, and must be considered (Kelly, 2004). The need to explore may also emerge from a Schools Council's work – based on school-based development and the concept of action research.

Teachers have a great deal of influence on curriculum organization, as each has different roles and responsibilities whether formal or informal. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest area (Mulengeki, Lukindo, Ogondiek & Mgogo, 2013). Teachers want to discover the effective practices of their teaching profession and as such, they bring change to the fore in order to meet learners' needs. This encourages them to create lesson plans and syllabi that suit them within the framework of the given curriculum. The teachers' education and their supply and deployment are critical issues in the institution of a new curriculum (Jansen & Tylor, 2003). For instance, when teachers could not implement Curriculum 2005 (C2005) they called for a change in the curriculum. Other dominating players that were also involved in the process of curriculum and education policy change included university-based intellectuals, the ANC (inside and outside government) and teacher unions (including the South African Democratic Teachers Union, the National Association of Professional Teachers Organisation in South Africa and the Suid Afrikaanse Onderwysers Union) accords to Christie (2006).

2.3.2 Social and cultural influence

The curriculum is viewed as a social construction where the process of decision-making is seen as both a socio-political and a cultural process (Ensor, Goodson, & Karseth, 2002). Johnson (2001) observes that society and culture served by an educational community dictates the needs, obligations and responsibilities expected of the educational program. Society perpetuates itself with educational programming, which includes the content and methodology of instruction referenced as "educational curriculum". Curriculum design follows a dynamic trend that is multi-factorial in nature. Influential factors such as environmental, political and especially social factors are seriously considered in formulating an adaptable curriculum that reflects the societal needs in the field of Education (Mabwe,

2015, p. 108). Business Studies curriculum relates to the field of economics and many different areas of a school's or district's curriculum (Posner, 2004). McKernan (2007), states that education is the process by which individuals gain knowledge, skills, values, habits and attitudes. Societal mores, cultural norms, and practical needs compel the incorporation of various components of learning and information, hence, the educational curriculum is vitally important to a society's success and may become extremely controversial when conflicting views emerge.

According to Stephens (2007), knowledge and ideas of culture give meaning to beliefs and actions of individuals and society. They are also used as a tool to describe and evaluate individual actions and inactions. Since schools are embedded within cultural systems (Dimmock & Walker, 2000), societal and organisational cultures strongly influence the educational structures, processes and practices involved in educational reforms. Some socio-cultural practices and absolute poverty in many areas of South Africa affect full participation of learners in the school system. Although enrolment rates have improved significantly, especially for girls, many communities still hold on to their cultural practices that impact negatively on education.

Society has its own expectations about the aims and objectives that should be considered when the curriculum change hence the designers should take into account these societal considerations. For instance, a number of religions co-exist in countries in the SADC region, cultural groups and religious organisations/societies such as Christians, Muslims, Hindus and professional associations and their views must be considered when designing a curriculum (The Commonwealth of Learning, 2000). In Ghana, Mfum-Mensah (2005, 2009) believes that the Catholic and the Islamic religion in the pre-colonial, colonial, and early post-colonial eras had a tremendous effect on the curriculum reforms that took place. In the case of South Africa, on the 3 September, 2010, by means of Government Notice No. 784 in Government Gazette No. 33528, the Minister of Basic Education invited stakeholder bodies and members of the public to comment on the newly-developed Draft National Curriculum

and Assessment Policy Statements (DEBE, 2011). Mabwe (2015) warns that social and cultural influence should not only be seen as an academic construct, but as the repository of cultures, both national and multi-national, and the historic medium for the transmission of cultural themes emphatically the core values and shared beliefs of communities.

2.3.3 Political factor

The Business Studies curriculum is designed to help learners acquire the habits of mind that are essential in a complex, democratic society characterized by rapid technological, economic, political and social change (Ministry of Education, 2006). The political realignments and ideologies within greater political powers significantly influence the thinking of curriculum planners globally for instance, pressure from South African citizens and the international communities underlie great demand for re-educating teachers to replace apartheid mentality with values of social equity (Ndou, 2008). Most often than not, political decisions are taken on behalf of government. Harley and Wederkind (2004, p. 195) and Jansen (2001) concur that South Africa's alignment of curriculum policy to political vision is apparent. Education reform was necessary in South Africa in 1994 when the country held its first non-racial democratic elections. There was immense pressure on the government to serve the needs of the masses that had been seriously disadvantaged by the apartheid policies of the previous government. The curriculum needed reform in order to address problems caused by apartheid, namely, racism, poverty and huge inequalities within the schooling system. It can be argued that the curriculum policies changed primarily for political reasons, in order to redress the imbalances of the past rather than to change practice. In South Africa, education is normally a covert tool in the stratagem of the political class (Freire, 2000). The influence of politics in curriculum development in South Africa is best seen through the formation of various education commissions, committees, and working parties such as the National Commission of Higher Education (NCHE). The composition of these commissions is largely oblivious of expertise in curriculum; rather, it mostly exhibits political connectedness. It can be argued that the findings and recommendations of most of these commissions were or are normally implemented at the

discretion of the ruling elite (Council on Higher Education, 2004).

From experience, politics influences education and this is why education is regarded as a political activity, for instance the African National Congress's ideology and philosophy has a tremendous influence on the education system in South Africa, because:

- Politics determine and define the goals, content, learning experiences and evaluation strategies in education;
- Curricular materials and their interpretation are usually heavily influenced by political considerations;
- Political considerations play a part in the hiring of personnel;
- Funding of education is greatly influenced by politics;
- Entry into educational institutions and the examination systems are heavily influenced by politics;
- Education for the masses (Mabwe, 2015).

2.3.4 Globalization

In the global context, there are frequent curriculum change across all sectors of education (UNESCO, 2005, p. 152). Ruairc (2013) allegorically stresses that so long as the story- which encompasses the "curriculum" change, the story tellers-"teachers" have to be taught new ways of telling the "new story" hence change in teacher education. The effects of globalization are changes meant to address needs in skills, the developing economic agenda and the social change affecting children in the society. Globalization is the main driving factor of change in teacher education curriculum in schools in South Africa. Globalization concerns for quality in educational services has influenced a number of factors such as the need for effective teachers, teacher certification, accreditation and deteriorating standards in education (Zhao and Held, 2010).

According to Mabwe (2015) curriculum design is carried out to address the needs of the global village. For example, there has been increasing pressure on higher education

institutions in the region to move towards the use of new information and communication technologies to widen access to the programmes (Mabwe, 2015). Many countries, South Africa inclusive, have been undergoing fundamental reforms, especially in recent years, to respond to the trend of globalization and to meet the ever-changing expectations of the respective communities in their development into knowledge-based societies. The many curriculum reforms and change worldwide are meant mainly to meet the need for a workforce that is equipped with not only the traditional discipline knowledge and skills, but also a broad range of generic capabilities.

2.4 IMPACT OF CURRICULUM CHANGE ON LEARNERS' ACADEMIC PERFORMANCE

The apartheid curriculum, which was widely seen as playing a critical role in preparing black students with inferior levels of knowledge, understanding and skill in contrast to that of their white counterparts, was affected by the curriculum change with the introduction of C2005. The impact of curriculum change after the 1994 democratic elections is that it reversed and overcame the authoritarian past, and it is built on a high level of skills and knowledge while inculcating new social values as required under social justice (HSRC, 2008). For instance, the adoption of a new South African curriculum framework for Grades 1-9 in 1997 formed part of the range of policies developed to reverse the legacy of apartheid and to ensure equality of outcomes for black and white. Many institutions now structure their primary teacher training according to the phases of learning (Foundation, Intermediate and Senior Phases) established by the new school curriculum (HSRC, 2008).

From the researcher's experience, the currently available qualifications for prospective teachers are not the same in all tertiary institutions, however the majority of tertiary institutions now offer pre-service Intermediate Phase teacher training through the B.Ed. degree, a four year programme. Some institutions also offer a Post Graduate Certificate in Education (PGCE), a programme for Intermediate and Senior Phase teaching. There are also in-service programmes at many universities, which, over the years have had different names, but currently are called ACE (Advanced Certificate in Education) programmes. These

qualifications enable teachers, whose existing qualifications do not meet the minimum requirements for teacher training, to upgrade their qualifications to the necessary level. The goal of curriculum change has always been to provide teachers with materials that allow and encourage them to align their teaching practice with the principles of societal needs. For example, the materials may direct the teacher to have students work in small groups discussing, explaining their reasoning, and coming up with multiple approaches to solving a problem. In curriculum change, lessons are often introduced by presenting students with an unfamiliar problem rather than a worked example (Goldsmith et al., 1998). Although materials alone cannot change teacher practice, they can provide scaffolding for teachers trying to create a classroom environment different from that observed in the Trends in International and Mathematics and Science Studies (TIMSS, 2015) Videotape Classroom Study.

Another huge impact that in one-way or another, has affected the education system negatively, has been how teacher education, previously a provincial responsibility, became the responsibility of higher education in terms of the Constitution (Act 108 of 1996), and the Higher Education Act (Act 101 of 1997). Between 1994 and 1998, the number of colleges was cut from about 150 to 50 as a result of decisions taken by newly-created provincial departments of education. The decision to merge the colleges into other institutions was made on the grounds of poor quality and cost-effectiveness. Some colleges had as few as 20 students. The rationalisation and restructuring process was completed by 2005 (Kruss, 2008, p. 187), after which primary school teacher education moved into the tertiary education sector. This move, arguably, had a serious impact on education, especially on teacher education in the country to date.

The curriculum change has also impacted on teacher development and training. Whenever there is a curriculum change, teachers and learners are differentially empowered and that always impacts on their teaching and learning (Schartz & Saddler (2007); for instance, teachers are retrained to acquire knowledge from training institutions that did not initially teach the skills and knowledge which are being advanced by the curriculum reforms. This is in keeping with the views of Witz and Lee (2009) who emphasize that it is necessary that

teachers' intellectual experience of the power of the discipline and their higher vision, are taken into account in both in-service and for service teacher education.

2.5 CHALLENGES FACING CURRICULUM CHANGE IN SOUTH AFRICA

One major challenge facing curriculum change in South Africa is the frequency of change and its improper planning. Within a short space of time in the South African education sector, there have been multiple curriculum reviews since 1994; reviewed to reflect the new democratic values and principles contained in the Constitution of South Africa (DoE 2008). The Department of Education (DoE, 2001), indicated that educational review has to be a central part of the country's reconstruction and development project. The first version of the new curriculum for the General Education and Training (GET) band, known as Curriculum 2005 (C2005), was introduced into the Foundation Phase in 1997. The introduction of the new curriculum was intended to overcome the curricular divisions of the past (DoE 2011). While there was much to commend in the curriculum, the concerns of the teachers eventually led to a review of C2005 in 1999. This review provided the basis for the development of the Revised National Curriculum Statement (RNCS) for GET (Grades R–9) and the National Curriculum Statement (NCS) for Grades 10 to 12. Eventually, ongoing implementation challenges resulted in another review in 2009, which led to the amendment of the NCS. Subsequently, a single comprehensive document known as the National Curriculum Statement Grades (R–12) was developed. The list of the various change goes on up to the current CAPS. According to research done by Swanepoel and Booyse (2006), the implementation of educational review has frequently failed as a result of improper planning by change innovators.

One other concern is that when a new initiative is mapped out, there is a need to facilitate engagement with the innovation. Such action may include changing school systems (e.g. timetabling arrangements), setting up work parties and designating key staff to take the initiative forward, allocating resources, creating networks and other spaces for dialogue and altering physical spaces (such as bringing previously separate departments together in one workspace (Priestley, 2010). The challenge here is that in order to engage successfully with

any new curriculum change, authorities need to build capacity within the education system. Priestley (2010) identified two main dimensions which include: Empowering teachers and engaging teachers and managers to respond to change creatively from a wide range of repertoires and cultural and structural barriers in order to address change. Both dimensions imply attention to the key ingredients for successful engagement in the educational system and the development processes for engagement are lacking.

2.6 THEORETICAL FRAMEWORK

A theoretical framework is the construction of models of reality in a certain working environment (Maxwell, 2005). The theoretical framework for this study was based on Soviet educational psychologist, Vygotsky's (1978) sociocultural theory. Sociocultural theory is how the individual's mental development can be achieved through meaningful verbal interactions with others in social contexts (Lantolf and Thorne, 2006). The sociocultural theory can be used to explain the phenomena, the events of curriculum change, behaviours of key players and the performances of EMS learners. In this study, curriculum change in Business Studies and their impact on Grade 12 learners' academic performance in the Mthatha Educational district of the Eastern Cape public schools was analysed.

Fullan (2006) points out that the phenomenology of change and how people actually experience change is at the heart of most social reforms. According to the Socio-constructivism theory, members of a society, such as teachers, can be contributors to the successful implementation of curriculum change if they participate, help contextualize and own the outcome (Hargreaves, 2005). Teachers are often expected to implement new policy and also to work with the nuances and the complexity of teaching and learning demands linked to the policy (Zeichner, 2005). Hargreaves (2005) argues that the society needs support systems that require training, mentoring, timing and dialogue which are also essential to successful change management. According to Von Glaserfeld (2001), socio-constructivism theory can be used to understand curriculum change in Business Studies and their impact on learners' academic performance in society. The use of socio-cultural theory is relevant in this study because every curriculum, particularly the Business Studies

curriculum, is society based. As noted above, the society and culture served by an educational community dictate the needs, obligations and responsibilities expected of the educational program. A traditionally-accepted view of an educational curriculum states that curriculum is the information which should be taught with the underlying purpose of “standardising” the behaviours of the society by educating the young in the traditions and rituals of that culture (Beyer and Liston, 1996; Borrowman, 1989; Glatthorn, 1987; Tanner and Tanner, 1995).

2.7 CONCEPTUAL FRAMEWORK

The formulation of the theoretical framework was followed by the development of the conceptual framework to guide the study. Literally, a concept is an image or symbolic representation of an abstract idea. In this study, the focus was on curriculum change in Business Studies and its impact on Grade 12 learners’ academic performance in the Mthatha Educational district of the Eastern Cape Province. While the theoretical framework was the theory on which the study was based, the conceptual framework was the operation of the theory or theories which guided the practical articulation of this research process from the beginning to the end. For instance, in this study, factors affecting curriculum change, processes of curriculum change, and the impact of curriculum change and approaches that could contribute towards the enhancement of Grade 12 learners’ academic performance in Business Studies in public schools were operationalized. Again, within the conceptual framework, the researcher gathered the relevant data through a structured questionnaire and literature review to enable the researcher to identify the basis of curriculum implementation challenges, in order to find solutions to the research problem under investigation. Hence, the conceptual framework was adopted from existing model(s) used in other Business Studies. This is presented in this literature review with modifications to suit the present study.

The following is the conceptual framework diagram for Curriculum Change. Figure 2.1 shows the interdependence among the selected variables all of which play a major role in the exercise. At the center, one observes the desired goal. On the sides are factors that contribute to Curriculum Change.



Figure 2. 1: The conceptual framework for Curriculum Change

2.8 THE PROCESS OF CURRICULUM CHANGE

According to Yakavets (n.d), curriculum change is deemed necessary when existing content, methods and structures of school education do not seem to be responding to new social demands resulting from cultural, political, economic and technological change. Ideally, according to (Lachiver and Tardif, 2002), the curriculum change process can be managed to enhance teaching and learning and this includes the following processes:

- an analysis of the current offerings and context;
- the expression of key program aims in a mission statement;
- a prioritisation of resources and development strategies;
- the implementation of the targeted curriculum change; and
- the establishment of monitoring tools and processes.

Also considered in the context, is the availability of resources and the diverse needs of learners. A detailed description of how to plan and use the various assessment strategy(ies) and/or different form(s) of assessment, how these will be integrated within teaching and learning, and what will be recorded is a huge challenge. Uztosun and Troudi (2015) list a number of studies that have investigated the effectiveness of curriculum change; for instance, Ögeyik (2009) explored students' opinions about the effectiveness of curriculum through a questionnaire. She revealed that students found a curriculum successful when it addressed their needs and when the courses were reported to be integrated with practical knowledge. Yavuz and Topkaya (2013) investigated the perceptions of eighteen lecturers by focusing on course-specific change made in a curriculum. They found that the addition of new courses and approaches must go with course books and material evaluation. Additionally, they noted that the effectiveness of an educational practice should not solely be determined through evaluating whether learners can perform particular types of activities; their personal growth should be the main educational concern (Uztosun & Troudi, 2015).

2.9 CONCLUSION

In conclusion, the review of the literature has shown how curriculum change has impacted on the South African education system which used to train Africans to work in the low-wage sector, in order to protect the white minority from competition for jobs. The change of curriculum has impacted on the authoritarian past, and is built on developing a high level of skills and knowledge while inculcating new social values related to social justice (HSRC, 2008); for instance, C2005 formed part of the range of policies developed to reverse the legacy of apartheid and ensure equality of outcomes for black and white. Many institutions restructured their primary teacher training according to the phases of learning (Foundation, Intermediate and Senior Phases).

Most goals of curriculum change have always been to provide teachers with materials that will allow and encourage them to align their teaching practice with the principles of societal

needs. This move, arguably has had a serious impact on education, especially on teacher education in the country to date. Again, there have been curriculum change aimed to improve learner achievement, but what is missing from these curriculum change is a lack of focus on the impact these change have on learners' performance, especially Business Studies learners. A review of empirical studies focused on curriculum change by considering how different stakeholders such as teachers and learners have important implications for curriculum designers. Nevertheless, in South Africa, only a scanty body of research has investigated the impact of curriculum change on Business Studies learners. The present study is therefore designed to address this gap noted in the Mthatha Educational district, which is intended to provide recommendations that could be taken into account when designing future curricular change.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research methodological approaches adopted for this study. These approaches included the paradigms, the methodology, design, sampling procedures, data-collection strategies as well as how the data were analysed. The relevant statistical methods have been stated including the hypotheses and other postulations. Ethical issues pertaining to the study, including the steps that were taken to ensure the validity of the findings, are also extensively discussed. The chapter commences with a discussion of the various paradigms. These concern our philosophical assumptions, values and beliefs about the nature and reality of research.

3.2 RESEARCH PARADIGMS

As this research study is based on certain philosophical assumptions, the study required valid research methodological approaches appropriate in developing knowledge in the area of interest (McGregor & Murnane, 2010). These assumptions are sets of beliefs about fundamental aspects of reality which gives rise to a particular world-view (Maree, 2007). Both philosophical assumptions and methodologies govern research paradigms (Creswell, 2009). Joubish, Khurram, Ahmed, Fatima and Haider (2011) describe a research paradigm as a whole framework of beliefs, values and methods within which specific research takes place. The paradigm considered in this study was the post-positivism paradigm which underpinned the study. The ontological, epistemological and methodological assumptions of this paradigm are discussed below, amongst others.

3.2.1 Post-positivist paradigm

The post-positivist paradigm evolved after positivism. It was a challenge to the traditional belief of absolute truth of knowledge by recognizing that researchers cannot be positive about their claims of knowledge when studying human behavior (Creswell, 2009). The term was coined in the mid-1960s with the assumption that there are many ways of knowing or

conducting a research for "scientific truth" (McGregor and Murnane, 2010). As a result, post-positivists study problems by identifying and assessing the causes that influence outcomes.

3.2.2 Post-positivists' ontological assumption

The post-positivists defy the belief that truth is absolute, especially in relation to studying human behaviour in health and social sciences (Wahyuni, 2012). The positivists are of the belief that human behaviour is as a result of the conditions of a researcher's environment, hence different environmental conditions will produce different behaviour and can thus not be said to be absolute. The post-positivists therefore concede that multiple realities exist out there, especially in the social world which can be explored in various ways.

3.2.3 Post-positivists' epistemological assumption

Post-positivists suggest that research cannot be said to be value-free, especially in dealing with human beings as the researcher is bound to interact with participants. Post-positivists therefore see research to be but value-laden, subjective and inter-subjective (Hennink et al., 2011). Because of their stance on inter-subjectivity, post-positivism has been regarded as a milder form of positivism that follows the same principles as positivism but creates room for more interaction between the researcher and the participants (Creswell, 2009). Meanwhile post-positivists consider three main issues when it comes to an epistemological framework: the quality of the data, the use of a more integrated approach and the context of the phenomenon being studied (Adam, 2014).

3.2.4 Post-positivists' methodological assumption

On methodological assumptions, the post-positivist approach tends to generate hypotheses using inductive reasoning instead of following the scientific method (McGregor & Murnane, 2010). Instead of trying to explain how something operates, post-positivist scholars try to understand why it or people operate the way they do or to reveal power relationships and structures (Creswell, 2009). In an attempt to reveal relationships between various constructs, post-positivists often employ data-collection strategies such as surveys, interviews and participants' observations (Joubish *et al.*, 2011). Post positivism is therefore ideal for studies that are based on a mixed-method research design owing to its inter-

relationship with the positivism paradigm (McMillan & Schumacher, 2007). Although post-positivism is somehow value-laden and inter-subjective, epistemologically, it still lays emphasis on the development of numeric measures of observation in studying human behaviour (Creswell, 2009). This study uses numeric statistical values to establish the impact on curriculum change in Business Studies and its impact on Grade 12 learners' academic performance in the Mthatha Educational district of the Eastern Cape Province and lived experiences of the actual participants (Joubish *et al.*, 2011). As a result, post-positivists assumptions were not favoured to be the ideal paradigm for this study as the aim of the study was to establish the lived experiences of participants in their natural settings through detailed narratives. It could therefore be said that the ontological, epistemological and methodological assumptions of this paradigm were contrary to the philosophical beliefs of the researcher as far as the aim of the study was concerned.

3.2.5 Methodological assumption

The methodological assumption of a paradigm, on the other hand, is the view held about what constitutes appropriate procedure(s) to be used by a researcher to generate knowledge (Bisma & Highfield, 2012). As such, Scotland, (2012) explains that methodological assumptions are strategies behind a paradigm that are followed to gather the required data for knowledge generation. These strategies can be quantitatively inclined, as in the case of positivism, qualitative as in constructivism or a mixture of both quantitative and qualitative methods as in post-positivism (Berg & Lune, 2012). In this study, both quantitative and qualitative methods were used, hence, the use of post-positivism paradigm.

3.3 RESEARCH METHODOLOGY

In this section, the researcher explains how the problem under investigation was pursued and the kind of methods and techniques that were employed. The focus of the methodology is on the research design, population, sampling and sample size, research instruments, data collection procedure, data collection and analysis, ethical considerations and data validity and reliability. Other issues of serious consideration included: a pilot study and the type of statistical tests to be performed at the analysis stage.

Research methodology is the process in which research data is collected and analysed (McMillan and Schumacher, 2006). In other words, a research methodology can be referred to as the design of one's research data collection and analysis procedures used to investigate a particular research problem (Guthrie, 2010).

The research methodology used in this study was a quantitative descriptive survey. Quantitative research is a means of testing objective theories by examining the relationship among variables. These variables are measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. A quantitative methodology is used to gather mass numerical data in relation to the nature of the problems under investigation, hence, a questionnaire was used as the research instrument for data collection.

3.4 RESEARCH DESIGN

Mixed methods strategies were used in this study. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies (Creswell, 2002).

3.5 QUANTITATIVE RESEARCH METHODS

A quantitative research method is based on the positivistic assumptions that knowledge constitutes a single reality. In a quantitative method observation, experimentation and reason are the means of understanding human behavior. According to Keller and Keller (2010), quantitative research is data driven, which augured well for this study as large volumes of data were required to determine the impact of curriculum change on Grade 12 learners. It has been observed that large volumes of data can be analysed relatively quickly when using quantitative data. By the nature of quantitative research approach, quantitative response categories are predetermined, rather than if they were open-ended. Guthrie (2010), states that quantitative research has its strength in creation of rules which encourage care. He further states that the rules get complicated, but every statistical test

has procedures that others can replicate. A major benefit of quantitative data, according to Dalphin, Gray, Karp and Williamson (2007), is that they may be fed into a computer where they can be counted, stored and manipulated into meaningful figures and numbers subject to interpretation. Denscombe (2003), argues that quantitative research carries with it an aura of scientific respectability because it uses numbers and so can present findings in the form of graphs and tables which convey a sense of solid, objective research findings.

3.6 QUALITATIVE RESEARCH METHOD

Educational systems like all social systems involve people's feelings, emotions, and many more realities that constitute knowledge. According to McMillan (2008), these realities are rooted in the perceptions of people. The researcher was of the view that determining the impact of curriculum change on Business Studies learners' academic performance should go beyond statistical tests and enter the realm of deeper social dynamics which calls for the examination of emotions, feelings, views, experiences, perceptions and ideas of learners and teachers. Hence, in addition to quantitative methods, it was important for the researcher to complement by employing qualitative research method to achieve these goals. Qualitative research method, by its nature, is subjective (usually referred to as post positivist), which is often conducted in a natural setting in which the phenomenon occurs (McMillan & Schumacher, 2010). In line with the above thinking, the researcher conducted in-depth interviews with teachers and focus group interviews with learners. Participants' individual experiences, ideas and conceptions were used as basic elements of analysis.

3.7 JUSTIFICATION FOR USING MIXED METHODS

There are different research methods which the researcher would have utilized. The researcher, however, elected to use two commonly used research methods namely: quantitative and qualitative research methods, usually referred to as mixed methods. The quantitative and qualitative methods were found to be sufficient for this research, well defined to capture the trends and details of a situation as stated by (Green, Caracelli, & Graham, 1989; Miles and Huberman, 1994; Green & Caracelli, 1997; Tashakkori and Teddlie,

2009). The researcher used mixed-methods for the broad purpose of breadth and depth of understanding and corroboration as postulated by Johnson and Christensen (2010). Brewer and Hunter (2006) claimed that mixed methods overcome the limitations of a single research design. In this study, mixed methods design has been helpful in validating the data collected through triangulation. Creswell, (2006), also stated that the central premise is that the use of quantitative and qualitative approaches as a combination provides a complimentary understanding of research problems than either approach alone. Teddlie & Tashakkori (2009), state that a mixed-methods researcher combines quantitative and qualitative strategies within one study, collects both numeric (numbers) data and text (word) data concurrently, or in sequence, and chooses variables and units of analysis which are most appropriate for addressing the study's purpose and finding answers to the research questions.

- In sequential design, the researcher seeks to elaborate on, or expand on the findings of one method by adding another method. This involves beginning with a qualitative method for exploratory purposes and following up with a quantitative method with a large sample so that the researcher can generalize results to a population. Alternatively, the study may begin with a quantitative method in which theories or concepts are tested. There are followed by a qualitative method involving detailed exploration with a few cases or individuals.
- Concurrent design is used when a researcher converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem.
- With a transformative design, the researcher uses a theoretical lens to look on the overarching perspective within a design that contains both quantitative and qualitative data. This lens provides a framework for topics of interest, methods for collecting data and outcomes or change anticipated by the study. Within this lens may come a data-collection method that involves a sequential or a concurrent approach (Creswell, 2006).

In this study, the research design is based on concurrent design. Concurrent design occurs when the researcher implements both the quantitative and qualitative strands during a single phase of the research study (Creswell, 2008). The researcher collected both forms of data (quantitative and qualitative) at the same time during the study and then integrated the information for interpretation so as to come up with the overall results.

The intention in using this design is to bring together the differing strengths so that there is no overlapping weaknesses of quantitative methods (large sample size, trends, generalization) with those of qualitative methods (small sample, details, in depth) (Patton, 1990, Creswell, 2002). It is also for the purpose of triangulating the methods by directly comparing and contrasting quantitative statistical results with qualitative findings for corroboration and validation. Creswell (2008) and Teddlie & Yu (2007) contend that using this design helps the research to synthesize and complement both quantitative and qualitative results to develop a more complete understanding of a phenomenon.

3.8 THE CONCURRENT DESIGN PROCEDURES

The procedures used for implementing this design are outlined as follows:

Firstly, the researcher collected both quantitative data and qualitative data about the topic "Curriculum change in Business Studies and their impact on Grade 12 learners' academic performance within the context of educational change in the Mthatha Educational district in the Eastern Cape Province of South Africa". The two types of data were collected concurrently but separately. The collection of each set of data does not depend on the results of the other. They were given equal importance for addressing the study's research questions. Second, the researcher analysed the two data sets separately and independently from each other using typical quantitative and qualitative analytic procedures. Once the two sets of initial results were at hand, the researcher merged the results of the two data sets in the third step. This merging step included directly comparing the separate results or transforming results to facilitate and relate the two data types during additional analysis. Finally, the researcher interpreted the extent and the ways the two sets of results converged

or diverged from each other, relate to each other, and/or combined to create a better understanding in response to the study's overall purpose (Creswell, 2002 & 2008).

3.9 THE DATA

3.9.1 Data collection instruments

There are different types of data collection instruments to be used by a researcher. The choice and the appropriateness of the instrument(s) depend(s) on the nature of data required (Maree, 2007). For this study, the following research instruments were used to collect data: a questionnaire and interviews schedules. Two types of interviews were used to collect data in this study. Firstly, individual in-depth interviews and secondly, focus group interviews.

3.9.1.1 Questionnaire

According to McMillan and Schumacher (2006), the use of a questionnaire is economically more feasible than using interviews. It is noted that use of interviews is time-consuming. A questionnaire yields more precise information, which serves as an accurate measure of expected results.

The questionnaire solicited the participants' responses towards the study of Business Studies and curriculum change. It consisted of items made up of positively and negatively worded statements for each learner. The statements were constructed using the Likert scales. A scale of five (5) alternatives for the responses were: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD).

3.9.1.2 Developing the questionnaire

While developing the questionnaire, the researcher constructed statements based on the research questions and objectives. The literature reviewed were also of assistance. For example, the negative statements in the questionnaire were guided by the literature resource base. The researcher divided the questionnaire into two sections as follows:

Section A covered the biographic information of the participants, namely, Business Studies learners and Business Studies teachers. Section B dealt with issues of research concerns. (See Annexure 1)

3.9.1.3 Individual interviews

An interview schedule was used to complement the questionnaire, (see Annexure 2). An interview is a primary way of collecting data (Stucky, 2013). An interview schedule is a technique used by qualitative researchers to elicit facts and knowledge about the phenomenon under investigation through series of interview questions (Mojtahed, Nunes, Martins & Peng, 2014). The interview types used included: highly structured, unstructured and semi structured interviews. In this study, semi structured interviews were used, because, it provided the interviewer the chance to probe the interviewee to elaborate on the original response for more clarity (Maree, 2012 & Hancock, 1998). Semi structured interviews were used to provide opportunities for interviewer and interviewee interactions to discuss the phenomenon in more detail, aimed at sharing the understanding and meaning of the phenomenon under study (Mojtahed, et al. 2014). With permission from the participants, the interview schedules were tape-recorded. Flick (2007) argues that the tape recordings of interviews be made for the sake of accurate recordings of information.

The tape recording provided, not only a complete and accurate record of the entire conversation, but eased the burden of recording information by writing and created an enabling environment of concentration on the interview discussions.

In this study, participants were made to understand this method of data collection and were requested for permission. The participants were also made aware that the audiotape information would be transcribed without using their names and that the tapes would be destroyed after analysis had been completed.

In all, ten (10) Business Studies teachers from the Mthatha Educational district took part in the interview. The researcher is a full time employee so he had to apportion his time carefully to visit these schools for the interviews. The interviews were spread over a period of two weeks in June, 2017. This time period was chosen because it was examination period

for High Schools and the researcher felt that teachers would be less occupied. The principals of the ten schools were also satisfied with the timing as they felt disruption to school activities would be minimal. The researcher visited the ten schools prior to the interviews to collect information regarding the availability of the Business Studies teachers.

3.9.1.4 Focus group interviews

Focus group interviews were also employed as data collection tools for this study (annexure 3). A focus group interview is a type of group interaction in which a researcher or interviewer leads a discussion with a small group of individuals to examine, in detail, how the group members view and feel about a topic (Burke & Larry, 2008). It is referred to as 'focus group' because it represents an open purposive conversation where the researcher leads the discussion on a specific topic and then guides the discussion by means of interluding periodically to stay focused. It is characterized by bringing together several participants to discuss a topic of mutual interest to the two parties. Participants in focus group interviews are therefore individuals selected and assembled by researchers to discuss and comment on a topic that is the subject of a research on the basis of personal experience (Merriam, 2009). Basically, the aim is to gain insight into the attitudes and opinions of groups, rather than acquiring specific information from individuals.

The importance of the use of focus group interviews relates to the fact that interactions enhance the quality of the information, provide checks and balances on data and provides an easy assessment of synergy and differences between participants. Data obtained from a focus group is socially constructed within the interaction of the group. Unlike a series of one-on-one interviews, focus group interviews provide an opportunity for participants to hear each other's responses and to make additional comments beyond their own original responses as they hear what other people have to say (Patton in Merriam, 2009).

3.9.1.5 Procedure for focus group interviews

In this study, the researcher conducted focus group interviews with learners who were purposefully selected from four schools which offered Business Studies as a subject. In each school, there were twelve Business Studies learners chosen and the group was further

broken down into two groups of six each. The Principal of the school granted the researcher the permission to conduct the interviews and for the learners to participate.

The focus group interviews were conducted in a classroom prepared for the participants on the instructions of the Principal. The interview sessions were carried out between the 17th of July and the 18th of August, 2017, a period of four weeks covering the four schools. Two Principals gave the researcher the option of conducting the interviews during the school's long break (11.45-12.45pm) or after school hours. The other two principals were firm on the interviews taking place after school hours. For the sake of uniformity and with the hope of conducting the interviews in a relaxed atmosphere, the researcher agreed to conduct the focus group interviews after school hours. Each session lasted for one hour. A challenge common to all the groups was learner absenteeism from school. This challenge stretched the interview period to four weeks. Another challenge was the reluctance of the participants to speak. This challenge was more pronounced in schools Three and Four. The researcher, a former school teacher and currently a university lecturer, understood this to be a result of age factor coupled with the complex of young people interacting with a stranger. These expressed a high degree of student shyness. Participants in school Two were the most active.

The researcher posed questions to the group such as:

- Were you consulted before the curriculum change process of C 2005, NCS, RNCS and CAPS?
- Were your inputs accommodated by the DoE?

The researcher facilitated the focus-group discussions by posing predetermined, semi-structured questions (Annexure 3) intermittently to start the interviews and discussions on each question. The researcher directed the interviews and discussions by posing the questions, and participated in the ensuing discussions and debates. The aim was to get to the bottom of the learners' understanding of curriculum change process and understand details related to participants' response to curriculum change.

3.10 PILOTING THE DATA COLLECTION TOOLS

The researcher did a trial run of the questionnaires and interview questions to check the clarity, bias and flaws within the tools. Thirty questionnaires were distributed to randomly selected participants who were requested to respond to the questionnaires. It was interesting that all the thirty questionnaires passed the test of scrutiny and thus, the questionnaire instrument did not require any additional editing. Furthermore, the researcher selected five Business Studies teachers who participated in the validation of the research questionnaires and interview schedules in order for the researcher to rate the relevance and the understandability of the tools. They were asked to freely contribute towards any question they felt needed some correction. A number of suggestions were made and incorporated. The researcher effected the relevant suggested changes. Thus, the researcher had the opportunity to evaluate and improve on the tools and procedures for the final phase. A professional discussion ensued thereafter aimed at having a post-mortem of the final instruments. The instrument was finally approved for data collection.

3.11 SAMPLING TECHNIQUES AND SAMPLE

By definition, sampling is the process of assigning part of the population elements to the selected group for the purpose of getting representative information rather than studying the whole population. Simply put, a sample is the sub-unit of the population involved in a study.

There are two basic types of sampling techniques, namely, probability and non-probability sampling. In this study, both probability and non-probability sampling techniques were used. For probability sampling, stratified random sampling were used to ensure that the population was well represented (White, 2005). It allowed the researcher to generalize the findings of the study from the sample to the population from which it was drawn (Maree, 2007).

Purposive sampling means that participants are selected based on some defining characteristics that make them holders of the data needed for the study. In purposive

sampling (also known as judgmental) sampling, the researcher knows the population and selects participants who are knowledgeable about the information required and, therefore, informative about the topic (McMillan and Schumacher, 2010). Here, Grade 12 learners were chosen because of the perception of satisfactory maturity in the area of this research. Furthermore, there was need that participants were conversant with the concept of curriculum and curriculum change. By this, the study implies that a significant change in curriculum requires learners of a caliber that could provide insight into what was beneficial. The participating teachers from ten (10) high schools were selected on the basis of their experience and involvement in the teaching of Business Studies in the province. The ten (10) Business Studies teachers responded positively to the researcher's call. Consequently, the sample was constituted on the basis of the availability of participants and their willingness to participate in the study. Sampling decisions were therefore guided by the need to obtain the most appropriate information to respond to the research concerns (Maree, 2010).

Sampling in field research involves the selection of a research site in proper consideration of time, people and events (Maree, 2007). There are two basic types of sampling, namely, probability and non-probability sampling. In this study, both probability and non-probability sampling techniques were used. For probability sampling, stratified samples were used to ensure that the population was well represented (White, 2005). It allowed the researcher to generalize the findings of the study from the sample to the population from which it was drawn (Maree, 2007, p. 56). On the other hand, purposive sampling was used as a non-probability sampling technique. The rationale, as stated by (Battaglia), 2018) was that interview schedules had specific questions which had to be attended to by specific participants, given the target population. On the other hand, another objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a nonrandom manner a sample of elements that represents a cross-section of the population. It is understood that Business Studies was not offered in all the schools in the district, and furthermore, not all teachers in the selected schools taught the

subject. These issues contributed to the application of purposive sampling. The study sample constituted of 10 EMS teachers and 100 EMS learners in selected schools. The teachers were selected on the basis of their experience and involvement in the teaching of Business Studies.

3.11.1 The research target population

It was essential to select research sites that were suitable and feasible (McMillan and Schumacher, 2001) so that the researcher could obtain access and conduct research amongst the respondents or participants (Maree, 2012). In the course of this study, visiting the research site gave the researcher the opportunity of gathering additional information with regard to the investigation. Additionally, the researcher had the opportunity to explain the purpose, objectives and ethics of the study to school principals and the participants.

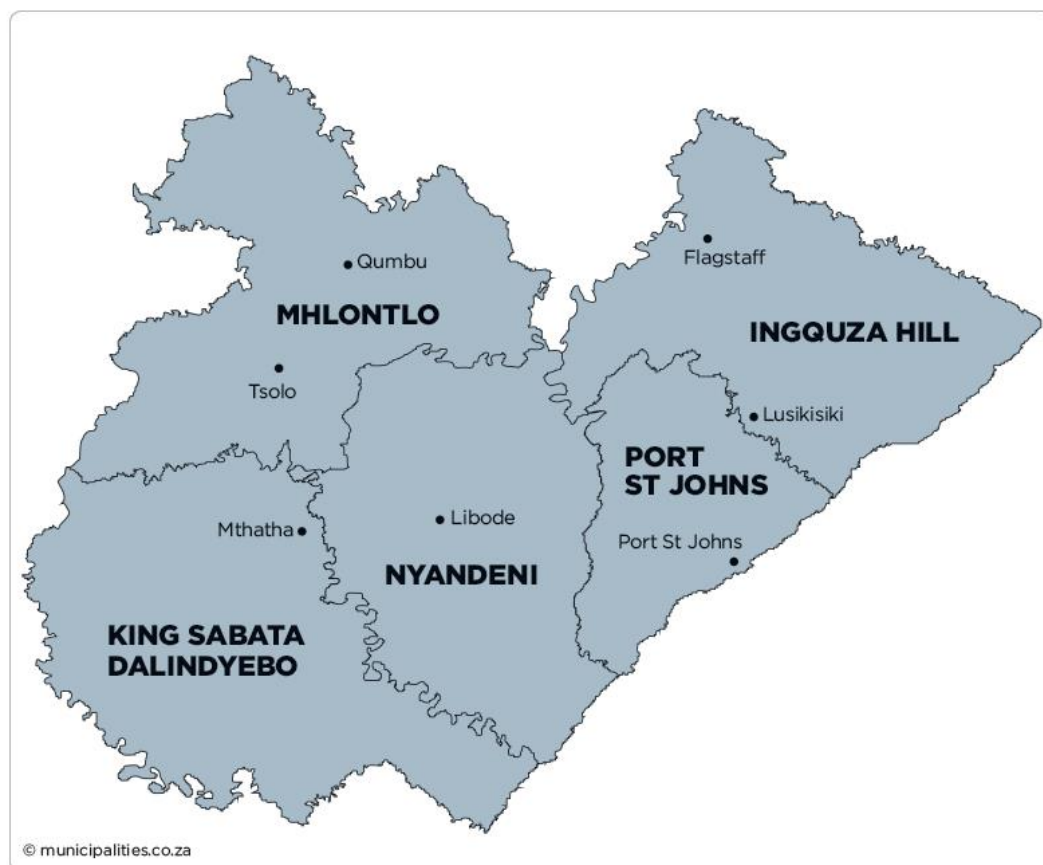


Figure 3. 1: Map of OR. Tambo District Municipality.

This study took place in the Mthatha Educational District of the Eastern Cape province of South Africa. Mthatha district forms part of The King Sabata Dalindyebo Municipality, a local municipality within the Oliver Reginald (O.R) Tambo District Municipality (figure 3.1). O.R. Tambo District Municipality comprises five local municipalities, occupied by close to seven hundred and sixty-eight (768) public schools. The majority of these schools is situated in the rural settings that are far away from the city. The district municipality covers about 80% of the former Transkei homeland. Towns are generally populated by rural and economically-poor households which define most of the schools within the district municipality and which have a bearing on its educational standards. The catchment areas for these schools consist of largely uneducated, semi-literate and economically-poor parents. Unemployment is high and almost half of the population is younger than 15 years (SALGA, 2013). The district standards of educational levels are comparatively low, with a high adult illiteracy rate due to non-availability of resources. This creates a dire need for educational facilities, teaching and learning development, skills development, creation of job opportunities and more importantly, availability of a functional curriculum that inspires confidence to take risks, bearing in mind that the youth need employment.

3.11.2 Population

A population is a large group of individuals or objects from which a researcher would prefer to generate his/her sample (Johnson & Christensen, 2008). The target population constituted of 60 Business Studies educators and close to 1200 Business Studies learners who were involved in the teaching and learning of Business Studies in the Mthatha district of the Eastern Cape Province. The identification of the relevant population of the study is essential because it simplifies the task of data collection as only those who were mandated for the study were contacted to save resources and time.

3.12 ANALYSIS OF DATA

The researcher used the SPSS (Statistical Package for the Service Solutions) version 23, a

version which was released in 2016, for quantitative data capturing and subsequent analysis. According to White (2005), qualitative data analyses and interpretation involves becoming familiar with the data in depth to provide detailed descriptions of the phenomenon, participants and activities. The analysis observed the prior stated objectives of response comparisons and the existence of any associations between selected variables. The researcher used content analysis which according to McMillan and Schumacher (2006), is a close scrutiny of text(s) used to understand themes or perspectives.

The interview recordings were transcribed and analysed descriptively in relation to the relevant literature. The analysis procedure meant transcribing the interview recordings and reading through them thoroughly (Cohen & Manion, 1994). In the analysis, data were coded, categorized and themes were developed. The themes were then used in the discussion as stated in chapter four under factor analysis.

3.12.1 Procedure of Quantitative Data Analysis

After data organization, the researcher will embark on data analysis. At this stage, three forms of analyses will be performed. The three types of data analysis to be performed will be: descriptive analysis, Inferential analysis and factor analysis.

3.12.1.1 Descriptive data analysis

The descriptive analysis will be conducted in such a manner that two outputs will be produced, namely: tables of percentages and charts (figures) constituting percentages. These will be done in order that comparisons will be easily done on responses. Response percentage comparisons have been projected to be very important for this research. The statistical package to be used for this analysis will be programmed to perform these analyses.

3.12.1.2 Inferential analysis

There is dire need for this study to determine the existence of associations between any two selected pairs of variables where, one will be treated as the independent variable while

the other will be treated as the dependent variable. Understanding the existence of such relationships between pairs of variables has been earmarked for this study. The whole organization will culminate in creation of two hypotheses; the null hypothesis which will declare nonexistence of any relationship and an alternative, which, on the other hand, will argue to the contrary. Under this analysis, there will be room for a conclusion. The researcher will construct the hypotheses and a level of significance.

3.12.1.3 Factor analysis

One of the objectives of this research is to determine statistical factors that drive this study. This necessitates the use of factor analysis to achieve this goal. It is projected to perform exploratory factor analysis. The selected statistical package (SPSS) has the facilities to execute such analysis. Under this analysis, a complete construction of factors will be done. Other analyses will be: indicator means and corresponding standard deviations, communalities, total variance explained, scree plot, rotated component matrix and component plot in rotated space.

3.13 VALIDITY, RELIABILITY, CREDIBILITY AND TRANSFERABILITY

3.13.1 Validity and reliability

The validity and reliability of a research study involves issues of accuracy and relevance of procedures used for the information collected for the study. According to Gray (2004), validity of an instrument refers to the extent to which the instrument measures what it is intended to measure. Any research instrument must therefore cover the research issues both in terms of content and details. Kimberlin and Winterstein (2008) have made it clear that where the research instruments are not valid, it will be difficult to obtain valid results. The researcher used the content validity process to validate the results. Content validity is the degree that measure or covers the given scope of the study (Collis and Hussey, 2009:65).

Reliability, on the other hand, refers to the extent to which a test or a technique provides consistency and accuracy by yielding the same results should the same study be conducted elsewhere using the same methodology. The principles of validity and reliability were

incorporated, in that, a pilot study was conducted by the researcher at other schools in order to check the validity and reliability of the research instrument. Piloting can be used as a process to check for flaws in the research instruments that were to be used (Leedy & Ormrod, 1989). Other rigorous means that the researcher used to validate the accuracy of the data included member checking, triangulating sources of data and peer review of the study.

According to Taherdoost (2016), the most common test used for testing reliability and validity is the Cronbach alpha whose lowest accepted value is 0.70. If one's calculated Cronbach alpha is greater than or equal to 0.70, then the measurement tool(s) is/are defined to be valid and reliable.

3.13.2 Credibility, trustworthiness and transferability

Although research methods should be determined largely by the aims and context of the research, they should also have regard for quality criteria (Brigg, Coleman & Morrison ,2012). This is more so as the authenticity and quality of educational and social research can be judged by the procedures used to address reliability, validity and triangulation. Therefore, when researchers speak of research "validity and reliability" they are actually referring to research that is credible and trustworthy. In order to ensure quality criteria in research that will make it worthwhile, Maree (2010) indicates that it is generally acceptable to engage multiple methods of data collection such as interviews, questionnaires and document analysis. In addition, involving several investigators or peer researchers to assist with the interpretation of the data could enhance trustworthiness. In order to include the multiple methods of data collection in this study, the researcher was of the view that creation of connections with participants and research sites was a in perspective.

Creswell (2007), states that transferability takes into account the degree to which qualitative research results can be transferred and practiced in other contexts and settings. This will be through participation of several participants with the objective of achieving similar teaching and learning outcomes. To ensure transferability in this study, the researcher traced participants' views about the impact of curriculum changes on the academic

performance of Grade 12 Business Studies learners and sought their views regarding the type of challenges and possible solutions.

According to Shenton (2004), dependability demands that the processes within the study are reported in detail, thus enabling a future researcher to repeat the work, but not necessarily to get the same results (Shenton,2004). Such in-depth coverage allows the reader to assess the extent to which proper research practices have been followed. Shenton (2004), argues that, it enables readers of the research report to develop a thorough understanding of the methods and their effectiveness. To address the issue of dependability in this study, the researcher relied on the choice of the selected research design and the procedure of data collection.

The concept of conformability in qualitative research is anchored in the objectivity (Shenton,2004). Steps must be taken to ensure that the research findings are the result of the experiences and the perceptions of participants, rather than the characteristics and preferences of the researcher. To address conformability in this study, different instruments were employed to gather data through proper strategies. Furthermore, the beliefs leading to decisions made and methods adopted were justifiable.

3.14 ETHICAL CONSIDERATIONS

White (2005) points out that ethics generally deals with beliefs about what is right or wrong, proper or improper, good or bad about the researcher's approach to participants in data collection. The researcher considers the following as ethical issues to be addressed.

- **Permission:** Permission was obtained from individuals in authority, thus, Walter Sisulu University, the Department of Education and the principals in order to gain access to sites and the participants. (Annexures 4 and 5);
- **Informed consent:** Informed consent implies giving adequate information on the goal of the investigation and procedures to be followed during the investigation and the possible advantages, disadvantages and dangers, to which respondents may be exposed, as well as assurance about the credibility of the researcher giving.

Participants could withdraw from the investigation at any time of the study if they so wish. (Annexure 6);

- Rights of participants: Assurance was given to the participants that they would be protected from unwarranted physical and mental discomfort, distress, harm, danger or deprivation. White (2005) suggests that respondents in a research project should be allowed to exercise their right to be part of the research or not. This was done. Assurance also had to be given to the teachers that their teaching time will not be interrupted with;
- Confidentiality: Confidentiality indicates the handling of information in a confidential manner (Cohen & Manion, 1989, p. 24). All the information obtained in this study was treated confidentially and will not be divulged to anyone.
The participants were assured that the collection of data from them was for academic purposes only. (annexures 1 and 2);
- Anonymity: The respondents remained anonymous and all information collected during the study was treated as confidential. According to Gibbs (2010, p. 17), researchers must make a personal commitment to confidentiality in order to protect the identity of the people they observe or with whom they interact, even on an informal level.

3.15 DELIMITATION

This study investigated the impact of frequent curriculum change on Business Studies teachers' perception and further sought to establish the effect on the academic performance of Grade 12 Business Studies learners in the Mthatha Educational district of the Eastern Cape Province. The study was therefore delimited to 10 high schools that offered Business Studies and teachers who taught the subject in Mthatha Educational district. The limitation to 10 schools was due to the fact that not all schools teach Business Studies as a subject at Grade 12 and so this choice was rather conditional. Furthermore, the failure of having a sufficient number of schools teaching Business Studies had a direct influence. In addition,

the selected sample size warranted the inclusion of the ten schools stated. It must be understood that a larger sample size would have involved the researcher in spending voluminous amounts of money and it would have required more labour in the form of human resources.

3.16 CONCLUSION

This chapter focused on the research design and methodology followed in undertaking the study, the purpose of which was to determine the impact of curriculum change on the academic performance of Grade 12 Business Studies learners in the Mthatha Educational district of the Eastern Cape Province in South Africa. Inclusive in the description of the research design was the research strategy, population and sampling, data collection and recording techniques, procedures for data analysis and ethical considerations. Mixed-methods were used as the approach in the study. Quantitative data constituted the primary data and the qualitative data comprised secondary data. The next chapter will deal with data presentation, analysis and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the analysis and interpretation of the data. The study used the mixed-method research (MMR) design. Hence, the analysis includes the quantitative data analysis based on closed-ended survey questions and a qualitative analysis based on semi-structured questions. The two approaches are applied under this study. Each analysis was done separately but both results were integrated into the interpretation and also in the discussion chapter.

The interpretation takes into account all the output resulting from the analysis. However, the interpretation was divided into two parts based on the level of analysis. The first one was the descriptive analysis, which was followed by inferential analysis.

4.2 QUANTITATIVE DATA FOR LEARNERS

The biographical data analysis comprised nine variables that described the respondents' profiles, and these are given below. The respondents' bio-data analysis started with the interpretation of a participant's gender and proceeded to other variables, terminating in parents' occupation. The interpretation following includes the proportional allocation of percentages and the corresponding frequencies.

4.2.1 Gender for learners

According to the analysis of the data on the above statement, the majority of the respondents (59.3%) were females. This was followed by 40.7% of the respondents who were males. In many surveys females outnumber males. The researcher explains the percentage gender distribution by the observation he made both from his teaching career and while collecting the research data. The larger number of females in the teaching of Business Studies as compared to their male counterparts in the district of the study was the determinant of the comparison.

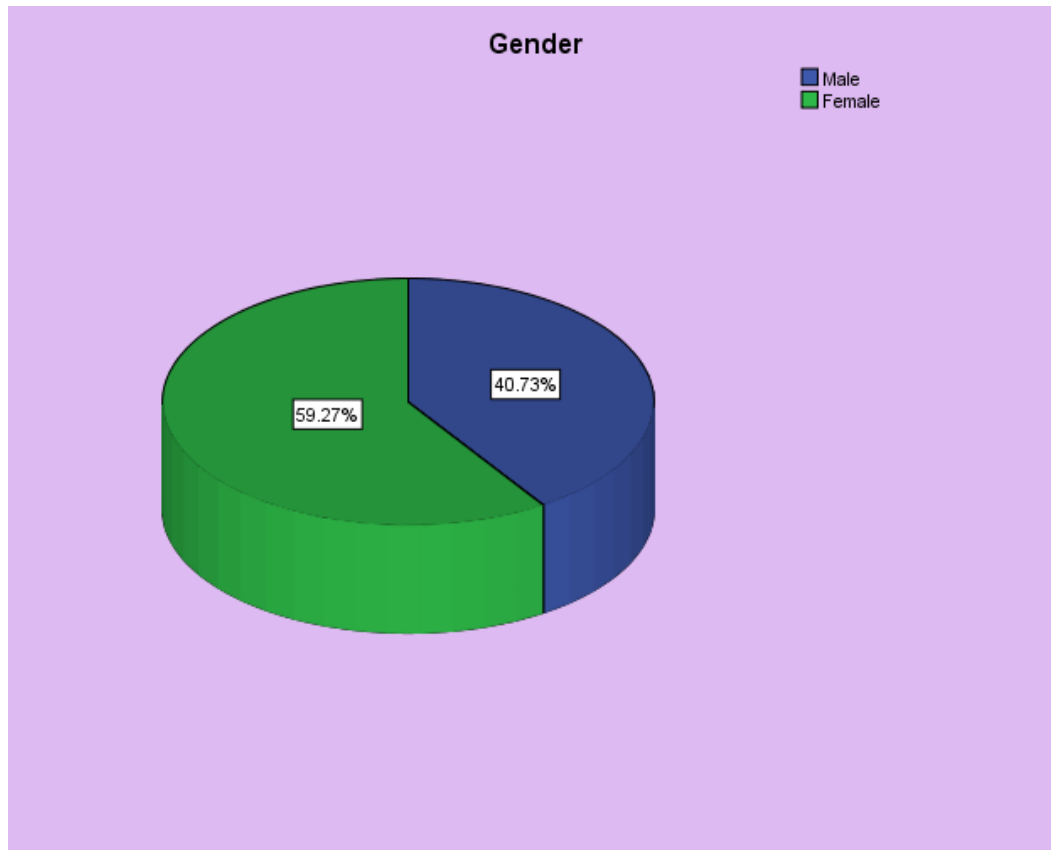


Figure 4.2.1: Percentage Distribution according to Gender

4.2.2 Age of participants

Figure 4.2.2 shows that the majority of the respondents (75%) were aged between 21 years or less. This group was followed by 24.19% who were aged between 22 and 26 years. The researcher merged the first two percentages of the analysis and obtained 99.2%. The analysis revealed that the majority of the teaching staff in the target group were aged 26 years and less.

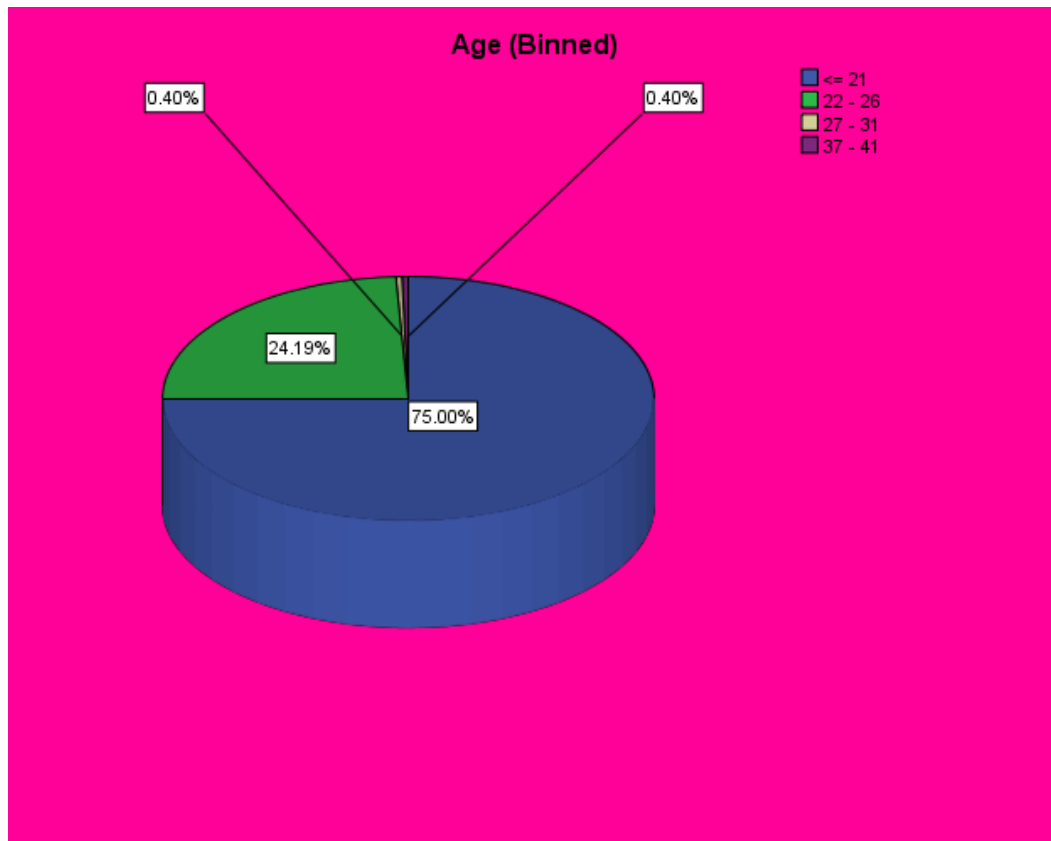


Figure 4.2.2: Percentage Distribution according to Age

4.2.3 Racial group

It is observed from figure 4.3 that the great majority (98.8%) were black respondents. This was followed by 0.8% who were coloured respondents. The least among the respondents (0.4%) were white respondents. The reason for this over-whelming evidence was the well-known fact that the target area where the research was carried out was predominantly black. The research was carried out in the Mthatha area of the Eastern Cape Province which is inhabited by South Africans of the black race. It is the understanding of the researcher that the teaching profession usually draws/employs educators from the community surrounding the school of interest.

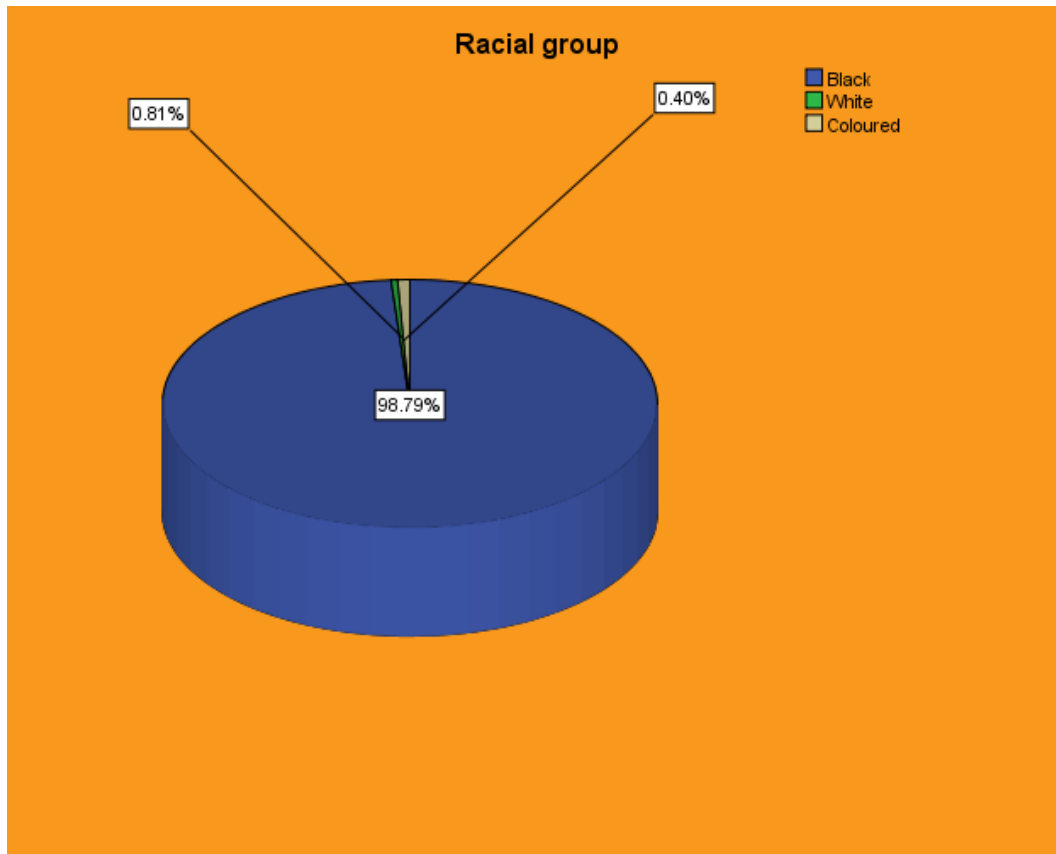


Figure 4.2.3: Percentage Distribution according to Racial group

4.2.4 Learners' Grade

Figure 4.2.3 shows that the majority of the participants (97.2%) belonged to Grade 12. The other Grade (11) contributed a meagre 2.8%. The Grade distribution was a result of the researcher having had the intention of putting more emphasis on the highest Grade learners of those schools which took part in the study. The main reason was that learners in Grade 12 had a more mature approach to research questions included in the questionnaire than those in the lower Grades. In addition, the higher class learners were more easily accessible than their Grade 11 counterparts.

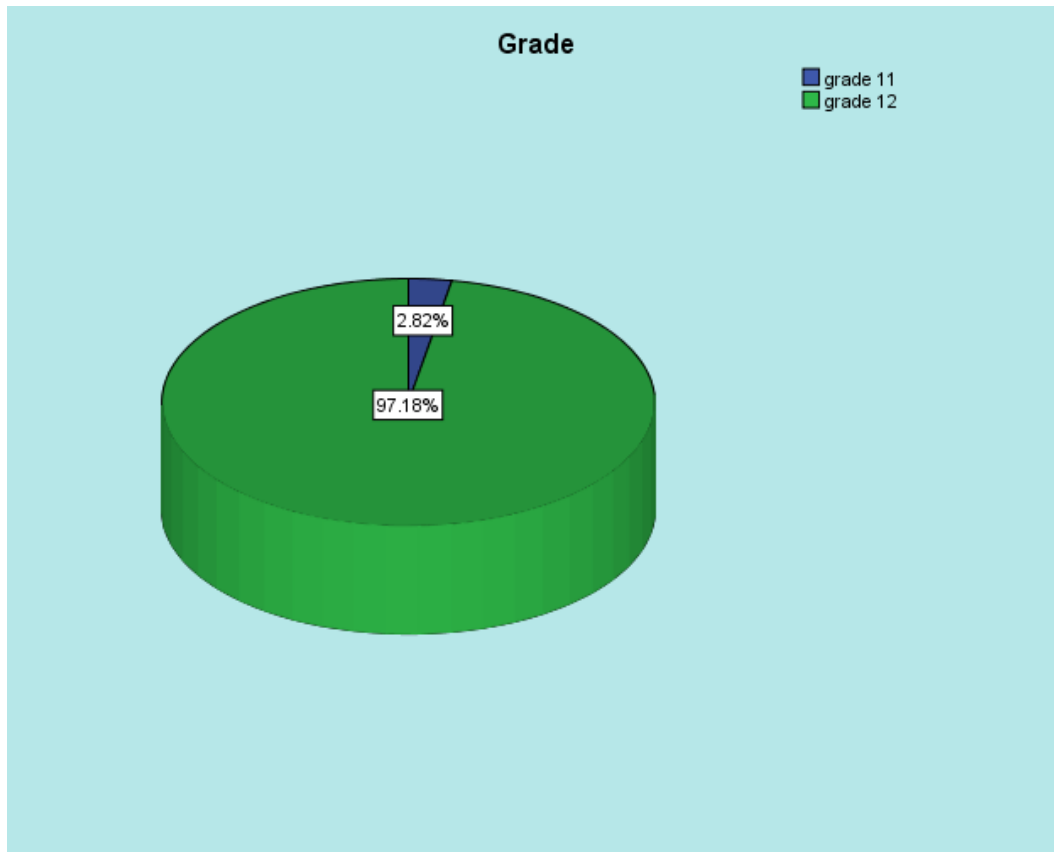


Figure 4.2.4: Percentage Distribution according to Grade

4.2.5 Religion

Figure 4.2.5 shows that the majority of the respondents (76.6%) were Christians. This response percentage was followed by 20.2%, which was formed by those who were traditional believers. The least among the percentages was 1.6% constituted by Muslim respondents and another 1.6% who did not belong to any religious group.

The distribution was quite fair and justifiable since the target area was largely Christian. This is a community which has never had mixed religious groups at a significant level. According to (Schoeman, 2017), 84.2% of those living in the Eastern Cape Province are Christians.

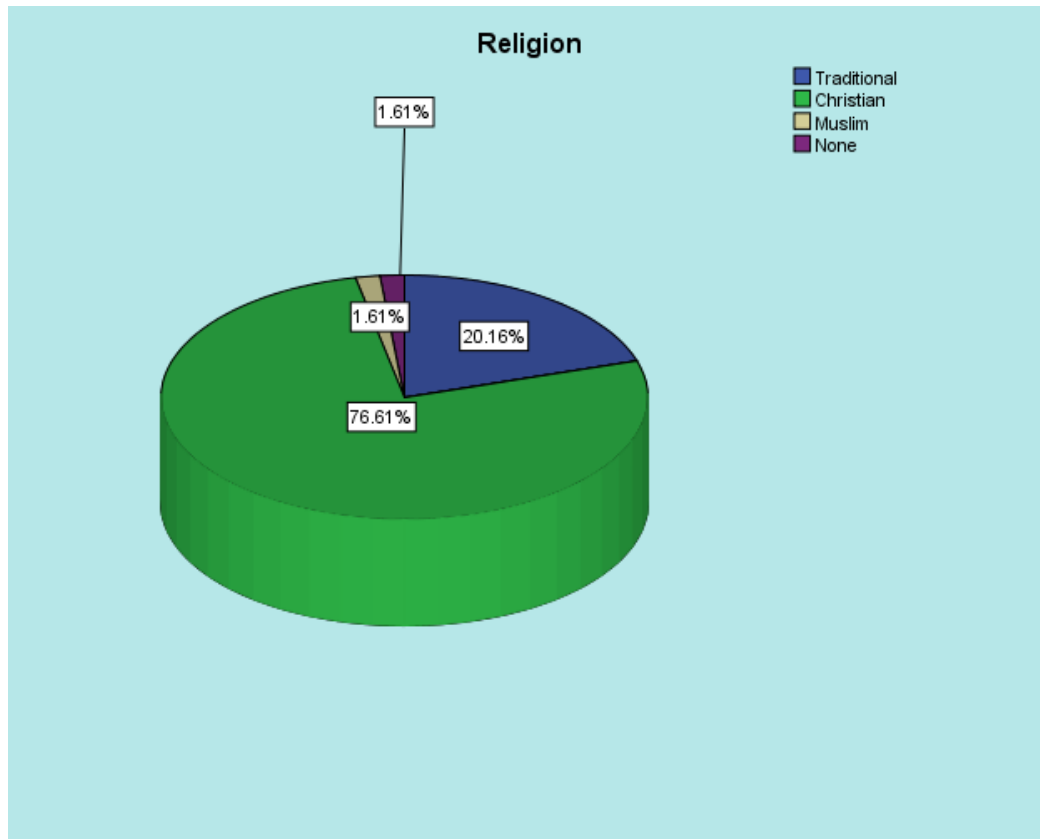


Figure 4.2.5: Percentage Distribution according to Religion

4.2.6 Father's education

Figure 4.2.6 shows that the majority of the participants (32.3%) were those whose fathers' qualification could not be identified. This was followed by 27.8% whose fathers had never been to school. The least among the participants was the group, which formed 6.5%. This applied to the rating learners whose fathers were degree holders. Furthermore, 8.1% was the rating of the learners whose parents were diploma holders.

The researcher decided to collapse percentages, which belonged to those whose fathers had attained Grade twelve (12) and above and obtained a collapsed total of 40%. The researcher wanted to establish the percentage (among those who took part in the study) whose fathers could at least read and write. This, he was convinced, would add value to this academic study. The justification emanates from the understanding that informed parents were in a better position to provide more academic-oriented information to this

study. This research ascertained that of all the learners who took part in the study, 40% had fathers who could communicate in both writing and reading.

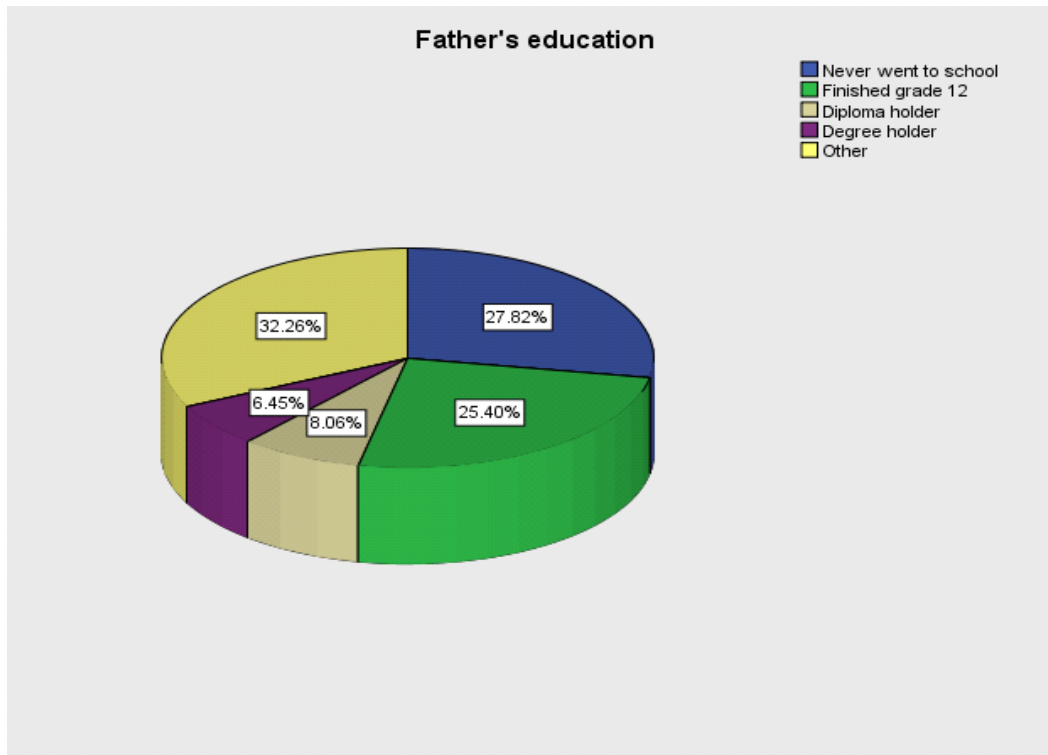


Figure 4.2.6: Percentage distribution of participant's Father's education

4.2.7 Mother's education

The above statement was more or less a continuation of the previous analysis and interpretation. While in the previous statement the researcher was concerned with the interpretation of the statement with regard to respondent's father's level of education, the current analysis concerns itself with the analysis and interpretation of the respondent's mother's educational status.

This statement had five responses. The analysis of the statement revealed that 29% of the mothers had finished Grade 12. This response percentage was followed by 27.4% of the respondents whose mothers had unidentifiable qualifications. These types of qualifications were simply referred to as "other". The lowest rating among all qualifications under this statement was 5.2% which referred to those whose mothers were diploma holders (See

table 4.1).

An approach similar to that used in the previous statement was effected here where response percentages of attainment of Grade 12 or higher were collapsed. The collapse total yielded 45.5%. The researcher established that among all the learners who took part in the study, 45.5% had mothers who were capable of reading and writing properly and could be quite comfortable with average and above average communication.

Table 4.1 shows that collapsing of the two percentages revealed that there were more informed women in the target community than their men counterparts. The response "other" in the statement refers to those participants who were either silent on their mother's education level or did not understand the classification of their mother's educational qualification.

Table 4.2.1: Percentage Distribution according to Mother's education

Education	Frequency	Percent
Never went to school	67	27.0
Finished Grade 12	72	29.0
Diploma holder	13	5.2
Degree holder	28	11.3
Other	68	27.4
Total	248	100.0

4.2.8 Parents' occupation

This statement had four responses created by the researcher. The analysis of the data on this statement showed that the parents of the majority of the participants (53.2%) were not employed. This percentage response was followed by 34.7% of the participant learners whose parents were both employed. The least among the percentages was 5.2%, which was the percentage rating of those learners whose parents were self-employed. The other

response percentage was 6.9% which was the percentage rating of those participants whose parents were pensioners (Table 4.2).

There were a number of observations to be made at this point with regard to the interpretation of the analysis of this statement. The percentage of the learners whose parents were at least above average (one parent had at least a diploma) formed only 14.6%. This additional information was to guide the researcher as to the type of employment that the majority of the parents of the participating learners were engaged in. From the researcher's field notes, he is of the view that the issue pertaining to the qualifications of the majority of the learners' parents, was the case where their parents had simple jobs and, to be more specific, manual contracts. There was, however, a possibility that the 14.6% of the participating learners had well-paying employment.

Another observation was that in view of the analysis of the statement, one could conclude that the target communities were poverty stricken, where (53.2%) of the learner's parent's form of employment was not clearly specified. Clearly the target community needs urgent government intervention for poverty alleviation. Extreme poverty and educational progress have never been positively correlated.

Table 4.2.2: Percentage Distribution according to Parents' occupation

Occupation status	Frequency	Percent
Employed	86	34.7
Not Employed	132	53.2
Self Employed	13	5.2
Pensioner	17	6.9
Total	248	100.0

4.2.9: Influence of Curriculum change on Grade 12 Business Studies

learners' academic performance

Like other subjects which have often presented a problem of a significant magnitude, Business Studies is a subject requiring serious concentration in order that candidates may perform well in examinations. Such efforts include the understanding pertinent subject matter and of course, a meaningful share contribution by the learners concerned. The 50-50 contribution carries the day. This replaces the theory of success depending on the balance of probability.

The analysis of the research data on this statement showed that the majority of the respondents (25.8%) agreed with the statement. This was followed by 24.2% who strongly agreed. The lowest response percentage was 14.1% which was the rating of those who just disagreed.

The researcher chose to create three new classes of responses, namely, positive agreement, negative agreement and neutrality. This led to the collapsing of the response percentages in line with the newly-created responses. The collapsed positive agreement response aggregated a total of 50%, the collapsed negative response a total of 27.8% whereas the neutral response (not sure) was 22.2%. The collapsing was done to demonstrate the fact that those who were positive about the research statement constituted the majority (50%) as compared to 27.8% who were negative.

In summary, the researcher was convinced that the majority were supportive of the assumption that curriculum change had an influence on the academic performance of at Grade 12 level. See Table 4.3 for the percentage distribution of whether curriculum change has any influence on Grade 12 learners' academic performance.

Table 4.2.3: The extent of curriculum change on Grade 12 learners

	Frequency	Percent
Strongly agree	60	24.2
Agree	64	25.8
Strongly Disagree	34	13.7
Disagree	35	14.1
Not Sure	55	22.2
Total	248	100.0

4.2.10 Learners' views considered on curriculum change

This statement had five responses which were created by the researcher to assess the level of agreement of the statement by those learners who participated in this study. The five responses ranged from "strongly agree" to "not sure". The analysis of the data on this statement showed that the majority of the respondents (37.9%) agreed with the statement. This was followed by 23.4% of the participants who strongly agreed with the statement. The lowest response percentage was 9.3%, which was allocated to those who disagreed. The researcher merged the percentages depending on whether the corresponding response was positive or negative and obtained the following response percentages: positive (61.3), negative (26.6%) and neutral (12.1%). The merger proved that the majority percentage (61.3%) was positive about the statement while 26.6% of participants was opposed to the statement. Figure 4.2.7 contains the percentage distribution of responses to "Views considered about curriculum change".

The analysis on this topic implies the inclusivity of learners' views in the curriculum change process. The 61.3% collapsed rating explains this concept of inclusivity.

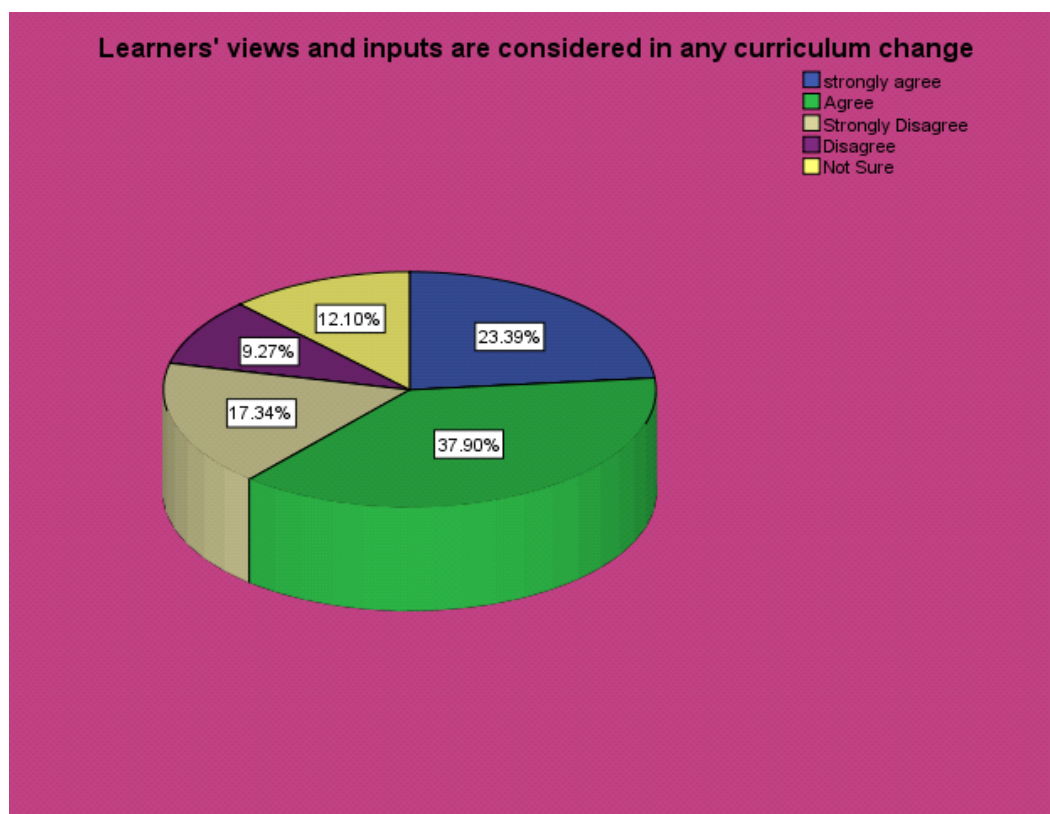


Figure 4.2.7: Learners' views considered on curriculum change

4.2.11 Classroom activities are learner-centered

According to the analysis of the data on the statement, the majority of the respondents who took part in the study 87 (38.7%) agreed with the statement. This was followed by the "Strongly Agree" response which had a rating of 35.1%. The lowest of the response percentages was 4% which was the rating for those who disagreed. The researcher summarized the percentages and obtained: Positive agreement (73.8%) and negative agreement (12.5%). This shows that the majority response (73.8%), was positive. This percentage was overwhelming enough to conclude that the majority agreed with the view that classroom activities were learner-centered. Table 4.12 shows the percentage distribution of responses to learner-centered activities in the classroom.

Table 4.2.4: Classroom activities are learner-centered

	Frequency	Percent
Strongly agree	87	35.1
Agree	96	38.7
Strongly Disagree	21	8.5
Disagree	10	4.0
Not Sure	34	13.7
Total	248	100.0

4.2.12: Teachers use of the new curriculum change

According to the analysis of the data on this statement, the majority of the respondents (33.1%) strongly agreed with the statement. This group of respondents were followed by 31.9% who agreed with the statement. The least response percentage to this statement was (7.3%), that is, those who disagreed. Table 4.5 illustrates the percentages of responses to teachers' use of curriculum change. The analysis output shows that teachers favour curriculum change.

Table 4.2.5: Teachers use of the new curriculum change

	Frequency	Percent
Strongly agree	82	33.1
Agree	79	31.9
Strongly Disagree	18	7.3
Disagree	25	10.1
Not Sure	44	17.7
Total	248	100.0

4.2.13: Adequacy of classrooms and resources

According to the analysis of the data, the majority of the respondents (48%) strongly agreed. This result was followed by 29% of the respondents who agreed with the statement. The lowest percentages (6.9%) was allocated to those who disagreed. Those who strongly agreed and those who agreed with the statement “adequacy of classrooms and resources” were collapsed to (77%). Figure 4.2.8 shows the percentage distribution of the variable. The analysis shows that a new curriculum would lead to introduction of more classrooms and more resources.

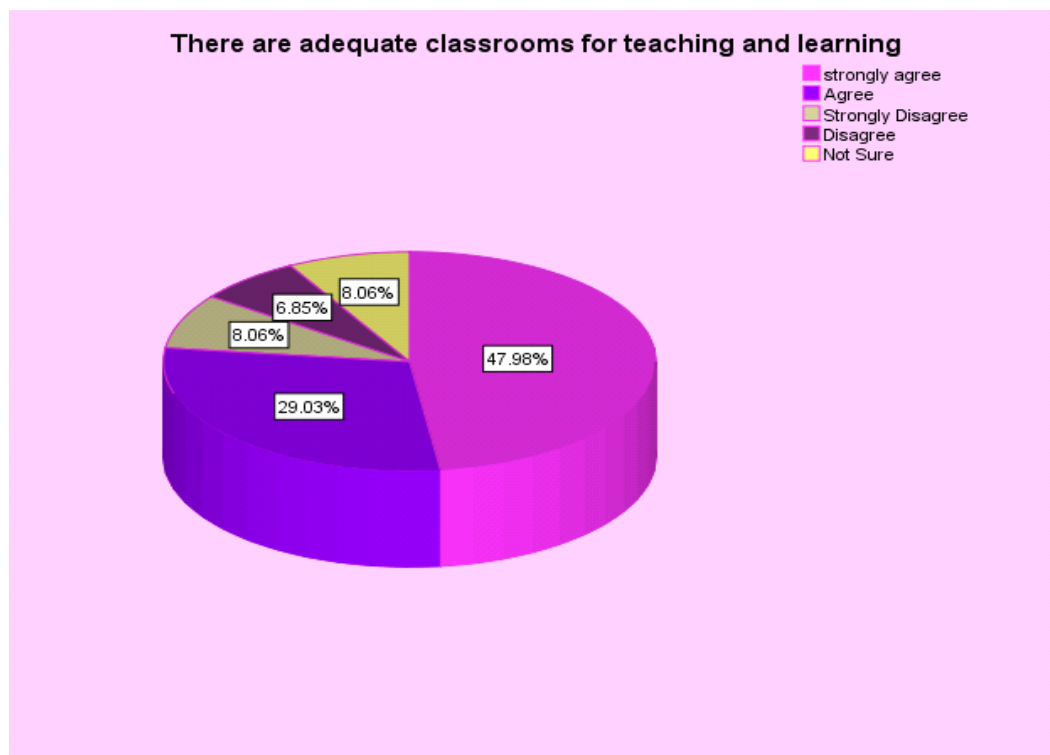


Figure 4.2.8: Adequacy of classrooms for teaching and learning

4.2.14: The impact of curriculum changes on teaching and learning of Business Studies

Those who strongly agreed comprised 29.4% and those who agreed constituted 27.8%. The lowest response percentage to statement 6 above comprised 10.5% who strongly

disagreed with the statement. Similar responses were collapsed where those in agreement totalled 48% whereas, those who were negative to the statement yielded 22.6%. Figure 4.9 shows the various responses regarding the impact of curriculum change on teaching and learning of Business Studies.

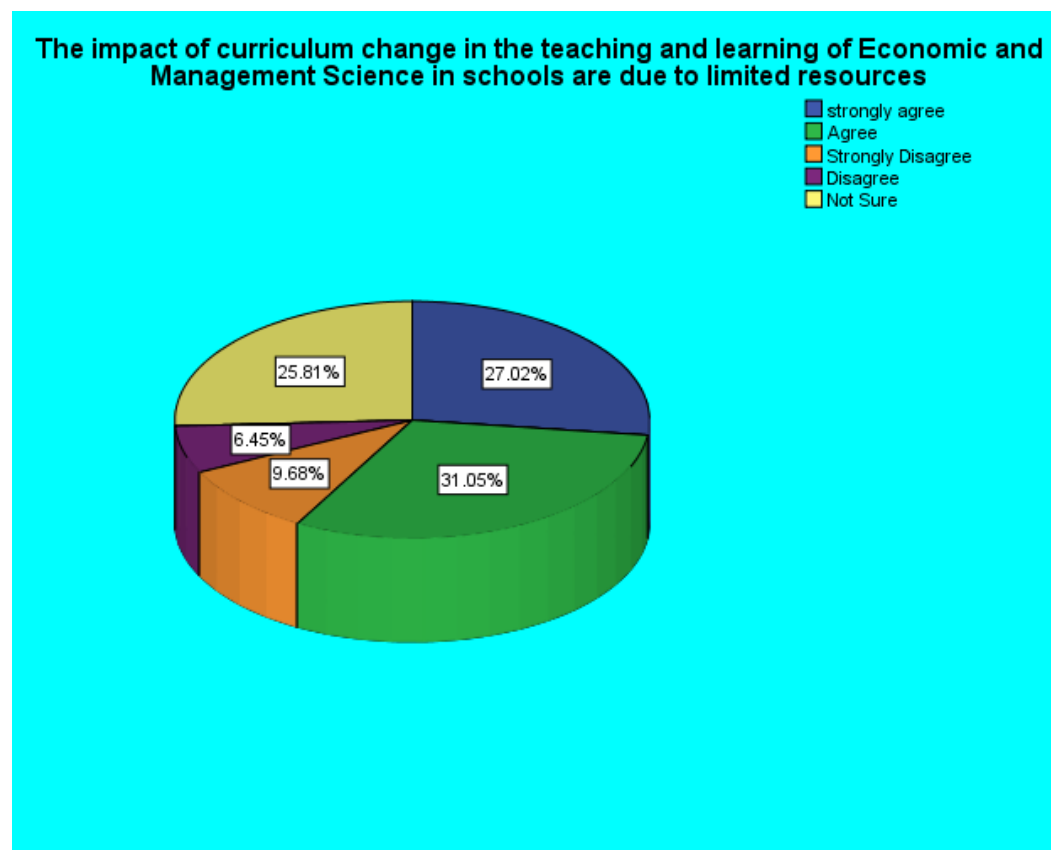


Figure 4.2.9: The impact of curriculum changes on teaching and learning of Business Studies

4.2.15: Challenges to curriculum change in South Africa

The data analysis revealed that the majority of the respondents (30.2%) agreed with statement 7. This was followed by 26.6% comprising those who strongly agreed with the statement. The lowest response percentage was 8.5% which represented those who disagreed. The resulting percentages were instituted by a collapse of percentages of those who agreed and those who strongly agreed with the statement, where those who were positive formed 56.8% as opposed to those who were negative with 18.5%. Figure 4.2.10 indicates the responses to the challenges regarding curriculum change in South Africa. It

can be observed that curriculum change has impacted poorly on teaching and learning. The analysis indicates that a small percentage of 30% were of the view that there were challenges in view of a new curriculum change.

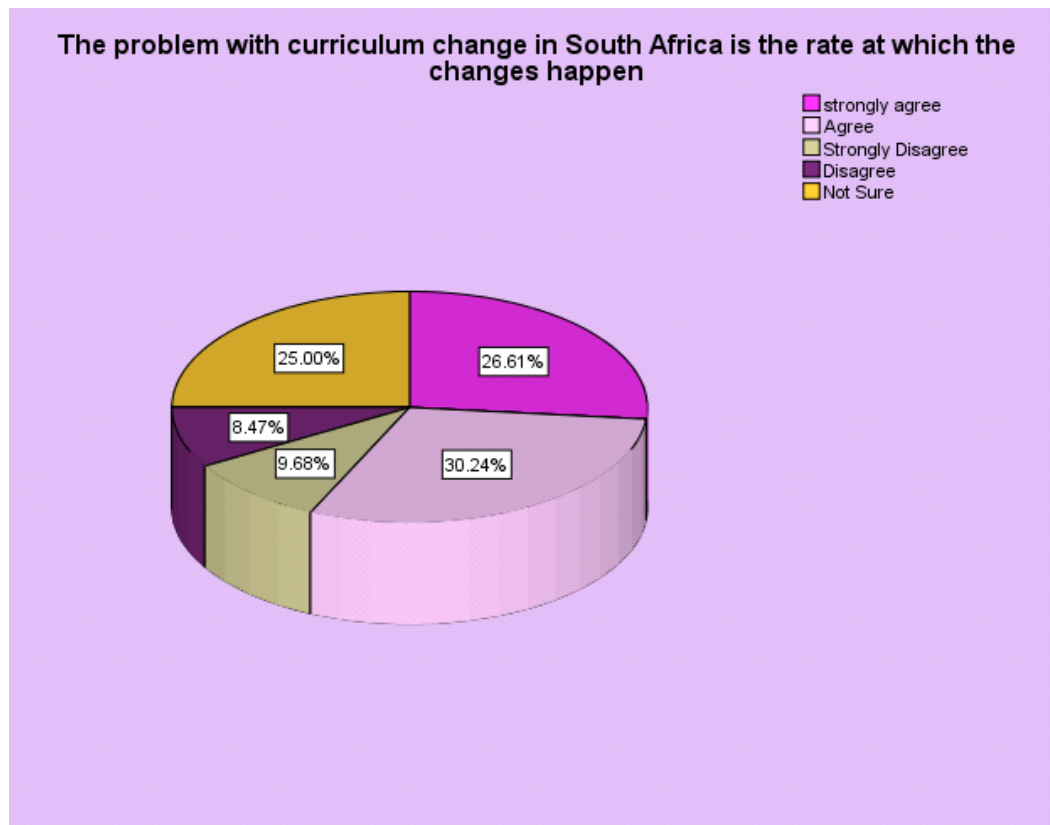


Figure 4.2.10: Challenges of curriculum change in South Africa

4.2.16: Lack of resources and curriculum change have an impact on teaching and learning of Business Studies

Table 4.2.6 present the responses to statement 8 showing that the majority of the participants (39.9%) strongly agreed. This response percentage was followed by 23% who agreed. The lowest response percentage was 7.7% who disagreed. Other response percentages can easily be read from the table below. The researcher merged the percentage results and obtained the following: In agreement (62.9%) and in disagreement (17.4%). The merging demonstrates that the majority (62.9%) of the participants both agreed and strongly agreed that lack of resources have a negative impact on teaching and

learning of Business Studies in the target area. The researcher observes that lack of resources has negatively impacted on the teaching and learning of grade 12 business studies.

Table 4.2.6: Lack of resources and its impact on teaching and learning of Business Studies

	Frequency	Percent
Strongly agree	99	39.9
Agree	57	23.0
Strongly Disagree	24	9.7
Disagree	19	7.7
Not Sure	49	19.8
Total	248	100.0

4.2.17: The challenges of curriculum change

Clearly there are challenges which teachers encounter when implementing any curriculum reforms. According to the analysis of the research data on this statement, the majority of the respondents (35.9%) agreed. This was followed by 33.5% who also strongly agreed to the statement. The lowest percentage was 6.5% which comprised those who disagreed. The percentage for those who strongly agreed and those who agreed were merged and 69.4% was obtained. Table 4.2.7 illustrates the analysis. The overall analysis shows through the collapse of 69.4% that curriculum change faces some challenges.

Table 4.2.7: Challenges of curriculum change

	Frequency	Percent
Strongly agree	83	33.5
Agree	89	35.9
Strongly Disagree	20	8.1
Disagree	16	6.5
Not Sure	40	16.1
Total	248	100.0

4.2.18: The impact of curriculum changes on the teaching and learning of Business Studies

The impact of curriculum changes on the teaching and learning of Business Studies cannot be over-emphasized. According to the analysis of the data on the relevant statement, the majority of the participants (31%) agreed with the statement. This was followed by 27% who also strongly agreed with the statement. The lowest among the response percentages (6.5%) was allocated to those who disagreed. Other response percentages can be read from the table and chart below. The response percentage distribution means that curriculum change has some impact on the teaching and learning of Business Studies in the Mthatha Education District.

Table 4.2.8: The impact of curriculum changes on the teaching and learning of Business Studies

	Frequency	Percent
Strongly agree	67	27.0
Agree	77	31.0
Strongly Disagree	24	9.7
Disagree	16	6.5
Not Sure	64	25.8
Total	248	100.0

4.2.19: Availability of Classroom teaching and learning facilities

Figure 4.2.11 shows that the statement produced results which showed that the majority of the respondents (30.2%) strongly disagreed. This was followed by 27.8% comprising those respondents who were sure of what they termed to be the correct response. The smallest response percentage was 10.9% which was allocated to the strongly-agree group.

The researcher collapsed two response percentages (disagree and strongly disagree) and obtained a rating of 45.9%. The collapsing was done to show that in fact the majority were those who either strongly disagreed or disagreed. Other additional information is obtainable from the above analysis and interpretation. This analysis demonstrates the existence of a serious problem of lack of sufficient classes for teaching and learning of Business Studies in the target district.

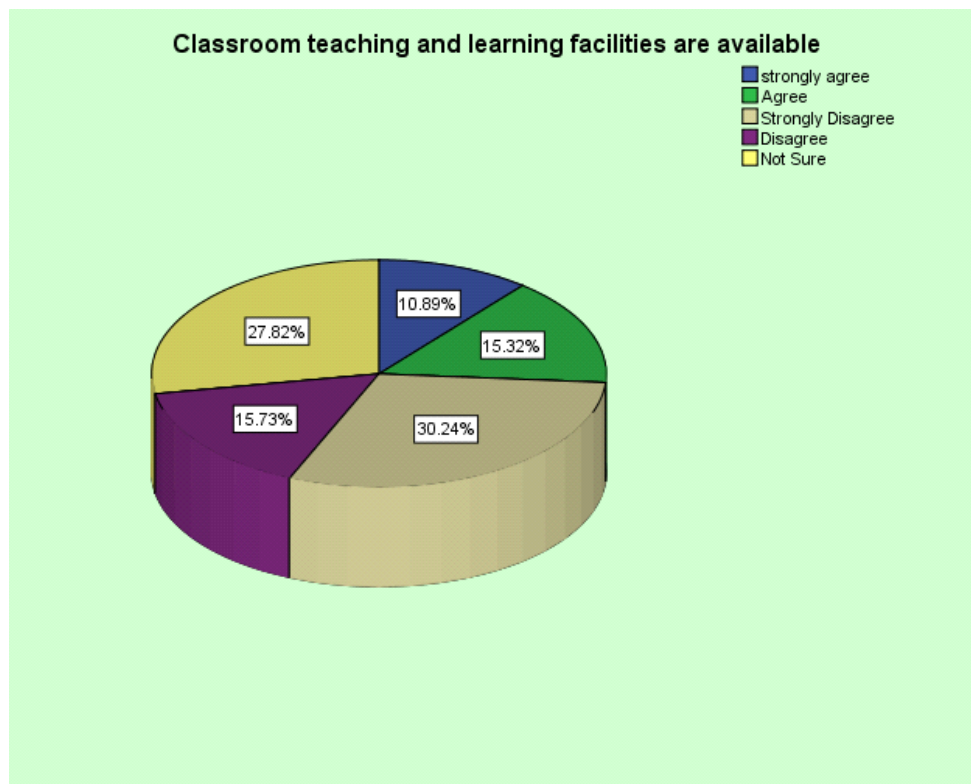


Figure 4.2.11: Availability of classroom teaching and learning facilities

4.2.20: Business Studies teachers' attitudes towards curriculum change

Figure 4.2.12 shows two responses each of 29%. The two responses were strongly agree and agree. The collapsing resulted in a total of 58%. This was followed by 25.8% who were not sure and decided to be noncommittal. The lowest of the response percentages was 6.5%, which comprised the disagree group. The majority showed that they were positive in that they agree with the statement. In brief, the statement implied that the Business Studies teachers supported the research objective of the benefits of curriculum change. This research has established significant support through teachers' positive attitudes towards curriculum change.

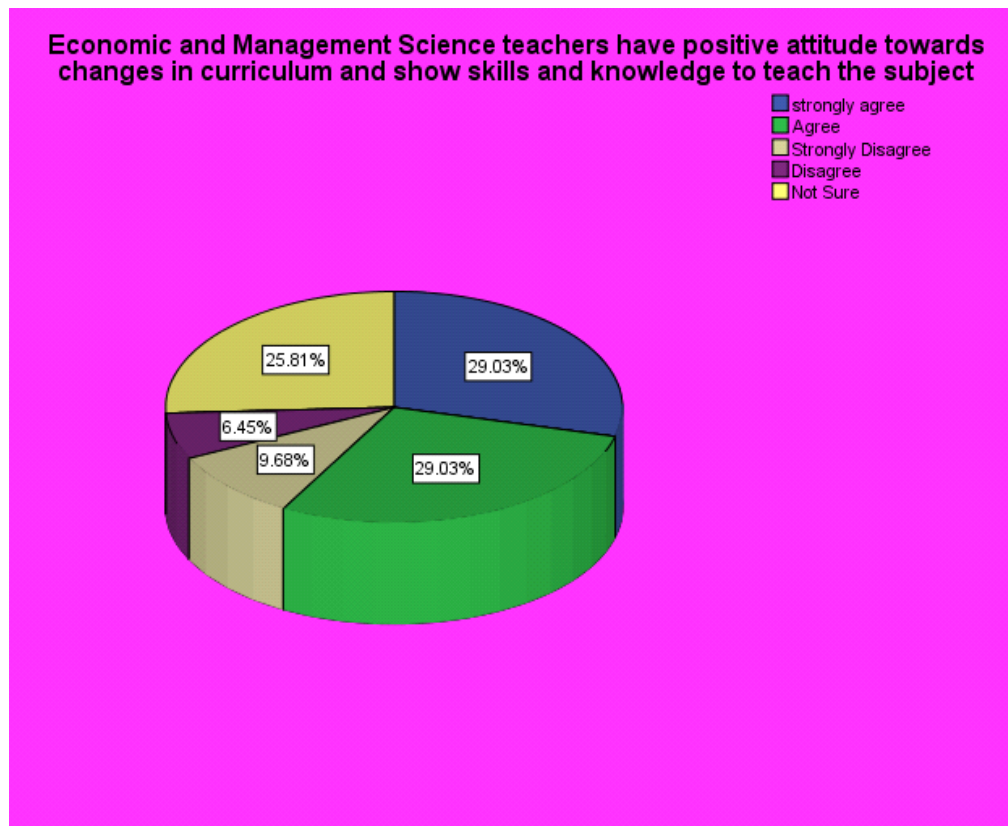


Figure 4.2.12: Response percentages regarding teachers' attitudes towards curriculum change.

4.3 INFERENTIAL ANALYSIS

4.3.1 Introduction

This section of data analysis and interpretation will concern itself with the determination of the existence of an association between any two selected variables (statements). In very simple language, it will deal with bivariate data analysis. One of the variables will be a dependent variable while the other will be the independent variable. The main research objective of this section is to establish the degree of association between the dependent and the independent variables ***(in response to objective number 5 of this research)***. The researcher intends to construct two hypotheses, namely, the null and the alternative hypotheses. The rejection of the null hypothesis will depend on the result of the analysis

for a given pair of variables. The basis of interpretation will be the observed Chi-square statistic or the observed p-value. The observed p-value will be compared to the level of significance (whose value has been fixed across this analysis to be 0.10) and the null hypothesis will be rejected if the observed p-value will be smaller than the level of significance. Rejection of the null hypothesis will be a demonstration of the existence of association between the two variables. The null hypothesis will state a negation of the existence of association. The analysis will be as simple and to the point as possible, bearing in mind the research objectives. The analysis will be carried in the subsections to follow. For every pair of variables, four items must be stated: the hypotheses, the level of significance, the observation, the interpretation and the conclusion from the research perspective.

This analysis conforms to the Statistical Chi-Square Statistics whose formula is given as follows:

$\chi^2_{n-1} = \sum_{i=1}^R \sum_{j=1}^C (\frac{O-E}{E})^2$, which follows the Chi-Square Distribution with n-1 degrees of freedom.

Where:

O are observed frequencies;

E are expected frequencies;

R denotes the number of rows;

C denotes the number of columns and;

χ^2_{n-1} is the Chi-Square Test-Statistic;

The level of significance has been stated to be 0.10.

4.3.2 Inferential Analysis and interpretation

4.3.2.1 Gender versus Curriculum change has an influence on Grade 12 learners'

academic performance

Null hypothesis H_0 : There was no association between Gender and Curriculum change having influence on Grade 12 learners' academic performance.

Alternative hypothesis H_1 : There existed at least some significant association between

Gender and Curriculum change having influence on Grade 12 learners' academic performance.

Level of significance: 0.10

The observed p-value is: 0.000 (See table 4.3.2.1 & figure 4.3.2.1)

Table 4.3.2.1: Chi-Square tests for gender versus curriculum change having an influence on grade 12 business studies learners' academic performance

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	60.596 ^a	4	.000
Likelihood Ratio	63.236	4	.000
Linear-by-Linear Association	47.900	1	.000
N of Valid Cases	248		

Observation: The observed p-value was far smaller than the level of significance.

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

The belief that curriculum change had an influence on Grade 12 learners' academic performance was influenced by gender.

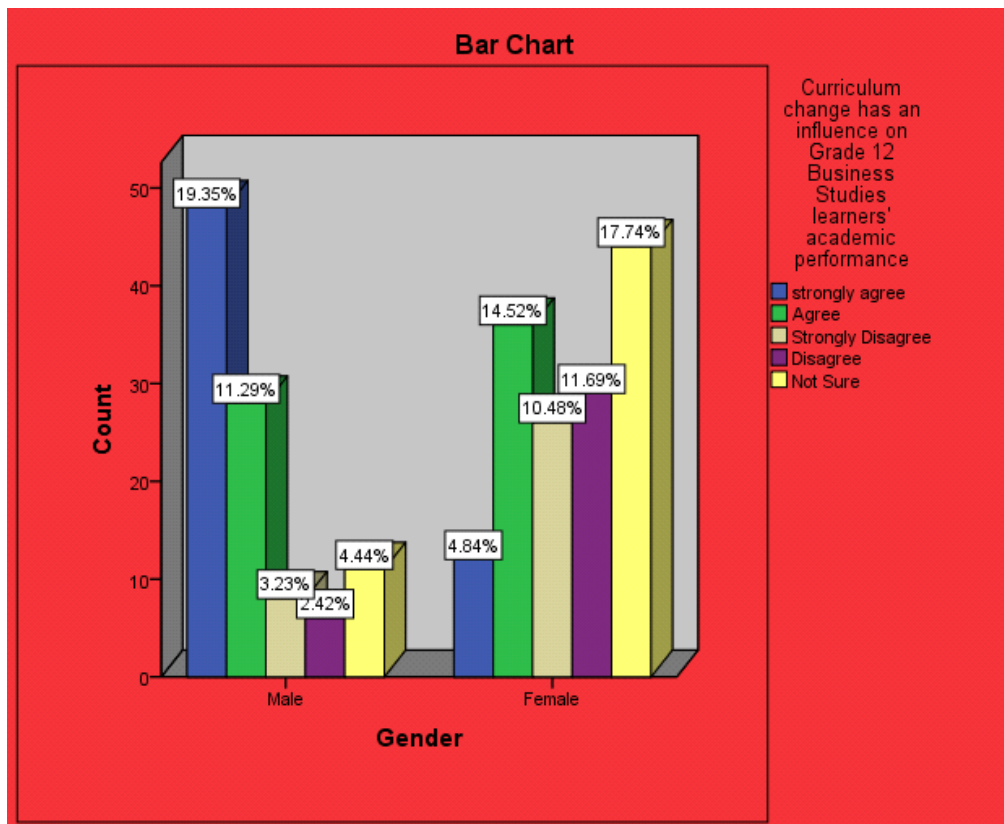


Figure 4.3.2.1: Chi-Square tests for gender versus curriculum change having an influence on Grade 12 learners' academic performance

4.3.2.2 Gender versus Classroom activities are learner-centered

Null hypothesis H_0 : There was no association between Gender and Classroom activities being learner-centered

Alternative hypothesis H_1 : There existed at least some significant association between the two statements

Level of significance: 0.10

The observed p-value is: 0.002

(See table 4.3.2.2 & figure 4.3.2.2)

Table 4.3.2.2: Chi-Square tests for gender versus classroom activities are learner-centred

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.691 ^a	4	.002
Likelihood Ratio	18.713	4	.001
Linear-by-Linear Association	6.717	1	.010
N of Valid Cases	248		

Observation: The observed p-value was far smaller than the level of significance.

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Classroom activities noted for their learner-centeredness were influenced by gender.

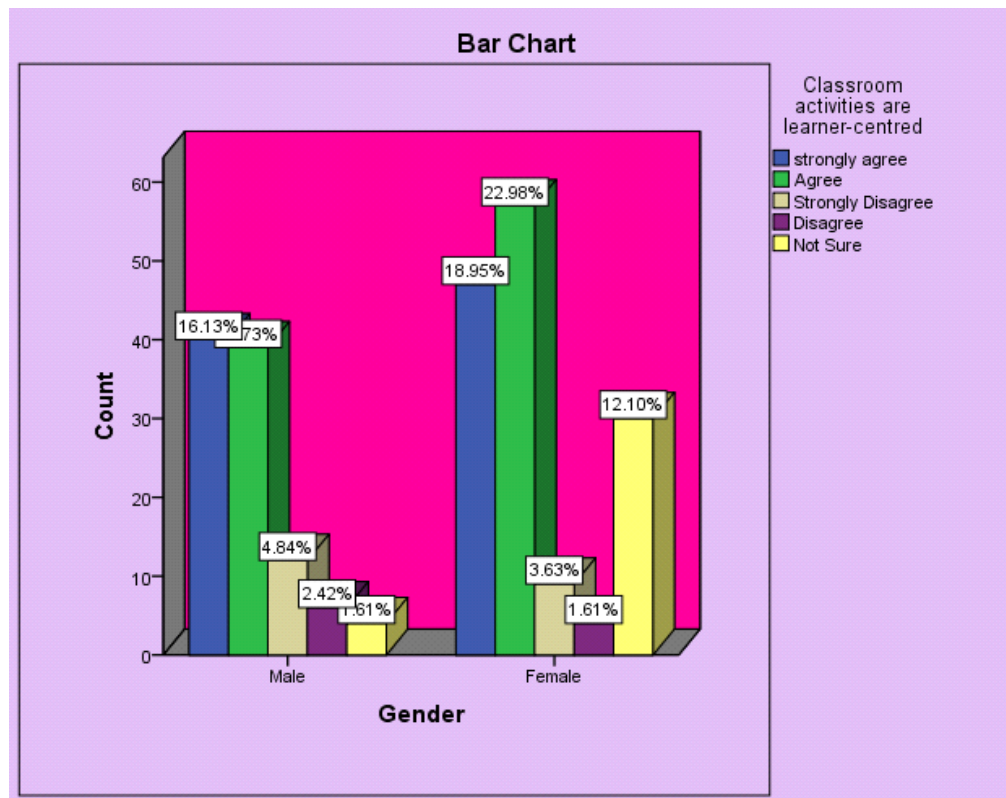


Figure 4.3.2.2: Chi-Square tests for gender versus learner-centeredness of classroom activities

4.3.2.3. Gender versus Learners' views and inputs are considered in any curriculum change

Null hypothesis H_0 : There was no association between Gender versus Learners' views and inputs being considered in any curriculum change

Alternative hypothesis H_1 : There existed at least some significant association between Gender and Learners' views and inputs being considered in any curriculum change.

Level of significance: 0.10

The observed p-value is: 0.014 (See table 4.3.2.3 & figure 4.3.2.3)

Table 4.3.2.3: Chi-Square tests for gender versus consideration of learners' views and inputs for any curriculum change

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.454 ^a	4	.014
Likelihood Ratio	13.047	4	.011
Linear-by-Linear Association	8.167	1	.004
N of Valid Cases	248		

Observation: The observed p-value was far smaller than the level of significance.

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Learners' views and inputs having been considered in any curriculum change were influenced by gender.

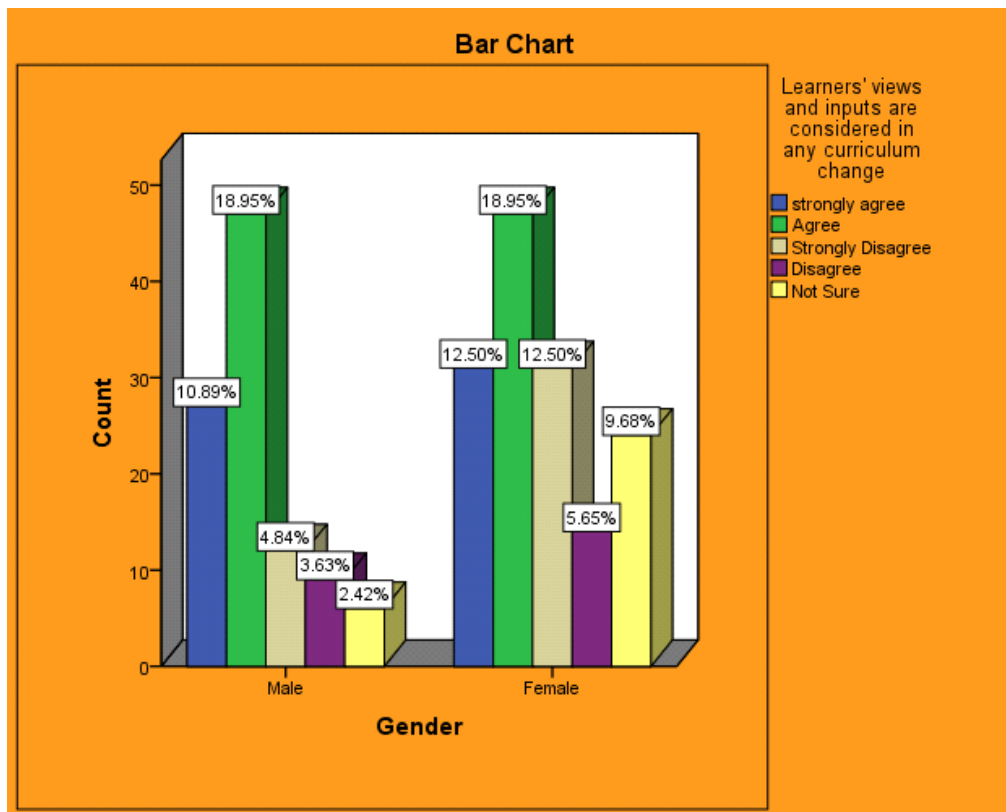


Figure 4.3.2.3: Chi-Square tests for gender versus consideration of learners' views and inputs for any curriculum change

4.3.2.4. Gender versus Teachers use the new curriculum change to engage learners to a high order thinking

Null hypothesis H_0 : There was no association between Gender and Teachers' use of the new curriculum change to engage learners to a high order thinking.

Alternative hypothesis H_1 : There existed at least some significant association between Gender and Teachers' use of the new curriculum change to engage learners to a high order thinking.

Level of significance: 0.10

The observed p-value is: 0.075

(See table 4.3.2.4 & figure 4.3.2.4)

Table 4.3.2.4: Chi-Square tests for Gender versus Teachers use the new curriculum change to engage learners to a high order thinking

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.506 ^a	4	.075
Likelihood Ratio	8.727	4	.068
Linear-by-Linear Association	7.854	1	.005
N of Valid Cases	248		

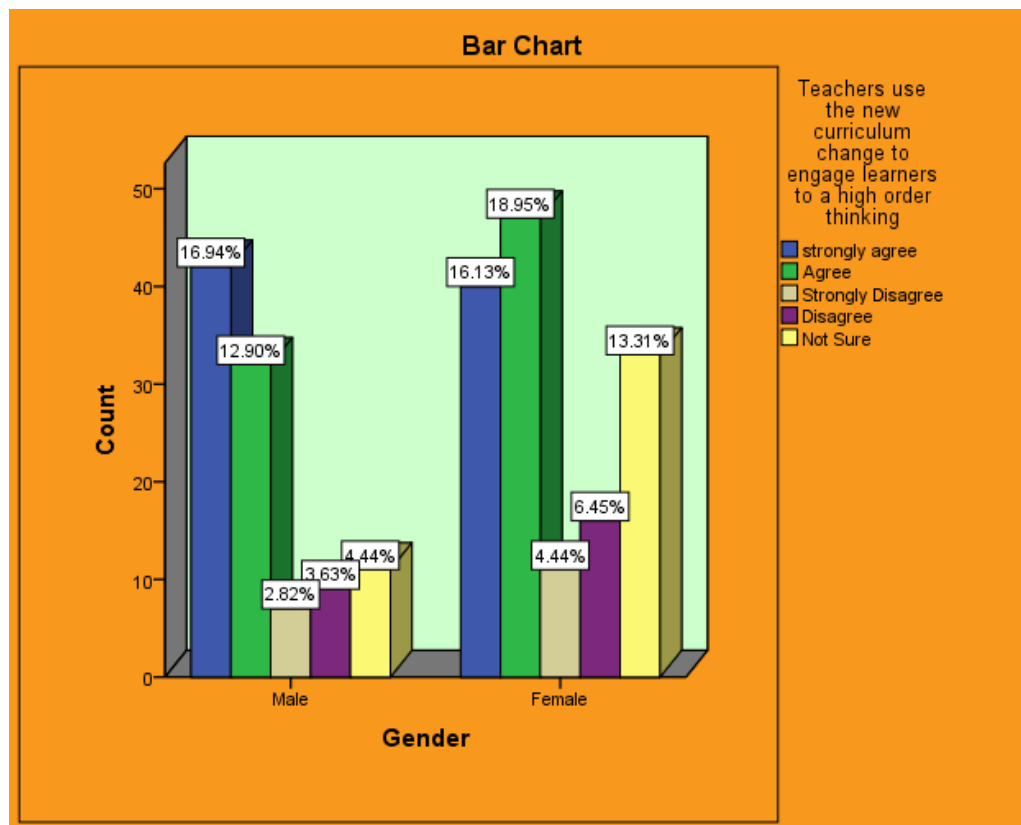


Figure 4.3.2. 4: Gender *versus* Teachers use the new curriculum change to engage learners to a high order thinking

4.3.2.5. Chi-Square tests for Gender versus Curriculum changes affect teaching and learning of Business Studies

Null hypothesis H_0 : There was no association between Gender and Curriculum change

affecting teaching and learning of Business Studies.

Alternative hypothesis H_1 : There existed at least some significant association between Gender and Curriculum change affecting teaching and learning of Business Studies.

Level of significance: 0.10

The observed p-value is: 0.777 (See table 4.3.2.5 & figure 4.3.2.5)

Table 4.3.2.5: Chi-Square tests for Gender versus Curriculum changes affect teaching and learning of Business Studies

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.776 ^a	4	.777
Likelihood Ratio	1.828	4	.767
Linear-by-Linear Association	.108	1	.743
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change affecting teaching and learning of Business Studies was not associated with gender.

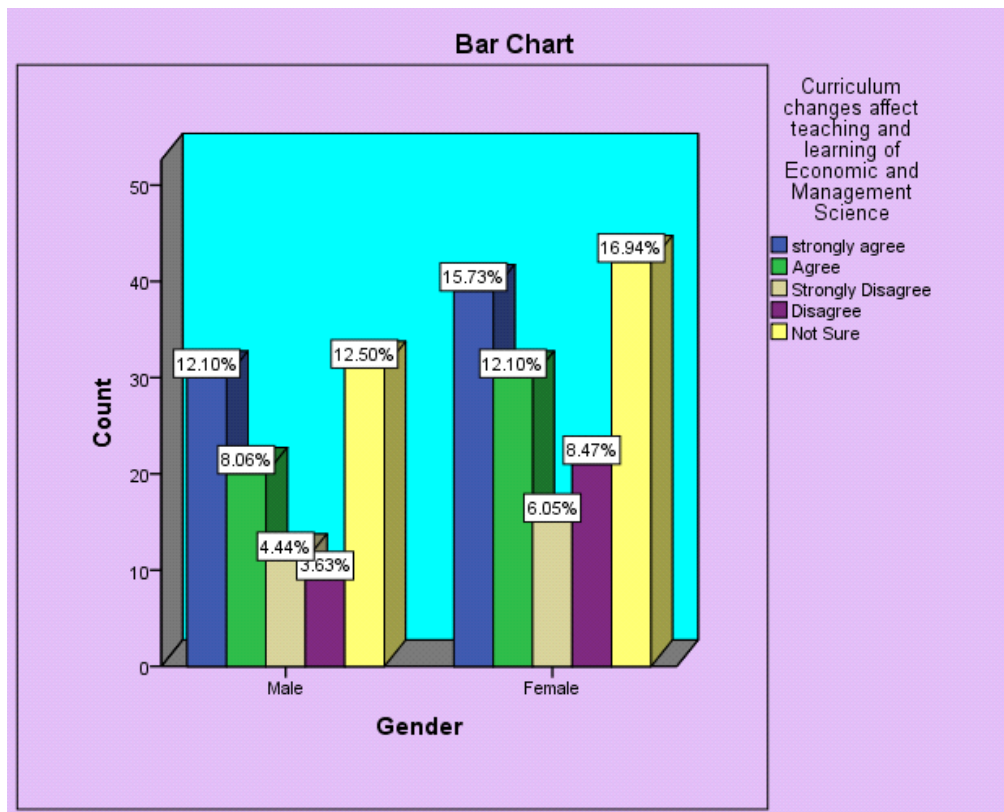


Figure 4.3.2.5: Chi-Square tests for Gender versus Curriculum change affect teaching and learning of Business Studies

4.3.2.6. Gender versus The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods

Null hypothesis H_0 : There was no association between Gender and The challenges of curriculum change as a result of the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods

Alternative hypothesis H_1 : There existed at least some significant association between Gender and The challenges of curriculum change as a result of the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods.

Level of significance: 0.10

The observed p-value was: 0.112 (See table 4.3.2.6)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

The belief that challenges of curriculum change were the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods did not depend on gender.

Table 4.3.2.6: Chi-Square tests for Gender versus The challenges of curriculum change which are the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.489	4	.112
Likelihood Ratio	7.466	4	.113
Linear-by-Linear Association	.063	1	.801
N of Valid Cases	248		

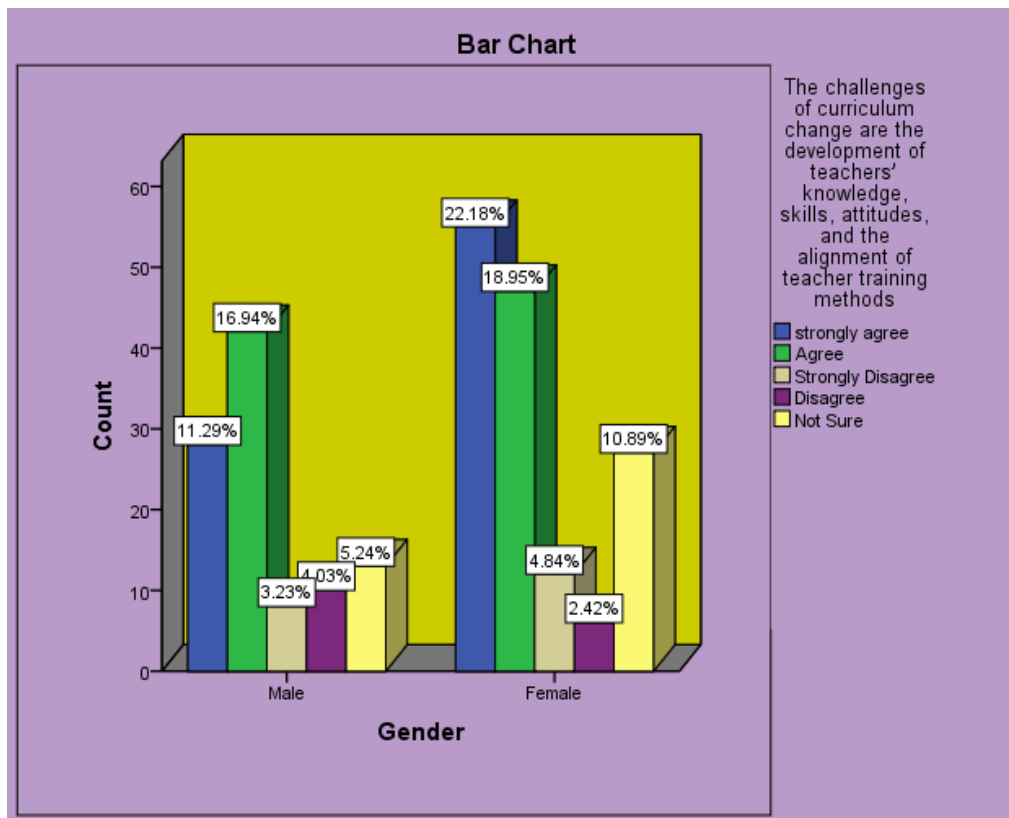


Figure 4.3.2. 6: Chi-Square tests for Gender **versus** The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods

4.3.2.7. Gender versus The impact of curriculum change in the teaching and learning of in schools are due to limited resources

Null hypothesis H_0 : There was no association between Gender and The impact of curriculum change in the teaching and learning of Business Studies in schools resulting from limited resources

Alternative hypothesis H_1 : There existed at least some significant association between Gender and The impact of curriculum change in the teaching and learning of Business Studies in schools resulting from limited resources

Level of significance: 0.10

The observed p-value is: 0.148 (See table 4.3.2.7)

Table 4.3.2.7: Chi-Square tests for Gender versus The impact of curriculum change in the teaching and learning of Business Studies in schools are due to limited resources

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.788 ^a	4	.148
Likelihood Ratio	6.841	4	.145
Linear-by-Linear Association	1.491	1	.222
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

The impact of curriculum change on the teaching and learning of in schools observed to be due to limited resources had no relationship with gender

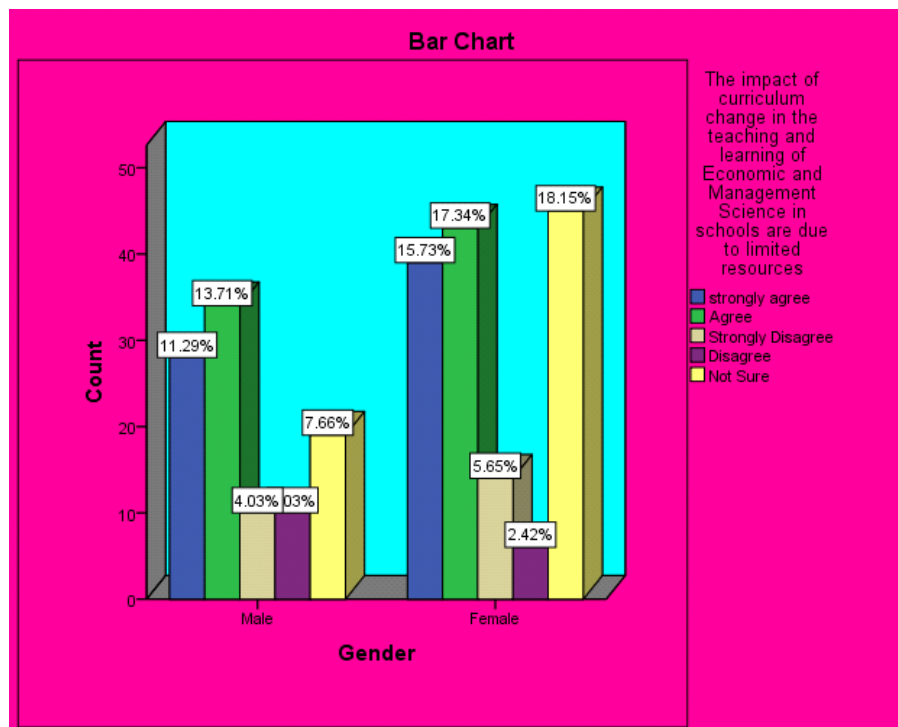


Figure 4.3.2. 7: Chi-Square tests for Gender versus the impact of curriculum change on the teaching and learning in schools resulting from limited resources

4.3.2.8. Gender versus teachers have a positive attitude towards change in curriculum and showing skills and sufficient knowledge to teach the subject

Null hypothesis H_0 : There was no association between Gender and Teachers having a positive attitude towards change in curriculum and showing skills and sufficient knowledge to teach the subject

Alternative hypothesis H_1 : There existed at least some significant association between Gender and Teachers having a positive attitude towards change in curriculum and showing skills and sufficient knowledge to teach the subject

Level of significance: 0.10

The observed p-value is: 0.171 (See table 4.3.2.8 & figure 4.3.2.8)

Table 4.3.2. 8: Chi-Square tests for Gender versus Economic and Management Science teachers have a positive attitude towards changes in curriculum and show skills and knowledge to teach the subject

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.411 ^a	4	.171
Likelihood Ratio	6.505	4	.164
Linear-by-Linear Association	4.451	1	.035
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favor of the alternative hypothesis.

Conclusion:

Teachers have a positive attitude towards change in curriculum and display skills and sufficient knowledge to teach the subject. This was a view shared by all, irrespective of gender.

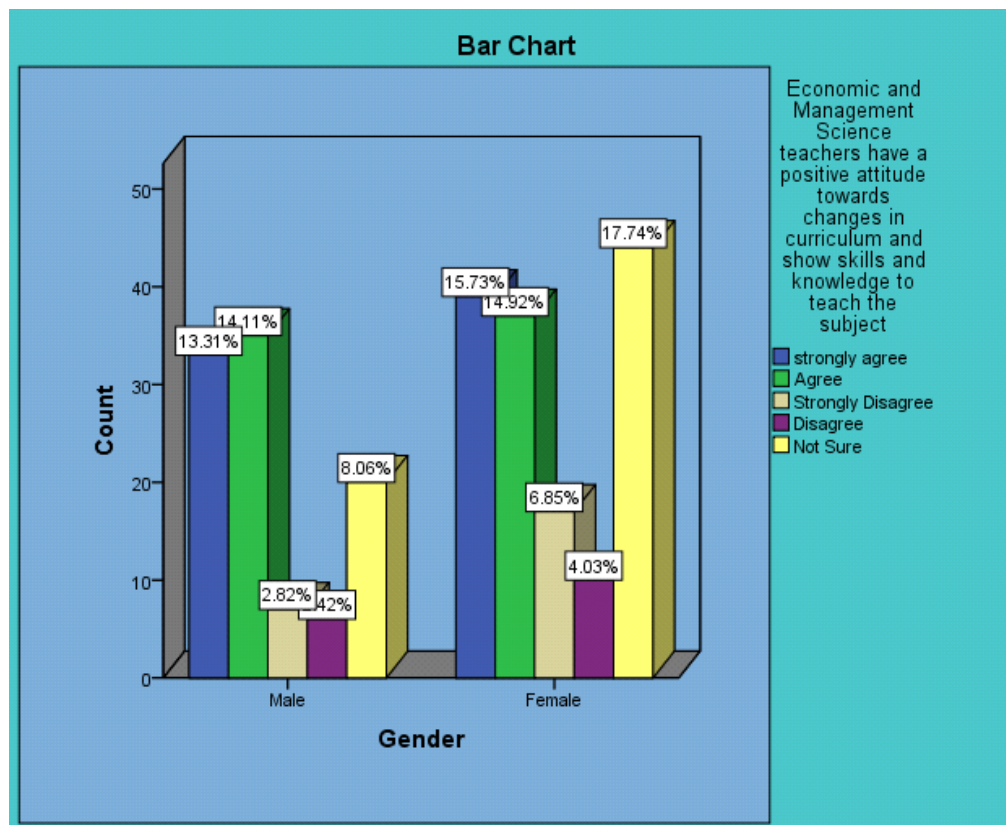


Figure 4.3.2. 8: Chi-Square tests for Gender versus teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject

4.3.2.9. Gender versus Teachers face difficulties when it comes to the implementation the of curriculum

Null hypothesis H_0 : There was no association between Gender and Teachers facing difficulties when it comes to curriculum implementation.

Alternative hypothesis H_1 : There existed at least some significant association between Gender and Teachers facing difficulties when it comes to curriculum implementation.

Level of significance: 0.10

The observed p-value is: 0.896 (See table 4.3.2.9)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Teachers facing difficulties when it comes to the implementation of curriculum did not depend on gender but rather it was a view held across gender levels.

Table 4.3.2.9: Chi-Square tests for Gender versus Teachers are facing difficulties when it comes to the implementation of the curriculum

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.087	4	.896
Likelihood Ratio	1.089	4	.896
Linear-by-Linear Association	1.079	1	.299
N of Valid Cases	248		

4.3.2.10. Grade versus Curriculum change has an influence on Grade 12 learners'

academic performance

Null hypothesis H_0 : There was no association between Grade and Curriculum change having an influence on Grade 12 learners' academic performance.

Alternative hypothesis H_1 : There existed at least some significant association between Grade and Curriculum change having an influence on Grade 12 learners' academic performance.

Level of significance: 0.10

The observed p-value is: 0.012 (refer to figure 4.3.2.9)

Observation: The observed p-value was far smaller than the level of significance

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change have an influence on Grade 12 learners' academic performance and is influenced by the Grade of the learner.

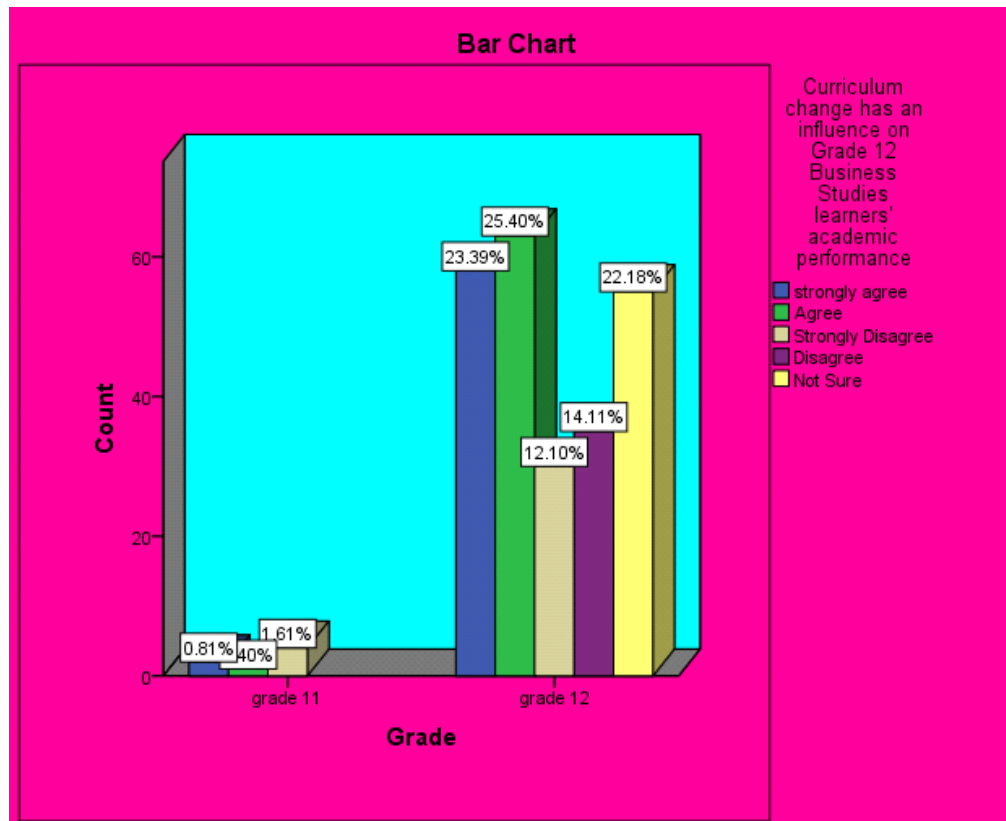


Figure 4.3.2. 9: Chi-Square tests for Grade versus Curriculum change having an influence on Grade 12 learners' academic performance

4.3.2.11. Grade versus Classroom activities are learner-centered

Null hypothesis H_0 : There was no association between Grade and Classroom activities are learner-centered

Alternative hypothesis H_1 : There existed at least some significant association between Grade and Classroom activities are learner-centered.

Level of significance: 0.10

The observed p-value is: 0.543 (See table 4.3.2.10)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Classroom activities are said to be learner-centered. This was a view held by learners from all Grades.

Table 4.3.2. 10: Chi-Square tests for Grade versus Classroom activities being learner-Centered

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.088	4	.543
Likelihood Ratio	2.561	4	.634
Linear-by-Linear Association	.962	1	.327
N of Valid Cases	248		

4.3.2.12. Grade versus Learners' views and inputs are considered in any curriculum change

Null hypothesis H_0 : There was no association between Grade and Learners' views and inputs are considered in any curriculum change

Alternative hypothesis H_1 : There existed at least some significant association between Grade and Learners' views and inputs are considered in any curriculum change

Level of significance: 0.10

The observed p-value is: 0.107 (See table 4.3.2.11 & figure 10)

Table 4.3.2. 11: Chi-Square tests for Grade versus Learners' views and inputs are considered in any curriculum change

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.607 ^a	4	.107
Likelihood Ratio	9.620	4	.047
Linear-by-Linear Association	.524	1	.469
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Learners' views and inputs having been considered in any curriculum change. This was an opinion based on all Grades.

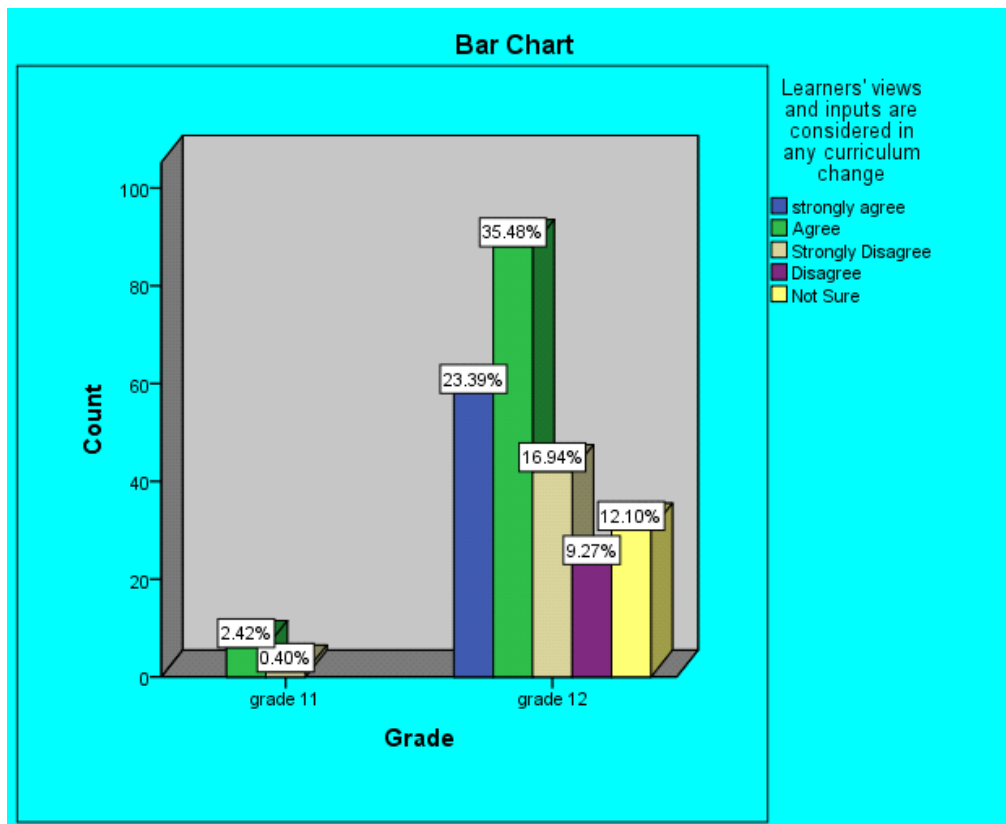


Figure 4.3.2. 10: Chi-Square tests for Grade versus Learners' views and inputs are considered in any curriculum change

4.3.2.13. Grade versus Teachers use the new curriculum change to engage

learners in high-order thinking

Null hypothesis H_0 : There was no association between Grade and Teachers use the new curriculum change to engage learners in high-order thinking

Alternative hypothesis H_1 : There existed at least some significant association between Grade and Teachers use the new curriculum change to engage learners in high-order thinking.

Level of significance: 0.10

The observed p-value is: 0.176 (See table 4.3.2.12)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null

hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Teachers using the new curriculum change to engage learners to a high order thinking did not depend on a given Grade but rather was a view shared by learners from all Grades.

Table 4.3.2. 12: Chi-Square tests for Grade versus Teachers use the new curriculum change to engage learners to higher-order thinking

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.325	4	.176
Likelihood Ratio	5.332	4	.255
Linear-by-Linear Association	.030	1	.862
N of Valid Cases	248		

4.3.2.14. Grade *versus* Curriculum change affect teaching and learning of Business Studies

Null hypothesis H_0 : There was no association between Grade and Curriculum change affect teaching and learning of Business Studies

Alternative hypothesis H_1 : There existed at least some significant association between Grade and Curriculum change affect teaching and learning of Business Studies.

Level of significance: 0.10

The observed p-value is: 0.188 (See table 4.3.2.13)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null

hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change affecting teaching and learning of Business Studies. This was the view expressed by all Graders irrespective of level of Grade.

Table 4.3.2. 13: Chi-Square tests for Grade versus Curriculum change affect teaching and learning of Business Studies

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.151	4	.188
Likelihood Ratio	7.422	4	.115
Linear-by-Linear Association	.397	1	.529
N of Valid Cases	248		

4.3.2.15. Grade versus The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher-training methods

Null hypothesis H_0 : There was no association between Grade and The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher-training methods

Alternative hypothesis H_1 : There existed at least some significant association between Grade and The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher-training methods.

Level of significance: 0.10

The observed p-value is: 0.132 (See table 4.3.2.14)

Table 4.3.2. 14: Chi-Square tests for Grade versus The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.082 ^a	4	.132
Likelihood Ratio	7.281	4	.122
Linear-by-Linear Association	.168	1	.682
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

The statement that challenges of curriculum change were the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods were views held equally by learners from all Grades.

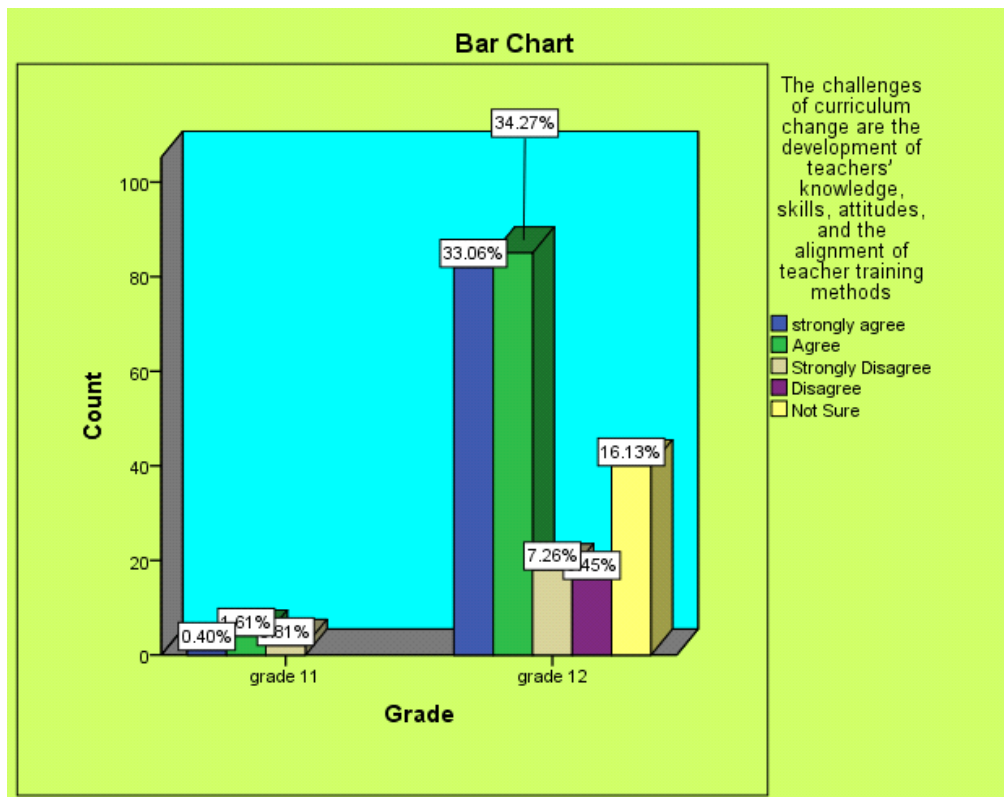


Figure 4.3.2. 11: Chi-Square tests for Grade versus The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods.

4.3.2.16. Grade versus The impact of curriculum change on the teaching and learning of Business Studies is due to limited resources

Null hypothesis H_0 : There was no association between Grade and The impact of curriculum change on the teaching and learning of Business Studies in schools resulting from limited resources.

Alternative hypothesis H_1 : There existed at least some significant association between Grade and The impact of curriculum change on the teaching and learning of Business Studies in schools resulting from limited resources.

Level of significance: 0.10

The observed p-value is: 0.148 (See table 4.3.2.15 & Figure 4.3.2.12)

Table 4.3.2.15: Chi-Square tests for Gender versus The impact of curriculum change in the teaching and learning of Economic and Management Science in schools are due to limited resources

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.788 ^a	4	.148
Likelihood Ratio	6.841	4	.145
Linear-by-Linear Association	1.491	1	.222
N of Valid Cases	248		

Observation: The observed p-value was far smaller than the level of significance

Decision: Since the p-value was larger than the level of significance, the null hypothesis would not be rejected in favour of the alternative hypothesis.

Conclusion:

The impact of curriculum changes in the teaching and learning of in schools resulting from limited resources elicited responses which did not depended on the Grade of the learner responding to the questionnaire. (See the Chi-square table and the two-way figure below):

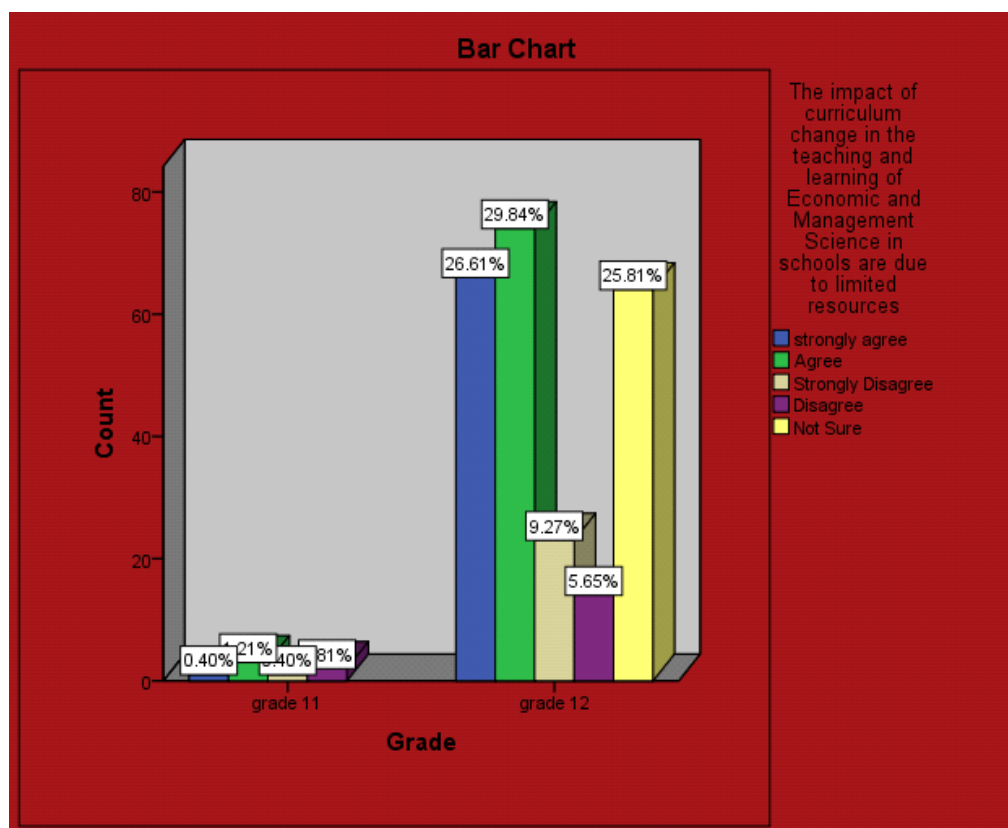


Figure 4.3.2. 12: Chi-Square tests for Grade versus The impact of curriculum change in the teaching and learning of in schools is due to limited resources

4.3.2.17. Grade versus teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject

Null hypothesis H_0 : There was no association between Grade and teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject.

Alternative hypothesis H_1 : There existed at least some significant association between Grade and teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject.

Level of significance: 0.10

The observed p-value is: 0.014 (See table 4.3.2.16 & figure 4.3.2.13)

Table 4.3.2.16: Chi-Square tests for Grade versus Teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.454 ^a	4	.014
Likelihood Ratio	13.047	4	.011
Linear-by-Linear Association	8.167	1	.004
N of Valid Cases	248		

Observation: The observed p-value was far smaller than the level of significance

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Teachers have a positive attitude towards change in curriculum and display skills and sufficient knowledge to teach the subject was a statement supported by different proportions of learners across the Grades. (See the Chi-square table and the two-way figure below):

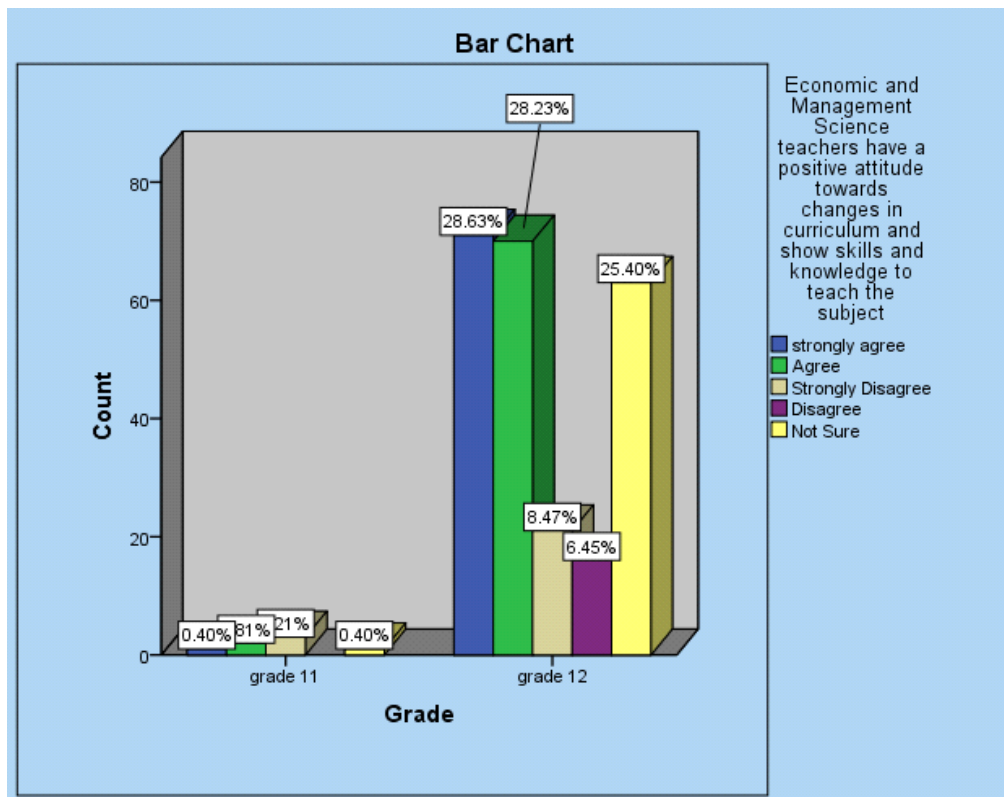


Figure 4.3.2. 13: Chi-Square tests for Grade versus teachers have a positive attitude towards change in curriculum and display sufficient skills and knowledge to teach the subject

4.3.2.18. Grade *versus* Teachers face difficulties when it comes to the implementation of curriculum

Null hypothesis H_0 : There was no association between Grade and Teachers face difficulties when it comes to the implementation of curriculum.

Alternative hypothesis H_1 : There existed at least some significant association between Grade and Teachers face difficulties when it comes to the implementation of curriculum.

Level of significance: 0.10

The observed p-value is 0.013 (See table 4.3.2.17 & figure 4.3.2.14)

Table 4.3.2. 17: Chi-Square tests for Grade versus Teachers face difficulties when it comes to the implementation of curriculum

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.658 ^a	4	.013
Likelihood Ratio	10.262	4	.036
Linear-by-Linear Association	1.574	1	.210
N of Valid Cases	248		

Observation: The observed p-value was far smaller than the level of significance

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Teachers facing difficulties when it came to the implementation of curriculum was strongly associated with the level of the Grade responding to the questionnaire. (See the Chi-square table and the two-way figure below):

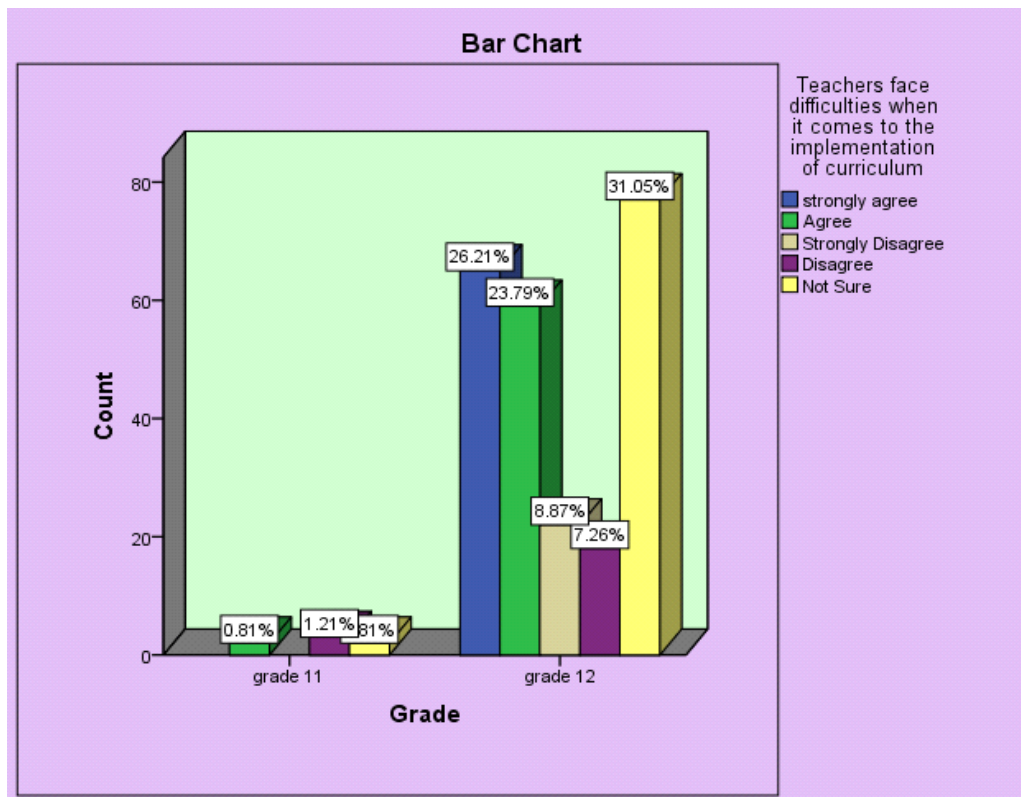


Figure 4.3.2. 14: Chi-Square tests for Grade versus Teachers face difficulties when it comes to the implementation of the curriculum

4.3.2.19. Age groups versus Curriculum change has an influence on Grade 12 learners' academic performance

Null hypothesis H_0 : There was no association between Age groups and Curriculum change having an influence on Grade 12 learners' academic performance.

Alternative hypothesis H_1 : There existed at least some significant association between Age groups and Curriculum change having an influence on Grade 12 learners' academic performance.

Level of significance: 0.10

The observed p-value is: 0.130 (See table 4.3.2.18)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change having an influence on Grade 12 learners' academic performance was a concern expressed by all age groups that participated in the study.

Table 4.3.2. 18: Chi-Square tests for Age groups versus Curriculum change has an influence on Grade 12 learners' academic performance

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.109	4	.130
Likelihood Ratio	7.180	4	.127
Linear-by-Linear Association	3.614	1	.057
N of Valid Cases	248		

4.3.2.20. Age groups versus Classroom activities are learner-centred

Null hypothesis H_0 : There was no association between Age groups and Classroom activities are learner-centred.

Alternative hypothesis H_1 : There existed at least some significant association between Age groups and Classroom activities are learner-centred.

Level of significance: 0.10

The observed p-value is: 0.185 (See table 4.3.2.19 & figure 4.3.2.15)

Table 4.3.2. 19: Chi-Square tests for Age group versus Classroom activities are learner-centred

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.709	4	.185
Likelihood Ratio	7.180	4	.127
Linear-by-Linear Association	3.614	1	.057
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Classroom activities being learner-centered was not associated with any particular age group. All age groups held similar views with regard to learner-centeredness of classroom activities.

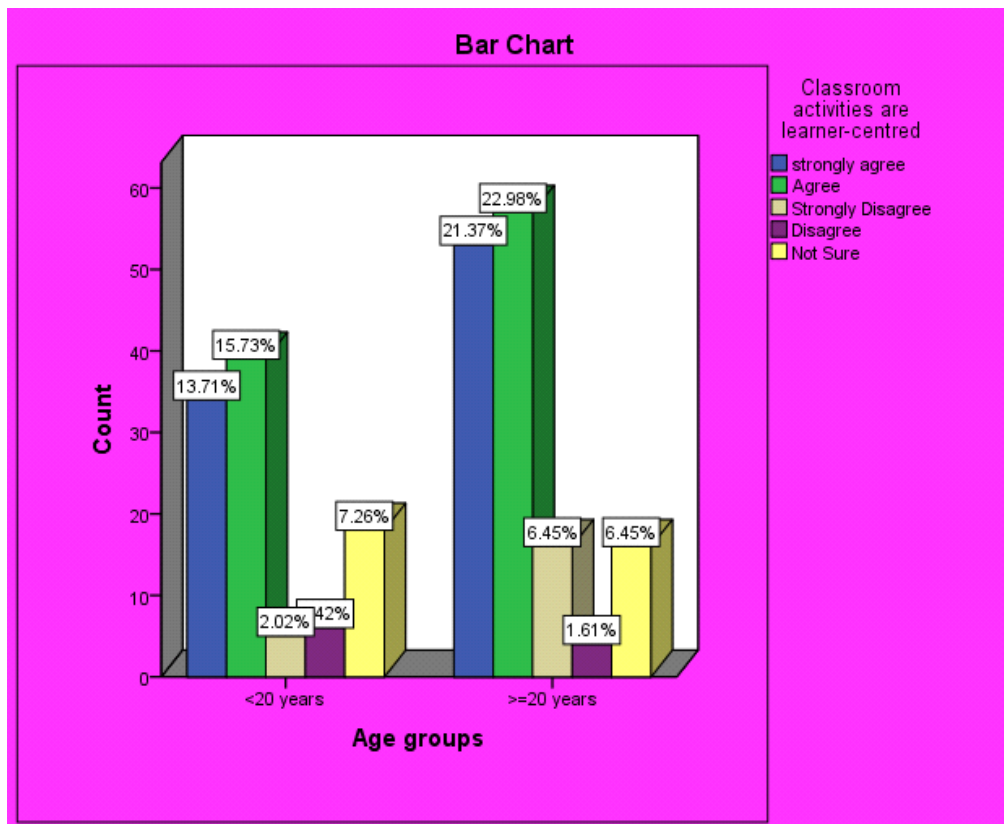


Figure 4.3.2. 15: Chi-Square tests for Age groups versus Classroom activities are learner-centred

4.3.2.21. Age groups versus Learners' views and inputs are considered in any curriculum change

Null hypothesis H_0 : There was no association between Age groups and Learners' views and inputs being considered in any curriculum change.

Alternative hypothesis H_1 : There existed at least some significant association between Age groups and Learners' views and inputs being considered in any curriculum change.

Level of significance: 0.10

The observed p-value is: 0.745 (See table 4.3.2.20 & figure 4.3.2.16)

Table 4.3.2. 20: Chi-Square tests for Age group versus Learners' views and inputs are considered in any curriculum change

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.502 ^a	12	.745
Likelihood Ratio	8.514	12	.744
Linear-by-Linear Association	.173	1	.678
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Consideration of learners' views and inputs in any curriculum change had no specific response to a particular age-group. All participating age groups shared similar views with regard to curriculum change.

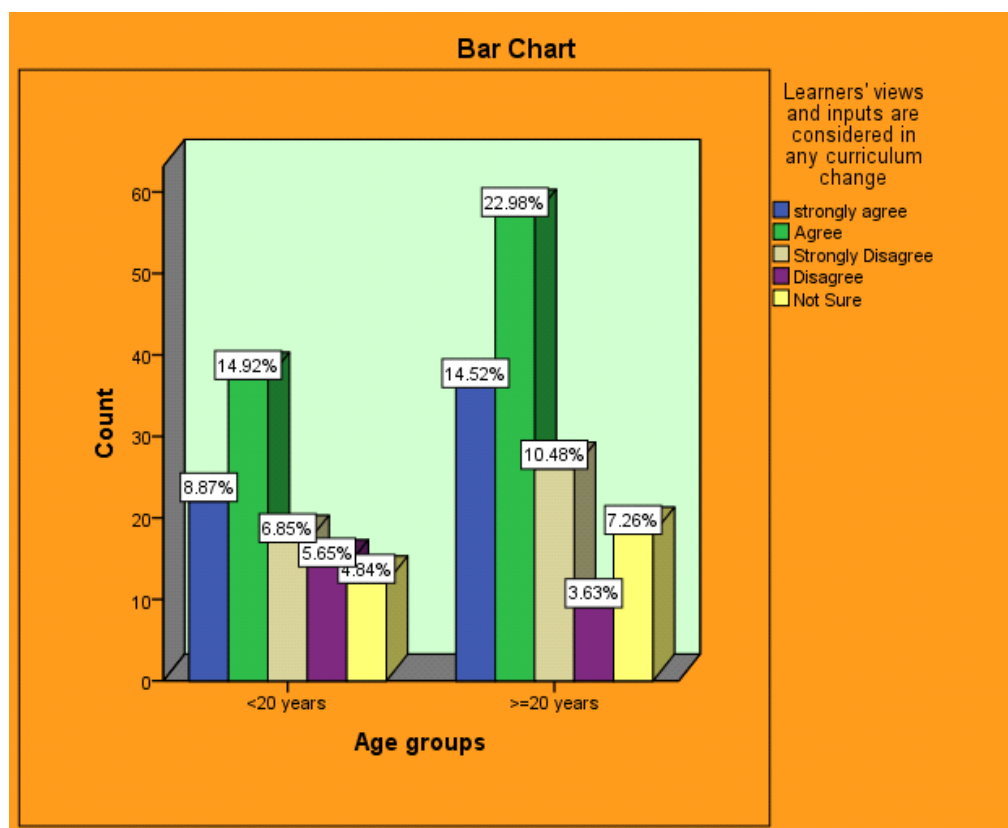


Figure 4.3.2. 16: Chi-Square tests for Age groups versus Learners' views and inputs are considered in any curriculum change

4.3.2.22. Parents' occupation versus Curriculum change has an influence on Grade 12 learners' academic performance

Null hypothesis H_0 : There was no association between Parents' occupation and Curriculum change has an influence on Grade 12 learners' academic performance.

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and Curriculum change having an influence on Grade 12 learners' academic performance.

Level of significance: 0.10

The observed p-value is: 0.019 (See table 4.3.2.21)

Observation: The observed p-value was far smaller than the level of significance

Decision: Since the p-value was smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change having an influence on Grade 12 learners' academic performance was strongly associated with parents' occupation.

Table 4.3.2. 21: Chi-Square tests for Parents' occupation versus Curriculum change has an influence on Grade 12 learners' academic performance

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.299	12	.019
Likelihood Ratio	28.233	12	.005
Linear-by-Linear Association	3.573	1	.059
N of Valid Cases	248		

4.3.2.23. Parents' occupation versus Classroom activities are learner-centered

Null hypothesis H_0 : There was no association between Parents' occupation and Classroom activities are learner-centered.

Alternative hypothesis H_1 : There existed at least some significant association between There was no association between Parents' occupation and Classroom activities are learner-centered.

Level of significance: 0.10

The observed p-value is: 0.849 (See table 4.3.2.22 & figure 4.3.2.17)

Table 4.3.2. 22: Chi-Square Tests for Parents' occupation versus Classroom activities are learner-centred

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.129 ^a	12	.849
Likelihood Ratio	7.578	12	.817
Linear-by-Linear Association	1.654	1	.198
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Classroom activities being learner-centered was not influenced by parents' occupation.

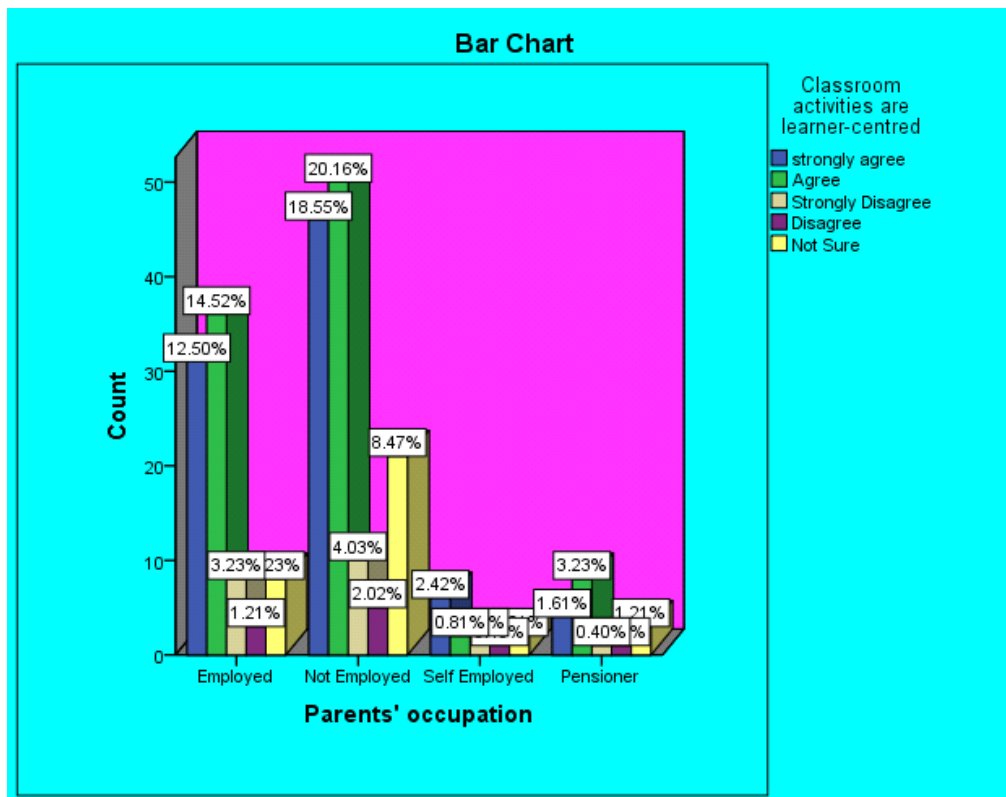


Figure 4.3.2. 17: Chi-Square tests for Parents' occupation versus Classroom activities are learner-centered

4.3.2.24. Parents' occupation versus Learners' views and inputs are considered in any change

Null hypothesis H_0 : There was no association between Parents' occupation and Learners' views and inputs are considered in any curriculum change

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and Learners' views and inputs are considered in any curriculum change.

Level of significance: 0.10

The observed p-value is: 0.859

(See table 4.3.2.23 & figure 4.3.2.18)

Table 4.3.2. 23: Chi-Square tests for Parents' occupation versus Learners' views and inputs are considered in any curriculum change

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.983	12	.859
Likelihood Ratio	8.373	12	.755
Linear-by-Linear Association	.976	1	.323
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Learners' views and inputs being considered in any curriculum change had no association with parents' occupation.

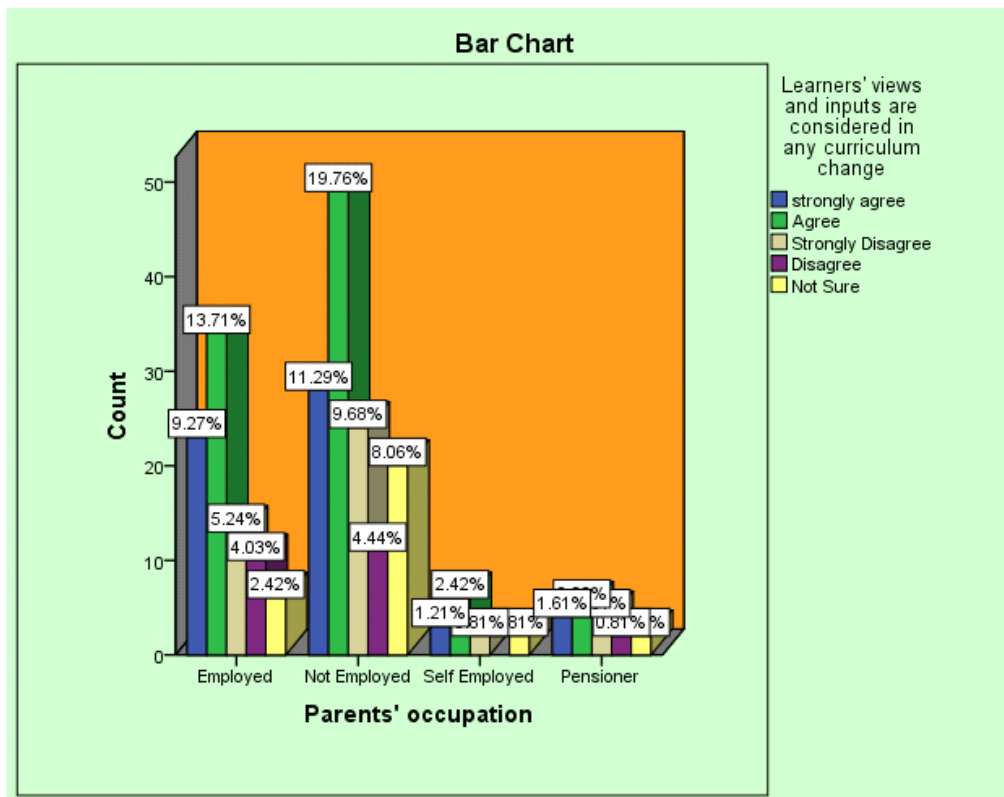


Figure 4.3.2. 18: Chi-Square tests for Parents' occupation versus Learners' views and inputs are considered in any curriculum change

4.3.2.25. Parents' occupation versus Teachers use the new curriculum change to engage learners in higher-order thinking

Null hypothesis H_0 : There was no association between Parents' occupation and Teachers use the new curriculum change to engage learners in higher-order thinking.

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and Teachers use the new curriculum change to engage learners in higher-order thinking.

Level of significance: 0.10

The observed p-value is: 0.318 (See table 4.3.2.24)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Teachers' use of the new curriculum change to engage learners in higher-order thinking was not influenced by parents' occupation.

Table 4.3.2. 24: Chi-Square tests for Parents' occupation versus Teachers use the new curriculum change to engage learners to a high-order thinking

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.728	12	.318
Likelihood Ratio	15.184	12	.232
Linear-by-Linear Association	0.208	1	.648
N of Valid Cases	248		

4.3.2.26. Parents' occupation versus Curriculum change affects teaching and learning of Business Studies

Null hypothesis H_0 : There was no association between Parents' occupation and Curriculum change affects teaching and learning of Business Studies

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and Curriculum change affects teaching and learning of Business Studies

Level of significance: 0.10

The observed p-value is: 0.914 (See table 4.3.2.25)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Curriculum change affecting teaching and learning of were views held generally but not by a specific group.

Table 4.3.2. 25: Chi-Square tests for Parents' occupation versus Curriculum change affect the teaching and learning of Business Studies

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.051	12	.914
Likelihood Ratio	6.155	12	.908
Linear-by-Linear Association	.112	1	.737
N of Valid Cases	248		

4.3.2.27. Parents' occupation versus The challenges of curriculum change being the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods.

Null hypothesis H_0 : There was no association between Parents' occupation and The challenges of curriculum change being the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods.

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and The challenges of curriculum change being the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods.

Level of significance: 0.10

The observed p-value is: 0.137 (See table 4.3.2.26)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

The challenges of curriculum change being the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods were views held by everyone who participated in this study.

Table 4.3.2.26: Chi-Square tests for Parents' occupation versus the challenges of curriculum change is the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.360	12	.137
Likelihood Ratio	18.958	12	.090
Linear-by-Linear Association	3.377	1	.066
N of Valid Cases	248		

4.3.2.28. Parents' occupation versus The adverse impact of curriculum change in the teaching and learning of Business Studies in schools is due to limited resources

Null hypothesis H_0 : There was no association between Parents' occupation and The adverse impact of curriculum changes in the teaching and learning of Business Studies in schools is due to limited resources

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and The adverse impact of curriculum changes in the teaching and learning of Business Studies in schools is due to limited resources.

Level of significance: 0.10

The observed p-value is: 0.787 (See table 4.3.2.27 & figure 4.3.2.19)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

The impact of curriculum changes in the teaching and learning of in schools being due to limited resources was not associated with parents' occupation.

Table 4.3.2. 27: Chi-Square tests for Parents' occupation versus the impact of curriculum change in the teaching and learning of in schools are due to limited resources

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.972	12	.787
Likelihood Ratio	9.219	12	.684
Linear-by-Linear Association	1.081	1	.298
N of Valid Cases	248		

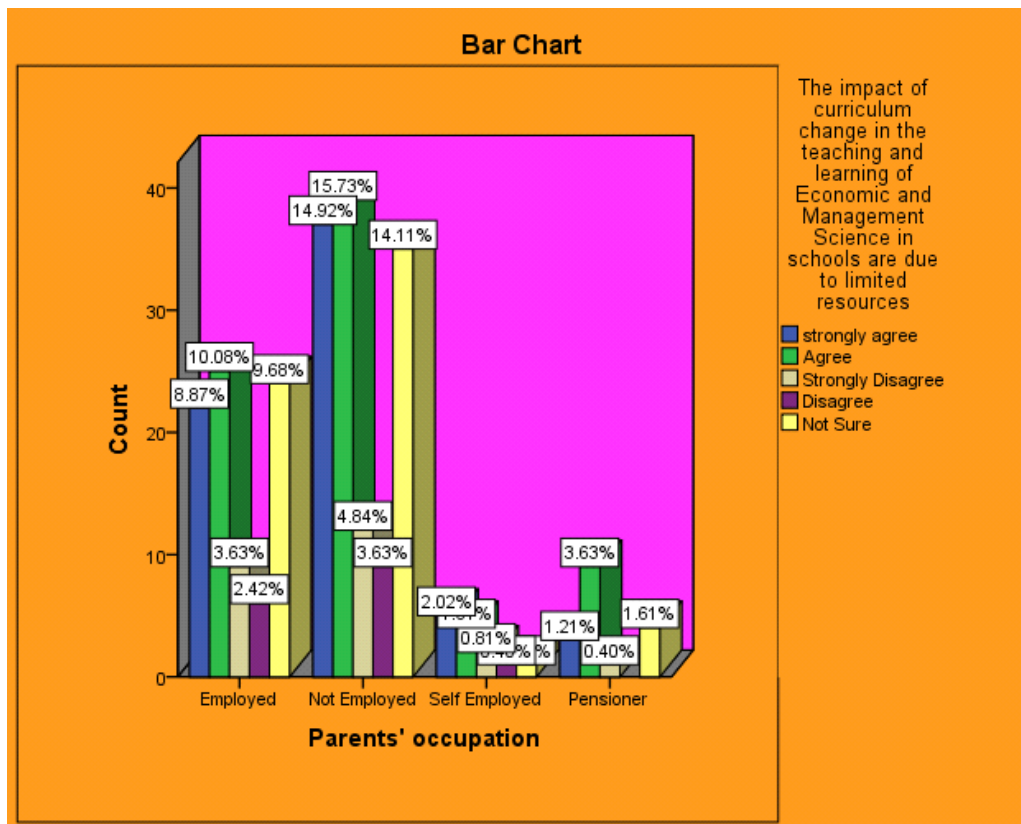


Figure 4.3.2. 19: Chi-Square tests for Parents' occupation versus The impact of curriculum change in the teaching and learning of in schools are due to limited resources

4.3.2.29. Parents' occupation versus teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject

Null hypothesis H_0 : There was no association between Parents' occupation and teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation and teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject.

Level of significance: 0.10

The observed p-value is: 0.000 (See table 4.3.2.28 & figure 4.3.2.20)

Table 4.3.2. 28: Chi-Square tests for Parents' occupation versus Business Studies teachers have a positive attitude towards changes in curriculum and show skills and knowledge to teach the subject

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.197 ^a	12	.000
Likelihood Ratio	33.613	12	.001
Linear-by-Linear Association	10.511	1	.001
N of Valid Cases	248		

Observation: The observed p-value was smaller than the level of significance

Decision: Since the p-value was far smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis

Conclusion:

Teachers having a positive attitude towards change in curriculum and displaying skills and sufficient knowledge to teach the subject was related to parents' occupation.

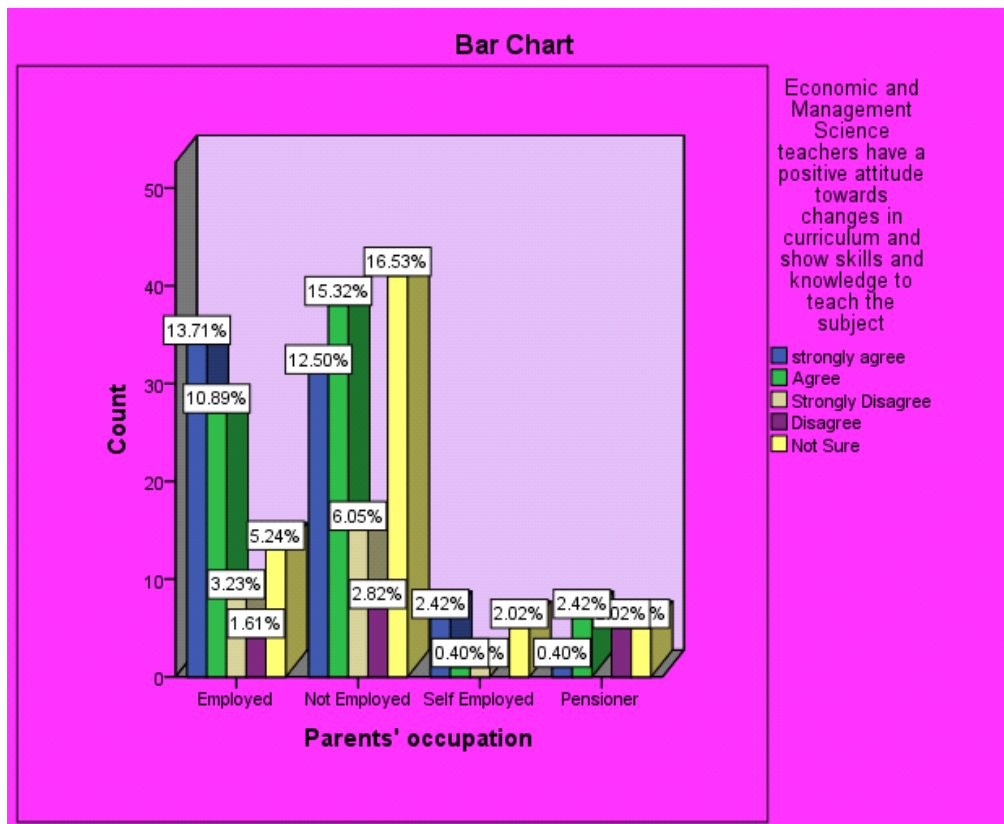


Figure 4.3.2. 20: Chi-Square tests for Parents' employment versus teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject

4.3.2.30. Parents' occupation versus Teachers face difficulties when it comes to implementation of curriculum changes.

Null hypothesis H_0 : There was no association between Parents' occupation versus Teachers face difficulties when it comes to implementation of curriculum changes.

Alternative hypothesis H_1 : There existed at least some significant association between Parents' occupation versus Teachers face difficulties when it comes to implementation of curriculum changes

Level of significance: 0.10

The observed p-value is: 0.353 (See table 4.3.2.29 & figure 4.3.2.21)

Table 4.3.2. 29: Chi-Square tests for Parents' occupation versus Teachers face difficulties when it comes to the implementation of curriculum

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.221 ^a	12	.353
Likelihood Ratio	14.593	12	.264
Linear-by-Linear Association	.684	1	.408
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Teachers facing difficulties when it came to the implementation of curriculum was totally independent of parents' occupation.

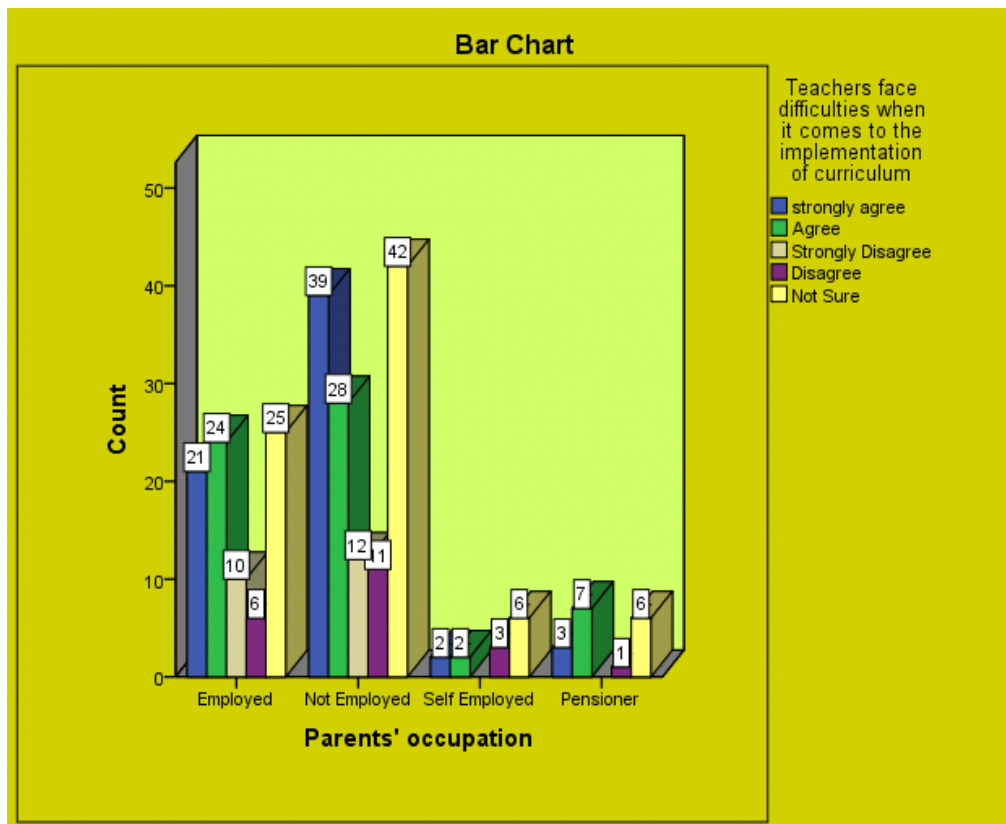


Figure 4.3.2. 21: Chi-Square tests for Parents' occupation versus Teachers face difficulties when it comes to the implementation of curriculum

4.3.2.31. Age group versus Curriculum change has an influence on Grade 12 learners' academic performance

Null hypothesis H_0 : There is no association between the two statements

Alternative hypothesis H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.10

The observed p-value is: 0.084 (See table 4.3.2.30 & figure 4.3.2.22)

Table 4.3.2. 30: Chi-Square tests for Age group versus Curriculum change has an influence on Grade 12 Business Studies learners' academic performance

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.191 ^a	12	.084
Likelihood Ratio	18.553	12	.100
Linear-by-Linear Association	3.345	1	.067
N of Valid Cases	248		

Observation: The observed p-value is far smaller than the level of significance

Decision: Since the p-value is smaller than the level of significance, the null hypothesis was rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change having an influence on Grade 12 learners' academic performance was not influenced by parents' occupation.

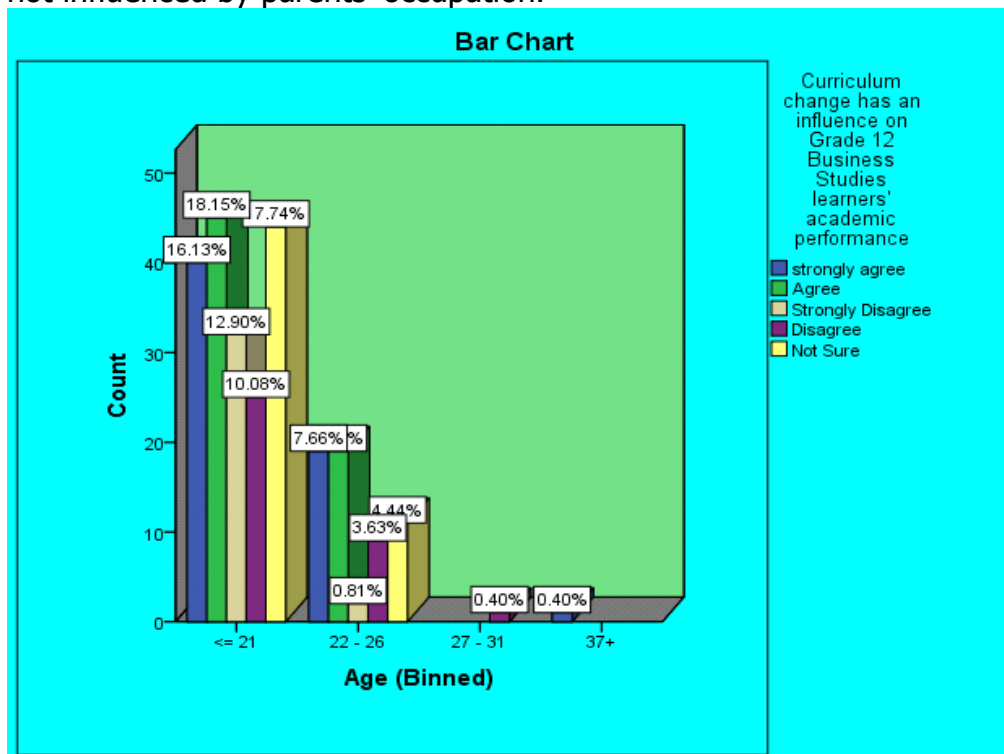


Figure 4.3.2. 22: Chi-Square tests for Age group versus Curriculum change has an influence on Grade 12 learners' academic performance

4.3.2.32. Age group versus Classroom activities are learner-centered

Null hypothesis H_0 : There was no association between age group and classroom activities are learner-centered.

Alternative hypothesis H_1 : There existed at least some significant association between age group and classroom activities are learner-centered.

Level of significance: 0.10

The observed p-value is: 0.886 (See table 4.3.2.31)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Classroom activities being learner-centred was not associated with any particular age group.

Table 4.3.2. 31: Chi-Square tests for Age group versus Classroom activities are learner-centred.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.554	12	.886
Likelihood Ratio	6.924	12	.863
Linear-by-Linear Association	.011	1	.917
N of Valid Cases	248		

4.3.2.33. Age group versus Learners' views and inputs are considered in any curriculum change

Null hypothesis H_0 : There was no association between age group versus learners' views and inputs are considered in any curriculum change.

Alternative hypothesis H_1 : There existed at least some significant association between age group versus learners' views and inputs are considered in any curriculum change.

Level of significance: 0.10

The observed p-value is: 0.745 (See table 4.3.2.32 & figure 4.3.2.23)

Table 4.3.2. 32: Chi-Square tests for Age group versus Learners' views and inputs are considered in any curriculum change

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.502 ^a	12	.745
Likelihood Ratio	8.514	12	.744
Linear-by-Linear Association	.173	1	.678
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Learners' views and inputs being considered in any curriculum change was not influenced by age group.

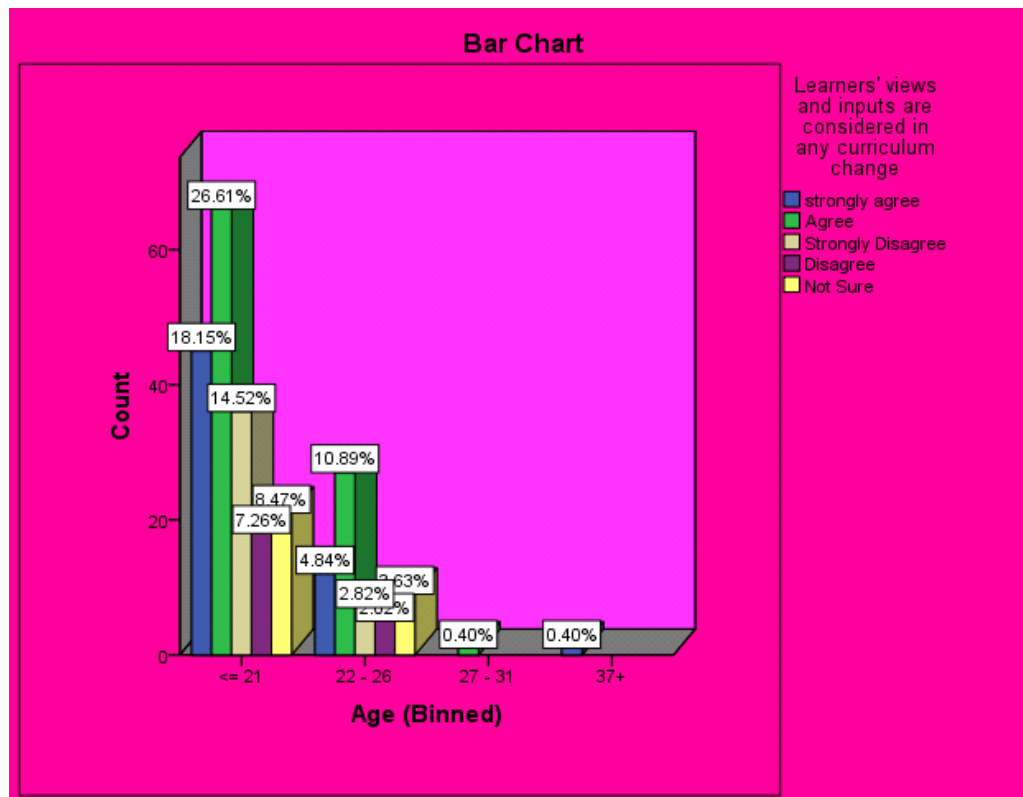


Figure 4.3.2.23: Age group versus Learners' views and inputs are considered in any curriculum change

4.3.2.34. Age group versus Teachers use the new curriculum change to engage learners to a high order thinking

Null hypothesis H_0 : There was no association between age group and teachers use the new curriculum change to engage learners to a high order thinking

Alternative hypothesis H_1 : There existed at least some significant association between age group and teachers use the new curriculum change to engage learners to a high order thinking.

Level of significance: 0.10

The observed p-value is: 0.557 (See table 4.3.2.33 & figure 4.3.2.24)

Table 4.3.2. 33: Chi-Square tests for Age group versus Teachers use the new curriculum change to engage learners to a high order thinking

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.669 ^a	12	.557
Likelihood Ratio	9.774	12	.636
Linear-by-Linear Association	3.418	1	.064
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Teachers using the new curriculum change to engage learners in higher-order thinking was not a view influenced by any age group.

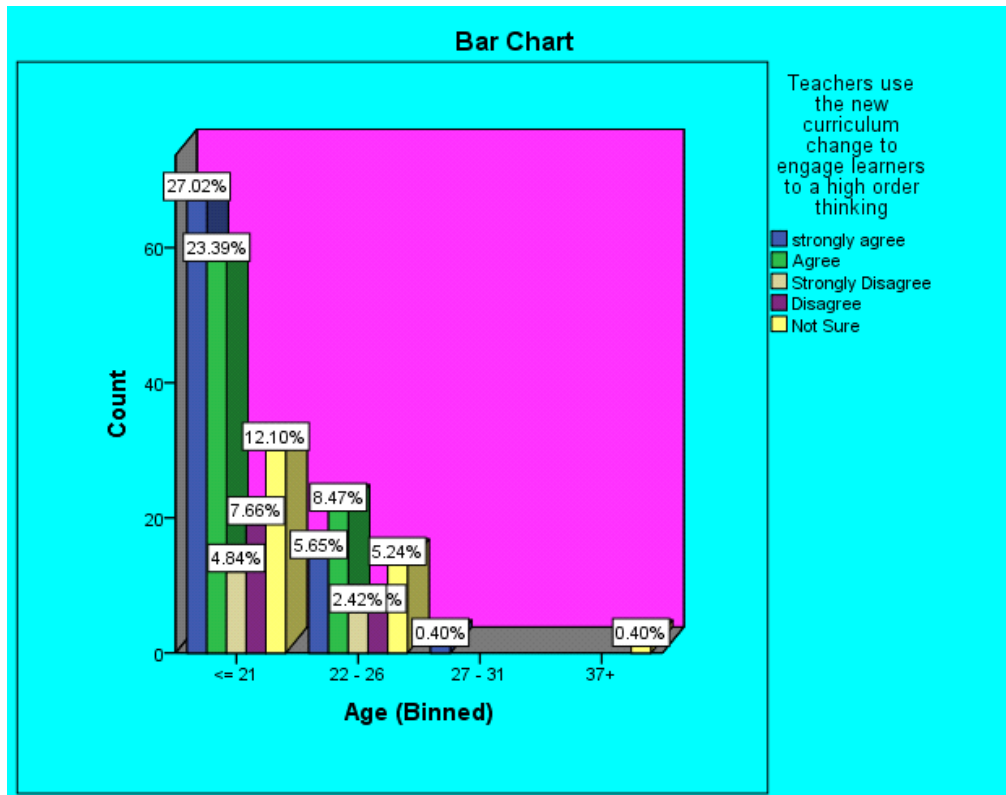


Figure 4.3.2.24: Chi-Square tests for Age group versus Teachers use the new curriculum change to engage learners in higher-order thinking

4.3.2.35. Age group versus Curriculum change affect teaching and learning of Business Studies

Null hypothesis H_0 : There was no association between age group and curriculum change affecting teaching and learning of Business Studies

Alternative hypothesis H_1 : There existed at least some significant association between age group and curriculum change affecting teaching and learning of Business Studies.

Level of significance: 0.10

The observed p-value is: 0.857 (See table 4.3.2.34)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis.

Conclusion:

Curriculum change affecting teaching and learning of were not the influenced by age group. The two statements were not dependent on each other.

Table 4.3.2. 34: Chi-Square tests for Age group versus Curriculum change affect teaching and learning of Business Studies

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.007	12	.857
Likelihood Ratio	7.077	12	.825
Linear-by-Linear Association	.372	1	.542
N of Valid Cases	248		

4.3.2.36. Age group versus The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods

Null hypothesis H_0 : There was no association between age group and the challenges of curriculum change are the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods.

Alternative hypothesis H_1 : There existed at least some significant association age group and the challenges of curriculum change are the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods.

Level of significance: 0.10

The observed p-value is: 0.190 (See table 4.3.2.35 & figure 4.3.2.25)

Table 4.3.2. 35: Chi-Square tests for Age group versus The challenges of curriculum change is the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.027 ^a	12	.190
Likelihood Ratio	10.294	12	.590
Linear-by-Linear Association	.149	1	.700
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

The challenges of curriculum change resulting from the development of teachers' knowledge, skills, attitudes, and the alignment of teacher-training methods were not the specific views of any age group but rather a result independent of age.

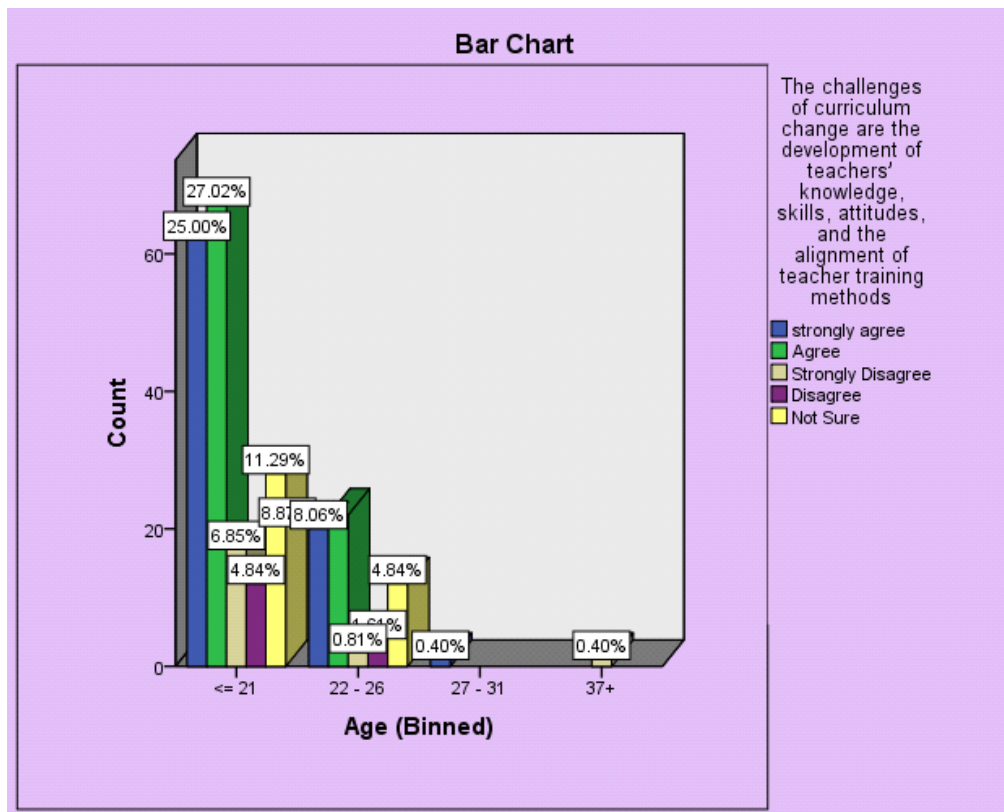


Figure 4.3.2.25: Chi-Square Tests for Age group versus The challenges of curriculum change is the development of teachers' knowledge, skills, attitudes and the alignment of teacher-training methods.

4.3.2.37. Age group versus The impact of curriculum change in the teaching and learning of Business Studies in schools are due to limited resources

Null hypothesis H_0 : There was no association between age group and the impact of curriculum change in the teaching and learning of Business Studies in schools are due to limited resources

Alternative hypothesis H_1 : There existed at least some significant association between age group and the impact of curriculum change in the teaching and learning of Business Studies in schools are due to limited resources.

Level of significance: 0.10

The observed p-value is: 0.895 (See table 4.3.2.36)

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

The view on impact of curriculum change in the teaching and learning of in schools resulting from limited resources were not related to the age of the respondent.

Table 4.3.2. 36: Chi-Square Tests for Age group versus The impact of curriculum change in the teaching and learning of in schools is due to limited resources

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.389	12	.895
Likelihood Ratio	6.481	12	.890
Linear-by-Linear Association	1.326	1	.249
N of Valid Cases	248		

4.3.2.38. Age group versus teachers have a positive attitude towards change in curriculum and display skills and sufficient knowledge to teach the subject.

Null hypothesis H_0 : There was no association between age group and teachers having a positive attitude towards changes in curriculum and displaying skills and sufficient knowledge to teach the subject.

Alternative hypothesis H_1 : There existed at least some significant association between age group and teachers having a positive attitude towards changes in curriculum and displaying skills and sufficient knowledge to teach the subject.

Level of significance: 0.10

The observed p-value is: 0.233 (See table 4.3.2.37 & figure 4.3.2.26)

Table 4.3.2. 37: Chi-Square Tests for Age group versus Economic and Management
Science teachers have a positive attitude towards changes in curriculum
and show skills and knowledge to teach the subject

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.153 ^a	12	.233
Likelihood Ratio	15.698	12	.205
Linear-by-Linear Association	3.679	1	.055
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

teachers having a positive attitude towards change in curriculum and show skills and sufficient knowledge to teach the subject are not influenced by the respondents' age group.

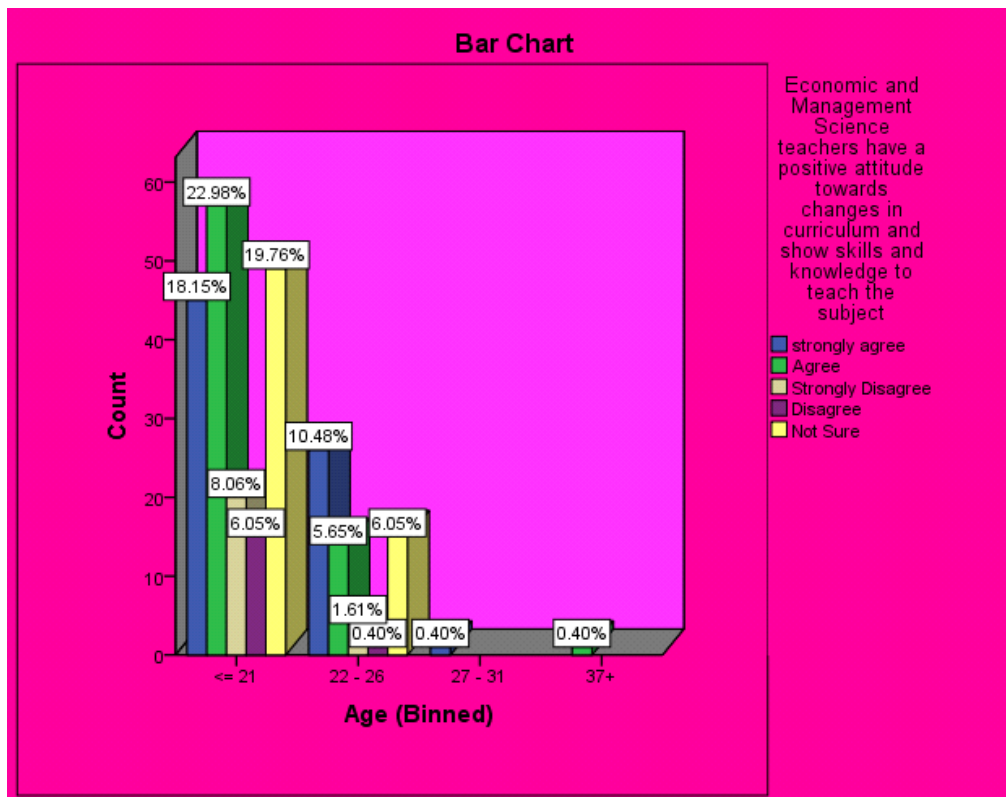


Figure 4.3.2.26: Chi-Square Tests for Age group versus teachers have a positive attitude towards change in curriculum and with skills and sufficient knowledge to teach the subject

4.3.2.39. Age group versus Teachers face difficulties when it comes to the implementation of curriculum changes.

Null hypothesis H_0 : There was no association between age group and teachers face difficulties when it comes to the implementation of curriculum changes.

Alternative hypothesis H_1 : There existed at least some significant association between age group and teachers face difficulties when it comes to the implementation of curriculum changes.

Level of significance: 0.10

The observed p-value is: 0.872 (See table 4.3.2.38 & figure 4.3.2.27)

Table 4.3.2.38: Chi-Square Tests for Age group versus Teachers face difficulties when it comes to the implementation of curriculum

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.778 ^a	12	.872
Likelihood Ratio	6.948	12	.861
Linear-by-Linear Association	.009	1	.926
N of Valid Cases	248		

Observation: The observed p-value was larger than the level of significance

Decision: Since the p-value was far larger than the level of significance, the null hypothesis could not be rejected in favour of the alternative hypothesis

Conclusion:

Teachers facing difficulties when it came to the implementation of curriculum change was not associated with any particular age group.

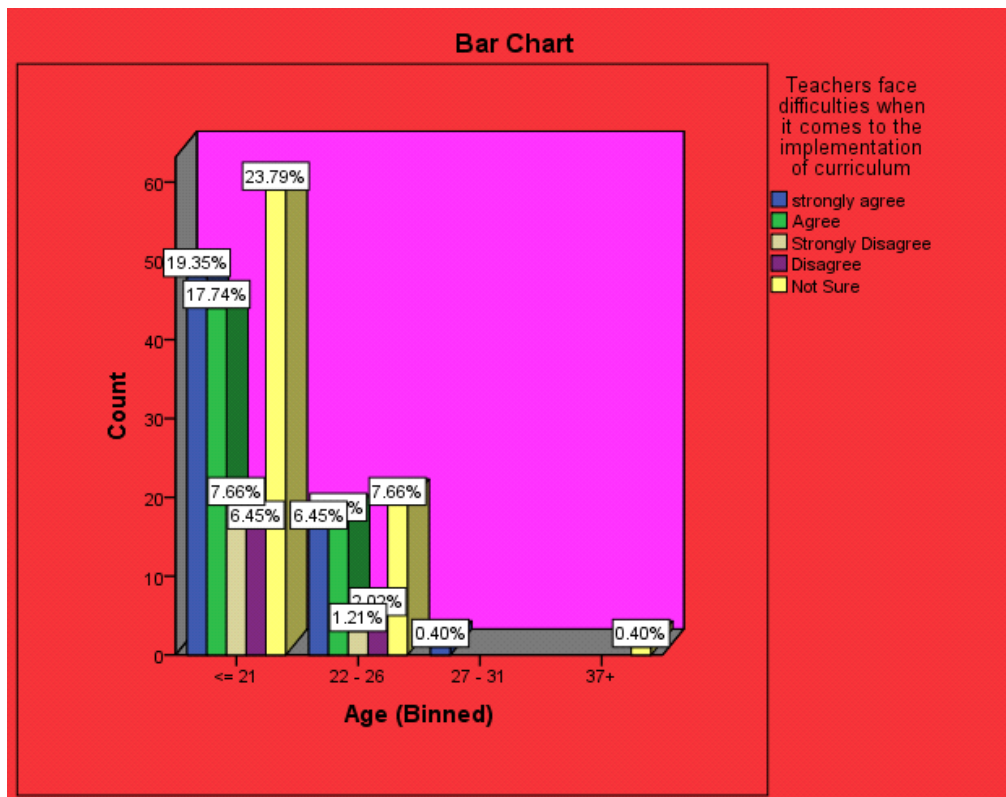


Figure 4.3.2.27: Chi-Square Tests for Age group versus Teachers face difficulties when it comes to the implementation of curriculum

4.4 VALIDITY AND RELIABILITY ANALYSIS

Table 4.4.1 below shows the observed Cronbach's alpha with a value of 0.794. According to the use of Cronbach's alpha for validity and reliability, it is important that the observed alpha be greater than or at least equal to 0.7. Since the observed alpha is 0.794, it shows that the measurement instrument was both valid and reliable in terms of what the researcher wanted to achieve. In brief, the researcher is quite confident that the instrument (questionnaire used) was quite consistent.

Table 4.4.1.1: Table showing observed Cronbach's alpha

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.793	.794	20

Table 4.4.1.2: Table of descriptive analysis based on reliability statistics

	Mean	Std. Deviation	Analysis N
a1 Curriculum change has an influence on Grade 12 learners' academic performance	2.84	1.496	248
b1 Learners' views and inputs are considered in any curriculum change	2.49	1.279	248
c1 Classroom activities are learner-centred	2.23	1.337	248
d1 Teachers work as facilitators of lessons	2.18	1.414	248
e1 Teachers use the new curriculum change to engage learners to a high order thinking	2.48	1.478	248
f1 Teachers, who have a positive relationship with learners, engage them in an active participation	2.12	1.352	248

g1 There are adequate classrooms for teaching and learning	1.98	1.252	248
h1 Learners adapt to change and demonstrate good group work skills with confidence	2.18	1.301	248
i1 Classrooms and laboratories are equipped with proper and adequate learning facilities	3.23	1.432	248
j1 Curriculum change affect teaching and learning of Economic and Management Science	2.95	1.619	248
k1 The problem with curriculum change in South Africa is the rate at which the change happen	2.75	1.549	248
l1 Lack of resources impact negatively on the implementation of curriculum reform in the teaching and learning of Economic and Management Science	2.44	1.547	248
m1 Curriculum development and reform be piloted before it is implemented	3.15	1.650	248
n1 The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods	2.36	1.416	248
o1 The impact of curriculum change in the teaching and learning of Economic and Management Science in schools are due to limited resources	2.73	1.557	248
p1 Classroom teaching and learning facilities are available	3.34	1.322	248
q1 Economic and Management Science teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject	2.71	1.573	248
r1 Economic and Management Science teachers are inadequately trained with the necessary skills and knowledge to be able to implement change in the curriculum	2.87	1.595	248

s1 Students do not understand the new curriculum policies	2.90	1.477	248
t1 Teachers face difficulties when it comes to the implementation of curriculum	2.95	1.631	248

Table 4.4.2 above presents the descriptive analyses of the Likert scale type of questions which were included in this research. The questions had responses ranging from strongly agree to strongly disagree. The corresponding weights attached to these responses were: 1,2, 3, 4, 5. This shows that the smaller weights were attached to positive responses, whereas, the larger weights were attached to negative responses. Consequently, this implies that smaller means support the question while larger means oppose the question at hand.

The analysis gives the smallest mean of 1.98 with a standard deviation of 1.252 and the largest mean of 3.34 with a standard deviation of 1.322. when compared to the overall mean, we note that the overall average mean was observed to be 2.644 (Table 4.3.2.39).

Table 4.4.1. 3: Table showing the overall summary of Cronbach's alpha analysis.

Summary Item Statistics						
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	2.644	1.980	3.343	1.363	1.688	.156

4.5 IDENTIFICATION OF FACTORS THAT DRIVE CURRICULUM CHANGE IN THE MTHATHA EDUCATION DISTRICT

4.5.1 Introduction

This section of data analysis presents the construction and extraction of factors pertaining to the data. The data composed of the variables shown in table 4.27 below, which were analysed for descriptive presentation. This was done to understand the concepts constructed from the data. A number of considerations have been given to the data. All analyses have been detailed in the following subsections.

4.5.2 Extraction of Factors

4.5.2.1 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

The analysis of this section produced an approximate test statistic, which has a Chi-Square distribution, which determined a test statistic of 553.172 with 231 degrees of freedom. The associated p-value is 0.000..., which of course turned to be far less than 0.05, the default level of significance. The small p-value shows that the Chi-Square test statistic of 553.172 (Table 4.3.2.40) with 231 degrees of freedom is highly significant. The high significance here implies that the researcher rejects the null hypothesis of nonconformity of the data for factor analysis. "This tests the null hypothesis that the correlation matrix is an identity matrix". An identity matrix is matrix in which, all of the diagonal elements are one (1) and all off diagonal elements are zero (0). The researcher's wish is to reject this null hypothesis. Furthermore, the rejection of the null hypothesis is an indication that the variables in the analysis are not normally distributed but that they are skewed, which is the big requirement of factor analysis. Skewness is a positive quality in this analysis.

Table 4.4.1. 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.436
Bartlett's	Test	of Approx. Chi-Square	553.172
Sphericity		Df	231
		Sig.	.000

4.5.2.2 Descriptive Statistics

The analysis under this section of the study provides a direct comparison of the weight attached to the indicators under the questionnaire revealing how the participants responded to each of the indicators. The comparison is based on the magnitude of the indicator mean. The indicator with a smaller mean had more weighting by the participants (according to this research questionnaire). This implies that an indicator with a smaller mean was rated more highly than the others and furthermore, that such items were more significant in value as compared to those rated with larger means. The reason for this is the manner in which the

responses were structured in the questionnaire giving high weights to negative responses and vice-versa. The analysis of the data of this research shows that the likert scale questions were designed in such a way that smaller means were favourable to the positive-ness of the question whereas larger means were opposed to the questions. This is because a response such as "agree" and "strongly agree" was assigned a value of "1" and "2" while "3" and "4" was assigned to disagree and strongly disagree. Thus, "5" was assigned to "not sure". Therefore, smaller means carry more weight than do large means. We identify those means, which supported the question and rank them more heavily than others. A mean close to 3 or 4 was quite negative to the question, whereas a mean of 1 or 2 was positive. Now, given this understanding, using direct comparison, one notices that the following items with accompanying means were rated more highly than others as indicated below (Table 4.3.2.41).

The problem with curriculum change in South Africa is the rate at which the change happens (1.84). Teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject (1.85). Teachers are inadequately prepared with the necessary skills and knowledge to implement change in the curriculum (2.43). Teachers face difficulties when it comes to the implementation of curriculum (2.50). Teachers are able to engage with students (1.1250). Classrooms are adequate for teaching and learning (1.1818). Learners adapt with change (1.1136). Teachers have positive attitudes towards the change in curriculum (1.1591). Current change influence success (1.2955). Learners views and those of teachers are considered during curriculum change (1.2045). Classrooms Activities are learner friendly (1.1023). Teacher facilitators support the demands of curriculum change (1.1136). Teachers and learners have positive relationship (1.1023). The problem of curriculum change ought to involve all stakeholders (1.1705) Policy makers should address environmental setting (1.5341).

According to the principle of factor analysis, identification of important indicators is very important and one of the core functions of the subject. Accordingly, the above-indicated questions should be given priority due to their weightings.

Table 4.4.1.5: The observed mean, Standard deviation and number of observations

	Mean	Std. Deviation	Analysis N
Curriculum change affect teaching and learning of	2.65	1.478	88
The problem with curriculum change in South Africa is the rate at which the change happen	1.84	.786	88
Lack of resources impact negatively on the implementation of curriculum reform in the teaching and learning of	2.02	1.232	88
Curriculum development and reform be piloted before it is implemented	2.83	1.548	88
The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods	2.30	1.261	88
The impact of curriculum change in the teaching and learning of in schools are due to limited resources	2.26	1.088	88
Classroom teaching and learning facilities are available	3.11	1.226	88
teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject	1.85	.851	88
teachers are inadequately trained with the necessary skills and knowledge to be able to implement change in the curriculum	2.43	1.371	88
Students do not understand the new curriculum policies	2.68	1.327	88
Teachers face difficulties when it comes to the implementation of curriculum	2.50	1.430	88
Teachers able to engage Classrooms	1.1250	.33261	88

adequate learners adapt with change	1.1818	.38790	88
teachers have positive attitude current change influence	1.1136	.31919	88
Learners views and Classrooms activities are	1.1591	.36786	88
teachers facilitators Teachers and learners	1.2955	.45886	88
have positive relationship The problem of	1.2045	.40568	88
current change address	1.1023	.30474	88
Environmental setting	1.1136	.31919	88
	1.1023	.30474	88
	1.1705	.37819	88
	1.5341	.50170	88

4.5.2.3 Communalities

This is the proportion of each variable's variance that can be explained by the factors (e.g., the underlying latent continua). It is also noted and symbolised as h^2 and can be defined as the sum of squared factor loadings for the variables.

Considering the variables in the analysis, and take the example of the variable "Curriculum change affect teaching and learning of" with an extraction communality of 0.489 (Table 4.3.2.42). This means that 48.90% of the variance in the variable "Curriculum change affect teaching and learning of" is explained by the extracted factors. It also implies that the extracted factors explained 67.6% of the variance in the variable "The problem with curriculum change in South Africa is the rate at which the change happen", and further, the extracted factors account for 61.9% of the variance in "change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods". According to the general principle of factors analysis, the higher the amount of variance accounted for, the better. This the procedure of understanding the meaning and implication of communalities.

Table 4.4.1. 6: The Communalities

Statement indicator	Initial	Extraction
Curriculum change affect teaching and learning of Business Studies	1.000	.489
The problem with curriculum change in South Africa is the rate at which the change happen	1.000	.676
Lack of resources impact negatively on the implementation of curriculum reform in the teaching and learning of	1.000	.401
Curriculum development and reform be piloted before it is implemented	1.000	.427
The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods	1.000	.619
The impact of curriculum change in the teaching and learning of in schools are due to limited resources	1.000	.439
Classroom teaching and learning facilities are available	1.000	.375
Teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject	1.000	.630
Teachers are inadequately trained with the necessary skills and knowledge to be able to implement change in the curriculum	1.000	.384
Students do not understand the new curriculum policies	1.000	.394

Teachers face difficulties when it comes to the implementation of curriculum	1.000	.536
Teachers able to engage learners in classroom activities	1.000	.443
Classrooms are adequate for teaching and classroom	1.000	.349
Learners adapt to curriculum change	1.000	.263
Teachers have positive attitudes	1.000	.696
Curriculum change influence teaching and learning	1.000	.394
Learners views are considered in curriculum change process	1.000	.225
Classrooms Activities are learner cantered	1.000	.542
Teachers are facilitators in the change process	1.000	.450
Teachers and learners have positive attitude towards the change	1.000	.637
The problem of curriculum change is easily solved	1.000	.786
Curriculum change depends on Environmental setting	1.000	.412

4.5.2.4 Total variance explained

The total variance explained demonstrates the number of components that the analysis was able to determine. Under this analysis, 22 components were established for this factor analysis. However, the analysis will only allow six components. According to Exploratory

Factor Analysis, a component is only considered to be one of the factors extracted if the initial eigen value is greater than or equal to 1.345. Accordingly, factors from seven up to 18 are not significant and thus, not important and not included. The six factors are found to be very important where, factor one explains 13.845% of the total variance, factor two explains 10.073% of the variance, factor three explains 9.085% of the variance and lastly, factor six explains 6.668% of the variance. All the six factors explain a cumulative total percentage of 54.699% of the variance.

The cumulative total percentage of 54.699% is high by any standard and shows a significant fraction of the questionnaire's variance was accounted for. Therefore, according to this analysis, six factors were extracted using principal component factor analysis where close to 55% of variance among all the variables was explained.

Table 4.4.1. 7: Total Variance Explained for construction of the required factors

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.046	13.845	13.845	3.046	13.845	13.845	2.357	10.713	10.713
2	2.216	10.073	23.918	2.216	10.073	23.918	2.156	9.798	20.511
3	1.999	9.085	33.003	1.999	9.085	33.003	1.976	8.982	29.493
4	1.757	7.987	40.990	1.757	7.987	40.990	1.946	8.846	38.339
5	1.549	7.041	48.031	1.549	7.041	48.031	1.939	8.812	47.151
6	1.467	6.668	54.699	1.467	6.668	54.699	1.661	7.548	54.699
7	1.308	5.945	60.644						
8	1.186	5.391	66.034						
9	1.047	4.759	70.793						
10	.943	4.288	75.081						
11	.885	4.021	79.102						
12	.781	3.548	82.650						
13	.683	3.104	85.754						
14	.565	2.568	88.322						
15	.504	2.290	90.612						
16	.448	2.035	92.647						
17	.419	1.906	94.553						
18	.381	1.733	96.286						
19	.316	1.438	97.723						
20	.268	1.218	98.941						
21	.131	.595	99.537						
22	.102	.463	100.000						

Extraction Method: Principal Component Analysis.

4.5.2.5 The Scree Plot

The scree plot is a graph of the eigen-values against all the factors. The graph is useful for determining how many factors to retain. The point of interest is where the curve starts to flatten. It can be seen that the curve begins to flatten between factors 6 and 7. Note also that factor 7 onwards have an eigenvalue of less than 1.345, so only six factors have been retained.

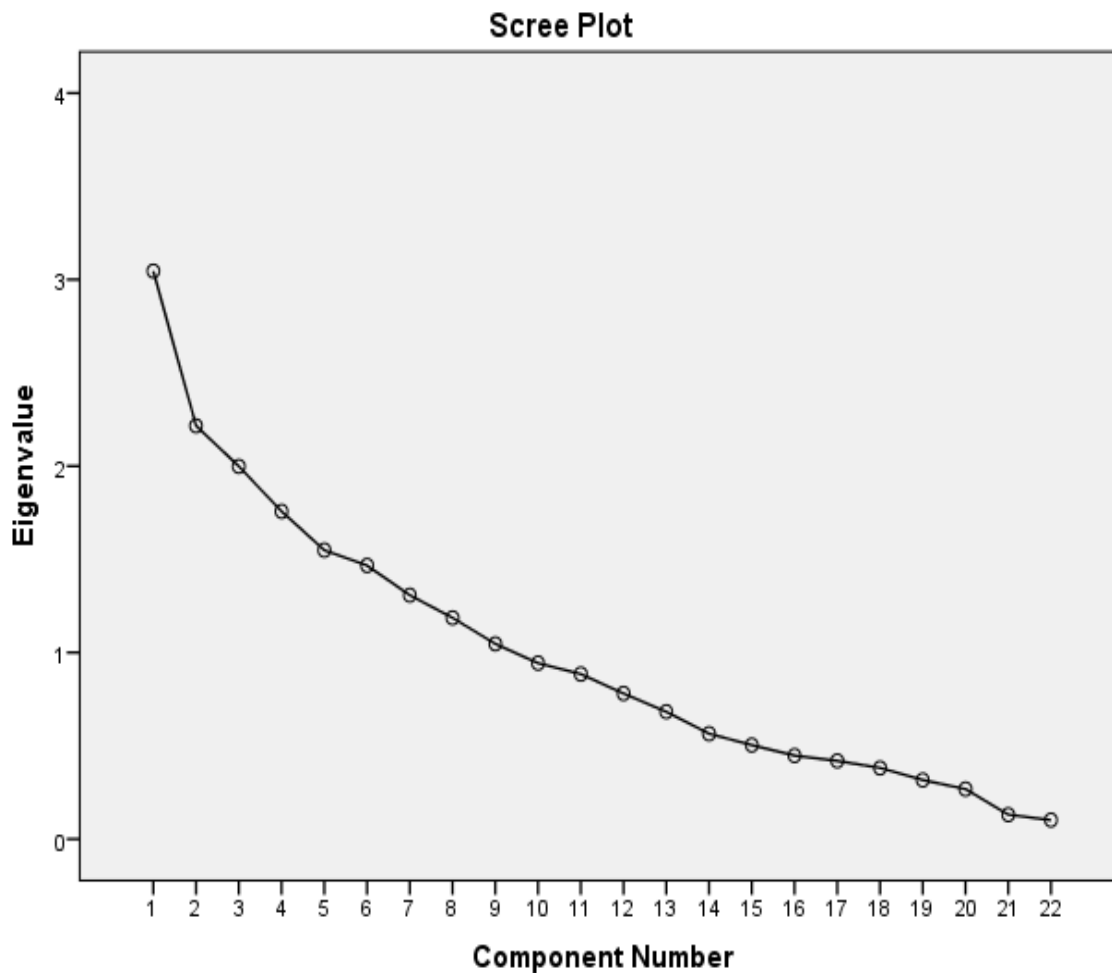


Figure 4.4.1. 1: The Scree Plot

4.5.2.6 The identification of factors that drive this study

In addition to the component analysis explained above, a rotated component was equally constructed and factors extracted. This is based on the theory of rotation. The idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Looking at the table below, we can see that the following items from the questionnaire and their respective stated loadings in brackets namely have been associated and form the identified factors:

4.4.1 Curriculum change affect teaching and learning of (.783). The impact of curriculum

changes in the teaching and learning of in schools are due to limited resources (.594). Students do not understand the new curriculum policies because they were not consulted during the change process (.518). Teachers face difficulties when it comes to the implementation of curriculum due to inadequate training (.814). Learners adapt with change (0.400). The first component is identified to be ***"The impact of Curriculum changes on learners and teachers "***.

4.4.2 The second factor comprises of the following indicators:

The problem with curriculum change in South Africa is the rate at which the change happens (.802). Teachers are facilitators in the change process (485). The problem of curriculum change is easily solved (.868). Curriculum change depends on Environmental setting (.451). The second component is identified to be ***"challenges of curriculum change"***.

4.4.3 The third factor comprises of the following indicators:

teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject (.910). teachers have positive attitudes (.846). The third component is identified to be ***"A positive attitude towards curriculum change"***.

4.4.4 The fourth factor comprises of the following indicators:

The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods (.748). Classroom teaching and learning facilities are available (.435). teachers are inadequately trained with the necessary skills and knowledge to be able to implement change in the curriculum (.642). Classrooms are adequate (.494). The fourth component is identified to be ***"Challenges encountered during curriculum change process"***.

4.4.5 The fifth factor comprises of the following indicators:

Teachers are able to engage learners in classroom discussions (.553). Classrooms Activities are learner friendly (.684). Teachers are facilitators (.458). Teachers and learners have a positive relationship (.778). The fifth component is identified to be, ***"Both teachers and learners adapt with***

curriculum change”.

4.4.6 The sixth factor comprises of the following indicators:

Lack of resources impact negatively on the implementation of curriculum change in the teaching and learning of (.531). Pilot curriculum development and change before it is implemented (.721). Classroom teaching and learning facilities are available (.448). Learners adapt with change (-.481). Current change influences the performance of learners (-.460).

The sixth factor is identified to be “***A well piloted curriculum change process coupled with available resources will augur positively towards curriculum change’.***”

Table 4.4.1. 8: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
Curriculum change affect teaching and learning of	.783					
The problem with curriculum change in South Africa is the rate at which the change happen		.802				
Lack of resources impact negatively on the implementation of curriculum reform in the teaching and learning of						.531
Curriculum development and reform be piloted before it is implemented						.721

The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods				.748		
The impact of curriculum change in the teaching and learning of in schools are due to limited resources	.594					
Classroom teaching and learning facilities are available				.435		.448
Teachers have a positive attitude towards change in curriculum and show skills and knowledge to teach the subject			.910			
Teachers are inadequately trained with the necessary skills and knowledge to be able to implement change in the curriculum				.642		
Students do not understand the new curriculum policies	.518					
Teachers face difficulties when it comes to the implementation of curriculum	.814					

Teachers able to engage					.553	
Classrooms are adequate				.494		
Learners adapt with change	.400					-.481
Teachers have positive attitudes			.846			
Current change influence Learners views and						-.460
Classrooms Activities are					.684	
Teachers facilitators		.485			.458	
f1B Teachers and learners have positive relationship					.778	
The problem of curriculum change		.868				
Address B Environmental setting		.451				

4.5.2.7 Component Plot in Rotated Space

The following cuboid is an n-dimensional figure presenting the constellation of indicators (items) in the instrument. The figure shows that six components have been extracted to be factors. The Extraction Method is the Principal Component Analysis using the Varimax Rotation Principle. The idea of rotation in this case implies that every phase of the figure represents a number of indicators generally referred to as variables. The constellation arises from the sense that due to high correlations between different pairs among indicators, the indicators separately form factors (components). This is in response to objective number 2 of this study, whose intention was to determine the number of factors that drive curriculum change in the target population. For more details, conduct section 4.5.2.6 (The identification

of factors of this study).

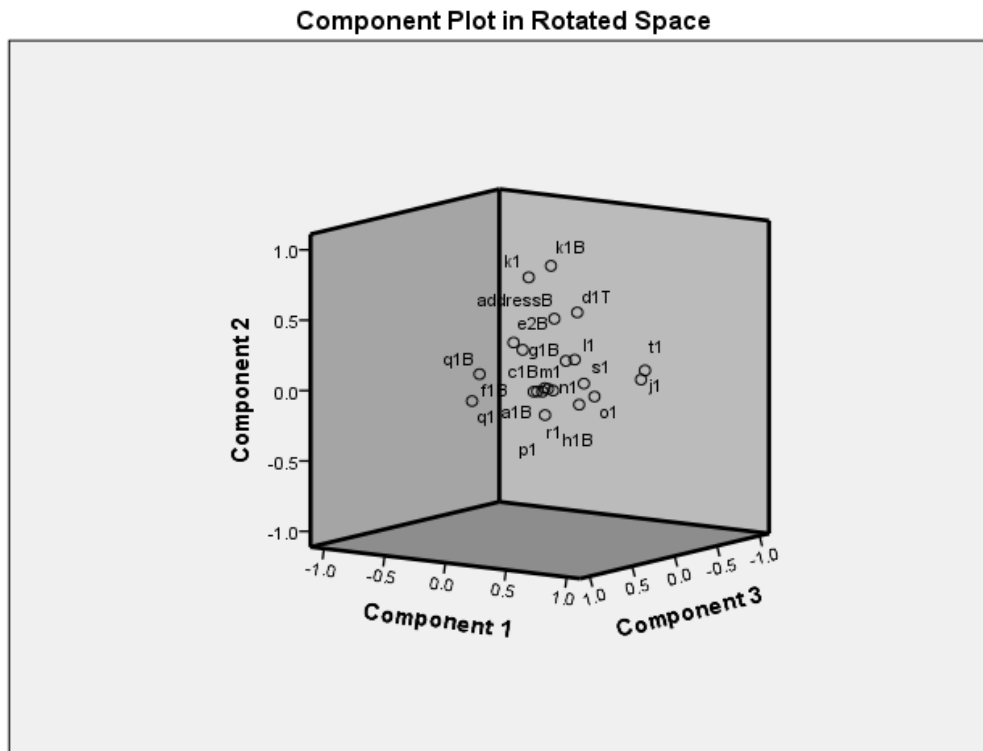


Figure 4.4.1. 2: Component Plot in Rotated Space

4.5.2.8 Summary of Quantitative Data Analysis

The topic of quantitative analysis was divided into three sections namely: descriptive analysis, inferential analysis and factor analysis.

The objective of this research was to establishing how curriculum changes influence Grade 12 learners' academic performance in the Mthatha Educational District of the Eastern Cape Province. The researcher has outlined the objective and research questions of this study. The following are the summaries of the findings which were arrived at under this chapter.

4.5.3 Qualitative Data Analysis

The second approach of this study is qualitative analysis. The data collection, presentation, analysis and interpretations were based on the impact of the curriculum change on the Grade 12 learners' performance. The instrument used for the data collection from teachers

consisted of interview schedules with semi-structured questions for face-to-face interviews. The sample included ten (10) teachers, where a qualitative method was used to collect and analyse data. According to Hsieh and Shannon (2005, p. 1278), qualitative content analysis is a research method for subjective interpretation of the content of text data using systematic classification, coding and the identification of themes or patterns. It enabled the researcher to consider data from different perspectives; for example, from teachers and learners' perspectives when attempting to assess the impact of curriculum change on the academic performance of Grade 12 learners. Weber (1990), however, cautions that the specific type of content analysis approach chosen by a researcher varies with the theoretical and substantive interests of the researcher and the problem being studied.

Qualitative data were supposed to be collected and analysed for 100 learners who participated in this study. The instrument to be used was a constructed focus group schedule which consisted of 14 questions. The 14 questions addressed among others, learners' understanding of curriculum change, key role players in curriculum change and how the change would impact on learning of Business Studies. However, the researcher lacked resources such as: transport, human resources and funds to facilitate data collection. Due to the stated constraints, the component on learners' qualitative data analysis could not be incorporated.

The researcher employed the above method as it was found to be a flexible method for analysing patterns in elements of large volumes of text. The researcher's choice of this approach was also guided by Maree (2010) and Nieuwenhuis's (2010) advice in that qualitative data analysis is an ongoing and iterative process. This iterative principle ensured that data were carefully examined and teachers' and learners' perceptions, experiences and knowledge of curriculum change in the subject area were extracted.

The presentation, analysis and interpretation of the data commenced with the biographical information of the participants. This was followed by the two data sets collected (individual interviews and focused group interviews).

4.5.3.1 Teacher Participants' Biographic Information

The biographic information of the participants is summarised in Table 4.4.1.9 according to respective school (site), gender, age, teaching experience, qualification and Grade(s) taught.

Table 4.4.1.9: Teachers' Biographic Information

School (Site)	Teacher Participants	Gender	Age	Number of years of Teaching	Qualification	Grade (s) Taught
School 1	Participant 1	Male	52	22 years	M+4	10-12
School 2	Participant 2	Male	50	20 years	M+4	10-12
School 3	Participant 3	Male	48	20 years	M+3	10-12
School 4	Participant 4	Male	46	18 years	M+4	10-12
School 5	Participant 5	Female	46	18 years	M+4	10-12
School 6	Participant 6	Female	44	15 years	M+4	10-12
School 7	Participant 7	Female	44	12 years	M+3	10-12
School 8	Participant 8	Female	44	10 years	M+4	10-12
School 9	Participant 9	Female	40	10 years	M+4	10-12
School 10	Participant 10	Female	38	10 years	M+4	10-12

Most of the teachers had worked for between 12 and 22 years. Others had worked for 10 years. Of the ten (10) participants, six were females whereas four were males. This means that female teachers were well represented in this study. The average age of the participants was 45 years. All the participants had professional and academic qualifications and experiences suitable for the Grade levels they were teaching. They

were therefore sufficiently reliable to provide insight into curriculum change and how this impacts on the academic performance of learners, especially at Grade 12 level.

4.5.3.2 Teachers' Understanding of the Concept of Curriculum Change

Responses from all ten teachers regarding their understanding of curriculum change implied that they all had an understanding of the significance of curriculum change. Their concept of curriculum change, to a large extent, borders on teaching approaches, syllabus coverage, availability of textbooks, duration of teaching times, number of periods and assessment methods, among others. The following are excerpts of the teachers' views on curriculum change.

BT1: From my understanding of curriculum change, it is a process whereby educators are going to change the way or approach that they use when they teach, the type of resources that they use for teaching, how long they teach per period and structure of the examinations.

BT2 explained his position:

Basically, curriculum change borders on how lessons are going to be delivered in the classroom - the nature of interaction between teachers and learners. Attention will be given to doing away with rote learning, for example, and replacing it with in-depth understanding of topics and their application to everyday life.

BT3 said:

As a teacher, I am of the view that curriculum change should lead to introduction of more new topics which would empower learners to become future entrepreneurs. Teachers on their part should go to greater depth with these topics in order for them to be able to meet the challenges in the business world.

BT4 states:

Curriculum change was more about changing subjects and courses a learner needed in

order to obtain a certain certificate, diploma or degree. Besides that, it refers to a radical replacement of the education system as a whole and of other structures.

The concept of curriculum change is broad and varies from teacher to teacher. While some see it as a process whereby educators change the approach that they use when teaching, others view it as a change of the type of resources available for teaching.

4.5.3.3 The Role of Teachers to Ensure Effective Curriculum Change

Curriculum specialists, administrators, teachers and other stakeholders in education spend countless hours developing a curriculum. The belief is that teachers are the forerunners of curriculum change. The effectiveness of curriculum change required major structural change to curricula and standards. In other words, the key element in a successful curriculum change is having well-trained and confident teachers to deliver according to the new curriculum. Such teachers should have the subject knowledge and pedagogical knowledge to deliver topics effectively.

BT4 explains:

As the implementer of the curriculum, I must have knowledge about all the details in the curriculum so as to implement it the way it is expected of me. We have attended workshops where we are taught many things.

BT5 states:

To be able to contribute to the effectiveness of the change, I will have to make more time and research every topic in detail before presenting in class. Depending upon how well the school is resourced the work of the teacher will be supported.

BT6 put his point in the following manner:

As a teacher, I have a responsibility to attend the workshops to update myself about the change. I will have to interact with the relevant resources including textbooks and media to broaden my horizon of knowledge keep abreast with the change.

Teachers constitute key role players in any curriculum change and implementation. It

requires well-trained and confident teachers to deliver such a change of curriculum. The responses of the teachers show the direction of change of the curriculum.

4.5.3.4 Teacher Capacity as A Requirement for Successful Curriculum Change

Given the essential role of curriculum in enabling quality learning and in articulating and supporting education that is relevant to holistic development of the learner, the capacity of the implementer, the teacher, might be crucial to the change process. Like an under-resourced classroom or learners in a class lacking the prior frameworks within which to situate their learning, an under-qualified and inexperienced teacher could pose a threat to the change process.

BT5 conceded:

I have the necessary academic and professional qualifications to teach , but for now I am overwhelmed with change, especially the new topics introduced and the depth one has to go with the old ones. I think I have the background, what is important is to spend more time to familiarise myself with the change. This is the challenge I have.

BT6 conceded:

I do not have the capacity to cope with the change in curriculum. Throughout my ten years of teaching I have never encountered so much work. I am hoping that with time I will be able to cope with the demands of the curriculum change

BT7 states:

As a teacher I can confirm that I have the capacity to cope with the curriculum change. To be successful in delivering the new curriculum, the teacher requires relevant advice in the form of Teacher Guides on adapting the curriculum to meet all learners' needs. This should be provided with guidance on how to plan learning and progression, and on the kinds of classroom learning activities that bring the curriculum to life.

The researcher observed the admission of most teachers that change brought in fresh challenges to cope with. They, however, wished they could be provided with additional training and Teacher-Guides to assist them adapt to curriculum change.

4.5.3.5 Challenges Faced by Teachers in the Implementation of Curriculum Change

Curriculum change and modifications over the years have been a routine practice in South Africa since 1994. Teachers' perspectives on the change enabled us to discover some challenges they faced.

BT8 stated:

I have confidence in the change brought about by the curriculum and hope for the education system, but the successful implementation of the curriculum will depend on the availability of resources for both teachers and learners. So far, most of the schools including mine have not received the resources promised by the government. Teachers have to go out of their way to improvise for some of the resources.

BT9 claim:

My concern was about the lack of intensive orientation for the teachers both at the initiation and implementation stages. Some teachers appeared to be clueless about some of the demands of the curriculum simply because they might not have been thoroughly trained for it. Again, teachers are not receiving the necessary support from parents in terms of helping learners do their homework because some were not informed of the change.

BT10 remarked:

The problem of too much administrative work is still with us. Not much has changed since the introduction of the new curriculum. For instance, adequate training of teachers on how to use information technology to teach, provision of suitable textbooks and teaching and learning resources. These could be a threat to the successful delivery of the curriculum.

Teachers reinforced the view that a change in curriculum paved the way for a successful educational improvement in the future. They however lament about the inadequacy of the resources and their lack of knowledge in some areas such as Information Technology, which could help them teach better.

4.5.3.6 Teachers' perceptions on curriculum changes

Education is supposed to promote human well-being or personal wellness and general development. Any curriculum should reflect the educational priorities of life in general, and the values of society in particular. This assists learners in meeting the challenges of life. The curriculum must not be changed just for the sake of changing it. All the important sectors of the economy must, ultimately, be beneficiaries of the change. The perceptions of some of the teachers were significant.

BT7 had a positive view about what happened:

More time had to be spent on researching topics before teaching, but at the end of the day the teachers became more knowledgeable and these were imparted to the learners. The quality of teaching has improved. The topics were related, logical and were taught in greater depth. It was easier for the learners to easily follow the pattern because the topics were understandable.

BT8 took an optimistic view:

Despite the fact that teachers struggled to adapt to the new methods, approaches and ideologies as demanded by the new curricula, the provision of resources by the schools raised the standards of teaching to international levels. The use of computer to assist teaching and learning.

BT9 commented:

The structure of questioning has changed drastically which makes the demands of

answering questions much easier. For example, in, questioning in Section C part of the question paper has been broken down to manageable standard. This has improved the performance of the learners over the years. So the more the change in, the simpler and better the contents and the questions.

The researcher noted that teachers alluded to difficulties experienced initially with the change in curriculum. Such difficulties ranged from arguments that teachers with strong English language and mathematics backgrounds fared better with the new curriculum than their weaker colleagues. Some schools continued to enjoy advantages of more and better resources than others. The general consensus was that, despite the challenges, schools continued to experience improvement in results.

4.5.3.7 Ways of Addressing Challenges During New Curriculum Delivery

Ways of addressing curriculum challenges depend on a number of variables such as teachers' backgrounds, teacher confidence and the course implementation of the new curriculum. The researcher observed that ways of addressing curriculum challenges largely relied on the development of teacher expertise and their support networks. There is need for long term support for teachers' professional development. As indicated by the participants, lack of confidence posed some challenges. Hence it might be difficult for them to adapt to the standards of delivering the new curriculum. There is need, though, for professional development in a variety of ways to allow them to deliver.

BT1 suggested:

It will be in the interest of teachers if subject committees are established in all departments in schools to address challenges that may be encountered by individual teachers. These committees will adopt strategies and implement them in support of teachers' efforts. Teacher training should be intensified. Teach should be capacitated to enable them delivery the curriculum. Also in my view, subject advisors ought to go around the schools on regular basis to monitor and support teachers in the implementation of the curriculum on the ground.

BT2 opined:

All stakeholders, namely, learners, teachers, parents, SGB members, and teacher unions should be regularly brought on board throughout the process of curriculum change. Secondly, the number of teachers in schools must be increased to reduce the workload of others. Can you imagine that I am the only teacher in the school? I teach Grade 10, 11 and 12. I also think there should be a way of evaluating the implementation of new the curriculum. This could help check if there is the need for training of teachers.

BT3 suggests:

The government must prioritize funding to education to ensure efficiency of curriculum change. It will assist in providing the much needed resources to the schools. For example, emphasis must place on today's technologies to facilitate teaching and learning. I regularly google for question papers across provinces to bring my work in line.

The above expressed views show that curriculum change or innovations require the dedicated efforts of all stakeholders, especially teachers. Commitment on the part of all stakeholders is a necessary tool to ensure an effective curriculum change. The greatest responsibility lies with government funding to education, thus the needed for resources for a successful delivery of the curriculum.

4.5.3.8 Factors That Affect the Academic Performance of Grade 12 Learners

Negatively under qualitative analysis

Teachers were of the view that more could have been done in the field of curriculum change to further improve the performance of the learners. They mentioned the absence of the dominance of practical activities, lack of exposure to real issues involved in the day-to-day running of a business and regular educational tours to industrial zones and business districts.

BT1 explained:

Our work as teachers, end in the classroom without exposing the learners to real-life situations. Future entrepreneurs could have developed from these learners if they could be exposed to practical situations like the day-to-day running of a business.

BT2 concurred:

The change in the could have done more good to the learners if regular educational tours to industrial zones, business districts and Central Business Districts (CBDs) future prominently in it.

BT3 made this suggestion:

as a subject is supposed to create businessmen through what they learn in class. In actual fact I see few practical activities and educational tours in the curriculum which would have exposed learners to the real business world. So I wish to suggest that the authorities include a lot of practical tasks that can relate to their work in the classroom so when they complete high school they can be employable or can employ themselves.

The teachers envisaged that regular educational tours to industrial zones and business districts would assist learners cementing in their minds the concepts they had been taught in class. In their view, the number of entrepreneurs should have rapidly multiplied.

4.5.3.9 Consideration of Learners Views in Curriculum Change

The participants, (ten teachers), revealed that no opportunities or avenues were created for learners to give input during the time of change in the curriculum, hence, it appeared learners' views had been ignored in such an important process that required desired views of all stakeholders.

BT 1 had this to say:

I don't think learners are considered in curriculum change. I did not hear of any situation where learners are interviewed before there is a curriculum change. The change is just implemented and theirs is to receive what they are given.

BT2 remarked:

So far as I am concerned, I have never heard of learners being consulted during curriculum change. Perhaps they depended on a sample for input. Curriculum change is too critical to depend on a small sample. It will require extensive consultation among learners.

BT3 complained:

From what I have been reading, learners' views were considered but on a very small scale. I considered this to be very unfair to the learners. Under normal circumstances, learners should be sampled from different schools, different provinces, from different economic levels and from different types of schools to collect their views to constitute the input of the learners.

The responses of the teachers brought to the fore the fact that curriculum should be constructed by all stakeholders in such a way that it would be in harmony with the ideals under a democratic environment. That harmony can only be attained when appreciation is shown to all key role players by the authorities.

4.5.3.10 Effects of Curriculum Change on the Teaching and Learning of Business Studies

Change of curriculum for any subject comes with its effects. These effects can be positive or negative. With the teaching and learning of, most teachers confirmed that the change of curriculum in one way or the other reflects the government's vision and direction. Regarding teaching and learning, all learners are treated equally in terms of imparting knowledge. The teaching and learning of through curriculum change has improved as a result of the

introduction of new teaching and learning materials. The use of information technology has also been introduced in the learning and teaching of the subject. It is, however, equally hypothetical to say that change in curriculum adds to teachers' workloads. The following are some of the excerpts by participants:

BT1 remarked:

This change in curriculum has forced me to do a lot of work. For myself, I have now begun to learn how to use the information technology to teach. It is not easy though, it is all about the good of the learner. More importantly, the absence of the dominance of practical activities, thus, the lack of exposure to real issues involved in the day-to day running of a business.

BT2 explained:

The new curriculum required of me to work harder. Prior to the change, teachers hardly held regular extra classes for learners. The new curriculum demanded of us to have more time with the learners. Hence, we do have classes over the weekends and during school holidays (winter and spring).

BT3 said:

The change in curriculum has forced the government and the Department of Education to expose teachers to the new technologies needed in the classroom situation. In addition, a variety of new books have been supplied to teachers for research purposes. It is making us to enjoy our work and to provide the learners with a lot of information.

Admittedly, teachers are supposed to work harder under a new curriculum but the positive aspect is that teachers have become more passionate about their work. The participating teachers sounded positive about what curriculum change brought to the fore.

4.5.3.11 Processes Involved in Curriculum Change

It was evident from the responses of the ten teachers that they had knowledge about the

processes that have been followed over the years from the introduction of C2005, RNCS, NCS and CAPS. All ten teachers responded by claiming that the process of curriculum change had always followed a top-down approach. It had always originated from the Department of Education. The DoE would assemble curriculum specialists, Educational researchers and some politicians to kick start the process. The resulting draft would then be open for public discussion. The process of curriculum change resulted in the following observations by three teachers:

BT2 states that:

I am more familiar with the introduction of NCS and CAPS. You will find that before they were introduced some professors in education, subject advisors and educational researchers were invited to investigate the nature of the change perceived. The drafted document should be opened for public discussion. This includes the invitation of teachers for workshops.

BT3 concurs:

Curriculum change is purely the responsibility of the government officials, education consultants and education specialists. After the change have been formulated and there is certainty, teachers are invited to a workshop to be trained on the delivery of the curriculum.

BT3 was emphatic about the approach:

The change started from the top and ended in the bottom. When I said top I was referring to the government officials and DoE officials. When I said bottom it meant learners. They would have to buy textbooks recommended by the top. Above all, teachers should be trained to implement what has been decided on.

These statements give the impression that curriculum changes have been the preserve of the government and top education officials. Teachers and learners have been on the receiving end at the time of curriculum change. Their contribution was limited to the implementation of the curriculum resulting from the changes.

4.5.3.12 Key role players in curriculum change

Change, when defined in the form of curriculum change, is often viewed as a challenge by all stakeholders and, in some cases, may even lead to negative as well as divisive reactions. Without a mutual acceptance by all major constituencies, a long-lasting systemic change cannot exist. Change to the instructional offerings for schools should require all key role players in the country to make a contribution.

BT4 stated:

Educators are responsible for delivering the curriculum; as such their views are critical in curriculum change.

BT5 agreed by saying:

Teachers must be included in every phase of the curriculum reform process. It is only then that they can own and contribute a hundred percent effort to the success of its implementation.

BT6 included learners when saying:

Learner views are important in curriculum change because some have special needs and others come from various socio-economic subgroups. As a result, responses from them would be important in arranging differentiated instructional approaches to meet their needs.

The perceptions expressed by the teachers suggest that the key role players should be government officials, education specialists, teachers and learners. The logic of stakeholder involvement is that they have up-to-date and accurate knowledge of the requirements of current and future competencies. Their skills would be valuable for the development of the education system as a whole and of other structures. All the stakeholders would then understand that change in curriculum is something to embrace, support and celebrate.

4.5.3.13 Addressing the Impact of Curriculum Change

Most of the teachers were of the view that the introduction of subject committees to address

challenges encountered by teachers, regular visits to schools by subject advisors to monitor and evaluate the implementation of the new curriculum, regular training of teachers and bringing parents on board could contribute to addressing some of the negative impacts of curriculum change.

BT4 suggested as follows:

To address the negative issues surrounding the curriculum change, every school should introduce subject committees. These committees should assist in addressing any problems that might be encountered by teachers. Members could jointly discuss problems and develop strategies to overcome the challenges.

BT5 expressed this opinion:

This problem cannot be for teachers alone. Subject advisors need to come on board by paying regular visits to the schools to monitor and evaluate the implementation problems (effect visit). They will have to plan workshops over reasonably long periods at the beginning of the year and a follow-up one in the middle of the year to address outstanding issues pertaining to the new curriculum.

BT6 said:

Parents also have an important role to play in the initiation and implementation of the curriculum. Regrettably, most parents were not even aware of the change but they will have to come on board in supplementing the inadequate learning materials and provide support when the learners are stack with their school work.

This implies that the scope of key role players in curriculum change needs to be wider and inclusive of even authors of books and employers. This creates an enabling environment for contribution of skills and knowledge by all role players towards change initiation and the implementation of the final product.

4.5.3.14 Summary of qualitative data analyses

It is evident from the analysis output that, among teachers, the concept of curriculum change had different connotations. For instance, some misconstrued it for a change in the teaching approach, whereas, to others, it referred to changes in the type of resources used. Furthermore, other teachers interpreted this to imply an achievement of a successful curriculum transformation, and hence, demanded recognition. On a more serious note, teachers, while yielding to demands of curriculum changes, specifically requested for empirical training in information technology and numeracy skills to boost their capacity. The participants strongly lamented about inadequate funding to address the supply of physical resources for the curriculum to be effectively delivered.

While still on the subject of training for adaptability, teachers were of the view that the subject requires the exposure of learners to practical activities such as running a small business. Such an opportunity would assist them in putting into practice topics like, drawing a business plan and demonstrating the levels of management in an organization. A formal approach to effecting educational tours must also feature in the curriculum. This would expose them to real situations in the business world.

Other schools of thought perceived curriculum planning, implementation and evaluation processes to follow both horizontal and vertical approaches. There was a call by teachers for parents to play an active role instead of a passive one in the education of their children. It is hoped, such a stance would complement the efforts by teachers. Supporting the participation by parents, it was echoed by a group of teachers that learners, as an important stake-holder component, should be canvassed during curriculum change process.

4.5.4 Integration of quantitative and qualitative findings

The table below depicts codes, categories and themes that emerged from the responses of the participants.

Table 4.5.4. 1: The impact of curriculum changes on selected themes

CODE	CATEGORY	THEME
Concept of curriculum change	Curriculum change is about teaching approaches, Curriculum change is about syllabus, textbooks, duration of teaching times, number of periods and assessment methods among others. It as a process whereby educators change the Approach that they use when they teach, Change to the type of resources that they use for teaching	Educational change that involves practices of instructional programmes
Processes involved in a change of curriculum	A top- down approach Planning, implementing and evaluating Drafted ... open for public discussion Formulating the change, trained ... implement what has been decided on.	Vertical and Horizontal approaches
Key role players in curriculum change	Teachers Government officials, Education specialists, Teachers and learners	Stakeholders of education: Government Teachers

	All stakeholder	Parents Learners Education experts
The impact of curriculum change on BSL	<p>to promote human well-being or personal wellness, reflect the priorities of life in general</p> <p>The values of a society in particular.</p> <p>Assist learners in meeting challenges in life.</p> <p>Benefit sectors of economy</p> <p>Lack of resources over those who did not</p> <p>Adequate resources.</p> <p>Experiencing improvements in results.</p>	<p>Improvements in matric results.</p> <p>Lack of resources</p> <p>Improve research capacity of teacher</p>
The negative effects of curriculum change on BSL academic performance	<p>absence of the dominance of practical activities,</p> <p>lack of exposure to real issues involved in the day-to-day running of a business</p> <p>regular educational tour to industrial zones and business districts</p> <p>regular educational tours to industrial zones and business districts would assist their minds</p>	<p>Absence of the dominance of practical activities,</p>

Addressing negative impact of curriculum change	Introduction of subject committees Regular visits to schools by subject advisors to monitor Evaluate the implementation of new curriculum, regular training of teachers Bringing parents on board Include authors of books and employers	Parental involvement Monitoring Provision of adequate resources
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A number of codes were identified in the data analysis procedure. Some codes were directly responding to the objectives of the study and others emerged from responses from probing questions.

List of themes

- 1.** Educational change that involves practices of instructional programs;
- 2.** Vertical and horizontal approaches to planning and implementing curriculum change;
- 3.** Stakeholders of education and their role in curriculum change;
- 4.** Challenges to curriculum change and ways to overcome them to improve academic performance including: lack of resources, the need to improve the research capacity and attitude of teachers, the need for parental involvement in education.

The following themes were found to be suggestions of the possible solutions to identified challenges: "Increase in governmental funding for education".

Interpretation of themes

4.5.4.1 Theme 1: Educational change involves instructional programs

This theme emerged from the responses of participants when they responded to the question:

Can you share your understanding of what curriculum change means?

Data collected through interviews with Business Studies teachers revealed that they have different understandings of what curriculum change should entail. What is key, however, there ought to be a change in the teaching approach where learners were regarded as vessels into which knowledge was poured. Teachers should no longer be regarded as a paragon of knowledge. Furthermore, curriculum change must be supported by adequate resources to make teaching and learning exciting and more on exploratory basis. In support of this, quantitative data in Table 4.4 shows a positive majority response of 73,8% suggesting that teaching approach or classroom activities should be learner-centered.

This, according to See table 4.3.2.19 & figure 4.3.2.14, was not associated with any particular age group. A further satisfaction in the view of Business Studies teachers towards what should change in the curriculum is demonstrated in table 4.3.2.8. In this figure, a total of 58% of participants showed that they were positive to changes brought about by curriculum change and show skills and sufficient knowledge for teaching the subject.

Most learners responded through focus group interviews by showing a lack of deep understanding of curriculum change. Some of them equated it to changes in the content of their textbooks only. A learner even remarked ***"now teachers must stop applying corporal punishment in class"***.

The researcher defined this theme to be a construct of several other themes under quantitative analysis where separate concepts were: learner-centeredness, attitude towards curriculum change and adequacy of classrooms for teaching and learning. The response under the qualitative approach was quite in agreement with the quantitative findings to the three concepts.

4.5.4.2 Theme 2: Vertical and horizontal approaches to curriculum change

Process

Participants (both teachers and learners) were asked to narrate the processes involved in curriculum change.

Understanding the process of curriculum change was designated as one of the objectives of this study with the avowed aim of improving it to facilitate teaching and learning and the academic performance of Grade 12 Business Studies learners.

Qualitative data collected through interviews with Business Studies teachers emphasized the need for consultations with stakeholders at grass root level, namely: learners, parents, teachers and even manufacturers of textbooks to attain harmony as we move forward. Such a vertical process would definitely be appreciated by all key role players in the fulfilment of the ideals of a democratic environment while executing curriculum change. A comparison, for example, was made of a situation where under the old dispensation, teachers were reduced to implementers of the curriculum when they should be part of formulating what is to be contained in the new curriculum.

Figure 4.3.2.2 also presented data about the extent to which learners' views were canvassed during the curriculum change process. The majority (61.3%) of the learners in the focus group interviews supported the statement that learners' views were considered during curriculum change process. This was further supported by Figure 4.3.2.3 that the high percentage was influenced by gender.

This analysis quite strongly agrees with the findings under the quantitative analysis and interpretation where similar findings were established by this research.

4.5.4.3 Theme 3: Curriculum change improves academic performance

Participants views were also solicited to establish the impact of curriculum change on Grade 12 Business Studies learners' academic performance in the Mthatha Educational district of the Eastern Cape Province.

This was in response to the question: ***What do you think is the impact of curriculum change on Grade 12 Business Studies learners?***

It was established by the researcher that despite the numerous challenges mentioned by the Business Studies teachers, schools continued to experience improvements in results. Figure 4.2.9 showed that 58% of the respondents supported the view that performance in Business Studies has been improving. Some respondents attributed the positive trend to the adequacy of resources for teaching and learning as shown in Figure 4.2.9. Furthermore, qualitative data from teacher participants supported the assertion that although the distribution of resources had not been fairly done, most schools benefited.

The analysis of a similar type of issue under the quantitative analysis showed a high degree with a collapsed positive response of 77%. This was in comparison with a negative response of 14.9%.

4.5.4.4 Theme 4: Challenges to curriculum change

As dictated by the research objectives, the researcher wanted to investigate some challenges facing curriculum change.

Participants' responses were to the question: ***What are the main challenges that you encounter during the implementation of Business Studies curriculum changes?***

According to observed evidence, there were many challenges confronting initiation, implementation and sustaining the changes in curriculum. Teachers' perspectives on these challenges, among others, include their own lack of capacity to cope with the new changes and inadequate resources for classrooms to function effectively. Table 4.7 illustrates teachers position on this issue. A merged strongly agreed and agreed responses resulted in

69.4% of teachers supporting the view that there exist challenges confronting curriculum change. Table 4.7 for example, confirmed that there existed a significant association between teachers' age and the need to develop teachers' knowledge, skills and attitude to enhance curriculum change. Furthermore, it has been observed that some significant association between successful curriculum change and availability of resources.

In addressing some of these challenges, data solicited from interviews with Business Studies teachers advocated for improvements in teachers' educational qualifications and regular in-service training to update their knowledge on the implementation of curriculum change. These efforts should be supported by the dedication from teachers and increase in government funding towards general educational activities.

The idea of lack of capacity to cope with the new curriculum changes and inadequate resources for classrooms to function effectively, corresponds to quantitative findings by the researcher, where regarding the topic of challenges of implementation of curriculum change drew a huge (69.4%) positive response by participants.

The researcher has proved some identity between quantitative analysis and the corresponding findings and those under the qualitative counterparts, where an integration process established both similarities and dissimilarities between the two schools of thought.

4.5.5. Conclusion

This chapter presents the integration of analysis and interpretation of quantitative and qualitative data. This thesis was accomplished by a comprehensive use of four techniques. The four techniques were: descriptive analysis, inferential analysis, factor analysis and qualitative analysis.

The quantitative descriptive analysis revealed many significant comparisons, where the objective of the analysis was a comparison of the variable responses using percentages. Congruent with the quantitative nature of analysis, percentage distributions were found important. In an additional development, inferential analyses were quantitatively

accomplished using probability values, the Chi-square statistics, culminating in the use of p-values for inferences and drawing conclusions. The level of significance selected was 0.10.

Commensurate with the objective of quantitative analysis, and in view of the objectives programmed for this study, factor analysis was performed to determine the concepts that drive this study. Factors such as "*The impact of Curriculum change on learners and teachers*", "*challenges of curriculum change*", "*A positive attitude towards curriculum change*", "*Challenges encountered during curriculum change process*" and others not stated here. On other hand, qualitative analyses were performed and concepts determined have been stated by the researcher. Concepts determined were integrated with the findings under three quantitative approaches. Similarities and dissimilarities were observed and scrutinised.

Overall, this research has exhaustively employed standard analytical procedures necessary for a satisfactory analysis of a study of this kind.

CHAPTER 5

DISCUSSION OF FINDINGS, SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter of the study presents the conclusions and recommendations arrived at in the cause of the research activities. The chapter is organized according to the following two main subdivisions. General findings obtained from chapter four are presented. Specific findings will be presented after general findings.

The researcher constructed the following research objectives:

- To establish how curriculum change influence Grade 12 learners' academic performance in the Mthatha District of the Eastern Cape Province.
- To ascertain the factors that drive curriculum change in Mthatha District of the Eastern Cape Province.
- To find out about the main challenges facing curriculum change in in the Mthatha District of the Eastern Cape Province.
- To attempt to understand how the process of curriculum change can be improved to facilitate teaching and learning and the academic performance of Grade 12 learners.
- To divide and identify the data set into two sub-groups, dependent and independent variables.
- To understand the existence of any association between any pair of variables within the set of data which have been identified as either dependent or independent by the researcher.

The arrangement is such that general findings were extracted from the descriptive quantitative analysis. Descriptive analyses, as the term sounds, denotes the analysis of percentages and frequencies. In addition, the researcher extracted specific findings from two other types of analyses. The two analyses from which specific findings were extracted are: Inferential analysis and factor analysis. The researcher starts with general findings.

This study established four components which have been specified and outlined under specific findings. The established components constitute the entire questionnaire and they reduce the entire quantitative dataset forming these research concepts.

5.2 GENERAL FINDINGS

5.2.1. Gender, Age and Race

The analysis shows that according to gender, the majority (close to 60%) of participants were females. This was because most school employees were observed to be females. With regard to the issue of race, the majority were black South African participants. The justification of this percentage distribution is that this research was conducted in the Eastern Cape Province of South Africa, where the majority are predominantly black. This is Transkei, one of the former homelands, a Xhosa dominated community.

5.2.2. Grade and Religion

The research investigation was designed to be focused on Grade 11 and Grade 12 learners drawn from selected schools within the Mthatha Educational District. Analysis outputs reveal that the majority (97.18%) of the learners who took part in the study attended Grade 12. The rest (2.82%) belonged to Grade 11. The majority participation was supported by the understanding that the researcher's original objective was to give more priority to Grade 12 learners as compared to their Grade 11 counterparts. The obvious cause was hypothesized to be that exit learners were more informed about the consequences of change of curriculum from a more informative point of view than learners from other classes.

5.2.3. Teachers' use of new curriculums and classroom adequacy

The analysis of the data on these topics showed that close to 50% of the participants were positive to the fact that Curriculum Change has a significant influence on the performance of Grade 12 learners' performance in. On the contrary, 27.8% were not agreeable to the idea. With regard to learner-centeredness of classroom activities, a whopping 73.8% either

agreed or strongly agreed to classrooms being learner-centered. Disagreeing with the proposal, 12.5% were opposed to the issue.

An additional analysis showed a majority of 65% were positive to teachers' use of curriculum change, an idea which witnessed 27.8% of the respondents negatively contenting.

The researcher can comfortably conclude, here, that the responses to the three conceptual ideas demonstrate positiveness by the participants to the objectives to this study. Concerning the last issue of classroom adequacy, the researcher established that a significant majority (77%) were agreeable to most schools having adequate classrooms for Grade 11 and Grade 12 learners. Out of all participants, 14.91% were negative to the view that schools had adequate classrooms for the exit learners. It is possible that some schools did not have adequate classroom venues for them.

5.2.4. Problem Associated with Curriculum Change

The investigator, using the results obtained from the data analysis, realized that a simple majority of close to 58% were quite positive and furthermore welcomed the view that there was a positive impact of curriculum change on the teaching and learning of in the interviewed schools. A negligible 16.13% of the participants were not agreeable to this proposal, however. On the other hand, the researcher established the availability of sufficient classrooms for teaching and learning of for Grade 12 learners in the subject. The output revealed that a similar percentage (58%) of the participants were either agreeable or strongly agreeable to the theme. This topic could only realize a resistance of 27.83%. The 27.83% was formed by those who either disagreed or strongly disagreed with the statement.

The researcher, himself a senior educationist and an experienced academician of high standing was quite impressed with these findings. He reckons that the results obtained point at the philosophy of frequent review of the educational curriculum. This study indicates that teachers, learners and education officials should effect Curriculum Change more often than

it has been the case.

5.2.5. Teachers' attitudes towards curriculum change

On a very serious note, the researcher wanted to establish the contributory effects of these two concepts as applied to curriculum change and their overall effects on the subject. With regard to the first concept, the researcher observed that a collapsed total of 58% supported the statement on the topic, followed by 25.8%, which was formed by those who were not sure. The least among the participants was formed by those who were opposed to the idea. The second topic with regard to lack of resources and curriculum change having an impact on the teaching and learning of in agreement, the majority (62.9%) were in agreement. Summarily, it was the researcher's observation that a meagre 17.4% were in disagreement.

5.3 THE PROPOSED MODEL ON THE IMPACT OF CURRICULUM CHANGE ON LEARNERS' ACADEMIC PERFORMANCE

Though the South African educational reforms are projected to rectify past racial inequalities as well as fight for current skills shortages in areas like mathematics, science and technology" and, there are still challenges. Figure 5.3.1 represents a model regarding the Impact of Curriculum Change on Business Studies Learners

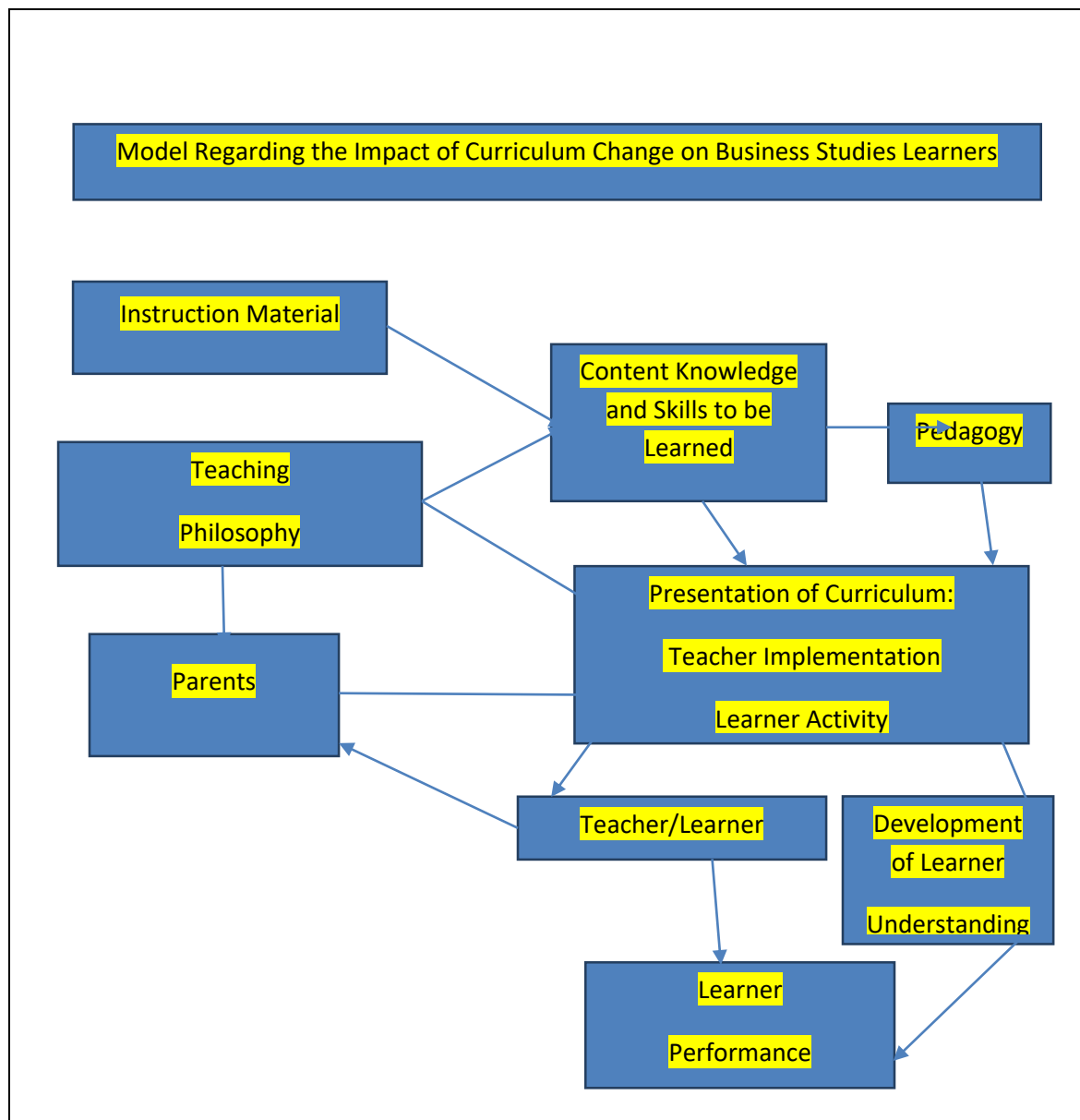


Figure 5.3.1: A proposed model on the impact of curriculum change on Learners

The model suggests strategies to be followed in introducing changes to a curriculum in a collaborative, consultative and democratic, yet assertive way in South African schools. Attention is focused on the structure, essential characteristics, and benefits of the model, and stakeholders' participation in the initiation and implementation process.

This model was based on the principle of interrelationships between stakeholders and

coherence to ensure that it met the requirements of a model. Anakoka (2008), suggested that a model should order and relate systems to each other so as to organise things. It should help in explaining key points for guidance to other parties such as researchers and learners. Finally, a model should explain educational phenomena. Oliva (1992) explains that curriculum model “may be a tried or untried scheme. It may be a proposed solution to a piece of a problem on attempt at a solution to a specific problem: a microcosmic pattern proposed for a replication on a grander scale”. Essentially, a model refers to a representation of something. It is not the real thing, but only an abstraction of it. They are patterns serving as guideline to action. The structure of the model is now discussed.

5.3.1 Instruction material

Since the aim of any curriculum change process is to make changes to the instructional offerings, preparations of the instructional material should serve as the starting point of such an exercise. It should be carried out in relation to societal mores, cultural norms and practical needs of the learners and society at large. The needs of learners and society ought to be explored extensively. The instructional materials should be based on measurable, sequence performance objectives. Course book materials should make provision for amount, range, sequence, varieties and graphics in order to gain the learner’s attention, inform the learner of the performance objective and stimulate recall of prerequisite learning. learners will benefit more from such course books. This elicits the desired performance and assist them in choosing their career paths. Teachers should be able to provide positive feedback to the learners so they know how well they are obtaining the performance objectives. The teacher must assess learner’s achievement and revisit the instructional material.

The researcher is of the view that the proposed initial collection of data, which is used principally for compiling the needs of the learners could provide fairly superficial information. The most useful information, relating to subjective learner needs, can only be obtained once teaching and learning has begun and a working relationship is established between the teacher and the learners. It is these subjective needs, derivable from information on

learners' wants, expectations and affective needs which is of most value in selecting content knowledge and methodology.

5.3.2 Content knowledge and skills to be learned

Content knowledge on the teaching and learning areas should be properly catered for in the school curriculum. In the context of this study, it refers to the knowledge of instructional strategies, classroom management and classroom organisation practices that relate to . The rationale should be the development of distinctive skills and awareness of the emancipation role of as a learning area. Learners eventually would become responsible citizens in a culturally diverse, democratic society and be competitive in the labour market. Content knowledge should include the following:

- The parameters for the articulation of content knowledge must not be too broad. It must be within a scope which can be managed by the teacher
- Pedagogy relating to the content knowledge must be specific to the subject content as used to be the case in the curriculum of the apartheid educational dispensation
- Less time should be spent on understanding new educational terms and concepts
- The changes should provide the scope of content at each level of study e.g. Grade 10, 11 and 12
- It must contribute to transforming society and environment by helping learners to apply the values that are embodied in the constitution to their lives and to those around them.

5.3.3 Pedagogy

Teacher's pedagogical knowledge is basically about the principles and strategies of teaching and learning. It requires cognitive knowledge of the instructional strategy in creating effective teaching and learning. This area often presents a mismatch between teacher and learner expectations. It is common practice for all learner types to rate certain classroom activities and materials highly, while others rated lowly. The teacher should understand who

the learner is before he/she can effectively engage with him. A good mastery of subject content is important, subject to competency in selecting adequate and relevant teaching strategies, learning styles and the type of knowledge specific to the teaching profession. The quality of a teacher is determined by his/her pedagogical capacity.

5.3.4 Teaching philosophy

In the new educational terrain, the teacher's beliefs about teaching and learning should be empowered to enable him/her to develop the basic knowledge and skills of learners. Ideas of integration between subjects should be emphasized in order to establish a strong link between learning and real life. This affirms the learners' experience and build their confidence as well as their background. After this stage, the teacher's role should be covert. Rather than directly transmitting learning, the teacher acts as a guide and facilitator. This teaching philosophy should however be based on the teacher's discipline, experience and the depth of knowledge in the subject. The pedagogy therefore should spring from a new learning partnership between and among learners and teachers with the support of digital tools and resources.

5.3 5 Parents

In South Africa, the involvement of parents in children's education appears to be minimal. Parents were ill-informed when it comes to the implementation of curriculum. Consequently, they end up not knowing how to help their children. Parents should be involved and made to believe that it is their role to assist their children with their school work. For instance, homework, providing conducive learning environment and provision of additional learning materials. In the case of CAPS, schools and for that matter teachers are encouraged to involve parents to be part of and parcel of the school community. Parents need to know what happens in CAPS in order for them to assist their children with homework.

5.3.6 Presentation of curriculum

Presentation of the curriculum should be a two-way affair; the teacher implementation and the corresponding learner activities. In delivering the curriculum, the teacher should bear

in mind issues of inclusive education and learner diversity. Learning targets, objectives, language forms and the associated skills and strategies for delivering the lesson must be clearly spelt out. Digital tools and resources should become readily available within the learning environments. Tasks should be designed to draw and expand learners existing knowledge and skills based on the tools and resources that they have. Learners should be assessed at the end of the day to gauge the extent of their grasp of the subject matter. Under the learner-centred curriculum, learners should be engaged actively in the teaching and learning activities. They are assessed as part of daily learning through a range of activities which should include dialogue and interaction with peers and teachers, practical investigations, performances, oral presentations, report writing, projects and discussions. In all these, learners would be expected to demonstrate their knowledge understanding, skills and capabilities through self-assessment.

5.3. 7 Opportunities for teacher-learner interaction

Opportunities for teacher-learner interaction should be the prerequisite for pedagogical content knowledge to evolve. This refers to an interactive exchange between teachers and learners. As already mentioned in this study, teacher-learner interaction provides opportunities for negotiations between the teacher and the learner. For instance, teachers and learners are able to agree on content and classroom rules of behaviour. This augurs well for smooth classroom management practices and the delivery of lessons with the complete support and cooperation of learners. This goes a long way in contributing to the academic performance of learners.

5. 3. 8 Development of learner understanding

The development of learner understanding starts with 'deep learning'. It is defined as creating and using new knowledge in the world. Technology has unleashed learning, and the potential for learners to apply knowledge in the world outside of school. Teaching shifts from focusing on covering all required content to focusing on the learning process, developing learners' ability to lead their own learning and to do things with their learning.

Learning goes beyond the mastery of existing content knowledge. Teachers then become partners with learners in deep learning tasks characterised by exploration, connectedness and broader, real-world purposes. Learning outcomes are measured in terms of the following:

- Learners' capabilities to build new knowledge and to lead their own learning effectively
- Proactive disposition and their abilities to persevere through challenges
- The development of citizens who are life-long learners.

In proposing these aims, the researcher has taken cognisance of the fact that it is unrealistic to expect extensive participation of learners in the consultative process with little experience about the subject matter and learning. Hence, it's necessary for the teacher to start off by making most of the decisions.

5.3.9 Learner performance

Underpinning the curriculum change process is the thinking that knowledge, understanding and proficiency of the learner will improve. This intend supports the learner to achieve a higher-order thinking or process skills which is acquired through the various disciplines. The learner is able to produce a tangible product that serves as evidence of learning. At school level, this evidence which comes in the form of a pass in examinations with its associated certification is be the yard stick for measuring how well a learner has performed. This feat is achievable in the classroom through the preparation of good instructional materials for learners, new pedagogy and teaching philosophy that assist in overcoming the challenges faced by teachers and learners in the classroom. This is also enhanced by parents with a new mind set about their children's education.

5.4 SPECIFIC FINDINGS

The researcher's plan to perform specific findings had the objective of undergoing a deeper analysis based on a bivariate approach of the variables in the data. These composed of variables stated and digested in the analysis as follows. For the inferential analysis, the level

of significance was determined to be 0.10. These findings are just summaries of the analysis, but put in a more conclusive manner. Any reader who would prefer a more detailed analysis is advised to go through the complete analysis under the previous chapter or conduct the researcher for additional clarifications.

5.4.1 Teachers' Attitudes Towards Curriculum Change

One of the researcher's wishes was to understand analysis responses to the above statement. A collapsed total of 58% was formed by those who were positive to the statement, whereas, 25.8% were undecided on the issue. The researcher further noted that a meagre 6.5% disagreed with the topic.

This was very good news for the researcher as the majority of the participants were in support of curriculum change, one of the main objectives of this investigation. The significant support signifies, to some extent, the proper research planning by the researcher.

5.4.2 Gender versus Curriculum change has an influence on Grade 12 learners' academic performance

In his pursuit to understand the existence of any association, the recorded p-value was 0.000. This was far less than 0.10 and so the null hypothesis was rejected and the belief that curriculum change has an influence on Grade 12 learners' academic performance being influenced on the basis of gender was upheld as factual and adopted. Some, based on gender, do not believe that Curriculum change has an influence on Grade 12 learners' academic performance.

5.4.3 Gender versus Classroom activities are learner-centered

The discussion on this topic was concluded by rejecting the null hypothesis and concluding that there was a significant association between gender and classroom activities being learner-centered due to the observed p-value of 0.002. the implication is that the rating of

learner-centeredness was influenced by gender.

5.4.4 Gender versus Learners' views and inputs are considered in any curriculum change

The relationship between gender and Learners' views and inputs having been considered in any curriculum change were influenced by gender. In another understanding, it means that gender influenced learners' views regarding Learners' views and inputs are considered in any curriculum change teachers' of a use the new curriculum change to engage learners to a high order thinking.

The issue of the existence of association between gender and change of curriculum to engage learners to a high order thinking led to an observed p-value of 0.075. The p-value being less than 0.10, the researcher rejected the null hypothesis and concluded that Teachers' use of the new curriculum changes to engage learners in higher-order thinking was a view strongly supported on the basis of gender.

5.4.5 Gender versus Curriculum change affect teaching and learning of Business Studies

The relationship between gender and the statement that curriculum change had an effect on teaching and learning of was not determinable since the p-value (0.777) was far larger than the level of significance and so the null hypothesis could not be rejected in favour of the alternative hypothesis. Curriculum change affecting teaching and learning of were not associated with gender.

5.4.6 Gender versus The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods

The level of influence of gender on challenges of curriculum change being the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods was

found to be nonexistent due to the researcher's observation of a high p-value of 0.112. This meant that challenges of curriculum change for development of teachers' knowledge, skills, attitudes and teacher alignment methods does not depend on the teacher's gender, but rather has an equal effect across genders. Put more plainly, the analysis showed that all teachers, irrespective of gender of the participant, were equally of the view that challenges of curriculum change are the development of teachers' knowledge, skills, attitudes and the alignment of teacher training methods

5.4.7 Grade versus Classroom activities are learner-entered

The participating members at different schools were composed of both men and women. It is common sense that classroom activities are contributed to by both genders. The learner-centeredness of classroom activities as a perspective is found to be independent of one's gender. The large p-value of 0.543 supports the null hypothesis. This was a view held by learners from all Grades. In conclusion, learner-centeredness is a view held by both genders equally.

5.4.8 Grade versus The impact of curriculum change on the teaching and learning of in schools is due to limited resources

The impact of curriculum changes in the teaching and learning of in schools resulting from limited resources elicited responses which depended on the Grade of the learner. The observed p-value of 0.083, which was less than the level of significance showed that there was some significant relationship between the learner's Grade and the impact of curriculum change on the teaching and learning of in schools which was claimed to be due to limited resources.

5.4.9 Age group versus Curriculum change has an influence on Grade 12 learners' academic performance

Whether curriculum change having any impact on Grade 12 learners' academic performance was a concern expressed by all age groups that participated in the study, was an issue to be tested. The observed p-value of 0.130 was too high and it demonstrated that there was no strong connection between age group and the research statement, meaning that all age groups were of the view that curriculum change had an influence on Grade 12 learners' academic performance.

5.4.10 Age group versus Learners' views and inputs are considered in any curriculum change

The researcher sought to understand (based on age group), whether age group had any effect on learners' views and inputs to the effect that any curriculum change had no response to a particular age-group. The analysis concluded that all participating age groups shared similar sentiments. The observed p-value was 0.389.

5.4.11 Age group versus Curriculum change has an influence on Grade 12 learners' academic performance and that Classroom activities are learner-centred

The researcher investigated the relationship between curriculum change having an influence on Grade 12 learners' academic performance and was not influenced by parents' occupation with regard to age group. The observed p-value being 0.084, led to the researcher concluding that age group had a positive effect on the researcher concerns. On the other hand, with an observed p-value of 0.886, it was established that age group did not influence the proposal that classroom activities were learner-centered and that they were not associated with any particular age group.

It was an observed miracle to note that even when the researcher statements were considered from a human point of view, the conclusion was basically the same as arrived at using p-value analysis.

5.4.12 Age group versus teachers' use of the new curriculum change to

engage learners to a high order thinking.

Teachers using the new curriculum change to engage learners in higher-order thinking was not a view influenced by age group. The observed p-value was 0.557. The researcher, based on the observed p-value of 0.557, concluded that age group never influenced the practice where teachers use the new curriculum change to engage learners to a high order thinking. Regarding the statement that the challenges of curriculum change resulting from the development of teachers' knowledge, skills, attitudes, and the alignment of teacher-training methods, the researcher agreed with the high p-value and settled for the fact that there was no age group influence, and so the specific views of any age group, but rather, a result independent of age.

The observed p-value of 0.895 convinced the researcher to agree that the view on impact of curriculum change in the teaching and learning of in schools resulting from limited resources were not related to the age of the respondent.

5.4.13 Age group versus teachers having a positive attitude towards change in curriculum and displaying skills and sufficient knowledge to teach the subject

Teachers having a positive attitude towards change in curriculum and showing skills and sufficient knowledge to teach the subject were not influenced by the respondents' age group. The observed p-value was 0.233 led to the failure of rejection of the null hypothesis. On the other hand, teachers facing difficulties when it came to the implementation of curriculum change and not being associated with any particular age group, was decided upon on the basis of the observed high p-value of 0.872.

5.5 FACTOR ANALYSIS

By definition, factor analysis is a data reduction technique. One of the concerns by the researcher was to understand the number of factors which were to be extracted on the analysis of the data and furthermore, go ahead and identify the factors so extracted.

The objective of the study was to establish how curriculum changes influence Grade 12 learners' academic performance in the Mthatha Educational District of the Eastern Cape Province. The researcher, in addition to the above analysis sought to understand the practical components of the conceptualization of this topic of research with reference to the instrument used. Details of this have been covered in Section 3 of the analysis (Factor Analysis) under chapter four. The following are summaries of the determined factors by the researcher:

The analysis revealed that this research was built on four well-defined components as identified below.

- The impact of curriculum changes on teaching and learning;
- The challenges of curriculum change;
- Positive attitude to curriculum change;
- Challenges encountered during the curriculum change process.

It must be remembered that factor analysis is a data reduction technique. It summarizes all the variables in the data set and extracts constructs which represent the whole data.

The above four components completely describe the quantitative data of this study

5.6 RECOMMENDATIONS

The researcher conceptualized the study topic after in-depth considerations. The topic of this research was a determination of the impact of curriculum change on Grade 12' learners' academic performance in the Mthatha District of the Eastern Cape Province of the republic of South Africa. The researcher is himself an experienced officer in academic affairs both under basic education as an educator, then he grew within the system and held positions as principal of a number of high schools. He finally entered university cadre where he has served as a lecturer to date. He has explicitly stated the objectives of this study and as well constructed the research instrument and thereafter, collected the relevant data, which was subsequently analysed and interpreted. On the basis of the analysis, interpretations and after digesting and assimilation of the output information, the researcher makes the following recommendations:

5.6.1 Frequent Curriculum Reviews

The study has revealed that there is dire need for the DoE to institute a procedure where there will be frequent curriculum reviews. This will instill the character of proper service delivery by educators in view of the demands by the curriculum in need. There is need for the educational system to keep pace with ongoing educational transformations both at the national level and at the global arena. This will enrich the materials to be delivered to learners. Such an approach will ultimately translate into a more up-to-date academic structure, where skills and knowledge will be of acceptable quality, which will benchmark with international standards.

5.6.2 Involvement of all stakeholders in curriculum review process

In the course of change of curriculum, the DoE must solicit views from all stakeholders including: Teachers, learners, the civil society, education officials and even university academics. This is envisaged to create a more working curriculum document for the department. It is borne by the researcher that the contribution by different stakeholders will mean: teachers interact with learners on daily basis at classroom level and thus, they are in an advantaged position to understand the requirements for a curriculum review. Their contributions are therefore, vital. Learners, who are at the center of benefiting from a good curriculum, have their part to contribute to the curriculum review in the form of making a postmortem of a review in progress. Academics, on the other hand, have the role of perfection with regard to approval of any curriculum review and thus, must make final submissions to the curriculum review process.

5.6.3 Learner-Centeredness of Classroom Activities

Curriculum Change should have a significant influence on the learner-centeredness of classroom activities. This will have far reaching implications since the learner is the significant recipient of curriculum change. A credible measure of the success of curriculum review process is the successful implementation through learners' embracing, acceptability and good academic performance. This role defines the importance of learners in the

curriculum review process.

5.6.4 Curriculum change, which has a significant positive impact on the teaching and learning of Business Studies, should be effected regularly

This research discovered that curriculum change has a significant positive impact on the teaching and learning of Business Studies in the target population and so, changes must be regular with well-defined objectives. It is known that Business Studies is a practical discipline which is dynamic in nature. This means that a curriculum review process must factor in the element of practicability as regularly observed in any existing business environment.

5.6.5 The importance of Curriculum change cuts across age and Gender

The ingredients of a curriculum change do not depend on either gender or age. This has a very strong implication on the review process in the sense that classification of the source of contribution should not be based on non-essential independent factors such as age, gender, class and even position in society. The analysis categorically rejected any association between independent variables with dependent factors.

5.6.6 Teachers' Support for Curriculum Change

The majority of teachers have a positive attitude towards change in curriculum and are always cooperative irrespective of their age group. This confirms the observation that the factor of age group does not necessarily positively contribute to improvement of curriculum. This, in a nutshell, implies that the contribution towards curriculum review is entirely dependent on one's specialization, academic aptitude and professionalism.

5.7 Limitations encountered during the study

The researcher encountered a number of data collection challenges. These included:

- Common to all the groups was learner absenteeism. This challenge over-extended the interview period by two weeks. Another challenge was the reluctance of the participants to speak. This challenge was more pronounced in schools C and D. The researcher, a former school teacher and currently a university lecturer, understood this to be a result of age factor coupled with the complexity of young people interacting with a stranger. These resulted in a high degree of student shyness. Participants in school B were the most active;
- The most frustrating challenge was when the researcher lost the tape-recorded information together with its transcriptions during a car break-in that took place in the Mthatha town sometime back;
- An observed major constraint to this study was lack of sufficient time. The researcher, a full time employee of Walter Sisulu University, had limited time to provide the desired attention and time to the study due to his busy work schedule. This study focused on teachers and learners who were involved in the teaching and learning of Business Studies. In this regard, the researcher used effective instrumentation to enumerate the accurate information from them for analysis. Such instrumentation included questionnaires, interview schedules and focus group documentations. However, these limitations did not totally negatively impact on the successful completion of the study.

5.8 RECOMMENDATIONS FOR FUTURE RESEARCH

- This research was performed in the Mthatha Educational District in the Eastern Cape Province of the Republic of South Africa. The researcher noted that the sample drawn was comparatively smaller given the magnitude of the requirements of a Doctorate in Education Degree. In addition, this study had to establish responses to a number of objectives, some of which required large amounts of data. Analysis such as Factor Analysis and inferential analysis of socially collected data such as this one, would require big data sets for testing set hypothesis with a high degree of precision. Based on these observations, future research must incorporate larger samples with a recommendation

of covering other areas in the Eastern Cape Province.

- One of the limitations was lack of human resources to collect more data than was used in this research. Future research on this topic must make sure that a qualified statistician is involved to take care of unforeseen situations including: construction of the instrument for questionnaire administration. The inclusion of the choice of variables will assist such research in avoiding errors associated with the type of variables to be tested.
- There will be need to perform advanced factor analysis such as confirmatory factor analysis (CFA). Such methods like Sequential Equation modelling will provide more advanced analysis strategy.
- The researcher recommends the following measures, which, it is assumed, will improve the analysis of the data and lead to more clarity of the outcome information. The additional analysis is Structural Equation Modelling (SEM). Structural Equation Modelling (SEM) is an advanced form of exploratory factor analysis. SEM will bring out deeper analysis information which will show the strength of relationships between determined factors and the corresponding indicators.
- Another recommendation that will help improve this type of study if performed in future is carrying out this study on a larger scale than was done for this study. (Werner & Schermelleh, 2009) claim that Confirmatory Approach: For hypotheses testing, simple statistical procedures usually provide tests on the basis of explained variance in single criterion variables. This is inappropriate for evaluating complex models containing a multitude of variables and relationships. In contrast, structural equation modelling allows to test complex models for their compatibility with the data in their entirety, and allows to test specific assumptions about parameters (e. g., that they equal zero, or that they are identical to each other) for their compatibility with the data. In doing so, the variances and covariances of all the observed variables are factored in systematically: The empirical relationships between all observed variables (empirical covariance matrix) are compared to the relationships implied by the structure of the theoretical model (model-implied covariance matrix). This allows for: – Global assessment: The model fits the data well or not so well. – Local assessment: The model is or is not able to correctly

reproduce relationships between particular variables. This can point to specific areas/parts where the model may be deficient. – Exploratory suggestions for potential model improvements (modification indices): These suggestions can then be evaluated for interpretability and compatibility with an underlying theory

5.9 CONCLUSION

This chapter has considered summaries of the data collected for this study. This study had the objective of determining the impact of curriculum change on Grade 12 learners' academic performance in the Mthatha Educational district of the Eastern Cape Province of South Africa. The researcher divided this chapter into two distinct sections namely: General findings and specific findings. Firstly, under general findings, outcomes were made on the basis of response percentage comparisons. These findings were based on percentage distribution-oriented analysis. This study further revealed that there is dire need for frequent curriculum reviews. In addition, the DoE should institute learner centered-ness of classroom activities. With regard to participants' views, this research observed overwhelming support for curriculum change by teachers, an event that should be effected frequently.

Secondly, inferential analyses were performed and recorded. Associations were discovered and recorded. The necessary comments have been made for two types of summaries, namely, general findings and specific findings.

The research reveals a number of results. Of interest was the percentage distribution according to gender, where close to 60% of females participated in the study. Other response percentages show that the majority supported more frequent curriculum changes. Other views relate to the consideration of views and inputs by all academic stakeholders, including those by learners. On the other hand, it was discovered that teachers having a positive attitude towards change in curriculum and showing skills and sufficient knowledge to teach the subject, were not influenced by the respondents' age group. The observed p-value was 0.233, which led to the failure of rejection of the null hypothesis. Furthermore,

teachers facing difficulties when it came to the implementation of curriculum change and not being associated with any particular age group, was decided on the basis of the observed high p-value of 0.872.

Finally, curriculum change and its impact should no longer be viewed as a separate entity that is prescribed and operates in isolation. It is an educational process that takes into account societal mores, cultural norms and practical needs of society. It works in conjunction with a whole series of role players: learners, teachers and technologists with the support of instructional materials under a revised perspective.

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Annexures

Annexure 1

Questionnaire for Learners

The content of this questionnaire is absolutely confidential. Your identity as a respondent or the school will not be disclosed under any circumstance. Therefore, DONOT write your name or the name of your school on the questionnaire. Answer the questions based on what you really know and understand. Be sincere and honest in your response to the questions. **Thank you very much.**

Kindly respond to the following questions that relate to your biographic information

Section A: Biographic information

1. Please indicate your gender by ticking one of the following.
 - A. Male
 - B. Female
2. How old are you?
 - A. 11-13 years
 - B. 14-16 years
 - C. 17-19 years
 - D. Older than 19 years
3. What is your racial group?
 - A. Black
 - B. White
 - C. Coloured
 - D. Indian
 - E. Chinese
4. What Grade are you doing now?
 - A. Grade 10
 - B. Grade 11
 - C. Grade 12
5. Where do you live?
 - A. City

- B. Town
 - C. Rural area
 - D. Farm
6. Which religious group do you belong to?
- A. Traditional
 - B. Christian
 - C. Muslim
 - D. None of the above
7. What is your father's educational background?
- A. Never went to school
 - A. Finished Grade 12
 - B. Diploma holder
 - C. Degree holder
 - D. Other
8. What is your mother's educational background?
- A. Never went to school
 - B. Finished Grade 12
 - C. Diploma holder
 - D. Degree holder
 - E. Other
8. What is your parents' occupation?
- A. Employed
 - B. Not employed
 - C. Self employed
 - C. Pensioner

Section B: Questions on reading comprehension

LIKERT SCALE FOR LEARNERS

Please read each of the following statements and tick the one which reflects your view with regards to the extent on how you agree or disagree to the factors:

RESPONSES: STRONGLY AGREE (S A), AGREE (A), STRONGLY DISAGREE (S D), DISAGREE (D) AND NOT SURE (N S)

	QUESTION	SA	A	SD	D	NS
1	Curriculum change does influence Grade 12 learners academic performance					
2	Learners views and inputs are considered in any curriculum change					
3	Classroom activities are learner-centered					
4	Teachers work as facilitators of lessons					
5	Teachers use the new curriculum change to engage learners to a high order thinking.					
6	Teachers, who have a positive relationship with learners, engage them in an active participation					
7	There are adequate classrooms for teaching and learning					
8	Learners adapt to change and demonstrate good group work skills with confidence					
9	Classrooms and laboratories are equipped with proper and adequate learning facilities					
10	Curriculum change affect teaching and learning of					
11	The problem with curriculum change in South Africa is the rate at which the change happen					
12	Lack of resources impact negatively on the implementation of curriculum reform in the teaching and learning of					
13	Curriculum development and reform be piloted before it is implemented					
14	The challenges of curriculum change are the development of teachers' knowledge, skills, attitudes, and the alignment of teacher training methods					
15	The impact of curriculum change in the teaching and learning of in schools are due to limited resources.					
16	Classroom teaching and learning facilities are available					

17	teachers have positive attitude towards change in curriculum and show skills and knowledge to teach the subject				
18	teachers are inadequately trained with the necessary skills and knowledge to be able to implement change in the curriculum				
19	Students do not understand the new curriculum policies				
20	Teachers face difficulties when it comes to the implementation of curriculum				

ANNEXURE 2

TEACHERS' INTERVIEW SCHEDULE

The content of this open-ended questionnaire is highly confidential. The researcher will ensure that your identity will not be disclosed under any circumstance. Hence, DO NOT write your name or the name of your institution. Answer the questions based on what you really know and understand. Be sincere and honest in your response to the questions. **Thank you**

Section A: Biographic information

Kindly respond to the following questions that relate to your biographic information

Race

Gender

Age range

Range of teaching experience

Section B: Interview schedule for teachers

1	Can you share your understanding of what curriculum change means?	Remarks
2	What are the processes involved in a curriculum change? <ul style="list-style-type: none">• Can you narrate what each process entails?	
3	Who are the key players in curriculum change? <ul style="list-style-type: none">• What are the roles of each of these players?	
4	What is the impact of curriculum change on Grade 12 learners in ? <ul style="list-style-type: none">• To what extend are negative impact addressed?	
5	What are the main factors that affect Grade 12 learners negatively? <ul style="list-style-type: none">• How are these factors that affect Grade 12 EMS learners negatively been addressed?• How do change in curriculum affect your role as EMS teacher?	

6	How are learner views heard and considered in curriculum change?	
7	<p>As teacher, what roles do you play to ensure effective curriculum change?</p> <ul style="list-style-type: none"> • Do you think you have enough capacity to support and implement change in curriculum? 	
8	<p>What are the main challenges that you encounter during the implementation of change in curriculum?</p> <ul style="list-style-type: none"> • What effects do change in curriculum have on teachers and learners? • What are the factors you think might be affecting the success of change in curriculum? • How do you go about in addressing these challenges? 	
9	How are you as teacher involved in the negotiation of curriculum change?	
10	<p>How can challenges that are encountered during curriculum change be minimized to enhance teaching and learning?</p> <ul style="list-style-type: none"> • What are your suggestions for the future planning of curriculum change in schools? 	

ANNEXURE 3

FOCUS GROUP INTERVIEW WITH LEARNERS

1. Can you share your understanding on what Curriculum change mean?
1. What are the processes involved in curriculum change, can you narrate what each process entails?
2. Who are the key players in curriculum change?
3. What are the roles of each of these players?
4. What do you think is the impact of curriculum change on Grade 12 learners in ?
5. What are the main factors that influence Grade 12 learners negatively?
6. How do curriculum change affect your role as learner?
7. How are learner's views heard and considered in curriculum change?
8. As a learner, what role do you play to ensure effective curriculum change, do you think you have enough capacity to support and implement the change?
9. What are the main challenges that you encounter during the implementation of change in curriculum in ?
10. What effect do change in curriculum have on teachers and learners?

11. What factors do you think may be affecting the success of change in curriculum?
12. How do you go about addressing these challenges?
13. How are you as a involved in the negotiations of curriculum change?
14. How can challenges that are encountered during curriculum change be minimised to enhance teaching and learning?

Annexure 4



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Mokhele Tshwane Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA
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Enquiries: B Pamis

Email: b.pamis@eced.gov.za

Date: 11 June 2015

Mr. RMK Boadzo

Walter Sisulu University

Mthatha

5099

Dear Mr. Boadzo

PERMISSION TO UNDERTAKE A DOCTORAL THESIS: THE IMPACT OF CURRICULUM CHANGES ON GRADE 12 BUSINESS STUDIES LEARNERS' ACADEMIC PERFORMANCE IN THE MTHATHA DISTRICT OF THE EASTERN CAPE

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research from ten (10) selected schools in Mthatha of OR Tambo Inland District under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;

building blocks for growth

Page 1 of 2



Bumso eliqondileyo!

- g. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - h. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - i. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - j. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - k. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nelisa.kanjana@ecdoe.gov.za should you need any assistance.



NY KANJANA
DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION



ANNEXURE 5

INFORMED CONSENT TO THE DEPARTMENT OF EDUCATION

42 Sidwadwa Drive

Sidwadwa View

Mthatha

5009

15 April 2015

The Superintendent General

Department of Education

Zwelitsha

Eastern Cape

Sir

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN
SOME SELECTED SCHOOLS IN MTHATHA**

I write to request your office to grant me permission to conduct a research in some selected schools in the Mthatha district in the Eastern Cape.

I am currently studying towards a doctorate degree in Education at Walter Sisulu University. Granting me permission will assist me in administering my questionnaires in those schools.

I am hoping to hear favourable from you.

Thank you

Yours Faithfully

.....

Boadzo RMK

ANNEXURE 6

PARTICIPANTS' INFORMED CONSENT FORM

The research topic: curriculum changes in Business Studies and its impact on Grade 12 learners' academic performance in the Mthatha District of the Eastern Cape.

Name of Researcher: Robert Boadzo

I confirm that I have read and understood the information sheet dated for the above study.

I have had the opportunity to consider the information, ask questions and have had these questions answered.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without my legal rights being affected.

I give permission for this individual to interview me or administer questionnaire to me

In short, I have agreed to voluntarily to take part in the above research study.

Signature.....

Date.....