

**AN EXPLORATION OF TEACHER EMOTIONS IN
RELATION TO CURRICULUM CHANGES IN GRADE
10 BUSINESS STUDIES**

BY

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ABSTRACT

This study focuses on the emotions of five Business Studies teachers in relation to curriculum changes. The purpose of this study is to explore teacher emotions in relation to Business Studies in Grade 10. The research setting is within the KwaZulu-Natal province in the Pietermaritzburg area. The study is located within the interpretive paradigm and adopts a qualitative approach. A convenience sample of five participants was selected from three secondary schools. Data was collected from two semi-structured interviews; in addition participants were also requested to write a poem where they expressed their emotions about the changes in the Business Studies curriculum.

Hargreaves' framework of emotional geographies was used to analyse the data. His notions of emotional understanding and misunderstanding as well as socio-cultural, professional, physical and political closeness or distance served as an analytical framework. Data was coded into categories and a thematic analysis was used to analyse the data.

One of the main findings of this study is that Business Studies teachers experience both pleasant and unpleasant emotions in relation to curriculum changes. Most participants experienced unpleasant emotions of stress, confusion, anger and fear while some experienced pleasant emotions of happiness. Furthermore, this study found that teacher collaboration assisted in their responding and adapting to change. This study highlights the significance of teacher emotions in relation to curriculum reform. In addition, this study draws attention to poetry as an innovative method which allows teachers to express their emotions.

DECLARATION

I, Rosemary Gilinda Amod, declare that

1. The research reported in this dissertation, except where otherwise indicated is my original work.

2. This dissertation has not been submitted for any degree or examination at any other university.

3. This dissertation does not contain other peoples' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other people.

4. This dissertation does not contain other peoples' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted,

a) their words have been re-written but the general information attributed to them has been referenced;

b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

This dissertation does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References section.

Rosemary Gilinda Amod

Supervisor: Dr. Jaqueline Naidoo

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ABBREVIATIONS

AS	Assessment Standards
CAPS	Curriculum and Assessment Policy Statement
CCFO's	Critical Crossfield Outcomes
DOE	Department of Education
DBE	Department of Basic Education
HOD	Head of Department
LO's	Learning Outcomes
NCS	National Curriculum Statement
NNCS	New National Curriculum Statement
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Statement
SGB	School Governing Body
SMT	School Management Team

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The purpose of this study is to explore teacher emotions in relation to curriculum changes in Grade 10 Business Studies. The rationale, focus and background of the study and a brief literature review are outlined in this chapter. The methodological approach to the study and the research questions are discussed. The chapter concludes with an outline of the chapters that follow.

1.2 Aims of the study

The aim purpose of this study is to explore teacher emotions in relation to curriculum changes in Grade 10 Business Studies. In addition this study aimed to explore how teachers have responded in their teaching practice to these changes.

1.3 Rationale of the study

Day and Gu (2007) identify three teacher dimensions as: who the teacher is professionally, who they are in their personal life and the knowledge a teacher possesses. Zembylas (2003) on the other hand affirms that emotions are also a dimension of one's identity and the two cannot be separated. Furthermore, Leithwood and Beatty (2007) contend that teacher emotions need to be acknowledged for people to know or understand better what it is like to teach and for people to respect the work that teachers do. Hargreaves (2001) also highlights that teaching is an emotional

practice. My interest is in teachers who teach Business Studies, what their emotions are, and why and when they feel these emotions in order to understand what it is like to teach in the context of curriculum change. The reason for this interest is because I am a Business Studies teacher and I would like to explore the emotions of Business Studies teachers as a result of curriculum changes. A review of the literature on curriculum change and Business Studies highlighted a lack of research in this field. Also there exists a scarcity of literature in relation to teacher emotions and curriculum changes in Business Studies. This study aimed to address this problem. Though very little research has been conducted on teacher emotions in South Africa, Steinberg (2008) has conducted research about assessment as an emotional practice and argues that teachers experience emotions as they assess learners, especially since assessments serve as a gatekeeper which determines whether learners are promoted or not. In addition, Naidoo (2014) explored teacher emotions in relation to HIV and AIDS teaching. There is therefore a need for further studies on teacher emotions.

The second aspect of this study is based on curriculum changes. There is a wealth of information both in South Africa and abroad on curriculum changes. Jansen and Christie (1999) examined curriculum changes in relation to outcomes based education (OBE) in South Africa. In addition, Bantwini (2010) explored how teachers perceive new curriculum reform. Research conducted by Carl (2005) in the Western Cape focused on teachers' voices in relation to curriculum development. From this research, teachers expressed that their voices were not being listened to. This research project therefore will afford the participants in the study a chance to have their voices heard. Finally, it is hoped that the findings of my study could be useful for policy makers to understand the emotions that teachers experience as a result of curriculum changes.

1.4 Background to the study

The study is conducted in the province of KwaZulu-Natal within the UMgungundlovu district in the suburb of Northdale. The three high schools selected all offered Business Studies as a major subject. Two of these schools which I will call school X and school Y are generally regarded as good schools by the community because they offer science subjects and also because they produce good Grade 12 results, which are between 80 and 100%. School X is a well-resourced

school with a smart board, electricity and a computer room. Teachers at the school also have access to the internet during the course of the day. Both school X and School Y have a full commerce syllabus and a full science course. On the other hand, School Z only offers Life Sciences without the other science subjects and generally has a low Grade 12 pass rate which is between 50 and 60%. There is no security guard at the gate at school Z but the gates are locked during the day. A large number of learners attending school Z live at nearby informal settlements where socio-economic issues such as poverty and crime are rife. Other learners from school Z live in the area, in town and other outlying areas. All three schools however, are quintile rating five which means that contributions from the government are the same.

1.5 Objectives of the study

1. To explore emotions experienced by Grade 10 Business Studies teachers in relation to curriculum changes.
2. To explore how teachers have responded in their teaching practice to these changes.

1.6 Research questions

1. What emotions have Business Studies Grade Ten teachers experienced in relation to curriculum changes?

This question explores how teachers feel about curriculum changes, which is the focus of this study.

2. How have teachers responded in their teaching practice to these changes?

The aim of this question is to find out what teachers have done to adapt to these curriculum changes.

1.7 The methodological approach to the study

This research project has adopted a qualitative research approach. Qualitative research aims to explain social phenomena in a natural setting through verbal description and analysis of complex data (Suter, 2012). Similarly, Creswell (2013) affirms that qualitative research is characterised by taking place in a natural environment, empowering participants to share their stories and letting their voices be heard. Likewise, the teachers in this study have shared their stories about curriculum changes and their feelings towards them. As far as possible, I have also tried to conduct the interviews in the teachers' natural setting of the schools. This research study will be located within the interpretive paradigm. An interpretive paradigm according to Taylor and Medina (2013) is a humanistic approach which aims to understand other's cultures and experiences. Creswell (2013) also points out that the interpretive paradigm is where individuals seek to understand the world in which they live and obtain subjective meanings to their experiences. I also enquired about my participants' experiences. The research design adopted in this study is a narrative inquiry. A narrative inquiry as stated by Connelly and Clandinin (2006) is about human lived experiences of both the past and present and how these experiences are interpreted by the individuals who have experienced them. Clandinin, Pushor and Orr (2007) demonstrate that a narrative inquiry is more than just telling stories; a narrative inquiry is about real lived experiences and not made up stories.

Semi-structured interviews and poetry writing were used as data collection tools. Lassonde, Galmon and Kosnik (2009) suggest that an interview is a tool to gather data by listening to others' stories face-to-face. Semi-structured interviews were used which consisted of some open-ended questions where the interviewer asks a leading question and the participant answers elaborately. The purpose of using an interview as a data collection tool is to gather in-depth information from the participants and to probe into participants' responses to address the research questions. Furman et al. (2010) argue that a researcher can collect highly condensed data using poetry as a data collection tool. Here they are referring to short poems like the haiku and the tanka. Both these poems are of Japanese descent and because of their length; Furman et

al. (2010) contend that in these types of poems the poet writes what is most important. Poetry is used to evoke emotions in a research topic (Furman, Langer & Taylor, 2010). My topic is about teacher emotions, so poetry writing was to help the participants to express their feelings without reservations as the interview was guided by me.

The sample size of this study was five teachers from three different schools. Convenience sampling and purposive sampling were used in this study. Convenience sampling is used when participants are available or easy to find (Check & Schutt, 2012). Similarly, Punch (2009) asserts that convenience sampling saves time, money and effort. Schools which are in close proximity to my school, including my school were selected. The reason for these schools being selected was firstly, Business Studies is offered at these schools and secondly, it was convenient and a saving on time and money. All the participants who were selected from these neighbouring schools were selected because they were teaching Business Studies or had experience teaching Business Studies. Furthermore, the reason for this small sample is that it afforded me the opportunity to gain in-depth, rich data from my participants. Johnson and Christensen (2012) state that purposive sampling is used when the researcher specifies the interest he or she has and chooses participants on those bases. The other focus of my study was on Business Studies, therefore teachers who have taught Business Studies or who were teaching, it were selected.

This study has adopted Hargreaves' (2001) theory of emotional geographies as a theoretical framework. He defines emotional geographies as patterns between ourselves and others around us and the emotions we experience. The five emotional geographies identified by Hargreaves (2001) are socio-cultural, moral, professional, physical and political distances. The four emotional geographies adopted in this study are socio cultural distance, professional distance, physical distance and political distance. According to Hargreaves (2001) teachers' emotions towards curriculum change are linked to their culture. In other words, the distance between how the teacher feels about the curriculum change is created by culture. Examples of these socio-cultural distances he mentions are race, gender and beliefs.

1.8 Outline of the chapters included in the study:

Chapter One: Serves the purpose of introducing the topic which includes a brief description of the rationale, background of the study, which leads to the research questions that have guided this study. A brief description of the methodological approach and the outline of the chapters in this study are included.

Chapter Two: Includes a literature review on teacher emotions drawing on both local and foreign literature. The literature review begins with defining emotions and elaborates on the emotions experienced by teachers. Thereafter, curriculum changes in South Africa and other countries, challenges of implementing curriculum change, teachers' responses due to curriculum change and the theoretical framework adopted to analyse the data are included.

Chapter Three: Consists of the methodology and research design adopted in this study. The sampling methods and data collection tools are discussed together with a justification for their suitability to this study. Also included is an outline of how data was analysed, ethical issues and the trustworthiness of the study. This leads to the analyses of data in chapter four.

Chapter Four: Begins with a profile of participants, followed by a detailed discussion of the data which is presented. This leads to the final chapter, Chapter Five.

Chapter Five: Presents a summary discussion on the findings of the study. It includes the limitations, strengths of the study and recommendations for future studies. This brings the study to an end with a final conclusion.

1.9 Conclusion

The purpose of this chapter is to introduce the study. The main focus areas of the study have been introduced in this chapter. The next chapter to follow is Chapter Two which consists of the literature review of the study.

CHAPTER TWO

Review of Literature

2.1 Introduction

The aim of this study is to explore teacher emotions in relation to curriculum changes in Business Studies Grade 10. In addition, this study aims to examine how Business Studies Grade 10 teachers responded to these curriculum changes in their teaching practice. Chapter One outlined the purpose, rationale and background to the study. This chapter reviews relevant literature on teacher emotions and curriculum changes. This review will discuss teacher emotions, curriculum changes in South Africa and other countries, challenges of implementing curriculum change and teachers' responses due to these changes. Lastly, this chapter will discuss the theoretical framework which underpins the study.

2.2 The landscape of teacher emotions

According to Van Veen, Slegers and Van de Ven (2005) emotions are short, quick reactions involving our actions that help us to respond to problems and opportunities. On the other hand, Lazarus (1999) suggests that emotions are a complex system comprising of thoughts, beliefs, motives, meanings and experiences. In order for educational leaders to be a source of help to their colleagues, they need to understand teacher emotions. This will enable them to understand better what it is like to teach and respect the work that teachers do (Leithwood & Beatty, 2007). The discussion that follows outlines literature related to teacher emotions and curriculum changes.

The following studies draw attention to reasons or conditions that result in stress as a teacher emotion. Leithwood and Beatty (2007) and Van Veen, Slegers and Van de Ven (2005) concur that stress is a result of working conditions. Kyriacou (2001) firstly points out that working with learners who lack motivation can cause stress. Secondly, he also mentions that teachers stress

when they have numerous tasks to perform within a limited time frame. Banovcinova and Baskova (2014) mention that stress can also cause accidents at work and they agree that stress can cause anxiety, difficulty in concentrating and also depression. Sveinsdottir, Biering and Ramel (2006) affirm that stress can also cause health problems, reduction in productivity, absenteeism and alcohol and drug usage. They further advise on how stress can be avoided. Firstly, information should be consistent, structured and understood by employees and secondly, employers should ensure that employees have the required skills, knowledge, material and instruments to handle tasks. Woods and Carlyle (2002) conducted research on 21 teachers who were diagnosed with stress and how they felt about being stressed. Teachers felt ashamed and stressed about being stressed because they felt that they were letting students down by being absent from work.

Teachers also experience feelings of vulnerability and powerlessness. Kelchtermans (2005) and Zembylas (2003) contend that teachers feel vulnerable and powerless when they feel that they have no control over their working conditions and also when policies conflict with their ideas of what constitutes good teaching. A typical example of this powerless feeling that many teachers share, is in relation to policy formulation. Teachers are not consulted about curriculum changes, which exacerbate their feelings of powerlessness. Many curriculum changes such as the abolishment of corporal punishment, the way learners are taught and what they are taught and the role of the teacher and learner in the classroom have been some of the changes made without the full participation of teachers in South Africa. Similarly, Van Veen and Slegers (2006) also maintain that teachers are angered by changes which are in conflict with their beliefs.

Different teachers react differently as a result of being excluded from being part of curriculum changes. Bloomfield (2010) describes how an in-service training teacher in Australia felt vulnerable because she felt that her mentor did not assist her during her time at the school. She compared her time at the school to “torture”. Lasky (2005) further explains that people can be vulnerable when they experience anxiety or fear of something. She highlighted the following reasons for curriculum changes in Canada: a reduction of professional development, a reduction in school support staff, curriculum changes that would be phased over a three-year period and

teacher testing. Some teachers left the teaching profession, resulting in other teachers feeling vulnerable because they felt their teaching was now in the limelight.

Leithwood and Beatty (2007) assert that teachers also become frustrated about parents who do not play an active role in their children's learning. Parents are expected to assist their children with homework and keep abreast with the culture of the school. This includes general meetings at the school which they may be invited to and also parent meetings where they meet class teachers and discuss learner performance during the year. On the contrary, Yariv (2009) highlights that supervisors at a school in North Israel were frustrated with the principal who was not honest about teachers who were performing poorly, hence the supervisors felt frustrated. In this situation, supervisors felt that there was little or nothing that they could do because they did not have the support of the principal. Furthermore, Bloomfield (2010) contends that an in-service teacher also felt frustrated because it was difficult for her to control the learners.

To experience fear generally means to be afraid of a situation, circumstance, someone or something. Chang (2009) argues that teachers feel anxious when they are not prepared to teach a lesson, when they have discipline issues in the class or when they experience change in the school. Teachers have no control over changes in the school imposed by the government, which results in feelings of anxiety. Other than changes in the school, discipline issues or unpreparedness for a lesson, Steinberg (2008) affirms that teachers also feel anxious during assessment. She further elaborates that teachers feel this way because they are afraid of learners misunderstanding questions and answering incorrectly. She also maintains that teachers do not often speak openly about their feelings towards assessment but when their learners fail, teachers feel like failures themselves. In addition, Darby (2008) found that teachers felt intimidated and fearful when their pedagogical instructional approaches were challenged. In response to curriculum changes and the learners' poor results, teachers feared for the future of the learners and also for themselves as professionals. Teachers expressed a loss of control. Results were that as the teachers engaged in the curriculum changes, learners' results improved and teachers' self-esteem also improved.

Chang (2009) suggests that teachers feel guilty and responsible for learners who have trouble at home and at school. These troubled learners often find it difficult to concentrate in class and there is not much that can be done. For example, weak learners are given extra lessons and learners who are under-privileged or poor receive food at some schools in the form of a feeding scheme but returned to a home without supper and breakfast. Teachers feel guilty because there are so many learners and only a few are helped. On the other hand, Van Veen, Slegers and Van de Ven (2005) in their study found that feelings of guilt by teachers were caused by a lack of time to complete tasks. In their empirical study, a teacher expressed his guilt feelings because the curriculum required him to keep portfolios for each learner which included daily tasks. Each portfolio was supposed to be marked daily by teachers and feedback given to learners. The teacher found he was not able to complete marking all the portfolios and giving feedback to learners on a daily basis, hence the guilty conscience. Hastings (2008) contends that a mentor felt guilty because the novice teacher had not listened to her advice and done what was expected during the experiential teaching period.

Weber and Jaekel-Reinhard (2000) contend a person experiences burnout due to reduced satisfaction in performance, exhaustion and chronic stress which has not been treated. Moreover, Chang (2009) explains that the causes of burnout include increasing age, work demands, class size and the way in which teachers judge students' misbehaviour. He argues that younger people are more inclined to experience burnout because they are more energetic and dedicate more time to their work. Some work demands such as unreasonable deadlines can also cause stress and eventually burnout. In contrast, Weber and Jaekel-Reinhard (2000) contend that burnout is not associated with age or sex but rather outline some preventative measures of burnout. These include using antidepressants if necessary, finding ways to relax, working with time management and even retraining if needed. They further suggest that people should learn to say no, delegate some responsibility and find time for religion and spirituality in order to prevent burnout. Additionally, they assert that people who are most likely to experience burnout are caring and social professionals.

Cross and Hong (2012) contend that teachers felt shame and disappointment when learners were not successful and did not achieve learning outcomes. They highlight that teachers' perceptions were that they had tried hard with the learners but felt as though they had failed in their duties when learners drop out of school or fail. On the other hand, Leithwood and Beatty (2007) contend that teachers feel joy when learners demonstrate understanding of what they were taught. I agree with these authors as joy and happiness can be felt by teachers when learners have done well in their assessments, especially when we see their Grade 12 results and how hard they have worked to achieve them.

2.3. Curriculum Changes

This section will commence with a brief history of South African curriculum changes. It will also discuss the significance of curriculum change, requirements for successful change, challenges of efficient curriculum implementation and teachers' responses to curriculum changes.

2.3.1 Curriculum changes in South Africa

South Africa was previously controlled by an apartheid government and the education system reflected this. Prior to 1994, learners were taught in separate schools according to their race. With the introduction of a new democratic government, the curriculum and schools and how they were managed also changed. According to Jansen and Taylor (2003) a new curriculum called the National Curriculum Statement (NCS) was introduced in South African schools in January 1998. In contrast to the past education system, the NCS was driven by an OBE approach to learning. The curriculum was also learner centered. The teacher's role became one of a facilitator and moreover the approach to learning favoured group work. In addition, Malan (2000) states that OBE included continuous assessment, the use of study guides and self-assessment. A further refinement of the curriculum was established according to Jansen and Taylor (2003) who argue that there were challenges which lead to the implementation of the New National Curriculum Statement (NNCS). The NNCS was modified for the third time and called the Revised National

Curriculum Statement (RNCS). The RNCS was conceived in April 2002 and implemented in schools from 2004 (Chisholm, 2005).

The RNCS was further revised and implemented in schools from the year 2012, as the Curriculum and Assessment Policy Statement (CAPS).

2.3.2 Changes to Business Studies curriculum

One difference between CAPS and NCS is the omission of the topic, ‘business careers’ in the CAPS syllabus (America, 2014). America further explains that the CAPS document is considered to be a more user-friendly document. She mentions that the topics for Business Studies had been reduced since the use of NCS, for example Grade Ten NCS had seventeen topics whereas CAPS now has sixteen topics. On the other hand, Grussendorff, Booyse and Burroughs (2014) contend that it may seem that the topics are fewer. However some of the sub-topics have been grouped together to make it appear as though there is a reduction in breadth. In addition, Grussendorff et al. (2014) and America (2014) agree that the shift from NCS to CAPS has resulted in Business Studies curriculum being more content driven, rather than encouraging more learner participation.

The NCS introduced concepts such as learning outcomes (LOs) and assessment standards (ASs) which served as a navigating tool for teachers as they embraced their new curriculum. An LO is a statement of what will be taught and learned and describes knowledge, skills and values that learners should obtain (DoE, 2008). An AS collectively describes what a learner should know and they collectively show how conceptual progression has occurred from grade to grade (DoE, 2008). Teachers were also to keep in mind the critical crossfield outcomes (CCFOs) when preparing a lesson plan. In the case of Business Studies, there were four LOs and the number of ASs varied with each LO. For example the first A’s for LO 1 states that learners should be able to identify the components of the micro, market and macro environments and discuss the relationship between these environments (DoE, 2003). On the other hand, the CAPS document explicitly mentions the components that should be taught under the business environments. Moreover it also gives a timeframe in which these topics should be taught. An annual teaching plan is also included in the CAPS policy document (DoE, 2011).

Below is a comparison of documentation for the NCS and CAPS curriculum.

NCS Documents	CAPS Documents
Subject statement	Curriculum and assessment policy statement
Learning programme guidelines	National protocol for assessment (Gr.R–12)
Subject assessment guidelines	The national policy pertaining to the programme and the promotion requirements of the NCS (Gr.R–12)
Examination guidelines	Examination guidelines

Table 1: Comparison of NCS and CAPS policy documents (DoE, 2011) and (Grussendorff et al., 2014)

2.3.3 Significance of curriculum change

Ball (2003) argues that education change is driven by politicians and large organisations and not by schools and teachers, who are directly involved with teaching and learning. Similarly, research conducted in Namibia by O’Sullivan (2004) revealed that the approach to teaching and learning also changed when the country’s political status changed in 1990, which was the year they gained their independence from South Africa. Askit (2007) points out that curriculum changes in Turkey were also often made for political gain. However, Bantwini (2010) views educational changes in South Africa as redressing past inequalities and responding to the skills shortages in areas such as mathematics and science. I agree that whenever a country has a change in the political party, the education system also changes. Namibia, like South Africa was governed by the apartheid regime, but once they received their independence also changed their pedagogic methods. It was necessary to change from an oppressed educational system which favoured one race over the rest by offering a fair and equal medium in which all learners may interact despite their race or social background. I agree with Bantwini (2010) that the curriculum change was partly intended to enhance the South African mathematics and science skills. Repeatedly in the State of the Nation Addresses it has been mentioned that South Africans lack

skills. The new curriculum therefore was implemented in schools in order to create learners who can think and become problem solvers.

2.3.4 Requirements for successful change

Blignaut (2006) argues that if teachers do not contribute to or feel part of curriculum changes, its goals are futile and are not implemented. This is a top-down approach which is often used in South Africa even though it claims to be a democratic country. Van Veen and Slegers (2006) also confirm that teachers are not involved in the creation of new curricula and therefore had little control over the proposed improvement plans. In my view and experience, teachers are not given a platform to state their challenges and areas of concern in connection with the curriculum changes. Department officials therefore workshop teachers on information they think teachers require, which may be incorrect. Levin (2000) further claims that in order for change to be effective it must be supported by all stakeholders who include management, teachers, learners and parents. In other words, all stakeholders should also be consulted when making curriculum changes in school as these affect teaching and learning. Moreover Ponticell (2003) reiterates that no matter how sound or well thought out curriculum changes are, policy makers need to take into consideration the natural emotions of teachers because these could have both a positive and negative influence on the proposed change.

2.3.5 Challenges of efficient curriculum implementation

In Namibia, teachers were expected to use a learner-centered method of teaching as the curriculum had dictated. When observations were made by O' Sullivan (2004), it was seen, firstly, that these changes were not implemented because teachers had the view that knowledge is objective and it was their duty to give this knowledge to the learners. Secondly, teachers expressed that they had a lack of resources and space. Teachers also lacked knowledge about how to conduct a learner-centered lesson. Lastly, cultural factors dictated that a learner should listen and not question an adult. This new approach which would give some power to learners, were against their cultural beliefs. Similarly, research conducted in Saudi Arabia by Al-Qahtani (1995) about how effectively teachers teach thinking skills, revealed that teachers acknowledged

that teaching thinking skills is important, but did not know how to teach them. As discovered by O, Sullivan (2004) it may have appeared as though teachers were rebellious against the curriculum changes; however, it is possible that they did not know how to implement these changes. For instance, in South Africa there are conflicting ideas about curriculum and how it should be taught in the different school contexts. Some schools have scarce resources while others have an abundance of these. Fullan (2001) asserts that one must experience the change before understanding it and being able to teach it. In other words, it is difficult for teachers to implement changes which they have not yet experienced.

A study conducted by Sithole and Lunadi (2012) at a school in Botswana revealed similar challenges that impeded teachers from implementing the new curriculum. Firstly, the school had a lack of resources such as computers as well as finance. Secondly, the teachers also mentioned that the content was too vast. Thirdly, teachers found it difficult to balance the theory and practice. Their reason was that learners were not interested in participating in projects or practical work such as running a business for a day which was what was expected by the curriculum for Business Studies. Other challenges teachers experienced were that students did not have any previous knowledge of Business Studies from the primary school. In contrast to Botswana, South African learners are exposed to some Business Studies content in the primary school through the subject Economic and Management Sciences (EMS).

However, Altinyelken (2010) argues that changes were not being implemented due to confusion about the changes and a lack of information which caused teachers to oppose the new curriculum. The lack of information can be attributed to the method of disseminating the new curriculum, which Altinyelken (2010) refers to as the cascading method. This is a method where only a few designated teachers would go for the development programme whilst others depend on the feedback from those who attended. Similarly, Jansen and Christie (1999) maintain that there was also confusion in South Africa about outcomes based education. They explain that the confusion was caused by untrue stories such as OBE means that learners will no longer be failing.

Pithouse (2001) asserts that time and timing has been a challenge for the implementation of curriculum change in South Africa. For instance, she mentions that the training workshop for curriculum 2005 took place during a time when learners and teachers were preparing for the examinations. Secondly, Pithouse (2001) contends that the time given to workshop facilitators to understand the change was too short. Facilitators were given training for five days and given four days to prepare for the workshop. In the same way, Askit (2007) shows that teachers also experienced challenges in changing their ways of teaching and learning and adapting to the changes. Facilitators of the workshop were trained for the five days and were then expected to return to their schools and share what they had learned with other teachers. Teachers also lamented that the proposed changes were not discussed with them prior to implementation. In other words a top-down approach was used whereby changes were an instruction and not for discussion.

Similarly, Jansen and Taylor (2003) contend that the Curriculum 2005 used a highly complicated language which made it difficult for teachers to comprehend. They mention that because of the disparities in availability of resources in schools, the few privileged schools were able to implement the changes while the large disadvantaged schools were unable to, causing inequality in the education system.

Some challenges reported by teachers in selected schools in the Pietermaritzburg area by Poutiainen (2009) regarding curriculum changes and implementation, included:

- Teachers were not properly prepared for the changes
- There were not enough follow up sessions
- Workshops were brief and not adequate to train teachers
- The syllabus was reported as being too long, resulting in teachers not teaching topics in depth because of time restraints
- Class sizes were too large and some schools lacked resources to implement the changes
- The removal of corporal punishment had been to the detriment of the teaching practice as teachers had no alternate method of punishment and some classes are unmanageable.

2.3.6 Teacher's responses to curriculum change

Leithwood and Beatty (2007) point out that teaching is an emotional, intense form of labour. A teacher may experience many emotions such as happiness, sadness or frustration, as a result of situations created by learners or curriculum changes. How teachers react to these curriculum changes, according to Zembylas (2009), is dependent on the way in which they interpret and evaluate the changes. In other words, if teachers think that the change is good, then they will implement these changes in their classroom and overcome all the hurdles because they believe in a successful outcome. In contrast, Kelchtermans (2005) argues that how teachers respond to change is related to their age and career stage. In other words, the closer the teacher is to retirement, the more resistant they are to change. In the same vein, Hargreaves (2005) notes that younger teachers are more optimistic about change, mainly because the changes that are being implemented have already been learned by them at university. Similarly, Day and Gu (2007) found that teachers' commitment and reaction to change can also be associated with the number of years which they have spent in the profession. In contrast to Kelchtermans (2005), Day and Gu (2007) argue that some teachers may have joined the teaching profession when they were older so even though they are older, they are young in the profession and therefore are still enthusiastic about their career. Teachers need to work together to solve problems and to build on their knowledge (Kelly, 2006). In the same way, Knight (2002) maintains that teachers collaborate for sharing assessment methods, sharing worksheets or sharing homework tasks.

This sub-section has given a brief history of the South African curriculum changes post-apartheid and the challenges thereof. In addition, I elaborated on curriculum changes in other countries namely, Saudi Arabia, Uganda and Namibia and the challenges they face which were similar to South Africa. Teacher emotions were also taken into consideration. Some of the emotions discussed were guilt, joy, stress, burnout, fear, frustration and vulnerability. Zembylas (2003) argues that teacher emotions and the individual cannot be separated as they both form part of the individual. On the other hand, Schweisfurth (2011) argues that teachers require continuous support in schools such as mentoring. Askit (2007) also contends that teachers require ongoing support whilst implementing changes. Conversely, Altinyelken (2010) maintains that teachers who were visited by trainers throughout the course of the year for training, still felt

that they were not well equipped to implement the changes efficiently. It is for this reason that I agree with Fullan (1993) when he explains that change is a journey and the destination is unknown. The theoretical framework used in this study will be explained next.

2.4 Theoretical framework

This study will adopt Hargreaves' (2001) theory of emotional geographies as a theoretical framework. Hargreaves (2001, p. 1056) defines emotional geographies as:

“Patterns of closeness and distance in human interactions that shape the emotions we experience about relationships to ourselves, each other and the world around us.”

Hargreaves (2001) argues that teaching is an emotional practice. He further explains that emotional geographies come about from emotional understanding and misunderstanding in teaching. He describes the characteristics of emotional geographies as follows. Firstly, there is no recommended distance or closeness between teachers and learners, parents and other teachers. The context of the environment in which teachers teach also has an influence on the emotional geographies of teaching. Secondly, emotional understanding and misunderstanding is brought about by both physical and emotional distance. The five emotional geographies identified by Hargreaves (2001) are: socio-cultural distance, moral distance, professional distance, physical distance and lastly political distance. The four emotional geographies which I chose to assist in the analyses of data for this study are socio-cultural distance, professional distance, physical distance and political distance.

Hargreaves (2001) found that teachers are socially distant from learners in the sense that the teachers' backgrounds and what they did as learners are not the same. The levels of education between teachers and learners' families were different and also disparities between rich and poor create a socio-cultural distance. Hargreaves also found that teachers misinterpreted parents' absence from school meetings and events as parents' lack of support. It is the differences in the way people live that result in a social distance. However, Hargreaves (2001) mentions that a

positive emotion can arise when there is closeness and support from learners' parents, other teachers and the school administration.

Physical distance he explains is a result of the disjointed relationship that teachers have with parents, meeting very rarely and not frequently enough to discuss issues pertaining to teaching and learning. Hargreaves (2001) argues that the majority of communication with parents in schools is distant, using letters or telephone conversations which create this physical distance between teachers and parents. He argues that a meaningful relationship between teachers and parents cannot exist when they rarely communicate.

Hargreaves (2001) contends that one of the causes of political distance is caused by imposed reforms. When teachers feel that they have lost their power as a result of these changes, they feel anxious and fear of the changes, but also anger at the people making the changes. In accordance with his political distance theory, teachers keep their distance from parents because of the way parents react or communicate with teachers. However, on the other hand Hargreaves (2001) stresses that teachers need parents to be part of learning by supporting their children and teachers in order for teachers to acquire their goals.

The last distance is professional distance. Hargreaves describes teaching as caring and nurturing of learners. However a professional distance should be maintained between the teacher and learners. Teachers are required to mask their emotions with parents, learners and those around them.

The reason why I think this theoretical framework is most suitable for this study is because it focuses both on emotions and experiences. As previously stated, the focus of my study is also based on teacher emotions and teachers' experiences of Business Studies Grade 10 curriculum changes.

2.5 Conclusion

This chapter has outlined the literature review of this study. An explanation of what teacher emotions are and the emotions that teachers experience were discussed. A brief explanation of the South African curriculum changes was presented followed by Business Studies Grade 10 curriculum changes. The significance of curriculum changes, requirements for successful changes, challenges of curriculum implementation and how teachers respond to these changes were discussed. Lastly, the theoretical framework employed to analyse the data was presented.

Chapter Three, which explains the research methodology, follows.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this study is to explore teacher emotions in relation to curriculum changes in Business Studies Grade 10. In addition, this study aimed to afford a sample of Business Studies Grade 10 teachers with an opportunity to speak about their experiences based on curriculum changes in Business Studies and the emotions these changes evoke. This chapter describes the research design and methodology used for the study. It begins with an explanation of narrative inquiry. This is followed by a discussion of the sampling method used and data collection instruments. Also included in this chapter are the ethical issues and trustworthiness of the study.

3.2 Research paradigm and approach

This study adopted a qualitative approach located within the interpretive paradigm. A paradigm according to Luttrell (2010) is a loose collection of logically related concepts, assumptions or proportions that guide a study. Likewise, Willis (cited in Taylor & Medina, (2013) describes a paradigm as a world view or set of beliefs that guide the research and practice. An interpretive study is subjective (Cohen, Manion & Morrison, 2007). This is the understanding that people interpret situations differently and each view is valued in its uniqueness. In my case, the phenomenon I am interested in is teacher emotions as a result of curriculum changes in Grade 10. I do not seek to find one truth but rather to examine the lived experiences of each of my participants. Therefore, my ontological belief is that truths and what is thought of as real are constructed through people's lived experiences (Creswell, 2013). In other words, my findings have been constructed from the participants lived experiences. Interpretivists prefer more naturalistic contexts for data collection (Burton & Bartlett, 2009) and make use of individual

experiences. In my case, the natural environment of my participants is the school. The research was mostly conducted within school hours during the teacher's free time. A teacher teaches in a classroom within a school therefore this is the teacher's natural environment. Ivankova, Creswell and Clark (2007) also contend that the researcher should go to the participants' environment and document their experiences. The experiences of the participants in this study were documented using a narrative inquiry research design which will be discussed later. In addition, Burton and Bartlett (2009) argue that an interpretive study tends to be on a small scale and aims for understanding rather than for statistical representation. In line with this, my study has only five participants with whom I engaged making it a small study. Furthermore, it is my intention to obtain an understanding of how my participants perceive their curriculum changes in their environments by listening to their stories and not using any form of measurement. It is for the above reasons that I think the interpretive paradigm is most suited for the study.

3.2.1 Narrative inquiry

The term narrative is derived from the word narrate which means to tell a story in detail (Creswell, 2012). According to Creswell (2012), parents usually read stories to their children or children themselves read these stories. Often these stories are fictitious and the author often portrays an imaginary reality for children. Clandinin, Pushor and Orr (2007) on the other hand contend that a narrative inquiry is more than just telling stories. They suggest that a narrative inquiry is about real lived experiences and not made up stories. Human beings live and in life have different experiences which can be documented in the form of a narrative inquiry. In this study therefore it is my intention to learn about teachers experiences while teaching Business Studies. It gives me an opportunity to explore and learn about their lived experiences which include their emotions as a result of curriculum changes in Business Studies Grade 10. Clandinin (2007) affirms though that in a narrative inquiry the participant and the researcher are in a relationship and that both parties will learn from each other.

In her explanation, Luttrell (2010) asserts that a narrative can be written or oral and may be heard during an interview or in a natural conversation. In this study the narrative is compiled from

interviews and poetry writing. In this way, the narrative is oral at the point of the interview, but eventually documented in the study. Luttrell (2010) further makes distinctions between the types of narratives which include a short story about a specific event, an extended story about a significant aspect of one's life and lastly, a narrative about one's whole life. Creswell (2013) also clarifies four types of narratives which include a biographical study which is writing and recording experiences of another person's life. Secondly, he mentions auto-ethnography where writing and recording is done by the subject of the study; thirdly, a life history which presents the entire life of one person; and lastly an oral history which is reflections of events, their causes and effects. I adopted the first situation of Creswell (2013). I explored teachers' experiences during their teaching careers which is only a part of their lives and career as a whole. Moreover, Creswell (2012) states that a narrative is used when there are individuals who are willing to tell their stories and often participants feel important because someone is listening to their story. Furthermore, Connelly and Clandinin (1990) point out that participants who have long been silenced, are given time and space to tell their story. Likewise, the participants whom I selected were willing to tell their story and I made them feel important.

Clandin, Pushor and Orr (2007) maintain that a narrative inquiry should explore what they refer to as three commonplaces. These are, firstly, that it is important to understand people, place and events in a narrative. It is for this reason that participants who were selected were also teachers in the school environment, teaching the same subject as myself. Secondly, they mention that narrative inquirers are concerned about participants' feelings, so I chose a narrative inquiry to present my study as the emotions of teachers are the core of my study. Thirdly, they mention the importance of where the events take place, which should be ideal for the story to be told. In my case, the most suited location I thought would be within the school environment because it is the generally accepted place for teachers to be and teaching to take place.

3.3 Sampling and selection of participants

My main intention for this study was to listen to teachers' stories as they spoke about their experiences teaching Business Studies. In turn this would also give them an opportunity to bring

their voice to the forefront and freely share their feelings which they may or may have not expressed before. I decided to use convenience sampling and purposive sampling. Convenience sampling, Johnson and Christensen (2012) contend, is used when participants can easily be recruited and are willing to participate. Mitchell (2007) on the other hand cautions that convenience sampling can be biased but the influences that arise are beyond researchers' control because the participants in the sample were easy to obtain. The reasons for me choosing convenience sampling are firstly because of the convenience of close proximity between myself and them. I chose two participants from my school because I have easy access to them. We are familiar with each other, so setting up interviews or meetings was easy. Of the two, one was my head of department. Under normal circumstances I would take correction from him and respect his opinion with work related issues because he has been teaching for much longer than I have. In this study though, I decided to take a neutral stance and consider all responses from all my participants in order to reduce any form of bias. I also chose three participants from two other schools which were close by. In this way, I saved time and costs travelling to and from these schools.

A focal point of this study was also to explore Business Studies curriculum changes; so therefore teachers who had experience teaching Business Studies were selected. In doing so, I made use of purposive sampling. Johnson and Christensen (2012) state that purposive sampling is used when the researcher specifies the interest he or she has and chooses participants on those bases. Moreover Creswell (2012) asserts that purposeful sampling is when the researcher knows that the participants chosen are rich with information and best understand the phenomenon. In my study these are participants who currently teach or have taught Grade 10 Business Studies. If other teachers had been chosen, I would have data on curriculum changes, but not on Business Studies, therefore it was a criterion that teachers must have taught or were currently teaching Grade 10 Business Studies in those schools in order to be selected for the study.

3.3.1 Selection of participants

The sample comprised of five Grade 10 Business Studies teachers. They were selected from three schools. Below is a profile of the participants used in the study. Pseudonyms have been used.

Pseudonym	Age	Gender	Race	No. of years teaching
Abed	53	Male	Indian	29
Sarika	27	Female	Indian	4
Rajeshree	33	Female	Indian	1
Priyanka	28	Female	Indian	7
Thandi	37	Female	African	5

Table 2: Profile of participants

3.4 Research setting

The study is conducted in the province of KwaZulu-Natal within the UMgungundlovu district in the suburb of Northdale. The community members within this district range from the very wealthy to people who live in informal settlements. The reason for these schools being selected was firstly, Business Studies is offered at these schools and secondly, it was convenient and a saving on time and money. All the participants who were selected from these neighbouring schools were selected because they were teaching Business Studies or had experience teaching Business Studies. The three high schools selected all offer Business Studies as a major subject. Two of these schools which I will call school X and school Y are generally regarded as good schools by the community because they offer science subjects and also because they produce good Grade 12 results, which are between 80 and 100%. School X is a well-resourced school with a smart board, electricity and a computer room. There is also a playground which learners use for sports practice and sports days. School Y is in a secured environment, well- resourced with a media centre whereby learners are allowed to photocopy. Teachers at the school also have access to internet during the course of the day. Both school X and School Y have a full

commerce syllabus and a full science course. At both these schools there is also a security guard at the gate with a visitors' book, thereby recording visitors to the school. On the other hand, School Z only offers Life Sciences without the other science subjects and generally has a low Grade 12 pass rate which is between 50 and 60% . There is no security guard at the gate at school Z but the gates are locked during the day. A large number of learners attending school Z live at nearby informal settlements where socio economic issues such as poverty and crime are rife. Other learners from school Z live in the area, in town and other outlying areas. All three schools however, are quintile rating five which means that contributions from the government are the same.

3.5 Data collection tools

I have used two methods of collecting data in this study which are semi-structured interviews and poetry writing.

3.5.1 Semi-structured Interviews

According to Lassonde, Galman and Kosnik (2009), an interview is a tool used to gather data by listening to others' stories face-to-face. Cohen and Manion (1994) identify three main reasons for conducting an interview. These are: as a tool to gather information, to test a hypothesis and also to be used in collaboration with another data collection tool. The reasons for me using an interview are to gather information in conjunction with poetry writing. An interview will also allow me to probe and find deeper meanings and clarity of my participants' responses. I have used semi-structured interviews in this study. Semi-structured interview questions are not as rigid, Hitchcock and Hughes (1995) argue: the interviewer asks a leading question and the participant answers elaborately. The interviewer has a list of questions as a guide and is not expecting any answer in particular. Semi-structured interviews may contain open ended and closed ended questions. Brenner (2006, p 358) refers to the open ended question as a "grand tour question." It allows the participant to respond extensively and not merely a yes or no answer.

Moreover, Creswell (2012) asserts that researchers should choose a type of interview that allows them to learn best about the participants' views. A semi-structured interview is most suited for this study because it is my intention to learn about the personal experiences of teachers and not to find right or wrong answers. The advantages of using interviews as mentioned by Salkind (2009) are firstly that they are flexible and allow the interviewer to pursue any direction by probing. I used semi-structured interviews with open-ended questions in my interviews which meant that the participants were given an opportunity to expand on their responses. Secondly, Salkind (2009) also states that during an interview the interviewer can take note of non-verbal behaviour and the setting of the environment, which would not be possible using a questionnaire.

Thandi, who is an African female Business Studies teacher from School Y, was my first interviewee. This was a pseudonym which we had decided upon to use for the purpose of this study to ensure anonymity. After trying to schedule a meeting date and time at school with no success she suggested that we have the interview at her place. This was ideal for me because I thought that Thandi would be more comfortable in her own house rather than mine. It had been difficult to meet during school hours as our break times were not the same and sometimes in our free lessons we would be in a class due to absent teachers. We eventually settled on a Saturday afternoon when neither of us had school lessons or other plans. She suggested that we sit on the verandah as it was cool and quiet outside without her children running between us and causing a disturbance. This was in keeping with Creswell's (2012) advice that one should find a location that is quiet and suitable to conduct an interview. There was already a table and chairs in the veranda and all that could be heard were her children swimming in the pool from a wall behind us. I made her aware that I would be recording our conversation and asked her if she consented to this. I conveyed the title of my study and the purpose to her. I explained my obligations to her which were confidentiality, anonymity (hence the pseudonym) and of course continuity only if she consented. Also I explained to her that she could leave at any time if for some reason she did not feel like continuing. The duration of the interview, which was not more than an hour, was also mentioned to Thandi. The declaration and the consent forms were signed and the interview commenced.

I used my cellphone recorder to record the interview. The interview began with me thanking Thandi for her participation in the study and started asking some background questions which gave me a better idea of her school surrounding. At first I took some notes while she was talking but I realized that I found it difficult to keep up with writing, listening and asking questions. Half way I decided to stop writing and to listen in order to probe if necessary. It was at this point that I realized how challenging it was to conduct a successful interview. However, Burton and Bartlett (2009) mention that writing notes during an interview can be beneficial as the researcher can read back to the participant what he or she has written and also the interview would not need to be written out later. Before the end of the interview, I asked Thandi if there was anything else that she would like say about Business Studies and curriculum changes. She responded with one sentence only which is revealed in the next chapter. After the interview, I thanked her once more for her participation and willingness. The duration of the interview was less than an hour.

The next two interviews took place at school Z where Abed an Indian male and Priyanka an Indian female were the two participants. This is also my school and setting a time for interviews was easy. There were small dilemmas like ground duty which was scheduled during the break making it difficult to conduct the interview, but a swop with another teacher solved the problem. These two interviews were both conducted in my class room. We jointly thought that my class room was suitable as it had electricity and there was light that came in. We decided not to use the staffroom, though it was common ground, because other teachers were there and it could be noisy. Abed's interview was conducted first. He was also our acting Head of Department so a strange scenario was created for me because our roles seemed to be reversed. It was almost as though I was checking up on him instead of vice versa. As with the previous interview I explained the purpose of the study and obtained consent from him to participate in the study. This was a fruitful interview as he has been teaching for more than twenty years and he had much to say about curriculum changes in South Africa. The following day was Priyanka's interview scheduled day. It was conducted during our second break as this one is longer than the first one. I explained the purpose of my study and read through the consent letter with her. The interview was recorded but this time I decided to write less and listen more so there would be no

silent periods because I would be still writing and catching up. At the end of the interview I thanked Priyanka for participating.

The last two participants were from school X. They were Indian female teachers who for the purpose of this study are called Rajeshree and Sarika. The interviews took place at their school after the examinations were completed and there were no learners at school. The interviews had been postponed twice before and this was an ideal time to conduct them. The consent was obtained and the purpose explained as with the previous interviews before commencing. I was half way with Rajeshree's interview when a teacher came in to tell her that her son was not well: she had brought him to school as she did not want to send him to crèche sick. The little boy was brought to where we were and Rajeshree completed her interview with her son on her lap. Here I was confronted with a challenge of interviews that Creswell (2012) mentions: when participants say too little in an interview. I would think that this was because Rajeshree had joined the teaching profession this year and did not have much knowledge at the time about curriculum changes. Sarika, on the other hand, had more experience teaching Business Studies and had much more to say.

3.5.2 Poetry writing

This was the second data collection tool I used. The question I wanted answered by using poetry was: *What emotions have Business Studies Grade 10 teachers experienced in relation to curriculum changes?* Furman, Langer and Taylor (2010) contend that poetry writing is suited for research that requires participants to express their emotions. Therefore, since I wanted to explore the emotions of teachers, I felt that poetry would be an ideal way for teachers to express what they felt. Often some people find it at times difficult to speak about experiences, but find writing easier, or vice versa. I also felt that in the interview, participants were guided by the questions which I had previously drawn up; poetry writing however, would give the participant's freedom to express their feelings. Leavy (2008) contends that poetry also provides the reader and listener

with the experiences of the writer, thereby creating a shared experience with the reader. Furman et al. (2010) argue that a researcher can collect highly condensed data using poetry as a data collection tool.

Furman et al. (2010) distinguish between the Haiku and Tanka, with the Haiku consisting of three lines and the Tanka five lines. They point out that, because of the length of the poem, the writer can saturate the poem with emotions and description. The reason for this is that the writer includes what is most important to them in the poem. Furman, Lietz and Langer (2008) further point out the two types of poetry, namely literary poetry and research poetry. They explain that poems found in literature may include fantasy and may change the original event. On the other hand, research poetry is based on actual experience but the writing methods are borrowed from literary poems. The two forms of using poetry stated by Furman (2006) are firstly when a researcher uses data collected and creates a poem using the actual words of the participants. The second instance is when participants create their own poems and these are used as data themselves. In this research, I have used the latter option because it gave me an avenue of comparing teachers the emotions expressed in the semi-structured interview and the poem.

Bearing in mind that my participants were not English teachers and may not have written poems before, I introduced the Haiku and the Tanka to my participants to show them the simplicity of poetry writing. Each participant was briefed about the poems and were given examples of Haikus and Tankas. This was done at the school where the interviews took place with the exception of Thandi who opted to have her interview at her home. I did not expect the participants to create a poem at our meeting as I thought this would pressurise them, especially after spending time with me for the interview. Though I showed the participants examples of the Haiku and Tanka, I did not restrict them to these kinds of poems. I did need to remind them about the poems over the next days that followed. All four participants with the exception of Abed did not have their poems on the agreed date. We then extended the date. Participants gave reasons such as they had forgotten or they did not have time, however I understood their situations as they were making time for me in their personal lives. After all the data was collected, I began to analyse it.

To explore teacher emotions both semi-structured interviews and poetry writing were used as data collection tools in three schools with five participants. A thematic approach was used to analyse the data. This was done by looking for patterns and categorising the data, using phrases, sentences or words and deriving a theme based on responses. I used Hargreaves' (2001) notion of emotion understanding and misunderstanding and the four emotional geographies of physical, political, professional and socio-cultural as an analytical framework. I tried to analyse the data, looking for themes as best I could, as Leedy and Ormrod (2005) contend that interpretation of data is the core of research.

In keeping with Mitchell (2007) who states that tape recordings and dictations should be converted to write-ups, I first converted my recorded semi-structured interviews into narratives. I had also been writing notes while interviewing where I could so this process helped me in the end. Gay, Mills and Airasian (2006) identify three steps to consider when analyzing data: firstly becoming familiar with the data, secondly to examine the data in depth and thirdly to categorise and code data and group it into themes. In order to familiarise myself with the data, after each semi-structured interview was transcribed, I read through the narratives. I repeated this process to help me identify words or phrases that stood out or were common and to match the responses with the participant.

Being a novice interviewer, I discussed my interview transcripts with my supervisor. It was after we both looked at the responses that we realized that I had not sufficiently probed. Some responses were vague and others required more probing to identify precisely how participants felt. I decided to contact the participants for a follow up interview, which afforded me the opportunity to verify my first interview transcripts with them. After transcribing the second interviews, I began the process again of familiarizing myself with the data. Hittleman and Simon (2002) also contend that after data is collected, the same or similar responses should be grouped or clustered together. Miles and Huberman cited in Punch, (2009) identify this process as coding and define it as putting tags, labels or names on pieces of data. As I read through the participants' responses, I circled and highlighted the same or similar responses with the same colour. Initially

I had used an orange highlighter for responses based on curriculum changes and a green highlighter for responses on teacher emotions. The emotions that made teachers feel unhappy, I labeled unpleasant emotions and emotions which made them feel happy I labeled pleasant emotions. However, most responses from the interviews were unpleasant emotions, with positive responses and conflicting emotions reflecting in their poems. The responses on curriculum changes were also further categorized into lack of support and resources, teachers communicating with other stakeholders and strategies used by teachers to adapt to curriculum changes. I then transposed these categories to a table and grouped phrases or words used by participants and formed themes based on these categories. Four themes were derived, which were 'collaboration', 'curriculum change caused my pain', 'grappling in the dark' and fourthly, 'change can be a challenge'.

3.6 Ethical Issues

Ethics according to Johnson and Christensen (2012) is a set of principles to guide and help researchers in conducting ethical studies. Before conducting any research, I applied for permission to conduct research to the Department of Education and the University of KwaZulu-Natal ethics committee. Once I received my responses, then only did I pursue my research process. After I had selected the schools which I could conduct research, I sought formal permission from the principals of the schools in order for them to be aware that their teachers were engaging in this study. In addition, participants were asked to give their consent for participation in the research study. As Cohen, Marion and Morrison (2011) assert, researchers should ensure that participants really understand the implications of the study before signing. At our first meeting I introduced myself, told the participants which education faculty I was from and the school I was at. I also briefed them on the research and data collection tools that I would be using. I also briefed them on the research and data collection tools, namely interviews and poems that I would be using. I explained to them that there was no right or wrong answer but what I was interested in was their feelings towards Business Studies curriculum changes.

Permission to record the interviews was also granted by the participants after I explained to them that all recordings were for the purpose of this study only.

In this study pseudonyms were used for the names of participants which were decided by the participants and me. Pseudonyms were used for the names of the schools: School X, School Y and School Z. Therefore the participants and schools' names cannot be identified. Salkind (2009) also states the participants should be prevented from any physical or psychological harm. I knew that teachers were tired at the end of day more so than some days, hence I did not want to stress them by imposing dates and times for our meeting. I met the participants at a time and place that suited them which in most cases was at the schools. In a research study, Babbie and Mouton (2001) contend that participation should be voluntary. I had initially approached my participants to ask their permission and informed them that participation was not compulsory. The consent letter which was read and signed also included that participants could withdraw from the study at any point in time should they no longer wish to continue and this would have no adverse effect on them. Privacy was ensured in this study by conducting one-on-one interview at the participants' requested locations. Once the data was collected, I kept it to myself away from public places. The only other person who has seen it is my supervisor at the University who offered advice to me, especially on analysis of data.

3.7 Trustworthiness

To ensure trustworthiness in the narrative, I have made audio recordings of my interviews as Babbie and Mouton (2001) contend that it is important to document findings in order to make reference to these.

I have used data triangulation which Johnson and Christensen (2012) refer to as the use of multiple data sources in one study. The data was collected from two interviews and a poem from each participant. Leavy (2008) contends that poems reveal multiple meanings hence after I analysed the poems I presented them to the respective participant for any inputs or deductions

they may have had. I compared the data I received from the first interview with the second interview and also with the poem. The second interview also provided me with an opportunity to clarify some prior comments made by the participants and for them to see how I had interpreted the first interview. Secondly, it also afforded me an opportunity to gather thick descriptive data which would assist me in understanding their experiences better.

Most of the interviews were conducted in the participant's school environment, with an exception of Thandi who preferred to have hers at her house. Participants were made to feel comfortable for their interviews in choosing a convenient place that suited them. A semi-structured interview questionnaire which comprised of mainly open ended questions which allowed participants to express their experiences was also recorded. In the data presentation chapter, I also used participants' actual responses from their interviews to validate my findings.

3.8 Conclusion

This chapter began with a description of the research design and paradigm with a justification as to why they were suitable for this study. The sampling procedure was also explained in which convenience and purposeful samplings were employed. A brief description of the participants and their geographical setting was presented. The methods of data collection were discussed and their suitability for this study was explained. This was followed by a detailed description of how the data was to be analysed, ethical issues were addressed and how trustworthiness was obtained in the study were discussed. The following Chapter Four presents the results and findings of the study.

CHAPTER FOUR

FINDINGS OF DATA

4.1 Introduction

This chapter presents the findings from the interviews with and the poetry writing of the five Business Studies teachers in the Northdale area. The aim of this study is to explore teacher emotions in relation to curriculum changes in Business Studies Grade 10. Interviews and poetry writing were the sources of information. This is an interpretive study presented in a narrative. Following here are the two questions which the study attempts to find answers to, a brief background of the participants and the presentation of the data. The two main questions that I anticipate finding answers to are:

1. What emotions have Business Studies Grade 10 teachers experienced in relation to curriculum changes?
2. How have teachers responded in their teaching practice to these changes?

4.2 Participants and their schools

Pseudonyms which they chose have been used for the participants and to represent the names of their schools. I chose the last three letters of the alphabet: X, Y and Z.

4.2.1 Rajeshree

Rajeshree is a married Indian female teacher in her early thirties, employed at school X. Her major subjects are Accounting and Economics and Management Sciences. She currently teaches

Business Studies and Economic and Management Sciences. Rajeshree describes her school as safe, well built, well-resourced with water and electricity, and with smart board technology. They feel safe at the school because there is a security guard at the gate who records all visitors. She has been teaching at this school for one year and has only taught using the CAPS policy document. Rajeshree describes the learners as being a good mix of Indian and Coloured learners with a majority of Black learners. In contrast, she says the majority of the teachers are Indian. Most of the learners are from the surrounding area. The Divine Life Society is a religious organisation which provides sandwiches for many learners who cannot afford to bring lunch to school. The

4.2.2 Sarika

Sarika is also from School X. She is an Indian female teacher in her late twenties. Her major subjects are Business Studies and Economic and Management Sciences. She is currently teaching Business Studies though she prefers teaching Business Economics because of the variation of the content which includes graphs and notes. Sarika had been teaching at this school for four years and worked with both the NCS and the CAPS policy document. She further described her school as a well-structured school with necessary equipment in the classroom such as desks, chairs, a chalk board, chalk and a teacher's table. There are also workers to clean the school and maintain the school grounds where learners often practice sports. Learners participate in sports such as soccer, the annual sports day at the school, athletics and swimming. The school also competes with other schools in the same ward.

4.2.3 Thandi

Thandi is a Black female teacher in her late thirties. She had been teaching for five years. Her major subjects are Business Studies, Accounting, Business Economics and Economic and

Management Sciences. Thandi had been teaching Business Studies for six years and has taught using the NCS and CAPS policy documents. Thandi is at School Y which is similar to School X but she adds that they have a media room. It contains a photocopying machine, printer, computers, the internet and Wi-Fi connection for teachers to make use of. Thandi added that within the African learners they have Zulu speaking learners who dominate the population followed by Xhosa speaking learners from the Eastern Cape. The majority of the learners are from low income earning households.

4.2.4 Priyanka

Priyanka is from School Z. She is a female Indian teacher in her late twenties. She has been teaching for seven years and taught using the NCS and CAPS policy documents. Her major subjects are Business Studies and Computer Application Technology. She is currently teaching Business Studies and Economic and Management Sciences. Priyanka describes her school environment as unfriendly and unsafe for teachers and learners. There is no security guard at the gate which is sometimes open, resulting in people from the street coming into the school. There is a lack of resources at school and many learners come from poverty stricken households. The learner population she describes as being diverse with a majority of Black learners and a few Indian and Coloured learners. The teachers on the other hand, are mostly Indian with about five non-Indian staff. She says not many social activities occur at her school, no awards day or annual sports day.

4.2.5 Abed

Abed is an Indian male teacher who has been teaching for twenty-nine years. He is in his late fifties and moved from Nated education to NCS to working with the CAPS policy document. Priyanka and Abed are both from School Z. He describes the school as having a lack of

resources, especially water which they save by letting girls and boys in the school share a tap. There are no hand tubs in the toilets, but one outside for boys and girls to share. He describes his school as a school which served predominantly Indian working class families from 1895 till 1978. Thereafter, it was changed from a primary school to a high school and the first matric examination was written in the year 1980. Abed describes the school as catering for pupils from the poorer section of the working class and persons with lower income. Hence the school fees remain one of the lowest in the area.

Research Questions

Question 1	Terms/phrases identified	Clusters of meaning	Theme
<p>What emotions have Business Studies Grade 10 to 12 teachers experienced in relation to curriculum changes?</p>	<p>Emotions Sarika: unstable, change is time consuming, Afraid Thandi: frustrated, stressed by administrative work, anxious, fear Rajeshree: stress, work cannot be completed Abed: stressed out, frustrated Priyanka: change can be stressful, change in education caused my pain</p>	<p>Unpleasant feelings about curriculum change</p>	<p>Change caused my pain</p>
<p>How have teachers responded in their teaching practice to these changes?</p>	<p>Sarika: Give us more support Thandi: Lack of consultation, sufficient training not given, interpretation and implementation of new curriculum initially a challenge, grades have one set of books to share Rajeshree: confusion, teachers do not have support, we do not issue learners with a book of their own Abed: confused, subject advisors do not help, grappling in the dark, lack of technology, poor infrastructure, no electricity Priyanka: angry about not being trained, they can give us extra workshops, one set of books to share, if we had textbooks... or even a library</p>	<p>Unhappy about changes: lack of support and lack of resources</p>	<p>Grappling in the dark</p>

	<p>Sarika: seek help from peers or HOD, talking to other educators, meeting at moderation, call parents when necessary</p> <p>Thandi: Teachers are very helpful, healthy relationship with learners' parents, seek help- from HOD, subject advisor available on invitation, communicate with parents</p> <p>Rajeshree: communicate with parents, seek help from HOD, liase with other teachers and get advice from them, got necessary documents from subject advisor, contact parents when learners absent for long periods</p> <p>Abed: seek help from peers, socialise with parents</p> <p>Priyanka: seek advice from HOD and peers, communicate using letters, telephonically</p> <p>Sarika: Give learners more activities, use question and answer</p> <p>Thandi: Remain in control, change can be a challenge, class discussions, case studies</p> <p>Rajeshree: Include learners' contributions in lessons, Saturday classes, holiday classes especially matric learners</p> <p>Abed: kept to work schedule, print notes</p> <p>Priyanka: don't use group work often - big classes, use question and answer method, flow charts in my explanation.</p>	<p>Teachers communicating with other stakeholders</p> <p>Strategies used by teachers to adapt to curriculum changes</p>	<p>Collaboration</p> <p>Change can be a challenge</p>
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In the table above, I have listed both my questions to which I intended finding answers. In the second column I listed extracts from the participants' responses that could possible answer the questions. Thereafter, I grouped words from the participants that were similar and decided on a theme based on words which were used by the participants. The four themes that I found were 'collaboration', 'change caused my pain', 'grappling in the dark' and 'change can be a challenge'. I have drawn on Hargreaves' (2001) theoretical framework of emotional geographies and literature to analyse and make sense of the data. An in-depth explanation of the theoretical framework can be found in Chapter Three. After analysing the data from the participants, it was evident that parents did not play an active role or meddle with the teacher's duties except for attending school meetings. Parents were not invited to play a more active role in their children's schooling nor did teachers object to any communication by parents. Participants also did not elicit engaging in a one-on-one conversation with a parent when the parent was either very happy with their teaching or extremely upset. It is for these reasons that I chose not to include moral distance in my data analysis. The participants' responses below will be represented in italics.

4.3 Themes

4.3.1 Theme 1: Collaboration

Collaboration here refers to all stakeholders of the school working together to enhance the quality of teaching and learning. The stakeholders of the school being the school governing body (SGB), subject advisors, the principal, parents, and school management team (SMT), teachers and learners. Within this theme of collaboration, I found three deeper layers of collaboration in the interviews, which teachers were collaborating with each other, collaboration with their subject advisors and with their learners' parents.

1. Teachers working with each other

To the question: Do you seek help from your peers or HOD? Sarika responded, *Yes I do for advice or sometimes for extra question papers since he [HOD] has been teaching for a longer time than I have.* Priyanka similarly responded to this question: *yes from both peers and the HOD. I get extra papers, notes and even advice on new sections.* Rajeshree also found collaboration important by responding: *Yes, I do seek help. I am a new teacher and often ask for help on how to present a topic or sometimes ask for additional resources.* Thandi responded: *Yes I do seek ... help with content delivery that I feel learners did not completely understand due to the teaching strategy I used.* Lastly Abed who has been teaching for almost thirty years also responded: *I do seek help from peers especially where there is a common need and help being provided. HODs have offered help as part of their duty.* The responses of the participants have disproved the notion of Hargreaves (2001) which states that teachers distance themselves from people around them. Instead teachers have extended themselves by asking for help from other teachers and even their HODs. Thandi, even admitting that she had sought help when *learners did not completely understand due to the teaching strategy*, showed her willingness to work with other teachers. Abed's response, on the other hand, *I seek help...where there is a common need and help is being provided* could imply that Abed kept his distance from other teachers. In other words, Abed sought help only if other teachers required the same assistance or if help was being offered. His response therefore confirms Hargreaves (2001) idea that teachers keep a professional distance between themselves and others around them.

2. Teachers working with subject advisors

Here below is a mixture of reactions on whether teachers had received or were still receiving any assistance from their subject advisors. At the time of curriculum changes, subject advisors played an important role as they were the link between the teachers and the proposed changes that needed to be practiced in the classroom. Abed who is an older teacher responded to a question about whether he received any help from his subject advisor:

Subject advisors at workshop levels are good in unpacking the information and going through details of the proposed changes but at the school level they do not call or help to

encourage the actual implementation of the theories they have proposed or see it in action or correct its shortcomings.

From the response given by Abed one can tell that he had not received any assistance from his subject advisor while he was implementing the changes. It is also notable that he speaks from a wealth of experience from Christian education to the present CAPS curriculum. Abed's words, *they do not call or help* depicts a disjointed relationship where there is no contact made beyond the workshops which Hargreaves (2001) refers to as a physical distance. At the same time an emotional misunderstanding could have resulted from this physical distance because Abed gives the impression that subject advisors did not want to help because they never came to his school.

Similarly to Abed, Sarika responded: *I have all the necessary documents. For now I am already familiar with the changes but in future I think they should give us more support.* Sarika, like Abed, felt that the subject advisors did not give teachers sufficient support that they required. This also implies that a physical distance (Hargreaves, 2001) was created between teachers and the subject advisors. Thandi who had been teaching for about five years responded: *My subject advisor is available on invitation by the teachers, if she is not busy conducting workshops so the initiative comes from me when I require assistance.* Thandi spoke of the current moment, however Abed was remembering the past and how he felt amidst all the changes he had endured. Rajeshree who had been teaching for about a year responded similarly about support from her subject advisor: *At workshops at the beginning of the year I got CAPS documents and some activities.* Priyanka answered similarly: *extra documents like CAPS document and we have had workshops based on the curriculum changes.* While Abed and Sarika maintained that there was a physical distance between themselves and the subject advisor, the other three participants felt that there was a communication channel between them, thereby disproving Hargreaves' (2001) notion of physical distance, especially for Thandi who mentioned *my subject advisor is available on invitation* and *the initiative comes from me.* This response showed a relationship between them and an understanding that existed because of the interaction between them. Rather than an emotional misunderstanding, an emotional understanding exists between Thandi and her subject advisor.

The manner in which these teachers reacted confirms Kelly's (2006) argument that teachers need to work together to solve problems or share ideas in order to build their knowledge. In the same way Knight (2002) clarifies that teachers collaborate for reasons such as sharing knowledge such as assessment methods, sharing homework tasks, sharing worksheets or get an explanation of difficult ideas. In this context, the teachers needed assistance with unpacking the new curriculum, especially Abed who mentioned that the workshop was more theory and lacked practical work.

Of all five participants, he was the only one who had initially experienced the change from the Christian education to OBE. Other participants experienced a change from RNCS to CAPS while Rajeshree started teaching after CAPS was implemented in schools.

3. *Teachers working with parents*

All five participants admitted to working with their learners' parents in one way or another. Thandi responded to a question based on the relationship between her and the learners' parents as:

I believe my relationship with my learners' parents is a healthy one because I am able to contact them and request their presence at school should the need arise. I also communicate constantly with parents through the learner's communication book. So far the parents have been co operative.

Thandi had managed to narrow both the professional distance and physical distance between her and the learners' parents. Her words *relationship with parents... a healthy one, communicate constantly* and *request their presents at school* demonstrated that there was a relationship between her and the parents by involving them in their children's learning experience.

Similarly Sarika mentioned: *We have an open relationship, we contact them [parents] should the need arise. I try to solve whatever problem I have within the school if necessary then I will call*

the parents. This response from Sarika could imply that parents are kept at a distance and only contacted when there is no other alternative. Rajeshree further explained the different occasions that they meet parents: *On awards day we invite them. We also have meetings with them [parents] at least once a term. If need be, we contact parents, for example if a learner has been absent for a long time, sometimes learners change schools without notifying the school and other times learners are absent from school without their parents knowing.* Rajeshree's circumstances at school affirmed Hargreaves' (2001) notion that teachers and parents meet at formal events with no relationship developing between them because of their rarely meeting. Abed with more experience in teaching responded: *Some parents are known to me and have been pupils of mine in the past. Many of these parents recognise me and trust me with their children. I have socialised with these parents when they come to collect admission forms, at admission times in the beginning of the year or when these parents want to see their children's progress during the year.* Here Abed described an ideal relationship with parents who may have arisen from his number of years teaching at the same school, and therefore disproves Hargreaves' (2001) notion of professional distance. Abed freely communicates with parents as some of whom were his students. In contrast, Abed continued, *I do not experience any arguments with them and give advice to several of them.* The words, *do not experience any arguments* could imply that Abed keeps a professional distance with parents in order to avoid confrontations with them. Priyanka also mentioned: *we communicate...using letters especially, informing them about extra lessons. Some parents have my cell phone number. I do communicate with parents telephonically if there is something to discuss urgently, for example a learner misbehaving at school. We communicate more with parents than the other way around, when we have SGB elections, only two or three parents come to the meetings.*

Among the responses, Priyanka's response, *some parents have my cell phone number* depicted the bond that existed between her and the learners' parents. On the other hand, Priyanka's reaction to the parents, *we communicate more... only two or three parents come to meeting* confirms Hargreaves' (1998) notion of emotional misunderstanding. Hargreaves (1998) illustrates this emotional misunderstanding by explaining how, when a learner does not do work expected of him/her, the teacher misunderstands the learner as being lazy, whereas the learner

may have not understood the task. Likewise, Priyanka in her statement of parents communicating less depicted an emotional misunderstanding because perhaps parents did not have any reason to communicate with her. This misunderstanding is caused by a physical distance between the teacher and the parent. Hargreaves (2001) mentions that teachers are unable to understand parents or vice versa because of their distant relationship. On the other hand, McCaleb (2013) contends that some reasons for lack of parents' involvement include firstly, parents being young and uneducated and secondly, some learners being cared for by grandparents or foster parents. Correspondingly, Hargreaves (2001) also states that teachers formulate their own presumptions and prejudices about parents who do not attend meetings and regard this as failure to support their children. This is as a result of social distance between teachers and their learners which is created by their cultural differences.

4.3.2 Theme 2: Change caused my pain

It was interesting to find that teachers had conflicting emotions about curriculum changes and how it impacted on their lives. Depicted here though are the uncomfortable, unpleasant emotions that teachers in this study felt during the curriculum changes that took place in South Africa.

Stressed by paper work

Abed, Rajeshree, Thandi and Priyanka expressed their stressful circumstances of curriculum changes while the curriculum changes evoked other emotions in Sarika. Abed responded to a question about how he felt about curriculum changes as follows:

There is more paper work, more ticking of forms, lesson plans, testing, filing, remedial measures, checking of pupils' books. Paper work is more important. The teacher is also a glorified clerk. Paper work stresses me out because I don't have time.

Rajeshree answered more briefly to the same question: *I stress sometimes because work cannot be completed within the normal school hours.* Thandi, responded similarly to Abed: *I am stressed sometimes because of administrative work we are expected to do.* Priyanka responded:

changes can be stressful because we have to learn the changes before implementing them. In her poem she expressed change in education, caused my pain.

Jeffrey and Woods cited in Hargreaves (2001) affirm that it is normal for teachers to have these feelings towards changes which are imposed on teachers. Similar to the responses of the participants, Kyriacou (2001) confirms that teachers do stress when they have copious tasks to complete within a short time frame.

Unhappiness amongst the teachers

Two of the teachers explicitly stated that they were unhappy, while one can deduce from the words choice of others that they were unhappy as well. Priyanka responded about her feelings towards the changes: *it affects my teaching methods, because I feel we are making learners stupid and doing the work for them, example, giving extra marks when learners fail. It's upsetting emotionally and mentally. No positive emotions just negative emotions unhappy with all changes.* Thandi responded with similar despondency: *I am unhappy about the insufficient training given on curriculum changes.* She added. *lack of consultation with educators who are actually the agents of change.* Abed also unhappy about the manner in which changes were implemented, responded: *it is a handing down from department to school. There is no, what they call it, negotiation. Persons telling us about these changes are not people who are teaching in class, very academic, but not hands on. They are not familiar with the behaviour of learners. They are cut off in terms of teachers and pupils.* Abed in his poem also added: *but the teacher is most discontent...no one asks him his view.*

Anxious and fear of things to come

Thandi expressed: *I feel anxious whether the transformation process will lead to desired outcomes* and in her poem, *disrupted by the fear of the unknown*. Sarika responded: *I feel afraid because I don't know what will be expected of me... afraid for myself and learners, whether they were going to adapt to the changes and whether I was implementing them correctly*. She reiterated these words in her poem: *we do not know how to implement the changes*. Likewise, Brierley (2015) contends that teachers do fear not succeeding at their tasks and not living up to their expectations. Darby (2008) concludes that teachers do feel afraid when their teaching methods are challenged as a result of curriculum changes. Furthermore, Chang (2009), Fullan (1993) and Hargreaves (2001) concur that teachers feel anxious as a result of curriculum changes. The reaction to change by these teachers confirms Hargreaves (2001) notion that a reduction of power leads to fear and anxiety. Teachers in this circumstance had lost their power because they were not in control of changes, neither were they familiar with the changes at first. Hence a political distance (Hargreaves, 2001) developed between the teachers and the department officials implementing the changes.

4.3.3 Theme 3: Grappling in the dark

Teachers felt that during the curriculum changes they did not have proper guidance which left them *grappling in the dark*. Two reasons why teachers felt that they were grappling in the dark that I will present here are lack of support and lack of resources.

Lack of support

Abed elaborated on how he felt: *we did not have anyone whom we could consult about the changes; we could not test whether we were on the right path, because in the initial phase, everyone was grappling in the dark*. Abed also felt like he was grappling in the dark because subject advisors did not visit schools: *they [subject advisors] do not call or help to encourage the*

actual implementation. Since he felt this way, I then asked him if he had been on a workshop to which he responded: *yes, it was highly concentrated, theoretical, no action. It was difficult to know what should be done.* He further explained: *I am surrounded by fellow teachers who are negative and frustrated with the confusion...*

Abed's experience of change depicts Hargreaves' (2001) notion of physical distance. He also did not reach out to his subject advisor, yet he assumed that the subject advisor was keeping a distance from him. Hayley (2009) also expressed that workshops were short with inadequate follow up sessions which was a reason why Abed felt like he was grappling in the dark. Abed's reaction according to Hargreaves (2001) denotes what he calls political distance. It is an expression of discontentment and feelings of compulsion towards those who impose these curriculum changes. A political distance has been created between the teachers and the policy makers.

Furthermore, Altinyelken (2010) also refers to the cascade method of disseminating information as being a cause of lack of information about curriculum changes. We are all familiar with the game 'broken telephone' where a message is given to one person who then relays to someone else and that person to someone else. By the time the last person hears the message in most cases it is distorted and different from the original message. In no way am I assuming that teachers who went for the workshops reported incorrect information; however in most instances they are asked to report back during a school meeting or during break. The workshops were often of a whole day's duration, but report back to school was done during a limited meeting time or break time, resulting in what the reporter thinks is important to report on what had been said. Sarika similarly responds: *..in future I think they should give us more support. Guide us step by step with the changes instead of giving one workshop and expecting us to deliver.* Sarika in her poem also mentions: *afraid- we do not know how to implement the changes.* Jansen and Taylor (2003) affirm that one of the contributing factors to Sarika's experiences is that OBE used complicated language which was difficult for teachers to understand. Likewise, Priyanka commented: *they (Department of Education) can give us extra workshops and material such as question papers or*

class activities. Maybe they can advise us how to deal with slow learners. I am angry about not being trained properly on the changes and we were told to just teach with foundations of the changes.

Thandi, also implying a state of confusion responded: *the interpretation and implementation of the new curriculum was initially a challenge. Sufficient time and training is not given to the educators, as a result that creates a doubt on uncertainty in the implementation process...the lack of consultation with educators who are actually the agents of change.* Thandi also mentioned: *...we should be prepared for these changes because if not we become frustrated because there is no proper guidance.* Rajeshree also mentioned in her poem: *without support we perish, remain confused.* Teachers, at this time of the educational change process, felt vulnerable and powerless, reflecting a political distance between teachers and policy makers because they had no control over the changes which were being implemented (Zemblyas, 2003). Moreover, Altinyelken (2010) also affirms that changes are not implemented because of confusion and lack of information. Teachers in this study also implied that training sessions were too short with no follow up sessions. A physical distance was created between the teachers and department officials and between the teachers and the new curriculum (Hargreaves, 2001). The implications here are that at first the proposed curriculum changes were not implemented because teachers were not well equipped to make the changes.

Lack of resources

Three teachers, Thandi, Rajeshree and Sarika, from the onset reported that they had a well-resourced school until I probed further to find out what resources they had and how they were used. The number of text books were limited in their schools and one data projector in the the school or none. On the other hand, Abed and Priyanka admitted that their school was poorly resourced. The lack of resources presented by teachers here were the lack of finance, lack of textbooks and lack of extra mural activities.

Thandi describes her school environment: *..we have a secured environment .. a well-resourced school... We have water and electricity, textbooks for matric learners, overhead projectors, chalk and chalk board . We also have a media centre, photocopying machine, printer, computers and internet and WIFI connection. I draw my teaching from a variety of textbooks... promotional copies that have been brought by publishers, ...I am able to find articles online and print for the whole grade.* In her response, she mentioned textbooks for Grade 12 learners. I then inquired about the other grades and her response was: *The other grades have one set of books to share with each class.* I then asked what the impact was on teaching and learning as a result of a lack of textbooks. She responded: *If learners had their own textbooks in Grade 10 and 11, it would reduce time spent on designing the teaching and learning material. Learners could take the textbooks home and do activities in the textbook as homework.* Rajeshree added; *well built, well resourced, electricity, smart board technology...textbooks, computer room.* When I asked how these resources were managed she responded: *Textbooks are predominantly kept with teachers and used for each class as they attend. All the learners still don't have textbooks of their own. The smart board is in the accounting class...* From this response, I deduced that there was only one smart board in the school. I asked her how teaching and learning would be affected if she had text books to which she responded: *better results, better concentration in the lesson. Homework will also be attempted and understood.*

In addition, Sarika who shared the same school as Rajeshree echoed that they have a well-resourced school which included: *...a smart board and a playground...textbooks, OHP, and a data projector.* She also added; *we have workers to clean the school and maintain our grounds...there is also a security guard.* Her lament was: *if I had enough textbooks then I could give learners' more homework. I would spend less time photocopying and preparing.* Moreover, Priyanka who shared a school with Abed, described her school as: *not safe for learners and educators...a lack of resources and an unfriendly environment. We don't even have a siren at school... on hot days the classrooms are very hot because we don't have fans and cold days the classrooms are cold because we are not allowed heaters...We have one set of books that we share with learners.* She also mentioned that she used the internet for added resources and

commented: *but this is at my own expense because the school does not provide it.* She added that if they had the necessary resources, *it would increase our pass rates because all learners would have a textbook and a note book to study. It would make life easier ... if we had ... textbooks or even a library where learners could spend some time reading.* Apart from this she also mentioned: *our parents I would say are low income earners because most of them do not pay school fees and apply for exemption of school fees.* School fees are the main source of income in a school and by this comment; I deduced that her school also has a shortage of financial resources. Abed added: *a lack of technology, poor infrastructure no electricity has led to little innovation. The chalkboard, notes, extra classes and textbooks are used as resources in my context.*

The experiences of the participants in this study are confirmed by Poutiainen (2009) who also found a lack of resources in South African schools. Elsewhere, O’Sullivan (2004) and Sithole and Lunadi (2012) contend that a lack of resources is one of the reasons that learner centered approaches are not being implemented in schools.

4.3.4 Theme 4; Change can be a challenge

This section discusses the strategies used and not used by teachers in order to adapt to the curriculum changes which they had experienced.

Thandi responds to these curriculum changes by saying: *remain in control of the class and manage teaching and learning...allow learners to take charge of their learning.* According to Kemper cited in Hargreaves (2001), an increase in power results in feelings of security and a reduction of power leads to fear and anxiety. Thandi does not confirm Hargreaves’ (2001) notion of power because power is taken away from teachers because curriculum change decisions have been made for them. In other words, a top-down approach has been used where changes are enforced on teachers. Instead of being fearful and anxious, she remains in control and retains her power. On the other hand, it could also appear that Thandi is masking her emotions (Hargreaves,

2001) in the classroom because she mentions: *I do feel that change can be a challenge.* Furthermore, she mentions that *curriculum changes come with administrative work that limits teaching time.* The teaching strategies that Thandi mentions she has adopted are: *whole class discussions, case studies and problem solving.*

Abed's response to curriculum change is *that more information on topics has become part of the syllabus and ... greater concentration of themes and information but it has not guaranteed critical thinking.* Though the development of a critical thinking learner is one of the aims of the outcomes education approach, it is acceptable that Abed would think that the learners are not guaranteed to become critical thinkers. In his context, learners have scarce resources to explore with and to learn to work independently; and the teacher is still the main source of information. Therefore it is fitting that Abed would mention that learners are not guaranteed critical thinking qualities. Abed continued to explain how he manages to cope with curriculum changes: *I have kept to the work schedules as specified by the CAPS documents but some have been hurriedly covered as the volume is too great or the learners cannot cope with the volume and intensity of the study material. Curriculum planners have not worked out the activities of the fourth term so I print out the notes to cover the last section as far as possible.* Priyanka responded positively to the changes: *New knowledge is introduced which develops my teaching practice and knowledge... as new work is introduced, my knowledge expands. I have adapted well and know my subject curriculum well. I still don't use group work often because I have a big class and there is a lot of work to cover in a short space of time.*

Priyanka's experience confirms O'Sullivan (2004) findings that changes are not implemented if the teacher does not see value in them. In the same way, Zembylas (2009) reiterates that teachers implement changes that they think are good. Naidoo (2014) concurs by stating that teachers' past experiences and knowledge influence their decisions on implementing teaching strategies. Priyanka's explanation for not using group work, however, was that her class size was large and there was limited time to complete the work. She continued to explain the strategies used in her teaching which have assisted her to adapt to the changes: *I use more question and answer methods in my teaching. I also use different textbooks to get information. I use spider diagrams or flow charts in my explanations.* Rajeshree responded: *I include learners' contributions in*

lessons. I sometimes have Saturday classes because the work to be done takes longer than stipulated in the CAPS document. Learners especially matric learners come to school during the holidays. According to Hargreaves (2001), secondary teachers compared to primary teachers have less emotionally intense relationships with students' parents and the same can be said of students and teachers because of the way that teaching and learning takes place in a secondary school. Here, Rajeshree has attempted to narrow the physical distance between her and her students by engaging with them on Saturdays. Sarika, responded similarly to Rajeshree and Priyanka by mentioning that she used question and answer methods in her teaching, allowing learner participation in the classroom: *giving learners more activities and making them participate in the lesson. I sometimes have a question and answer when introducing a new topic or ask questions about the previous lesson.*

It is enlightening to see that despite the challenges experienced by teachers, due to curriculum changes, they have sought ways to somehow embrace the new curriculum.

4.4 Poetry

Here below are the five poems written by the participants of this study. They are not presented within any theme, but I felt it important to show case the efforts made by the participants. Meier (2008) affirms that poetry writing is an innovative way to tell stories about professional life. Correspondingly, Furman et al. (2010) allude to the fact that poetry inspires a deep understanding and evokes an emotional connection with participants. The respondents in this study had been guided by the questions that I had in the interview, but poetry writing I believe provides a window into the soul and a view of their true feelings about the curriculum changes. Participants were asked to give a title to their poem and write about their feelings towards curriculum changes.

....um.....Curriculum by: Abed

Is it um a curriculum or is it a way

Is it the same way or is it another way.

First it was the Afrikaner way

A Christian Way and no other way

But everyone said it's the wrong way.

Then they said OBE and they said only Bengu was excited and ignored

Asmal followed was excited and insisted that OBE was the way after the World said no way.

Then came the National curriculum statement and everyone was awed.

This was followed by the Revised National Curriculum statement and everyone said at last

But this did not have a long last

Someone said chaps put on your thinking caps.

And everyone was into the Caps curriculum

Many people said No to Christian national education, OBE, RNCS and even to CAPS.

And they all agreed to these haps

All curriculums have good intent

A little less content, a little more content but one thing they all share no one has an expert content.

Time, explanation, discussion; all explain a curriculum, but the teacher is the most discontent.

No one asks him his view but all want him to follow the new way.

And he will be the first to say no way.

So will we have the best curriculum? No way

Will we have the best teachers for the job no way?

Are we in musical chairs yes.

But what is the true curriculum

Reading, writing, Arithmetic, Analysis and counting all these form the only real curriculum

In his first stanza Abed describes uncertainty or the changing nature of the curriculum with the words, *curriculum or is it a way, ...the same way or ...another way*. In the second and third stanza he describes the changes of the South African curriculum, implying that with each change that was made, it was thought to be the right one, only to find changes made again later. The words, *a Christian way and no other way*, suggest this. Abed further explains in the final stanza how unhappy the teacher is about the changes because of the lack of consultation with teachers. The words, *the teacher is most discontent, no one asks him his view*, suggests this. In the third to last line of the poem, Abed makes a comparison of teachers and the curriculum to a game of musical chairs. In the game, the participant who does not find a chair when the music stops, is out of the game. Similarly the curriculum that is no longer required is expelled from the education system. The words, *are we in, musical chairs, yes* implies this.

Education the light of our life, the key to our dreams and hopes by: Priyanka

Each day, hour, lesson, I try my best, I do my best.

And I won't do anything less.

Education the light of my life.

Without education I am clueless.

Without education I am sad and weak.

Knowledge is power, power that's taken away from me.

Change in education, caused my pain.

My bright light is far gone, but soon to return.

My work always pleases me and I won't accept a mess.

I won't forget my promise, to do my very best.

Come back to me my life and light.

Bring joy to me with a bag of fresh and new knowledge.

Education is our light, for in it our future is bright.

Priyanka decided to design her poem with thirteen lines with no particular stanzas. In her opening line, *I do my best*, suggests how important her teaching job is to her. The emotion of sadness overcomes the poet as she thinks of the absence of education in her life; the words *without education I am sad and weak*, reveal this. She creates a comparison of education to light in her life. Light provides a clear vision and in the same way education provides vision and access to the future to those who possess it. She stresses how important education is by a repetition in lines 3, 8, 11 and the last line. Also in line 7, *change in education caused my pain*, implies to the reader that change is challenging and not an easy process.

Change by: Thandi

I see change as a transformation

From the past to present

With the future benefits.

Curriculum change has brought me discomfort

My comfort zone has been disrupted

Disrupted by the fear of the unknown

Not knowing whether I am well prepared

Or not for change

Flexibility and adaptability allowed me to receive change

The passion within me motivated me

Change transformed my mindset

I am wiser and motivated now

By engaging in continuous development

As a result of change.

Thandi displays an array of emotions from discomfort to wisdom and motivation as she reflects on her experiences of curriculum change. As Leavy (2008) explains, poetry captures highlighted moments and allows the audients to connect with the writer. In the opening lines of the poem Thandi responds to change with a positive outlook to the future, suggesting that change is good; the words *with the future benefits*, implies this. There is a change of mood in the second stanza as Thandi expresses her unpleasant emotions. The use of alliteration, *discomfort...disrupted* stresses how unhappy Thandi is about educational changes. She also fears that she is not prepared for the changes, exposing her vulnerability in this circumstance. The third stanza expresses her coping mechanisms for change. It speaks of her inner qualities that allowed her to accept change. The words, *flexibility and adaptability... passion within me motivated me* imply that Thandi has accepted change. The last stanza shows an improvement in Thandi because of change; the words, *wiser and motivated now show this*.

How I feel about change by: Sarika

I feel afraid

I feel happy

Mixed emotions, happy- we need change

Afraid- we do not know how to implement the changes

I feel afraid

I feel happy

This is a short compact poem with conflicting emotions. As Furman et al. (2010) affirm, poems are saturated with emotion and description with limited words. The emotions felt by Sarika are fear and happiness. The words, *I feel afraid I feel happy suggest this*. She also explains in her poem why she feels both happy and sad. The emotion of happiness is brought about by the need for change: *we need change*. On the other hand the emotion of fear is a result of a lack of

knowledge. The words, *we do not know how to implement the changes*, suggests this. To sum up, Sarika's response to change in this poem is fear and happiness.

Curriculum changes by: Rajeshree

Change is good

What would we do without change?

With support and perseverance we can make it.

Without support we perish, remain confused

There is hope for a better future.

This is also a condensed five line poem where the poet explicitly expresses her views. Rajeshree expresses a positive outlook on change as she makes her statement, *change is good*. She also stresses the importance of working together and assisting each other in order for change to be successful, the word *support* suggests this. The poet also suggests that change is a process and not a smooth once off transaction; the word, *perseverance* suggests this. On the other hand, Rajeshree's response to change is that it can be successfully implemented; the words, *we can make it* and *there is hope* suggest this.

4.5 Summary of findings

The analysis of the data represented in this study reveals that emotions have played an integral role in curriculum changes. Teachers expressed both pleasant and unpleasant emotions. Teachers experienced a roller coaster of emotions from being stressed to a high of motivation and passion. Increased paperwork from curriculum changes resulted in teachers feeling stressed. Unhappiness loomed among teachers about insufficient training given to them. Anxiety and fear were experienced as a result of unknown changes still to come. Teachers felt like they were *grappling in the dark* as the changes set in leaving them with insufficient support and a lack of resources at some of their schools. Though most unpleasant emotions were expressed, participants had pleasant emotions in their poetry such as happiness, motivation and passion.

Teachers sought ways of coping such as working with each other and communicating with subject advisors, while others felt subject advisors kept their distance.

4.6 Conclusion

This chapter presented the findings and analysis of the data which I collected from five Business Studies teachers. I have attempted to present the information as accurately as possible, using quotations from the participants' responses.

The next chapter presents a discussion of the findings, recommendations and a final conclusion of the study.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This study aimed to explore the emotions of Grade 10 Business Studies teachers in relation to curriculum changes and how teachers respond to these curriculum changes in their teaching practice. This chapter begins with a discussion of the results and key findings from the five Business Studies teachers in Pietermaritzburg. The discussion pertains to key findings which were presented in the previous chapter and compared to Hargreaves's (2001) framework of emotional geographies and other relevant literature. The strengths and limitations of this study are also outlined. This is followed by the recommendations and conclusion of the study. The two research questions guiding this study are:

1. What emotions have Business Studies Grade 10 teachers experienced in relation to curriculum changes?
2. How have teachers responded in their teaching practice to these changes?

5.2 Discussion of findings

This section discusses the key findings of this study in relation to the two research questions that this study aimed to address. This study indicated, like other literature on teacher emotions, that teaching is an emotional labour.

Considering the disparities in the education system, it was inevitable that the education structure would change in South Africa after the democratic leadership came into power in 1994. Due to these inequalities, some schools were better resourced than others, with some extremes where learners were taught under trees. It was therefore unfair and challenging for all South African school teachers at that time to implement the NCS curriculum. Some schools were well equipped

with water and electricity, libraries, classrooms with chalk boards, desks and chairs, while others had none or only some of these resources. The NCS required that learners participate in their learning, using other resources besides the teacher, which became difficult as in some schools the teacher was the only source of knowledge since parents were not well educated and schools did not have libraries. The emotions which follow are as a result of curriculum changes experienced by the participants of this study.

5.2.1 Teaching as an emotional labour

Teachers experienced a range of unpleasant negative emotions and positive pleasant emotions, with a prominence of negative emotions.

Teachers stressed about the increased paperwork which included lesson plans, assessments, filing, remedial work and marking of learners' books. Teachers were unable to complete the paperwork during normal school hours, resulting in homework and the creation of more stress. Yet another participant expressed that learning the changes of the Business Studies curriculum was stressful. As a result, teachers were anxious about whether the outcomes of the curriculum would be met. In addition, teachers feared their uncertainty about the changes and whether or not they were implementing the changes correctly.

Moreover, teachers were unhappy about the insufficient training which they received on curriculum changes. The predominant method of curriculum dissemination was the use of workshops. A selected few teachers from each school attended the workshops and interns were expected to teach their colleagues back at their schools. Teachers were also unhappy about the top-down approach which was used for curriculum changes. Changes were imposed on teachers and no negotiations were entered into with teachers. Furthermore, teachers were unhappy about the policies implemented to enable teachers to increase learners' marks who had failed in order for them to pass at the end of the year. More negative emotions of frustration and confusion were experienced by teachers as they felt like they were *grappling in the dark* as a result of a lack of

support from subject advisors. Teachers felt that they were not well prepared for the curriculum changes and felt angry towards policy makers. The lack of resources in some schools exacerbated the situation with some schools having no media centre or library.

In their poetry, participants revealed additional emotions, confirming the notion in the literature that poetry writing enables participants to express their emotions better than they would in an interview. Participants used words like *curriculum change has brought me discomfort* and *my comfort zone has been disrupted* which showed their unpreparedness for the new curriculum.

However, positive pleasant emotions also emerged from their poems which had not been mentioned previously in their interviews. Amidst the curriculum changes, teachers expressed that they were motivated and passionate about the changes. Participants also reported that curriculum change had contributed to their professional development. Some participants were happy and thought that curriculum change was good and needed in our country, provided that they were supported by department officials.

5.2.2 Teachers' responses in their teaching

Teachers also became resilient towards curriculum changes and found their own methods of dealing with them. One participant mentioned that he hurried through the curriculum because of its volume and intensity. A participant also mentioned that less thought by curriculum planners was given to fourth term work because of its length and the solution was to print notes for the learners. Some participants did not use group work because of their large classes and limited timeframe to teach. The reaction of the participants confirms Blignaut's (2006) notion that teachers need to feel part of the curriculum changes in order for its goals to be implemented. Furthermore, other scholars such as Levin (2000) and O'Sullivan (2004) concur that curriculum change must be supported by all stakeholders for the successful implementation of the curriculum.

Teachers sought direction and advice from each other, pertaining to the new curriculum about how it should be taught. On the other hand, teachers who joined the teaching profession more recently were content with the CAPS policy document and the methods of teaching and learning. In addition the newer teachers reported a good relationship with their subject advisors while the older teachers reported that subject advisors had previously kept their distance from teachers and schools. Subject advisors at that time would be seen at workshops where they would unpack information without any practical knowledge or follow up to teachers. Furthermore, teachers sought a rapport with their learners' parents through communication books, school meetings and even telephone calls when necessary. One of the participants was a teacher to some learners' parents, so he had developed a relationship with them previously.

Yet other participants showed obedience and altered their teaching strategies towards learner centered practices. Teachers included learners' responses in their lessons such as question and answer as an introduction to a lesson. Whole class discussions, case studies and problem solving were other teaching strategies that teachers engaged in to best implement the new curriculum. Participants also gave extra Saturday classes to learners because time frames in the CAPS document were not accurate in reality. Following here, are the limitations of the study.

5.3 Limitations of the Study

Due to time constraints, this study only consists of two data collection tools. I compensated for this limitation by conducting two interviews which gave me thick, descriptive data that I needed. The study cannot be generalised. However, it is not my intention to make any inferences based on findings of this study in Pietermaritzburg to any other place. The findings of this study may on the other hand be similar to findings of research on a similar topic. I also chose a sample based on my convenience. Therefore, as Johnson and Christensen (2012) point out, it has a disadvantage in that not everyone had an equal chance of being included in the study. I am also aware of my personal interest and emotions towards Business Studies curriculum change and

possible biases that may have occurred, but I took the stance of a neutral researcher in this study and did not express my opinions or feelings during the interviews. I was also aware of my relationship between myself and my HOD and acknowledged and appreciated all responses of the participants.

5.4 Strengths of the study

As Meier (2008) contends, poetry allows us to say things that we would not be able to say as well in prose and narratives. After an interview, in reflection one often thinks of the things that could also have said; hence the poetry writing enabled the participants enough time to capture moments and emotions in their teaching career that they wanted to share. In this way, teachers poured out their emotions and thoughts in their poems which gave a broader sense of their experiences.

There still remains a limited amount of research on teacher emotions in relation to Business Studies curriculum changes. It is my hope that I have given a trustworthy honest representation of the experiences of the participants as this study could be used for future reference.

5.5 Recommendations for future studies

The recommendations have been inspired by the nature of this study. The study concentrated on a small sample of 5 participants; however they had told their story about how other stakeholders had affected them during curriculum changes. These other stakeholders were other teachers, HODs and subject advisors. It would be fitting for these stakeholders to foretell their narratives about their feelings towards curriculum changes.

Secondly, parents also play an important role in the lives of their children including their learning. It emerged from this study that parents do not communicate often enough with teachers, confirming Hargreaves' (2001) notion of distance between parents and teachers. Parents' participation in a study could narrow the gap between teachers and parents and give teachers an insight into the lives of parents.

Thirdly, the study included narratives of Business Studies teachers only; there still remains an opportunity to include other teachers across the curriculum both male and female.

Lastly, learners are often subjected to curriculum changes, especially Grade 12 learners who write DOE papers, so a study in which learners narrate their experiences and emotions could give a better view of learners to the policy makers of South Africa.

5.6 Conclusion

This has been an enlightening experience where teachers have shared their inner most thoughts and emotions about curriculum changes. This chapter summarised the key findings pertaining to teacher emotions and recommendations.

The analysis of this study revealed a mixture of emotions from teachers, with teachers placing a greater emphasis on unpleasant emotions. These unpleasant emotions included anger, frustration, stress, anxiety and confusion at the method in which curriculum changes were implemented and the lack of support thereafter. Some teachers remained optimistic and said that change was good, but feared the future as they were unprepared for it. There were, however, gaps in communication between teachers and educational stakeholders or distances as Hargreaves (2001) describes them, which compounded this situation. The data revealed distance between teachers and parents which was caused from a lack of communication and non-effective methods of communication. Teachers made assumptions about learners' parents and their lack of involvement at school as a result of this lack of communication.

A political distance, as outlined by Hargreaves (2001), was also created between department officials and teachers as the curriculum changes were forced on them. Teachers were aware that a change was necessary but felt that changes did not include their input, hence this political distance developed. Teachers also faced challenges such as a lack of resources which impeded them from using the NCS methods of teaching and learning. I concur with Ndemuweda (2011, p.114) that “Teachers are the implementers of the initiated educational changes and therefore need to be well prepared and well equipped in terms of knowledge, skills and resources.” While some teachers were confused, other teachers were optimistic and believed that change was for the better.

Finally, change is inevitable, whether its small or big change. Change is a process and requires time for trial and error. Teacher emotions must be acknowledged for people to know or understand better what it is like to be a teacher and for people to respect the work that they do (Leithwood & Beatty, 2007).

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APPENDIX A

INTERVIEW QUESTIONS

1. Can you state the name of your school?
2. What is your age?
3. Which year did you start teaching?
4. How many years are you at your present school?
5. What are your major subjects?
6. How many years have you taught for?
7. Can you elaborate on the social, cultural and economic context of your school?
8. What kinds of resources are available at your school?
9. How do you manage with what you have?
10. If you had other resources, how would this affect teaching and learning at your school?
11. Have there been any changes in the Business Studies curriculum since you started teaching?
12. How were changes implemented at your school?
13. Why do you think changes occur in our education system?
14. What factors, if any have you experienced that have hindered the implementation of curriculum changes in Business Studies?
15. What strategies have you employed in order to implement these curriculum changes?
16. How do you feel about curriculum changes?
17. Do you seek help from your HOD or peers? If yes, for what if not why not?
18. Can you describe your relationship with the learners' parents?
19. What support have you received from your subject advisor to help you adapt to curriculum changes?
20. Have you asked your subject advisor for help in the past? If yes, for what?
21. What additional support can the DOE provide you with to assist you cope with curriculum changes?
22. How have curriculum changes influenced your teaching practice? Give examples.
23. How have you changed or adapted your teaching practice as a result of curriculum changes? Give examples.

24. What new strategies have you employed in your teaching practice in order to implement these curriculum changes?
25. Which grade in your opinion was most affected by curriculum changes? Explain.
26. What factors have you experienced that helped you to adapt to curriculum changes?
27. To summarise, can you tell me about the positive and negative emotions that you have experienced?

APPENDIX B

INFORMED CONSENT LETTER TO DOE

Faculty of Education

College of Humanities,

University of KwaZulu-Natal,

Pietermaritzburg Campus.

12 May 2015

Dear Madam

I wish to apply for consent to conduct research in the Northdale area as partial completion of my Masters degree at the University of KwaZulu-Natal.

Attached please find a completed and signed application form, a letter to the principal of the school where research will be conducted, a consent letter for participants and a copy of the interview schedule.

Your assistance in this regard is highly appreciated.

Yours faithfully

Rosemary Amod

APPENDIX C

INFORMED CONSENT LETTER TO PRINCIPAL

Faculty of Education

College of Humanities,

University of KwaZulu-Natal,

Pietermaritzburg Campus.



Dear Sir/ Madam

I hereby wish to apply for approval to collect data in your school. I am a part-time student at the University of KwaZulu-Natal. My study field specialisation is teacher development. The title for my research is: Exploring teacher emotions in relation to curriculum changes in Business Studies Grades 10. The purpose of the study is to explore teacher emotions in relation to curriculum changes in Business Studies and secondly, to afford Business Studies Grade 10 teachers with an opportunity to speak about their experiences based on curriculum changes in Business Studies and the emotions these changes evoke.

The Department of Education has approved my request to complete this research in the Umgungundlovu area. The collection of data instruments I will use are interviews and poetry writing. I will request the participation of two of your staff members who teach Business Studies. Participants will also be requested to write poems or a poem based on their emotions on curriculum change in Business Studies.

The following ethical issues will be adhered to:

- No harm will be brought to participants.
- Confidentiality: the name of the school or participants' names will not be mentioned in the research project.
- Informed consent will be obtained from participants before commencement of research.
- Participation is voluntary and participants have the right to withdraw from research project without any negative consequences.

If you have any further questions, concerns or queries related to the study, please contact me on 0847640399 or roseamod@gmail.com. You may also contact the UKZN Humanities and Social Science research ethics administration through: Ms Phumelele Ximba tel: 031-260 3587 or ximbap@ukzn.ac.za.

My supervisor is Dr J. Naidoo who is located at the School of Education, Pietermaritzburg campus of the University of KwaZulu-Natal.

Email: naidooj@ukzn.ac.za Telephone: 033-2605867

You participation is appreciated.

Rosemary Amod

APPENDIX D

INFORMED CONSENT LETTER TO PARTICIPANTS

Faculty of Education
College of Humanities,
University of KwaZulu-Natal,
Pietermaritzburg Campus.



INFORMED CONSENT LETTER

Dear Participant

My name is Rosemary Amod. I am a part time student at University of Kwazulu Natal. My supervisor's details are: Dr Jacqui Naidoo 033 2605867 and email naidooj@ukzn.ac.za. You may also contact the UKZN Humanities and Social Science research ethics administration through: Ms Phumelele Ximba, tel: 031-260 3587 or email ximbap@ukzn.ac.za should you have any queries or concerns. My study is based on teacher emotions in relation to curriculum changes in Business Studies Grades ten. The purpose of the study is to explore teacher emotions in relation to curriculum changes in Business Studies and secondly, to afford Business Studies teachers with an opportunity to speak about their experiences based on curriculum changes in Business Studies and the emotions these changes evoke. The University of Kwazulu Natal and the Department of Education have approved this study.

The study will include the data collection tools of interviews and poetry writing. I request your permission to record your interview and use your poems as data for the research project. The

interview was developed to find information that could be useful to the project. The interview consists of background questions about your school and questions relating to your response to Business Studies curriculum changes in your practice. The duration of the interview will be about one hour. The poems will be written by you which will be an expression of your feelings towards Business Studies Grade Ten.

During the research and after, I will abide by the following ethics:

- No harm will overcome you during and after the project
- The name of your school and yours will not be printed or mentioned in the project
- Issues discussed at interviews or poems will not be discussed with anyone besides you and my supervisor
- You are at liberty (have the right) to stop your involvement in this project at any time without any negative consequences.
- Your informed consent will be sought before commencing with this project
- The data collected from this study will be kept in a locked cabinet for three years.

If you would like to know the results of this project, you may contact me on email, roseamod@gmail.com or 0847640399. Thank you for your participation in this project. Your responses are greatly valued. Feedback with regards to the interview and poetry will be made to you through a meeting date that would suit both the participant and the researcher.

Your signature below confirms that you have read the above and are willing to participate in this project.

Print Name

Signature

Date

APPENDIX E

DECLARATION BY TEACHER

DECLARATION

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

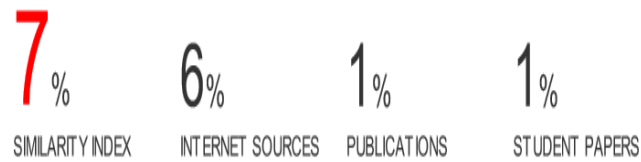
APPENDIX F

APPENDIX G

ETHICAL CLEARANCE FROM UKZN

An exploration of teacher emotions in relation to Business Studies Grade 10

ORIGINALITY REPORT



PRIMARY SOURCES

1	146.230.128.141 Internet Source	1%
2	www.namc.co.za Internet Source	1%
3	researchspace.ukzn.ac.za Internet Source	<1%
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