

**TEACHERS' EXPERIENCES OF IMPLEMENTING BUSINESS  
EDUCATION IN THREE SECONDARY SCHOOLS IN MASERU  
DISTRICT, LESOTHO.**

**BY**

**MAMOSA ESTHER THAANYANE**

**DECEMBER 2010**

**A full dissertation submitted to the School of Education Studies in fulfillment  
of the requirements for the degree of Master of Education in Curriculum  
Studies, University of KwaZulu-Natal, Durban.**

## DECLARATION

I, hereby declare that this dissertation entitled “**TEACHERS’ EXPERIENCES OF IMPLEMENTING BUSINESS EDUCATION IN THREE SECONDARY SCHOOLS IN MASERU DISTRICT, LESOTHO**” is my own work and all sources that have been used in this dissertation are indicated and are acknowledged by means of complete references. This dissertation has not been submitted previously in part or whole for examination for a degree at any institution.

\_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**‘Mamosa Esther Thaanyane**

Statement by supervisor:

This dissertation is submitted with / without the supervisor’s approval.

\_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**Supervisor: DR. V. MNCUBE**

\_\_\_\_\_  
**DATE:** \_\_\_\_\_  
**Co -Supervisor: PROF. T. BUTHELEZI**

## ACKNOWLEDGEMENTS

Firstly, I would convey my sincere gratitude to the **Lord, God Almighty** for the strength and wisdom He provided me to complete this dissertation. To my co-supervisor, **Professor T. Buthelezi**, thank you for your patience, endless assistance, professionalism and guidance throughout the writing and compilation of this dissertation. **Dr. V. Mncube**, my supervisor thank you for your supervision and support, without you I would have not successfully completed.

I would also like to convey my deepest gratitude to my husband, **Seitlheko Paul Thaanyane** for his efforts and consistent encouragement to face the research challenges. I am also very grateful for his understanding and support at all times during my studies at the university. I would also like to thank my friend **Fumane Khanare** and all friends at University of KwaZulu-Natal, Edgewood and at home who have supported me while still studying at the university. Lastly, I would like to thank the schools and the teachers who participated in the research project and provided responses for the study.

## DEDICATION

This study is dedicated with love to:

- My late father, **Lefala Seth Motlalepula Mohlomi**, wherever you are and my mother, **Malichaba Allinah Mohlomi** who made me what I am today.
- My husband, **Seitlheko Paul Thaanyane**, for his understanding, support and encouragement which enabled me to complete this study.

## **ABSTRACT**

Following the introduction of a new curriculum, Business Education, in Lesotho secondary schools this study focused on investigating teachers' experiences in implementing the new curriculum in their classrooms as well as the factors associated with the success or failure of its implementation. This qualitative case study was used to provide in-depth insight into the day-to-day implementation of Business Education, successes and failures of teachers (teachers' experiences). It further gave me an opportunity to delve into the weaknesses and strengths of the cascade model of training teachers, which was offered to teachers during implementing a new curriculum. Data was collected from three secondary schools in Maseru, Lesotho where six teachers were purposively selected from Lesotho Commercial Subjects Teacher Association (LECSTA).

The data collection methods used are influenced by interpretivist paradigm and the study used individual interviews with open-ended questions, non-participatory observation and documents reviews of the lesson plan books, scheme of work and record of work done as well as the students' test scripts. A review of few documents was used to compliment data collected through the first two methods of data collection. A theory of curriculum change was used in the study and ethical issues were considered. The findings of this study revealed that teachers were not adequately trained on how to implement Business Education and not many teachers were involved in the design of the new curriculum. They were not even trained on the teaching methods because the NCDC just assumed that they would not have problems. Teachers also showed that performance of Business Education is not good because teachers hate teaching theory, as a result concentrate more on practical, which leads to students hating it as well.

## **ACRONYMS**

<b>B.Comm</b>	<b>Bachelor of Commerce</b>
<b>COSC</b>	<b>Cambridge Overseas School Certificate</b>
<b>CSP</b>	<b>Commercial Subjects Panel</b>
<b>ECOL</b>	<b>Examinations Council of Lesotho</b>
<b>EE</b>	<b>Entrepreneurship Education</b>
<b>EI</b>	<b>Education Inspectorate</b>
<b>DEO</b>	<b>District Education Officer</b>
<b>HOD</b>	<b>Head of Department</b>
<b>JC</b>	<b>Junior Certificate</b>
<b>LCE</b>	<b>Lesotho College of Education</b>
<b>LECSTA</b>	<b>Lesotho Commercial Subject Teachers' Association</b>
<b>MOET</b>	<b>Ministry Of Education and Training</b>
<b>NCDC</b>	<b>National Curriculum Development Centre</b>
<b>NUL</b>	<b>National University of Lesotho</b>
<b>UNESCO</b>	<b>United Nations Education Scientific and Cultural Organisation</b>
<b>US</b>	<b>United States</b>

# WRITING CONVENTIONS

The researcher has used the standardized format for acknowledging the sources of ideas and information which is the American Psychological Association (APA) 5<sup>th</sup> edition in writing this dissertation.

## **For a journal:**

Anderson, E. S. (1997). Understanding teacher change: revisiting the Concerns Based Adoption model. *Curriculum Inquiry*, 27(3), 331-167.

## **For an edited book:**

Blaxter, L., Hughes, C. & Tight, M. (2006). *How to research*. (3<sup>rd</sup> ed). Berkshire: Open Press.

## **For a dissertation:**

Conco, Z. P. (2004). *How effective is in-service training for teachers in the rural school context? Dissertation submitted in fulfilment of Masters of Philosophy in Education, Pretoria University, Pretoria.*

## **For government document:**

**Examiners' Report (2006). 2006 Junior Certificate. Maseru: Examination Council of Lesotho.**

## **For electronic data:**

Firestone, W. A. (1980). Images of Schools and Patterns of Change. *American Journal Education*, 88(4), 459-487. Retrieved 06 March 2009. From: [www.jstor.org/stable/1085359](http://www.jstor.org/stable/1085359).

## KEY CONCEPTS

**Cascade model** Cascade model means the method of training where teachers are trained to train other teachers.

**Change** Replacement of an old curriculum with a new curriculum

**Curriculum** It is an educational program that specifies content, aims, implementation and assessment strategies for a particular subject as well as materials to be used.

**Implementation** It is defined as the process that encompasses all the processes involved in making necessary changes.

**Missionary churches**

**Spiral / tycoil** Revisiting a subject matter content at the different levels of development



## TABLE OF CONTENTS

## PAGE

Declaration.....	i
Acknowledgements .....	ii
Dedication.....	iii
Abstract.....	iv
Acronyms.....	v
Writing convention.....	vi
Key Concepts.....	vii

### CHAPTER ONE: BACKGROUND OF THE STUDY AND INTRODUCTION TO THE THESIS

1.1 Introduction.....	1
1.2 Background and nature of the Business Education curriculum.....	1
1.3 Statement of the issues being explored.....	8
1.4 Motivation of the study.....	10
1.5 Significance of the study.....	11
1.6 Objectives of the study.....	12
1.7 Key research Questions.....	12
1.8 Structure of the study.....	12

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction.....	13
2.2 The concept of curriculum.....	13
2.3 The concept of curriculum implementation.....	15
2.4 Teachers as implementers.....	18
2.5 Summary.....	34

### CHAPTER THREE: THEORETICAL AND CONCEPTUAL FRAMEWORKS

3.1 Introduction.....	36
-----------------------	----

3.2	Theoretical framework.....	36
3.3	Factors that affect the success of curriculum implementation.....	39
3.3.1	Need for change.....	40
3.3.2	Teachers’ beliefs about change.....	40
3.3.3	Focus on teachers.....	41
3.3.4	Training and support.....	42
3.3.5	Clarity.....	44
3.3.6	Complexity.....	45
3.4	Approaches to curriculum implementation.....	46
3.4.1	Fidelity /traditional approach.....	46
3.4.2	The mutual approach.....	47
3.4.3	Curriculum enactment.....	48
3.5	Models of curriculum change.....	48
3.5.1	Adaptive model.....	49
3.5.2	Adoptive model.....	49
3.5.3	Rational- empirical model.....	49
3.6	Cascade Training Model.....	49
3.7	Summary.....	52
<b>CHAPTER FOUR: THE RESEARCH DESIGN AND METHODOLOGY</b>		
4.1	Introduction.....	53
4.2	Research Design and Methodologies.....	53
4.2.1	Case study.....	54
4.2.2	The research paradigm.....	55
4.2.3	The field of study.....	59
4.2.4	Selection of participants.....	61
4.6	Data collection methods.....	62
4.6.1	Interviews.....	63
4.6.2	Observations.....	67

4.6.3	Documentation review.....	70
4.7	Data analysis process.....	72
4.8	Issues of quality research.....	75
4.8.1	Trustworthiness.....	75
4.8	Limitations of the study.....	78
4.9	Ethical issues.....	78
4.10	Summary.....	81

## **CHAPTER FIVE: PRESENTATION AND ANALYSIS OF FINDINGS**

5.1	Introduction.....	82
5.2	Biographical information of teachers.....	82
5.3	Data analysis process.....	83
5.4.1	Teachers’ participation in the new Business Education.....	84
5.4.2	Teachers’ participation in training.....	84
5.4.3	Informative and adequate training.....	87
5.4.4	Need for change.....	89
5.4.5	Implementation and teachers support.....	93
5.4.6	The nature of learning material.....	96
5.4.7	The new Business Education curriculum.....	99
5.4.8	The difference between the two curricula.....	100
5.4.9	The new curriculum is demanding.....	104
5.4.10	User-friendliness of the material.....	105
5.4.11	Assessment of the new curriculum.....	106
5.5	Summary.....	106

## **CHAPTER SIX: ANALYSIS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

6.1	Introduction.....	113
6.2	Teachers’ experiences of implementing Business Education .....	113
6.2.1	More academically demanding.....	113

6.2.2	More pedagogically demanding.....	113
6.3	Teachers’ experiences of the Business Education training.....	116
6.3.1	Inadequate training.....	117
6.3.2	Cascade training.....	118
6.3.3	No training offered to some teachers.....	119
6.4.	The teachers’ classroom experiences of implementation Business Education.....	119
6.4.1	Lack of physical resources (learning materials).....	121
6.4.2	Lack of support to teachers.....	121
6.5	Recommendations.....	121
6.6	Conclusions.....	124
	REFERENCES.....	125

## APPENDICES

# **CHAPTER ONE**

## **BACKGROUND TO THE STUDY AND INTRODUCTION TO THE THESIS**

### **1.1 Introduction**

This chapter introduces the study of teachers' experiences of implementing Business Education in the secondary schools in Maseru District in Lesotho. Firstly, it discusses the history of Lesotho education and Business Education. This is followed by a discussion of the statement of the problem, motivation and significance of the study as well as research objectives and questions. Finally, it provides the structure of the dissertation outlining what each chapter discusses.

### **1.2 Background and nature of Business Education curriculum**

Before Lesotho got its independence in 1966, it adopted its education system from the British Education to an extent that the assessment and syllabuses were very similar. Since Lesotho gained its independence from the colonial rule, Lesotho secondary education has dramatically expanded in scale even though it continued to deliver the colonial-style curricula (Ansell, 2002). Primary education in Lesotho has become free though not compulsory. The formal school education is perceived as a joint responsibility of Lesotho government, the missionary churches and the community as well. But the policy guidelines, school curricula, public examination for Junior Certificate (JC) and Cambridge Overseas Certificate (COSC) as well as the teachers' salaries are provided by government through its ministries. In the past, Lesotho education was assumed to be the responsibility of missionary churches. This included establishing schools, providing the curriculum and facilities, paying and supporting teachers. Even though the government was still involved in education and sharing responsibilities with the missionary churches

formal education was still managed, controlled and administered by the missionary churches. Education was not free at that time. Every parent was responsible for paying the school fees for their children. Currently, education is free for all children from primary school level to secondary level (Ansell, 2006).

According to Ministry of Education and Training (2002), the official age of a primary school pupil is six years but this does not mean that older children are not enrolled in standard one class. Under normal circumstances, it takes seven years for a child to complete primary education. This could be extended in the case where the child experienced problems of failing and having poor attendance in school. The primary school curriculum covers subjects such as Mathematics, English and Sesotho as core subjects. Other subjects taught are: Social Studies, Science, Agriculture, Home Economics, Arts & Crafts, Bible and Music. Business Education is not taught at this stage (Ministry of Education and Training, 2002).

Lesotho secondary school education extends over five years. This covers three years at a junior secondary level, which leads to a nationally administered Junior Certificate examination (JC) at the end of the third year and two years at high school level leading to Cambridge Overseas School Certificate (COSC) (UNESCO, 2006). Some schools are owned by the government, some by the community, some by churches and some are privately owned. Teachers in the government, community and churches' schools are employed and paid for by the government. Ministry of Education and Training (2002) asserts that like in other developing countries some schools, employ unqualified teacher because of shortage of supply of trained teachers in the country. The lack of qualified teachers does contribute to the poor performance of learners.

The secondary school curriculum has both compulsory and optional subjects. Bookkeeping and Commerce are part of the compulsory subjects which were taught at secondary level since the 1960s (Nketekete, 2004). However, these two subjects have been reviewed and Business Education is now taught as one of the practical subjects at the junior secondary level. Business Education has two components, that is, the practical

and theory components. It thus extends to senior secondary level as Accounting, (the practical part of Business Education) and as Commerce, (the theory part of Business Education). Tertiary education takes about three to four years at the college and university respectively. Accounting and Commerce are taken as subject specialisations at tertiary level by people who would like to become teachers or accountants in future.

Currently, the National Curriculum Development Centre (NCDC) which consists of Educational Inspectorate (EI) at a district level, teacher training institutions, Examinations Council of Lesotho (ECOL) and teachers, is responsible for formulating the school curricula and syllabi, producing textbooks, supporting teachers and generating necessary teaching aids as well as the disseminating such materials to different schools. It also conducts the in-service workshops for teachers. The NCDC oversees the implementation of curricula and is also responsible for the entire curriculum policy and development work. It thus designs and develops curricular that will satisfy the needs of the nation. Given this responsibility, the NCDC found it necessary to change the old Bookkeeping and Commerce subjects and introduced the new Business Education curriculum in schools. In 1998, the Commercial Subjects Panel together with NCDC decided to replace Bookkeeping and Commerce subjects, which were offered in Lesotho's secondary schools since the 1960s with Business Education curriculum (Nketekete & Motebang, 2008).

The reason for this change of curriculum was that Bookkeeping and Commerce were based on the British Education and were preparing learners for clerical positions within an employment sector rather than business people themselves (Mohapelo, 1971). In supporting this view, Nketekete (2004) argues that this has been reflected by the way Bookkeeping and Commerce were organised. They were largely academic and examination-oriented with no resemblance of practicality and no reflection of the nature of business. The old curriculum (Bookkeeping and Commerce) had more accounting content than theory and the content was too British in terms of terminology. For example, the currencies used in these subjects were pounds, dollars and cents and this was difficult for learners to grasp since the Lesotho's currency is Maluti and Lisente. This means that

the terminology used in these subjects was not easy for Lesotho students to memorise and remember. The subjects were teacher-centred, that is, most activities were done by the teacher and not learners in a class.

In the year 2000, Business Education was introduced as a new curriculum at secondary level in all Lesotho junior secondary schools. The introduction of Business Education was a total shift away from both the pedagogy and the orientation of Bookkeeping and Commerce subjects because it is more learner-centred. Nketekete (2004) asserts that the subject should reflect the nature of business and target the development of entrepreneurial skills. Contrary to Bookkeeping and Commerce subjects, Business Education provides learners with life skills. It focuses on equipping learners with entrepreneurial skills which are important for socio-economic development. As Swartland (2008, p.35) argues,

...there are millions of young people who fail to find formal employment because there is scarcity of jobs in the continent of Africa and that most of the countries are aware that traditional academic education did not adequately offer or equip students with knowledge and skills needed to improve their decent life.

The Business Education subject develops knowledge and attitudes necessary to start and manage one's own business. Stapleton (2005) and Nketekete (2004) argue that Business Education is learner-centred in that through the integration of theory and practical in a project, learners are equipped with skills to handle actual business situations such as creating business plans, handling business finances, identifying staff and other students' needs and marketing products. Business Education embraces new teaching and learning approaches, which the old curriculum (Bookkeeping and Commerce) did not include. Swartland (2008) argues that the new curriculum should aim at stimulating creativity in learners which in turn will enable them to identify opportunities for innovations. Based on my experience, this is important in a country such as Lesotho where there is high rate of unemployment. Brizek and Poorani (2006) also state that it is a global economic crisis that employment sectors or markets offer only a few job opportunities for young people especially those with entrepreneurship skills. They further point out that it is important



that schools promote attitudes and opportunities that will help young people to either find work opportunities or create their own employment.

Ministry of Education and Training (2002) states that the project part of the Business Education curriculum, which is mostly done by learners, should demonstrate,

- How the students arrived at business idea
- Aspect of management
- Records in the books of accounts and their preparation
- Statement of success or failure of such idea

Nketekete (2004) further points out that the project of Business Education gives learners the opportunity to experience the real problems of the business world because as part of the syllabus requirement, learners establish and run a business by themselves at school. This project is part of their learning experience and further enhances the learners' understanding of business concepts. It is also examinable. Nketekete and Motebang (2008) state that the introduction of Business Education in Lesotho junior secondary schools was intended to promote the acquisition of business skills necessary in promoting the establishment of new business ventures and entrepreneurship skills.

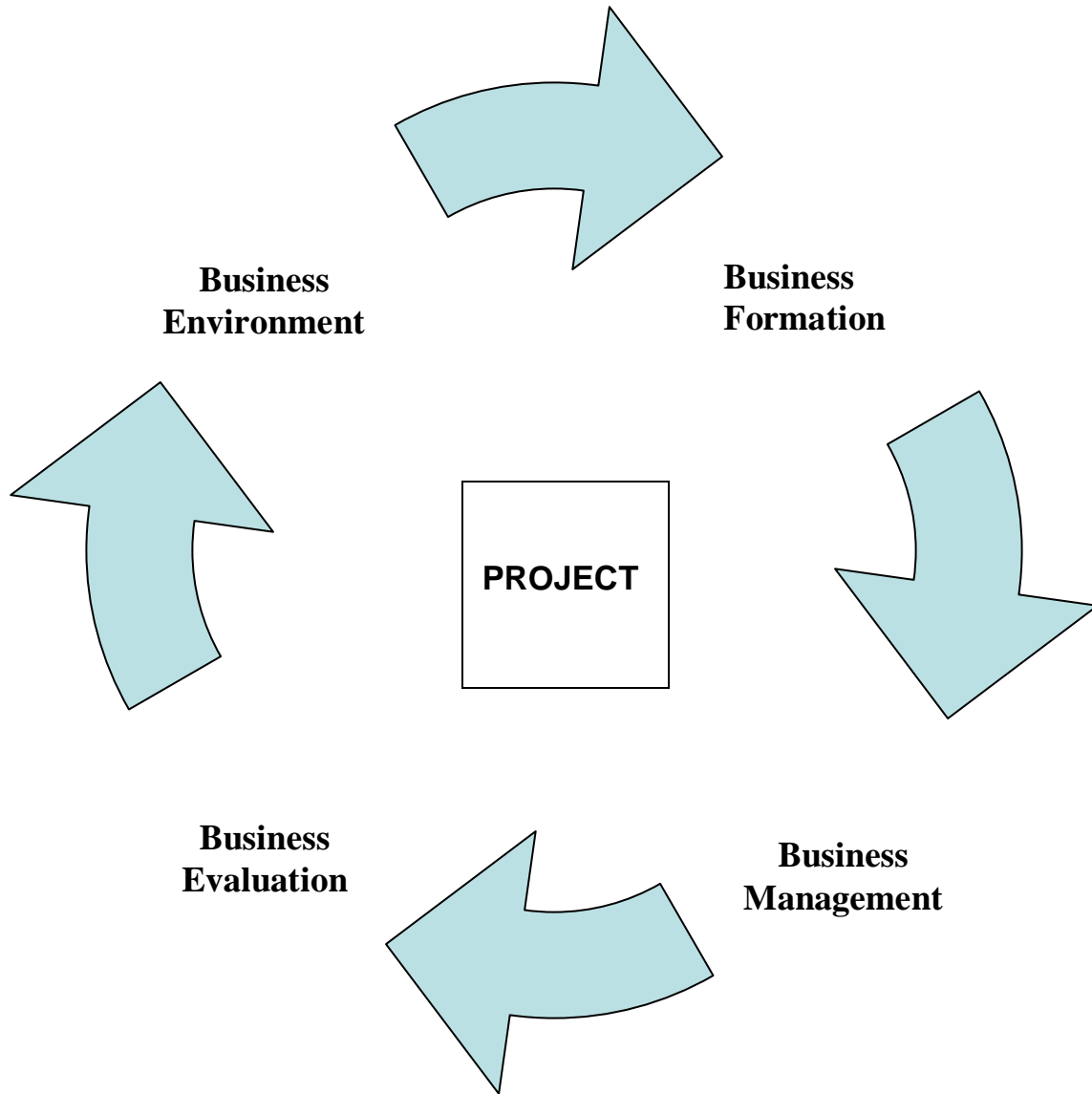
Nketekete and Motebang (2008) argue that Business Education subject is arranged in a spiral manner from Form A to C. As a spiral / tycoil curriculum, it helps teachers not to exhaust the exercises provided at one level but carry them through to the next levels. This creates opportunities for more practice and anchors understanding in learners. Nketekete (2004) further states that in this way, teachers do not encourage the cramming of the concepts but promote understanding and practical usage of such concepts by the learners. He defines spiral curriculum as the movement in a circular pattern from topic to topic within a field. Business Education subject follows this circular pattern in that similar topics are covered in all three levels (Grade 8, 9 and 10) of a secondary school. However, topics are covered at an increasing degree of complexity as the levels increase.

This new curriculum has topics that are all covered in the three levels (Grades 8, 9, 10) of a secondary level.

For example, in a concept of businesses, in the first level (Grade 8) learners identify the types of businesses such as manufacturing, wholesaling, retailing, service and franchising. In the next level (Grade 9), they describe the functions of wholesalers, retailers and manufacturers. In grade 9, they identify different types of businesses within each of the types that were identified in Grade 8, for example, wholesalers, retailers and so on. Nketekete and Motebang (2008) also state that Business Education curriculum is designed in four interrelated areas presumed to be necessary for the establishment and management of own business. These areas are: business environment, business formation, business management and evaluation of business performance (please see figure 1). These areas are aspects of a business from which learners practice in the project that they run in school. In real situation, learners do the market research to find needs of the customers, their purchasing power and then plan the type of the business they can establish. This work forms area of the subject.

In the second area, learners look at the amount of capital they will need to start such a business and how they will get it. In the third area, learners use the skills that they have acquired about running a business and managing their businesses. In this area, they record their transactions while they buy and sell to their customers in the correct books of accounts. Then, lastly, learners evaluate the performance of the business. The evaluation is done yearly or half yearly. In the evaluation process, learners calculate the assets and liabilities, and profit of the business. This is how they interpret whether they have been running the project at a loss or profit.

These areas are diagrammatically shown below in figure 1.



**Figure 1: Interrelated areas in Business Education Design**

Nketekete (2004) argues that the Business Education curriculum is relevant and applicable to the needs of the learners and the society as a whole, particularly because it is more contextualised in Lesotho. The learner-centred approach used in the delivery of Business Education introduces learners to real-life issues. He further points that it introduces learners to skills that will help them survive real-life experiences. For example, learners' acquire the steps to follow when establishing a business and learn how to manage their own businesses. School curricula have important role to play in preparing learners to play their roles in the society (ibid, 2004). Business Education is a subject

which is more practical in terms of skills that help learners because it contains topics such as banking, types of businesses and how to start and manage their own businesses. Therefore, it is better conceptualised within a broader context of the role of school and education in a society. The magistrate in Mophale, (1971) recommended that “Basotho should receive a commercial education so that they are employed in the shops and in subordinate government’s posts” (Mophale, 1971, p.15).

### **1.3 Statement of the issues being explored**

In Lesotho, when the new Business Education curriculum was introduced, the NCDC used a cascade model to train most teachers on the new subject. The cascade model is a top-bottom approach where training is first developed by the government officials to heads of departments then to the teachers (McDevitt, 1998). The NCDC invited representatives of teachers from the regions of the ten districts of Lesotho for a one-week workshop. These representatives who attended workshops were requested to go back to their respective schools and cascade the information they had learnt from the workshops to their colleagues at individual schools. The new Business Education curriculum was piloted in Form A (Grade 8) from the beginning of 1999 in few trial schools, which were selected randomly by the NCDC. These few trial schools were selected from the Maseru and Leribe districts. After the trial period, teachers from the pilot schools provided feedback to NCDC, which was incorporated into the final version of the published subject material to be used in schools (Nketekete, 2004). Teachers who were not invited for workshop were given the teachers’ guides and textbooks to use when implementing the Business Education subject in their respective classrooms. Such teachers did not receive any form of training on the subject.

As mentioned in the previous paragraph, the NCDC used the cascade model to train most teachers on the new Business Education curriculum. McDevitt (1998) defines cascade model as a top-bottom approach or method of dissemination that works on the principle that a small team of trainers will train a larger group. He states that there is no limit to the number of links to the chain but the information disseminated through the chain must

reach the last population. The cascade model of training can be used where there are limited resources because the central and core trainers are trained once and are expected to train others with the same package (ibid, 1998). It has advantages as well as disadvantages. These advantages are mentioned by McDevitt (1998) that it is economical in terms of materials and training because the training package is prepared once and delivered to the first level of recipients. The same package is used to train other levels of recipients. On the other hand, it is not constant at each level hence poses the serious problem for the design of such package as the first group can be bigger than the second group (McDevitt, 1998, p.425). He argued that it has often failed because it proves impossible to guarantee the quality of training with essential success in all levels.

According to McDevitt (1998), the cascade model was used in Botswana whereby the in-service system was offered to 230 community junior secondary schools. It was decided to train teachers using cascade training model in order to train as many teachers as possible. It succeeded because many teachers received training in a mixed ability technique in two days. It was a mixed technique because it consisted of Education advisers, consultants and Botswana Regional In-service Co-ordinators. At each level subject- specific level for English, Maths, Science and Design and Technology were included.

Mthethwa (2007) points out that, teachers do not always welcome change in education. Since the introduction of this new curriculum learners have been failing Business Education at the high rate (see table 2, p.108). Asher (1998) outlines that a major factor of any curriculum failure is the lack of regard for the proper role to be played by teachers in the development of such curriculum. This is because the developers' role lies in the translation of conceptions of society, learners and the subject matter, while the role of teachers is to determine different ways of delivering the curriculum in the actual classroom situations. In this study, I therefore explored the experiences of teachers in the implementation of Business Education in Lesotho junior secondary schools. I also explored teachers' experiences of the training they received on this curriculum. In developing countries Business Education was regarded as a priority promoting economic development (Rogan & Grayson, 2003). They further state that in developing countries

low outcomes could result from poor implementation of what was essentially a good idea. As a result, the resources and effort may be wasted if good ideas are not translated into reality in classrooms.

#### **1.4 Motivation for the study**

As mentioned earlier, the study focuses on teachers' experiences in implementing the new Business Education curriculum in secondary schools in Lesotho. Business Education has been taught as a new subject since 2000 but no study has been conducted to investigate teachers' experiences of its implementation. In this study, I look at the factors that are listed by Fullan (1992) that may have an impact on the implementation of the new curriculum in the classrooms. According to Fullan (1992), when a new curriculum is introduced in schools, one should not overlook the needs of teachers because they are the ones who are involved in implementing it. Hence, they are the most important people to consider or consult when thinking of changing curriculum or introducing the new one. Teachers must then be empowered with enough skills before the introduction of a new curriculum (ibid, 1997). Fullan (1992) further argues that if this is taken into consideration, teachers will be committed, motivated and will sacrifice on their part. There will be less frustration on the part of teachers. This also means that schools are prepared in advance for the implementation of such new curricula. Any change in life is accompanied with frustration, insecurity and fear of unknown. As Mtheku (2004) argues,

Like any change, Curriculum 2005 also meant change of beliefs, attitudes, new technologies, and new roles for the teachers and the most of all new methods, (Mtheku, 2004, p.12).

Given the paradigm in the approaches used and the nature of Business Education curriculum, it was necessary for the researcher to explore the experiences of Business Education teachers in the delivering of this subject in the classrooms.

## 1.5 Significance of the study

The differences between prior studies and the current study is that in much of the literature the emphasis put on the introduction of a new curriculum were, teaching methods, teachers' knowledge and beliefs about the implementation of a curriculum. This study investigates the teachers' experiences of implementing Business Education curriculum in three secondary schools in Maseru. Contrary to prior studies, the researcher wants to find out whether the 3-day workshop and the cascade model of training held for teachers were adequate for the implementation of Business Education curriculum. The findings of the study will benefit the National Curriculum Development Centre (NCDC) by identifying strengths and weaknesses of the training received by teachers on this subject. In addition, this study will assist NCDC to consider factors that affect the implementation of this new curriculum. Furthermore, it will identify areas where teachers will be assisted in teaching the new subjects. When teachers are assisted and identified areas of need will be addressed and teaching and learning will improve in this subject. By understanding the experiences of Business Education teachers, the researcher is contributing to the field of knowledge about the implementation of curricular. Phakisi (2008, p.17) shows that it is

.....imperative that developing countries like Lesotho are aware of the problems other countries are facing when trying to design and implement their curricular, so that these developing countries can avoid the problems similar to those and then find solutions in advance.

This study will help teachers and NCDC become aware of these problems which are in the developing countries and avoid them by finding solutions. The purpose of this study is to investigate teachers' experiences of teaching Business Education as a subject in three secondary schools in Maseru District, in Lesotho.

## **1.6 Objectives of the study**

This study has the following three objectives:

1. To investigate teachers' experiences of the Business Education training offered by NCDC.
2. To investigate teachers' experiences of the Business Education training offered by other teachers who attended the first training.
3. To examine teachers experiences of implementing Business Education subject in their respective classrooms.

## **1.7 Key research Questions**

The following are the two research questions for the study:

1. What are teachers' experiences of the Business Education training which was offered to them?
2. What are teachers' experiences of implementing Business Education as a subject in their classrooms?

## **1.8 Structure of the study**

This thesis is arranged into six chapters that are highlighted below:

### **Chapter One**

This chapter introduces the study by contextualising it within Maseru District schools and giving out the history of Lesotho education, Business Education, discussion of key concepts and themes; statement of the problem; rationale and motivation, significance of the study, research objectives and questions. The researcher's views are also included in this chapter.



## **Chapter Two**

Chapter two provides the review of related literature in other countries with particular reference to curriculum implementation and the related studies conducted before this one. The chapter also discusses the factors that affect the effective implementation of curriculum and other studies that help shape this study.

## **Chapter Three**

This chapter discusses the theoretical framework of the study. It begins with explaining the theory of curriculum implementation and then discusses the concept of the cascade training model that was used in the training teachers for the implementation of the new curriculum.

## **Chapter Four**

The chapter begins with the explanation of the research design and methodology that are employed in this study and by positioning the researcher within the interpretive paradigm using qualitative research. The chapter then discusses a case study approach by explaining what a case study is and why is relevant to this study. Further, the researcher describes the case study schools and discusses how the sample was selected. Thereafter methods of data collection are discussed and these are interviews, observations and documents. The researcher goes on to explain the manner in which data was analysed. Finally, the following pertinent issues in research are discussed namely: ethical issues and limitations in conducting the study

## **Chapter Five**

This chapter presents the findings of the study. The research findings are presented in themes.

## **Chapter Six**

This chapter discusses the analysis of the findings of the study. It also presents the conclusion and a set of recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE: CURRICULUM CONCEPTS AND IMPLEMENTATION**

#### **2.1. Introduction**

This chapter presents the different definitions of curriculum from different authors which are used to help me develop my own definition. It will also discuss the phases which curriculum has to pass through when it is developed. The chapter will also discuss the curriculum models and emphasize the one that Lesotho is using. It reviews the existing literature related to curriculum implementation and also indicates a number of different factors that affect the success of curriculum implementation.

#### **2.2. The concept of curriculum**

Curriculum is a term used with several meanings and hence has a number of different definitions. Stenhouse (1975, p.4) defines “curriculum as an attempt to communicate the essential principles and features of an educational proposal into such a form that it is open to critical scrutiny and capable of effective translation into practice”. In other words Stenhouse (1975) defines curriculum as what happens to children in schools as a result of what teachers do.

Cornbleth (1990) has two approaches to curriculum definitions. According to her, the first approach is the technocratic curriculum, which views curriculum as a tangible product or document, briefly outlining range of topics to be taught as well as the teachers’ guidelines for teaching and learning. The second approach is critical curriculum, in which she argues that curriculum is not a tangible product but actual, day-to-day interactions of students, teachers, knowledge and milieu. She contends that curriculum is what actually happens in classroom, that is, it is an on-going social process comprised of the interaction of students, teachers and subject knowledge. In agreement with Cornbleth (1990), Harriram (2001) argues that curriculum is not only about syllabus and sequencing of

content, but also about teaching, learning and assessment by which the syllabus is communicated. In my own understanding, I view curriculum as a document that shows the aims and purpose of such curriculum, content (what should be taught), pedagogies (how it should be taught) and issues of assessment. This is because I am informed by literature that equating curriculum to a syllabus limits it to the content to be taught and ignores or leaves out issues of “how” it should be taught and assessed. This is why in this study the focus is not limited to the use of the syllabus only but also the methods of teaching such syllabus.

Mark (2000) contends that if curriculum is equated with a syllabus, it is likely that people will base planning of such curriculum to a consideration of the content or the body of knowledge that they wish to transmit. Stenhouse (1975) argues that curriculum lays down the ground to be covered and to some extent, the teaching methods to be used for each subject in each year of the school. He further argues that curriculum also makes the statements about the aims of such curriculum. Therefore, Stenhouse (1975) defines it as an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

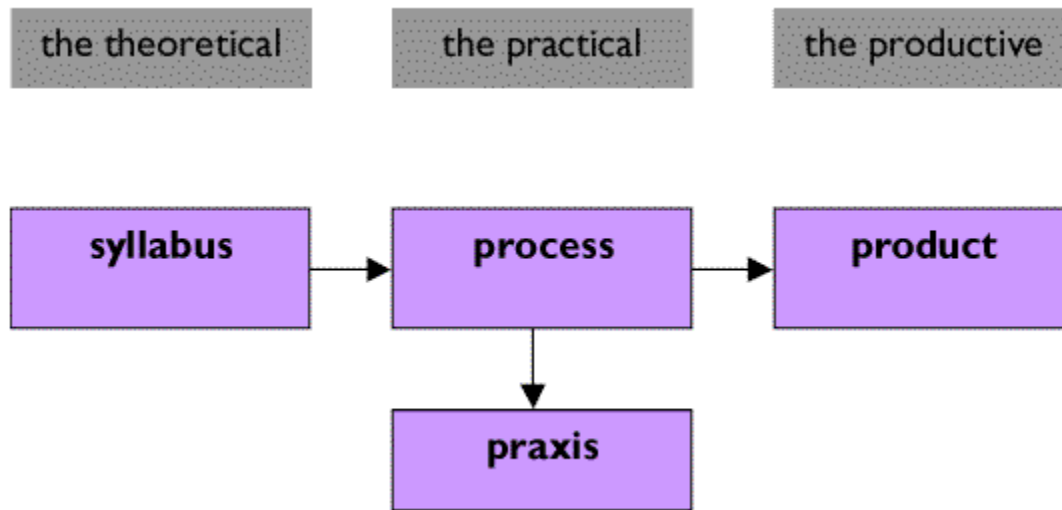
I can also conclude that curriculum is content to be taught and learned in a particular subject in different schools. It includes guidance on how to teach and learn and determination of its success. Being the content to be taught and learned, it includes the teaching and learning experiences undertaken to meet the intended learning objectives and the assessment of the learner about the knowledge of that curriculum.

### **2.3. The concept of curriculum implementation**

According to Fullan (1992) implementation involves the process of putting into practice the idea or set of activities and structures that are new to the people in attempting to change. Marsh and Willis (1995) on the other hand called it a translation of a written curriculum into classroom practices. This is what Lubisi, Parker and Wedekind (1998)

refer to “as curriculum as practice” because it means what actually happens in the classrooms when teachers deliver the plan to the students.

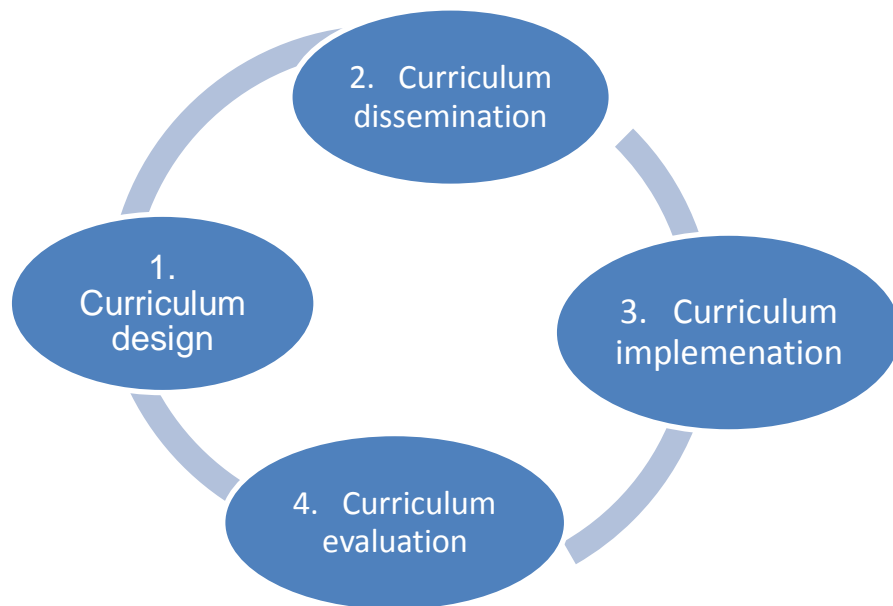
So, what is planned is now put into practice as it is shown in the diagram below.



**Figure 2 (Source: adapted from Smith 2000)**

Curriculum undergoes four related phases: design, development or dissemination, implementation and evaluation and each phase is inter-linked to the other phase in terms of their processes (Carl, 1995, p.48). Curriculum implementation is only a phase of curriculum (which is the focus of this study), following design and dissemination. Curriculum has to be designed before it can be implemented and it is defined by Mbingo (2006) as a phase that relates to both creation of a new curriculum as well as the re-planning and review of the existing one after evaluation has taken place. Mbingo (2006) also views curriculum dissemination as one of the phases of curriculum and purports that it is an essential component that creates a bridge between theory and what is actually practised. It can also be seen as the distribution or publication of planned information that is revised or a newly introduced curriculum.

In my understanding, curriculum implementation as one of the phases of curriculum includes putting into practice the aims, content and methods, which are planned and developed for schools as guides to teachers to implement. It is the phase where design is put into practice (Carl, 1995). In order for curriculum to be effectively implemented it would be useful to continuously evaluate it to see whether the changed curriculum is working or not working. Logically speaking curriculum implementation is the main focus of these four phases because it is where the actual dissemination of planned content is being delivered. According to Mbingo (2006) curriculum evaluation is one of the phases of curriculum that ensures that the planned curriculum reaches the targeted people. Carl (1995) explains that curriculum evaluation can be understood as the continuous effort to trace its effects in terms of content towards achievement of the defined goals. It might be perceived as the process of monitoring and measuring the achievement of the set goals, reflection of what is to be done next. The phases that curriculum undergoes are diagrammatically shown in figure 3 below and they are adopted from Carl's models of curriculum.



**Figure 3: ( Source: Carl's model of curriculum)**

Marsh and Willis (1995) show that careful planning and development are very important but they count nothing unless teachers are aware of the plan and how they can implement

it in their classrooms. They further mention that to effectively implement any curriculum a considerable period of time may be required since individual teachers need to become competent and confident in how to use it. Effective implementation also implies that teachers implement it as intended, understand and support its implications. If teachers are to implement curriculum successfully, it is essential that they have a thorough understanding of the principles and practices of the proposed change. It is desirable that they understand both the theoretical underpinnings and classroom application of the changed curriculum. Powell and Anderson (2002) add on this in that implementation of a reformed curriculum is the interaction of teacher's knowledge and beliefs about the nature of the reform with the curriculum that determines what actually happens in the classroom.

In contrast to what Carl (1995) believes as curriculum phases, Hord and Hall (2000) view curriculum implementation as consisting of two main phases, which are development and implementation in which schools and government invest their time and resources. According to them support to teachers in the implementation process and supply of materials/resources during training should be equated to implementation/delivery of any curriculum in the classrooms for effective and success of such curriculum implementation. Their argument is that, if curriculum developers ignore the actual implementation of such curriculum, which is done by teachers in classrooms, failure is likely to occur in such situations.

#### **2.4. Teachers as curriculum implementers**

##### **Teachers' beliefs about curriculum change**

Teachers' beliefs in implementing new curriculum are very important because they affect its effective implementation. There are as many factors hindering the success of the implementation of a curriculum as there are teachers implementing it. This is addressed by Yates (2006) and Handal and Herrington (2003) in their studies on teachers' beliefs and teaching practices after curriculum reform of elementary Mathematics. It is argued

that the teachers' beliefs about teaching and learning Mathematics are critical in determining the pace of curriculum reform. They outline that educational change; is a complex process in which the teachers hold beliefs about the quality and process of innovation. It was not clear whether teachers' beliefs influenced instructional behaviour or their practices influenced their beliefs because they resisted change, they serve as filters for new knowledge and act as barriers to change in teaching practices.

The findings of these studies revealed that some teachers resisted changing their practices while other more resilient teachers made superficial, cosmetic changes to their teaching practices in the classrooms without really fully understanding the underlying principles and rationale for the reform. They further show that teachers' beliefs had probably been formed from their own experiences as students in Mathematics classrooms and remained unchanged over time. This means that teachers' beliefs are an important factor in the reform or change of a curriculum in schools because they affect the effective implementation as teachers may be resistant to change. In agreement with this, Cuban (1993) outlines that if teachers' beliefs are not taken into consideration when a new curriculum is introduced there would a mismatch between the official curriculum prescribed by the curricula developers and the actual curriculum taught by teachers in their classrooms. The attained curriculum that is learned by students is different from the planned curricula because most education reforms have been introduced by authorities through the top-down approach, which ignored teachers' beliefs, practices and the changes that would be necessary for them to embrace change.

Teachers' beliefs can play either a facilitating or an inhibiting role in translating curriculum guidelines into a complex and daily reality of classroom teaching. If teachers hold positive beliefs that are compatible with the changed curriculum, change is likely to occur, but, if they hold negative beliefs, barriers or obstacles are likely to occur instead of curriculum change. Cuban (1993) further states that part of this mismatch is due to students and teachers working on more limited goals than those that are initially proposed by curriculum designers and teachers' training institutions as well as by the authors of the textbooks used in classrooms. This implies that teachers were not involved in the design

and development of the curriculum and they end up being the products of the system they are trying to change instead of being agents of change. So, Al-Zyoudi (2006, p.57) argues that teachers should be empowered to initiate changes in their lessons and teaching plans. They should also have opportunities to visit other colleagues to have a picture of how to implement the new curriculum. Yates (2005) states that teachers experiences can facilitate or inhibit curriculum reform if teachers are resistant to change and they can act as barriers to changes in teaching practices. In this case where curriculum change has been introduced by educational authorities through the top-down approach, which ignored teachers' involvement and their pedagogical practices, it has been largely unsuccessful. This means teachers will still use their traditional methods in teaching the new curriculum.

Problems of curriculum implementation may arise where the primary level (in this case, teachers) is not clear in the design of the new system. As Stapleton (2005) explains change is essentially a learning process that entails the willingness to try out new ideas and practices, to improvise, to be exposed to uncertainty and to collaborate with support from one another. The other factor relates to the background of the learners and the kind of strengths and constraints that they bring to the learning situation. This may include the home environment if there is no place for them to do homework and there is nobody to support and help them do their studies. Family and culture related commitments might mean an absence from school for a significant period of time (Stapleton, 2005). Finally, the language of the school might not even be the first or second language of the learner and for this reason the learner is likely to be a determinant of the success of the implementation of the new curriculum.

### **Teachers' challenges in curriculum implementation**

In other continents like Turkey, the new primary school curriculum was piloted and put into action in 2005. As Caliskan and Tabancali (2009) point out, it was a reform movement in Turkish education system to achieve more quality and contemporary education which is necessary for survival and prosperity in the rapidly changing world.



The reform also led to the expansion of the school principals' roles in that they were expected to have in-depth knowledge about the new curriculum so that they guide teachers through its implementation. They further point out that the new curriculum aimed at increasing awareness of their own learning by exposing them to multiple learning experiences. In other words the new curriculum was not teacher-centred (the traditional way of teaching) but student-centred. The study used a qualitative case study of a single school to reach a detailed and rich explanation of principals' experiences in regard to the new curriculum.

In Africa, sometimes teachers meet challenges in implementing a new curriculum. This is shown in Fraser-Thomas and Beaudion (2002) in their study on the experiences of the two teachers implementing a junior high school Physical Education curriculum. The study focused on the implementation of a new curriculum and teachers' challenges, and it also highlighted the importance of communication at all levels prior to implementation. It was found that not all schools are implementing the new curriculum. The findings of the study were that there are several constraining factors to implementation such as lack of professional development and lack of consultant support, large class size and heavy teachers' workload. This shows that if teachers are not well trained, overloaded and no support is given to them in the implementation of a new curriculum, change is unlikely to occur. Therefore, curriculum developers must communicate with teachers (implementers of the curriculum) and make sure there is an understanding reached by both parties.

The study by Prinsloo (2007) on the implementation of Life Orientation (LO) programmes in the new curriculum in South African schools aimed to determine whether schools and LO teachers were empowered to successfully guide and support learners. The results were that there were barriers to the task of implementing the programmes in schools and the difficulty in achieving successful implementation of the curriculum in many schools in the country. Looking at these studies, the barriers to the implementation are those factors that Fullan (1992) states as the ones limiting the effectiveness of a new curriculum implementation.

Teachers, as the key role-players in the implementation of any curriculum in their classrooms, can be the silent voices in the implementation phase if they are ignored and discounted. In South Africa, as Goodwin (2008) explains, when Curriculum 2005 was introduced there were workshops that were run in the various regions of the country, it was noticed that the implementation of C2005 had caused a lot of anxiety among teachers because most of them were confused, felt insecure and lacked confidence, and felt they were not prepared for the transformation or change. This was because what was to be implemented was not clear to teachers and would cause teachers to implement what they did not understand. Smit (2001) states that, not only was C2005 imposed as a top-down thing, but there were also insufficient teacher support, development and preparation related to outcome-based pedagogy.

She further argues that information arrived late at their schools and teacher-trainers were ill-equipped to conduct training workshops. It is also reported that implementation was hampered by the structure and design of the curriculum, the quality of training that was provided to teachers, availability and the use of learning support materials and capacity of teachers. Sidiropoulos (2008) contends that although the replacement of the apartheid curriculum to a new curriculum was an emergency, it was an achievement. She further clarifies that teachers' orientation, training and development were limited by the quantity and quality of training and trainers. She points out that quality, availability of and use of learning support materials were undermined by scarce financial and human resources, therefore support and training for teachers suffered because of shortage of such resources. Phakisi (2008) adds on by asserting that teachers support materials serve as a compass that gives teachers directions on how to enact the curriculum, therefore teachers have to be supported and given appropriate materials. Sometimes these materials can be educative because they enable teachers to think about the content of their classrooms, plan and structure appropriate students' activities.

If a changed curriculum is rushed into, it generally fails because teachers have negative attitudes against it. In Pudi's (2002) study, the focus was on the negative attitudes of teachers in implementation of Technology Education in Curriculum 2005 and the

problem was that there were no assessment guidelines accompanying the new curriculum even though Technology Education teachers were expected to assess in a way that will allow students to see its direct relevance to their lives. This means that the designers do not focus on the “how” part of the curriculum if there were no assessment guidelines accompanying the new curriculum, hence curriculum implementation fails in such situations. Lin and Fishman (2006) agree with this and point out that curriculum designers focus more on enhancing teachers’ content knowledge and less on helping teachers understand the underlying unit structures of the new curriculum. The findings of that study were that the failure of policies to make an impact on the implementation of Curriculum 2005 was due to teachers’ attitudes and lack of teachers’ development strategies. This could seriously endanger the quality of teachers work and their commitment to the curriculum implementation itself.

Pudi (2002) explains that if the implementation of the curriculum is rushed instead of being phased in slowly, policy stipulations are always badly implemented. Whenever curriculum changes, teachers’ attitudes, knowledge of the new curriculum and practices must be taken into account by curriculum developers because they are going to affect its implementation. Crosling (1998) explains that teachers’ attitudes which are derived from their own experiences as learners affect their behaviours in their own classrooms. He points out that if those attitudes are positive towards curriculum change, so they are towards its implementation. But if curriculum change is incompatible with teachers’ attitudes, they are likely to be resistant towards such change.

Teacher training also proved to be an important aspect in implementing new curriculum in Swaziland. This is revealed in Mthethwa’s (2007) study, where teachers had only a one-day professional development workshop before the nationwide implementation of a new Swaziland Junior Secondary Science Curriculum (SJSSC) that was run on a regional basis. The results were that many teachers held negative attitudes towards the new curriculum because they felt it was challenging to implement. It was also found that teachers’ classrooms practices were not reflecting the new curriculum. Even though in-service training is argued to be crucial for teachers to keep abreast with new innovations,

Mot'soane (2004) argues against this in that the one-off workshops are wide spread but are ineffective as topics for training are selected by the officials other than trainees themselves and as follow-up occur in a small minority of cases. Therefore, Mthethwa's study shows that there was not much change in the teachers' classroom practices from the traditional way they have all along been using despite the fact that they were qualified to teach Science at the school level in Swaziland Junior Secondary school.

McLaughlin (1992) points out that local capacity, which she equates to training, can hinder the successful implementation of a curriculum, that is, if teachers are not trained to attempt change implementation will not be successful. Mthethwa (2007), Bennet and Lubben (2006) argue that an in-service programme for teachers would minimise the mismatch between what is intended and what actually happens in classrooms therefore, teachers' training should be provided throughout the implementation period of such a new curriculum. They maintain that one or two day workshops that provide overviews of new curricula are an unacceptable approach to professional development when considering the support necessary for the implementation of a new curriculum.

Limited or non-existent training to acquire competencies and teaching experiences can cause negative attitudes that will lead to teachers not being committed to the work they are entrusted in. Smit (2001) in his book found that teachers experienced challenges with the implementation of curriculum as they found too much content to cover, did not feel adequately trained and often did not have the required resources and facilities.

As Smit (2001, p.67) states,

....educational change becomes reality once it is implemented at the micro-level or a classroom level. Teachers indeed are the key role players in this implementation phase and are, more often than not, the silent voices in the process, ignored and often discounted at this stage of educational change.

## **Factors influencing teachers' attitudes towards curriculum implementation**

Cotton (2006) explored the beliefs of teachers implementing controversial environmental issues in UK secondary schools. There has been increasing emphasis on the promotion of positive attitudes towards the implementation of the curriculum. It was found that teachers felt so strongly that they should try to avoid influencing students' attitudes or imposing teachers' beliefs. Cotton (2006) further argues that the role of education should be to encourage independent thought, not to promote a specific world view. Teachers should impart knowledge rather than acting as change agents. The findings of this study were further that teachers are keen to promote positive attitudes towards the environment in their teaching but are limited in their delivery of such aims by constraints on time and resources.

There is a strong emphasis in most of the research on teachers' beliefs and practices in relation to teaching. Cotton (2006) clarifies this in her study of three Geography teachers and the way they approached teaching about environmental issues taking into account the classroom realities and practical constraints under which they work. She argues that the role of education should be to encourage independent thought, not to promote a specific world-view. She further states that teachers should impart knowledge rather than attempt to act as agents of change. The findings of this study revealed that teachers' beliefs are at odds with much published discourse on environmental education. The teachers aimed at a balanced picture of environmental issues. The study also examined the challenges against implementation of the introduction of Technology curriculum. The findings also revealed that non-availability of functional workshops has effect on curriculum implementation. Teachers also found that lack of instructional materials, textbooks and training manuals of alternative textbooks made it difficult to improve teaching and learning of the subject.

Teachers need to be involved in the design and development of the new curriculum because they are the key role-players in this implementation phase and can be the silent voices in the process of implementation if they are ignored and discounted (Smit 2001). This is important so that teachers can feel they are not disrespected as professionals when

though they are active and committed to do work. Lin and Fishman (2006) asserts that people understand a particular way of thinking by participating in social practices with more knowledgeable others and tools that provide scaffolding to mediate learning. Firestone (1980) sees the factors that affect implementation as the barriers to implementation and he argues that implementation is the stage when the innovation is actually put into practise. This is a stressful part of the change process and it often creates staff resistance. In agreement with Fullan (1992), Mthethwa (2007) points out that, ideas that teachers hold about teaching and learning are central to the idea of practice. They will require change in knowledge and without knowledge changes in practice are likely to be superficial. He further explains that implementation may turn out to be partial, superficial or thorough because it is a variable of change that can be good or bad.

In South Africa, the successful implementation of the new curriculum largely depended on teachers' skills and knowledge of Outcome-Based Education, structures in the school and the assistance of the Department of Education (Mtheku 200, p.18). Zangele (2004) points out that in primary schools in Gauteng it was found that the poor planned and over hasty introduction of the new curriculum into schools, with teachers being insufficiently prepared for outcomes-based pedagogy, had been highly problematic for schools implementing this new curriculum.

Teachers need to be provided with appropriate skills and knowledge before they can attempt to implement the new curriculum that is introduced to them. Barnes (2005) investigated the factors that facilitate teachers' implementation of a Technology curriculum. He points out that Technology has been successful only when initiated by classroom teachers. Green cited in Barnes (2005, p.91) supports this idea and adds that the new curriculum has not been implemented in technology because teachers' attitudes are steeped in prescriptive methods that are derived from 1900. Therefore, Barnes (2005) found that teachers' attitudes are very crucial because they determine the success or failure of curriculum implementation.

In Korea, Park (2008) conducted a study on teachers' experiences in implementing curriculum integration. It was found that teachers' lack of appropriate and viable theoretical framework for curriculum integration was one of the reasons for their reluctance to implement curriculum integration. Park (2008) further clarifies that Korean researchers pointed out that teachers' lack of understanding of this curriculum integration led to implementation problems. This means if teachers are not sufficiently informed about curriculum integration, they may not be able to implement it in their classrooms even if they find it valuable. It is true that teachers cannot implement curriculum if they lack the theoretical framework of the curriculum to be implemented. Even worse, they may not understand the crucial parts of such curriculum. Therefore, the language of the adapted curriculum must be simple so that teachers are not confused with what to teach, which may lead to uncertainty. The study is similar to my study in that it was on teachers' experiences in implementing curriculum, the slight difference is that my study is conducted in Lesotho and it is on teachers' experiences of implementing Business Education while this one was on elementary teachers' experiences in implementing curriculum integration in Korea.

Tamir's (2004) study conducted in Israel focused on problems and issues of curriculum development and implementation in Science. Curriculum had been developed locally by those who planned to teach it. As a consequence, terms like implementation were rare. It was found that teachers are the key to successful curriculum implementation; therefore they require adequate teacher-training and strategies as well as the promotion of research aiming at effective ways to deal with them. It was also found that it is important to give adequate consideration to the potential contribution of history and the philosophy of science to science teaching.

In his study, Al-Zyoudi (2006) reports teachers' attitudes towards the implementation of inclusive education in Jordanian schools and the factors that influence such attitudes. The findings of this study revealed that teachers' beliefs and acceptance of the policy and philosophy of the implementation of inclusive education are significant predictors of the degree to which they carry out inclusive practices when implementing curriculum. This is

what Fullan (1992) associates with beliefs and attitudes, which means teachers should believe in the change introduced. It was found that teachers with fewer years of experience have been found more important to curriculum implementation because they easily accept change. As Fullan (1993) states, change is a journey with unknown destination, and the implementation of inclusive education would take teachers time to accept the policy and have the determination to implement it. Onwu and Mogari (2004) show that when Curriculum 2005 was introduced in South Africa change occurred in some teachers because their classrooms provided something like a professional development workshop. This was because teachers were able to analyse the experiences they have in their respective classrooms in the clusters they formed in schools for follow-up.

Workshops or training sessions that are offered once and no follow-up made are not sufficient and the information disseminated becomes distorted. A lack of teaching and learning materials makes the implementation worse because teachers need guidance regarding the curriculum and new ways of teaching it. Lin and Fishman (2006) add that teachers need sufficient knowledge and pedagogical content of the subject matter and they also need to access the curriculum lesson structures to help them make wise decisions regarding their adaptations. Van Veen and Slegers (2006) examined how teachers perceived their work within the current context of educational reform. It was found that many teachers experience more frequent meetings with colleagues, coordinators and even managers. Teachers defined their teaching as their most important task in line with their particular teaching orientation. Carnall (1997) identifies three conditions for effective change: awareness (understanding the need for change); capability (people must feel that they can cope with new situations); and inclusion ('ownership' of the change process, a credible commitment of managers, understanding of accountability and reward systems).

Some teachers do not view their professional development opportunities as useful, instead they regard their personal experiences and contact with each other as their effective sources of additional knowledge, which is a good practice. Networking can be



viewed as being the best form of in-service training for teachers who are implementing a new curriculum in their classrooms. This is useful because it connects teachers to each other and enables them to shape national policy.

An intensive review of relevant research showed that very little has been written to verify how teachers implement Business Education in their classrooms and their experiences. Other countries do refer to Business Education as Entrepreneurship Education. Entrepreneurship is a topic that has received a considerable attention over the world recently. North (2002) confirms that countries have decided to include it in schools as part of education. He points out that much has been written in South Africa where mechanisms were established for students to actively become involved in entrepreneurial activities. South Africa is also faced with the problem of unemployment and mismanagement like any other country. This is shown by North (2002, p.26) that this causes anxiety not only to government but to the community as a whole. This is the case in Lesotho; there is a problem of unemployment, which the Department of Education tries to overcome by introducing Business Education that includes Entrepreneurship Education (EE). It is argued that the inclusion of projects in the syllabus encourages students to be creative and become constructive members of the community. Entrepreneurship is included in Business Economics Education as North (2002) indicates, not in Business Skills Education, because the latter includes creativity, opportunity for business and taking of risks. It also trains young people to become job creators rather than job seekers.

Swartland (2008) states that the economic situation is weak in Africa; therefore there was a need to explore strategies that equip students with knowledge or appropriate skills to create jobs for themselves. This is done through the introduction of Business Education in schools and universities world-wide. Hosler (2003) mentions that even though Business Education has been offered in colleges since colonial days, the field has evolved significantly in the last decade from a few courses to all the areas that are part of the Business Education curriculum today. This is because in the past it included typing, short-hand and bookkeeping while it has been changed to accounting, computer skills,

and marketing after the introduction of personal computers to match what is currently taught in their secondary schools. The Ministry of Education and Training (2002) asserts that the Business Education curriculum is vital because of the knowledge and skills it provides and that teachers must respond to the needs of their industry their students are going to be employed in. The findings of Hosler' study revealed that some institutions discontinued offering Business Education as a major while others offered it as minor. In some institutions it was changed and it included accounting, computer and marketing courses. The same thing was done in Lesotho when Bookkeeping was dropped by NCDC because it prepared students for clerical jobs and BE was introduced because it offers entrepreneurial skills.

In response to the challenge to prepare graduates for employment in 'the global economy' where they may work internationally, Crosling, Edwards and Schroder (2008) state that Monash Faculty of Education has adopted a strategy of 'internationalising the curriculum'. However, curriculum internationalisation is a multidimensional concept that can be defined and, therefore, approached in several ways. The Monash Faculty of Business and Economics presents both an opportunity and a challenge in implementing curricula change. Aspects of organisational change such as careful planning, resources and the involvement and support of academic staff are critical. The number and dispersion of teaching staff, along with differing academic cultures, provide challenges to managing change. In their study, Frazao, Santos, Oliveira and Oliveira (2008) revealed that the teaching of Entrepreneurship Education seems to be inhibited by teachers' insecurity due to lack of knowledge of content about the subject. The solution for solving the problem related to the lack of qualified human resources for teaching EE has been to invite successful entrepreneurs to develop university courses. Australian academics are frustrated with increased administrative and teaching workloads and are under pressure to research more. The workshops brought together staff from all Australian and offshore campuses to understand the change and discuss its meaning and form for their subject.

In the study conducted by Kimmel (1995) it was found that accounting education has been criticised for failing to adequately develop in students the skills necessary for

mastery of ambiguous and unstructured problems. It was suggested that teachers should adopt alternative methods in implementing accounting curriculum to develop critical thinking skills as it was found that teachers do not possess those skills and adopt changes in assessment practices. Scholars such as Fullan pointed out that curriculum change also refers to change in teaching and learning. Therefore, teachers were encouraged to look at the strategies that they wish to use the learning outcomes for that topic and assess its suitability before using them. Those scholars also explained that the top-down approach develops a shared vision by staff and management and commitment to the change of an old curriculum Business Education in Nigeria started as a vocational subject for the dropouts in colonial days about 1930 at Oshogbo. As Omo-OJugo and Ohiwerei (2008) indicate it offered the establishment of clerical training that was appropriate and applicable in the offices. There was a change from the old curriculum to Business Education. It was found that since it was introduced there were many factors that affected the implementation of Business Education in Nigeria such as materials, qualified and competent teachers, necessary equipment adequate planning and technological know how. The mass media was encouraged to show co-operative attitudes towards Business Education by promoting and projecting the activities of Business Education programme in Nigeria.

A study of Entrepreneurship Education in Botswana and start-ups have been documented in other regions of Botswana, similar evidence of success of implementation has been difficult to find. Learning and teaching materials of Business Education in Botswana are infused and integrated with characteristics of EE such as creativity and imagination, the ability to take the initiative, self-confidence and optimism and problem-solving. This is also confirmed by the U.S Department of Education (2002) that Business Education is essential to be taught because it provides knowledge and skills in the foundation from emerging careers and other job clusters. EE is a project-based curriculum that challenges students to develop their creative thinking skills and become independent. EE contains more or less the same elements in Africa as in Europe and the US: attitude formation and motivation for self-employment, market assessment, and business plan development as well as basic accounting and business management. There are positive outcomes in terms

of higher frequency of ADEA – 2008 Biennale on Education in Africa and this is very sloppy.

The change of a curriculum also means the change in the teaching and learning strategies. Nketekete and Motebang (2004) conducted a study on the methods employed by Business Education teachers in teaching and learning. The aim of the study was to find out the extent to which teachers teaching methods espoused a paradigm shift of business knowledge and the integration of entrepreneurship education. According to them, the use of teacher-centred methods is driven by the lack of instructional materials, insufficient training and the view that the teacher is a knowledge provider and that students are the passive recipients of such knowledge. In all schools observed it was found that methods of teaching employed revealed various teaching approaches because teachers used question and answer methods and explanation.

Conco (2005) conducted a study in which he interviewed selected teachers in the rural high schools who attended a one-week in-service training workshop organised by the KwaZulu-Natal Department of Education. The aim of the training was to determine whether the assessment guidelines had an impact on the teaching of these selected teachers and whether they can apply Outcome-Based Education (OBE). There were some learning areas such as social science, mathematics and language, which were seen as posing serious challenges in terms of assessment and poor performance. The findings of this study revealed that the time set aside for training and classroom support was not sufficient because it was only a one-week training workshop. Teachers seem to have difficulties because there was no follow-up done by the department of education after training. The findings also revealed that there was lack of a paradigm shift among the principals and school management teams, which negatively impacted on the teachers' training.

Phakisi (2008) conducted a study on factors affecting the implementation of the new Junior Secondary Science Curriculum in Lesotho. The problem was that teachers in Lesotho were struggling to implement the new junior secondary curriculum. The

evidence was that they were found that they still adhered to their old traditional approaches to their lessons as the planned lessons remained content-laden and teacher-centred. The findings of this study revealed that some teachers lacked knowledge of the requirements of the new curriculum. There were few workshops organised for teachers and there was no support given to teachers for progress on whether the new ideas were implemented in full scale. The materials given had little guidance on how to implement the new approaches to practice. The participants for this study were teachers in Science Education and NCDC members. This is similar to my study in that even in Business Education; teachers were struggling with the curriculum, that is, how to implement it because the training offered was not adequate for them. There was also no support that was given to teachers as explained because of the lack of funds. The only difference is that only two teachers and four curriculum developers were interviewed while in Business Education two teachers were interviewed in three schools.

In Edwards' (2006) study on the absence of leadership in curriculum implementation, the major concepts that influence curriculum development and implementation are those that bear testimony to the historical and social factors. The purpose of the study was to explore and explain the processes and human interventions that may lead to the successful implementation of the curriculum within a context where there was an absent leader. He further found that there is a problem in that leadership did not play a role in all aspects of curriculum delivery. The findings of this study revealed that schools require leadership, which is considered broadly with its education possessing the potential lead. The school culture was found to be an essential component of the success of the school. But not only is school culture essential for the successful daily functioning of the schools, but an appropriate school culture is imperative in dealing with change and the successful implementation of new policies, curriculum and school reforms. The study relates to my study in that NCDC as in leadership did not provide the daily functioning of schools by not giving the support to teachers in making follow-ups

Malada (2004) conducted a study, which aimed at exploring the development and experiences of teachers in the implementation of OBE in Mutate Educational District in

Limpopo Province. The argument was that the school based model of teacher development, where teachers are partners in their development, is the most suitable in the current curriculum transformation agenda in South Africa. It further alludes to the fact that teachers' development would lead to effective curriculum implementation. The problem was that the implementation of Curriculum 2005 (C2005) and Outcome-Based Education (OBE) has been confined by various challenges including teacher development and that teaching is still dominated by poorly prepared teachers with regard to competence in the learning area. The findings revealed that teacher competence was not on par with the expectations of the new curriculum. Teachers had confusion with OBE as a result of the kind of training that they received. There was no support given to teachers because the school visits were hardly conducted to give support to teachers and availability of resources such as transport and manpower. It was also found that training was not adequate enough to give them confidence to implement the new curriculum. Mbingo (2006) explains that the cascade training that the quality of training might reach the last destination having lost value and the intended meaning. Lack of training or support leads to teachers implementing what they think is good.

In Botswana, Lesego (2005) conducted a study on identifying relevant factors in implementing Chemistry curriculum. The purpose of the study was to map out teachers' effectiveness intended to improve students' learning of Chemistry compared to teaching during old curriculum. The study used a case study of four secondary schools and included the use of semi-structured interviews and observations. The findings of the study revealed that teachers were not implementing the prescribed teaching ideas of reformed pedagogies which are based on constructivism. Teachers were expected to organise learning environments that allow learners to become knowledgeable by preparing them for the world of work. The findings in all schools which were investigated showed that teachers' teachings were not influenced by outside factors but by capacities such as resources, teachers' qualifications and chemistry related facilities. Teachers felt that there was too much delegation with little input allowed from them. He mentions that introducing a new curriculum in smaller bits would allow teachers to master the less demanding innovations within their comfort zone. He points out that

teachers would gain confidence over time because that would have prepared them for that change. The study is similar to the current study in that the decision of the change of the curriculum was a top-down control with no input of teachers.

## **2.5 Summary**

This chapter discussed different definitions of curriculum and curriculum implementation. It showed that leaders do not play their roles after introducing the new curriculum and in the aspects of the curriculum delivery. It also showed that time given for training and support to teachers is very little to meet the intentions of the planners. This made teachers continue with their old practices. It also discusses curriculum models adopted from Carl's model of curriculum. It further discussed teachers' beliefs about change, teachers' challenges in curriculum implementation as well as the factors that influence teachers' attitudes towards curriculum implementation.

## **CHAPTER THREE**

### **THEORETICAL AND CONCEPTUAL FRAMEWORKS: CURRICULUM CHANGE AND THE CASCADE MODEL**

#### **3.1. Introduction**

This chapter discusses the theoretical framework that underpins the study. Here the theory of curriculum change advocated by Fullan (1992) is discussed. The chapter further discusses approaches to curriculum implementation as well as models of curriculum change.

#### **3.2. Theoretical Framework**

A theoretical framework is defined by Phakisi (2008, p.17) as an explanation of a certain set of observed phenomenon in terms of a system of constructs and laws that relate these constructs to each other. A theoretical framework is considered an important component of research because it maps the way for the researcher to conduct an appropriate research as it provides theoretical underpinnings, which enable the researcher to formulate the research problem, ask appropriate research questions as well as a guide in choosing the research design (Phakisi, 2008). She further points out that it also helps in the interpretation of the collected data and in drawing conclusions from such data for a particular study. Since my investigation is about curriculum change in Lesotho secondary schools in 1998, this study is underpinned by the theory of curriculum change whose advocate is Fullan (1992). I have used the theory of curriculum implementation alongside curriculum change (Carl, 1995). This framework helped me to understand and analyse the experiences of teachers who are involved in Business Education curriculum implementation.

As Fullan (2001) states, one should understand that change is not a linear process or just a sequence of events but rather it involves the interaction of various factors that may impact on and alter what was happening previously. He further argues that if change is



looked at as a continuing change of a curriculum it can range from avoidable, to use and to superficial or partial use of an innovation. As Fullan (1993) points out, change is not an event, but a journey of unknown destination, and it is a process that takes place over time. He argues that people cannot be forced to respond to change immediately without thorough training or explanation of the rationale for change because change in curriculum would mean change in materials to be used in classrooms as well as in teachers' teaching methods. Cheng (1994) adds that curriculum change as a form of planned change in school may meet resistance and its implementation may be affected by different organisational factors. Therefore, if one intends to introduce change in schools he or she needs to train teachers' in skills and teaching methods. In agreement to this, Mbingo (2006) contends that no one can just change curriculum just for the sake of change or because it is fashionable to do so. He points out that there are always reasons for a curriculum to be changed. For example, curriculum change might come because someone, government officials, or curriculum designers believe that the curriculum in use is antiquated or inappropriate in part or as a whole.

According to Fullan (2001), curriculum change is a complex and risky journey as it involves several components, which are difficult to control such as altering teachers' beliefs systems, teachers' behaviours as well as teaching approaches. He further contends that this can turn out to be the bottle neck to implementation. To convince other people concerned in curriculum, curriculum designers should give a strong argument as to why they find the current curriculum in use or part inappropriate for use in a country, district or even in a school. Therefore, I argue that partners should sit down and decide whether to replace the entire curriculum or part thereof. This is because the successful implementation of a new curriculum depends on the extent to which all consumers of that curriculum are informed about the purpose of change (Mbingo, 2006). In this study, I used curriculum implementation and curriculum change as synonymous (Preedy, 1998, p.147) because Fullan (1991) equates curriculum implementation to curriculum change

Koosimile (2004) outlines that the new curriculum calls are accommodated in understanding how such an ideology is encapsulated in teachers' views and

understanding of the syllabus and how that impact on the adoption and the implementation of the syllabus in their classrooms. This means if teachers do not understand new curriculum content they will not accommodate it in their practices. This is why teachers implement what they understand not necessarily what was originally intended by the curriculum designers. The theory of curriculum change highlights the list of factors that Fullan (1992) outlines as barriers to implementation of a new curriculum. According to Mbingo (2006) curriculum change is the result or consequences of change, which took place in people, therefore curriculum developers must endeavour to change those people who will eventually influence curriculum change. The concerned people must all have opportunity to air their opinions in the envisaged changes. People should first understand the reason for change before they can accommodate such change into their practices.

Fullan (2001, p.9) contends that “to achieve large scale reform one cannot depend on people’s capacity to bring about substantial change in the short run”, therefore one needs to propel the process with high quality teaching and training materials. This means if one introduces something new, he or she must offer training of high quality and the training should not be within a shorter time frame like a one-day/ two-day workshop. Marsh (1997) points out that in a situation where a revised or a new curriculum produced is to be used by teachers in all schools, teachers have no choice but to find out how to use new curriculum effectively. The “how” to use a new curriculum is always a problem to teachers because they gain their instinct satisfaction from successfully implementing a new curriculum (ibid, 1997). This is definitely what is happening in schools if the government decides to change the curriculum, teachers cannot refuse it but they will have to accept it especially if it is introduced in all schools. As a result, they will not feel satisfied if they do not understand the content of this new curriculum that they are to deliver. Fullan (1993) further explains that it is difficult to change from one curriculum to another or implement another curriculum on a national scale. Furthermore, he mentions that the appropriate skills and training should be offered to suit the needs of the new curriculum. So, he outlines factors that he considers as hindering the success of the implementation of any new curriculum which I discuss in the following sub-section.

### 3.3 Factors that affect the success of effective implementation

According to Fullan (1993), several factors affect the success of curriculum implementation. Such factors are: need, training and support, focus on teachers, teachers' belief about change, clarity and complexity. These are diagrammatically summarised in figure 4 below.



Figure 4 : Factors affecting the effective curriculum implementation

### **3. 3. 1 Need**

Curriculum change can cause stagnation, dissatisfaction and chaos therefore, before implementing or introducing new curriculum designers or agents must make sure that those who will be involved in the implementation will think that change is necessary, appropriate and worthwhile for them to accept (Fullan 1992). This means that teachers whom are most often curriculum implementers must see a need for the change. McLaughlin (1997) agrees with this and mentions that teachers should perceive deficiency in certain areas of the existing curriculum before they accept alternatives to overcome such deficiencies because they gain their intrinsic satisfaction from being successful in using a particular approach. Naicker (1998) also argues that educational change can be successful in a society in general and in educational structures such as schools if society and teachers can see a need for it. Therefore, teachers should see a need for change in curriculum.

Fullan (1992) mentions that teachers need to understand the rationale for any change proposed because teaching is not a mechanical and mindless activity but something that requires understanding and judgement by teachers. This means curriculum change demands' professional involvement in practice. Therefore, the success of curriculum change can depend on the implementers' view and impressions about it (Naicker, 1998, p.30). Firestone (1980) states that implementation proceeds smoothly if the new curriculum is designed to meet the needs of the staff and if barriers to implementation are minimised. Teachers' understanding and production of resources should have an impact of changed curriculum.

### **3. 3. 2 Teachers' beliefs about change.**

According to Roehrig, Kruse and Kern (2007), another factor that influences teachers' classroom practices is their beliefs about their role as teachers and how learners learn. They further argue that such teachers' beliefs directly guide instructional decisions and

influence classroom management. Beliefs about teaching and learning play a critical role in the level of implementation of reform-based practices (Roehrig & Luft, 2004). Powell and Anderson (2002) reiterate by saying that teachers' practices are influenced by individual beliefs, lack of reform-based pedagogical skills as well as the beliefs held by teachers about their role as teachers and students learning. As Roehrig, Kruse & Kern (2007) explaining, beliefs are propositions held to be true by individuals because they are based on personal judgement and evaluation. If teachers' beliefs are considered a major element of the content of the staff development program it is possible to promote changes in teachers' beliefs. Handal and Herrington (2003) claim that if teachers are not congruent with curriculum change there will be a mismatch and such mismatch can affect the degree of success of such change as well as the morale and willingness to implement it further. In other words, the way in which the implementers perceive the change that can be in terms of what materials are supposed to be used and how the subject is taught. Fullan (1992) argues that educational changes require new skills, and behaviour. He further argues that these cannot be mandated because what matters are not only the skills but also committed actions. Moreover, nobody can really know what is going to be significant in implementation of a curriculum until she or he is into the implementation process. Thus change of the curriculum falls or stands on the motivations and skills of teachers (ibid, 1992). Similarly, development and refinement of new knowledge, skills and beliefs depend on whether teachers are working as individuals or whether opportunities of interactions among teachers exist.

### **3. 3. 3 Focus on teachers.**

According to Bennett and Lubben (2006), involving teachers in all phases of curriculum development ensures that the design of the curriculum will reflect the realities of classroom practices. It is also believed that teachers will bring rich experiences in respect of ideas, instructions as well as needs in the curriculum. Jansen (1990) agrees with this in that teachers need to be included in the planning of curriculum and he argues that a direct participatory role played by teachers in curriculum decisions will empower them. Johnstone and Biggs (1999) argue that curriculum should be configured to include both

an attitude of learning and analysis of skills necessary to accomplish such learning. They further argue that teachers need to be involved in voicing their opinions on the design and development of curriculum in order to get some training of some sort before implementation. However, Hord and Hall (2006) believe that the top-down management can work as long as it is accompanied by continuous communication, on-going teacher development programmes, continuous monitoring as well as feedback on implementation. They further argue that when teachers are first confronted with change they approach it with mixed feelings regardless of the fact that it is a good or valuable change. As a result, teachers may be uncertain of what change demands them to do and they may have doubts about their ability to succeed in the implementation of the new curriculum. Furthermore, they may also be grieving to lose their old ways of doing things (ibid, 2006).

### **3. 3. 4 Training and support**

Change in teachers' roles and classroom practices will imply a specific kind of training and support that teachers will need in order to adopt the new change. Unless curriculum designers adequately prepare teachers to function in a changed curriculum context and provide them with necessary resources, any attempt to change may hopelessly fail. Mot'soane (2004) has the same view that curriculum change fails if it ignores professional development of teachers because systems do not change themselves but they are changed by people. On-going training for teachers in the form of workshops will be useful to equip them with new skills for implementation of a new curriculum. However, these should be accompanied by support and follow-ups to teachers. According to Mdutshane (2007), the success of implementation lies in the establishment of effective ways of getting information on how well or poorly a change is going on in the classrooms. Therefore, teachers need to be visited and supported by specialists in their classrooms so as to have a clear picture of how they are coping with the delivery of the new curriculum.

Teachers can also get support and advice from their peers if they interact by way of sharing their experiences. Mdutshane (2007) states that teachers need to see themselves as reflective practitioners and education departments should provide teachers with curriculum guidelines. If there are no guidelines teachers cannot see or reflect on their practices whether they are in line with the intended new curriculum.

In an intensive review of systemic change, Fullan (2001, p.9) concludes that to achieve large scale reform, you cannot depend on people's capacity to bring about substantial change in the short run, so you need to propel the process with high quality teaching and training materials. Phakisi (2008) argues that short-term in-service training in the form of curriculum change workshops is ineffective and has little impact on the teachers' classroom practices. She further argues that unqualified teachers status and the level of teacher training received on the content knowledge influence whether teachers can adapt to change and the rate at which they can change. Phakisi (2008) also reiterates that change of a curriculum often requires skilled and well qualified teachers who can understand and internalise the new approaches that are not often the case in real-life situation. Consequently, problems manifest themselves in the gaps between the intended, implemented and attained curriculums.

Mdutshane (2007) also argues that teachers should be empowered with skills and strategies to manage change in their schools as well as in their classrooms. Her main argument is that changing from what people used to be doing and learning something new creates doubts and feelings of incompetence. I support this view because lack of effective training causes anxiety on the part of implementers as they do not know when they are not on the right track. Mdutshane (2007) further points out that, training approaches can be effective when they combined concrete, teacher-specific training activities, on-going or continuous assistance during the process of implementation and regular meetings with teachers. If this does not happen, implementation can be a problem for teachers in their respective classrooms. Mthethwa (2007), Bennet and Lubben (2006) and McLaughlin (1997) have the same view that in-service programmes for teachers are important and should be provided throughout the implementation period for the new

curricula as they would minimise the mismatch between the intended new curriculum and what is actually delivered in classrooms. Fullan (2001) points out that the systematic change of a curriculum requires the support of district level administration in terms of provision of resources and professional development of teachers.

Therefore, a great emphasis should be placed on a set of knowledge, skills and professional values broad enough to enable adoption of change. Fullan (1992) points out that the workshops that are held to train teachers must focus on the understanding of the key ideas and principles by the teachers. Follow-ups will be helpful to teachers to report on the progress, feelings and experience they have about a new curriculum. Mot'soane (2004) indicates that there is high level of flexibility from a trained teacher than a content oriented teacher who is less flexible. According to Hammond cited in Mot'soane (2004) on-job teacher trainees generally produce results of a poor quality than the professionally trained teachers. Phakisi (2008) has a view that the new approaches to new curriculum could be highly ambitious and unrealistic to teachers who have little or no experience in those new approaches required. Furthermore, the materials to be used in the changed curriculum may negatively affect the implementation process. Thus, teachers need to be trained on how to develop their own resources to compliment the materials distributed to them by the relevant department of education.

### **3.3.5 Clarity**

According to Mdtshane (2007), a clear picture of designed outcomes is the starting point of curriculum instruction, planning and implementation, which must all be coherent. Clarity of implementation strategies at the time of preparation and during implementation is very crucial for the successful implementation of a curriculum to take place (Mot'soane, 2004, p.16). By clarity, Fullan (1992) refers to clear goals because unclear and unspecified goals may cause anxiety and frustration and may lead to curriculum implementation failure. Fullan (1992) further agrees that some needs might not be precise or clear at the beginning, especially, with complex changes, hence, teachers should be clear with what they are expected to do. As Fullan (1992) and McLaughlin (1997)



indicate, there is also a problem in curriculum implementation if teachers are not clear about what they are expected to do. McLaughlin (1997) argues that vague goals are related to unclear implementation strategies such that they even become obstacles to implementation proceeds. Phakisi (2008) agrees with this by showing that lack of such information denies users (teachers) an understanding of what they have to do; hence, inhibiting the successful implementation of that curriculum.

### **3. 3. 6 Complexity**

By complexity Fullan (1992) refers to the difficulty and the extent of change required of the individuals responsible for implementation. He notes that even though complexity creates problems for curriculum implementation it may result in greater change. Kelly (1982) suggests that it is vital that a project (change) has support of the head teacher, other senior staff such as Heads of Departments (HODs). In actual fact, some complex parts of a new curriculum force teachers to implement what they understand and are able to do. People respond positively to change when they not only understand why it is required, but can also cope with it. This can only happen if teachers are involved initially in the design of such curriculum. This is also shown by Hord and Hall (1997) who clarify that problems of curriculum change are linked to the lack of understanding of how change and implementation work.

Powell and Anderson (2002) contend that implementation of any changed curriculum depends on classroom teachers as the implementation of such curriculum usually requires a transformation in teachers' ideas and understanding of the subject matter, teaching and learning of such a subject. They suggest that curriculum implementation can be successful if it is accompanied by comprehensive professional development. Chisholm (2005) explains that in South Africa when the review of curriculum was introduced it had complex language that was difficult for teachers to understand. It is also argued by Mot'soane (2004, p.16) that,

.....implementation of a new curricular often fails where orientation had not been properly done. Teachers cannot teach what they do not understand because it challenges their credibility and reputation before learners and communities.

This is also addressed by Phakisi (2008) when exploring the factors that affected the implementation of an elementary science curriculum. The findings revealed that the basic reasons why reforms commonly fail are that people have faulty maps for the change. Everyone acts on his or her own personal maps, which do not always provide reliable or valuable guidance. She further mentions that people must not misuse knowledge of the change process. In other words, they should not selectively pull out key ideas or use catch phrases that do not fit their understanding and knowledge. Hord and Huling-Austin (1986) explain that failure in curriculum implementation may be caused by quality of curriculum to be implemented in the face of the teacher. If teachers' judgement about any curriculum is perceived as of poor quality or inappropriate for their situation, they will not be enthusiastic to implement it. They further point out that the source of change is another factor to be considered in the implementation of a new curriculum. Their point is that curriculum change which is rooted from the bottom-up is successful because the need for change is foreseen by teachers themselves.

### **3.4 Approaches to Curriculum Implementation**

Snyder, Bolin and Zumwalt (1992) list three major approaches to curriculum implementation namely: the fidelity approach, the mutual adaption approach and the approach of curriculum enactment.

#### **3.4.1 Fidelity / traditional Approach**

The fidelity perspective views the change of a curriculum in a technological and linear manner. This perspective has the idea that curriculum should be used as its developers and designers originally intended. Snyder et al (1992) mention that the fidelity approach measures the degree to which a particular innovation is implemented as planned and

identifies the factors facilitate or hinder curriculum implementation as planned. Their assumption is that the successful curriculum implementation is characterised by fidelity to the origin. Firstly, they assume that the curriculum is developed by experts outside the classrooms. This implies that curriculum is planned by experts who are not part of the teaching group and do not experience its implementation in actual classrooms. In fact it might not be implemented as planned if teachers are not included in the plan. It should be clear as to what should be done so that implementation is effectively done.

Secondly, Snyder et al (1992) conceive change to be a linear process in which teachers implement the curriculum innovations developed by experts. Teachers seem to know what the experts expect them to do even if they are not included in plan for curriculum change. Thirdly, the curriculum is then evaluated to determine if planned objectives have been met. There must be a checklist for measuring the degree or extent of implementation.

### **3.4.2 The mutual approach**

This approach is defined by Snyder et al (1992) as the process whereby adjustments in a curriculum are made by curriculum developers and those who use it in schools or classroom contexts. It implies that there is cooperation between the experts and practitioners, each partner is not working in isolation such as in the first approach, where experts just develop the curriculum and expect it to be implemented by the other partners, in this case, teachers. This means that both partners are very clear about the goals and objectives of the new curriculum. Fullan (1992) argues that change is not an event but a process, meaning that it happens over a period of time. Snyder et al (1992) used Fullan's work (1992) as a framework and listed factors that affect curriculum implementation. In addition, Cheng (1994) points out that both curriculum and teacher competence should be developed and changed in order to maximise the curriculum effectiveness in terms of facilitating teaching and learning. He further outlines that curriculum can be developed and changed not only when teachers are sufficiently involved in the process. In this

approach, teachers are developed to satisfy not only the demands of the changed curriculum but also the appropriateness of students' characteristics in the long run.

### **3.4.3 Curriculum enactment**

This is an approach that is used more than fidelity and mutual adaptation. Snyder et al (1992) argues that effective implementation involves participation at all levels of education to make the central intentions and directions of curriculum in a classroom reality. The use of the term curriculum enactment invites an active involvement of teachers and students who bring their own background knowledge in class. It also encourages teachers to be aggressive interpreters who are supposed to create educative room for their professional development. Prevedel (2003) points out that this approach assumes that education is a value-laden process where teachers and learners participate in the learning environment.

## **3.5 Models of curriculum change**

### **3.5.1 Adaptive model**

The adaptive model of curriculum change is sensitive to local and individual schools. Teachers are placed at the centre of the innovation process to identify the problem and need for change. In this model teachers are active and develop responses to the problem in their own classrooms. Even though teachers are actively participating in this model, they may lack the necessary skills to plan and implement the new or reviewed curriculum. Daft (1978), confirms that this type of change is initiated or originated and implemented by the lower organisational members. He further asserts that freedom and exposure of members at the lower level of such organisation enables innovative ideas to enter the organisation and implementation will depend on the approval or disapproval by lower level members.

### **3.5.2 Adoptive model / power-coercive model**

Phakisi (2008) defines the adoptive model of curriculum change as a model where power is applied by those holding greater power and enforcing those with less power to comply with it. Generally speaking, this represents a top-down approach. This is an approach to curriculum change that ignores the different conditions and contexts that exist in schools. It is a top-down approach which assumes that change is linear and is motivated by an authority figure. Anderson (1997) explains that this model is concerned with measuring, describing and explaining the process of change experienced by teachers involved in attempts to implement new curriculum materials and instructional practices.

### **3.5.3 Rational-empirical model**

In this strategy, the change agents introduce the new curriculum with the belief that it will benefit teachers because they are assumed to be rational people who will adopt the proposed change. Similarly, the rational empirical model uses a top-down approach, as does the power-coercive model. According to Phakisi (2008) this model involves formulation of an innovation by an “originator” who starts by identifying the problem and finding the solution to such problem. Havelock cited in Phakisi (2008) explains that this model involves three processes to be adopted: trial (which entails practice of the proposed change with a few people or schools), implementation (putting into practice in real classrooms) and institutionalisation (involving making it permanent by legalising and putting it in the examination). This is what happened in Lesotho; the NCDC, who is the originator, realised the deficiency in the curriculum and decided to change it. Few teachers were involved in the design; those were the ones who are the members of the panel.

### **3.6 The Conceptual Framework / the Cascade Training Model**

At a conceptual level the research is informed by cascade training model which was used to offer training by NCDC and teachers-training teachers (cascade model). The

introduction and training of teachers in Lesotho secondary schools for the implementation of Business Education curriculum falls neatly into this model as it was enforced to teachers by NCDC. Naicker (1998) contends that the cascade model (top-down approach) failed in South Africa when Outcome-Based Education was introduced in 1998 because the views of the educators were ignored and they felt not ready for the change. The cascade model is a top-bottom approach where training is first developed by the government officials to heads of departments then to the teachers (McDevitt, 1998). McDevitt (1998) outlines the advantages of cascade training model that it is a method of dissemination, which works on the principle that the small team of trainers will train a larger group and that it is used where there are limited resources since it is economical in terms of materials and training because training package is prepared and delivered to the first level of recipients. The same package is used to train the next level of recipients.

The cascade training model helps teachers to expand current knowledge of a subject matter, develop new knowledge and engage with colleagues at the current school and other schools. It helps them to plan and develop their own work thoroughly. Training introduces teachers to instructional processes and new methods of teaching (Conco, 2004). It also helps teachers who enter the teaching profession without having received specific training for curriculum development (Carl, 1995).

Therefore, the cascade training model should be provided by people who are specialists in the subject matter so that they are able to make appropriate class visits, subject meetings or workshops linked to subject advisor and inspector. Conco (2004) explains that in the South African education situation, the cascade model was necessary to re-orientate teachers to new goals and values, to prepare them to cope with curriculum change, to train them in the new teaching and learning methods, to provide skills and knowledge to teach new subject. He explains that in the South African context when OBE was introduced, this model of training failed to prepare either officials or school-based teachers for the complexity of Curriculum 2005. He further argued that it watered down and produced misinterpretation of crucial information and trainers lack confidence. They lacked knowledge and understanding to manage the training process and used

teaching methods, which are not in line with OBE. The focus of the current study is to find in Lesotho's situation, the effect the cascade training model had on teachers, training itself, as well as on knowledge skills that teachers had to receive in teaching the new subject.

Mbingo (2006) outlines the disadvantages of cascade model of training that it has failed because it proves impossible to guarantee the quality training which is essential for success throughout the levels of training in that it might reach the last destination having lost value and the intended meaning. As the recipients are not constant at each level this method poses a serious problem for the design of such a package. This means that the first group might be smaller than the other groups trained by teachers therefore the materials used may not be enough for use by the rest of the group hence poor training. For those who were trained by other teachers (teacher-trainees) the focus of the research is to find from them also whether the training was adequate for them to implement Business Education in their classrooms (ibid, 2006). He further points out that facilitators of the workshops may hardly understand working with adults (teachers) themselves as opposed to working with learners (young people). Inadequately trained facilitators of curriculum change can seriously impact on how information is disseminated to the implementers (teachers) and this requires knowledge and experienced facilitators (Phakisi, 2008).

Mbingo (2006) showed that cascade model of training was not an effective way of training teachers and he gave reasons of the failure of cascade model of training in South Africa when OBE was introduced. He states that principals and HODs were not involved as trainers and management of the schools did not provide the necessary support required to cascade the model at the school level effectively. He further argue that even those teachers who were trained by district staff who indicated that they felt they were confident to deliver sessions at their own schools, they were often disappointed at the poor quality of training they received. Most teachers and presenters felt that the session on assessment was extremely weak and created a lot of anxiety and confusion. The

master trainers were not given sufficient time to train the staff back at their schools and were only given time to report back on the training during break (ibid, 2006).

According to McDevitt (1998) the cascade model was used in Botswana whereby in-service system was offered to 230 community junior secondary schools. It was decided to train teachers using cascade training model in order to train as many teachers as possible the hand-on experiences. The in-service cascade model for the mixed ability consisted of TCO advisers, consultants and Botswana Regional In-service Co-ordinator. It succeeded more on their success because many teachers received training in a mixed ability technique in two days.

### **3.7. Summary**

This chapter discussed the theoretical framework that underpins the study, which is curriculum change. It also discussed factors that affect the success of the effective implementation and the concept of the cascade model of training. It lastly, discussed approaches to curriculum implementation and models of curriculum change.



# **CHAPTER FOUR**

## **THE RESEARCH DESIGN AND METHODOLOGIES**

### **4.1 Introduction**

This chapter discusses the research design and methodologies for the study. Here, the researcher discusses the research paradigm, the research field, selection of participants and data collection methods that are relevant for this qualitative study. For each data collection method the researcher presents its advantages and disadvantages. Furthermore, the researcher discusses the process of data analysis, as well as ethical consideration in this study.

### **4.2 Research design and methodologies**

According to Naicker (1998), methodology refers to the theory of getting knowledge, through the use of the best ways, methods or procedures. Wireman and Jurs (2009) and Cohen et al (2007) also define research methods as specific research techniques that are used to collect and analyse data. Mouton (1996) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem. The main function of a research design is to enable the researcher to anticipate what the appropriate research decision should be. Mouton (1996) further explains that the reason for having a research design is to plan and structure a research project in such a way that the eventual validity of the research findings is maximised. A research design involves consideration of the research approach to be used and the best methods of collecting and analysing data. It also links data collection and analysis activities to the research questions that are being addressed (Phakisi, 2008). The qualitative research design used in this study enabled the researcher to gain an in-depth understanding of the phenomenon under investigation.

#### **4. 2. 1 Case study**

The research design for this study is a qualitative case study design. A case study was done to gain in-depth understanding of the teachers' experiences of teaching Business Education. The case study design was chosen to describe a particular context in depth, not to generalise to a population. Picciano (2004) also states that case study can be chosen to examine in details a specific activity or persons. He further mentions that a case study uses qualitative approaches, which rely on interviews and documentation (for example, review of documents). Picciano (2004) and Henning (2004) also define a case study as a method that involves describing and interpreting events, conditions or situations that are occurring in the present. Gay, Mills and Airasian (2009) define it as a research method that is appropriate when the researcher wants to answer a descriptive question such as, "What happened?" or an explanatory question like "How did something happen?". This study is also investigating what has happened when the new curriculum was introduced in schools; that is, the effect it has on the participants' teaching experiences and how the training of teachers was done.

According to Lesego (2009), there are three types of case studies, which he differentiates in terms of the end product of the research that might be explanatory or descriptive. For any study, a case study can follow a single or multiple case studies. This study is therefore a descriptive case study that uses single community. Two Business Education teachers from each school were selected, which makes up the total of six teachers in all. Therefore, the experience of three different schools with different performance levels helped me in understanding teachers' experiences in implementing Business Education in different ways. Mncube (2005), Gay, Mills and Airasian (2009) and Cohen et al (2007) claim that case study highlights the following functions,

- It reports and investigates the complex dynamic and unfolding interactions of events.
- It allows in-depth focusing on shifting relations as the researcher spends more time with the participants.

- It helps the researcher to observe effects in real contexts
- It focuses on individual actors or groups and seeks to understand their perceptions of events.
- It asks broad questions and seeks to understand the participants' experiences with a central phenomenon.

In case studies, sample size is small and purposively selected. Kumar (2005) asserts that the case study approach rests on the assumption that the case being studied is typical of cases of a certain type, generalisations may be made that might be applicable to other cases of the same type. However, this approach cannot be generalised to other social settings as it is embedded in the context in which data is gathered.

### **4. 3 Research paradigm**

Cohen, Manion and Morrison (2007) highlight the three paradigms that influence research; the positivists, interpretive and critical paradigms. The positivists' paradigm strives for objectivity, measurability, predictability, patterning and the construction of laws. Positivists and interpretive paradigms are seen as preoccupied with technical and hermeneutic knowledge respectively. According to positivists there is only one reality. Cohen, Manion and Morrison (2007) argue that positivists explain behaviour by seeking causes of such behaviour. On the other hand Phakisi (2004) points out that researchers involved in qualitative research from the interpretive paradigm, believe that individuals consciously construct their own understanding of the world through experience. Thus, interpretivists strive to understand people's actions the way they are and try to give them meaning by interpreting it. Different from the first two paradigms, according to Cohen et al (2007), the critical paradigm is not only seeking to understand situations and phenomena but to change them. Cohen et al (2007) further argue that the critical paradigm seeks to emancipate the disempowered, to redress inequality and to promote individual freedom within a democratic society.

Researchers understand people's actions by interrogating, critiquing and transforming actions. Cohen et al (2007) argue that the critical paradigm argues that positivists and

interpretivists are essentially technicist, seeking to understand and render more efficient existing situations rather than to question or transform them. The critical paradigm regards the two previous paradigms as presenting incomplete accounts of social behaviour by their neglect of the political and ideological context. Thus, the critical paradigm seeks to uncover the interests at work in particular situations and interrogates the legitimacy of those interests. The three paradigms are shown in the table below.

**Basic beliefs associated with the major paradigms**

Basic beliefs	Positivist/ Postpositivist	Interpretive	Critical theory
Ontology (nature of reality)	One reality; knowable within probability	Multiple, socially constructed realities	Multiple realities shaped by social, political, cultural, economic, ethnic, gender and disability values
Epistemology (nature of knowledge; relation between knower and would-be known)	Objectivity is important; researcher manipulates and observes in dispassionate, objective manner	Interactive link between researcher and participants; values are made explicit; created findings	Interactive link between researcher and participants; knowledge is socially and historically situated
Methodology (approach to systematic inquiry)	Quantitative (primarily); interventionist; decontextualised	Qualitative (primarily); hermeneutical; dialectical; contextual factors are described	More emphasis on qualitative (dialogic) but qualitative design could be used; contextual and historical factors are described, especially as they relate to oppression

**Table 1: Source: Adapted from Guba and Lincoln (1994)**

Opie (2004, p.18) defines paradigm as a basic set of beliefs that guides action in research. The study does not fit within the positivist and critical theory. It is located within the interpretive paradigm with its emphasis on experiences and interpretation because the researcher wanted to understand people’s attitudes, behaviour, ideas and

beliefs. This is tied within the focus of the proposed study as its purpose is to gain a deep level of understanding of individual participants' experiences and the perception about the implementation of a new curriculum, Business Education, in their classrooms. The locating aimed in this paradigm is to describe and understand rather than explaining and predicting human behaviour. As a result, the researcher found the qualitative approach as suitable approach for use in this study. This qualitative research is used to gain an in-depth understanding of the phenomena under investigation, which focuses on describing and interpreting events and actions of participants in their natural setting without my interference in the flow of their responses.

Bertram, Fotheringham and Harley (2003) explain that interpretivists believe that the world is changeable and that the people define the meaning of a particular situation. They further point out that interpretivists argue that the world is the creation of mind and thus it can be interpreted through the mind of people (ibid, 2003). Prasad (2005) explains that reality does not exist in some tangible, identifiable outside world but in human consciousness itself. Therefore, reality is socially constructed through acts of interpretation. He further outlines that knowledge is socially constructed hence, no objective knowledge exists as knowledge is influenced by social location and produced by social interest. This means that only Business Education teachers could give and interpret their experiences in the context they are in and attach meaning to them. Mertens (1998) explains that interpretivists are guided by the assumption that knowledge and reality are socially constructed by active people in the process of the research. Knowledge in interpretivist paradigm is concerned with interpretation, illusion and meaning and all human action is meaningful. Hence, they have to be interpreted and understood within the context of social practices (ibid, 1998).

Participants in this study are teachers from different cultural backgrounds and they understand the world around them differently. As the interpretive researcher, the researcher wanted to understand how reality goes on at one time and in one place and compare it with what really happens in other different time and places. Naicker (1998) explains that qualitative approach acknowledges that social and physical worlds in

research are different and it seeks to understand human interactions by observing and interacting with people in order to construct the social world around them. In this study the researcher was trying to understand the complex world of the Business Education teachers from their point of view. The analysis of data is aimed at ‘thick’ description and to understand the meanings that people attach to activities around them and how they relate those meanings to their behaviour. Qualitative approach produces rich and detailed data though data collection is time consuming.

Qualitative approach stresses phenomenological model in which multiple realities are rooted in subjects’ perceptions; hence reality is subjective. A focus on understanding and meaning was based on verbal narratives and observations rather than numbers. Since the study was investigating the teachers’ experiences of implementing Business Education, the researcher found it suitable to use for this study because qualitative research usually takes place in naturally occurring situations. All interpretivists are based in a particular moment only and located in a particular context or situation and time. They are open to re-interpretation and negotiations through conversations.

The researcher, within this paradigm uses qualitative methods to collect the desired data. The researcher used commonly known research methods of data collection such as interviews, observation and document reviews to collect data. McMillan and Schumacher (1997) argue that these methods capture the richness and complexity of the behaviour that occurs in the natural settings from the participants’ perspectives. Cohen et al (2007) point out that the central issue in the context of the interpretive paradigm is to understand the subjective world of the human experiences and to retain the integrity of the issue being investigated. They further state that meaning is perceived by those being studied and it is not imposed by the researcher.

It is important to interpret the meaning of events in terms of the teachers’ own experiences rather than any perceived ideas about how topics are taught especially in the light of books that contain a large number of prescriptions about what should teachers teach. Koosimile (2004) clarifies that in any situation where a new syllabus is adopted by

schools for implementation, it is imperative to gain some understanding of some matters that arise during the process. In Lesotho situation, where the NCDC developed and distributed the new Business Education curriculum to schools for implementation, it was important to gain understanding how the Business Education teachers experienced the new curriculum.

#### **4.4 The field of study**

My field of study is the three secondary schools in Maseru district. These schools were selected because they provide service to the same community. This means learners from these schools come from the same community of the Maseru district. These schools are located in Maseru town and in the outskirts of the town. The researcher has selected the three schools in accordance with the general performance in the external examinations, which is proved by Examination Council of Lesotho (ECoL) (2005, 2006, and 2007) for the past three years, as best, average and worse performing schools. The three schools are discussed below and please note that the names of the schools used here are not real names. The other schools in Leribe where he piloting as done were not included in the study because the researcher thought it would make the research bigger and they are far for the researcher.

##### **Bonanza High School**

The Bonanza High School is a government school, which is fully controlled and established by the government. It is a well resourced school and all teachers are qualified; holding diplomas and degrees. There are 32 teachers in this school. Four of these teachers have teaching diplomas and the rest have degrees. There are twenty three female teachers and nine male teachers. Four teachers are 25 to 34 years of age; seven, 35 to 44 years and nine teachers are between the years 55 and 65. The school admits students for Grade 8 on the basis of their performance in Grade 7. It is one of the schools that always produce good results and it is among the top ten good performing schools. Here, Business Education is taught as a compulsory subject by three teachers of which two attended training offered by NCDC. The other teacher had not attended any training since she

joined this school after the introduction of Business Education. The school is situated in the centre of the town.

### **Smart Secondary School**

The Smart Secondary School is a community school. A community school is a school that is formed by the community to accommodate learners from such community and nearby villages. It is a newly established secondary school headed by a teacher who is also a Business Education teacher. There are eight teachers employed in the school: two males and six females. Three teachers have diplomas, three have Bachelors degrees and two have Honours degrees. Since the school is situated outside town where there are no shops, students are always on the school campus during school hours. The school does not use any criteria in admitting students in the secondary and high school levels. It is not well-resourced and the results of this school are always poor. Business Education is taught as a compulsory subject by three teachers. One of them attended the training on the new curriculum by NCDC and one was trained through cascade training model and the other teacher was not trained in either of these modes of training.

### **Seithati High School**

The Seithati High School is owned by the Roman Catholic Church (RCC) and controlled by the Roman Catholic Church and it is situated in town. It is an average performing school. It is a well-resourced school with qualified teachers who hold degrees and diplomas. Business Education is also taught as a compulsory subject and is taught by three teachers. There are 31 teachers of which twenty-one are female teachers and 10 are male teachers. Four teachers have diplomas, one teacher holds STC and 20 hold degree, five have B. ED Honours and one teacher is having masters degree. One teacher had attended training by NCDC and the other two were trained through the cascade training model.



#### **4.5 Selection of participants**

Gay et al (2009) define qualitative sampling as the process of selecting a small numbers of individuals for a study in such a way that individuals are good key informants who contribute to the researcher's understanding of a given phenomenon. As Oliveira (2005) argues, such sampling should be smaller in number. In this study, the researcher has selected people who added to the understanding of the phenomenon under the study. In other words, she used purposive sampling, which is sometimes referred to a non-probability sampling. This sampling method was relevant for the study since the researcher wanted teachers who were involved in the teaching of Business Education. Bertram (2003) argues that purposive sampling is a useful method of selecting participants in that it often coincides with convenience sampling whereby the researcher chooses a sample that is easy to reach.

The researcher has purposively selected teachers from LECSTA with the expectation that they would provide the information about experiences in implementing Business Education in their classrooms. Two Business Education teachers from each of the three schools were chosen; one male and a female. The participants were also teachers who had taught Bookkeeping and Commerce before this subject was replaced by Business Education. The participants selected also included teachers who had been trained by NCDC and teachers who had not been trained. Kumar (2005) argues that a relatively small number of participants selected can provide the researcher with a sufficiently high degree of probability and true reflection of sampling population.

Therefore, the researcher used her experience and knowledge in selecting the sample that is, she knew these teachers because they are members of Lesotho Commercial Subject Association (LECSTA), which was formed by Business Education teachers in Maseru district to help each other in implementing Commercial subjects curricular in their own schools. The association is usually holding annual competitions for Form C (Grade 10)

and Form E (Grade 12) students on Business Education and Accounting. The results of the competitions are published by the association and every teacher has access to them.

#### **4. 6 Data collection methods**

Methods refer to the range of approaches that are used in educational research to collect data, which is used in interpretation and analysis (Cohen et al, 2007). They further point out that the qualitative paradigm includes observational methods, semi-structured interviews, participatory observation and documents review. For the purpose of this study interviews, observation and document review were used as methods of data collection. These methods of data collection are influenced by the paradigm heavily relies heavily on naturalistic methods as stated by Cohen et al (2007) and these methods ensured an adequate dialogue between the researcher and those with whom they interact in order to collaboratively construct a meaningful reality. The methods were chosen because it was the researcher's duty to understand and interpret the experiences of the participants in the context they live in or their world point of view. Therefore, as Mertens (1998) outlines qualitative methods such as interviews, observations and documentary reviews are predominant in this paradigm. He further states that they are applied in correspondents with assumption about the social construction of reality in that, the research is conducted through interaction between researcher and participants.

According to Lesego (2005), combination of a number of methods is valuable because it improves the construct, internal and external validity of the study by providing a mutual confirmation of the research problem through triangulation. Triangulation is defined by Conco (2005) as the collection of two or more methods of data collection in the study of some aspects of human behaviour. It is seen as a powerful way of demonstrating concurrent validity particularly in qualitative research (Cohen et al, 2007). Further discussion on each of the methods used in this study is presented below.

#### 4. 6.1 Interviews

Interpretivists hold that the interviewer and the interviewee influence each other and then the researcher found the interviews suitable for this study (Cohen et al 2007, Gay et al 2009). Mertens (1998) points out that, interview is applied in correspondence with the assumption about social construction of the reality. The researcher sees interview as the basic mode of inquiry and data collection method in relating own narrative experiences (experienced by teachers). Data was collected by means of interviews using handwritten notes and audio-recording. Interviews are commonly used tools to collect information from people and it is defined by Kumar (2005) as person to person interaction between two or more individuals with a specific purpose in mind.

The researcher chose to use interviews as a tool for collecting data because interviews were the appropriate methods because they work well with qualitative paradigm and are used for studying complex and sensitive areas as the interviewer has the opportunity to prepare a respondent well before asking sensitive questions (Wellington, (2004). He further clarifies that the researcher's first task is to establish a rapport (good relationships) with the participants which must be the result of a positive pleasant approach.

In this study, data was collected by means of semi-structured interviews, which took approximately forty-five means for each participant. During the interviews, the researcher obtained permission to capture the interview sessions firstly from the principals of the concerned schools and from the respondents by means of audio-recording so that accurate data was available to the researcher after the interviews for analysis. The researcher also kept a record during fieldwork where handwritten notes were recorded.

To avoid confusion, bias and misunderstandings with the participants, the researcher arranged a session with the teachers before the interview phase begins. As Wilkinson and Birmingham (2003), indicate interviews have advantages in that they give the researcher more of an insight into the meaning and significance of what is happening. Kumar (2005)

indicates that the researcher is able to collect in-depth information by probing for more and deeper information if interviews are used. Interviews seek qualitative knowledge expressed in normal language and do not aim at quantification. The researcher's presence enabled her to restate the questions to the interviewees if they were not clear and to repeat a question in a form that the participants better understood it. The researcher transcribed the recordings after every interview while they were still fresh in her mind to avoid distortion of data and misinterpretation.

Unlike questionnaires, interviews provide in-depth data if well conducted because they allowed both the participants and researcher time to ask for clarification. When this happens in an interview, Cohen et al (2007) argue that it increases the chance of obtaining valid information from the participants. As attended to above interviews are the most effective means of eliciting cooperation from the participants as the researcher starts by establishing a rapport with them. In this type of research, the questions that shaped the interviews were open-ended; meaning that interview were conducted in a manner that is similar to a friendly conversation with no predetermined order of questions or specified wording to the questions. The researcher used open-ended questions because they are more important because they solicit more information than closed questions. They are also important because they provide the participants with opportunities to express themselves freely, and they eliminate the possibility of interviewer's bias (Cohen et al, 2007). Probing questions were used in the interview to be held as a guide to allow the participants the freedom of expressing themselves. Open-ended questions allow the researcher to pursue a line of questioning and to follow-up with additional questions when the participants do not understand the questioned asked. There were some supplementary questions that were used to explore general views or opinions on curriculum implementation and issues of importance which are not reached by the participants.

Semi-structured interview was developed for the purpose of this study so as not to channel the participants to specific answers only and prompt questions were used to dig for more information and bring participants into the track. It was also used because the

researcher was flexible to ask questions, order content and structured them in the sequence she wished. According to Kumar (2005), semi-structured interviews aim at soliciting as much information as possible without confining respondents to particular themes or topics and have assisted the researcher to minimise bias because the researcher had to study aims and questions in mind and this helped in shaping the questions posed and direction in which the discussion runs. Semi-structured interviews require seeing and hearing and perhaps touching and experiencing activities in the natural environments. It is by its nature more dependent upon a researcher's subjective interpretation (Kumar, 2005). So, it is important to clarify the number and type of questions to be asked and the way they were sequenced during the actual interviewing. Maree (2007) mentions some of the semi-structured interviews that: they allow for probing and clarification of answers. It took along period of time because they were predetermined by me before the actual interview started. The researcher was attentive to the responses given by the participants and that helped her to probe for new emerging ideas from the participants in the line of inquiry.

The interviews were recorded by the researcher in English except for one teacher who chose to be interviewed in her mother-tongue language. To ensure validity, the researcher has taken data back to the interviewees to verify whether the meaning carried by translation was the one they provided. According to Kumar (2005) semi-structured interviews are important as participants are usually more willing to talk than to write.

Disadvantages of interviews,

- The quality of interaction is likely to affect the quality of information obtained. Sometimes participants may say or give out what is in their minds and the researcher has avoided that by guiding the interview and probing for more information needed for the study only (Kumar, 2005).
- The interviewers may be bias in conducting interview and interpret responses in the way that suit them (Kumar, 2005). The kind of data that is needed, which is done through interview questions helped in the interpretation of such data. The researcher recorded and transcribed everything said by each participant so as to

avoid distortion. It was then translated to formal language, the language of research after my supervisor has got meaning out of them.

- Face-to-face interviews are the most expensive form because the researcher has to arrange for the place to hold the interview and has to make arrangements to get there (Wilkinson & Birmingham, 2003). This demanded a lot of money for the researcher to go home and conduct a research even though it is the researcher's home. Even though the researcher did not give participants anything, the interviews were still expensive. The arrangement was done by the researcher and the Heads of Departments in all schools have arranged places for interviews.
- Interviews are time-consuming and costly to conduct in that they require careful preparation before the actual interviewing and transcribing tapes take a lot of the interviewer's time. Sometimes the researcher could not find people to interview because they kept on postponing; therefore she had to travel for interviews for so many days. Even though it took a lot of time to transcribe tapes the researcher transcribed it after every interview to save time in transcribing the whole interview at the same time. Questions were readily prepared in advance under the guidance of my supervisor and did not consume much time.

Because it was a face-to-face interaction between the researcher and participants, the researcher's voice or facial expressions may influence the participants to give response they think they might be acceptable to him or her (Phakisi, 2008). But the researcher used to probe for more opinions from interviewees so that they did not assume the researcher was expecting the answer they were thinking of. As a result, she tried to be relaxed and attentive to the participant.

As researcher was the one asking questions, she or he may be bias by having tendency of supporting responses to their own perceived views. This implies that validity relies on the skills the researcher have in conducting an interview (Phakisi, 2008). As a researcher she had to be careful to use the skills learned for interviewing. Knowing that recording could be intimidating to participants so much that they were comfortable, the researcher asked for their permission in advance, before conducting each interview. The interviews were

conducted with individual teachers in the libraries of each of the two schools while in the third school interviews were conducted in the principals' office. Both the principal's office and school libraries were suitable for interviews because there were noise-free venues because the interviews were conducted during the day while all learners were in classrooms and nobody could make noise. The first five minutes were spared for introduction with each participant, in other words trying to know each other better, explaining to them the purpose and the rationale of the study.

#### **4. 6. 2 Observations**

As the researcher has indicated earlier, this study used methods of data collection, which include observations. "Observation is a method which involves the researcher in watching, recording and analysing events of interests" (Blaxter et al, 2006). It is defined by Kumar (2005) as a systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. De Oliviera (2005) also mentions that it is a handy tool for researchers to use as it also embraces a range of skills including listening, participating, contributing, pursuing and questioning that have to be used simultaneously. The purpose of the observation in this study is to make an empirical and factual judgement rather than a value judgement of the setting and juggling the observation with the participation element of learners as not all learners would behave the same.

The researcher did not intend to capture everything that happened when these teachers taught but on how teachers involved learners, how the prepared lesson was delivered in classroom and instructional strategies used. In the observation, in this study the researcher observed the actions and behaviour of teachers as they occurred in the environment of the participants. This is confirmed by Cohen et al (2002) when explaining that observations help in studying one's behaviour not at face value but rather in deep.

Observation seemed important in this study the researcher examined the nature of implementation of Business Education curriculum in schools. The researcher observed teachers in their own classrooms implementing Business Education curriculum showing

exactly how and what they did. Wilkinson and Birmingham (2003) contend that observation is a method characterised by prolonged period of intense social interaction between the researcher and the participants. Observation can help a researcher to understand much more about what goes on in complex real-world situations.

Naicker (1998) also clarifies that observation provides the researcher with first hand information about what is actually done and that it was done by recording impressions and happenings in the natural environment, so that she could describe and understand events as they were. To avoid distortion of what is being observed the researcher has made a number of observations per teacher because teachers would be very impressive and change their behaviours when they were aware that they were being observed. Therefore, it was useful for the researcher to have more than one observation with them as Wiersma and Jurs (2009) add that observation is a continuing process and therefore the researcher is not limited to one session.

Blaxter et al (2006) further mention that a highly structured observation helps the researcher know in advance what she or he is looking for and will have its observation categories worked out in advance. The researcher prepared a format of what was to be observed so that she was not tempted as Business Education teacher and observed irrelevant part of the lessons. Mncube (2005) argues that observation does not rely on what people say they do or what they think they do, but draws direct evidence to witness the events that are actually happening during observation. The points prepared for observation consisted of suitability of classroom for teaching and learning; presentation of lesson itself by the teacher; assessment of students' understanding; students' participation and reinforcement by the teacher; teachers' resources as well as the students' resources.

There are two common types of observation namely, participatory and non-participatory observations. The researcher chose to use a non-participatory observation for the following reason(s) stated by (Gay et al, 2009). The non-participant observation is an



observation where a researcher is not an active observer and participant because she would not assume the role of the teacher.

Kumar (2005) outlines that in non-participatory observation the researcher did not get involved in the activities of the group but remained passive observer, watching, and listening to its activities and drawing conclusions from it. Therefore, the researcher remained a passive participant and did not participate in class. Henning (2004) agrees in that this type of data collection method brings to a sense of the real-life actions as they were performed in real situation and time. The researcher here watched, followed and recorded the activities as they were performed and a number of observations were made before making conclusions. The recordings made by the researcher while actually conducting the observations were called field notes. Gay et al (2009) defines fields notes “as method which describes as accurate and as comprehensive as possible all situations and events as they are occurring and they have to describe when, where, and under what conditions the observation was made”. Observation is used to explore the issues that will reveal more about data they acquired through interviews and documents (Henning, 2004). Gay et al (2009) states that data from observation should be as clear and detailed as possible so that it provides the description and understanding of the research setting and participants, which will help the researcher when analysing it.

Mncube (2005) highlights some disadvantages as well: It is very demanding type of data collection as it needs personal commitment and personal resources from the researcher. Observations are also disadvantageous in that sometimes teachers can be creative and prepare impressive lesson plans on the days of observation. This might not reflect the true picture of what the researcher wants to observe in a lesson. The researcher overcame this by having more than one observation from each teacher. As outlined by Kumar (2005) non-participatory observation is disadvantageous because people change their behaviours to impress the observer when they become aware that they are being observed, which may lead to the distortion of data being collected. This means that what has been observed might not represent their normal behaviour and this would make it difficult for the researcher to obtain reliable information about the participants’ opinions, attitudes

and emotions with a non-participatory observation than participatory observation as he or she is not a true participant (Gay et al, 2009, p.366).

#### **4. 6. 3 Documentation review**

The study also used documentation review in order to compliment data collected from observations and interviews, which might not provide a complete picture of the study under investigation. Therefore, the researcher found it importance to have a review of the documents as they might provide information and clarity about the teachers' experiences underlying the current practices in their classrooms. As Henning (2004) argues, documents are used as a method of data collection along with other methods. The researcher reviewed documents such as Business Education Curriculum for grades 8-10, syllabus, teachers' lesson plans, scheme books to find out what teachers wanted to impart and finally students' tests records. According to Mdutshane (2007) document review helps the researcher to uncover meaning, develop understanding and discover insights relevant to the problem researched. This review of documents helped me to see what teachers planned either for a session or a day and whether they implemented what they planned in respective classes.

Fraser-Thomas (2002) explains that documents are used to provide practical evidence and developing converging lines of inquiry to achieve validity and data triangulation. The researcher asked for permission from HODs to access data from these documents regardless of where and how they were kept (Picciano, 2004). Robson (2002) outlines the advantages and disadvantages of using documents in qualitative research. Learners' scripts were reviewed to find their performance and the teachers' planning that was shown in the scheme and record of work.

Robson (2002) points out that,

- Documents encourage the ingenuity and creativity on the part of a researcher because a researcher is the one determining which documents to use and how. The

researcher chose few documents to be used, which constituted part of the information needed by the researcher in the teaching of Business Education.

- Documents are unobtrusive and non-reactive: a researcher does not have to be in direct contact with the person producing the trace. This is because the teacher can impressively plan what they are not going to actually do in their classrooms. Therefore, the researcher has a look at these documents before the actual observation
- Documents also provide valuable cross-validation of other methods used to support or disconfirm them because they act as evidence and validating data triangulation. Reviewing the documents gave the researcher a true picture of what teachers gave in the interviews and observations.

The documents that were reviewed were user-friendly in that the researcher could see everything that was written in them. The researcher did not ask for clarification from teachers. It also helped the researcher to find out whether the planned lessons were actually the ones taught. None of the teachers refused to give the documents the researcher wanted to review and this was very advantageous to her because she managed to get what she wanted from those documents. The documents that were reviewed were scheme of work, and record of work which shows the work planned for the quarter and work actually done weekly, lesson preparations books (which shows how the lessons are prepared by teachers), and learners' scripts (showing the learners' performance). These documents were used in conjunction with interviews and observations.

Despite the limitations that documents review can have, they seemed to be good source of information in that they also contained information that would take an investigator enormous time and effort to gather otherwise especially if the researcher was familiar with the documents to be reviewed.

Disadvantages of documentation review,

- It may be difficult to specify the person responsible or the population from which they come from. In this case, documents reviewed belonged to every teacher who

was going to be observed and it was easy to find them (Robson 2002, Mncube, 2005).

- Ethical dilemma may result due to ethical difficulties of researching without people's consent. But in this case, the researcher asked for permission from the participants as part of the ethical issues that would review these documents as well before observing their lessons (Robson 2002).
- Documents may not give the researcher exact interpretation of what one is seeking for. In that they are planned in advance for example, scheme of work and lesson plans and they might be several reasons of not implementing what was planned. But in this study it was not so because the researcher was a teacher and knew everything about these documents (Robson 2002, Mncube, 2005).
- Documents described what people said and intended to do rather than what they actually did. Therefore, they were useful because they were used with other data collection methods. As indicated earlier, they are used only to compliment other methods of data collection; for example interviews and observation used in this study (Robson 2002, Mncube, 2005).

#### **4.7 Data analysis process**

Data was collected from different people. Wiersma and Jurs (2009) argue that qualitative research often produces large quantities of descriptive information from interviews and observations that need to be reduced or organised. The researcher used thematic analysis to analyse data collected. Thematic analysis is defined as “the process of tracing the thinking pattern of the interviewees and the pattern of action depicted in observation notes (Henning, 2009). Henning (2009) further shows that this approach is used to analyse data from written documents, transcripts, news reports and visual media. In this study, thematic analysis was used to analyse data from qualitative responses to open-ended questions on interviews and documents reviews. According to Gay et al (2009) the first step in analysing data is to read and write memos about all field notes, transcripts and observer's comments to get the initial sense of the data.

Listening to the audio-recording as Sapsford and Jupp (2006) see, is a good way to familiarise one with the data and it becomes easy for a researcher to transcribe recordings. In analysing data the researcher familiarised herself with the audio recordings by listening to the entire audio recordings several times and reading the transcripts a number of times in order to provide a context for the emergence of specific units of meaning and later on themes (Cohen et al, 2007, p.370). The researcher transcribed and translated the audio recordings to the language of science, which was understood by local and international readers including the researcher's supervisor as the interviews were recorded in mother-tongue. The researcher transcribed data as she was the person who was present at the interview and had a better idea of what the voice of the participants may imply (Henning, 2009). Poland (2002) agrees with this in that in order for transcription to be accurate, it should be done by the interviewer because she or he has in mind the process of the interview as an event. He further point out that transcribing is a crucial stage for there is a potential for massive loss of data, distortion and reduction of complexity. Note-taking that was done during interviews helped the researcher to report on the non-verbal communication or data that was taking place in addition to the data recorded with audio-recorder (Cohen, 2007).

All the emphases that were placed by the participants, pauses, mood of each participant (whether they were happy or bored) and the reason that raised such mood were included on the scripts as they have not be included in the recordings. Cohen et al (2007) comment that this enables the researcher to comment on all of the non-verbal communication that was taking place during interviews sessions in addition to the features noted from the audio-tape as it is inadequate to transcribe only the recorded part of the data (Cohen et al, 2007, p. 368). Maree (2007) points out that qualitative data obtained through interviews is very lengthy and requires intensive examination, understanding and reading. The researcher has then read and re-read the scripts to get the understanding of what was said by participants.

Coding is defined by Henning (2004) as strategy whereby data are segmented and tagged (labelled) according to the way the researcher defines units of meaning so that those

segments, which have common or related meaning can be drawn together in one place for analysis. Maree (2007) sees it as the process of reading carefully, through the transcribed data line by line and dividing it into meaningful units. When coding, the researcher looked for patterns or similarities in the behaviour, words or phrases from data that are referred to as codes or categories. Maree (2007) refers to this process as coding. Coding was done by hand when reading through each interview transcript. As the researcher explored data collected, the categories developed acted as a framework for understanding and working with the information collected. Therefore, the researcher transcribed interview as immediate as possible that is after every interview while it was still in her mind to avoid distortion and loss of data. Cohen et al (2007) further explain that codes derive from data responsively rather than created pre-ordinarily by the researcher even though it might be possible for the researcher to construct codes or categories before data analysis from theory and literature, some may emerge from data itself.

Henning (2004) points out that if the researcher knows the data collected, she or he will be more competent in labelling units of meaning, which happened while the researcher read and read the transcripts several times. The researcher developed a list of codes or categories to be used in sequent coding and have decided on the concepts that were used for codes to make data more manageable. Sometimes codes are more relevant to others; therefore the researcher determined the relevant units with similar meanings together that are referred to as themes. As qualitative research brings large amounts of data, the researcher has grouped or categorised the related codes together, which showed the themes emerging from data. This allowed her to include new categories and this is referred to as recoding (Maree, 2007). To make it more manageable, the researcher has recorded data that is, reviewing assigned codes to see how they can fall into the clusters or how they can be assigned to more than one category without losing meaning. Maree (2007), comments that it is important to leave the results constant even if they are obtained on different occasions to ensure reliability.

Data collected remained constant that is the researcher did not change anything from what participants said when classifying. Kumar (2005) adds that the researcher should

develop themes or words, which were used in a way that accurately represent the meaning of the responses categorised under each theme. These themes were used as the basis for analysing data. Themes emerging were supported by theories and literature. Henning (2004) mentions that when the researcher is satisfied that the themes represent a reasonably searched chunk of reality, each theme can be used as the basis for an argument in the discussion part of the research. After all data were classified into themes or categories, the researcher went back to the initial scripts to check if all data from them were being captured. The next step was to integrate themes and responses into the text of the report, that is, writing up the research report.

## **4. 8 Issues of quality in research**

### **4. 8. 1 Trustworthiness**

In qualitative research trustworthiness is the feature that addresses more traditional issues of validity and reliability and it is addressed by the use of triangulation in this study. According to Kumar (2005) validity is defined as the degree to which the researcher has measured what he or she has set out to measure. As Gay et al (2009), state that research studies are built on trust between researcher and participants; if the researcher takes his or her responsibility to behave in a trustworthy manner as she expects the same from them. Truth can only be understood in the process of arguments and can be backed up. Therefore, Lincoln and Guba (1985) suggest trustworthiness, credibility and transferability as criteria of qualitative research. Lincoln and Guba (1985) define truth as rational agreement reached through critical discussion. To increase validity and reliability in qualitative research, Cohen et al (2001) argues that in qualitative data collection the involvement and in-depth responses of individuals and application of other methods such as observation secure a sufficient level of validity and reliability.

Conco (2005) points out that in qualitative research; validity is another word for “truth”. In qualitative research validity might be addressed through the honesty, depth, richness

and scope of the data achieved, the participants approached, the extent of triangulation and disinterestedness or objectivity of the researcher. Validity is defined by Babbie (1990) as the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. This is used in the quantitative approach. In qualitative approach, researchers do not quantify experiences and attitudes of teachers, instead they are interpreted, which shows the qualitative approach is suitable for investigating experiences of teachers. The researcher's presence in the interview showed validity because both parties had mutual meaning as the researcher clarified for the participants whatever is can be interpreted differently (Babbie & Mouton, 1990).

Wiersma and Jurs (2009) point out that as qualitative research occurs in natural settings, it is not possible for the results to be replicated. They further show that reliability is the requirement that the application of a valid measuring instrument to different groups under different sets of circumstances should lead to the same observations. Reliability demands consistency overtime; that is participants being tested by the same instruments at different times should respond identically to the instrument. There is reliability in qualitative research but it can be considered as fit between what is recorded as data and what actually occurred in the setting under study. Conco (2005) explains that it can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched. In this study reliability was increased by the use of multiple sources of data (triangulation) collection that were interviews, observation and document reviews. Mouton (1996) points out that because the use of triangulation or various data collection methods complement each other, their shortcomings are balanced out as not all methods are equally reactive (observation and documents).

Cohen et al (2007) argues that qualitative research does not strive for uniformity because two people studying the same thing may come up with different results or findings. This is because in qualitative research, data can be interpreted differently by different researchers and Cohen et al (2007) argue that it can be regarded as a fit between what a researcher records as data and the actual occurrence. In qualitative research reliability may refer to honesty, depth of response and meaningfulness to the respondents (Mouton,



1996). In qualitative research reliability is replaced by terms such as credibility, consistency, trustworthiness and transferability.

Credibility - It is done through repeated or several observations until salient issues are identified (Mertens, 1998). The researcher has at least two observations with each teacher in order to increase credibility of the study. Maree (2007) explains that it is a practice to discuss labels or themes with colleagues or supervisor to see if they make sense. Therefore, the researcher enhanced credibility of the findings of the study with her supervisor to comment on them.

Transferability – It is the degree to which the researcher determines similarity between the study site and the receiving context. Therefore the researcher has to provide more on this to enable the reader to make necessary judgement; that is, description of time, context, places and participants' culture (Mertens, 1998) and this has been done in the descriptive of study field section of this study.

Consistency - Cohen et al (2007) argues that it is a synonym of reliability and replicability over time over the instruments and group of respondents. On this study, member checks were done; that is, the researcher discussed with each participant after the interview what they said to confirm the meaning and a good interpretation of what they said in the actual interview.

#### **4.9 Limitations of the study**

The study was done in Maseru District schools and a case study of only three schools was involved. This means the results cannot be generalised as the participants were small in number. That is, what is true with one school might not be true in all other schools in Lesotho, which has ten districts. For this reason, the study was not done in Leribe district which was also used as the pilot school. However, it is common with all qualitative studies, that results cannot be generalised since qualitative studies aim at in-depth

understanding of the phenomenon under study rather than the generalisability of results. Observations might not give appropriate data as teachers may prepare impressive lessons knowing that they are going to be observed. Therefore, the researcher overcame this limitation by having more than one observation with each teacher so that she had observed several lessons.

#### **4. 10 Ethical issues**

This is a stage that involves gaining of official permission to undertake research in the target community. Ethical consideration plays a role in all research studies and must be well attended by researchers. Educational research involves people as participants in the research, hence ethical and legal considerations are of great concern. Gay et al (2009) argue that ethics generally deal with beliefs about what is right or wrong, proper and improper. The ethical issues were considered because the researcher has applied for the ethical clearance from the University of KwaZulu-Natal as it is a legal requirement for those who want to pursue studies Ethics Committee involving humans or animals.

The most basic ethical issues in research are concerned with the protection of participants from being harmed. Kumar (2005) points out that “it is unethical to collect information without the knowledge of the participants and their expressed willingness and informed consent”. Gay et al (2009) mention that the researcher should obtain informed consent by making sure that her or his participants enter the research with understanding of the nature of research and any possible dangers that may arise as well as letter on their free will. This was done to reduce the likelihood of participants being exploited by the researcher. The researcher therefore, has asked for permission from them to participate in the study and told them that they were free to quit at anytime from participating. The researcher also informed them that she would record the interviews so that they give her their consent for recording and that they would be interviewed in the language they are comfortable with.

The researcher also indicated how the interview would be conducted and that it was a forty-five minute session with each teacher. The researcher has also informed the participants how they were expected to participate in the study, why the information was sought and how it would affect them and that there were no direct benefits given for participating. An informed consent is defined by Dienier and Crandall in Cohen et al (2007) as the procedures in which individual participant chooses whether he or she participates in the study or not after being informed and asked to take part or taped.

Wiersma and Jurs (2009) clarify that whenever research is conducted in an educational setting, it is necessary to obtain permission from the site's gatekeepers who may be school principals or committee in charge. The researcher has contacted in writing the District Education officer (DEO) for the permission to conduct the study in the district schools, the principals of the concerned schools to conduct study in their schools and teachers (Business Education teachers in particular) for the permission to participate in this study. The researcher also had to clarify in their mind when the permission was sought the nature and scope of the study. Henning (2009) argues that respondents need to give informed consent to participate. This means that they were fully informed about the research in which they were going to participate as interviewees.

Confidentiality refers to the researchers not disclosing the identity of the participants or places from which the data was obtained (Wiersma & Jurs, 2009, p.438). Information or any data obtained from participants should be strictly confidential especially because it was personal. This implies that access to this kind of data or information should be strictly limited to people directly involved in the research and in this case the information would be kept between the researcher and her supervisor for the study. This also would apply to the information that the researcher would collect in that names of the participants would be kept confidential between the researcher and her supervisor for the period of five years as it is the university requirement. Cohen et al (2007) point out that the essence of anonymity is that information provided by participants should in no way reveal their identity. They further mention that the researcher and any other person should not identify the participants from the information provided. They needed to know whether

their privacy would be protected and what is going to happen after the information is recorded. Anonymity means that the names of the participants from whom the data have been obtained are not known (Wiersma & Jurs, 2009). They further point out that the written consent must be obtained if it is necessary to have personal identification, which will be destroyed following its use for the research.

Mouton (1996) clarifies that participants tend to be reluctant and unwilling to participate in the interviews or to provide with information on sensitive matters because they regard investigations as an invasion of their privacy. Hence, the researcher has ensured anonymity by not using the real names of the participants and of their schools as these will be kept confidential by the researcher. The researcher has first started by establishing the best interpersonal relationship / a rapport with the participants even though it might be time-consuming but it helped her in neutralising the initial distrust from the participants. The researcher also in no way made the connection known publicly even though she knew the participants who provided such information or able to identify participants from the information (Cohen et al, 2007). In this way the researcher was keeping confidentiality.

The researcher has informed the teachers of the purpose of the observation that she was not observing them to offer any advice or help to improve their professional skills but it was done for the purposes of the research. Therefore the researcher has pre-conceived headings to avoid going astray and losing the focus of the study observing and recording what interests her during the lesson (Wragg, 1994).

(Kumar 2005) and (Mncube 2005) outline some advantages of observations,

- They provide a good platform for gaining rich insights into social processes and deals with complex realities in a direct manner.
- They stand a better chance of retaining the naturalness of the setting than other social research methods

The researcher has ensured freedom from harm by exposing the participants to undue risks that might arise in the process of researching. Cohen et al (2007) explains that voluntarism entails applying the principle of informed consent. This means ensuring that participants were free to take part and guarantees that the participants' exposure to risks is undertaken knowingly and voluntarily. Participants were informed that participating in the interview is free. The researcher also informed the participants that withdrawal from the study would not result in any disadvantage to them that is, they were not going to be harmed if they quit from participating at any time. Wiersma and Jurs (2009) assert that it is the responsibility of the researcher to protect the participants from risk as there can be a possibility of physical or psychological harm. The researcher informed the participants that they were not going to be penalised or assessed for giving information so that they were free to express themselves. There was no deception and no humiliation of participants in this research but rather a sense of caring and fairness prevailed so that participants felt comfortable and empowered.

#### **4.11 Summary**

This chapter research design and methodologies were discussed. The research paradigm, the interpretivist, was also discussed in this chapter. The further discussed the field of study and the data collection methods which are interviews, observation and documentation review. The chapter further discussed how data analysis was done as well as the issues of quality in research. Lastly, ethical issues of the study were discussed.

# CHAPTER FIVE

## PRESENTATION AND ANALYSIS OF DATA

### 5.1 Introduction

This chapter provides the research findings of the study, which involves the teachers' experiences in implementing Business Education as well as their opinions on the cascade model of training. The presentation of data is done to answer the research questions which were prepared before the interviews were held with Business Education teachers in Maseru district, Lesotho. Data that was analysed was generated from the three schools. Data sources were face-to-face interviews, observation as well as from the documents reviewed to obtain the experiences that Business education teachers have about the implementation of a new curriculum (Business Education) in secondary schools.

### 5.2 Biographical information of teachers

For this study, six teachers were purposively selected from LECSTA. From each school, as shown below, codes are used to represent a school's and teacher's name. For example, **S** stands for a school and **T** for a teacher. The summary of the biography information of these teachers are presented in a table below.

<b>Name of the teacher</b>	<b>Name of the school</b>	<b>Qualifications held</b>	<b>Position in school</b>	<b>Gender of the teacher</b>	<b>Teaching experience</b>
T1	S1	B. Ed Honours	Panel member	Female	21 years
T2	S1	B. Ed	Assistant teacher	Female	14 years
T3	S2	B. Ed	Head of Department	Female	14 years
T4	S2	B. Ed	Assistant	Female	16 years

			teacher		
T5	S3	Secondary Teachers Certificate	Deputy principal	Male	8 years
T6	S3	B. Ed	Principal	Female	15 years

**Table 3: Biographical information of teachers**

### 5.3 Data analysis process

As I have indicated in the previous chapters, the aim of the study was to investigate teachers' experiences in implementing Business Education in their classrooms. As a result Business Education teachers became the primary sources of data analysed in this chapter. Although some documents were reviewed; and observation made in relation to teachers' experiences in their classrooms; such were used to complement the interviews. These documents were reviewed to find whether what was planned in them was actually taught in classrooms and the proof of performance from the learners' scripts.

The data analysis process provides insights into the research questions. The themes that are discussed in the process are listed below and they can be examined within the theoretical framework and literature review section of this study.

Data analysis from the participants was based on the following research questions which were used for the analysis.

1. When were you informed about Business Education as a subject to be taught in your schools?
2. Did you receive any training to implement Business Education?
3. What kind of training did you receive? Who trained you?
4. Is the training you received helpful enough for you to teach this subject?
5. Do you find the material used for implementing Business Education in class easy for you and students to understand?

6. What support did you get from the Ministry of Education / NCDC helping you with the implementation of this subject?
7. If the answer to the above question is yes, what form of support did you get from the Ministry?

The following section is the presentation and the discussion of the findings of the study which are divided into themes and the support of these from the literature.

#### **5.4.1 Teachers' participation in the training and materials**

The introduction of a new curriculum in any country should involve all stakeholders. As I have indicated in chapter one, NCDC stakeholders consist of Commercial Subjects Panel together with National Curriculum Development Centre (NCDC), which consists of Educational Inspectorate (EI), teacher-training institutions, Examination Council of Lesotho (ECOL) and teachers. Ministry of Education and Training (2002) states the involvement of these stakeholders could offer insights into each phase of the curriculum planning, implementation and evaluation; and they must be involved at the beginning stages of the designing/planning. They further indicate that teachers maybe involved so that they are asked to pass comment on the appropriateness of the learning tasks or exercises that students will engage with during implementation. By so doing, change would be eventually influenced by those who are concerned. This is what was done in Lesotho's situation as stakeholders were involved in the design of the new curriculum. Fullan and Pomfret (1977) also point out that in the first stage of the design all stakeholders should be involved and there must be schools that will be exemplary implementers. In the case of Lesotho these were referred to as the pilot schools. These pilot schools were selected although the teachers were not made aware of how they were selected.

From the evidence above, it is apparent that the teachers were involved in the whole process of the introduction of The Business Education curriculum in the Lesotho secondary school. At the first level, that is designing the curriculum, teachers were



represented in the design because some teachers are members of National Curriculum Development Centre (NCDC), which is the central part in the curriculum design. Literature shows that the success of implementation of a new curriculum depends on the extent to which all consumers of that curriculum are informed about its purpose (Mbingo, 2006). The curriculum carries teachers' ideas and decisions because they were represented in the panel that decided what should go into the new curriculum. This is evident by one of the teachers who was a member of NCDC that some teachers were invited as members to discuss about the replacement of the old curriculum. Even though not all teachers were involved, the ones who are Panel members were invited in the design and got training, which is cascading. Bennet and Lubben (2006) contends that involving teachers in all phases of curriculum implementation assures that the curriculum will try to reflect the realities of the classroom practices. The participation of teachers in the decisions made about curriculum change has influence on the successful implementation of such curriculum as teachers can bring their rich experiences as implementers. Allowing teachers to participate in curriculum decisions would also mean empowering them as implementers through the direct participatory role in curriculum decisions (Jansen, 1990).

The teachers were involved by representation in the whole process of the introduction of the Business Education curriculum in Lesotho secondary schools. This means, not all individual teachers participated, but there were teacher representatives in the structure right from the beginning of the process of curriculum development and change. It is also argued by Cheng (1994) that teacher participation is important because it provides human resources in terms of experiences, knowledge and skills for better planning and implementation of curriculum change. He further argues that it produces high quality of decisions made and plans of change as it involves different perspectives and expertise. At the first level, that is designing the curriculum, teachers were represented in the design because some teachers are the members of NCDC which is the central part in the curriculum design.

This teacher claimed that,

*As a member of the Panel... I think teachers were eh, involved in the design of a new curriculum Mm... in the design of a new curriculum. As we discussed we agreed that Bookkeeping and Commerce is of no use to teach to students...so we decided that Business Education should be introduced (S1, T1).*

Another teacher from a different school who was not involved in the participation says that,

*We were not informed because we were just told that Bookkeeping and Commerce will no longer be taught as a subject starting from the following year. I have forgotten the year really, but I can remember that we were not informed before that. We only find it in schools the following year but there wasn't any information before about its introduction, I have forgotten the year serious (S3, T6).*

NCDC realised the importance of the participation of teachers and the critical role they can play in the design of the curriculum; hence it ensured that teachers are represented by replacing a teacher that left for another department. Literature also shows that teachers must be involved in any curriculum change as any change would demand their professional involvement in practice (Naicker, 1998). He further states that the success of implementation depends on the implementers' views and impression about it. If they do not view it as important they might not be impressed and therefore ignore it. These teachers were trained so that they cascade the training to other teachers at the workshops that were held by NCDC.

*I am, now a member of Commercial Subject Panel, who was just called to join the panel after someone has left in the panel to fill the gap left, that person left for another Department. We were just invited to a workshop to discuss Bookkeeping and Commerce. Therefore, I was just informed when I got there that NCDC has decided to change the curriculum from Bookkeeping and Commerce to Business Education (S1, T1).*

Teachers seem to have valued the training offered to them and they understood that although the concepts are the same, the training has helped them in implementing it in their classrooms. Koosimile (2004) outlines that if the new curriculum is accepted by the teachers, it means that they have understood it and the impact it has on its implementation in the classrooms. Teacher 3 indicated that,

*Business Education was introduced and we were called for a series of workshops. Fortunately I attended some of them. So I think it was a good transition (showing with her hands that it was smooth) from Bookkeeping and Commerce to Business Education because...(pause) Those workshops helped us a lot because we understood what was expected of us. It also helped us connect the two curricula because they are not very different. So for me teaching it was not a problem and I think I like Business Education than Bookkeeping and Commerce (S2, T3).*

#### **5.4.2 Informative and adequate training**

Teachers who could not attend the NCDC workshops were trained through the cascade model. There was no evidence that the cascade training model was inferior. All participants felt that they were equally adequately trained to deliver on the new curriculum. The cascade training model was successful in that teachers seemed to have been trained because they indicated that they did not experience any problem in

implementing the new curriculum. They also indicated that they decided on the type of training to be offered to teachers and teachers were adequately trained. After the training, teachers felt that they could teach the new curriculum in their own classrooms.

*No, actually I didn't find any problems, the only difference is that in Bookkeeping and Commerce, Bookkeeping which was to produce subsidiary books, final accounts and part of Commerce in which we have types of trade, business statements. But in Business Education they are combined together to make one book. That is the difference; there was no problem at all (S.T,T2).*

Another teacher who was a panel member indicated that,

*As panel members we were the ones who trained other teachers, we decided on the training (S1. T1).*

### **5.4.3 Learning and teaching materials**

Teachers also had input into how the new curriculum would be delivered as they participated in material development. The books that were used to implement the new curriculum in classrooms were written by some of those teachers and this implies that teachers were involved in all stages of the introduction of the new curriculum. Jansen (2001) mentions that the involvement of the teachers is necessary because they can bring their rich experiences in respect of ideas in the design. This also would mean empowering teachers through the direct participatory role in the curriculum decisions. However, these books had some discrepancies, which were diagnosed by teachers in the field and teachers were invited to another workshop to evaluate the book and make corrections. Another teacher from a different school commented that,

*They were very shallow, they were very shallow really. NCDC distributed them to us when we went to their offices but, there were no students' books only teachers' guides or teachers' whatever, but after that NCDC*

*arranged that students also should get some copies or books that they will use, but they were very shallow as compared to those of Bookkeeping and Commerce books. Actually people hate Business Education as a result (S3, T2).*

This implies that few teachers participated in the revision of the book and the materials that were used by students were also designed by the same teachers. Some schools that were piloting of the curriculum were also used to train other teachers because they were the first group for the NCDC cascade model. According to Al-Zyoudi (2006), the limited or non- existence training would make teachers not acquire competencies and teaching experiences which will cause negative attitudes and never be committed in the work they are entrusted in. This is also indicated by Teacher 2,

*Yah! Not necessarily all teachers, but some teachers especially those who have written the book that we are now using (S1, T2).*

It is also argued that teacher participation promotes greater responsibility, accountability, commitment and support to implementation and results of curriculum change (Cheng, 1994). Another teacher claims that not all teachers participated in the revision of the book and says,

*According to my knowledge, no, not at all except for the pilot schools we were just given books. The only way we were involved was in the evaluation of the book itself (S3,T2).*

#### **5.4.4 Need for change**

Teachers showed understanding of the new curriculum and they accepted it. This is evident that they did not have problems in implementing it in the classrooms. They indicated that the new curriculum is relevant to the students' real-life situation. Stapleton (2005) outlines that change of a curriculum is the learning process that entails the willingness to try out new ideas and practices, therefore, teachers seemed to have

understood the need because they were willing to practice what they have learned in their classrooms. The findings show that teachers understood the introduction of this new curriculum even though it was introduced by the top officials (NCDC) because they are explaining that the new curriculum will help students to survive even if they drop out of school at any level. This is evident by one teacher that materials were not complex.

*Yes, There wasn't any complexity, it wasn't complex, it was clear because started as Book 1 which used in Form A, Book 2 was introduced in 2001, Book 3 introduced in 2002. There wasn't much confusion because they followed that track. As for students, they were depending in me they were given some notes because they didn't have books at that time and it wasn't easy to get books because there were scarce in some bookshops you could not get books. It was in 2004 when the Ministry of Education introduced this thing of Book Rental Scheme, but before 2004 we had to buy books by ourselves and we had to organize it from different suppliers. We were using Morija Printing, so they were supplying us with books (S3, T1).*

As Fullan (1992), indicates, people who are going to be involved in the implementation should also find a need for change and find it appropriate and worthwhile to be accepted. The claim was that the Business Education curriculum introduces students to the world of business as it equips them with skills of how to establish and manage one's business. With the utilisation of these skills they can survive. This is supported by Fullan (1992) who states that teachers need to understand the rationale for the proposed change because teaching is not a mechanical activity but something that requires understanding. Teachers indicated that there was a need for Business Education to have been introduced because it helps students who have problems with theory and practical because those who hate theory do well in the practical part. Those who cannot perform well in the practical do well in the theory part which. Teacher 2 said,

*M!, there is a need for a change because with this we are now using, even if a student drops out at Form A or B, she or he can be self-employed, that is she or he can start a small business (S1, T2).*

Another teacher claims that,

*...so we have to start something and we decided that we should teach students how to start their own businesses or should continue furthering their studies so that if then...(pause) or if there are drop outs..... they can start their own businesses and still live without being employed by other people. So, that is why Business Education was introduced so that students are taught the skills of how to start their businesses (S1, T1).*

According to Naicker (1998), the success of any changed curriculum depends on the views of implementers and impressions about that change. Teachers indicated that they were impressed that Bookkeeping and Commerce was abolished because it was not satisfying the needs of students or society as a whole. It is affirmed by Ministry of Education and Training (2002) that Business Education aims at equipping students with knowledge, attitudes and skills necessary for survival either as employed by others or self-employed. It is also supported by Caliskan and Tabançali (2009) in Turkey that education system should achieve the more quality and contemporary education which is necessary for survival in the rapidly changing world. Teacher 3 said,

*Bookkeeping and Commerce was not preparing students to survive, if they drop out of school but Business Education does, so there is a need for a change (S2, T1).*

Therefore, teachers understood that there was a need for NCDC to have changed the curriculum even though it was a top-down approach. Teacher 1 said,

*Yes, there was a need for it to have changed from Bookkeeping and Commerce to Business Education because Bookkeeping and Commerce was not preparing students to survive even if they drop out of school but, Business Education...(S1,T1).*

However, while teachers who went for the NCDC training found it helpful, teachers who were either trained or who were trained through the cascade model had difficulties in implementing the new curriculum. For instance, some teachers indicated that not all teachers have been trained. These are the teachers who were trained by HODs in their own schools. Mot'soane (2004) argues that unless teachers are adequately trained to function in the implementation of such new curriculum an attempt to change would fail because it would have ignored the professional development of the teachers. These teachers ended-up being confused as they are not sure of what is the right way of implementing the new curriculum. This is supported by another teacher who did not get training that,

*Yah, yah, there were some books although there was scarcity of course, books specifically there were no books to say specifically they are books from that subject. Here and there we had to use our knowledge of Bookkeeping and Commerce to teach, we just teach it we say Ok it combines the two there we can go on (S2, T2).*

Despite the fact that these teachers did not receive the initial training, they seem to have bought into the new curriculum. Conco (2004) points out that training is necessary to re-orientate teachers to new goals and values and prepare them to cope with curriculum change. Training also helps them in the teaching and learning methods and provide with knowledge of the new curriculum. Teacher 5 indicated that:

*I got a letter actually showing that we are going to have....(pause) Business Education, I never attended even a single workshop for Business Education even when I was first teaching up until now, there wasn't nothing happening, so it just that and finding Business Education book, syllabus and it even a trial book at that time, which was used to teach Form A at that time, it was not fully a book. And after having the syllabus and the book we find "ok" we can teach (S3, T1).*



They indicated that some teachers who were not trained were just told when they were still marking final examination that they were going were to teach Business Education but no longer Bookkeeping and Commerce. Even though this was a specialist in the subject matter, she/ he seemed not to be an appropriate person to inform these teachers or not linked to subject meetings. This means that there was lack of communication among the stakeholders about the introduction of a new curriculum. Teacher 6 said,

*No, ah, there were no people trained among us there just few people who were the third-year markers seem to have been trained as we talked but the rest of us were not and when we opened in January we found Business Education in use (S3, T2).*

Jansen (2001) states, lack of training causes uncertainty, frustration and fear to those who implement the new curriculum. This is what some of the teachers felt they got frustrated and fear to teach some parts of the new curriculum because they have not received any training.

#### **5.4.5 Implementation and teachers' support**

The NCDC did not make any follow-ups to teachers. After the workshops, the NCDC indicated the problems it experienced inhibited it from making any follow-ups; therefore it did not make any follow-ups to find out whether teachers were implementing what they were expected to teach. It is argued by Hord and Hall (2006) in chapter 3 that the top-down approach of introducing a new curriculum can work as long as it is accompanied by a continuous communication and monitoring as well as feedback on implementation. Regarding teacher 1, who was also a panel member explained,

*Like I said financial problems did not allow us to make those follow-ups because of financial problems the ministry is experiencing (S1, T1).*

Another teacher indicated that,

*Not at all, except for the pilot schools, the rest of the schools didn't get any training or support. As individual schools we were looking for ways that we could survive. Even though we asked teachers who piloted Business Education you would find that they are also not sure with what they are expected to do (S3, T2).*

Teacher explained that there was no support offered to them by the NCDC; the only support they got was from their individual schools where they explained that they helped each other and they even did team-teaching in their schools. It was like the only schools which were trained are the pilot schools, because some teachers were consulting them when they experienced problems even though they seemed to have received full training. There was no support from the NCDC as they indicated; one has to ask for help from neighbouring schools who even gave them some pamphlets that were given during trial time. Teacher 6 indicated that,

*We had to ask the neighbouring schools. We were using the pamphlets which we got from teachers who piloted the curriculum because there were some pilot schools (S3, T2).*

But even those teachers who were trained did not have adequate skills to disseminate what they were trained on by other teachers. According to Conco (2004) the successful implementation of any new curriculum depends on the orientation, training and support teachers received, quality and use of learning support materials. He further indicates that if trainers lacked confidence, knowledge and understanding to make the training process succeed, the cascading will result in the misinterpretation of important information. The other teacher, teacher 5, showed that he did not get any support as well as training at his

school and he was the only teacher in that school teaching Business Education and he had nobody to ask. He bitterly said,

*It wasn't easy like I said earlier, no one helped and unfortunately I was the only person in that school teaching Business Education, it wasn't easy (S3, T1).*

Another teacher adds that they got help from outside school, that is, from other neighbouring schools.

*I think mostly we get support from the Commercial Subject Association because we share a lot when we are there. You will find that we even help each other with topics that we find difficult in our own and you are not competent in teaching. Then you will find that you get new ideas and skills of how to tackle such problems as other teachers would give us tips on to do it. Like Bookkeeping and Commerce has project part you will find that most teachers do not like it because they don't have ways of conducting it, then it is in this association that we share (S3, T2).*

As alluded earlier in this chapter, even though the NCDC did not offer any support to school teachers, they seemed to have had local support from their schools where they helped each other. According to Mdutshane (2007), the success of implementation lies in the establishment of effective ways of getting information on how well or poorly a change is going on in the classrooms. Therefore, teachers need to be visited and supported by specialists in their classrooms so as to have clear picture of how they are coping with the delivery of the new curriculum. Teachers can also get support and advice from their peers if they interact by way of sharing their experiences. Teacher 2 contends that,

*Yes, we have team-teaching, we help each other. We even tell students to ask help from any of us if they have a question (S1, T2).*

#### 5.4.6 The nature of the learning materials

Teachers had to be given materials to enhance teaching, but in the first year teachers complain that they were not given any materials except for the book which had discrepancies here and there. Phakisi (2008) outlines that teachers' support materials serve as a compass that gives teachers directions on how to enact the curriculum and therefore, they should be supported with appropriate materials. It was evident that the teaching materials were unavailable to most schools in the first year of teaching the new curriculum. For those schools who received the materials on time, found that it was of variable quality because it had so many discrepancies which teachers found while teaching. Teacher 6 indicated that there were no books delivered to them at first only the pilot schools and those who were trained by the NCDC did receive books.

*(Trying to recall) m! the best support that we got is that we were given manuals because there no books yet, we given manuals of which every time you experience a problem one could go to other schools or NCDC for assistance. Fortunately you would always get assistance (S3, T2).*

Teachers strongly denied that they were given books that helped them to implement the new curriculum in their classrooms. It was evident that the teaching materials were of variable quality and sometimes unavailable. Conco (2004) argues that the availability of support materials can assist teachers to perform adequately. Lack of learning materials further frustrated teachers as well as students and is one of the factors that hindered the effective practices as students depended on the teachers' notes. This is shown by Teacher 5 strongly who said,

*None! (Shaking his head). There were no materials. Actually, I didn't get any materials, Unless I was from that disadvantaged school which didn't have enough resources, really I had that book and I had to consult my previous books, books I used at the college for example*

*Accountancy for beginners, so I have to go to different schools for different books so as to come up with something if ever I met a problem (S3,T1).*

As teachers explained, the materials used to teach were written and published by some of the Commercial Subject Panel, which includes NCDC members. In the same year teachers were invited for a workshop in which they discussed about these deficiencies and corrected them. Phakisi (2008) asserts that the learning materials serve as a compass that gives teachers directions on how to enact the new curriculum. But if the learning materials are not available, teachers will not be able to think about the content and structure appropriate for their students. Some teachers showed that the materials were too shallow in that they had to compliment with other books they used before book alone. Teacher 6 said,

*They were very shallow, they were very shallow really. NCDC distributed them to us when we went to their offices but, there were no students' books only teachers' guides or teachers' whatever, but after that NCDC arranged that students also should get some copies or books that they will use, but they were very shallow as compared to those of Bookkeeping and Commerce books. Actually people hate Business Education as a result (S3, T1).*

Teachers indicated that even to get those books which they used, one has to go to NCDC to find one of which sometimes you could find that they not available. This means that NCDC hurried to introduce the new curriculum before they could get everything well prepared in advance for teachers. According to Garfield de Waal (2004) students are hampered in doing effective individual work due to lack of inadequate learning materials. Hence, the self-learning ability of the students was also complicated because students are not able to work on their own. This is proven by a teacher that the materials were not distributed to teachers in their schools. Teacher 6 complained,

*We were using some pamphlets which we got from other teachers who were in the pilot schools, who piloted the subject because there were some pilot schools but as for us who did not pilot we were just teaching without training really. NCDC did not deliver these teachers' guides to schools and individual schools would go and to get them for its school but sometimes you would find that there are no books NCDC is reporting shortage of such books. Then we had to ask help from the neighbouring schools (S3, T2).*

Teachers formed an association where they helped each other with topics in which they encountered problems in implementing them. They indicated that some teachers experience problem especially with the project part of the curriculum as they do not know how to handle it in their schools. Consequently they have been adequately trained as a result of lack of understanding of new procedures. McDevitt (1998) clarifies that the networking of teachers provides opportunities to help teachers with implementation challenges therefore, teachers' networking is needed. Hence, these teachers found it necessary to form an association that would help them in the implementation of the new curriculum. It is also supported by Zangele (2004) that teachers' networking should be encouraged because it was found that it does not only connect teachers to each other but also enables them to shape teaching in the region even for those teachers who do not have qualification in teaching.

Mdutshane (2007) indicated that training approaches to curriculum implementation are effective when they combined concrete, teacher- specific training activities, on-going continuous assistance and support during the process of implementation or having regular meetings with the peers and colleagues. Lack of support and inadequate training from NCDC to some teachers complicated implementation of Business Education curriculum in the classrooms and has caused attitudes of a new mistrust towards Business Education teachers. Teacher 5 said they even formed the association to help each other as teachers.

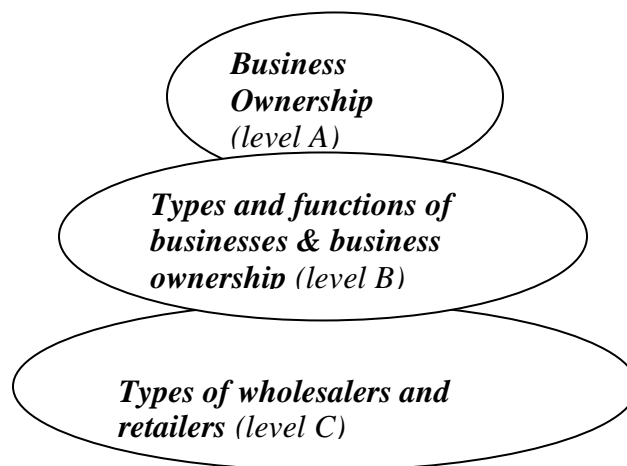
*I think mostly we get support from the Commercial Subject Association because we share a lot when we are there. You will find that we even help each other with topics that we find difficult in our own and you are not competent in teaching. Then you will find that you get new ideas and skills of how to tackle such problems as other teachers would give us tips on to do it. Like Bookkeeping and Commerce has project part you will find that most teachers do not like it because they don't have ways of conducting it, then it is in this association that we share (S3, T1).*

The teachers also showed that the new Business Education curriculum is different from the old one and in the next section there is a discussion of how the new curriculum is designed.

#### **5.4.7 The new Business Education curriculum**

The new curriculum is designed in a spiral manner. A teacher under spiral curriculum touches a little bit of every topic at each stage. This is evident by Nketekete and Motebang (2008) showing that Business Education subject is arranged in a spiral manner from Form A to C.

The spiral curriculum is diagrammatically shown in figure 5 below.



**Figure 5: Spiral model of curriculum**

Spiral curriculum helps teachers not to exhaust the exercises provided at one level and help them to create their own exercises for more practice and anchor understanding of the students. In addition, Nketekete (2004) explains that teachers do not encourage the cramming of the concepts but promote practical usage of such concepts in students. Spiral curriculum is defined by Nketekete(2004) as the movement in a circular pattern from topic to topic within a field. This new curriculum has topics that are all covered in the three levels (Grades 8, 9, 10) of a secondary level. Giving example of a Concept: **Types of ownership**, in the first level (Grade 8) students identify the following: manufacturing, wholesaling, retailing, service and franchising. In the second level, they describe the **types and functions** of business ownership such as wholesalers, retailers and manufacturers in grade 9. In the last level (Grade 10) they identify **different types** of wholesalers and retailers. The organization of this new curriculum is intended to give students a holistic view of the nature of business. In other words, it aims at equipping students with knowledge, attitudes and skills necessary for survival either as employed by others or self-employed, (Ministry of Education and Training 2002, p.1).

#### **5. 4.8 The differences between the two curricula**

As indicated earlier on in chapter one new Business Education subject replaced the old curriculum of Bookkeeping and Commerce. Teachers revealed that these curricula were different in that they there were two separate periods set to teach Bookkeeping and to teach Commerce. Even the books that were used to teach the curriculum were different. Teachers indicated that the two curricula are not that different because in Business Education we still teach theory which was Commerce and practical that was Bookkeeping. Teachers indicated that Business Education uses one book while with bookkeeping there many books for both Bookkeeping and Commerce. As the new curriculum combines the two subjects together, it saves time in that teachers do not consult many books as the one they are using has both theory and practical part in the same book. This was also seen in the lesson plans for the teachers that they prepared one lesson which combines the two. This was affirmed by Teacher 5 that:



*No, actually I didn't find any problems, the only difference is that in Bookkeeping and Commerce, Bookkeeping which was to produce subsidiary books, final accounts and part of Commerce in which we have types of trade, business statements. But in Business Education they are combined together to make one book. That is the difference; there was no problem at all (S3, T1).*

The other difference that was evident was that there was one period for Business Education unlike in Bookkeeping and Commerce, which had two separate periods, one for Bookkeeping and the other one for Commerce. There is a part for project that is designed from students to put hands-on practice which was not there in Bookkeeping and Commerce syllabus. Therefore, empowering teachers with appropriate skills enables teachers to contribute to the best and develop the country as a whole (Conco, 2004). Teacher 2 said,

*The only difference is that Business Education has a lot of theory than practical. And there is only one period that is set to teach Business Education (S1, T2).*

A follow up answer by Teacher 6 in giving the differences stated,

*Its weakness lies in its spiral manner that when a child catches up with theory, a teacher jumps into practical, when a child catches up in practical, the teacher jumps back to theory (S3,T2).*

While teachers understood the new curriculum they still taught in their old ways. The new curriculum is designed in a spiral manner. Like I have indicated earlier, in a spiral curriculum teachers do not exhaust one topic at one stage which is not the case with Bookkeeping and Commerce. The new curriculum touches little in every topic at every level unlike Bookkeeping and Commerce that separated theory from practical. Business Education also uses local examples, “*mollo*” referring to fire and “*patsi*” when referring

to wood and Thabo and Lebohang as people's names that students are familiar with. Furthermore, students are more involved in the class discussions as they are the ones who bring learning resources in class (Nketekete (2004). This enables them to understand and grasp easily because they are familiar with them. Teacher 2 commented,

*When teaching Bookkeeping and Commerce you had to stand there and demonstrate everything, but here students are more involved because you ask them to bring some items needed in the book from their homes. Then they stand there and explain to the whole class, this is less practical than in Bookkeeping and Commerce (S1, T2).*

Another teacher agreed to it in that:

*The difference is that Business Education we talk more about business, what is business and why business before going to practical but with Bookkeeping and Commerce from the beginning we are into practical, but one still have chance to introduce it but it was very short because it was just showing them that there are two series used in the business. Then you start showing them that there are purchases, sales, what, what. But with Business Education we say why businesses then you try to show them that because we need to satisfy the human needs (S2, T1).*

I could also see even from the observation that teachers do not use the new methods prescribed in their guides that they should use learner-centred methods. I have seen this in the two Form A classes I observed that teachers used lecture methods. They were the only people talking for the rest of the period. Most lessons were still dominated by teacher-centredness because they were doing the most talking and writing. This means that classroom practices are basically conducted in the old way. The implication is that the training sessions allocated were not enough to have equipped teachers with skills to meet the requirements of the new curriculum. Tests scripts reviewed were on theory only

especially in Form A. In all schools observed the performance was generally good. There was only one school where I could not observe lessons because students were writing examinations. Business Education has more theory than practical. This was proved true because in Form A mostly, there is a lot of theory to be taught and a little of practical which is taught towards the end of the year. The practical exercises for students were very few unlike in the theory part, which had review questions at the end of every topic. Teacher 3 indicated that,

*It is not totally different 'cause the concepts are still the same like when recording in the ledger you will find that a teacher would dwell much into practical in Bookkeeping and Commerce and then forget theory part. As teachers we tend to concentrate much in practical then we forget about Commerce. But Business Education combined that Commerce part into the practical and made it one thing (S2, T2).*

Teachers who had taught Bookkeeping and Commerce before, they did not like Business Education because it has a lot of theory than Bookkeeping and Commerce curriculum. As Fullan (1992), Handal and Herrington (2003) state, change is also accompanied by resistance and these teachers seemed to have been resistant at the beginning and because they serve as the filters for the new knowledge they could act as barriers to change in their teaching practices. The reason they put forward for disliking Business Education was that it has a lot of theory which they hated teaching in Bookkeeping and Commerce curriculum. This is supported by Mdutshane (2007) changing from what people are used to do or learning new skills creates doubts and feelings of incompetence especially when one tries something for the first time. But then they explained that they liked it as they get used to it. This was proved by Teacher 2 that,

*Myself particularly, eh, I didn't like it personally because we used to like Bookkeeping and Commerce more than this one, but as time went on I realized that this is..... this is eh, this is a subject which is*

*good for the..... kids then it is easy to teach in class. I enjoy it now, I really enjoy (S1, T2).*

Teacher 3 showed another difference that,

*The difference is that Business Education we talk more about business, what is business and why business before going to practical but with Bookkeeping and Commerce from the beginning we are into practical, but one still have chance to introduce it but it was very short because it was just showing them that there are two series used in the business. Then you start showing them that there are purchases, sales, what, what. But with Business Education we say why businesses then you try to show them that because we need to satisfy the human needs, which you will be showing them they will be able to see them talk about them and then see how they related to Business Education. With the human needs you take time to...I think you do something like awareness, something like awareness that before recording they should have understood what is meant by recording, why should we record and to see if they are running a loss or are at profit (S2,T1).*

#### **5.4.9 The new curriculum is demanding on the side of teachers and students**

There are more demands in the new curriculum to both teachers and students. Students are to take part in their own education in that they participate in class discussions. This implies that Business Education is learner-centred. More work should be done by students, like recording, selling, buying and keeping records. But teachers are not yet willing to act in those demands. Teacher 3 indicated that:

*Just because it is designed in a spiral manner, it has that part which is important even if it is troublesome, tiresome and causes problems in*

*schools in that students are engaged in all activities of buying and selling. I think it is the most important part of this curriculum where students are students are experiencing handling of money, they record, they do all that the business man is doing in the business. That is why I am saying at the end of every level a student can open up a business and then survive (S2, T1).*

Teacher 4 further indicated that:

*Oh, not easy because sometimes you find that you encounter problems and you find that you are the only one, so you had to go to other schools to ask sir or madam from a different schools “how do you treat this”. So it wasn’t easy really. Later on I joined this association of teachers LECSTA (Lesotho Commercial Subjects Teacher Association) and that’s where people realized actually that we have to meet because we had some workshops which we attended to equip ourselves (S2, T2).*

Literature supports this in that if teachers are empowered they can initiate changes in their lessons and teaching plans and should have opportunity to visit other colleagues to have a picture of how the new curriculum is implemented. According to Conco (2004) training helps teachers plan and develop their own work thoroughly. The lessons were well prepared and presented by all teachers observed.

#### **5. 4.10 The nature of the teaching material**

The teachers were asked whether they find the material used for implementing Business Education easy for them and students to understand. As Fullan (1992) argues complexity is another factor that creates problems for the implementation because the teachers struggle to make sense of and understand the terms used in the new curriculum. But this was not the case with the Business Education teachers because they found the material easy both for them and students except that they was scarcity of books so much that they

suffered the consequences of not having the book.. The following responses followed from teacher 5,

*Yes, There wasn't any complexity, it wasn't complex, it was clear because started as Book 1 which used in Form A, Book 2 was introduced in 2001, Book 3 introduced in 2002. There wasn't much confusion because they followed that track. As for students, they were depending on me they were given some notes because they didn't have books at that time and it wasn't easy to get books because there were scarce in some bookshops you could not get books. It was in 2004 when the Ministry of Education introduced this thing of Book Rental Scheme, but before 2004 we had to buy books by ourselves and we had to organize it from different suppliers. We were using Morija Printing, so they were supplying us with books (S3, T1).*

A follow-up was made by another teacher who strongly showed that the materials were written in a simple language for both the teachers and students.

*No, there were no problems in them except that it was shallow; also it did not have enough exercise for students. So we had to use it and supplement it with other books we used before. You would find that we are still using Accountancy from Beginners or whatever book in Accounting because students would fail if a teacher uses it alone. You would find that a topic has two exercises for students to practice and that was not enough for them (S3, T2).*

#### **5.4.11 Assessment of the new curriculum**

The assessment of the new curriculum is based on both the theory and the practical parts of the curriculum during the final examination at the end of the third level. Contrary to Bookkeeping and Commerce, Business Education has the project part which is very

demanding to both students and teachers in that it needs students to practice what they have learned in the classrooms. They need to have practiced the buying and selling of goods as well as recording using the books of accounts. As Taylor, Muller and Vinjevold (2003) outline, assessment completes the curriculum cycle because it evaluates the work of the students. This needs commitment on the side of the teachers in that students can meet problems in the process and teachers have to intervene in helping them to solve problems that they meet. In other words, they should be able to use the managerial skills that they have acquired to solve any problems that they can meet with. The project is examined in that students are asked questions on the type of the business they have been engaged in and their characteristics. At this juncture, students seemed not have done the project because they fail to answer those questions.

*They are supposed to be teaching them the skills of how to start their own businesses. People are interested in the practical part of Business Education yet they are supposed to be teaching it as it is. Teachers just rush from theory to practical part of Business Education and concentrate more on it just like in Bookkeeping and Commerce where theory part carried few marks which was just out of 50 marks (S1, T1).*

Another teacher pointed out that,

*Like I said people are not interested in the theory part of Business Education therefore they are not doing thoroughly. Mm....I think teachers haven't changed their old methods of teaching that is why they are still doing it like this. The other thing is we have new teachers now, who were taught by us (teachers who taught Bookkeeping and Commerce. Those new teachers are just imitating their former teachers; they still have those attitudes of theory and practical. The manner in which this was started, it starts teaching learners skills to be*

*able to start their own businesses but we still teach it the way we used to teach Bookkeeping and Commerce (S2, T1).*

Leu (2004) argues that teaching and learning is the heart of the educators and learners. He points out that performance is likely to improve if the teachers do not encounter the problems such as shortage of teaching materials and both can be motivated, committed and can fulfill certain requirements. If the teachers are competent they can prepare proper lessons and use motivating teaching methods in their classrooms. Teacher 1 showed that they even decided to change the way the project part should be examined.

*We even decided that the manner in which the project part of the curriculum should change so that people from Examination Council or NCDC should go to individual schools and find out how the project is run in each school. But since there is no money to run all these, that is why we are not doing it as we intended. There are people who do not know how to go about this project (S1, T1).*

The large part of theory is not taught by teachers and even the practical part is not taught properly and that affects students' performance. The table below is adapted from the Examination Council of Lesotho (ECoL) which indicated the students' performance in all grades as well as the percentage rates of passing. Grades A to E are number of students who passed at different levels, while F and G indicate failure rates where students got below 40% which is a fail.

**The analysis of Business Education Grades for the past three years**

<b>2006</b>							
<b>Grade</b>	A	B	C	D	E	F	G
	365	931	2033	3251	4103	3324	1479
<b>Cumulative</b>							
<b>Pass %</b>	2.322	5.923	12.93	20.68	26.1	21.14	9.409



<b>2007</b>							
<b>Grade</b>	A	B	C	D	E	F	G
	218	789	2068	4156	4938	3194	1063
<b>Cumulative</b>							
<b>Pass %</b>	1.319	4.774	12.93	25.14	29.87	19.32	6.431
<b>2008</b>							
<b>Grade</b>	A	B	C	D	E	F	G
	470	853	1935	3691	5069	3998	1294
<b>Cumulative</b>							
<b>Pass %</b>	2.706	4.911	11.14	21.25	29.18	23.02	7.45

**Table 2.** (Source from: Examination Council of Lesotho)

The students' different ability to do well or badly on the subject was also indicated as the problem brought by the changed curriculum. Teachers indicated that performance of Business Education is not good like that of Bookkeeping and Commerce because teachers hate teaching theory. Just because some were not trained, they were not given new skills of how to implement the new curriculum. As a result, they were still using their old practices of teaching Bookkeeping separate from Commerce. On the other hand, Business Education is helpful to students in that there are some who cannot perform well in the theory part of the curriculum and they do well in the practicals part. In the same manner, there are students who hate practicals because they are familiar with numeric (numbers). Whenever they come across numbers, they develop inferiority complex and they end up performing bad on such parts. Teacher 1 said,

*In Bookkeeping and Commerce students passed well, m, with Business Education they are not doing well, they are not doing well and think they are not doing well because in the past Bookkeeping part was out of 150 marks and Commerce out of 50 and students still passed without attempting to answer Commerce par (S1,T1).*

The purpose of the new curriculum is to equip students with both theory and practical. But this is not happening in classrooms. Students are not equally equipped in both theory and practical because there are some who are not good in theory while there are some who are not good in practical. Teacher 5 explained it like this,

*It has both disadvantages and advantages in that it boosts students who like theory than practical because they perform well in that part. It also boosts those with problems in practical as well because they gain some marks in theory (S3, T1).*

The new curriculum is meant to equip students for a real world in that they have to practice being businessmen with the project that they establish in schools. As outlined by Nketekete and Motebang (2008) Business Education was aimed at,

Promoting entrepreneurial skills and projects were to be used as central to its learning to provide students with the opportunity to have hands-on experience on the nature of business. The teaching of the subject was supposed to be action oriented and learner centred. The project was intended to be integrated within the teaching of business education, not to be a stand-alone or an add-on activity. Central to projects was for students to 'see the application of what they learn in school in real life' (Ministry of Education and Training 2002, 3).

From these projects, they contribute capital like in what the real businessmen do. They decide on the type of the business they want to run, they buy and sell on their own. While they are buying they put what they learned in classrooms in that they record in appropriate books of accounts, using the documents they receive in the business. As Taylor et al (2003) indicate that co-operation in teaching with the administration must be incorporated by the principal to his or her teachers so that the students' performance can be good. But in some schools as one teacher indicated, the project part of the subject is not properly answered as students do not keep records of what they do as a result, they fail that part.

*I think one other thing is that Business Education has project, this project eh, some people are not doing the project and some schools say their schools do not have money, their principals are saying this and that that is why they are not doing this project properly. Teachers are drilling their students in answering the project questions as they are always similar in all years, since it was started, that is why they fail the subject S1, T1).*

Showing the practicality of the new curriculum there was a teacher who said,

*I think it is the most important part of this curriculum where students are students are experiencing handling of money, they record, they do all that the business man is doing in the business. That is why I am saying at the end of every level a student can open up a business and then survive (S2, T1).*

The overall performance of students is not good because most of them hate theory and do not perform well on it that is in Form A level. This caused the teachers to drill their students in answering the examination questions because of the parts are not taught because of fear and uncertainty. Teacher 1 indicated,

*But with Business Education the performance is not good even if it seem to be shorter in that it is spiral curriculum as I said earlier you teach some topics in all those levels Form A, B and C but at different weight (S3,T1).*

There was another teacher who also showed that Business Education was not performed well like the old curriculum, Bookkeeping and Commerce.

*I think there is a need for that if you look at the book we were using because in Accounting for Beginners for example, they were using the old..... I don't know if the price or value, cents and pounds. They are not there, but I think with Business Education is better though it is not performed well they are trying to be familiar with modern life (S2, T2).*

This was also proved by teacher 1 that performance is not good.

*I think one other thing is that Business Education has project, this project eh, some people are not doing the project and some schools say their schools do not have money, their principals are saying this and that that is why they are not doing this project properly. Teachers are drilling their students in answering the project questions as they are always similar in all years, since it was started, that is why they fail the subject (S1, T1).*

Taylor et al (2003) mention the factors that are associated with learners' performance as management, leadership factors at school and classroom instructional factors. They argue that these factors offer more or less opportunities for teachers to make more or less effective use of available resources which can inhibit or facilitate students' learning. This has not been the case with the schools used in this study. The only factor that was found or associated with the students' performance was the teachers' interest in the new curriculum in that they seemed to have liked the new curriculum and enjoyed teaching it. From the lessons that were observed there was no code-switching in all schools in the classrooms as all teachers used the formal language. The teachers were well prepared to deliver the curriculum the way they have prepared it from their lesson plans. In some schools, especially those that did not use tests for assessment, students' exercise books were marked and showed no scoring but it was not a problem to assess the students' performance.

## **5.5 Summary**

The chapter began by giving biographical information of teachers. It discussed how data analysis process was done. Outlining the themes that emerged from data, the chapters showed that teachers participated in the new Business Education curriculum and in the training. It also discussed the adequacy and informative training that teachers received. It also discussed the nature of the teaching material. Furthermore, the chapter discussed the differences of the old and the new curricula.

# **CHAPTER SIX**

## **ANALYSIS OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION**

### **6.1 Introduction**

This chapter provides analysis of the findings from the previous chapter. There were two main research questions are presented and the analysis of the findings of the study discusses how the study responds to these questions. Furthermore, a set of recommendations are presented and the chapter ends with a conclusion.

### **6.2 TEACHERS' EXPERIENCES OF IMPLEMENTING BUSINESS EDUCATION IN MASERU.**

#### **6.2.1 More academically demanding**

The new Business Education curriculum was more academically demanding on the part of the teachers than the old Bookkeeping and Commerce curriculum in that, more theory part of the curriculum has increased. The increase needs teachers to read more before the delivery to the learners than they have been doing with the old curriculum. The practical part of this new curriculum is also intensive and requires consistent record keeping over long periods because it commences at Form A level. It is indicated that the most part that they liked about it introduces students to world of business; teaching them skills to establish and manage their businesses. They indicated that this is done through the project part of the subject where students practice buying, selling and recording of business transactions in the books of accounts. Teachers have to see to it that records are kept by students by supervising daily buying and selling for the project part. Teachers were also involved in solving learners' problems during trading. It is also demanding on the part of the learners because they have more theory to read than they have been doing with the old curriculum. Learners as well have to keep consistent records of what they have

bought and sold out each day. If good record of the books is not kept, learners lose track of what has been taking place during the buying and selling hence low marks can be obtained. Nketekete and Motebang (2004) in their study showed that in Business Education, teachers transform the classroom into a vital enterprise where they face and handle actual business situation such as handling finances, marketing products and fulfilling customers' needs.

Teachers further expressed their feelings in implementing Business Education that it was not a problem to them. In the beginning, they did not like Business Education because it was too theoretical than practical. Supervising a large number of students in one class is not easily managed by the teachers as some of these students misuse funds while others sometimes to serve their turns of selling and keeping records. In addition to overcrowding, education suffers from the problems of teacher quality associated with the absence of regular in-service training, opportunities for teachers, poor supervision and inadequate inspection support, (UNESCO, 2006). It is also associated with severe overcrowding which is caused by severe shortage of teachers and big classrooms.

Assessment of the new curriculum is also demanding in that teachers are to assess two parts now: the practical part and theory part. The theory part of the curriculum is not taught well by all teachers because some of them do not attempt to teach all topics because they received no training on the new curriculum. Even those teachers that were taught through the cascade model still meet problems in assessing the learners. The practical part is also demanding on the part of the learners as well because they are also assessed on the practical part too. When the assessment is done teachers find no records to be assessed. The inadequacy of teaching and unavailability of records by learners lead to poor performance of the learners in such schools. Therefore, some of the teachers decide not to teach this practical part and to drill their students for answering the project questions during the examinations. As the teachers seem to be disliking theory and this is passed onto their students as they also dislike theory. As a result, there is high failure rate because Business Education has more theory than practical. In contrary to what the teachers put forth Lovat and Smith (2003) point out that it is widely held that learners'

poor academic performance is caused by the shortcomings in curriculum when the fault should be sought in the teaching-learning process, which is merely part of the curriculum. The test scripts that were reviewed were showing that the students are not performing well in the theoretical part.

In some schools, there is a problem of learners' resources in carrying out the project. As I have indicated earlier, the project needs some capital (money and materials to start a business). Some of the teachers could not allow their students carry on with the project because their principals do not improvise in giving out such money. As a result, students continue failing the new curriculum as more marks are obtained from the theory and project in the examination, which they have no idea about. Lovat and Smith (2003) point out that in schools students' achievement can only be enhanced when the nature of teachers' pedagogy required in implementing curriculum is targeted with precision and implemented with rigour.

### **6. 2. 2 More pedagogically demanding**

Teachers and learners have to be fully engaged during the teaching and learning of the new curriculum. But teachers are not ready to engage because they had insufficient training. They are still using their old practices where teachers were assumed to be the ones with knowledge to be delivered to learners. Therefore, if teaching is not effective, learners' performance will be poor. Learners as well, perform poorly because they are filled with information which they do not even understand; they are not adequately to responding to some of the questions given to them. This especially with questions that need expression or reasoning because of the methods of teaching used by their teachers.



## **6.3 TEACHERS' EXPERIENCES OF THE BUSINESS EDUCATION TRAINING**

### **6.3.1 Inadequate training**

There were different training sessions offered to different groups of teachers in the replacement of the Bookkeeping and Commerce curriculum with the new curriculum, Business Education. The first category comprised of teachers who were members of the NCDC and that were directly trained and decided on the training to be given to the second category. These teachers pointed out that teachers were involved in the design of the new curriculum and mentioned that there are four teachers in the centre representing all other teachers. As it is indicated in chapter two, involving teachers in all the phases of the curriculum assures that the design reflects the realities in the classrooms (Bennet and Lubben, 2006). So, this implies that the NCDC knew that they have to involve other stakeholders in the design of the new curriculum as explained by Fullan (1992) in chapter three.

These teachers felt happy because they were invited to discuss about Bookkeeping and Commerce and the introduction of the new curriculum. As teachers are the ones who implement the designed curriculum in their classrooms and they are the most people to be involved in the design so that they bring fresh and building ideas from their experiences. Teachers who are also members of the panel indicated that they were also the ones who decided on the type of training to be offered and ultimately trained them. Even though their view about training was that the training was too short because it lasted for only one week it was not enough for them and the teachers to have been training on the implementation of the whole curriculum at ago. This is evident by Phakisi (2008) from the theory chapter three that the short-term in-service training in the form of workshops that are on curriculum change has a little impact on the teachers' classrooms practices because they are too short to be effective. Therefore, this would mean teachers will still have problems in trying to implement this new curriculum which might lead to poor performance of the learners as it is shown by the statistics for the three years.

### **6. 3. 2 Cascade training**

The second category is the teachers who were cascaded in order to implement the new curriculum. This category also found the training insufficient to them because in that one week of training they were divided into groups and were given topics to present as groups. While the teachers acknowledged the necessity and importance of the new curriculum they struggle with implementing it properly. The problem aroused due to inadequacy of training and insufficient support in this category of the teachers trained. It was in these presentations that other teachers would make recommendations here and there after the presentation. This also indicates that training was not adequate because the topics were just dealt with in a very short time. This category also did not have support, that is, NCDC making follow-ups to check on the progress. They decided to help each other as colleagues at school level. They even decided to form an association at the regional level which most of the teachers in the region joined. In the association teachers prepared the scheme together (plan work for the quarter) and this helped them not to omit some of the parts of the syllabuses.

This also helped in broadening their understanding of the syllabus contents and how they can disseminate that to students (Leu, 2004). It also helps them grow professionally and become experienced teachers. It is at this stage that the teachers team-teach in their own schools and helped each other with topics they could not attempt. At this point, the teachers had to ask help from other teachers who even supplied them with pamphlets they got from the training workshop. Therefore, lack of support and inadequate training by NCDC complicated the implementation of Business Education and caused attitudes and mistrust towards Business Education teachers. As a result teachers fell behind due to the insufficient training and development by NCDC. The teachers felt that training did not prepare them to implement Business Education in their classrooms. They complained that training focused on teaching topics from this new curriculum rather than engaging them in the methods of teaching it. This means NCDC was not confident in cascading the training. Most teachers were not satisfied with the training because they indicated that some critical issues which needed attention were not attended to. This means teachers are

not enjoying their teaching as they do not have deeper understanding of Business Education.

### **6. 3. 3 No training offered to some teachers**

There are teachers who did not attend workshops hence they received no training. Some of them were not yet in the teaching profession when Business Education was introduced. Therefore, without sufficient training and support, the teachers may become frustrated in implementing the new curriculum (Fullan, 1992). Moreover, they did not get support from NCDC and they have just joined teaching without training. Some teachers were told while they were in the Marking Board (marking end-of-the year examination) that they were no longer going to teach Bookkeeping and Commerce but Business Education. It is indicated by Powell and Anderson (2002) in chapter three that implementation of any new curriculum requires a transformation in the teachers' ideas and understanding of the subject matter, teaching and learning of the such curriculum. As they indicated, they were left alone in the desert so much that they had to ask help from other schools. Therefore, lack of paradigm shift resulted as the consequence of no training and support to the teachers by NCDC. It is also argued by Jansen (2001) in chapter two that lack or shortage of training disempowers teachers and that may lead to failure in curriculum implementation because teachers had no training. It would be better if the teachers were exposed to the new curriculum earlier because they would respond to it more willingly and had an earlier time with it.

There were some teachers who had experiential learning because they were selected to be the pilot schools. These teachers were very happy even if they were not training because NCDC offered them with the teaching materials and also supported them in the trial of the new curriculum. On the basis of their previous knowledge, they were able to teach using their old practices and find them helpful and suitable in the implementation of the new curriculum. Arnott (1994) points out that the teachers who are more traditional have a tough time getting into the different strategies and when they have their first few failures they get turned off to it. He further argues that they selectively pull out the key

ideas or use catch phrases which do not fit their understanding and knowledge. It is proved that some teachers use their personal maps which do not sometimes provide reliable or valuable guidance.

## **6.4 TEACHERS' CLASSROOM EXPERIENCES OF IMPLEMENTING BUSINESS EDUCATION**

### **6.4.1 Lack of physical resources (learning materials)**

Actually, NCDC did not prepare thoroughly at the time of implementation because some of the teachers complained that they did not have learning and teaching materials which were supposed to be supplied by NCDC. As they indicated, NCDC did not deliver the materials to the schools because they were only available from NCDC. Then, some of the teachers had to go to NCDC to fetch for the books, sometimes they could not find them as not enough materials were available at the centre. Therefore, it became the responsibility of individual teacher to seek for help from other neighbouring schools so as to easy implementation. Even though the learning materials were not easily found by these teachers, they were found that they are user-friendly to both teachers and the students in that they are written in a simple English easy to be understood. The unavailability of learning materials in the first year of implementation resulted in students depending on the teacher for notes provided in classrooms.

### **6.4.2 Lack of support to teachers**

There are teachers who did not attend workshops; found their schools as disadvantageous because they were not selected to pilot the subject hence they were not give support. They showed this when trying to show that they were helped by those schools who piloted the new curriculum. Some teachers who were not in the pilot schools seem to have been helped by teachers from the pilot schools with pamphlets given during the training in helping them to prepare for implementation. As Mbingo (2006) in his study indicated the fact that not all teachers are as professional as they should be and that some

of them lean back on their old ways, they would not take the risk of getting themselves involved.

Therefore, the teachers showed the importance of having the teachers' association in their regions because this is where they get support for the classroom practices they are experiencing in their classrooms. In all these categories the prevailing issue about the different teachers' experiences is that they did not get support which is due to the Ministry of Education and Training offering the free education at the primary level and partial at the secondary level. The Ministry of Education and Training is decentralized at the district level through the Inspectorate whose role is to provide support for schools in the form of administrative assistance and professional guidance (UNESCO, 2006). But this seems not to have materialized because some teachers denied receiving support from the Inspectorate. Teachers pointed out that they now enjoy teaching Business Education because it saves time in that they scheme the work for one subject and there is one period allocated for it unlike in Bookkeeping and Commerce. It was found that teachers liked it more because it includes project which makes students to put hands on practice. The teachers outline the differences between the two curricula that Business Education saves time because they only use one book to teach the new curriculum.

## **6.5 Recommendations**

- Teachers should give learners activities that will enable them to become good listeners, organisers and effective thinkers. As part of the project, schools should provide the capital to students so that the running of the project is smooth as not all students can afford it. The project should be run at the last level, Form C when the number of students is manageable and students are fully informed about the business which they are running.
- Whenever the NCDC thinks of replacing the existing the curriculum, teachers should be the first partners to be consulted. They know more about how students learn and behave and the suggested teaching methods may suit teaching if

suggested and accepted by the teachers themselves. If regular workshops are conducted in two to three months time, all teachers would benefit because they would be regularly reporting on their progress and helped when they experience problems in the implementation.

- The NCDC should ensure that all schools receive letters on time and all attend such workshops. This can be done by officially closing schools in those days that were set for workshops in order to make workshops effective. If teachers are consulted, they can help in identifying deficiencies in the former curriculum so that it is not included in the current curriculum. For this reason, the same mistakes cannot be included if detected by people who are associated with teaching. Teachers should be involved in decision-making as they are the ones dealing with day-to-day implementation and could have highlighted the NCDC with problems they experience in teaching. Teachers could have been given opportunity to voice their opinions, either through interviews or questionnaires.
- The NCDC should encourage teachers form association of communities of practice; because they seem they are the ones from which teachers are being helped. Therefore, teachers should attend all workshops so that they share and reflect on their experiences so that they improve their classroom practices. These associations should be fully registered with the Ministry of Education and Training and be well recognised as entities, which help in the teachers' development. In these associations teachers scheme together and plan the work for the year. They find solutions to problems they have in their different schools. Therefore, teachers should be encouraged to network with other teachers and form associations so that they cross-pollinate and exchange ideas.
- The NCDC staff should be scattered in all regions so that regular workshops are conducted to help teachers cope with change. Team-teaching that some teachers practised in their schools should be promoted by the NCDC funding to hold meetings. The staff employed to facilitate workshops through the cascade model

teachers should be experts in the field of teaching and should have knowledge of the subject for a smooth dissemination.

- Follow-ups should have been made to check the progress of implementation on the new curriculum. If the NCDC is not able to make follow-ups in each school several workshops should be held for teachers to report back and provision of further assistance where necessary. As this new curriculum is explained to be learner-centred, teachers could have been equipped with the skills and pedagogies to teach Business Education. Teachers should be given training that is focused on the requirements of a new curriculum and clearly stated and explained to teachers in regular workshops that the NCDC will hold with teachers. The NCDC should also hold workshops regionally on a monthly basis so that it gets feedback on how and what teachers experience in the teaching of the new curriculum. Training should be based on the willingness of teachers to learn and on motivation so that they can convey it to other teachers.
- In order that the cascade model succeeds the NCDC should have given the materials to the second group of teachers so that they read the materials themselves. Insufficient training materials provided for workshops would cause teachers to be inattentive therefore; NCDC should ensure that teachers' guides reach every school before the schools re-open, especially because all teachers were not invited for the training. This would make it easy for teachers to have books and prepare themselves in time for implementation. Students' books were not available in the first year and this forced students to depend on the teachers' notes even if these were not clear to them. This can also be another factor that contributed to poor performance because should be provided for students. Students' textbooks should have more activities for practice that are suitable and engage both fast- and slow-learners. The NCDC should make sure that the supply of learning materials to different schools reaches schools in time so that teaching becomes effective.

- Teachers have to understand the rationale for change. Teachers showed that they had no choice or rejecting the decision made on the old curriculum but to accept because it was a top-down approach imposed to them by the NCDC.

## **6.6 Conclusions**

Finally, the study shows how the secondary education of Lesotho was adopted from the British education and how Business Education curriculum was introduced. According to Fullan (1992), curriculum implementation is affected by factors such as: need for change, beliefs about change, focus on teachers, training and support of teachers, learning and teaching materials and clarity. The factors were discussed along with the cascade training model. The qualitative case study was used where individual interviews were used to gain in-depth insights from Business Education teachers from their day to day implementation of the new curriculum. These teachers were purposely selected from LECSTA within Maseru district. The study also reveals that there is effectiveness and ineffectiveness in the delivery of Business Education curriculum to learners. This was influenced by the unevenness in the training as it resulted in three categories of teachers: teachers who were trained by the NCDC, teachers who were cascaded and teachers who did not receive any training at all. The unevenness of the delivery or dissemination is also influenced by unavailability of resources and the provision of support by the NCDC. Therefore, there is inadequacy among teachers. Some teachers experienced problems in implementing the new curriculum because they were not trained and had no resources so much that they had to go to the neighbouring school and seek for help. Teachers who are effective in the implementation of the new curriculum are the ones who were properly trained and fortunately these teachers are the ones who were supplied with the material resources. This implies that they were fully supported by the NCDC as well as those schools which were involved in the pilot project. There is still a need to find out what strategies could be used to empower teachers to disseminate the new curriculum. There is still a need again for NCDC to find the cost effective model of training that can be used to train a very large number of teachers with minimal resources. The research is still needed again to find the strategies to implement the project part smoothly when resources are scarce.



## References:

- Al Zyoudi, M. (2006). *Teachers' attitudes towards inclusive Education in Jordanian schools*. Mu'tah University. Jordan.
- Anderson, E. S. (1997). Understanding teacher change: revisiting the Concerns Based Adoption model. *Curriculum Inquiry*, 27(3), 331-167.
- Ansell, N. (2006). Secondary Education reform in Lesotho and Zimbabwe and the need of rural girls: Pronouncements, Policy and Practice, *Comparative Education*, 38(1), 91-112.
- Asher, S. (1998). Can the curriculum guide both emancipate and educate teacher. *Curriculum Inquiry*, 29(2), 209-229.
- Avenstrup, R. Liang, X. & Nellesmann, S. (2004). *Kenya, Lesotho, Malawi and Uganda: Universal Primary Education and poverty reduction*. A Global Learning Process and Conference. Shanghai.
- Babbie, E. & Mouton, J. (2001). *The Practice of Social Research* (ed.). Cape Town: Oxford University Press.
- Barnes, R. (2005). Moving towards Technology education: factors that facilitated teachers' implementation of a technology curriculum. *Journal of Technology Education*, 17(1).
- Blaxter, L., Hughes, C. & Tight, M. (2006). *How to research*. (3<sup>rd</sup> ed). Berkshire: Open Press.
- Bennet, J. & Lubben, F. (2006). Context-based Chemistry: the salters approach. *International Journal of Science Education*, 28(9), 999-1015.

- Bertram, C., Fotheringham, R. & Harley, K. (2003). *Curriculum Studies (2<sup>nd</sup> ed)*. Durban: Faculty of Education.
- Brizek, M. G., & Poorani, A.A. (2006). Making the case for entrepreneurship: A survey of small business management. Courses within Hospitality and tourism programmes. *Journal of Hospitality and Tourism Education*.
- Caliskan, Z.Z & Tabancali, E. (2009). New curriculum and new challenges: What do school administrators really do? *International Journal of Social Science*, 4(2).
- Carless, R. D. (1998). A case study of curriculum implementation in Hong Kong. *System* 26, 353-368.
- Carl, A. E. (1995). *The teacher empowerment through curriculum development. Theory and practice*. Cape Town: Juta & Co Ltd.
- Carnall, A. (1997). Internationalising the curriculum: the implementation experience of the Faculty of Business and Economics. *Journal of Higher Education Policy and Management*, 30(2), 107-121.
- Cheng, C. Y. (1994). Effectiveness of curriculum change in school: An Organisational Perspective. *International Journal of Educational Management*, 8(3), 26-34.
- Chisholm, L. (2005). The politics of curriculum review and revision in South Africa in regional context, in *Compare*, 35(1), 79-101.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education (6<sup>th</sup> ed.)*. London: Routledge Falmer.

- Conco, Z. P. (2004). *How effective is in-service training for teachers in the rural school context? Dissertation submitted in fulfilment of Masters of Philosophy in Education*. Pretoria University, Pretoria.
- Cornbleth, C, (1990). *Curriculum in context*. Briston, PA: The Falmer Press
- Cotton, D.R.E. (2006). Implementing curriculum guidelines on environmental education: the importance of teachers' beliefs. *Journal of Curriculum studies*, 38(1), 67-83.
- Creswell, J. W. (2001). *Research design: qualitative, quantitative and mixed methods approaches*. (2<sup>nd</sup> ed.).London: SAGE.
- Crosling, G., Edwards, R. & Schroder, B. (2008), Internationalising the curriculum: the implementation experiences in a Faculty of Business and Economics. *Journal of Higher Education Policy and Management*, 30(2), 107-121.
- Cuban, L. (1993). The lure of curriculum reforms and its pitiful history. *PhiDelta* 75(2), 182-185.
- Daft, L. R. (1978). A Dual-core Model of original innovation. *The Academy of Management Journal*, 21(2), 193-210.
- De Oliveira, P. (2005). *The effectiveness of the implementation of the Revised National Curriculum Statement (RNCS) in public schools in the Ekuruleni -West district, dissertation submitted in fulfillment of Masters of Education*. University of Johannesburg, Johannesburg.
- Examiners' Report (2006). *2006 Junior Certificate*. Maseru: Examination Council of Lesotho.

- Edwards, B. G. (2006). *Absent leadership in curriculum implementation, dissertation submitted in fulfilment of Masters of Education*. University of Johannesburg, Johannesburg.
- Firestone, W. A. (1980). Images of Schools and Patterns of Change. *American Journal of Education*, 88(4), 459-487. Retrieved 06 March 2009. From: [www.jstor.org/stable/1085359](http://www.jstor.org/stable/1085359).
- Examiners' Report (2006). *2006 Junior Certificate*. Maseru: Examination Council of Lesotho.
- Fraser-Thomas, J. L. & Beaudion, C. (2002). Implementing Physical Education Curriculum: Two Teachers' experiences. *Canadian Journal of Education*, 27(2), 249-268.
- Frazaio, L., Santos, C., Oliveira, S. & Oliveira, T (2007). Teaching of entrepreneurship at higher education: students' perception. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 5(2), 36-47.
- Fullan, M.G. (1992). *The new meaning of educational change*. (2<sup>nd</sup> ed). London. Cassel.
- Fullan, M. G. (1993). *Change Forces. Probing the depths of educational reform*. London: Falmer press.
- Fullan, M. G. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. & Pomfret, A. (1977). Research on Curriculum and Instruction implementation. *Review of Educational Research*, 47(2), 335-397.

Garfield de Waal, T. (2004). *Curriculum 2005: Challenges facing teachers in historically disadvantaged schools in the Western Cape, a dissertation submitted in fulfillment of the degree of Masters of Public Administration*. University of Western Cape, Western Cape.

Gay, L. R., Mills, G. E. & Airasian, P. (2009). *Educational Research. Competencies for analysis and applications*. Ohio: Pearson.

Goodwin, B. (2008). *Implementation study of smaller learning communities*. U.S: U.S Department of Education.

Handal, B. & Herington, A. (2003). *Mathematics teachers' beliefs and curriculum reform*. *Mathematics Education Research Journal*. 15(1), 59-69.

Harriram, D. (2001). *Curriculum 2000: Implementation*. Retrieved from [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Henning, E., van Rensburg, W. and Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.

Hord, M. & Hall, G. E. (1987). What principals do in curriculum implementation. *Curriculum Inquiry*, 17(1), 55-89.

Hosler, M. M. (2003). The foundation of Business Education. In H.Rader & L.A. Ruth (Eds), *Effective methods of teaching Business Education in the 21 century*:

Reston, VA: Natal Business Education Association.

- Jansen, J. (2001). Explaining non-change in education reform after apartheid: Political symbolism and problem of policy implementing in Sayed, J and Jansen, J (eds). *Implementing education policies: The South African Experience*. Cape Town: UCT Press.
- Jansen, J. (1998). Curriculum reform in South Africa: A critical analysis of outcome Based Education. *Cambridge Journal of Education*, 28(3), 321 – 331.
- Kelly, A. V. (1987). *The curriculum. Theory and Practice*. London: Harper and Row Publisher.
- Koosimile, A. T. (2004). Teachers' experiences with an adapted IGCSE physics syllabus in Botswana. *International Journal of Educational Development*, 25, 209-219.
- Kumar, K. (2005). *Research methodology. A step-by-step guide for beginners* (2<sup>nd</sup> ed). London: SAGE.
- Lankshear, C. & Knobel, M. (2004). *A Handbook for Teacher Research: from design to implementation*. New York. Open University Press.
- Lesego, T. (2009). *Identifying relevant factors in implementing a Chemistry curriculum in Botswana., dissertation submitted in fulfilment of degree of Doctor of Philosophy*, Witwatersrand University. Johannesburg.
- Lin, H. & Fishman, B. (2006). *Exploring the relationships between teachers' experiences with curriculum and their understanding of implicit Unit Structure*. U.S.A : University of Michigan.

- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: SAGE.
- Lovat, T. & Smith, D. ((2003). *Curriculum: Action on Reflection (4<sup>th</sup> ed)*. Goteborg: Melbourne.
- Lubisi, C. R., Parker, B. S., & Wedekind, V. (1998). *Thinking about curriculum*. Pietermaritzburg: University of Natal.
- Leu, G. (2004). Theories and practices for teaching and learning. *Journal of literacy and Technology, 11(3)*.
- Malada, B. N. (2004). *The continuous professional development of education with regard to the implementation of OBE on the in the Limpopo Province, a dissertation submitted in fulfilment of the degree of Masters of Education*. Rand Afrikaans University, Johannesburg.
- Malesa, M. G. (2006). *The effectiveness of training educators on implementation of Revised National Curriculum Statement (RNCS) in the intersen phases (Grade 4-7) in Wattville Primary schools, dissertation submitted in fulfilment of the degree of Masters of Education*. University of Johannesburg, Johannesburg.
- Maree, K. & Vander Westhuizen, C. (2007). *First steps in research*. Pretoria: Van Schaik.
- Mark, S. (2000). *Curriculum theory and practice: encyclopaedia of information*, [www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm).
- Marsh, C. J. (1997). *Planning, Management & Ideology. Key Concepts for Understanding Curriculum 2*.
- Marsh, C. J., & Willis, G. (1995). *Curriculum; alternative approaches to curriculum*

*planning*. Englewood Cliffs, NJ: Prentice Hall.

- Mbingo, M. J. (2006). *An investigation into implementation of the new curriculum, dissertation submitted in fulfilment of the degree of Masters in Education*. University of Johannesburg, Johannesburg.
- McDevitt, D. (1998). How effective is the cascade as a method of disseminating idea? A case study in Botswana. *International Journal Educational Development* 18(5), 425 - 428.
- McLaughlin, M.V. (1997). Learning From Experience: Lessons From Policy. *Implementation Educational Evaluation and Policy analysis Summer*, 9(2), 171-178.
- Mertens, D. M.(1998). *Research methods in education and Psychology. Integrating diversity with quantitative and qualitative approaches*. London: SAGE.
- Mdutshane, V.N. (2006). *An investigation into implementation of Curriculum 2005 in Senior phase of a Junior Secondary School in the Lusikisiki district, a dissertation submitted for the degree of Masters Of Education*. University of KwaZulu-Natal, Durban.
- Ministry of Education. (2002). *Education Sector strategic plan*. Maseru, Lesotho.
- Mncube, V. S. (2005). Democratisation of education in South Africa: Issues of social. *South African Journal of Education*.
- Mohapelo, J. A. (1971). *Government by proxy*. Morija Book Dept: Maseru.
- Mot'soane, P. M. (2004). *The nature and extent of implementation of music education a Case Study of Mohakare primary school and Hoohlo Primary School in Maseru*,



*Lesotho, a dissertation submitted for the degree of Masters of Education.*  
University of KwaZulu-Natal. Durban.

Mouton, J. (1996). *Understanding social research*. Pretoria. Van Schaik.

Mtheku, M. P. (2004). *A study to investigate the “effectiveness of the implementation of curriculum 2005 in Grade 8-9 in Chesterville Secondary School” a dissertation submitted for the degree of Masters of Education.* University of KwaZulu-Natal, Durban.

Mthethwa, K. E. (2007). *Teacher Knowledge, Attitudes and Practices in the Implementation of a new Swaziland Junior Secondary Science Curriculum, a dissertation submitted for the degree of Masters of Education.* University of Pretoria, Pretoria.

Naicker, S. (1998). *Curriculum change and Outcome-Based education. A case study of two primary schools in Reservoir Hills, dissertation submitted in fulfillment of Masters of Education degree.* University of Natal. Durban.

Nketekete, M. E. (2004). *Business Education for Lesotho secondary schools. Teachers' Guide Book 1.* Sandown: Heinemann Publishers.

Nketekete, M. E. & Motebang, B. (2004). Entrepreneurship Education in Lesotho education : pedagogical challenges. *Education, knowledge and Economy*, 2(2). 121-135.

North, E. (2002). A decade of entrepreneurship in education in South Africa. *South African Journal of Education*, 22(1).

Omo-OJugo, M. O. and Ohiwerei, F. O. (2008). School factors affecting the teaching and

- learning of Business Education Studies in Nigerian schools. *Pakistan Journal of Social Sciences*, 5(7), 663-670.
- Onwu, G. O. & Mogari, D. (2004). Professional Development fro Outcome-Based Education curriculum implementation: the case of UNIVEMALASHI, South Africa. *Journal of Education for Teaching*, 30(2).
- Opie, C. (2004). *Doing Educational Research*. New Delhi: Vistaar.
- Park, M. (2008). Implementing curriculum Integration: The experiences of Korean elementary teachers. *Asia Pacific Education Review*, 9(3), 308-319.
- Picciano, G. A. (2004). *Educational Research Primer*. London: Continuum.
- Phakisi, E. M. (2008). *Factors affecting the implementation of a new junior secondary science curriculum in Lesotho, dissertation submitted in fulfillment of degree of Masters of Education*, Witwatersrand University, Johannesburg.
- Poland, B. D. (2002). Transcription quality: In J. F. Gubrium & J. A. Holstein (Eds) *Handbook of interview research context and method*. London: SAGE.
- Powell, J. & Anderson, R.D. (2002). Changing teachers' practice: Curriculum materials and Science education reform in the U.S.A. *Studies of Science Education*, 37, 107-135.
- Prasad, P. (2005). *Crafting qualitative research. Working in the postpositivist tradition*. London: M. E. Sharpe.

Preedy, M. (1998). *Approaches to curriculum management*. London: Pune University.

Prevedel, A. (2003). Values and beliefs: the world view behind curriculum. *NCSALL, C, (6)*, 8-12.

Prinsloo, E. (2007). Implementation of Life Orientation programmes in the new curriculum in South African schools: perceptions of principals and life orientation teachers. *South African Journal of Education, 27(1)*, 155 -170.

Pudi, T. I. (2002). *Teachers' attitudes towards the implementation of the learning area Technology, a dissertation submitted in Doctorate of Education*. University of South Africa.

Robson, C. (2002). *Real world research: A resource for social- scientists and practitioners- researchers*. (2<sup>nd</sup> ed). Oxford: Blackwell.

Roehrig, H. G., Kruse, R. A., & Kern, A. (2007). Teacher and school characteristics and their influence on curriculum implementation. *Journal of Research in Science teaching, 44(7)*, 883-907.

Rogan, M. J. & Grayson, D. J. (2003). Towards a theory of curriculum implementation with particular references to science education in developing countries. *International journal of Science Education, 25(10)*, 1171-1204.

- Sapsford, R. & Jupp, V. (Ed). (2006). *Data collection and analysis*. (2<sup>nd</sup> ed.). London: SAGE.
- Seidman, I. (1998). *Interviewing as Qualitative Research. A Guide for researchers in educational and social sciences*. (2<sup>nd</sup> ed).London: Teachers College Press.
- Schumacher, S. & McMillan, J. H. (1993). *Research education*. (3<sup>rd</sup> ed.). New York: HarperCollins College.
- Schwartz, M. (2006). For whom do we write curriculum? *Journal of Curriculum studies*, 36(4), 60-63.
- Sidiropoulos, H. (2008). *Implementation of mandatory Mathematics curriculum in South Africa, dissertation submitted in fulfilment of the degree of Masters in Education*, University of Pretoria, Pretoria.
- Smit, B. (2001). How primary school teachers experience education policy change in South Africa? *Perspectives in Education*, 19(3).
- Stapleton, J. L. (2005). *Keeping Business Education relevant. Modern Language Journal*, 89(2).
- Stenhouse, L. (1975). *Introduction to curriculum research and development*. Oxford: Heinemann.
- Swartland, J. R. (2008). A study of Entrepreneurship Education in Botswana and significance of institutional preparation. *Association for the Development of Education in Africa*.
- Tamir, P. (2006). Curriculum implementation revisited. *Journal of Curriculum studies*, 8(2), 83-89.

- Taylor, N., Muller, J. & Vinjevold, P. (2003). *Getting schools working: research and system school reform in South Africa*. Pearson Education: South Africa.
- UNESCO. (2006). *World data on Education*. ( 6<sup>th</sup> ed.) - Lesotho.
- United States Department of Education. (2002). *Office of the Under Secretary, Planning and Evaluation Service, National Assessment*. Washington.
- Van Veen, K. S. P. & Slegers, P. (2006). How does it feel? teachers' emotions in a context of change. *Journal of Curriculum studies*, 36(3), 281-294.
- Wellington, J. (2004). *Educational research: Contemporary Issues and practical approaches*. London: Continuum.
- Wiersma, W. & Jurs. S. G. (2009). *Research methods in Education. An introduction*. (9<sup>th</sup> ed.). London: Pearson.
- Wilkenson, D. & Birmingham, B. (2003). *Using Research Instruments. A guide for researchers*. London: Routledge Falmer.
- Wragg, E. C. (1994). *An introduction to classroom observation*. London: Routledge.
- Yates, S. M. (2005). *Primary teachers' mathematics beliefs: teaching practices and curriculum reform experiences*. Adelaide: Australia.
- Zangele, V. T. (2004). *Implications for educational managers during the implementation:*

*Some promising of Outcome – Based Education in the Gauteng West district,*  
*dissertation submitted in fulfillment of Master of Education, Rand Afrikaans*  
University, Johannesburg.