

**HISTORY TEACHERS' EXPERIENCES OF
THE
IMPLEMENTATION OF THE ESWATINI
(SWAZILAND) GENERAL CERTIFICATE
OF
SECONDARY EDUCATION (SGCSE)
HISTORY CURRICULUM**

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Thesis presented in fulfilment of the requirements for the degree of

Ph.D. (DOCTOR OF PHILOSOPHY) History Education

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ABSTRACT

This study is a qualitative interpretive multiple case study. It aimed to investigate history teachers' experiences of the implementation of the SGCSE history curriculum in eight senior secondary schools in the Manzini region in Eswatini. It further sought to understand why history teachers experienced the implementation of this curriculum the way they experienced it. Purposive sampling was used to select participants who helped generate data. The participants were selected based on their location and their involvement in the implementation of the SGCSE history curriculum as well as on the type of school in which they taught. Data was collected through the use of semi-structured interviews, group interviews and document analysis.

Pinar's (2004) curriculum theory and Gross, Giacquinta and Bernstein's (1971) theory on implementation of educational change were used to theorise that since curriculum is a social construction, curriculum implementation should be a product of teacher reflection on his work. Teachers' constant interaction with the learners positions teachers well in coming up with informed decisions on the best learning experiences and implementation strategies that can constitute the curriculum since they are familiar with both the learner and the school context.

The findings revealed that the school context was not considered before rolling out the new curriculum. Schools were presumed to be the same yet they are not. It emerged from the data that some history teachers still had negative experiences of the implementation of this curriculum despite receiving training before the implementation process because of inadequate training and the lack of congruence between the teachers' contextual factors and the reform. It also emerged that the country was severely constrained financially to change the school context. It also became clear from the study that history teachers need to be entrusted with the work of developing learning experiences and the means of transmitting these experiences to learners as they are better placed to do that since such an exercise would be informed by their knowledge of the learner and their contextual realities.

Key concepts: History, curriculum, Swaziland General Certificate of Secondary Education, curriculum implementation, history teachers, teachers' experiences.

DECLARATION

I declare that this thesis is my own original work except where otherwise stated and that the thesis has not been submitted before for any degree or examination at any other University.



Rejoice Khanyisile Dlamini

As the student's supervisor, I, Johan Wassermann, hereby approve the submission of the thesis for examination.



Prof JM Wassermann

ETHICAL CLEARANCE CERTIFICATE



1 April 2015

Ms Rejoice Khanyisile Dlamini 213573740
School of Education
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Dear Ms Dlamini

Protocol reference number: **HSS/0227/015D**

Project title: **The experiences of History teachers with the implementation of the Swaziland General Certificate of Secondary Education History Curriculum**

Full Approval – Expedited Application

In response to your application received on 24 March 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

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I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


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DEDICATIONS

I dedicate this work to the following:

- My parents: my mother, the late Mrs Rose N Maseko-Dlamini and my father Mr Elijah M Dlamini, who always believed in me and inspired me to strive for my utmost capability. I can never thank them enough. May God bless you *Gwalagwala, Nyoni YemaKhosi*.
- My daughter, Nozizwe Sanyu and granddaughter, Sinokuhle Sandzi. To them I say they should carry on the baton and never allow it to fall!
- All my students, for being good friends and good teachers in their own way.

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LIST OF ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CIE	Cambridge International Examinations
CPD	Continuous Professional Development
ECESWA	Examination Council of Eswatini
ECOS	Examination Council of Swaziland
EU/EEC	European Union/ European Economic Community
FEA	Free Education for All
FPE	Free Primary Education
GCE	General Certificate of Education
GDP	Gross Domestic Product
HOD	Head of Department
ICT	Information and Communication Technology
IGCSE	International General Certificate of Secondary Education
JC	Junior Certificate
MOE	Ministry of Education
MoET	Ministry of Education and Training
NCC	National Curriculum Centre
NERCOM	National Education Review Commission
PGCE	Post Graduate Certificate in Education
RNCS	Revised National Curriculum Statement
SACU	Southern African Customs Union
SGCSE	Swaziland General Certificate of Secondary Education
SNC	Swazi National Council
TOT	Training Of Trainers
TSC	Teaching Service Commission
UKZN	University of KwaZulu-Natal
UNDAF	United Nations Development Assistance Framework
UNESWA	University of Eswatini

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CHAPTER 1

Background and framework of the study

1.1 Introduction

This study focused on the experiences of history teachers with the implementation of the SGCSE History curriculum adopted in 2008 in Eswatini.¹ The study is broadly located in the field of history education and more specifically in the area of curriculum and its implementation. It was premised on the belief that curriculum is a social construction and is therefore underpinned by the social constructivism perspective which rests on the premise that "reality is complex and multi-layered" (Cohen, Manion and Morrison, 2007, p. 21). Since individuals have varied meanings about their experiences, such experiences are characterised by subjectivity (Creswell, 2006). These human experiences need to be interpreted, because of their subjective nature, to ascertain if there is any shared understanding among the individuals involved. The interpretivist paradigm, therefore, was found useful in ensuring understanding of the history teachers' views about their experiences as they implemented the SGCSE History curriculum. SGCSE is a local version of the International General Certificate of Secondary Education (IGCSE) introduced in 2006 in Eswatini. The experiential life of history teachers in the implementation of the SGCSE – History was explored since the professional stories they told depicted their lives and described their experiences as they interacted with their environment.

This chapter serves as an introduction to the study. It provides a background to the project and further contextualises it by providing information which might be useful in understanding curriculum change in history in Eswatini and the context within which change took place. The chapter also outlines the statement of the problem investigated in the

¹ Since the start of the study, there has been a change in the name of the country from Swaziland to Eswatini which has resulted in institutions and sectors adopting the new name. However, the curriculum name so far remains unchanged, for that reason the acronym SGCSE will be used in the study.

study; the purpose and focus of the study are, together with the rationale and motivation of the study, also described. The research questions and theoretical framework and methodology of the study are also briefly outlined. Lastly, the chapter also provides a layout of the rest of the study.

1.2 Background and Context of the study

Eswatini formerly known as Swaziland is a small landlocked country covering 17 364 square kilometres found in southern Africa with South Africa and Mozambique as its neighbours. The country has a population of about 1.2 million and a gross domestic product (GDP) of 6.218 per capita (United Nations Development Assistance Framework (UNDAF), 2011-2015). Eswatini's economy is closely linked to that of South Africa. Most people in Eswatini live in rural areas (Madondo, 2012) and are subsistence agriculturalists. As a developing country with heavy reliance on agricultural production, the country is vulnerable to the gradual changing climatic conditions impacting negatively, not just on food security, but also on the economy which has recently been characterised by a sudden decline. This economic climate has also been exacerbated by the country's excessive dependence on transfers from the Southern African Customs Union (SACU). Eswatini's economic state together with its increasingly poor prospect for export earnings adversely affects the socio-economic status of the general populace as it also impacts acutely on the country's fiscal budget. Consequently, the government's performance in providing public services such as education has been greatly compromised. Although the Eswatini education sector has good sector plans in place, there is poor implementation of such plans (Khumalo, 2013).

Eswatini became independent from British colonial rule in September 1968 after the *Imbokodvo* National Movement led by King Sobhuza II won the pre-independence election. King Sobhuza II, who was a traditionalist, did not have faith in political parties. He believed that without co-operation and unity of the people there can be no peace (Matsebula, 1988). He

associated political parties with foreign ideologies and political instability. As monarch, he viewed political parties as political camps and argued that such division was likely to result in a state being “doomed to catastrophe no matter how good the leader may be” (Matsebula, 1988, p. 244). Consequently, he mobilised the Swazi nation, which to his favour was also largely homogeneous and traditionalist, especially in the rural areas, to form in 1964 a front against political parties. This he called the *Imbokodvo* National Movement. It was named *Imbokodvo*, which refers to a heavy round stone that crushes as it rolls because of his intention to completely crush the political parties that contested the elections.

The *Imbokodvo* formed the first post-independence government which comprised the Swazi National Council (SNC) and two Houses of Parliament which are the Senate and the House of Assembly. However, the Westminster-style constitution was repealed in 1973 by the King. He found it unsuited to the needs and circumstances of the Swazi Nation (Joint Annual Report, Swaziland – European Community, 2005). This resulted in all political formations, save for the *Imbokodvo* Movement, being banished in Eswatini. The country then proceeded to adopt the *Tinkhundla* system of Government in 1978.

The *Tinkhundla* system of government comprises grassroots level administrative structures that empower local citizens to vote or be elected directly into public office as representatives of their constituencies. The country is still governed through the *Tinkhundla* system, and it is through this system that members of the House of Assembly are elected. To date, Swaziland has a dual system of government which is "characterised by a combination of a customary system and Western models of governance" (Joint Annual Report, Swaziland – European Community, 2005, p. 3). Both the Western and traditional African systems are responsible for advising the king on all matters of governance.

The coming of independence in 1968 ushered in a period of change which was spearheaded through the new government policy document known as the *Imbokodvo* Manifesto. This policy document emphasised the

improvement of the individual to make him/her a better citizen of Swaziland (Dlamini, 1972) and it aligned the education system with the needs of the people of Eswatini (Magagula, 1990). However, due to the highly academic nature of the inherited education system, the government found it irrelevant to societal needs and made an undertaking to make education a priority in its policies. Furthermore, the *Imbokodvo* Manifesto stated that the government did not only intend to place all formal education under its control but was also to improve education facilities at secondary school level (Dlamini, 1972).

Secondary schooling in Eswatini has five years duration with the first three years referred to as the junior secondary level and the last two as the senior secondary level or high school level. These last five years of schooling are preceded by the primary level which is basically the first seven years of schooling. Even though up to 2006, the Cambridge GCE 'Ordinary' Level Examination ('O' Level Examination) was taken by candidates at the end of the senior secondary level, a local examination was prepared for the junior level with the curriculum also being locally developed.

To ensure full control of all the sectors of formal education in the country, the first National Education Commission was established. In its report, published in 1975, the Commission revealed that the major aim of education was for human development (Ministry of Education (MOE), 1975). Following this report, in an attempt to improve the education system, major reforms were made in education. These included, among others, the establishment of a curriculum unit and also the diversification of the curriculum at the primary level. However, the curriculum did "not include the type of practical or pre-vocational subjects to prepare students for entrepreneurship" (Joint Annual Report, 2005, p. 10). It only aimed at producing mainly office clerks, teachers, and nurses. The lack of practical subjects made the curriculum unsuitable for national development as it placed almost no emphasis on technological subjects.

Although the Eswatini government undertook to improve the quality and relevance of education, there were persistent challenges. Madondo (2012) outlined the challenges that faced the education system as “issues of access, increasing failure and dropout rates, lack of qualified teachers, and slow response to education and training changes” (p. 2). These challenges birthed the National Education Review Commission (NERCOM) Report of 1985 which resulted in improved accessibility as more secondary schools were built. Another significant reform was the diversification of the curriculum, especially at secondary school level, to include practical subjects such as agriculture, metalwork, woodwork, home economics, and commerce. The introduction of practical subjects resulted in more resources being channelled towards their support to the detriment of the arts subjects, including history.

As can be gleaned from the above the pre-independence curriculum was generally focused on the arts, and failed to inculcate knowledge of and respect for Eswatini history, culture and socio-political values. As a result, the post-independence government ensured that history remained an important aspect of the curriculum with the intention to create an awareness of Eswatini identity and an appreciation of the traditional values cherished by Eswatini among students (Third National Development Plan, 1978/79 – 1982/83, 1978). Even though a large number of schools offered traditional subjects such as English Language, Geography, History and Religious Education, the change in policy meant that due to limited resources, as explained above, the government gradually shifted its focus to the more practical subjects. Secondary education however also faced numerous challenges which included the lack of resources, shortage of qualified teachers, overcrowding in the classrooms (Magagula, 1990; Khumalo, 2013). Additionally, having to sit for an examination, which was produced in Britain, was another challenge. History, as one of the traditional subjects, due to the shortage of qualified teachers, was also sometimes taught by unqualified teachers. Yet, the quality of teachers is crucial to achieving quality education (Joint Annual Report, 2005). The lack of qualified teachers, alongside the funding shift

and the colonial nature of the examinations, compromised efforts to achieve quality history education.

Since 1983, curriculum development in Swaziland has been the responsibility of the National Curriculum Centre (NCC) which is a department within the Ministry of Education and Training (MoET). The NCC department which was mandated to design programmes to be adopted for use in the school system was also to produce relevant and good quality instructional material which was to be monitored and approved by the MoET. It was also to conduct induction workshops for teachers. On the other hand, the Ministry was to provide the necessary support and also strengthen curriculum development, evaluation and research through in-service training and further training for the relevant personnel.

Against this background, it must be understood that while it is essential to diversify and improve the curriculum, it is important to note that for any changes in the curriculum to be institutionalised, all stakeholders have to be involved in decision-making. However, Khumalo (2013) notes that “civil society has been almost absent from decision making in the education sector” (p. 4) particularly in policy development and curriculum development. This lack of involvement had a huge impact on teachers in general and on history in particular when the ‘O’ Level curriculum was replaced with the IGCSE/SGCSE curriculum as they were not prepared for such change.

The change from ‘O’ Level brought an unfamiliar landscape as history teachers were used to teaching the GCE ‘O’ Level curriculum which had been in use for more than forty years since it was adopted in 1962 when Swaziland abandoned the Joint, Matriculation Board of South Africa. IGCSE was introduced to replace the General Certificate of Education (GCE) ‘O’ Level syllabus, which was offered by the University of Cambridge Local Examination Syndicate (Mazibuko, 2008). This period of curriculum change was unfamiliar to teachers in general and history teachers specifically since they had not been exposed to curriculum

change of this magnitude since the early 1980s when the Junior Certificate Alternative syllabus was adopted.

The radical change of the curriculum resulted in teachers, and in the case of this study in the history teachers', teaching and learning routines being affected in countless ways since they were now to implement a curriculum that had unfamiliar concepts and pedagogical practices. This had to be done using minimal resources and methods of teaching that were deemed complicated and demanding (Dlamini, Okeke and Mammen, 2014). The implementation of the new SGCSE curriculum was perceived not to have been accompanied by a transformation of the context within which history teachers worked as evidenced by the lack of changes in the facilities and resources used in the schools (Okeke and Dlamini, 2013). The new curriculum compelled teachers to come out of their pedagogical comfort zones. Consequently, history teachers felt challenged and threatened by the demanding nature of the SGCSE curriculum (Okeke and Dlamini, 2013).

History teachers also found the change to the SGCSE History curriculum challenging as it did not only just introduce new concepts and understandings but it also implied that teachers abandon the use of traditional teaching methods such as the lecture method if they were to successfully implement this curriculum (Mazibuko, 2008; Nsibandé, 2009). The Eswatini history teachers were used to traditional teacher-centred teaching methods which placed emphasis on the accumulation of facts and regurgitation of knowledge. The expected change from traditional teaching methods meant that history teachers had to be trained, monitored and supported to ensure that they were ready to successfully address the objectives of the SGCSE curriculum which is skills-based and emphasise the development of critical thinking and problem-solving skills.

The SGCSE History curriculum is part of a broader curriculum which is a localised version of the IGCSE Curriculum which was adopted in Eswatini when the 'O' Level programme was phased out by Cambridge. The IGCSE programme which was developed in the United Kingdom in 1988 is

a framework that enables schools in all countries to meet international standards. It is an internationally recognised certificate of secondary education issued by Cambridge International Examinations (CIE) on completion of an examination normally taken after two years of study (MoET, 2005a). The idea of Eswatini adopting the IGCSE curriculum emerged when Cambridge indicated that the GCE 'O'-Level curriculum was being phased out. The adoption of the IGCSE and subsequently the SGCSE curricula, therefore, was influenced by the move by CIE to phase out GCE 'O'-Level as it was no longer cost-effective for CIE to run the programme because most countries had now adopted IGCSE (MoET, 2008). This move which affected the whole education system at secondary level resulted in the Ministry of Education adopting IGCSE with the intention to adapt it to a local version known as SGCSE within a period of two years (MoET, 2005a; MoET, 2005b). This happened without much preparation on the ground for its implementation. This paradigm shift came at a time when the country was also faced with socio-economic challenges as acknowledged by the Principal Secretary in the MoET (MoET, 2005b).

Eswatini adopted IGCSE mainly because of lack of readiness to develop a local curriculum that could replace 'O' Level. This move came as a solution for Eswatini since IGCSE allows individual countries to adapt the IGCSE system to its own needs within the IGCSE curriculum framework (MoET, 2005b). In its IGCSE implementation plan, the Ministry of Education and Training reiterated the need to "converge with International Standards" (MoET, 2005b, p. 1) and stated that IGCSE was to start at the senior level in 2006. On the other hand, schools were to continue using the Alternative Junior level material for the Forms one to three, which had been a prerequisite programme for the 'O' Level programme until the production of local material. Only the senior level curriculum was to be affected initially. This created a gap between the two levels as the junior programme was no longer aligned with the senior level curriculum.

The Junior Alternative programme had been aligned with the 'O' Level programme to ensure a smooth progression from junior to senior level. Also, the two programmes were content-led and therefore geared towards

the acquisition of knowledge with very little skill acquisition. Both these programmes were didactic and therefore promoted the use of teacher dominated teaching approaches. The prolonged use of the two programmes in schools in the country resulted in history teachers being comfortable with the teacher-dominated teaching approaches. The predominant use of didactic approaches had made history teachers to teach mainly for examination purpose. History teachers developed lethargy, an act that prevented them from upgrading themselves professionally but instead they developed a comfort zone.

The SGCSE History curriculum, on the other hand, is more skills-based and learner-centred. It is inquiry-driven and fosters source-based learning and also puts emphasis on the use of inquiry-based teaching approaches in the teaching of the various historical understandings. It aims at the development of learners' understanding and acquisition of a range of skills, including critical thinking skills and problem-solving skills (MoET, 2005a). The assessment objectives for this curriculum include demonstrating an understanding of the motives, emotions, intentions, and beliefs of people in the past (Examination Council of Eswatini (ECESWA), 2009). The assessment objectives also include the ability to comprehend, interpret, evaluate and use a range of sources as evidence in their historical context. Basically, the SGCSE curriculum calls for the teacher to teach both content and skills at the same time with much emphasis being put on the skills.

Furthermore, SGCSE also has a depth study which is supposed to be taught and examined through source questions. Both the idea of a depth study taught through source interpretation and evaluation as well as the source questions were new to history teachers. Also new to the teachers was the idea of teaching for the acquisition of skills instead of giving learners a lot of content which could be regurgitated.

Teaching for the development of source skills became essential as the textbooks recommended for use also have limited textual content and more source material meant to expose learners to historical skills such as

the interpretation and evaluation of historical sources to ensure the acquisition of historical skills. These are to be supplemented with the use of inquiry so that learners discover information for themselves which they can use to interpret the historical sources. History teachers are also not only expected to teach the new historical understandings, but they also have to adopt new assessment methods. This in effect means history teachers now have to master source analysis and competently teach it to their learners and go on to appropriately assess students' work in line with the expectations of the SGCSE curriculum.

Assessment and grading of students' work are done through the use of levels of response marking. These are levels of conceptual and/or skills understanding displayed by learners when given a task. Emphasis is no longer placed on the amount of knowledge a student displays, but is now placed on the understanding of concepts and skills that students demonstrate. This method of assessment which history teachers were now to adopt was also new to them as they had not been given any training on how to successfully apply it.

The significant curriculum reforms that took place in senior secondary school education in Eswatini came as a shock to history teachers for numerous reasons. The changes were sudden and they ushered in a new paradigm as the SGCSE curriculum was inquiry-driven (Mazibuko, 2008) and it placed more emphasis on the teaching of essential skills such as critical thinking and problem-solving skills as well as the use of primary source material in history (Mazibuko, 2008; ECESWA, 2009). These new understandings, in line with educational developments in general and history education developments more specifically in other parts of the world, such as the interpretation and evaluation of historical sources which included cartoons and posters proved a great challenge since they were unfamiliar and the history teachers felt threatened particularly because they had, in their view, not been given adequate preparation and training on the implementation of this curriculum (Maphalala, 2006).

The new skills and understandings resulted in teacher attrition in the subject as some history teachers opted to teach other subjects since history now proved very difficult to teach. This was especially the case since teachers were used to teaching history using teacher-centred methods which no longer applied in the teaching of SGCSE History (Mazibuko, 2008). The history teachers' lack of readiness and ambivalence due to lack of professional curriculum development programmes resulted, in some instances, in negative professional identities as teachers began to develop doubts about their competence to teach the subject (Mazibuko, 2008). This was evidenced by the teachers' abandoning of the subject, opting to teach what they regarded as less 'problematic subjects.'

The above meant that many history teachers viewed the SGCSE curriculum as an imposition since it was prescribed from the top (Maphalala, 2006; Mazibuko 2008). This spoke to what Ball and Biesta (in Priestley, 2010) point to, that "teachers have come to be seen more as technicians implementing pre-set policy" (p. 24) instead of being appreciated as professionals. This was contrary to curriculum development being a process as well as a product, and moreover, a process that relies upon the professional judgement and agency of teachers as practitioners.

The new SGCSE curriculum did not only appear to question the history teachers' professional identity, but it also challenged their theoretical and conceptual frameworks. This became manifest in their performance (Nsibande and Modiba, 2009) and also as demonstrated by a sudden decline in learner performance in the senior secondary school external examinations. Schools known to perform exceptionally well historically in the external examination in history were suddenly found amongst the failing schools (www.examsCouncil.org.sz, 20.02.2015). Yet, history teachers like all other teachers are practitioners who have formed theoretical and conceptual frameworks from their vast classroom experience as they interacted with learners at all levels. This affords history teachers a better position than any other stakeholder to reflect on

their work and in the process generate learning experiences that would be informed by their experiential life. The lack of consideration of this crucial role that history teachers could have played in generating learning experiences as well as in participating in the implementation logistics presumptuously meant that the history teachers were side lined and therefore denied the opportunity to influence the implementation process. Moreover, they were to implement the SGCSE curriculum in a context that history teachers had for long argued was detrimental to the production of good learner outcomes for the 'O' Level programme. That meant much still needed to be done to ensure that the skills-based SGCSE curriculum was successfully implemented. History teachers viewed the context unfavourable for the skills-based curriculum, the main reason being the government's inability to afford to fund the implementation of the SGCSE curriculum fully. This, in turn, prompted a need for a closer examination of the history teachers' experiences of the implementation of this curriculum and the factors responsible for such experiences.

Understanding the history teachers' experiences is an essential part of making sense of the environment in which they work and how it impacts on their work. This study helped in shedding light on curriculum issues from the teachers' perspective. As Clandinin and Connelly (1987) point out, for a long time experience has been viewed to mean only those things that had to do with the learner and the subject-matter with complete disregard for the teacher who implements the curriculum. Teachers' experiences about change and its implementation have not been viewed as of significance. Consequently, researchers paid little attention to it. An understanding of teachers' experiences would assist in revealing how teachers think and feel about the new curriculum; their understanding of the curriculum; the challenges they encounter; why they experience the curriculum in this manner; whether they benefit from the experience or not. Based on the above, this study, therefore, seeks to explore the complexities of an educational innovation through the lens of the history teachers' experiences in a context where there seem to have been no acknowledgement of the complexity of curriculum development processes. It is against this backdrop that this study seeks to establish how the history

SGCSE curriculum implementation was experienced by history teachers in Eswatini; and also to establish the factors responsible for such experiences.

1.3 Statement of the Research Problem

Curriculum change and implementation is often situated within a particular context and as such is informed by national policies and cultures (Pinar, 2005). It also requires the need to ensure that change does not become cosmetic. Cosmetic change is usually a result of failure to put in place all the necessary preconditions for successful change that would result in all stakeholders gaining ownership for the change effort. For any curriculum to be successfully implemented the necessary preconditions have to be met. These include competence on the part of the teachers who are the agents of change. In my experience, the conception that curriculum is a political phenomenon and as such a prerogative of the state, (Jansen, 1990) has resulted in the agents of implementation being left out at all stages of the curriculum change process. This challenges the implementation process since the agents of implementation who in this case are the history teachers question their competence and their role in the implementation process. As a result, history teachers appeared to conceive themselves as unequal partners in the whole process of change. Although the literature demonstrates the need to involve all stakeholders to ensure successful implementation, this does not seem to have happened before the whole SGCSE curriculum was adopted. Numerous questions emerge about the history teachers' feelings and experiences during the implementation of the history SGCSE curriculum. So the study aimed to establish how history teachers experienced the implementation of the SGCSE History curriculum and why they experienced it in this manner.

1.4 Focus and Purpose

This study focused on how the implementation of the SGCSE History curriculum was experienced by teachers of history in senior secondary schools in Eswatini to gain an understanding of the dynamics of curriculum change and implementation in a developing African country context. More specifically, the study sought to establish how history teachers experienced the implementation of the SGCSE History curriculum. It also explored why history teachers experienced the SGCSE History curriculum the way they did. This shed light on history teachers' experiences of the whole process of curriculum implementation and also on how history teachers might have been affected by this process. The study further illuminated why history teachers reacted the way they did to the new curriculum and the implementation process. This study also added to the large body of knowledge on curriculum change and determinants of an effective curriculum in developing countries and further helped me gain an understanding of the limiting factors to curriculum change in a developing African country context. Therefore, the focus of this study was to gain an understanding of the complexities of curriculum change and implementation in a developing African country context as demonstrated in the history teachers' experiences.

1.5 Research Questions

Research questions are guiding questions that emanate from the research problem which initiated the study. Consequently, they inform the structure of the study. They are useful in identifying important aspects of the study that need to be considered when conducting the actual research.

It was, therefore, the purpose of this study to answer the following questions:

1. How did history teachers in Eswatini experience the implementation of the SGCSE curriculum?

2. Why did history teachers experience the implementation of the SGCSE curriculum the way they did?

The objectives of the study were:

- To understand how history teachers experienced the implementation of the SGCSE curriculum.
- To establish why history teachers experienced the implementation of the SGCSE curriculum the way they did.

1.6 Rationale and Motivation

This study was inspired by my involvement in education as a history teacher, teacher educator, a history subject panel member and principal examiner for history which enabled me to interact with history teachers at different levels. I started teaching history in 1983 at the junior level just after the adoption of the Junior Certificate (JC) Alternative Syllabus in Eswatini. Since then I have enjoyed teaching the subject and have developed an interest in the teaching and learning of history and also on the factors that affect its teaching in schools generally and more specifically in Eswatini. Having taught both the JC Alternative History Syllabus and the 'O' Level History Syllabus, I felt compelled to gain a better understanding of the SGCSE History curriculum and how it was being implemented at classroom level through the experiences of the history teachers.

As a history teacher, I was able to gain insight into the dynamics of schooling in Eswatini and the context in which the history teachers work. While as a subject panel member, I have had the opportunity to be involved in the implementation of the 2008 SGCSE History curriculum from its earliest stages that is, from when the subject panel was first informed about this move in the late 1990s to when the new curriculum was eventually practically implemented in schools. My involvement as a trainee in the training of trainers (TOTs) workshop and also as a facilitator during

the in-service programme that was rolled out before the implementation of the SGCSE History curriculum made me realise the paradox that teachers were faced with in their everyday work as they interacted with their learners, colleagues, administrators at school level and their superiors from the regional education offices and from the Ministry of Education headquarters. I have also been inspired by teaching practice supervision experiences and comments made by subject teachers in schools where my students do their teaching practice and by practitioners who are engaged in distance learning when sharing experiences about how the subject is taught and assessed in schools and how its teaching has since been affected by the introduction of the SGCSE.

As a researcher, I became interested in knowing more about the history teachers' experiences of the implementation of the SGCSE History curriculum. It was through these stories that history teachers told about their work that I developed an interest in how history teachers had experienced the implementation of the current curriculum and why they experienced it in that manner. This was important in that teachers' experiences of any educational innovation were likely to inform new curriculum change ventures and thereby help improve change implementation strategies. Teachers' experiences were crucial in that they brought an element of reality about what went on in schools during teaching and learning in contrast to the theory teachers acquired in tertiary institutions and the theories that curriculum designers based their decisions on as they planned educational change. Teachers' experiences result in the formulation of their own theoretical frameworks based on what works practically which they apply when teaching. Their experiences are also important in that when applied during the planning and conceptualisation of the new curriculum, the implementation process becomes smooth since the implementers have ownership of the curriculum.

As a history examiner, I was also able to infer from candidates' responses the difficulties encountered by both history teachers and learners in interacting with the SGCSE curriculum as their responses demonstrated

the teachers' ability to handle the new curriculum. This has been evident in the changes in performance during external examination as candidates tended to perform poorly in SGCSE when compared to 'O' Level. This raised many questions on how history teachers dealt with the skills and understandings required by the new curriculum and why they dealt with the curriculum in this manner as this had implications on their professional development or the training they received on how to handle this curriculum. This then also prompted me to investigate how history teachers had experienced the new curriculum. Despite my interaction with history teachers at various levels, I had not been able to understand how they experienced the new curriculum hence, the intention to establish the experiences that teachers have had with the implementation of the SGCSE History curriculum and why they experienced it in this manner as well as how it had influenced their daily practices in the process of doing their work, hence a formal study such as this was deemed necessary. Given the above background, the study intended to understand the dynamics of the implementation of a new curriculum in a developing country in an African context from the perspective of the teachers of history.

This study was necessary as it helped provide a better understanding of the context within which history teachers work and the influence it has on their work. It also did not only help practitioners gain an understanding of the dynamics of curriculum change and identify areas where they needed to focus in order to improve the teaching and learning effectiveness of the subject, but it also indicated why history teachers experienced curricula change and implementation in the manner they did. It also helped create a deeper understanding of the issues involved in curriculum implementation and change sustenance as it also provided information that could be used to spearhead change and inform educational planners and policymakers on how future curriculum change and implementation ventures could be handled particularly in a developing African country context using limited resources.

1.7 Theoretical framework

This study which aimed to understand history teachers' experiences with the implementation of the SGCSE History curriculum was guided by Pinar's (2004) theory which has it that curriculum is autobiographical. He argues that curriculum should not just be simply viewed as being about what is to be taught and how it is to be implemented but it is also about teachers understanding themselves, their past and also their future within the context of work. His view of curriculum theory is that it is some form of theoretical truth-telling that reveals the educational experiences of teachers and learners as lived (Pinar, 2004). Hence, he argues that curriculum is about teachers generating educational experiences through the process of reflection. An inquiry into teachers' and learners' lived experience as unveiled by this autobiographical approach would help inform and shape future educational experiences because it enables teachers to fully participate in generating learning experiences instead of being passive recipients of material to be taught in schools.

Pinar's theory was used together with the curriculum innovation and implementation theory advocated by Gross, Giacquinta and Bernstein (1971) who argue that the implementation fidelity of any curriculum is determined by the extent to which five conditions are present during the process of implementation. They outline the conditions as:

- the teachers' lack of clarity about the innovation;
- their lack of the kinds of skill and knowledge needed to conform;
- the unavailability of instructional material;
- the incompatibility of organisational arrangements with the innovation;
- lack of staff motivation (Gross et al., 1971).

The existence of these pre-conditions leads to successful educational change because they promote the institutionalisation of the change effort. It is also of importance to note that the success of the implementation process is greatly dependent on the congruence between both external and internal factors. What goes on at the policy level should be aligned

with the schools' contextual factors to harmonise the implementation process. This theory emphasises the need for all stakeholders to have a shared vision to ensure ownership of the change effort and subsequently for successful change to take place.

Through the use of these frameworks, this study hopes to reveal teacher related attributes that might influence the degree of success of an implementation of a new curriculum and also to establish how history teachers experienced the implementation of the SGCSE curriculum and why history teachers experienced it in the manner they did.

1.8 Research Methodology

This study is qualitative in nature and therefore consists of practices that are sensitive to the needs of the participants. It does not remove the participants from their natural setting and considers their diverse views as significant. This was based on the premise that human behaviour is largely determined by contextual factors. The research approach is essential for every study because it provides guidance when deciding on the choice of research approach to be adopted for the study (Creswell, 2014). The research approach also proved useful in determining the research paradigm. The study was situated in the interpretive research paradigm because it believes that shared meanings are constructed as people interact in their environment. It is concerned with how these shared meanings are interpreted and how we make sense of them. Studying participants' experiences in their natural setting made me familiar with their real world and to better understand their experiences as they implemented the new curriculum.

The research methodology adopted for my study was the multiple case studies approach. Since my study sought to explore history teachers' experiences, the case study was deemed suitable because of its ability to ensure that the researcher worked in close collaboration with participants. The case study also places much significance in understanding the

researched phenomenon within its context. This was essential in better understanding the history teachers' experiences during the implementation process of the SGCSE curriculum. The adoption of the multiple case study meant that several instrumental cases had to be explored to ensure better conception of the studied phenomena which in this case were history teachers' experiences.

The target population comprised history teachers in Eswatini; however, the sample for this study was history teachers from selected senior secondary schools in Eswatini from both urban and rural Eswatini within the Manzini region. Purposeful sampling was used to identify the population. Maximum variation sampling strategy in which I deliberately selected participants with the most divergent forms of the experience with the intention to confirm as well as elaborate on any emerging descriptions or disconfirm any emerging pattern (Creswell, 2005) was also used. This enabled me to ensure that the participants used in the study had different perspectives and were more likely to yield a very broad range of information.

Semi-structured interviews, focus groups and document analysis such as the history teachers' schemes of work and daily preparation books among others were used for generating data. Data from the interviews were transcribed immediately after the interviews to enable the researcher to expand on these. The data analysis process was based on Creswell's (2013) notion that data can be analysed by building on the data from the research questions. All the data was then coded by segmenting it first into broad themes and then into sub-themes or data segments as informed by the objectives of the study and any other sub-themes as determined by the respondents' responses. This was followed by the analysis of the segments to produce codes which were exemplified by activities, quotations, relationships, contexts, participant perspectives, events, processes and other actions or ideas (McMillan and Schumacher, 2014). Further analysis of the work involved categorising the codes ultimately to create patterns.

1.9 Thesis Outline

This section of the work presents the thesis outline. This study is divided into seven chapters. The first chapter serves as an introduction and provides an overview of the whole study. The chapter presents the background and the context of the study which in effect outlines the context in which the study has evolved thus providing a setting for the study. The chapter also presents the statement of the research problem as well as the focus and the purpose of the study. Furthermore, the research questions and the rationale and motivation for the study are also presented in this section together with the theoretical framework; the research methodology and the outline of the thesis.

Chapter 2 presents the literature review of the study with the intention to contextualise the study in the general body of scientific knowledge (Babbie and Mouton, 2001). This was done to reveal what is known in this field as well as to help in generating new information based on what is already known. The review of the literature also further illuminated existing gaps found in the body of knowledge thus strengthening the significance of the study (McMillan and Schumacher, 2014). This exercise also helped in the development of theories that could be used in mapping the study. The review of the related literature also proved to be of value in providing helpful information relating to methodological issues (McMillan and Schumacher, 2014).

Chapter 3 of the study is a review of the theoretical literature that relates to the study. It presents an explanation of the theoretical frameworks that have been used in the study and how they were used to illuminate the history teachers' experiences as they implemented the SGCSE curriculum.

Chapter 4 presents the research design which aims to map out the study. It also outlines the research approach, research paradigm, the research methodology, the research methods and the research sample used for the study. Furthermore, the chapter also focused on the data collection and analysis procedure as well as trustworthiness and ethical issues.

Chapter 5 consists of data presentation and analysis of the first research objective where the findings of the study related to this objective were made known, analysed, and also discussed. In chapter 5 the single cases that made up the population of the study were each described to illuminate the individual experiences of each case. In this chapter, the history teachers' experiences were explored in relation to the literature and the theoretical framework with the intention to answer the first research question posed in this chapter.

Chapter 6 comprises an analysis of the data and a discussion of the findings relating to objective 2. The collective cases were described in this chapter to allow for cross-examination and comparison between cases and to illuminate the uniqueness of each case. Such synthesis was meant to allow for generalisations to be made across cases. In this chapter, the analysed data was used to establish why history teachers experienced the implementation of the SGCSE History curriculum the way they did. This was achieved by exploring the analysed data in relation to the literature and the theoretical framework with the intention to answer the second research question posed earlier in this chapter.

Finally, chapter 7 presents the conclusion of the study with a review of the study and further outlines the major findings and recommendations to inform both policy and practice as well as for further research.

1.10 Conclusion

This chapter introduced the study by presenting the background and context of the study. The statement of the research problem and the purpose and focus of the study were also discussed in the chapter. Finally, the research questions; the rationale and motivation as well as the theoretical framework and the research methodology were presented together with an outline of the different chapters of the study. In the following chapter, I explore the literature related to this study.

CHAPTER 2

EXPLORING THE RELATED LITERATURE

2.1 Introduction

As indicated in the previous chapter, the purpose of this study was to gain an understanding of history teachers' experiences as they implemented the SGCSE History curriculum. This study therefore intended to understand the curriculum implementation process of a new history curriculum in the Eswatini context. In this chapter the related literature was reviewed because it is crucial for every study to review the literature. A literature review is an in-depth survey and evaluation of the available scholarly works that have been produced on the topic of study. Gasa, Mafora and Maphalala (2015) conceive it as "a careful examination of a body of literature that seeks to answer a research question for a particular study" (p. 133). The role played by the literature review in answering the research questions makes the literature review instrumental in assisting the researcher to achieve the objectives of the study by providing the researcher with a synopsis of what other scholars have done in the field being researched.

As already mentioned, in this chapter I seek to present the literature related to the study. First I demonstrate the purpose of reviewing the related literature. I also show the focus of the review, the methods adopted while conducting the review of the literature and also how the literature was organised. I categorised the literature reviewed into several broad topics which are: the nature of curriculum; curriculum implementation; teachers' experiences of the curriculum implementation process; history teachers' experiences during the implementation of curriculum change; and finally why history teachers experienced change the way they did.

2.2 Purpose of a literature review

I conducted a review of the related literature to help avoid repeating studies that had already been done and also to help reveal what is known in the field under study in order to establish any scholarly gaps. Hence, I was able to recognise "important links between existing knowledge and the research problem being investigated" (McMillan and Schumacher, 2014, p. 85) and in so doing strengthened the significance of my study (McMillan and Schumacher, 2014). Doing a literature review further helped me in generating new evidence that proved to be vital in the development of my study as any arguments raised in the study were informed by what is already known (Yin, 2011). A review of the literature also enabled me to be familiar with previously used theories which might be useful in providing insight on the choice of theory for this study.

Additionally, the review of the related literature helped in creating awareness of further research work available. It further helped me contextualise the study in the general body of scientific knowledge (Babbie and Mouton, 2001; Henning, 2004; Gasa et al. 2015). The process of reviewing the related literature also assisted me by informing and structuring the arguments I raised in this study as it revealed contradictions and misconceptions existing in the literature. Furthermore, gaining knowledge of what has been done by other scholars in the field provided cohesion and integration in the arguments raised. Reviewing the literature further helped in conceptualising what has been researched and also in developing and generating new ideas on which to build this study. All this contributed towards the development of a theoretical framework that I could use to map my study.

As McMillan and Schumacher (2014) point out, reviewing the literature is of value in providing helpful information relating to methodological issues such as limitations of the research methods used by other researchers. It also helped inform me about the methods I could use to collect data to

ensure that the findings were reliable and valid (Gasa et al., 2015). Reviewing the literature enabled me in the discussion to demonstrate the relevance of the findings to the existing body of knowledge as I explained the data (Henning, 2004).

The literature reviewed for this study focused on curriculum and teachers' experiences of curriculum implementation. A study of teachers' experiences and curriculum implementation served to enhance my understanding of the researched topic. The related literature on experiences was carried out intending to explore history teachers' conception of change and its implementation and how it impacted on their everyday work. Furthermore, the literature review assisted in shedding light on the forces in play that often contribute towards teachers' perceptions of the implementation process. More specifically, it assisted in understanding how the SGCSE curriculum implementation impacted on history teachers and further demonstrated why they experienced the implementation of this curriculum in such a manner.

As already indicated the literature reviewed involved a critical analysis of scholarly work available in my field of study. This process involved carrying out an overview of the range of related material that was accessible through the UKZN library and the MoET offices in Eswatini. It also involved an intensive search for empirical and theoretical journal articles, textbooks, theses and dissertations. In the process I used database sources such as JSTOR, Google Scholar, ERIC, Pro Quest to name a few. I also conducted a critical analysis and evaluation of the literature together with a synthesis of the reviewed material to ensure integration and coherence in arguments raised and developed. This is the stage where I developed a dialogue with the literature (Henning, 2004). I began this process with a selective review to help identify gaps in the field of study and to contextualise the study while at the same time refining the study topic as well as the research problem. I then engaged in a comprehensive review of the literature in order to crystallise what is known about the topic of study (Yin, 2011).

There are various ways of organising and presenting a literature review (Henning, 2004). The literature review can explore issues and how such issues are related. I arranged my literature review thematically as I wanted to focus on curriculum implementation and how it could be experienced by teachers. Such an approach was influenced by both the nature of the topic being investigated as well as the purpose of the study (Henning, 2004). The first area of focus for this review was the nature of curriculum. A good conception of this phenomenon was essential if I was to understand the dynamics of educational innovation. The concept curriculum was also explored to place the study into perspective. Knowledge of this concept served to shed light on how curriculum should be conceived. Exploring the related literature helped in providing an insight into how curriculum was likely to be experienced during curriculum implementation. As with curriculum, curriculum theory also needs to be understood in view of its characteristics which render it difficult to conceptualise thus leading to scholars concluding that there was no one way of conceptualising curriculum theory. There is no single approach that could be adopted as the right way of conceiving curriculum theory. This also explained why different approaches are in use during curricula design and development exercises.

Although there was abundant scholarly work available on curricular reforms and how they impact on teachers, not much seemed to have been done in the area of history teachers' experiences with the implementation of curricular reforms. The available literature on curricular reforms range from studies that focus on teacher identity (Carson, 2005; Seetal, 2005; Smit and Fritz, 2008; Weldon, 2009; Peters, 2012), teacher knowledge, attitude and practices (Mthethwa, 2007) teacher perceptions (Zondo, 2009; Kruger, Won and Treagust, 2013); teacher emotions (Van Veen and Slegers, 2006); teacher perspectives or beliefs (Bellalem, 2008; Alshammari, 2013); factors influencing the implementation of a new curriculum (Mucavele, 2008); teachers' experience of education (Simelane, 1998) and teacher experiences in a context of change (Fraser-Thomas and Beaudoin, 2002; Maphalala, 2006; Rosine, 2010; Thaanyane, 2010; Kesküla, Loogma, Kolka and Sau-Ek, 2012; Ellis, 2012,

Sihlongonyane, 2012). However, Keskülä et al. (2012) do briefly touch on history as their study focuses on a range of subjects including history. While Shay (2015) focuses on history, her study is more on curriculum formation processes at tertiary level which suggests that it does not place particular emphasis on curriculum implementation processes.

Other scholars who pay particular attention to history during a time of reform include Bertram (2009) who focuses on how history was learnt and taught during the time of the reform in South Africa. In another study, Bertram (2008) also looks into the recontextualisation of curriculum in South Africa from the writers up to the classrooms where it was implemented. Dean (2000) on the other hand, placed focus on how history teachers were assisted to manage change during curriculum reform in South Africa through a teacher development programme. Harries-Hart (2002) places focus on how history teachers interpreted and enacted a curriculum in New South Wales. Particular focus was placed on the period before teachers started with the implementation process at classroom level. While all these studies focus on history during reform, they do not look into how history teachers' experiences have been shaped by the reform. Most of these scholars' concentration has been on areas such as Early Childhood Education, Foreign Language, Mathematics, Biology, Science and Chemistry, Business Education, Geography, Social Studies and Physical Education and Education in general. The focus placed by scholars on the above fields therefore made me identify a gap in the body of knowledge. A gap exists in the literature that specifically addresses history curriculum implementation in the Eswatini context to ascertain history teachers' experiences and feelings as well as the explanations for such experiences. This study therefore aimed at addressing that gap in the body of knowledge.

2.3 The nature of curriculum

The “dynamic and complex” (Pinar and Bowers, 1992, p. 164) nature of curriculum makes it a very difficult phenomenon to define. The *Macmillan*

English Dictionary (2002) states that curriculum is made up of “the subjects that students study at a particular school or college” while the online *Webster’s New World College Dictionary* (2010) puts it more clearly since it defines curriculum as all courses offered in a school, or higher education institution in a particular subject. Curriculum includes all those values, norms, attitudes and ideals that society upholds that learners are to have attained by the end of the programme of study. However, these are grouped for convenience into manageable related academic fields of study to make up particular courses or subjects such as the social studies or history curriculum.

Wikipedia views curriculum as all the experiences that learners are exposed to in the process of schooling which implies a broad field that is also made up of societal expectations that are organised into related fields to be taught in phases or different stages of schooling when preparing children for their role in society. It presupposes the existence of a strong relationship between various elements that constitute the phenomena such as the learner, the purpose, the experiences, the teacher, the methods to be employed and the curriculum evaluation strategies. However, scholars have different conceptions of this phenomenon as explained below.

Etymologically, curriculum refers to “a course, a track to be followed” (Van den Akker, 2004, p. 2). This conception has been viewed by Pinar (2004) and other scholars as *currere*. Curriculum is a social construct that deals with human experiences at different levels and is therefore dynamic. While it is aimed at improving what should happen in the future, at the same time, it looks into past educational experiences and what is presently happening. Pinar (2004) has characterised *currere* as regressive, progressive, analytical and synthetic (p. 35). He argues that curriculum is not just a body of knowledge that needs to be studied but also a process which involves careful examination or analysis of the human experiences in a society in order to establish that which is relevant to the aspirations of the society. The teachers' experiences appear to be of paramount importance in this context if the curriculum is to be largely determined by

school factors instead of being determined by what happens outside the school (Jansen, 1990a). Teachers as professionals who are attached to the school which is an institution found in society are also more inclined to consider factors outside the school in the process of reflecting on their work and consequently generating learning experiences. This notion brings teachers to the fore in that as part of society, and as agents of implementation, they have a rich knowledge of the context which influences the implementation of any curriculum. Their experiences and knowledge of what goes on inside as well as outside the school and their knowledge of the learner make them better able to generate the experiences on which a society's curriculum should be based. I argue therefore in this study that curriculum should take teacher voices and knowledge into account as their experiences are likely to impact on curriculum implementation positively. Since teachers form an important part of society their view of curriculum and how they handle the curriculum would ideally be aligned with that of the society in which they are found. They are also more likely to be better informed about the implementation strategies that would suit the context in which they work thus contextualising the implementation process to minimise gaps between the intended and what is actually taught in the classroom.

Curriculum has also been viewed by Jansen (1990a) as a phenomenon that is never neutral in that it reflects society's ideals and aspirations as informed by the societies past experiences and is often a product of the state. Decisions about the nature of the curriculum are often guided or informed by the national goals and policies to ensure alignment with the ideological beliefs of the nation. Pinar (2004) correctly notes that:

... curriculum inquiry occurs within national borders, often informed by governmental policies and priorities (as well as national cultures), and is thereby nationally distinctive (p. 3).

State involvement in curriculum issues makes it difficult to separate education from the state since it is the state that maps the route to be followed by all the sectors to meet the national goals. The state is also

responsible for funding education and to a limited extent is further accountable for the educational outcomes.

The role assumed by the state in curriculum issues has resulted in curriculum being conceived by some curriculum theorists as a political phenomenon (Apple, 1979; Jansen, 1990a; Pinar and Bowers 1992; Chisolm, 2005). The state has been perceived as being instrumental in making society reproduce itself through the schooling system (Apple, 1979). This view is supported by the fact that schools have the same kind of bureaucratic arrangement found in the political and economic structure of society. This is evidenced in the hierarchical authority from government to government, education officials to school administrators and further down to school learners (Apple, 1979). Hence, Apple argues that curriculum is a state apparatus meant to coerce schools to assume the function of reproducing the structure of the workplace which makes the curriculum instrumental in reproducing society's class structure. Therefore, schools as institutions are viewed as instrumental in furthering the state's ideological objectives since they subconsciously influence learners' thinking and behaviour.

Consequently, society is in danger of having misplaced schooling goals as the state's focus on ideological issues might prove to dominate in curriculum design forums with very little attention given to learner interests and needs. Whether the curriculum is also relevant to learner interest and needs could also be determined by the state's economic position as well as its inability to make education a priority. This undoubtedly leads to the quality of education being compromised by the state.

Pinar, Reynolds, Slattery and Taubman (1995) summed this up well as they argued that curriculum is:

... what the older generation chooses to tell the younger generation ... [it] is intensely historical, political, racial, gendered, phenomenological, autobiographical, aesthetic, theological and international. Curriculum becomes the site on

which the generations struggle to define themselves and the world (Pinar et al., 1995, p. 278).

Pinar et al.'s (1995) assertion crystallises curriculum scholars' efforts to conceptualise curriculum and also demonstrates the subjectivity inherent in the whole process of curriculum development and implementation as it is value laden in nature. It presupposes that it can be conceived and approached from various dimensions depending on one's ontological position. Pinar and his colleagues have condensed numerous approaches to produce what appears to be an all-embracing conceptual understanding which demonstrates the complex nature of the phenomenon. Pinar et al.'s understanding is useful in comprehending the various perspectives from which scholars have attempted to conceptualise curriculum as noted above. It also shows a paradigm shift from the traditional view of curriculum which puts emphasis on objectives, experiences and the learner to one that appears to be dynamic and complex. Both Apple's (1993) and Pinar et al.'s (1995) understanding lead to the conclusion that curriculum has an ideological function since it deals with societal norms and cultural values which are propagated through the content and ideas found in the curriculum and these are mostly associated with those who are in authority. This implies that curriculum can also be viewed as a powerful mechanism for promoting the interests of the ruling class. In this light, Apple emphasises the role and motives of the state by reiterating that "the curriculum is never a neutral assemblage of knowledge" but "it is always part of a selective tradition, someone's selection, some group's vision of legitimate knowledge" (1993, p. 222).

Goodson (1989) on the other hand conceives curriculum as a social construction which should be a matter of concern for all stakeholders. He points out that curriculum is "a multifaceted concept constructed, negotiated, and renegotiated at a variety of levels and in a variety of arenas" (Goodson, 1989, p. 1). Goodson's conception in effect discredits the idea of a curriculum that comes from above as a prescription. He contends that curriculum control should not rest with those who are in power and further notes that in most instances "expertise and control

reside with central government and educational bureaucracies” (p. 1) while:

...the people who are intimately connected with the day-today social construction of curriculum and schooling, the teachers are thereby effectively disenfranchised in the discourse of schooling (p. 1).

Goodson (1989) further argues that marginalisation deprives the teachers of any power to talk about their work and thereby compels them to live a lie since it forces them to maintain their silence. As Pinar (1994) concedes classroom teachers have been deliberately left out by politicians when curriculum issues are deliberated upon. He notes that teachers have been rendered unable to teach by politicians who have forced teachers to abdicate from their positions thereby reducing teachers to technicians. Yet as implementation agents teachers need to see themselves as important role players in the curriculum implementation process. The chances of the curriculum being successfully implemented are often compromised if teachers are marginalised because they are a key factor in the successful implementation of any curriculum.

Lunenberg (2011) conceives curriculum to mean the content or subject matter taught by teachers and learned by learners. His conception could be interpreted to mean the disciplines taught in schools or the programme of studies taught in educational institutions in which experiences are grouped into related fields of knowledge. McCutcheon (2009) refers to this as "what students have an opportunity to learn at school" (p. 19). Taba (1962), on the other hand, streamlines all the above conceptions by providing a more generic description of curriculum as she views it simply as, a plan for learning. Broadly, this plan for learning could consist of learning experiences that have been dictated from above or those that are a product of teacher reflection and theorising about their own experiences. All these scholars agree that curriculum consists of a plan for learning whether informed by the state ideology or not. Taba's (1962) definition is core to conceptualising curriculum in that, it allows for flexibility for further elaboration on the concept to suit one's epistemological beliefs.

Curriculum is usually a product of an effort by the state which culminates in the production of a policy document often referred to as the syllabus. This policy document denotes the information to be covered in a given course and outlines outcome and responsibilities. However, it is significant to note that the syllabus can be interpreted to mean various things by different teachers thus creating a gap between what is intended and what is eventually taught in the classroom. The syllabus is a document that describes the content to be learnt, aims, objectives, outcomes and assessment requirements (Harries-Hart, 2002). Numerous factors influence the implementation process thus resulting in the curriculum not being learnt as planned. Furthermore, what is taught by the teacher is not always what is acquired by the learners as learners may acquire a different conception of what is being taught. The curriculum as documented and meant to be taught in schools may not necessarily match with the curriculum as taught at the micro level. This suggests that the explicit curriculum may be different from the unintended or implicit curriculum as taught at the classroom level. This scenario is usually a product of the values that make up the school or teacher culture.

The multifarious nature of curriculum, as well as the various ways in which it manifests itself at different levels, has made it difficult for scholars to reach a consensus on what curriculum is. Some scholars have consequently concluded that curriculum is difficult to define (Bellalem, 2008). As such, curriculum should not only have a systematic descriptive body of ideas that are characterised by coherence but it should also inform and guide practice. Consequently, curriculum has been conceptualised by stating its qualities, form or nature and also by describing how it can be actualised to change schooling for the better. However, this can best be achieved if teachers as people on the ground who are also used as agents of implementation are allowed to play a crucial role in designing learning experiences. Curriculum theory is essentially a yardstick, not only for determining what curriculum is and what it should consist of, but also how it should be designed and implemented. Its intent has therefore been

understood to guide and to be of assistance to those in institutional positions who are concerned with curriculum (Pinar 1978).

Scholars such as Morris and Hamm, (1976); Pinar (1994); McCutcheon (1982) and Koo Hok-Chun, (2002) acknowledge the importance of other disciplines such as psychology, sociology, ideology and philosophy in designing learning experiences that make up the curriculum. McCutcheon (1982) argues that knowledge of ideology, values and beliefs about issues related to society is key in formulating curriculum while Pinar (1994) asserts that curriculum is a product of numerous disciplines that have been brought together to inform practice. He therefore defines curriculum as an “interdisciplinary field committed to the study of educational experience” (p. 20).

The above arguments connote a deeper understanding of societal norms, values and needs. It also emphasises the need to ensure a correlation between the content that makes up a curriculum and the context within which the curriculum is created. Furthermore, it demonstrates the significance for a sound justification of the contents of a curriculum using a philosophical base. Besides focusing on what needs to be in the curriculum, other crucial related issues also needed consideration such as the purpose of the curriculum, how it should be implemented, and most importantly the ownership, that is who has more authority over the curriculum. As suggested by Mao (2008), deliberations on curriculum issues always extend beyond the subject of contents of the curriculum to the subject of national identity. In this study, I argue that a curriculum should take into account the educational experience in its totality as lived by both the teachers and the learners. My argument is based on the fact that, while the state has an ideological interest, it lacks the ability to align its aspirations with what goes on in the schools which makes the teacher a better candidate for the task.

2.4 Curriculum implementation

By curriculum implementation I refer to the practical application of the new curriculum in schools where the new curriculum is now being translated into practice both at school and classroom level. Curriculum implementation has been described by Fullan and Promfet (1977) as "the actual use of an innovation or what an innovation consists of in practice" (p. 336). Curriculum implementation, therefore, might be perceived as the process of ensuring that the designed plan for learning is put into practice at all levels. This process is usually influenced by the manner in which a curriculum has been enacted.

Change planners have viewed curriculum implementation as mostly instrumental action instead of being situational praxis (Pinar and Irwin, 2005). The instrumental action view presupposes that curriculum is produced for use by the teacher and the learner who may be viewed as consumers and therefore have no control over what is taught. Aoki (1983) refers to this process as the process of installing a curriculum. The teachers' role here should be seen as that of gaining mastery of the curriculum as technicians do and communicate it to learners effectively. The situational praxis view is more concerned with teacher experiences in the classroom situation as the teacher interacts with the learners. The situational praxis view allows teachers to theorise based on their experiences and in the process to see reality from their perspective. It has been described by Aoki (1983) as the process of coming to deep understanding of the curriculum and "transforming it based on the appropriateness to the situation" (p. 11).

The involvement of all the stakeholders including teachers should be viewed as fundamental if the implementation process is to be successful. Ensuring that there was coherence between school factors and the new curriculum during the implementation process was crucial. This entailed ensuring that there was harmony in the implementation process by looking at the demands of the change effort in relation to school factors or contextual factors. It follows then that a prescriptive curriculum is not likely

to be effective until the school setting is explored and understood to ensure alignment of the innovation with the school setting. Although, this ensures an environment that is conducive for successful implementation, there could be many other factors that may inhibit the implementation process. The literature cites lack of understanding of the new curriculum and poor implementation approaches due to lack of involvement (Fullan, 1991; Dyer, 1999; Eisner, 2000) as the initiators of the change effort often disregard teachers' input at all stages.

Yet, successful curriculum implementation is characterised by teachers who are willing to learn about the change effort and to change their culture, because teachers shape the curriculum (Clandinin and Connelly, 1992). The multidimensional nature of change which often involves the adoption of new materials and teaching strategies and a change in teacher culture needs to be well understood and embraced by all concerned parties so that the curriculum implementation process can be a success (Fullan, 1991; van den Akker, 2004). Disregard for any of these crucial elements could result in the failure of the implementation as there would be a mismatch between what was planned, what gets taught, and what learners learn. The lack of alignment of the implementation process with teacher professional development efforts that would ensure success would also contribute to this mismatch.

The literature indicates that in most reform cases change in the curriculum has not always been accompanied by change in schools in terms of contextual factors such as resources, professional and staff development programmes, class sizes and managerial support among others to help support the change effort (Fraser-Thomas and Beaudoin, 2002; Orafi and Borg, 2009; Ransford, et al., 2009). The scholars correctly argue that such contextual factors may not be supportive of the changes the implementation is aiming to promote, yet they are crucial in determining how teachers implement innovations. Owston (2007) supports this argument by revealing the existence of a correlation between contextual factors in and around workplaces and how teachers interpret, and implement curricula. The neglect of essential elements of change makes

the school environment less conducive to successful change. It results in a disparity between the change effort and what is implemented in the classroom during the teaching and learning process. This implies that the curriculum implementation process is just as important as the curriculum itself and therefore also needs to be given the attention it deserves. However, scholars (McLaughlin, 2008; Hargreaves and Shirley, 2009) point out that complex and multi-faceted processes of educational reforms and policy changes are still poorly understood in some sectors.

It is not surprising that the literature points towards curriculum implementation being perceived as the intended, implemented and attained curriculum (Morris, 1995; van den Akker, 2003; McKenney, Nieveen and van den Akker, 2006) or curriculum as prescribed, described, enacted and received (Edwards, Miller and Priestley, 2009). This demonstrates the permutation that a curriculum can undergo radical change at the different levels at which it is experienced by government agents, the teacher and finally the learners. Learners eventually acquire the curriculum as practised by the teachers during the process of implementation. What the learners eventually acquire is largely determined and influenced by numerous factors which include the teachers' experiences with the implementation of the new curriculum.

The disharmony at the various levels at which curriculum change works, as seen in the differences between the curriculum as planned and as practised in schools, has been attributed to numerous factors. These include the adoption on innovation without any change in contextual factors as well as the amount of knowledge teachers have about the curriculum (van den Akker, 2004). Lack of involvement of all parties concerned during the conceptualisation, planning and development process of the curriculum to ensure clarity on all issues relating to the change effort has been cited in the literature as a significant setback to implementation (Pinar, 2005; Orafi and Borg, 2009).

Teachers' epistemological beliefs have also been cited in the literature as a barrier to successful implementation (Spillane, Reiser and Reimer, 2002;

Bellalem, 2008; Mucavele, 2008; Raselimo, 2010). Such beliefs have been attributed to factors such as prior experience, formal training, inadequate resources and training to name a few. Other scholars emphasise the need to ensure that teachers have the same vision of the reform process by involving and training them as agents of the implementation process (Dyer, 1999; Bantwini, 2010). Scholars further cite the relationship between the teacher as the implementing agent and the school principal as well as the teachers' limited capacity to adapt to change (Spillane et al., 2002). As Spillane et al. (2002) note, no matter how the implementation agents attempt to implement the new curriculum according to the intentions of the designers, they fail due to numerous contextual factors. There is need for putting more effort not just on planning the reform but also on how the innovation can best be implemented. As Zhong (2006) demonstrates, it is essential for curriculum reform to be accompanied by favourable social conditions and sufficient financial support. On the contrary, the literature indicates that in most curriculum change efforts more time is often given to policy formulation as opposed to implementation yet these two processes are interdependent (Altinyelken, 2010).

The lack of competence on the part of the teachers who are agents of change might also have a negative effect on the implementation process (Fullan, 1991). For any change to be successful, it should be accompanied by well-planned staff development programmes as the literature also indicates that teachers, as the change agents, need to gain clarity and ownership of the change effort. Having well planned professional development programmes would serve to increase the chances of success of the implementation process (Nisbet and Collins, 1978; Fullan, 1991; Peters, 2012). Fullan (1991) points out that "staff development is a central theme related to change in practice" (p. 84) and argues that an intensive programme of training can improve the quality of the implementation process. Such training could be carried out before implementation begins and then be followed by continuous staff development programmes. The existence of an effective support structure during the implementation process in the form of more professional

development programmes that take contextual factors into account instead of having 'one-shot workshops' (Fullan, 1991) is more likely to enhance the quality of the implementation process.

Such workshops which are held before or during the implementation wrongly assume that the teachers as change agents are comfortable with the implementation. Yet these are insufficient in ensuring successful change. As Fullan (1991) indicates, "staff and professional development *is* change-in learning materials, in skills and practices, in thinking and understandings" (p. 318). Curriculum change may often be accompanied by complex concepts, skills and understandings that need to be mastered by those who would be implementing the curriculum. These need to be learnt and practised over some time until teachers develop the ability to demonstrate active understanding and ownership of the innovation to avoid any gaps in the implementation process.

This lack of harmony demonstrates the complexity of the curriculum implementation process especially if it was not interrelated with the curriculum development process. The curriculum development process embraces the whole spectrum of curriculum construction which comprises the initial conceptualisation, planning to design, implementation, evaluation and revision. Greater effort needs to be made to harmonise all these levels with the contextual factors from macro to the micro level of implementation. All the relevant stakeholders need to be committed to the innovation to have ownership for the innovation and therefore support the change effort. Similarly, change in the context in which the innovation is to be implemented to suit the expectations of the innovation is essential for the implementation to be successful.

2.5 Teachers' experiences of the curriculum implementation process

Teachers have been viewed as pivotal in the implementation of the curriculum. Their influences have been found to be crucial in determining

“the success or failure of reforms in both industrialised and developing countries” (O’Sullivan, 2002, p. 222).

Teachers’ view of curricular reform is usually informed by the manner in which the reform impacts on the teachers. This in turn is a product of numerous factors which may include among others, the imposition of foreign material in the form of an innovation to teachers (Jansen, 1990; Schweisfurth, 2011) and coercion by government agents in a context that is not in harmony with the reform (Bellalem, 2008; Nkosana, 2013).

However, very little concern is given to teacher needs, interests and experiences during curriculum reform and implementation. Teachers are a crucial component of the implementation process as the success of the curriculum depends on teachers (Fullan, 1991) who in this case are the implementing agents. It is therefore appropriate to engage teachers on curriculum reform even though in developing countries curriculum reform efforts are severely challenged by their constrained budgets.

2.5.1 Planning

The literature indicates that the planning of the implementation process needs to be focused on all aspects that are likely to impact negatively on it (Bennie and Newstead, 1999; Dyer, 1999; Bellalem, 2008; Tawana, 2009; Bantwini, 2010; O’Sullivan, 2002; Orafi and Borg, 2009; Altinyelken, 2010; Loogma, Tafel-Viia and Ümarik, 2013; Nkosana, 2013; Yan, 2014; Linnel et al., 2016). These include, amongst others, ensuring that there was adequate funding for the reform; teacher involvement at all levels of the reform process; that the reform is adequately planned; capacitating teachers by providing the necessary training to enable them to implement the new curriculum successfully; and finally, attending to any contextual factors that might inhibit the implementation process. Proper planning also entails putting in place adequate funding for the implementation of the reform so that it is not underfunded (Okorafor, 2016). Okoroma and Ominini (2011) concur with Okorafor (2016) on the significance of the availability of funds during the implementation of a new curricula programme as they facilitate the effective implementation of a new reform.

Proper planning would also have placed focus into the issue of inequalities between schools so that they are appropriately addressed instead of assuming that things were normal in all schools. For example in a study conducted in the Western Cape, it transpired that a single implementation model was used for all schools when implementing C2005 yet some schools were found to be well-resourced while some were not (De Waal, 2004). The school environment and its location contribute towards the success or lack of success of the implementation process as there is differentiation in the school's ability to cope. The implication here is that schools should not be viewed and treated as similar entities because poorly resourced schools are not likely to cope well as they may fall behind in their attempt to implement the innovation while those that were better resourced managed to cope well. Such coping schools were also said to be under good leadership which suggests that well-resourced and well-run schools were found to be coping well.

Proper planning would also ensure that there is adequate human resource to drive the implementation process so that there is enough supervision and accountability (Altinyelken, 2010). Lack of supervisors proved a barrier to implementation (Schweisfurth, 2013; Okarafor, 2016) because there was lack of support and supervision to monitor progress and to put pressure on teachers to adhere to the demands of the innovation. Supervision was essential to get feedback for evaluation purposes and also to establish if teachers were implementing the curriculum according to the guidelines stipulated by the initiator of the reform (Altinyelken, 2010).

Drawing from the Ugandan experience Altinyelken (2010) points out that school inspection was inadequate because the budget was insufficient to cover regular travelling costs and the department was also understaffed at both district and headquarters level. As Lewin (1985) demonstrates ministries of education lack “the capability or will to monitor their successes and failures adequately” (1985, pp 126-127). Yet, school inspection is crucial in monitoring curriculum implementation and ensuring that there is quality control in the education system. All this suggests the

need to ensure that curricula reform is carefully planned at all stages, that is, from inception to implementation to ensure successful implementation and sustainability.

The way in which the factors mentioned above are dealt with by the curriculum reformers, influences the manner in which teachers conceptualise curriculum implementation. Teacher conception of the implementation of curriculum reform manifests itself in various ways depending on how efficiently the curriculum implementation process has been planned. Teacher conception is also likely to be influenced by the manner in which teachers experience the curriculum reform. The literature indicates that planning a reform should also take into account the piloting of the reform before it can be rolled out to all schools (Altenyelken, 2010) to establish its feasibility.

The literature demonstrates that developing countries tend to use a bureaucratic curriculum implementation process which is characterised by a top-down approach (Dyer, 1999; Bellalem, 2008) that usually side-lines and marginalises teachers. According to Bellalem (2008), this process is usually characterised by "*ad hoc* and unstable policies handed down by the Ministry of Education" (p. 67). This notion of viewing implementation simply as a question of regulating policy from above tends to perceive implementation as part of curriculum policy instead of conceptualising it in terms of constructs that are likely to make the relationship between the curriculum policy and the practical exercise of implementation more harmonious and therefore more sustainable. The bureaucratic approach disregards the fact that what has been planned may be far removed from the practical as the process of translating policy into practice is itself complex. Proper planning during curriculum implementation is crucial because it minimise the chances of having "*ad hoc* adjustments and short-term strategies for coping" (Dyer, 1999, p. 45). The planning exercise also has to take into account the context in which the curriculum is to be enacted.

2.5.2 Lack of teacher involvement

Lack of teacher involvement negatively influences teachers' experiences of the enactment of a curriculum as they tend to lack ownership of the reform process. Yet the literature emphasises the significance of a shared vision during the implementation of a new curriculum (Fullan, 1991; Dyer, 1999). Negative teacher experiences and perceptions are likely to be easily avoided if teachers as agents of change are involved in the whole process of conceptualising both the curriculum reform and its implementation process. Scholars such as Fullan (1991) and Dyer, (1999) outline the difficulties encountered when implementing a new curriculum if teachers have not been involved from the inception of the curriculum and therefore do not share the same vision as the initiators of the reform.

A study from Kenya, for example, shows very little teacher involvement as "all matters pertaining to curriculum are still centrally controlled by the Ministry of Education and its agencies..." (Otunga and Nyandusi, 2009, p. 5). While in South Africa, teachers had "almost no say at all in the key decisions" (Nakabugo and Siebörger, 2001, p. 54) during the introduction of *Curriculum 2005*. Ishmail (2004) on the same curriculum also contends that there "has been a wide range of criticism from teachers, who claim that they were not consulted in developing the curriculum" (p. 36). Lack of teacher involvement makes teachers feel side-lined and marginalised in curriculum related matters. Bantwini (2010) notes that "it is important to learn about and understand teachers' perceptions, their understanding of and the meanings they attach to the reforms" (p. 89). Being marginalised make teachers not to take the reform as seriously as they should because they do not share the vision for the reform and they may also want to see the reform fail.

As Nkosana (2013) opines, "if educational innovation is to be successful, all major players, including class teachers and students, need to be brought on board in order to secure their full incorporation in the implementation of the innovation (pp. 73-4). Contrary to this, Ornstein and Hunkins (2017) point out the teachers' unwillingness to be up to date with developments in their line of work. They argue that their unwillingness to

be up to date results in teachers lacking the necessary commitment to curricula change and its implementation. "Teachers frequently view change as simply signalling more work – something else to add on to an already overloaded schedule for which little or no time is allotted" (Ornstein and Hunkins, 2017, p. 266). However this might be a result of poor planning (Seetal, 2005) and lack of well-planned professional development programmes that constantly keep teachers up to date.

Eisner (2000) views teacher involvement as a prerequisite to change and notes that teachers needed to be involved and if possible made in charge of a change process as they also want to play a crucial role in the process. This suggests that any disharmony between the curriculum implementation process and the teachers' professional orientations which might lead to teachers being labelled incompetent could be avoided. Patton and Griffin's (2005) therefore correctly argue that opportunities should be created for teachers to participate in programmes in order to have a shared vision and thereby develop ownership of the reform.

The literature cites teacher involvement as an important catalyst for change, in a "fusion or integration of 'top-down' and 'bottom-up' strategies for reform in education" (Kirk and MacDonald, 2001, p. 553). Priestley (2010) drawing from the Scotland experience observed that even though the Scotland national curriculum used both a top-down and a bottom-up approach in an attempt to empower teachers it still encountered some challenges. An implementation gap still remained evident in translating policy into practice due to limited capacity in schools. Furthermore, Priestley noted that "a certain level of capacity" (2010, p. 27) is essential for successful implementation. The involvement of teachers during the whole reform process is crucial as they would be more likely to have a clear vision that would lead to a prolific translation of policy into practice and a collaborative work spirit which is not just essential in facilitating the implementation of change but may also be crucial in sustaining change.

Lack of teacher involvement at the inception of a curriculum reform and more particularly, when planning the implementation of the reform may

prevent teachers from appreciating the demands of the curriculum. This would make teachers to teach what they conceive appropriate even if it is not part of the prescribed curriculum. Drawing from the Botswana experience, Tawana (2009) demonstrates that teachers found the new curriculum shallow in terms of the scope and therefore ended up teaching topics from the old curriculum which they felt needed to be taught thus making the new curriculum bulky. This suggests a lack of understanding of the manner in which the new curriculum was structured and the rationale for such an approach. Clearly, an effort to ensure the involvement of teachers if they are to conform to the expectations during the implementation of an innovation has to be made. Failure to do that might influence the implementation process so that it is either accepted and adopted or rejected by teachers and school administrators (Nisbet and Collins, 1978).

The curriculum reformers need to ensure that teachers also understand and appreciate the rationale for the renewal so that they can also share the vision for the curriculum reform. Clearly, preparing teachers and other stakeholders for change implies familiarising them with all aspects of the curriculum reform. This could, in turn, allow them to identify with the reform. A study on primary school teachers' experiences and understanding of education policy in South Africa revealed that non-participation of teachers in shaping the curriculum made teachers lose interest in the reform (Smit, 2003). Teachers' lack of enthusiasm with the reform suggests the need to involve teachers at all stages of the innovation process to ensure successful implementation.

However, some scholars feel that the problem may lie with the strategies adopted when implementing change. They argue that "successful curriculum implementation results from careful planning which focuses on three factors: people, programs and processes" (Ornstein and Hunkins, 2017, p. 257). Teachers fall within the important groups of people that have to be considered when reform is introduced because the implementation of change requires change in teacher culture or behaviour to ensure harmony with the goals of the reform (Fullan, 1991; Ornstein

and Hunkins, 2017). In fact, the whole education system has to align its culture with that of the school and teachers because teachers do not operate in a vacuum but rather work within a structure that also needs to be supportive of the reform. This demonstrates the need not only to consider all three factors but also to ensure that they are in harmony as change is planned and implemented. Harmony is likely to lead to teacher motivation and therefore high levels of fidelity in implementation as teachers would be enthusiastic about the reform.

2.5.3 Teacher Attitude

Teacher attitude towards curriculum implementation was also found to be a barrier to successful implementation of change. Teacher attitude might be characterised by resistance to implement the innovation. According to the literature it might be shaped by the "speed and complexity of the change, and the strategies used to support and monitor the process" (Schweisfurth, 2011, p. 427). Other important factors believed to be responsible for teacher attitude include the type of training both at pre-service and at in-service level that teachers received. Altinyelken (2010) and Mazibuko (2008) posit that often pre-service education has more emphasis on knowledge acquisition instead of skill development and attitudes. This has resulted in pre-service education being criticised for being too theoretical with little pedagogical orientation (Altinyelken, 2010).

Furthermore, a negative attitude towards a curriculum reform might be caused by having to work under very difficult conditions mainly due to inadequate resources, poor planning, lack of compatibility between the reform and the context in which it is to be implemented; lack of an appropriate staff development programme to support the initiative; lack of support from the inspectorate and the school administration and lack of commitment from teachers and community. These have been found to be major catalysts for the failure of reform (Nisbet and Collins, 1978; Bantwini, 2010; Yan, 2015). Such a collaborative effort by all the stakeholders should be a priority as these concerns suggest that if one of the stakeholders did not share the project vision, limited success could be

expected. This is particularly the case with teachers because as much as the literature indicates that teachers are shaped by the reform (Addy, 2012), it is also true that teachers shape the reform.

2.5.4 Teacher Resistance

Teacher resistance to reform which sometimes manifests itself through a display of negative attitude towards a curriculum reform may be attributed to teacher inability to contextualise the reform when faced with classroom realities (O'Sullivan, 2002). Teachers find themselves having to juggle the use of the appropriate teaching methods and the examination demands in order to achieve good learner outcomes. Classroom realities made it difficult for teachers to successfully implement reforms in English Language Teaching (ELT) in Namibia (O'Sullivan, 2002). As a result teachers develop a negative attitude thus making it difficult for them to be useful to learners in helping them acquire the expected skills as well as in preparing them for external examinations. The frustration endured by teachers due to workload and their inability to handle new curriculum content may make them lethargic to change as they might continue to avoid adopting new teaching strategies thereby resisting and sabotaging change (Mthethwa, 2007). In such circumstances it becomes essential to ease pressure on teachers by reducing their workload to enable them to concentrate more on those essential aspects of the curricular innovation. If left unattended, this may result in very little difference between change policy as theory and change policy as practice Smit (2003). Furthermore, the literature demonstrates the need to understand that for teachers "change involved risk taking and often appeared messy in the early stages as they departed from what they knew well to try new practices and strategies" (Fraser-Thomas and Beaudoin, 2002, p. 87). Support, therefore was crucial to assist teachers to adapt to change.

The literature further suggests the need to ensure that all teachers are brought on board as early as possible during the planning of a curriculum reform. Engaging all stakeholders should encourage all concerned to have a shared vision. Furthermore, engaging teachers has often led to the development of a positive attitude as teachers refrain from seeing reform

as being unrealistic. A good working relationship among stakeholders as they all have a shared vision and clarity on the roles they are expected to play fosters change. Gross et al. (1971) argues that attitude is one of the most important attributes for success during curriculum renewal. The implementers and recipients of the curriculum, as well as other stakeholders need to cultivate the right attitude for successful innovation.

2.5.5 Training and professional development

Training and professional development have been cited as one of the most significant factors that influence the institutionalisation of reform in education (Fullan, 1991; Smit, 2001; Fraser-Thomas and Beaudoin, 2002; Mucavele, 2008; Altinyelken, 2010). Their work suggests that a sound staff and professional development programme should accompany any curriculum implementation since it promotes teachers' understanding of the change effort (Fullan, 1991). In instances where the training has been short, hectic and hurried, teachers found it difficult to internalise the taught concepts and therefore became ill-equipped to implement the new curriculum (Altinyelken, 2010). According to Mucavele (2008) the training of teachers should be done within the school as this takes into account contextual factors that might prove to be a barrier to implementation if not well attended to. Staff development within the local context ensures that relevant issues are addressed and thus caters for the needs of the teachers as identified by the teachers themselves.

Teachers became enthusiastic or less enthusiastic about reform because of the manner in which they had been shaped by the reform (Addy, 2012). Inadequate training compromised the implementation process at the classroom level. Yet capacitating teachers meant empowering them to handle the demands of curriculum change and to avoid a situation which made them become uncertain on how to use and implement certain aspects of the curriculum due to lack of knowledge and skills. As Thompson et al. (2013) noted, "the key element in the success of the changes is having well-trained and confident teachers to deliver the new curriculum" (p. 1). This has been supported by Altinyelken, who also points

out the significance of having well-trained teachers for successful implementation. Thompson et al. (2013) further cite the lack of confidence as a major challenge that does not only prevent teachers from effectively implementing new programmes but which also made teachers disregard some aspects of curriculum change completely.

The trainers of the teachers in preparation for the implementation process were also found to be ill-equipped thus compromising the quality of the training (Altinyelken, 2010; Thaanyane, 2010). Teachers could not conceptualise the reform to the extent of being able to handle the innovation at classroom level thus rendering them unable to implement the reform effectively. Inadequate training has been found to hinder the appropriate dissemination of a reform (Thaanyane, 2010) since poorly trained teachers were not likely to master the demands of the innovation. Although according to Altinyelken (2010) the training may be viewed as adequate by some of the trained teachers, the trained teacher conceded that inexperienced teachers would find it difficult to teach the new curriculum. If the training received was viewed as inadequate, then it would not be useful in assisting teachers with the implementation of the new curriculum. Furthermore, according to Altinyelken (2010), teachers in Uganda were not able to learn much about some aspects of the new curriculum such as assessment which suggests that they had very little knowledge of how to assess the learner. Yet assessment is an important aspect of effective teaching and learning. It was also found that inspectors who were supposed to assist teachers and monitor the implementation process lacked knowledge of the reform because they had not been trained (Altinyelken, 2010; Bellalem, 2013). All these worked against teacher effort to maximise the implementation process. In agreement Priestley (2013) also found that teachers in Scotland were engulfed by anxiety and fear when carrying out assessment practices because they were not sure what was required of them as they implemented a new reform.

The literature also revealed that teachers who received adequate training were able to effectively implement the new curriculum while those who did

not receive any training were not able to do so (Thaanyane, 2010). Drawing from the Turkey experience, Koc, Isiksal and Bulut (2007) demonstrate the role played by the Ministry of National Education in training teachers through seminars and workshops whereby even pre-service teachers were also given the necessary training on the new curriculum by experts and programme developers to ensure successful implementation and sustainability. Similarly, in Uganda, teachers were trained before the implementation process and were further invited for shorter training programmes on specific aspects of the new curriculum, even though these were also considered inadequate by teachers Altinyelken (2010).

Scholars agree that serious concerns often arise during curriculum renewal if there has been lack of professional development (Smit, 2001; Fraser-Thomas and Beaudoin, 2002; Thaanyane, 2010). Fraser-Thomas and Beaudoin, 2002 assert that: "despite efforts to fully implement the new curriculum, teachers recognized that they were barely meeting minimum curriculum standards" (p. 261). In a school environment where there was lack of appropriate preparation of teachers, the implementation process was likely to be stalled or even aborted in some cases. In such an environment teachers often challenge their ability to conceptualise the reform (Smit, 2001).

The literature seems to suggest that lack of adequate and appropriate training is a common challenge in curriculum implementation, for example Fraser-Thomas & Beaudoin (2002) found teachers to be uncertain of new assessment and evaluation methods they were expected to use. Similarly, Altinyelken (2010) found that teachers complained about the nature of training received while Patton and Griffin (2005) found that "hands-on training in the construction of assessment tools of assistance in the management of assessment was essential during planning and implementation" (p. 87). Furthermore, O'Sullivan (2002) found that policymakers needed to seriously engage with the extent to which reforms are within the teachers' capacity bearing in mind that implementation ultimately rests with the teacher in the classroom.

Training individual teachers through continuing professional development is clearly important if teachers are to shape the reform (Priestley and Minty, 2013). The literature supports this as, it was established in another study that although there was the existence of tensions between teachers' beliefs and actual practice, there was evident change in the teachers' teaching practices after being exposed to training as they began to reflect more on their teaching (Peters, 2012). However, frustration due to lack of in-service training or professional development, for example is a common feature in the literature (Nisbet and Collins, 1978; Fullan, 1991; Dyer, 1999; O'Sullivan 2002; Ishmail, 2004; Blignaut, 2008; Peters, 2012; Ruto, 2013).

2.5.6. Teacher competence

Teacher competence is another crucial factor in the success of curriculum implementation. The literature demonstrates that teachers may lack full knowledge and understanding of the goals, and teaching approaches demanded by the reform (Yan, 2014) due to numerous factors. Change of the long-established routines may result in teachers doubting their own competence because teachers found themselves unable to cope with handling the contents of the new curriculum (Nisbet and Collins, 1978). Their struggle to master new content or topics may lead to reluctance to adopt new methods required to teach successfully (Nisbet and Collins, 1978). Lack of competence is further exacerbated by the lack of support from the initiators of the reform such as the Ministry agents in the case of Eswatini and from the school principal to ensure that teachers were helped to achieve the required level of competence to implement curriculum change successfully. Such support may come in the form of the clustering approach as Jita and Mokhele (2014) point out the significance of developing a collaborative teacher learning culture through clustering. They argue that clustering in Mpumalanga, South Africa enhanced teacher professional development since it promoted teacher competence both in terms of content knowledge and pedagogical content. While Chikoko and Aipinge (2009) are in agreement on the benefits teachers derive from

clusters, they go on to cite the lack of support from school principals and the shortage of funding as major drawbacks that prevent clusters from working effectively in Zimbabwe and Namibia. Also, the cluster incapacity to outsource experts who can assist by providing professional curriculum development programmes has been cited as a challenge thus rendering it unsustainable unless education systems restructure accordingly.

The literature further reveals challenges brought by lack of competence during curriculum change which might alienate teachers from an innovation as evidenced in the Mathematics Learning and Teaching Initiative (MALATI) in South Africa. These include teachers' inability to master new content and skills (Nisbet and Collins, 1978). Drawing from Eswatini, Mthethwa (2007) found that even though science teachers proved to have good basic knowledge of the new curriculum contents, their classroom practices did not reflect the intentions of the curriculum developers. The absence of sustainable professional development workshops to equip teachers with the relevant skills to ensure successful implementation instead of the one-day workshops which also did not take individual needs into account (Mthethwa, 2007) was deemed responsible for the lack of competence. Lack of competence could further be caused by the lack of support from the relevant departments such as the national curriculum centre and the inspectorate (Thaanyane, 2010).

It becomes essential to address all areas that might inhibit the change process before the transformation of the curriculum as the literature indicates that certain preconditions need to be in place before change can be effectively introduced (Gross et al., 1971). An overhaul of the context has to be supplemented by support as provided by management through the provision of the necessary resources and pressure to ensure that teachers embrace change.

2.5.7 Teacher epistemological beliefs

Teacher epistemological beliefs also play a crucial role in institutionalising a new curriculum. The literature demonstrates that while teachers may be

professionals capable of making the right decisions (Fang, 1996), teachers may sometimes not agree with the curricula reform mainly due to their beliefs (Orafi, and Borg, 2009) largely because their thinking is often guided by classroom experiences and the reflective processes that they engage in after class. Their beliefs often emanate from a conception of their pedagogical and practical knowledge of learners as well as the teachers' curricula knowledge, resulting in teacher formulated theories about what works best in real life in the classroom environment (Fang, 1996; Guo, 2012). Teachers' beliefs about teaching and learning have a significant influence on their instructional practices. Drawing from Levitt's (2001) science study Shahvarani and Savizi, (2007) point out that:

...if teachers' beliefs are incompatible with the philosophy of science education reform, a gap develops between the intended principles of reform and the implemented principle of reform, potentially inhibiting essential change" (p. 244).

This suggests the effect that mismatches between curricular principles and teachers' beliefs have on the implementation of new curriculum reforms. Shahvarani and Savizi (2007) similarly point out that any form of innovation has to be accommodated within the teacher's own framework of teaching principles to avoid any gaps during implementation.

The literature also revealed that the teachers' ability to interpret and implement new curricula is influenced by their beliefs and prior views about teaching and learning. Their views about teaching and learning are usually in contrast to the intentions of policymakers (Blignaut, 2008). In the same way, Priestley and Minty (2013) point out that it is important not to view implementation outcomes at face value as teachers may appear to embrace change when in actual fact they have serious issues with the curriculum and its implementation. This might be due to different conceptions of the curriculum; teacher beliefs and values as well as teacher experiences with a previous curriculum. Unlearning these experiences and pedagogic beliefs which have been accumulating over the years become a challenge (Guo, 2012). The literature however suggests that this can be dealt with by ensuring that teachers receive

some kind of training on all aspects of the curriculum renewal to ensure clarity and to close any existing gaps between the teachers' own theoretical frameworks and the intended principles of the new reform (Fullan, 1991; Priestley and Minty, 2013).

In a nationwide curriculum reform conducted in China which advocated an alternative paradigm of pedagogy, teachers found themselves under great pressure as they were faced with challenges during the implementation process (Guo, 2012). According to Guo (2012) some teachers may feel "very insecure about their employment status in schools because they automatically became less qualified teachers based on the demands of the new curriculum" (pp. 100-101). Although teachers are likely to experience tension at first, a great sense of achievement later replaces this as they are assisted in implementing change (Peters, 2012). This assertion suggests that support in the form of professional development motivates teachers to excel in their work and it encourages collaboration as they begin to share their classroom experiences in an attempt to address the challenges they encounter.

2.5.8 Contextual Factors

However, it would be folly to disregard situational or contextual factors that might inhibit effective implementation on curriculum renewal, such as feeling unsupported by their administrators, and the practical realities of the classroom situation such as class size among others. Work overload and short length of class time were some of the factors cited in the literature (Alshammari, 2013). All these need to be considered and addressed in an attempt to close any implementation gap that might surface during the implementation process. A change in the context in which the curriculum reform is to be implemented is essential since the inability to attend to the contextual factors often results in the failure of the reform. Any form of intervention made should take into account the basis for the teachers' theoretical framework and make attempts to harmonise these in order to avoid making teachers feel de-skilled by destroying the range of practices developed over a long period of time as this is likely to

result in loss of confidence, increased anxiety and hostility (Nisbet and Collins, 1978) and subsequently alienation.

The literature argues that contextual factors need to be systematically and continually changed to ensure the effective and sustainable implementation of a new curriculum (Koc et al., 2007). School factors such as availability of resources, good leadership, and having a team of collaborative and motivated teachers among others also play a major role in ensuring that curriculum change is fully embraced. It is important for the initiators of curriculum change to have a clear vision and an awareness of the limitations of the new curriculum (Priestley, 2010).

2.5.9 Classroom realities

Classroom realities within which the teachers work, have still not been considered a priority by policymakers (O'Sullivan, 2002; Bellalem, 2008; Okoroma and Ominini, 2011; Schweisfurth, 2013). Such disregard often leads to the failure of the reform. Classroom realities according to the literature made it difficult for teachers to successfully implement reforms in English Language Teaching (ELT) in Namibia (O'Sullivan, 2002), in Uganda (Altinyelken, 2010) and China (Guo, 2012). This has been supported by other scholars (Fraser-Thomas and Beaudoin, 2002; Okoroma & Ominini 2011; Schweisfurth, 2013) who also cite large class sizes as a barrier to curricula implementation since teachers continue to use traditional pedagogical methods to cope (Mthethwa, 2007; Bantwini, 2010; Schweisfurth, 2013). In some cases large class sizes prevent teachers from giving individual attention to learners as they impacted negatively on the use of time. The continuous use of traditional pedagogical methods could further be a result of the lack of support from the relevant departments such as the inspectorate (Thaanyane, 2010). Class sizes also proved a challenge when carrying out assessment as teachers found the assessment practices demanding so they hardly applied them. The literature also revealed that the large class sizes created class management problems for teachers (Altinyelken, 2010) thus

impeding successful curriculum implementation. Furthermore, learners lacked the necessary motivation to learn (Sherington, 2017).

2.5.10 Resources

The issue of resources has been found to be central in facilitating the implementation of a new curriculum (Fraser-Thomas and Beaudoin, 2002; Okoroma, 2003; Patton and Griffin, 2005; Mthethwa, 2007; Thompson, 2013). Drawing from the Nigerian experience, a significant relationship between the availability of resources and effective implementation was found by Okoroma and Ominini (2011) to exist. Lack of teaching resources in schools such as instructional materials and textbooks has proved to be a barrier to curriculum implementation as it affected the ability of the teachers to implement new curricula effectively (Koet et al., 2007; Bellalem, 2008; Schweisfurth, 2013; Okarafor, 2016). Similarly, Altenyelken (2010) found that inadequate teaching materials made it difficult for teachers to successfully implement a new curriculum in Uganda and as a result teachers were forced to spend the afternoons and weekends at school making teaching and learning aids. Developing and providing instructional tools on the other hand as well as further addressing teacher needs on the new curriculum has also been viewed as a positive move towards successful implementation by Koet et al. (2007).

The training of teachers through seminars and workshops on the effective use of the new material improved teacher ability to implement the curriculum (Koet et al., 2007). Establishing if schools are well resourced during the planning stage is essential to align school factors with the demands for the change process as often teachers have no resources at their disposal (O'Sullivan, 2002). This assertion is also in agreement with Patton and Griffin's (2005) observation that teachers needed to be provided with multiple resources to address the demands of the reform successfully.

2.5.11 Content overload

Another contextual factor that has a significant impact on the successful implementation of a curriculum is the amount of content that teachers have to teach as stipulated in the new curricula document (Fraser-Thomas and Beaudoin, 2002; Smit, 2001; Mthethwa, 2007; Altinyelken, 2010). Content overload tended to prevent teachers from adopting learner-centred teaching approaches because of the pressure exerted by oncoming examinations (Fraser-Thomas and Beaudoin, 2002). Content overload made the curriculum appear demanding with the result that teachers ended up not teaching all the expected content which resulted in extended working hours (Bellalem, 2008; Tawana, 2009; Altinyelken, 2010; Guo, 2012). The content overload had a negative impact on teachers as it made it difficult for the teachers to complete teaching the specified curriculum content within the allocated time. Content overload results in teachers' workload being heavy (Tawana, 2009; Altinyelken, 2010; Guo, 2012) as they extended learning time and also had to work even during their spare time. It further negatively impacted on the implementation process. The heavy workload in some cases was also caused by the fact that each teacher had many classes to attend to (Bellalem, 2008) which often led to extended working hours (Altinyelken, 2010; Guo, 2012).

2.5.12 Support from the school principal

Support from the school principal by soliciting advice from teachers on how best effective teaching and learning could be achieved and by promoting staff and professional development and collaboration among teachers to promote collegiality synergistically creates a good culture in the school (Blase and Blase, 1999). A good school culture has been cited in the literature as an important factor in enhancing the effective implementation of a new curriculum (Yuen, Law and Wong, 2003). The amount of support received by teachers from the school principal has been found to play an important role in curriculum renewal. Principals who took responsibility for ensuring that teachers in their schools adhered to the demands of the new curriculum and acquired the required skills were

able to successfully contribute to the implementation process (White and White, 2008).

In the developing country context, Oplatka (2006) noted that the school principal who used the autocratic leadership style played a minor role during implementation of a reform as such an administrator was also not likely to encourage professional staff development. This view is supported by Yuen et al. (2003) who argue that institutionalising change is highly dependent on the school principal's vision and conception of the significance of the reform. They argue that in a school where the principal simply adopts the reform without ensuring that it is institutionalised, minimal success would be achieved (Yuen et al., 2003). The literature also indicated that there were even school principals who seemed to have no clue about the reform being implemented in their schools (Altinyelken, 2010).

On the contrary, the principal who mobilised his staff to be adaptive became a catalyst for change (Yuen et al., 2003). Such a principal also showed interest in the reform by interacting with teachers about their work and further encouraged teachers to experience professional development (Yuen et al., 2003) to enhance the effectiveness of the implementation process. Some school principals demonstrated concern about the monitoring of the implementation process to ensure that teachers were following the implementation guidelines (Altinyelken, 2010). The complex nature of curriculum also demands numerous implementation strategies coupled with constant supervision since teachers encounter numerous challenges while at the same time they are expected to address multiple demands as they implement the curriculum innovation.

2.5.13 Enhanced teacher professional growth

However, the literature also revealed that teachers' experiences were not always negative during the change. Drawing from the Tanzania experience, Mkumbo (2012) revealed that teachers during curricula reform also enjoyed the professional development opportunity that came with

change. Teachers liked being exposed to continuous professional development as it also enabled them to pursue further studies and increased the possibility of advancing their careers. It further provided flexibility to change careers. Similarly, although there was initially existence of tensions between teachers' beliefs and actual practice as indicated in another study, there was evident change in the teachers' teaching practices after being exposed to training as they began to reflect more on their teaching (Peters, 2012).

This view is supported by Yuen et al. (2003) who demonstrated that in schools led by principals with a supportive culture, teachers felt free to initiate and implement new ideas. Such schools had “a strong sense of mission and a clearly identifiable vision of education that permeates practice in each of the schools” (Yuen et al., 2003, p. 167). These scholars also point out that in such an environment teachers were intrinsically motivated to develop themselves professionally even through informal channels without being coerced as the school did not have a compulsory staff development programme.

The paradigmatic shift from teacher- centred teaching strategies to more learner-centred pedagogy in China was also appreciated by teachers. They appreciated the change because it benefitted their learners as they became more engaged and critical in their learning and further developed self-autonomy. Some teachers were also happy with the innovation because of the availability of a range of resources and professional development opportunities which further enhanced the implementation of the new curriculum in China.

2.5.14 Increased teacher motivation

In the same way, although teachers in Uganda experienced the implementation of the curriculum reform negatively due to inadequate training and other systemic challenges, they were generally happy about the new curriculum as it had a positive impact on their learners (Altinyelken, 2010). They pointed out that instead of the chalk and

chalkboard which had been their only available teaching materials, they now had to use a range of teaching and learning materials since the new curriculum encouraged the use of a range of materials. This made teachers enthusiastic about their work and improved the effectiveness of the implementation process. Despite the challenges encountered during the implementation process, teachers demonstrated commitment in their work as they implemented the new curriculum because they believed it benefited their students while at the same time it made their work much more enjoyable (Altinyelken, 2010).

Drawing from the China experience, Guo (2012) noted that in a nationwide curriculum reform teachers showed appreciation for the improved working conditions as a result of the reform and for the opportunity of adopting a new identity as the curriculum advocated for a shift from teacher-centred teaching strategies to more learner-centred pedagogy.

It can thus be argued as the literature demonstrates that teacher characteristics have also been said to account much for the differentiation in levels of implementation as those teachers who believed in the goals of the reform demonstrated a high degree of fidelity while those who appreciated the reform less had very low levels of implementation which implies that they experienced the curriculum negatively.

2.6. History teachers' experiences during the implementation of curriculum change

In this section, I discuss history teachers' experiences during the implementation of curriculum change. The challenges encountered by teachers during curriculum implementation helped provide an insight into the history teachers' experiences during curriculum implementation as they illuminate how teachers perceive and react to change. History teachers' experiences of curriculum change, like with all other teachers, are generally influenced by the manner in which they view the reform as well as by the manner in which the reform impacts on them. History

teachers' experiences were presented thematically as derived from the literature. The following themes were discussed: lack of involvement of history teachers; history teachers' attitude towards the new history curriculum; discrepancies in the training of history teachers, biographical experiences; the support received by history teachers from the principal; the support received by history teachers from the Ministry; lack of adequate resources; training and professional development. I conclude this section with a brief overview of other factors that might influence history teachers' experiences.

2.6.1 Lack of involvement of history teachers

Teacher involvement during curriculum reform has been generally found to be crucial. Drawing from Australia, Ditchburn (2014) described history teacher involvement during curriculum reform as very limited as she noted the “lack of *relevant* debate on key issues such as the purposes of the curriculum and the nature of the curriculum theory that should inform all aspects of curriculum architecture and design” (p. 5). While in South Africa, even though numerous debates were held by various curriculum committees who were representative of the different stakeholder communities, the representatives did not have the disciplinary content necessary for the development of the learning experiences (Dean, 2000; Weldon, 2009). The lack of inclusion of stakeholders with the relevant expertise in the subject has been supported by van Eeden (2008) who points out that focus for change was on producing a “history curriculum to the satisfaction of the Government and the Ministry of Education, that any offers of assistance from History educators were ignored or “politely” turned down after 1994” (p. 111). This suggests that history teachers are likely to be coerced into implementing a curriculum that has some challenges because of the lack of expertise. As Bertram (2008) notes, the result is likely to be a curriculum that would raise concerns from history teachers because of the inclusion of curriculum jargon that would be difficult for the history teacher to comprehend. Such a scenario is also likely to lead to gaps between policy and practice (Bertram, 2008).

Scholars agree that it is important for teachers to have a shared vision with any reform that they will be expected to implement (Fullan, 1991; Dyer, 1999; Eisner, 2000). Similarly, history teachers also need to have a shared vision for any reform they attempt to implement to succeed. Scholars such as Dean (2000) and Harries (2001) agree with Nkosana (2010) in pointing out the need for history teachers to be made part of the planning process of any curricula reform to ensure that they own the reform and also share the same vision as the policymakers. Frequently history teachers have found themselves faced with the task of having to adopt a reform without understanding it or even without understanding the need for the reform because they have not been involved as the reform was conceptualised (Sieborger, 1993; Bertram, 2008; Weldon, 2009). At times history teachers are expected to implement a reform that has been initiated for political reasons which therefore lacks the appropriate historical understandings and disciplinary content because of its agenda to serve political ends (Dean, 2000; van Eeden, 2008). As noted by Bertram (2008) and Stolojan (2017) the Ministry of Education controls the making of the curriculum on behalf of the state.

Lack of the involvement of history teachers has also been revealed in a study carried out by Harris (2001) in which she examined the nature of history curriculum development in Australia. The study revealed that history teachers felt marginalised when decisions relating to curriculum development were made. This led to the conception that, as Harries (2001) puts it “the new curriculum was pre-determined and that teacher consultation was superficial” (p. 13). The superficial involvement of teachers jeopardised the whole change effort as history teachers saw themselves as having a limited role in the exercise yet responsibility for the success or failure of curriculum change lay with them. As Seetal (2006) states, there is need to “create dialogues of meaning between policy, politics and practice in transforming education in developing countries” (p. 158). Dialogue between all stakeholders is essential if the institutionalisation of the new curriculum is to be a success. Scholars are also in agreement that curriculum change poses a great challenge on history teachers (Seetal, 2005; Mazibuko, 2008).

The literature however also indicates that history teachers could not be involved in curriculum decisions primarily because they lacked the required amount of knowledge which was necessary for them to be able to make informed decisions about what to teach (Steeves, 1998). Steeves' (1998) argument is substantiated by a survey carried out in the United Kingdom in 1990 which demonstrated that only 40% of the survey sample had done history at college. Indeed, the literature points towards the need to strengthen teacher education and training of history teachers (van Hover and Yeager, 2007). This, however, is no justification for the lack of involvement of history teachers as major stakeholders but it points to the need to work collaboratively with the history teachers who have relevant training and expertise in the subject during curriculum reform.

2.6.2 History teachers' attitude towards the new history curriculum

Teachers generally have an attitude towards change as they believe it to be a threat to their experiential knowledge. History teachers similarly are likely to develop an attitude towards change depending on how they have been affected by change. Their participation in the whole process of change provides history teachers with the opportunity to internalise the change effort and also to make their ideas known (Harries-Hart, 2002). If history teachers are denied the opportunity to participate in the reform, they might have difficulty interpreting the intentions of the curriculum writers (Sherington, 2017) thereby developing resistance towards change as well as a negative attitude. Their perception of the change effort which might be influenced by whether they had been afforded the opportunity to contribute towards the process determines their response and attitude. History teacher attitude towards change would manifest itself in various ways as influenced by the impact the change effort had on them. They, therefore, respond differently to change depending on their ability to embrace new challenges as they are tasked with the implementation of curricula reform. Their actions towards curricula reform could be informed by classroom realities. Scholars are in agreement that history teachers' actions are influenced by their past experiences (Harries, 2001; Seetal,

2006). Similarly, the way history teachers view and react towards a curriculum reform would be a result of their experiences with the reform which normally makes teachers respond by either promoting or sustaining the reform or by putting up resistance (Harries, 2001; Harries-Hart, 2002; Seetal, 2006). This suggests that the lack of involvement of history teachers could make them react negatively towards curricular change.

The lack of congruence between reform policy and teacher beliefs results in history teacher resistance to change as their culture becomes threatened by the demands of the reform (Dean, 2000; Harries-Hart, 2002). This may result from curriculum reform policy which is often based on theory but not being in line with teacher beliefs (Seetal, 2006, van Eeden, 2008) as manifested in their actions within the classroom situation. This is further enhanced by the marginalisation of teachers during the planning stage yet history teachers understanding of the new curriculum and implementation processes is informed by their experiences of the development process (Harris, 2001). This suggests that history teachers are more likely to relate well with the curriculum aims, and objectives, content, and context of the reform if they participated in the curriculum decision-making process. However, with the superficial involvement that often characterises reforms, history teachers find themselves forced to deliver predetermined outcomes without any ensured understanding. This lack of congruence often results in history teachers being frustrated and alienated from the reform. Frustration leads to the curriculum being viewed negatively as it impacts on history teachers' professionalism and identity (Harris, 2001; Seetal, 2006). Mazibuko, (2008) points out that the history teachers' responses to the new curriculum in Eswatini "ranged from resigned acceptance to enthusiastic approval" (p. 150). He argues that this can be conceptualised to suggest that teachers have concerns at first about their capacity to meet the demands of the new curriculum and if they will be provided with the necessary resources and training for the successful implementation of the innovation.

Kesküla et al. (2012) who explored teachers' experiences in Estonia during educational change found that teachers' reaction to reform was not

fixed. Although their study is concerned with teachers' experiences from different subject areas, it also places particular focus on history teachers. History teachers experienced a sense of freedom and confusion at first but later began to experience much pressure from the authorities as a result of the introduction of the national curriculum which came with new national examination assessment practices. Similarly, history teachers in South Africa experienced joy, tears, and strain when Curriculum 2005 was introduced (Seetal, 2005). History teachers can also sometimes be enthusiastic about change as demonstrated by their actions which might include developing the ability to collaborate and network with other teachers from far and wide and in the process acquire teaching material and expertise to aid them in the implementation of the new curriculum (Kesküla et al., 2012, Sherington, 2017). This demonstrates history teacher willingness to adopt change and the implementation of the new curriculum. History teacher willingness to adopt and implement change is also demonstrated in an Australian educational reform where history teachers through their associations acknowledged support for the idea of a national curriculum but impressed upon their authorities the need for substantial support and resources (Ditchburn, 2012).

History teacher willingness to embrace change is supported by Dean, (2000) who also indicated that teachers were willing to implement C2005 in South Africa although they encountered some challenges. Seetal (2005) points out that some history teachers adopted a positive attitude towards the new curriculum because it gave them freedom of choice and were, therefore, determined to withstand any challenges that came their way. However, history teachers' efforts to implement the new curriculum could be thwarted by their lack of expertise on how to go about the implementation of the new curriculum (Mazibuko, 2008; Nsibande and Modiba, 2009). Some teachers felt challenged by curriculum change and only did what needed to be done without any enthusiasm because they felt there was nothing they could do to change the situation they found themselves in (Nsibande and Modiba, 2009), while others "ignored the curriculum because they found the principles of the curriculum difficult to apply or impractical" (Kesküla et al., 2012, p. 366).

Some of the history teachers demonstrated resistance to the new curriculum by significantly modifying the curriculum while others showed resistance by completely abandoning the new curriculum (Mazibuko, 2008), thus creating a disparity between the intended and the implemented curriculum. According to Seetal (2005) in some instances, teachers showed their resistance by not being supportive of some aspects of Curriculum 2005. The study also revealed varied reactions by the same teachers to different aspects of the curriculum which according to Kesküla et al. (2012) demonstrates "the different degrees of acceptance of the new policy or innovation as a social norm and hence aid the implementation of the innovation to a different degree" (p. 361). History teacher reaction to curricula reform, therefore, demonstrates the need to involve teachers from the onset when introducing change to ensure that they gain clarity about the goals of the new curricula and they also relate well to the change.

2.6.3 Discrepancies in the training of teachers

The literature reveals discrepancies between what is taught at colleges with what is taught at university (Seetal, 2005; Schweisfurth, 2011). This demonstrates differences in focus placed by tertiary institutions on training programmes and the content covered. Discrepancies in education as seen in the relationship between the history teachers' training at college and university as well as with the new curriculum was likely to be the end result (Seetal, 2006). History teachers also argued that there was discontinuity between school history and tertiary history which implies gaps in information acquired thus leaving teachers lacking in some aspects of the school curriculum. Seetal (2005) indicates the existence of a huge gap between what is taught at university and the practical side of the reform at the macro level. This suggests teacher ill-preparedness to handle the new curriculum which did not only challenge the successful implementation of the new curriculum but also challenged history teachers' professionalism and identity.

According to van Eeden (2008), there is need to reflect on the tertiary curriculum. This also points towards the need for closer collaboration between tertiary institutions and schools to maintain standards and to ensure a pedagogical shift in teaching trends. Clearly, there seems to be a need to review teacher education and the manner in which teachers are trained (Harries-Hart, 2002). This is meant to enhance the relevance of teacher training programmes thereby avoiding any discrepancies in the university and college programmes as well as in tertiary institutions and school programmes. To ensure coherence and continuity, the training of history teachers needs to be reviewed to align it with the school curriculum in terms of methodological approaches (van Eeden, 2008; Harries-Hart, 2009) because it is essential for teachers to have good understanding of the reform principles. This also applies even in junior and high school courses. Discrepancies in China, for example, were seen between junior high school level courses and the high school level courses (Stolojan, 2017).

Also, the nature of training received by history teachers during the implementation of the IGCSE curriculum was not relevant to the classroom needs of the teachers. As scholars note, the training received was only meant to create an awareness of the new curriculum instead of helping history teachers with their classroom needs and pedagogical issues (Mazibuko, 2008). Moreover, the duration of training history teachers received during the implementation process was not adequate (Mazibuko, 2008). Emphasis during history teacher preparation is still on developing teaching skills in traditional methods during tertiary training which is not in line with the demands of the skills-based curriculum (Mazibuko, 2008). Clearly, history teachers are less likely to cope well with the expectations of the reform if the training they received was inadequate. This has been supported by Msibi (2010) who demonstrated that history candidates' performance in the SGCSE external examinations was poor and characterised by candidates' failure to display mastery of the skills required. Indeed, reports from the Swaziland Examinations Council now Examinations Council of Eswatini (ECESWA) indicate that candidates still struggled with the interpretation of historical sources and the evaluation

skill (ECOS, 2011; ECOS, 2012) which is a higher order skill that demands critical thinking.

2.6.4 Biographical experiences

The beliefs that history teachers have about their work as a result of their past experiential life have a great effect on how history teachers relate with a new curriculum reform. History teachers' beliefs are likely to be challenged by an educational innovation particularly if it has been imposed on them (Harries, 2001). This creates in history teachers a feeling of incompetence thereby challenging history teacher professionalism which may generate low self-esteem and disaffection (Harries, 2001). History teacher experiences are also likely to be influenced by their background as determined by the type of education they received during their school days and the type of pre-service training they received as well as work experiences. The school ethos which includes how teaching and learning is conducted in the school and whether the school values and ethos support the use of relevant pedagogical strategies for teaching and learning also play a huge role in shaping teachers' experiences. It can, therefore, be argued that "various forces compete for dominance during the course of this process of development: the internal forces of teachers' biographical experiences, the forces of the teacher education institution and school environment, and the macro-forces of the rapidly transforming social context" (Seetal, 2006, p. 165). These forces come from within the teachers and also from their pre-service training environment and from the school environment (Seetal, 2005). It is true that teacher biographies are shaped by all these factors, and it can also be argued that their biographies also shape their experiences in turn, as it is also true that teachers' experiences shape the manner in which they relate with the new curriculum.

2.6.5 Support from the school principal

Given the bureaucratic nature of the education system in developing countries like Eswatini, school administrators find themselves having to

adhere to the procedures laid down by their external authorities. This implies that no matter how good and clear the school vision is, its overall success rests on how well the school principal adapts the school vision to the demands and expectations of those in authority. This makes the role played by the school principal in this context to be limited to administrative, managerial functions and instructional leadership. Their operational role makes them be viewed as determinants of change since teachers are largely dependent on them for support during curriculum change. The literature cites support provided by school principals (Ruto, 2013; Harries-Hart, 2009) as a major factor in influencing history teachers' experiences with a reform as they are perceived to be instrumental in providing support that is crucial in ensuring success during the implementation of curricula reforms. The level of teacher's commitment to their work is believed to be dictated by the way they are governed by their principals as demonstrated by the financial and material support provided for the necessary resources for teaching the subject and sponsorship to attend seminars and workshops (Ruto, 2013). This clearly demonstrates the role that the school principals play in ensuring the success of an education reform through providing support to teachers both psychologically and in terms of the necessary resources. As the literature indicates, there is a close relationship between support given to history teachers by their principals and their commitment to work (Ruto, 2013). The role played by the principal shapes history teachers' conception of the reform and promotes implementation fidelity.

The literature, however, indicates lack of support by school principals which was noted as a contributory factor to the negative perception of the subject (Ruto, 2013). Lack of support from their principals was also witnessed by teachers in Eswatini during the implementation of History SGCSE curriculum reform (Mazibuko, 2008). This lack of support was not only witnessed in all subject areas including history but in some schools, it specifically affected the history subject because it is now in competition with new subjects (Mazibuko, 2008). While there are many factors that could be attributed to this lack of support, the manner in which the reform was communicated to schools impacted greatly on the administration of

schools because of the financial implications it had on the running of the schools. Many school principals complained of financial constraints as they were not informed in time about the reform in order to include it in their annual budgets. This suggests that they, in turn, tended to prioritise by discriminating against other teachers and their subjects. Although history is a prominent subject in most schools, it suffered discrimination when teaching resources were allocated because of its lower status when compared with other subjects. School principals needed to be engaged as major stakeholders who control resources at school level to ensure clarity about the reform and to ensure that they include it in their annual budget. That would alleviate any presumption that the reform was being introduced without any regard for the financial capacity of the schools.

2.6.6 Support from the Ministry

Support from the Ministry is crucial in increasing implementation fidelity as the Ministry officials are expected to be better informed about the reform. Teachers are also likely to find the resources provided and recommended by the Ministry helpful and easy to use as it was the case in New Zealand (McGee, 2003). As a result, they were confident about the success of the innovation (McGee, 2003). Although this study was on teachers' experiences with the implementation of some subjects including social studies, it sheds light on how history teachers, would react to support from the Ministry. This confirms the literature's insistence for the need for support in the form of resources among other things as schools are not capacitated to provide all essential resources to meet their needs. This is largely dependent on the socio-economic status of the environment in which the school is found. This suggests differences in school needs which are influenced by the school location which therefore implies that the availability of resources was determined by the schools' socio-economic positionality. To ensure that all schools start on level ground, there was a need for the Ministry to subsidise all schools by providing support in the form of resources. As Harries-Hart (2009) points out, some schools suffered lack of implementation support. Rural schools in the Eswatini context found it difficult to acquire resources, particularly books

because of their expensive nature while some adopted the rental system (Mazibuko, 2008). Support from the MoET was essential as it would have ensured the availability of the "needed resources to realise the curriculum expectation" (Nsibande and Modiba, 2009, p. 100).

Although the literature demonstrates commitment by the MoET to be involved in the implementation of the SGCSE curriculum by providing support in the form of staff development in its policy documents (MoET, 2005a & 2005b) the MoET according to Mazibuko (2008) did not provide adequate support for history teachers before and during the implementation process to ensure successful implementation. As Mazibuko (2008) demonstrates, very little support in the form of training was afforded history teachers. As the literature indicates whatever attempt was made by the Ministry to provide support in this context was not satisfactory as history teachers continued to implement the curriculum without understanding what it "proposed in isolation from the social context for which it was meant" (Nsibande and Modiba, 2009). The quality of training received by teachers during the implementation of History SGCSE curriculum in Swaziland has not been analysed yet this is crucial in ensuring successful implementation. Although, the government through the Ministry of Education had pledged support by promising to provide the necessary assistance to school administrators but this however, in reality, does not seem to have happened.

2.6.7 Relevant resources

Relevant teaching resources are crucial for the success of any innovation. Scholars are in agreement that the lack of the relevant resources compromised the implementation process of any curriculum reform. Unavailability of teaching resources such as textbooks and reference books for use by the teachers were found to be a challenge in Eswatini (Mazibuko, 2008). According to Mazibuko (2008), it took some schools quite some time to acquire the necessary resources thus inhibiting the successful implementation of the SGCSE curriculum. A study by Nsibande and Modiba (2012) also revealed that the lack of relevant resources was a

barrier to efforts made by history teachers to implement the junior level curriculum in Eswatini. They pointed out that it would be difficult for history teachers to "acquire the professional knowledge and skills they need to teach critical thinking confidently as required" (Nsibande and Modiba 2011, p. 114) if they did not have the relevant teaching material. Similarly, teachers through their association in Australia emphasised the need for relevant resources when they were informed about the introduction of curriculum change in their country (Harries, 2009).

Drawing from the Kenya experience, even though some schools were able to get some materials (Ruto, 2013), these proved to be inadequate and very basic as they included materials like textbooks and manila papers. The study indicated that there was no provision for funds for some schools (Ruto, 2013) which suggests that such schools could not, for instance, engage in field trips to allow learners to visit major historical resource areas as a way of further facilitating the enactment of the new curriculum. Mazibuko (2008) noted that due to limited funds some schools in Eswatini purchased the few texts that were made available to them by dealers yet some of these were not relevant for the curriculum to be taught while others were not the best available in the market.

The lack of resources impacts negatively on teaching and learning since it denies learners the necessary exposure to different kinds of sources which are likely to improve learners' perception of the subject (Gamedze, 2003) and in the process improve the implementation fidelity of the curriculum reform. How teachers, therefore, experience change can be said to be a result of the manner in which the change effort has been planned and how it has impacted on the teachers' daily operations as all this is likely to shape the way in which history teachers perceive the reform.

2.6.8 Training and professional development

The change literature demonstrates that training has been generally found to be one of the major contributing factors to successful implementation of any innovation (Peters, 2012). The literature demonstrates that history teachers are likely to lack appreciation of the reform due to lack of proper training and clarity on some aspects of the reform (Harris-Hart, 2009). Inadequate training assumes that history teachers are always ready for change and would, therefore, adopt any reform and implement it as expected. However, the literature has revealed that history teachers can choose not to adopt and implement change if they do not feel part of the change process (Harries-Hart 2002). The quality of the implementation process has to be improved by an intensive programme of training that aims at capacitating teachers to increase implementation fidelity. The new curriculum is likely to incorporate recent changes in the discipline that require new pedagogical approaches. History teacher dependence on traditional teaching approaches is a major deterrent to successful learning as learners prefer to learn through the use of interactive approaches (Harris & Haydn, 2006). History teachers' inability to meet learner needs results in learners being demotivated to learn the discipline. Learners learn well and develop the required skills when teachers limit the amount of teacher talk during lessons and allow learners to discover things for themselves. Scholars are in agreement that curriculum reform needs to be accompanied by systematic professional development that would sustain the innovation as some of the contents of the curriculum may be complicated (Weldon, 2009). However, it is common for curriculum reformers to resort to short courses that would last only a few days as was the case in Eswatini (Mazibuko, 2008). It is for this reason that van Eeden (2008) calls for investing in "regular efficient training workshops" (p. 120) to equip teachers with relevant expertise. Training would ensure clarity on the reform and that all aspects of the curriculum are implemented effectively. The literature demonstrates teacher inability to handle some aspects of curriculum reform leading to the focus mainly being on content (Harries, 2001) with total disregard for the inculcation of skills. Bertram (2009) for example cites teacher inability to teach historical source skills and to engage learners on higher order skills through higher questions.

Similarly, Nsibande and Modiba (2009) found that teachers in Eswatini were not able to engage learners on higher order questions that would lead to skill development.

This also suggests a change in the training approach used by teacher institutions to avoid the production of graduates who lack sufficient training in the discipline and how it should be taught. The literature points towards the need to look into the courses taught at tertiary level to ensure that teacher preparation at pre-service was relevant for the needs of the schools (Harries-Hart, 2002; Harries-Hart, 2009; Nsibande and Modiba, 2009). This lack of relevance in the courses offered in tertiary institutions is likely to have negative effects on the implementation process.

Similarly, history teachers' inability to implement the curriculum as expected is an indication for inadequate training and is likely to result in learning problems in the classroom situation as teachers reclaim curriculum control. Appropriate training would also expose teachers to appropriate assessment practices as required by the curriculum being implemented thereby avoiding teacher attrition. The new skills and understandings entrenched into the system forced those history teachers who perceived themselves incompetent to opt to teach other subjects as history proved very difficult to teach since teachers were used to teaching history using traditional methods which no longer applied in the teaching of a skills-based history curriculum (Mazibuko, 2008).

In a nutshell, as the literature indicates, scholars are in agreement that history teachers have experienced curricula reform in the same way as teachers in other subjects. The studies point towards both positive and negative experiences with the negative aspects dominating in the literature. However, there seem to be areas of concern to history teachers which may not as such be viewed as problematic for other subjects due to the nature of the subject, history which demands inquiry-based teaching approaches. The nature of the subject calls for the use of a range of resources to enable learners to conduct an inquiry. This has not been taken into account by the reformers thus forcing teachers to resort to

traditional methods which were not in line with the reform. This has made history teachers feel much more burdened during their implementation of a new curriculum resulting in some moving away from history to teach other subjects instead of history. Scholars agree that teachers should be made part of the curricula reform to ensure that they develop confidence (Harris, 2001) and make the reform their own and also share the same vision as the policy makers.

2.6.9 Other factors

There were numerous other factors that have been cited in the literature that also influence history teachers' implementation fidelity. Other factors that influenced history teachers' implementation of the new curriculum according to the literature include the learners' lack of proficiency in the use of the English language. Proficiency in the language used as medium of instruction in schools has also been cited as a major factor in determining the success of curriculum reform as in the case of history it ensures the use of appropriate pedagogical approaches as demanded by the reform. This can only be possible if learners comprehend the concepts taught and are therefore in a position to process the information taught and apply what has been learnt in a different context. Curriculum implementation was also influenced by the learners' lack of proficiency and understanding of English as the language of instruction used. Lack of proficiency in the use of the English language was found to be an inhibiting factor since it worked against the use of methods of teaching that encouraged talk in the classroom and the development of skills and understandings demanded by the Further Education and Training history curriculum in South Africa (Bertram, 2009). Learners' inability to interrogate the concepts taught in a history classroom during the implementation of the new history curriculum in Eswatini (Mazibuko, 2008; Nsibandé and Modiba, 2009) could also be attributed to lack of proficiency in the language used. This also suggests a lack of the prerequisite skills essential for learners to effectively learn the SGCSE historical understandings. Proficiency is crucial in enabling learners to fully engage in their learning and also in the development of higher order skills. This

would also ensure conceptual understanding and the development of higher order skills such as evaluation skills. It is only through the use of pedagogical strategies that engage learners through talk that historical skills can be cultivated.

2.7 Why history teachers experience curriculum change the way they do

Having looked at history teachers' experiences of the implementation of change, I now turn to the factors that might account for such experiences. Numerous factors might be responsible for teachers' experience during curriculum implementation. The following factors were explored in depth: poor planning; failure to address contextual factors; lack of good instructional leadership skills; history teachers' conceptions of the reform; lack of adequate and relevant professional development programmes; teacher competence.

2.7.1 Poor planning

As pointed out earlier in the literature proper planning has been viewed an essential aspect of successful curriculum change (Dyer, 1999; Altinyelken, 2010; O'Sullivan, 2013). Proper planning determines the success of the implementation process. For the innovation to be successful scholars have indicated that the planning process has to be focused on all aspects of the innovation, that is from its inception to the implementation stage (Addy, 2012). The literature, however, indicates that most reforms pay little attention to the implementation process (Schweisfurth, 2013). Yet this results in lack of congruence between the policy and the actual practice of implementation since the history teachers who are the implementers often encounter challenges as they implement the reform. Mazibuko (2008) for example found that there were variations in the amount of time spent on curriculum planning in Eswatini when the new curriculum was introduced. This was more likely to impact negatively on history teachers particularly those who spent less time on planning for the reform. History teachers,

therefore, found the "amount of time allocated to planning of change a major concern" (Mazibuko, 2008). As scholars point out, to ensure that an innovation is experienced positively planning for successful implementation should take into account all the factors that are likely to be a barrier to successful implementation (Tawana, 2009; Bantwini, 2010; O'Sullivan, 2002; Orafi & Borg, 2009; Altinyelken, 2010; Loogma, et al., 2013).

Among other things, planning entails paying particular attention to the types of resources that might be essential for successful implementation and ensuring that such resources are accessible particularly to history teachers at all levels. Essential types of resources would include adequate funding for the reform (Okorafor, 2016) to cater for all aspects of the reform that may require funding. Absence of funding is more likely to impact negatively on history teachers during the implementation process as they might not be in a position to get all the support they would expect to get to facilitate the successful implementation of the new curriculum. Such was the case in Uganda where Altinyelken, (2010) found that inadequate funding prevented the inspectorate from making regular visits to schools to monitor the implementation process.

Inadequate planning and funding would also result in having inadequate human resources to assist teachers with the implementation process (Altinyelken, 2010). The inadequate number of supervisors or inspectors to monitor teacher progress during the implementation process and also to help teachers in their environment may also influence the manner in which history teachers experienced the implementation of the reform. Where there seemed to be enough support, history teachers were likely to positively experience change but where there was minimal or no support at all, the reform would be experienced negatively.

Furthermore, inadequate funding might result in the change effort being implemented without any piloting which might have adverse implications on the implementation process as it is more likely to negatively impact on history teachers. Piloting is likely to prepare history teachers for full scale

implementation and also assist them to gain more expertise while at the same time noting those areas that might prove to be a barrier during the actual implementation process (Addy, 2012). History teachers in Eswatini were denied this opportunity as the literature indicates that the SGCSE curriculum was not piloted before the actual implementation process (Mazibuko, 2008). This suggests that variations among schools were not considered as the contextual environment of schools was viewed as the same by the reformers. As Ditchburn (2012) demonstrates, the curriculum was de-contextualised and perceived as a one size fits all. In that sense history, teachers were likely to be challenged by the reform as the barriers encountered during piloting could have assisted both the reformers and the history teachers to establish strategies of dealing with such challenges.

2.7.2 Failure to address contextual factors

Teachers' experiences during curriculum change are likely to be influenced by internal and external factors. Internal factors are those that are school related such as contextual factors. Curriculum reformers tend to assume that schools receive and implement change in the same way yet schools operate in different contexts that impact differently on teachers working in those diverse contexts (Blignaut, 2008). This diversity as Lelliot et al., (2009) demonstrate "cannot be catered for by a blanket policy implementation strategy" (p. 50). Consequently, history teachers are likely to experience educational change such as curriculum implementation differently as determined by their contextual factors. Contextual factors include school culture, class sizes, availability of resources, learner motivation to learn and whether learners had the prerequisite skills required by the new curriculum among others. If any of these contextual factors has not been attended to, it is likely to influence how history teachers experience the reform. There is a correlation between contextual factors in and around workplaces and how teachers interpret and implement curricula (Owston, 2007).

2.7.3 Lack of good instructional leadership skills

School principals often ignore the significance of their role as both administrative and instructional leaders of the schools in ensuring that change is successfully implemented and sustained. Their role is crucial in changing the culture of the school and that of the teachers. This is crucial because the literature has made it clear that there needs to be a change in school and teacher culture if a curriculum reform is to be successfully implemented (Gross et al., 1971; Fullan, 1991). Scholars agree that contextual factors when planning curricular change need to be revisited to help support the change effort (Fraser-Thomas and Beaudoin, 2002; Orafi and Borg, 2009; Ransford et al., 2009; Nkosana, 2013) to avoid dislocation between policy and practice. These scholars correctly argue that this is not often supportive of the changes the innovation is aiming to promote. The failure of reforms has been closely associated with principal leadership abilities, among which is the lack of administrative will (Ukeje, 2000). Oluwadare (2011) also cites "inadequate funding, embezzlement, bureaucratic-bottleneck of civil service" (p. 15) as some of the factors that make school principals be viewed as incompetent and therefore responsible for the negative manner in which history teachers experience the reform. The principals' lack of the necessary competence to run schools implies that it would be even more challenging for such calibre of principals to manage a curricula reform in a context that has not even been aligned with the reform. Oluwadare (2011) argues that decision-making skills are one of the major attributes needed by school principals in managing a school as well as in planning for the success of a reform. Teachers' experiences of the curriculum would, therefore, be determined by the calibre of the school principal as the success of the reform also rests on the support that teachers get from their principal.

2.7.4 Teachers' conceptions of the reform

As Blignaut (2008) suggests, history teachers negatively experience curriculum change due to their "prior views about teaching and learning and beliefs, namely, their extant understandings interfere with their ability to interpret and implement the new curriculum policy in ways consistent

with the policymakers" intent (p. 115). The nature of the implemented curriculum is also likely to influence implementation if it consists of new content and competencies (Lelliot et al., 2009). This is more likely to be a challenge to history teachers if they have not been involved in the planning of the reform. If history teachers were marginalised during the planning of the reform, they are likely to find the new content and competencies threatening. That, in turn, would most likely result in teacher resistance as the reform would appear to be challenging the history teachers' professionalism. There is a need to address teacher beliefs and culture through professional and staff development programmes to ensure that teachers embrace change. Teacher conceptions of the reform might also be influenced by the manner in which the reform was introduced to teachers. If the reform was hurriedly introduced without allowing teachers to conceptualise the reform, then history teachers are more likely to resist the reform.

2.7.5 Lack of adequate and relevant professional development programmes

History teachers are likely to experience reform the way they do because curriculum reformers have not been able to involve them when planning the reform (Mazibuko, 2008; Harries, 2009) before and during implementation to ensure ownership of the change vision and to sustain the change effort. It is essential to involve teachers to make them aware of the objectives of the reform and to ensure that they own the reform. Lack of training is likely to make history teachers experience curriculum implementation negatively as they may demonstrate a lack of enthusiasm for the subject and at the same time use teaching approaches that promote disaffection for the subject.

The quality of training received by teachers both at pre-service and in-service may be responsible for the manner in which teachers experience curriculum reform (van Eeden, 2008; Nsibande and Modiba, 2009; Peters, 2012). The literature emphasises the significance of professional development to improve the quality of the implementation process. This

implies the need for training teachers as the new curriculum is likely to incorporate recent changes in the discipline. It also implies a change in the training approach used by teacher institutions to avoid the production of graduates who lack sufficient training in the discipline.

Lack of adequate, relevant training has led to heavy dependence on traditional teaching approaches which make the subject be negatively viewed by learners. History teachers' inability to meet learner needs results in learners being demotivated to learn the discipline. Conducting short courses for teachers as a way of preparing them for a curriculum reform often make teachers experience the reform negatively which leads to the reform being misinterpreted by the teachers (Mazibuko, 2009) as the literature demonstrates teacher inability to handle some aspects of curriculum reform.

The absence of staff development workshops to attend to individual teacher needs and to avoid mismatch in implementation has also not been a common feature in schools because of financial constraints in developing countries. Training, however, is essential to ensure that teachers are made aware of the relationship between curriculum content and the learning and teaching strategies as well as with the assessment strategies.

2.7.6 Teacher competence

Lack of teacher competence is often found to be common during a reform mainly because the reform is bound to have new concepts that may prove difficult for the teacher to handle unless teachers have been adequately trained on the reform. Teacher incompetence is also responsible for the manner in which teachers experience change as teachers begin to doubt themselves and therefore question their professionalism. Yet such incompetence might be a result of the fact that teachers are sometimes coerced into teaching new curriculum objectives without being made to understand the context and motivation for the reform.

The literature indicates that lack of competence on the part of history teachers who are agents of change has a negative effect on the implementation process (Dean, 2000; Bertram, 2009b). Teacher incompetence may not only be attributed to the nature of pre-service training they received but also to whether teachers have been exposed to relevant continuous professional development programmes to keep them up to date with the most recent trends in educational instructional approaches. The lack of such programmes results in teacher lethargy and also the inability to easily accept change. Harries (2001) also contends that enforced teacher compliance compromises the institutionalisation of a new curriculum. This suggests that for any educational change effort to be successful, it must be accompanied by well-planned staff development programmes to empower history teachers. As the literature indicates history teachers as change agents should be involved from the beginning to gain clarity and ownership of the change effort thus increasing the chances of success of the educational innovation (Gross et al., 1971; Nisbet and Collins, 1978; Fullan, 1991; Peters, 2012). History teachers need to be assisted in achieving the highest possible level of competence not just in the new curriculum, historical understandings and structure of the discipline but also in the inquiry methods essential for the study of the discipline of history (van Eeden, 2008; Nsibandé and Modiba, 2009). As Schweisfurth, (2011) demonstrates, lack of training for specific challenges in teaching methodologies in teacher education also account for teacher incompetence and can be viewed as one of the major determinants of the manner in which teachers experience a curriculum.

Lack of mastery and application of new content and new pedagogical approaches may also make history teachers sometimes experience curriculum change negatively. Bennie and Newstead (1999) argue that the adoption of unfamiliar pedagogical approaches may be a problem for teachers even when teaching traditional or familiar content since most history teachers prefer to remain in their comfort zones. Yilmaz, (2008) notes that it is important to incorporate history teachers' "voices, perspectives and experiences" (p. 41) when designing a history curricular as side-lining them often leads to failure of the innovation. This he argues

leads to teachers being resentful and suspicious of the imposed curriculum.

2.8 Conclusion

Although teachers play a crucial role during the curriculum change process, their perspective of what happens during curriculum change has hardly been sought to demonstrate how well they cope with change Smit (2003) in the context of a developing African country. It was in the light of this missing teacher voice that this study was developed. It sought to illuminate the history teachers' voice in a developing country context particularly in an African context in order to establish teacher experiences and also to ascertain how they related to curriculum development.

Through the review of the literature, a better understanding of how teachers in general and more specifically history teachers experienced curriculum implementation in both the developed and developing countries was achieved. I was able to understand the practicality of implementing a curriculum that had been imposed using little or no resources but at the same time being expected to produce good learner outcomes; and also implementing a curriculum policy that was not in coherence with the context in which it is to be implemented with teachers still expected to produce good learner outcomes. Although much has been written on the issue in other subjects and also in history, little is known about the experiences that teachers and in particular history teachers have had with the implementation of a new curriculum in Eswatini. No scholarly work has been done on the experiences of history teachers with the implementation of the SGCSE curriculum in Eswatini. It is from this background that this study sought to fill the existing gap in so far as history teachers' experience of the implementation of the SGCSE curriculum is concerned. The purpose of this work, therefore, was to understand how history teachers experienced the implementation of the SGCSE curriculum and why they experienced it in this manner.

In this section of the study, I examined the literature related to my work and in the process interrogated the key concepts explored in my work. A thematic approach was adopted in presenting the related literature. The focus was on the following themes: the nature of curriculum; curriculum implementation; teachers' experiences of the curriculum implementation process; history teachers' experiences during the implementation of curriculum change; why history teachers experienced curriculum change the way they did.

The examined literature seems to agree on the factors that influence how teachers experience an innovation and why they experience it the way they do. The literature points to the need for curriculum reformers to align curriculum policy with practice by ensuring that there is careful planning of the implementation process and by also taking into account the context in which schools operate. There is a need for ensuring that all the factors cited by the literature as crucial determinants of a successful curriculum implementation effort are synergistically employed during a curriculum reform. The next chapter discusses the theories used to frame the study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter discusses the theories that were found useful in framing my study. This was done by first exploring the nature of the adopted theories to validate their relevance to my study. The purpose of the adoption of these theories will also be explained to demonstrate the position of these theories in my work. The theoretical assumptions overriding the study and an indication of how the theoretical framework will become a lens for the study will be discussed.

3.2 Theory and its Purpose

A theory is important in research because it serves as "a potential source of further information and discoveries" (Cohen et al., 2000, p. 11). Kerlinger (1979) has described a theory as "a set of interrelated constructs (variables), definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena" (p. 64). Similarly, Leedy and Ormrod (2005) explained theory as "an organized body of concepts and principles intended to explain a particular phenomenon" (p. 4). A theory can thus be viewed as an explanation made up of a group of connected suggestions and ideas presenting an organised approach of viewing reality. According to Imenda (2014) "a good theory is taken to be one which gives a very clear and precise picture of events of the domain, it seeks to explain" (p. 187). Theory therefore helped me in explaining the manner in which history teachers experienced the SGCSE curriculum and the reason why they so experienced it. Henning (2004) describes theory as a statement that demonstrates how things are related or connected. This implies that it establishes relationships by explaining how phenomena functions and why it so functions thus serving as a lens through which we

can view reality (Henstrand, 2006) since it "predicts and explains a natural phenomenon" (McMillan and Schumacher, 2014, p. 21).

Since theories as indicated above in research are crucial in providing predictions as well as explanations, the use of theory assisted in my study by providing guidance on the nature of data the investigation was likely to generate. Such a review also offered a meaning for the generated data thus further provided information on how to handle generated data. Through the use of theory, I was in a position to situate my study within an appropriate research paradigm and body of knowledge to ensure consistency. All this assisted in making sense of the generated data as shared meaning was constructed. Furthermore, framing the study using particular theories helped provide a lens which provided guidance on the critical issues of the phenomenon that was being explored. Since theories are useful as a potential source of further information and discoveries (Cohen et al., 2000), the use of these theories assisted in generating more details on how the history teachers' experiential life could be utilised in ensuring that a relevant curriculum that can be implemented with minimal disharmony was adopted.

A theoretical framework can be said to be an empirical theory that can be applied to the understanding of phenomena (Henstrand, 2006). It can also be viewed as "a structure that guides research by relying on an existing formal theory" (Omirin and Falola, 2011, p. 9). Framing the study provided my research with guidance and also assisted in determining the relationships to look for in concepts and those things that needed to be dissected as the data was analysed. Theory helped in the formulation of descriptions and explanations as well as predictions about the phenomenon researched and thus assisted in mapping my study and directing the research questions for the study. The type of data that was essential to generate was further recognised through the use of theory. The choice made for the theories used to frame my study was a result of a good reflection and analysis of the literature.

The identified theories assisted in guiding the researcher on the paradigm to be used. The interpretive paradigm therefore which seeks to gain insight into the human experience from within, without losing sight of its subjective nature (Cohen and Manion, 1994) was found to comprise the relevant features for this study. Such an approach together with the adopted theories helped in providing a frame for exploring hidden reasons behind a complex, interrelated, or multifaceted social processes that impact on teachers during curriculum reform. The framework provided by the theories was thus "used as a mirror to check whether the findings agree with the framework or whether there were some discrepancies" (Imenda, 2014, p. 188). This work which was on history teachers' experiences with the implementation of the SGCSE History curriculum in Eswatini was therefore framed by curriculum theories that blended in well with teacher experiences and also with the narrative inquiry which was adopted to capture the complexity of the phenomenon being studied.

3.3 Curriculum theory

Typically, curriculum as a field of study is manifest with theories that give the field its functional character or meaning. Such theories focus on both the scientific and technical perspectives of the field, thus delineate "a scientific and technical approach to curriculum" (Ornstein and Hunkins, 2017, p. 33). Ornstein and Hunkins (2017) view a good curriculum theory not only as being predictive but they argue that it also "explains the concepts, principles, and relationships that exist within the field" (p. 33) and further makes prescription of the likely measures to be followed. This understanding demonstrates a close relationship between the theory of curriculum and its practice as it gradually develops from one level to another that is for instance, from design to implementation and evaluation. These processes are influenced by numerous factors that may derail the process if curriculum theory is not systematically put into practice. Inherent in this, is the need to blend curriculum theory and practice well to ensure that curriculum theory is not rejected by practitioners in the field. Frequently theory assumes that practitioners operate in the same kind of

environment with similar contextual factors. Different environments persuade practitioners to adapt theory to suit the situation in which the curriculum is to be implemented thereby deviating from theory as they translate or bring it to reality.

The controversy surrounding the issue of theory and practice in the curriculum has sparked debate among scholars and politicians (Pinar, 2004; Apple, 1993) in an attempt to find common ground while at the same time trying to ensure that there is compliance with state needs. The interference of the state in the curriculum has resulted in what curriculum theorists have termed "miseducation" (Pinar, 2004).

3.4 Curriculum theory and curriculum implementation in developing countries

Curriculum theory as already pointed out in the previous section is concerned with establishing a relationship between the processes involved during the development of a curriculum and the actual implementation process. It assists in conceptualising how the implementation of a curriculum reform can be viewed as successful. However the literature demonstrates difficulty in harmonising the two as often very little intervention is made to prepare the implementation agents and their work environment for a reform (Gross et al., 1971; Orafi and Borg, 2008). Consequently, curriculum theory and its application during curricular change have proved to be both complex and challenging for developing countries. Numerous factors which include factors that are predominantly common even in developed countries due to their inability to pay enough attention to the implementation process can be attributed to this. While developing countries are also faced with challenges that are contextual, curriculum theory application in these countries has proved complex mainly because of the gap that generally exists between theory and practice (Chisholm and Leyendecker, 2008). This gap often leads to developing countries ending up with a hybrid model being implemented (Carrera, Tellez and D'Ottavio, 2003) because local factors are crucial in

shaping the outcome of any implemented reform (Orafi and Borg, 2008). The gap is also seen in teacher values and practice which often is determined by the extent to which the context in which they work has been adapted to be in line with demands of the new reform. The literature points out that in developing countries especially in the African context, little change is witnessed in local factors such as teacher professional development, teaching resources, teacher classroom practices and student population (Okoroma, 2006; Orafi, 2008; Chisholm and Leyendecker, 2008; Orafi and Borg, 2009; O'Sullivan, 2010).

These factors result in a low level of implementation in developing countries as an intended curriculum does not get adequately implemented. In support Orafi and Borg (2009) citing the Libyan case point out that "the new curriculum may not be viable given that it conflicts with so many features of the education system" (Orafi and Borg, 2009). Additionally, the literature attributes superficial enactment of educational reforms to teacher epistemologies as their training and work experiences have a huge bearing on how they receive and implement a reform (Spillane et al., 2002; Seetal, 2005).

In the African context, the curriculum itself is often not a challenge but the local factors are (Carrera et al., 2003). Educational reforms are often introduced for the wrong reasons. Among others, these may include ideological beliefs. Economic constraints usually cause the challenging local elements as all change effort requires a satisfactory budget to facilitate the implementation process. Furthermore, the curriculum development and implementation process in such countries is also carried out within minimal time frames (Bertram, 2008), leaving inadequate time for carrying out all the necessary preparations for successful implementation. Consequently, there is a significant lack of congruence between new curricular reform and the contextual factors in developing countries thus leading to divergence from the intended curriculum. The literature however, emphasises the significance of paying adequate attention to the implementation process (Chisholm and Leyendecker,

2008) to promote the alignment of the enacted reform with the context in which it is implemented.

3.5 Curriculum theory and history education

Like curriculum, educational policy and practice are often "bound up with underlying societal values" (Barton and Levstik, 2004, p. 3). History as a component of such educational policy is often challenged by those in power in their quest to ensure that a politically correct history curriculum is in place. They consider history less likely to meet state needs if it places less emphasis on indoctrination and more focus on the acquisition of life skills. Indoctrination through the use of transmission models that promote regurgitation of information has been described by Freire (1993) as the banking method. In his critical analysis of schooling, Freire was disheartened by practice in the school system where learners were made to only receive information without analysing it (Freire, 1993). He argued that: "Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits" (p. 92). The preference of the banking approach to the teaching of history is believed to be more likely to promote indoctrination, yet it reduces history to a dull and boring subject which then becomes viewed as an inferior subject. The relegation of the position of history has mainly been influenced by the emergence of subjects that are more vocational and practical which are believed to play a more contributory role than history to societal development.

While the state promotes indoctrination, it has at the same time embraced global trends which advocate for the adoption of curricula that promotes the development of critical thinking skills. This contradiction impacts negatively on the history teacher who is now expected to avoid the use of the teaching approaches that result in rote learning while at the same time not supposed to teach learners critical thinking and analysis of events to

be able to make own intellectual judgement. There is fear that the development of such skills might lead to learners questioning society's established beliefs, traditions, and practices. This contradiction leaves the history teacher in a dilemma. As Husbands denotes, "there has been a debate about the relative balance to be accorded to historical 'content' and historical 'skills' in the history classroom" (1996, p. 7).

This debate implies lack of agreement on the pedagogical methods that should be employed in the teaching of history and further demonstrates lack of shared understanding of the significance of history as an essential vehicle for the acquisition of life skills. It also suggests a lack of understanding of not only the nature but also the method and historiography of history. The debate has become common practice during curriculum reform as reformists often find it difficult to agree on representations of a nation's past (Husbands, 1996) while at the same time they believe that curriculum should be more concerned with the development of the economy. Subjects like history, therefore, find themselves threatened as more effort is directed towards promoting science, commercial and technical subjects which are believed to contribute positively towards economic development. Very little attention is given to history, yet it is very instrumental in providing cultural reproduction and social cohesion (Seixas, 2000; Parkes, 2009).

Scholars view this marginalisation of history during curriculum reform efforts as an assault to both the profession and the subject that lead to miseducation (Pinar, 2004). This approach to curriculum reform which is viewed as miseducation creates tension because it does not relate curriculum theory to the nature and purpose of history education which is also a reflection of the experience that society would like to hand down to future generations. Barton and Levstik (2004) who believe the ultimate purpose for history education to be "its contribution to democratic life" (p. 12), point out the need to view history education as a tool for promoting dialogue.

Just like curriculum theory, history as a subject is shaped by social, economic, political and ideological factors. Le Grange (2010) for example emphasises the strong relationship between curriculum, societal structures and human agency while Grever and Adriaansen (2017) argue that history can be conceived to have a "relationship between the three temporal dimensions past, present, and future that determines, on the one hand, a degree of human agency" (p. 82). Although both curriculum theory and history education are full of controversies and therefore debatable, it is important to note that they have a common interest in that they are both concerned with learner experiences as well as with the development of the learner. Striking a balance between these constructs is essential at all stages.

3.6 Theories used to frame my study

While this study is on history teachers' experiences with curriculum implementation, it has been found necessary to explore and also draw from curriculum theory as the two are inextricably linked. As mentioned in chapter 2, Pinar (2004) believes that curriculum theory should be viewed as "the interdisciplinary study of educational experience" (p. 2). He argues that it should therefore for that reason commit itself to the study of educational experience and no other such things as test scores since that reduces teachers to technicians instead of being the intellectuals they are supposed to be. In his theory Pinar advocates for the use of the autobiographical approach which requires teachers to explicitly articulate their memories and beliefs on the present as well as their hopes for the future. This approach he believes "articulates the educational experience of teachers and students as lived" (Pinar, 2004, p. 25).

Curriculum implementation processes which seem to be dependent on how curriculum theory is perceived in that historical moment by the initiators of the reform as well as by the implementers is primarily influenced by the manner in which it is perceived by politicians. According to Pinar (2004) politicians who have no understanding of the relationship

between curriculum theory and implementation savagely attack the academic field. Politicians the world over are now in full control of the curriculum, completely side-lining intellectuals in the field of curriculum theory, design, development, and implementation. In the process as Pinar (2005) suggests, teachers have also been significantly affected as they have also been side-lined by politicians and governments who only find them useful when they have to undo any damage that had been created under the politicians' instructions (Pinar, 2005). Pinar, therefore, believes *currere* which is a dynamic approach needs to be adopted in the reconstruction of social and intellectual educational experiences at all levels from curriculum theorising to the implementation stage.

3.6.1 William Pinar's theory

This study which aims to understand history teachers' experiences with the implementation of SGCSE curriculum in Eswatini draws first from William Pinar's (2004) work on curriculum theory. William Pinar is an educator and an influential curriculum theorist from the USA who first initiated the notion of *currere* in 1975. In his later work on curriculum theory, Pinar analyses educational change in the US and how it impacted on educationists in the US. He argues like other scholars that curriculum theory is a complex field that places "focus on relations among the curriculum, the individual, society and history" as "it aspires to understand the overall educational significance of curriculum" (p. 21). His experience with curriculum reform in the US has resulted in Pinar conceiving curriculum to denote *currere*. As mentioned in chapter 2, Pinar (2004) believes curriculum to be autobiographical. He argues that curriculum should not just be simply viewed as being about what is to be taught and how it is to be implemented but it is also about teachers understanding themselves, their past and also their future within the context of work. He believes that applying their understanding of the self and their work in regenerating curriculum experiences and pedagogical approaches would synergistically work towards a better institutionalisation of curriculum theory. His conception of the phenomenon does not only afford teachers

the opportunity to become reflexive but requires them to also think about themselves in regard to their work thereby gaining intellectual and academic freedom.

Suppression of academic and intellectual freedom

Pinar (2004) views academic freedom as the teachers' intellectual determination of the curriculum. He argues that the controls imposed by politicians lead to the conclusion that teachers and education professors suffer at the hands of politicians as those in government make commands that restrict academic and intellectual freedom in the field of education. Pinar argues that these anti-intellectual tendencies are demeaning to teachers and other educationists alike yet "academic-intellectual-freedom is prerequisite to the very possibility of education" (2004, p. xiii) since it is through collaboration between classroom teachers and education professors that new knowledge on curriculum issues can be generated. Political involvement results not only in the suppression of academic and intellectual freedom but also in strained relations as teachers are expected to do as they are told. The reduction of teachers to technicians alienates them from their work.

Teachers and education professors need to have academic freedom so that they can develop the ability to select the experiences that can make up a curriculum intellectually. Such a process enables the teacher not only to better understand themselves first as individuals but also as a group. Such reflection on their work enhances teacher understanding of their work and the role they need to play in the field of education. It is for that reason that Pinar (2005) views the curriculum as *currere* which is derived from Greek, meaning running of the course or lived experience.

Currere is an autobiographical method grounded in existentialism that "provides a strategy for self-study" (Pinar, 2004, p xiii) and which also promotes the study of educational experiences thereby seeking to understand the forces behind educational reform. It has further been described by Doerr (2004) as focused on "the educational experience of

the individual as reported by the individual" (p. 7). Pinar (2004) argues that political socialisation in education has been misconceived by politicians to mean accountability thus resulting in teachers being made to give up their role as professional authorities for the curriculum they teach and thereby retreating "into the safety of their own subjectivities" (p. 3). Such an approach alienates the teacher from his/her work because it results in the teacher working with foreign concepts instead of focusing on what goes on in the classroom and the impact it has on both the learner and the educator to improve instruction. All this Pinar argues has made the classroom an unpleasant place for teachers. He further denotes that since teacher subjectivities cannot be separated from the social, the use of the autobiographical method in the social reconstruction of teacher experiences is essential. This method is appropriate in that it is not only concerned with the present but also looks into the past as well as the future. Furthermore, teachers' work is autobiographical and political at the same time (Pinar, 2004). Pinar's conception of curriculum, therefore, encourages teachers to regress into the past and progress into the future while at the same time being analytic and synthetic. He argues that teacher self-reflexivity, intellectuality, and inter-disciplinarity are key elements that are inextricably linked that teachers should not lose touch with. These he argues can be achieved through the adoption of the autobiographical approach.

The autobiographical theory

Autobiography is a word coined from the Greek which means "self-like writing" and according to Blowers (1998) is based on reality and is a representation of the author's life. It is a story in which the story teller brings together fragments of his own life in the form of a narrative. It requires one to have a consciousness of the self, and it provides a lens through which one can see oneself as it reflects one's own life. Even though an autobiography is influenced by one's past life, it also takes into account how the individual relates with other individuals who belong in the same group. Through this method, one can bring together all that makeup one's experiences while at the same time ensuring that the individual

views and sees himself not just as an individual but also as a member of a particular group. Group affiliation encourages the individual to see him/herself as an important unit of the group as he/she share certain attributes. According to Pinar (1975) lived experience whether from individuals or groups when conceptualised into a record portray the existence of both the past and future in the present as well as the present in both the past and future. It is for this reason that Pinar (2004) asserts that "curriculum theory is a form of autobiographical and theoretical truth-telling that articulates the educational experience of teachers and students as lived" (p. 25). An inquiry into teachers' and students' lived experience as unveiled by this autobiographical approach would help inform and shape future experiences. Autobiography, therefore, is a key element of *currere* as it demonstrates the dynamic nature of *currere* and brings together life history and academic knowledge thereby producing new curriculum educational experiences.

The *currere* model

Pinar (2005) argues that since the teachers' work is autobiographical, *currere* is the ideal approach to conceiving curriculum because it advocates for a methodical approach of self-reflection. Pinar reconceptualised curriculum from the conventional descriptions that centred around course objectives to "complicated conversation with oneself (as a private intellectual), an ongoing project of self-understanding in which one becomes mobilised for engaged pedagogical action – as a private – and – public intellectual – with others in the social reconstruction of the public sphere" (p. 37). It presents the curriculum as a strategy for studying relations between academic knowledge and life history in the interest of self-understanding and social reconstruction (Pinar, 2004, p. 35). According to Pinar, the autobiography and *currere* are inextricably linked in that they are both concerned with the individual's experience in this case the individual being the teacher, yet teachers' experience is often taken for granted. According to Pinar (2004), *currere* through the use of the autobiography "articulates the educational experience of teachers and students as lived" (2004, p. 25) thereby assisting teachers to have a better insight into their work so that they can positively influence practice. He

outlines four parts that mark the *currere* model which he termed regressive, progressive, analytical, and synthetic moments.

The Regressive stage

Pinar (2004) argues that the "biographic situation suggests a structure of lived meaning that follows from past situations, but which contains, perhaps unarticulated, contradictions of past and present as well as anticipation of possible futures" (p. 36). There is a need for exploring teachers' past experiences through stories to give teachers a voice as their lived experiences are likely to shed light on the present. Past experiences are observed and recorded as a form of collecting data that would then be studied in great detail. The past cannot be taken for granted because it plays a huge role in helping us understand the present as the present is based on the past. In the regressive stage, Pinar argues that curriculum has been removed from the hands of teachers and university professors yet they are better placed to look into curriculum issues. Teachers and university professors have not been afforded the opportunity to theorise about the curriculum and to further act on their theorising by implementing the theories they come up with. Instead, education has been politicised in that politicians have created their approaches which are not necessarily in line with the theory of curriculum which according to Pinar is a field that combines several disciplines that are committed to the study of experience (2004). As such Pinar points out that one's existential experience is a rich source of data which needs to be used to tap data that will help curriculum theorists develop an appropriate curriculum, one that holistically looks into the needs of the learner, the teacher, and the society.

Pinar, therefore, believes that the past cannot be ignored just because it is absent but there is a need to "return to the past to capture it as it was and as it hovers over the present" (1975, p. 6). To understand the present, it is essential to understand the past by conducting self-reflection. Hence, the need to go back in time by taking "a step backward into the past allowing the individual to situate himself in the past to better understand the past as it happened, taking into account what is often taken for granted" (p. 7). For

one to be able to appreciate where experience might lead to, one must understand one's past (Kanu and Glor, 2006). This summarily implies that there is no present without the past and that no matter how complex the process might seem, we need to understand that we cannot make sense of the present without first making sense of the past. Taking a step backward brings to fore even what could have been excluded in the present or what remained in obscurity.

The Progressive stage

In the progressive stage, Pinar (2004) argues that having taken some steps backward, the individual has now to place his/her focus on "what is not yet present" (Pinar, 2004, p. 36) or imaginary things and meditating on the future brings to light possible futures. It is these imaginary futures that would help inform the present as the process helps in discerning where the present might lead us to. The exercise of speculating about the future as informed by both the past and present helps shape the future in a profound way. This implies discerning where one is heading as one thinks of the future regarding educational learning experiences and pedagogy and thereby drawing a conclusion on what is best for society. As Pinar further posits, looking into the future might produce what he calls "the effects of education" (p. 126) thereby resulting in educational transformation. It further demonstrates the need for the educational vision to come from teachers because teachers situate themselves in both the past and the present to better understand the actual and what might happen. This, in turn, is likely to lead to reform as it encourages thinking about curriculum theory.

The Analytic stage

According to Pinar (2004), this process involves all three stages because currere is developmental since all these moments occur simultaneously. The analytic stage is concerned with both the present and the future while at the same time it looks into the present. It focuses on the extent to which the future is reflected in the past as well as the degree to which the past is

revealed in the future and further establishes the extent to which the present is reflected in both the past and the future. It requires one to think deeply about the present without losing a sense of both the past and the future. Primary focus however at this stage is on the present state of affairs regarding one's educational experiences as it is affected by the past and the future and also as it influences the future. It requires an in-depth look at the status quo while at the same time trying to establish challenges that currently exist and those things that might enhance one's intellectual life. These help in the creation of a picture that provides a description and representation of the educational experiences as they existed in the past, present and also as they are likely to be in the future. The process also includes the incorporation and use of other disciplines such as psychoanalysis, sociology, and politics to gain deeper insight into issues as data is generated and interpreted.

The Synthetical stage

In the synthetical moment, Pinar (2004) posits that this is the stage in which the individual examines the outcome of the other stages critically in the process establishing the implications of the present. Each of the pictures that form a representation of the other moments of *currere* has to be interrogated for a more precise meaning and for what the individual has been able to contribute both scholarly and professionally Pinar (1975). That is, establishing the significance that is being illuminated and depicted by the conclusions drawn from the data derived from the present as well as from the past and the future. The teacher is positioned in the centre as the teacher has to determine the role he/she played in influencing the outcome that is, the success or failure of the curriculum. This is achieved by scrutinising the factors that might have influenced progress either positively or negatively and also aspects that might assist in reconceptualising educational experiences. All data derived whether negative or positive contributes to the reconceptualisation process since it informs teachers as they think about their thoughts. In support Dewey (2015) points out that "every experience is a moving force. Its value can be judged only on the ground of what it moves toward and into" (p. 38),

Such information according to Pinar, may lead to more in-depth knowledge of the status quo and thereby not only impacting on one's intellectual growth but also the nature of educational experiences as it helps generate data that should influence curriculum. The synthetic stage affords the teacher the opportunity to reflect on the nature of the experiences and on the best approaches that could have been adopted during the implementation process.

When all the stages of *currere* are simultaneously adopted, they lead to what Pinar has termed "curriculum as complicated conversation" (p. 185) because they synergistically enable the teacher to see himself not just as an agent of implementation but also as someone who is capable of producing and changing curriculum as it also transforms the teacher. A holistic picture of the role the teacher should play in education as he/she possesses the necessary intellectual understanding is provided. As Pinar (2004) denotes, "intellectual understanding requires knowledge of the school subject one is employed to teach and knowledge of the processes of education and institution of the school, the organisational and intellectual centre of which is the curriculum" (p. 251). The teacher is better placed to deal with curriculum issues instead of just being made to have a narrow view of what curriculum is as Pinar (2004) demonstrates that some teachers have been reduced to believe curriculum to be the list of subjects taught in a school. Such beliefs show an inadequate conception of their role in the education system. It also demonstrates the need to encourage teachers to develop a culture of talking about their experiences as it leads to self-reflection and allows teachers to make sense of their lives and each other's lives. Self-reflection enhances intellectual growth. It enables teachers to learn to theorise as they think about their thoughts thereby generating new ideas about educational experiences and how they can better impact on the learner. *Currere* affords teachers the opportunity to define who they are and also in the process establish and further assume their rightful role in education.

3.6.2 Gross, Giacquinta and Bernstein on implementing educational reform

This study also draws from Gross et al.'s (1971) theory on the implementation of curriculum change. Gross and his colleagues carried out a sociological analysis of planned educational change and found that the outcome of the implementation process is not only determined by whether the innovation is well or not well received by organisational members but by numerous factors. Their intention in carrying out this intensive study on the implementation of educational innovation was to understand the factors that are a barrier to change and those that facilitate the implementation process during an educational reform. Their study reveals that very little change was witnessed well into the implementation stage. The limited change was attributed to five factors which were first and foremost:

- the teachers' lack of clarity about the innovation;
- their lack of the kinds of skill and knowledge needed to conform;
- the unavailability of instructional material and
- the incompatibility of organisational arrangements with the innovation and
- lack of staff motivation (Gross et al., 1971).

Lack of clarity and understanding

A closer analysis of why teachers could not make sufficient progress in implementing the innovation revealed the teachers' lack of good understanding and knowledge about the innovation from the beginning. Information gathered from teachers before the actual implementation of the innovation and at various stages of the implementation process up to the evaluation stage revealed that teachers were not sure about what they were expected to do. Teachers were found to be unable to clearly articulate their understanding of the innovation and its demands on the teachers. Although most teachers were able to mention both what they were now expected to do and what they were no longer expected to do in the process of teaching, a number of them only said what they were now

supposed to do entirely disregarding what the innovation did not promote. Just a few teachers focused on the key ideas supported by the innovation. However, they also could not clearly explain the key concepts when probed. Their lack of a right conception of the demands of the innovation demonstrated their inability to perform their expected role due to lack of clarity and understanding of the innovation. Teachers seemed to place more focus on what learners are to do without paying attention to what teachers needed to have done to spark such behaviour from learners. The teachers seemed to have a superficial understanding of the innovation.

Such could be attributed to lack of familiarity with the innovation as teachers were first exposed to the innovation through policy documents that lacked clarity as they were also vague and general. Teachers were not afforded the opportunity to familiarise themselves with the main ideas advanced by the innovation to ensure that they had a shared vision with the initiators of the innovation and also to secure ownership of the innovation. Furthermore, teachers lacked further knowledge on the concepts they were expected to handle save for what was found in the innovation document. Moreover, teachers were also found not to have taken the initiative in getting as much information as possible on the innovation and claimed to know about the innovation when in fact they did not.

They argued that they needed to have been given at least a week or two of deliberations on the innovation with its initiators. According to Gross et al. (1971) minimal effort was made by teachers and their administrators to seek clarity about the innovation. Any discussions held seemed to focus more on the related material required by teachers during implementation, not on the innovation itself and how it was supposed to be implemented. Developing a clear conception of the innovation was left in the hands of the teacher. It was assumed that they would be able to gain an understanding of the required concepts without any assistance and this made teachers think that the administrators also lacked clarity about the innovation. Furthermore, teachers were also found not to have taken the initiative in getting as much information as possible on the innovation while

at the same time they were also found to claim to know about the innovation when in fact they did not.

Lack of the kinds of skill and knowledge needed to conform

Another barrier to change was found to be the teachers' lack of the necessary capability to perform according to the demands of the innovation. Teachers lacked the needed skills and knowledge that would enable them to successfully perform the required role. About 80 percent of the teachers were found to be unable to effectively use the instructional and other materials that were available and were found to be unable to cope with numerous problems that persisted throughout the implementation period.

Moreover, teachers failed to get the support they needed to help solve the challenges encountered at the time they needed assistance. Throughout the innovation, teachers were struggling to implement the innovation because they did not have the necessary competence to implement it successfully. About 90 percent of the teachers pointed out that learners were not able to learn much due to persistent difficulties. All this demonstrated the teachers' inability to develop mastery of the essential skills to perform according to the dictates of the innovation.

The lack of training of the staff to ensure familiarity with the concepts to be taught during the innovation and also the approach to be adopted when implementing the innovation can be said to be the main factor behind the teachers' lack of competence to handle the innovation. The lack of teacher competence was attributed to the administration's inability to provide the necessary professional development for the staff to ensure that they cope during the innovation instead of expecting them to cope all by themselves. While others were able to adopt new coping strategies to adapt, some of the teachers did not change their approach which means they continued doing things the same way. Most of those who attempted to alter their approaches, however, ended up reverting to the old ways of doing things because they encountered persistent challenges they could not overcome. All this was due to the inadequate assistance that was given to teachers

during the implementation process. The study also revealed the lack of adequate communication between the administration and the teachers about the needs of the teachers and the challenges encountered during the implementation process. It was also made clear that even though some administrators would discuss the difficulties faced during the implementation process with the teachers, the administrators were never able to help direct teachers on how to implement the innovation which implied that they also did not have an idea on how to go about it.

Gross et al. (1971), point out the need for administrators to minimise challenges by bringing in someone familiar with the innovation to demonstrate to staff how to implement the innovation so that they can cope well. They further argue that more assistance could have been provided to teachers during staff meetings by carrying out an analysis of the challenges encountered during the implementation process with the intention to help teachers cope. There was a need for making provision for staff development initiatives where necessary. The administrators could have also solicited help from qualified people who knew more about the innovation but all that could not be done. As a result, the implementation process was compromised as teachers could not cope well because they lacked the skills and knowledge to carry out the implementation process successfully. Teacher attitudes also needed to be changed as the innovation brought new ways and approaches that were contrary to teacher beliefs which suggest that there was a need to provide training for teachers to impact on their culture (Gross et al., 1971).

The unavailability of the necessary instructional material

The issue of availability of instructional material is one of the major catalysts for change in that it does not only enable teachers to change their pedagogical approaches to implement the curriculum successfully, but it also ensures learner motivation and promotes independent learning amongst learners. The availability of the right kind of teaching resources that will support the innovation and bring change in the classroom is crucial. Gross et al. (1971) found that there was a lack of the right kind of

resources during the implementation of the innovation. The absence of the required instructional material according to Gross et al. (1971) also inhibits implementation. This lack of learning resources that could promote the successful implementation of the innovation hindered change because learners were not able to develop independent learning skills, which were demanded by the innovation. The available resources were also found to be inadequate by teachers. This lack of resources according to Gross et al. (1971) was attributed to the bureaucratic nature of the system which did not give the administrator all the necessary authority to acquire resources as per the needs of the school. The administrator's lack of power to spend financial resources on purchasing teaching materials was, therefore, an inhibiting factor to successful implementation. Furthermore, the type of material that was needed to ensure successful implementation was found to be very difficult to source because they seemed not to exist (Gross et al., 1971). It seemed teachers were being asked to implement an innovation that "required unique types of instructional materials that were not available" (Gross et al., 1971, p. 169).

The incompatibility of organisational arrangements with the innovation

This factor is concerned with the environment in which implementation is to take place. Gross et al. (1971) argue that any existing practices that are contrary to the demands of the innovation should be altered to encourage teachers to implement the innovation and thereby minimise teacher frustration. Retaining any practice that is contrary to the requirements of the innovation inhibits the implementation process by the teachers. Similarly, making any small adjustments also compromises the implementation process as it results in very little change being witnessed. Failure to ensure that the environment is compatible with the demands of the innovation results in teachers not being able to successfully implement the innovation.

Gross et al. (1971), point out the lack of commitment on the part of the administrators as one factor that prevented them from ensuring that the implementation environment was congruent with the demands of the innovation. Also, administrators may not be aware of some of the changes

that they need to institute in the school environment to ensure successful implementation.

Lack of staff motivation

Lack of teacher motivation has also been found to be a significant barrier in the implementation process by Gross et al. (1971) as demonstrated in their unwillingness to dedicate more time on some aspects of the innovation and their inability to anticipate positive outcomes. Teacher attitude toward an innovation influences the way they perceive and implement the innovation. Their position is attributed to the experiences they have had with the administrators and the innovation in the process of implementing the innovation. However, their study revealed that not all teachers lacked motivation and that some of those who put up strong resistance during the initial stages of the implementation process later embraced the reform. It also demonstrated that all teachers "were willing to make efforts to implement the innovation immediately after it was presented to them" (Gross et al., 1971, p. 171) even though teacher motivation later on declined. This decline and lack of motivation was caused by "their increasing disenchantment with the innovation and its sponsorship, a disillusionment that grew out of a set of disappointments and frustrations that they began to experience shortly after the announcement of the innovation, and that continued to multiply during the ensuing months" (Gross et al., 1971, p. 172).

Other factors included the ambiguities that were inherent within the innovation, lack of appropriate materials even before the innovation was implemented, the lack of the right kind of support from their administrators and teacher job insecurity. While some obstacles were removed, some were never removed such as ensuring that contextual factors were compatible with the innovation and that the issue of lack of materials was attended to. Teachers were also not happy about the manner in which the innovation was introduced and also about the fact that it resulted in them being overloaded with work which caused stress, fatigue and job insecurity. The study also points out the need to look into the difficulties

that teachers were likely to face during the implementation process. It further indicates the need to establish why there was a failure "to establish and use feedback mechanism to uncover the barriers that arose during the period of attempted implementation" (Gross et al., 1971, p. 194).

Their work indicates that curriculum implementation cannot succeed if the implementers are not clear about the innovation and are therefore incompetent to carry out the task due to lack of training, support from their administrators in the form of materials and providing a contextual environment that is conducive to successful implementation. They further emphasise the need for the implementers to be motivated to have the right attitude for change and to be provided with the necessary resources throughout the implementation process. Gross et al. (1971) also conclude that whether an innovation is successfully adopted or not depends on numerous factors such as social, historical, political and ideological factors that define the school context.

3.7 How the theories were used in the study

In this study, I used Pinar's (2004) theory on curriculum theory and Gross et al.'s (1971) overarching work on curriculum implementation to illuminate the complex nature of curriculum change and implementation as well as how all this impacts on the history teachers' work. The interpretivist approach which attempts to understand the complex world of lived and shared experience from the perspective of the research participants was used. This approach emphasises "how the world was made through the meaning that actors gave to the different elements of the social world" (Hancké, 2009, p. 13) and that truth is dependent upon the context. The focus of this study is to understand history teachers' experiences of the implementation of the SGCSE History curriculum and why they so experienced it.

The two theories were integrated as they were considered to be complementary in shedding light on history teachers' experiences with the

implementation of the SGCSE History curriculum. Pinar's theory illuminates the significance of teachers' biographical experiences not just in the development of learning experiences but more importantly in their implementation. His theory demonstrates that teachers' experiences are crucial in informing curricula practices from their inception as they are the people who work in close proximity with learners and have therefore a better understanding of the learners and all the other contextual factors. Through reflection, teachers have a better conception of their work environment and can thus be entrusted with curricula issues. In line with Pinar's theory, Gross et al. (1971) place focus on the necessary preconditions for change that would facilitate the implementation of educational change. They argue that side-lining teachers from inception had a negative impact on the implementation process as teachers would lack understanding of the essential elements of the reform. It would also create incongruence between the reform and the context in which it has to be implemented because of the lack of teacher involvement.

Both theories address the crucial role of the teacher as an agent of implementation. They both attend to the issue of the teacher being clear about what needs to be implemented through continuous involvement in the generation of the learning experiences. They both agree about the significant role of contextual factors in influencing not just the implementation process but also in shaping teacher experiences and epistemologies. Both theories also demonstrate that teachers' subsequent actions as they implement reform are shaped by their contextual environment which implies the need to align teachers' environment with the demands of the reform to facilitate implementation. In view of the above, the two theories provided a framework that was used as a mirror to check whether the findings agreed with the framework or to establish any discrepancies.

History teachers have accumulated a wealth of experience over decades as they interact in their world of work which now shapes their thoughts about their work. Their experiences have been influenced by both the pre-service training they received and the curricula they have been

implementing over the years as well as by the environment in which they have been working. They used their experiences to establish coping strategies which in turn had made teachers assume a different identity from when they joined the teaching profession. It is these epistemologies that have enabled them to reflect holistically on their work and to further act on their reflections as professionals thus establishing ways by which their work can be made more meaningful and beneficial not just to the learners but even to the teachers themselves.

The theories demonstrate the teachers' capability to generate experiences that can make up a curriculum together with pedagogic approaches for imparting that knowledge as they continuously interact with learners. The theories further indicate the likely outcome of implementing reform where there is a lack of adequate or proper planning by the reform initiators at all levels. They demonstrate the effect of imposing an innovation without considering the context in which it is to be implemented and also without ensuring that teachers are well capacitated to handle the enactment of the innovation. Included among those things that needed to be adequately planned was the preparation of teachers as agents of implementation which would have ensured history teachers felt part of the whole process and also motivated enough to realise the innovation.

It would also have guaranteed the existence of the necessary preconditions for change which include ownership of the change effort by the agents of change who in this case were the history teachers. Their analysis provides a lens with which the whole process of change from conception at the level of production to implementation in the classroom was viewed to establish how history teachers perceived this process and therefore how they experienced the implementation of the SGCSE History curriculum. The two theories provided a clue on the nature of the relationship that should have existed between the stakeholders and the processes followed to facilitate the successful implementation of the SGCSE History curriculum.

This study draws from Pinar's theory because it is useful in understanding the nature of curriculum as it emphasises the production of knowledge that should form part of the curriculum through the autobiographical process. It demonstrates an indication of the experiences that history teachers have had with the implementation of the SGSE History curriculum as they were not adequately involved in the process of deciding the learning experiences. There is a need to view teachers as rich sources of data that should be used in theorising about curriculum issues. Through the use of this framework, this study sought to understand the role played by the different agencies in ensuring that this curriculum is adopted and successfully implemented in schools in the country. This analysis produced some indicators on how history teachers experienced the implementation of the SGCSE curriculum and why history teachers experienced it in the manner they did.

Since curriculum is a social construction, its implementation is also likely to be influenced by contextual factors. The idea that curriculum is a social construction in a way challenges the belief that curriculum theory ought to form the basis for curriculum development and implementation given that curriculum theory is used in various ways and is not always compatible with the nature of human beings (Maharajh, Nkosi and Mkhize, 2016). The above argument demonstrates that while curriculum theory has been used as a yardstick for explaining the phenomenon and describing its constructs as well as in providing guidance to policy makers (Pinar, 1978), it has been inaccurately used as often the bureaucratic curriculum implementation system is adopted. The adoption of this system as noted in Chapter Two results in teachers being marginalised and thus being compelled to implement a reform without having a clear understanding of the key elements of the reform (Bellalem, 2008). Additionally, it does not recognise the teachers' work environment and their epistemologies. Yet it is important to have knowledge of teachers' perceptions of a reform and the meanings they attach to the reform before its implementation (Bantwini, (2010).

Gross et al.'s (1971) theory which explains curriculum change was then utilised to illuminate the necessary preconditions for successful curriculum change that should have existed before the implementation of the SGCSE History curriculum. Gross et al.'s theory also assisted in providing an understanding of how these impacted on history teachers for them to experience the implementation in the manner they did. Gross et al.'s theory that curriculum implementation at any level can only succeed under certain preconditions was useful in portraying how history teachers experienced the implementation of the history curriculum and why they had such experiences during the implementation of the History SGCSE curriculum in Eswatini. Their theory however only places focus on those preconditions that needed to be in place for successful implementation without demonstrating the significant role that teachers' epistemologies could play during curriculum reform.

Pinar and Gross et al.'s theories combined helped in revealing how the conventional conception of curriculum theory and implementation impact on educational change. All these led to a better understanding of the experiences of history teachers with the implementation of the SGCSE History curriculum in Eswatini and in establishing the factors responsible for their experiences. These theories which provided a frame for the review of the literature and the coding of the data also provided a structure for the discussion on the implementation of the SGCSE History curriculum as experienced by history teachers in Eswatini.

3.8 Theoretical assumptions

As researchers we always engage in research with certain beliefs and philosophical assumptions (Creswell, 2013). As a researcher my work has also been influenced by certain philosophical beliefs that emanate from my view of the world. This study is based on the following theoretical assumptions which have been prompted by my experience in interacting with student teachers and teachers during teaching practice and also during the marking of the SGCSE external examinations: Curriculum is a

social construction and is open to multiple interpretations because there are multiple socially constructed worldviews which are continually being constructed and reconstructed. This suggests that teachers are likely to interpret any reform in different ways as they construct and reconstruct reality in different ways under varying contextual circumstances. This is in line with Apple's (1993) assertion that curriculum is never neutral but is a product of all that characterises a people. Therefore, history teachers were likely to experience curriculum implementation in different ways as they were influenced by different factors because curriculum implementation is affected by social factors; schools are institutions that are interlinked with the social structure and are therefore wholly dependent on both the society and the government (Pinar and Bowers, 1992) which suggests that what society and government did or did not do to ensure successful implementation of the SGCSE History curriculum impacted directly on history teachers' experiences of the implementation process. Social contexts have a huge influence on the manner in which implementing agents make sense of reforms.

3.9 Conclusion

It is against this backdrop that Pinar and Gross et al.'s theories were used. They provided a clear frame for understanding that curriculum cannot be separated from the dynamics of society. They further showed how all this impacts on teachers because as Dillow (2009) points out, "to study human behaviour, experience, and interaction, there needs to be interpretation, self-awareness, cultural and linguistic mediation and recognition of agency and contingency" (p. 1341). It demonstrates the input made by the dominating social order in its mode of transmission as a new curriculum was implemented. This frame also portrays the relationship between history teachers as agents of implementation and government who in this case control all the levels at which curriculum is worked from conception to implementation and the nature of this relationship. The two theories also point out the significance of contextual factors in the implementation of a new curriculum; that is both school related and teacher-related factors.

This study argues that, teachers' experiences with curriculum reforms need to be understood in the light of the relations that exist between the school as the lowest level of curriculum implementation and the highest level of curriculum inception. The study views teachers' experiences as a product of the relationship that exists between the world of schools and that of the larger institutional, societal, and historical factors of which they are a part. The use of multiple theories therefore was intended to demonstrate the multiple contexts within which teachers operate and to finally elicit from history teachers why they experienced the curriculum the way they did.

CHAPTER 4

RESEARCH APPROACH, DESIGN AND METHODS

4.1 Introduction

All research work needs to be mapped by outlining the route to be followed when conducting the study. The purpose of this chapter was to outline the design and methodological processes of the study which investigated the experiences of history teachers with the implementation of the SGCSE History curriculum in contemporary Eswatini. In this section of the thesis, I began by identifying and describing the research design that would be used in the study and moved on to explain why such a design was selected for this study. The process of selecting a research design led to the identification of the research approach that would be useful for my study. The research approach was also described and justified. Since every study has a research paradigm, I went on to explore the research paradigm used in this study. This led me to then explore the epistemological and ontological stand that influenced the work. The research methodology which was multiple case studies was then explored in the process outlining the research methods that were used to generate data. This was then followed by the sampling procedure and the preparations for data collection which included the piloting exercise. The procedure followed when generating data and the process followed when carrying out the analysis of the data were also discussed. This was followed by a discussion of the strategies used to ensure trustworthiness and ethical considerations.

4.2 Research Design

A research design is a detailed lay-out that outlines the requirements and procedures to be observed when generating and analysing data. It maps

out the route to be followed as the study is conducted. In short the research design describes the steps to be followed when conducting the study which therefore suggests that it is an overall structure of the study. It outlines how the research will be set up, the participants and the conditions under which the data will be generated as well as the methods to be used for data generation and analysis (McMillan and Schumacher, 2014). It helps establish coherence within the study. Rowley, (2002) describes a research design as “the logic that links the data to be collected and the conclusions to be drawn to the initial questions of the study” (p. 18). His description suggests that it is important to select a research design that relates well with the research approach and the research questions. The research design is useful in generating evidence that is based on practical experience and observation which helps in producing valid and credible conclusions in answering the research questions. In short, its purpose is to ensure credibility in the results of the study. However, the research design is not rigid since it can be developed as the study progress. Ritchie (2003) points out that the relationship between these is elastic and non-linear as the design may be modified as the study progresses.

4.2.1 The Research Approach

A research approach can be understood as a way of searching for knowledge and truth which is informed by the researcher's philosophical assumptions (Creswell, 2014). It is these philosophical understandings that influence the researcher's choice of method to be adopted for a study. My choice of a research approach was then influenced by my view of the phenomena to be investigated. The research approach is essential for every study because it provides guidance when deciding on the choice of the methodology to be adopted for the study (Creswell, 2014).

Numerous types of research approaches have been used by researchers as determined by their epistemological considerations or the manner in which they view reality. As earlier pointed out, it is important to select a

research design that relates well with the research approach. It is for that reason that I opted for the qualitative research approach. In this section of the work I will discuss the nature of the adopted research approach, its significance and how the research approach was used in the study.

The qualitative research approach is made up of a number of different orientations and methodologies. Qualitative research has been described by Polkinghorne (2005) as “an umbrella term under which a variety of research methods that use language data are clustered” (p. 137). Denzin and Lincoln (1990) also conceive qualitative research as being “multimethod in focus, involving an interpretative, naturalistic approach to its subject matter” (p. 3). It is grounded in the fact that reality is not fixed but is characterised by multiple realities that can be established through understanding people's thoughts and feelings (Cohen et al., 2000).

I adopted this approach for my study because I found it useful in studying human behaviour in its natural setting as it allows the use of various methods that do not impose the researcher's own conceptions but allow participants to relate stories about their lives (Creswell, 2013). Conducting research in a natural setting ensures that no outside influence is imposed to manipulate participants' behaviour (McMillan and Schumacher, 2014). This approach also proved to be made up of practices that are sensitive to the needs of the history teachers as it did not remove the participants from their natural setting but considered their diverse views as significant in understanding their social actions and events (Creswell, 2013; McMillan and Schumacher, 2014).

The use of the qualitative approach enabled me to study history teachers' actions from the insiders' perspective (Babbie and Mouton, 2001) as it occurred naturally. That helped in shedding light on how teachers view themselves and their role at a time of change without being influenced by any foreign elements. Since people have a social and historical context, their life can best be understood from within because their social world does not exist independent of the human mind (Nieuwenhuis, 2007). As

Cohen et al. (2000) contend human action cannot be easily understood outside its context.

This research approach was adopted to ensure that the study is carried out in a credible manner. The research approach further helped in ensuring that the right procedure was followed as the research was conducted. The research approach therefore guided me in the selection of both the research paradigm and research design for use in the study (Chilisa and Kawulich, 2012). The predominant use of textual material in the study of history which demands the use of interpretative skills and inductive reasoning also had an influence on my choice of approach adopted for the study. Furthermore, since all research work is influenced by the researcher's understanding and beliefs of what constitutes knowledge, it was for this reason that I found the qualitative approach suitable for this study.

A qualitative research approach enabled me to study events and actions as they happened without any interference (Babbie and Mouton, 2001) or without manipulating the teachers' behaviour and thoughts. My goal was to adopt an emic view by conceptualising the history teachers' experiences with the implementation of the SGCSE curriculum primarily from the participants' perspective. This naturalistic approach allowed me to interact extensively with history teachers thus ensuring that participants did not feel alienated from their environment. Cohen et al. (2000) assert that this helps in retaining "the integrity of the phenomena being investigated" (p. 21). The use of the naturalistic approach further assisted in the production of a detailed account of the textual data that is required from this type of research.

Unlike normative research approaches, qualitative research is rooted in extensive interaction with the participants and the use of methods of inquiry that produce text as opposed to numbers (Avis, 2005; Polkinghorne, 2005). This is largely because it views social life in terms of processes rather than in static terms as it focuses on the processes and explanation for behaviour occurrence (McMillan and Schumacher, 2014).

This research approach proved appropriate for exploring and conceptualising history teachers' experiences during a period of curriculum change and implementation and why they experienced change in that manner.

The approach supports the purpose of this study since it seeks to understand history teachers' thoughts and feelings about their work in their natural setting. I found this useful in producing thick descriptions that were not only rich but also substantial (Okeke, 2015) on history teachers' experiences as they implemented the SGCSE curriculum. Interacting with these teachers in their environment was crucial in developing a relationship that would be characterised by trust.

The belief that human behaviour is to a great extent determined by contextual factors (McMillan and Schumacher, 2014) further influenced my choice of research approach as the different contexts in which the history teachers work are likely to shape their view of curriculum change and implementation differently. This was mainly because the study focused on history teachers and their interaction in their natural setting. As Guba and Lincoln (1994) assert, "human behaviour, unlike that of physical objects, cannot be understood without reference to the meanings and purposes attached by human actors to their activities" (p. 106). The qualitative approach assisted me in ensuring that history teachers who are not usually afforded the opportunity to talk about curriculum issues would also be allowed to voice their feelings. Qualitative research is appropriate in studying the lives of those who are often taken for granted by some in everyday life (Cohen et al., 2000). Its adoption allowed me to use numerous ways of generating and producing data. The use of this approach enabled me to acknowledge that the participants' role is never totally objective as their social construction of reality is influenced by their experiences. Furthermore, Polkinghorne (2005) concedes that the "primary purpose of qualitative research is to describe and clarify experience as it is lived and constituted in awareness" (p. 138) and that "qualitative methods are specifically constructed to take account of the

particular characteristics of human experience and to facilitate the investigation of experience” (p. 138).

The qualitative approach ensures that all interpretations are located in a particular context and situation in time and therefore are context-bound (McMillan and Schumacher, 2014). The presentation of such findings in qualitative research did not only require me to see through the eyes of the history teachers but also called for understanding and appreciation of their accounts to avoid misrepresenting their social meanings. In that sense, the qualitative approach provided an opportunity to "share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives" (Berg, 2001, p. 7) as influenced by the setting in which they interact.

My constant interaction with the participants allowed them not only to contribute toward the generation of the data but also to contribute even during the data analysis stage. Guba and Lincoln (1994) confirm that the researcher and the researched are interactively linked such that “the findings are literally created as the investigation proceeds” (p. 111). Emphasis is thus placed on the significance of the use of rigorous methods of collecting data in this approach. Nieuwenhuis (2007) also contends that due to the unique nature of every cultural and historical situation, each study is likely to produce unique results. Consequently, such findings cannot be generalised. As Cohen et al. (2000) denote, events and individuals are unique, and cannot be generalised.

Although postmodern critics argue that there is no objectivity in qualitative research since there are no fixed meanings hence it would be difficult for researchers to capture the social world of another (Ritchie, 2003), qualitative researchers have found this approach useful in bringing the researcher closer to the researched as they learn the meanings held by participants. Instead of attaching their own meaning, researchers focus on the varied perspectives produced as they interact with the participants (Creswell, 2013). I found the approach useful in generating numerous multiple perspectives on each of the themes that could shed light on the

experiences that history teachers might have had with the implementation of a new curriculum.

The nature of qualitative research reveals key defining aspects that suggest inherent overarching between the research approach and paradigms (Denzin and Lincoln, 1998; Polkinghorne, 2005) which therefore connotes that for an enquiry to be carried out well there has to be an alignment between the research approach and the research paradigm adopted. I found this useful in deciding on the research paradigm to use in my study. I now turn to the research paradigm for this study.

4.2.2 Research paradigm

A paradigm is the way we view and understand the world (Maree and Westhuizen, 2007; Moyo, Modiba and Simwa, 2015). The fact that qualitative researchers “study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of meanings people bring to them” (Denzin and Lincoln, 1998, p. 3) delineates both their view of reality and their connection with the interpretive research paradigm. In that sense, interpretive researchers and qualitative researchers have similar philosophical beliefs about reality as they both believe that reality is a social construction and that the studied phenomena can be understood through the meaning assigned to it. This relatedness in philosophical assumptions, coupled with the nature of the study’s research questions and the nature of the phenomenon studied, directed me to situate my research in the interpretivist research paradigm as it is also grounded on the theoretical belief that reality is socially constructed. My background as a history teacher and teacher educator in history has also had an influence on my view of reality since there is no absolute truth in history, but there are multiple possible realities.

Nieuwenhuis (2007) posits that interpretivist research aims “to offer a perspective of a situation and to analyse the situation under study to

provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter” (p. 60). Tshabangu (2015) views interpretive research as a paradigm that believes that shared meanings are socially constructed as people interact in their environment and it is concerned with how these shared meanings are interpreted and how we make sense of them. The interpretivist research paradigm was found to be more appropriate for my study because it helped provide an insight into the teachers’ experiences and perceptions (Ferreira, 2012) as it is rooted in understanding meanings during interaction as well as interpreting any revealed meanings. This was useful in producing a descriptive analysis that revealed an understanding of the meanings that history teachers assign to their experiences. I situated this study in this paradigm because it places emphasis on what is usually viewed as insignificant and seeks to gain insight into human experience from within, without losing sight of its subjective nature (Cohen et al., 2000). The interpretivist research paradigm assisted me in understanding that knowledge is constructed by observable phenomena and also by "descriptions of people's intentions, beliefs, values, and reasons, meaning making and self-understanding" (Henning, 2004, p. 20). The belief that human behaviour is multi-faceted and has subjective meaning dictates that human experience should be understood within its social context, thus making it relevant for this study whose main focus was to explore history teachers' experiences through the teachers' stories which are a product of their personal experiences. The interpretivist paradigm is also well-suited for exploring hidden reasons behind complex, interrelated, or multifaceted social processes, such as inter-firm relationships or inter-office politics where quantitative evidence maybe biased, inaccurate, or otherwise difficult to obtain (Bhattacharjee, 2012, p. 105).

Since this study sought to understand history teachers’ experiences with the introduction of a new curriculum in Eswatini, the interpretivist research paradigm ties in well with the approach adopted for the study as acknowledged by Rogan and de Kock (2005) that narratives also combine effortlessly with descriptions of the research process which is characterised by constructing interpretive narratives in an attempt to

capture the complexity of the phenomenon being studied (Leedy and Ormrod, 2014). The interpretivist paradigm also allowed me to reconstruct the teachers' stories in order to create meaning of their life experiences as they engaged in the process of curriculum implementation. Since the participants' views, perceptions and interpretations are crucial in understanding their experiences they were deemed useful in generating thick descriptions of the history teachers' experiences. This further enabled me to derive meaning of actions and events from the context as it affected the history teachers' behaviour. Studying participants' experiences in their natural setting made me familiar with their real world and to better understand their experiences as they implemented the new curriculum. This made me develop an empathetic understanding of the participants' perspective through their experiences. Although this research paradigm is useful in exploring "context-specific, unique, or idiosyncratic events or processes" (Bhattacharjee, 2012, p. 105), it needs to be used with care as it lends itself to subjectivity and relativism. However, since the interpretivist research paradigm involves understanding the studied phenomena through the participants' perspective (Nieuwenhuis, 2007), as a researcher, I had to be constantly aware of my own subjectivities. Furthermore, the interpretivist has been viewed with concern due to the difficulty of arriving at the truth as a result of the need to negotiate meanings among participants.

4.2.3 Ontological and epistemological assumptions

This study's ontological assumption is that human behaviour cannot always be understood through laws and principles that govern the social world because social reality is unique (Creswell, 2003). It is, therefore, the ontological assumption of this study that reality can be obtained by exploring the experiences of others regarding a specific phenomenon as it is shaped by human experiences (Bhattacharjee, 2012). And since the studied phenomenon is a product of social and historical creations, focus should, therefore, be on the social construction of people (Ritchie & Holloway, 2003), that is "how and why they interact with each other, and

their motives and relationships" (Nieuwenhuis, 2007, p. 54). Since reality is a social construction, it is experienced, and there are multiple realities which are embraced by both the researcher and the participants that need to be explored, interpreted and reported by the researcher (Creswell, 2013). Therefore, to produce credible work, there was need for me to gain a deeper understanding and knowledge of the participants in their natural environment through prolonged interaction and also through thick, rich descriptions of how participants make sense of their lives. This is in line with Nieuwenhuis's (2007) assertion that "the researcher cannot be separated from the research" (p. 54). Focus was therefore placed on the use of various methods of generating data from a range of sources to enhance the validity of the work.

Epistemologically speaking, the researcher's perspective and values can influence social reality thus making it essential for the researcher's subjective interpretations to be reconciled with those of the participants (Snape and Spencer, 2003). As Creswell (2013) notes, this minimises the "distance" between the researcher and the researched since it creates an awareness of imminent possible subjectivity and enables the researcher to take cognisance of the limitations of data that comes from close interaction with the participants being studied. Furthermore, as the study focused on human beings and their interaction in their natural setting, it enabled the researcher to acknowledge that their role was never totally objective as the researcher cannot be easily separated from the participants.

4.3 Research Methodology

In the previous section of the study I explored the research design adopted for the study. I now turn to the research methodology that was found suitable for my study. I will begin by giving a brief description of methodology and then move on to discuss the methodology that was adopted for this study.

The research methodology explains the systematic manner in which the research problem will be solved. It has been described by Lather (2004) as “the theory of knowledge and the interpretive framework that guide that particular research project” (p. 208). In short it is a strategy for gaining knowledge that provides an understanding of the various steps adopted by the researcher and the rationale for his/her adoption in conducting the study. It also determines the use of particular relevant methods and techniques for the study. This makes the research methodology play a pivotal role in any research because it is concerned with how the researcher conducted the research so as to generate data and how the researcher might ensure that the data obtained can be useful in answering the research questions for the study. The aim of methodology according to Cohen et al. (2000) is to assist in understanding the research process. It is important to ensure that the methodology is linked well with the research paradigm adopted for a study. It is for that reason that I employed the multiple case studies approach.

4.3.1 Multiple Case Studies

The multiple case studies were found to be suitable because of the complex nature of curriculum implementation and its ability to ensure that the researcher works in close collaboration with participants. The case study’s ability to place much significance on understanding the researched phenomenon within its context ensured its appropriateness. It helped ensure that I cover contextual conditions since they were essential in better understanding the history teachers’ experiences during the implementation process of the SGCSE curriculum. The case study research method has been largely used by researchers and has gained popularity in many disciplines within the social sciences (Berg, 2001; Nieuwenhuis, 2007; Rule and John, 2011; Creswell, 2013; Starman, 2013; van Wyk and Taole, 2015; Lune and Berg, 2017). The case study method has been found very useful in practice-oriented fields. Multiple case studies were also useful in that they involve “systematically gathering enough information about a particular person, social setting, event or

group to permit the researcher to effectively understand how it operates or functions (Berg, 2001, p. 225). It proved to be a suitable research design for exploring and investigating “contemporary real-life phenomenon” (Zainal, 2007, p. 2).

The case study which can be described as a “systematic and in-depth investigation of a particular instance in its context in order to generate knowledge” (Rule and John, 2011, p. 4) has the potential to assist in understanding and exploring a phenomenon deeply and thus generate volumes of data which would be useful in conceptualising curriculum implementation through the history teachers’ experiences. Yin (1984) further defines it as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used (Nieuwenhuis, 2007, p. 75).

However, to avoid broadening the scope of my case study, I placed boundaries on my case to ensure that it maintained a reasonable scope (Baxter and Jack, 2008). Since the case study allows the use of numerous data-gathering techniques (Nieuwenhuis, 2007; Seabi, 2012; Creswell, 2013; Lune and Berg, 2017), I believed that to be of great use in obtaining rich and detailed information that would be useful in conceptualising history teachers’ experiences as they implemented the SGCSE curriculum. Such an approach ensured that the history teachers’ experiences were explored from various angles thus bringing to light multiple features of both the curriculum implementation process and its impact on history teachers.

The case study was an appropriate choice because of its intensive and flexible nature which allows an in-depth study of limited cases (Rule and John, 2011). It further provided a powerful tool to get insights of events that could not be properly understood without its kind of deep, intense study from multiple angles. Okeke (2015) points to case studies as valid and relevant in narrative history research since they are comprehensive. Hence their significance is that they provided me with a holistic review as they offered me the opportunity to use a range of tools on one subject,

thus reducing bias since they capture a range of perspectives providing chances to gain greater understanding of the subject matter in hand. It sought to get factual information by asking respondents questions about their perceptions and their experiences as they implemented the SGCSE curriculum in senior secondary schools in Eswatini. The fact that it allowed data to be collected employing a range of techniques such as semi-structured interviews focus groups and document analysis enabled me to elicit as much detail as possible from the participants. The use of such methods also helped in supporting a certain degree of generalisations from the results of the study particularly because my study is a multiple case study (Rule and John, 2011).

The adoption of the multiple case study meant that several instrumental cases had to be explored to ensure better conception of the studied phenomena. This strengthened my ability to draw comparison and to propose generalisations (Leedy and Ormrod, 2015). Furthermore, the multiple case studies were found useful in illuminating like cases thus enabling generalisations or transferability (Rule & John, 2011; van Wyk and Taole, 2015). It proved useful in enhancing understanding on poorly understood situations.

Although most weaknesses levelled at the case study are directed towards the single case especially with regard to making generalisations, I was aware that my study which is multiple case studies still could not generate findings that represented all cases of the population. But the use of multiple data collection techniques and also the investigation of phenomenon in its context (Rowley, 2002) ensured that a rigorous case study was produced. This was further enhanced by my position as a researcher since I have experience of the case as a participant in the curriculum implementation process, thus have insider knowledge. Adopting a collective case study ensured that my case study was considered reliable even though it was also time consuming.

Since the focus of my study was on gaining insight on how history teachers experienced the implementation of the SGCSE curriculum and

thereby understanding the implementation processes, I opted for the instrumental case study which Luck et al. (2007) describe as “the exploration of a particular case with a view to understanding, or gaining insights about a phenomenon of interest” (pp. 12-13). Similarly, as Lune and Berg (2017) point out that in an instrumental case study, the researcher’s intentions are to gain a better insight of an external issue which the researcher might have an interest in, my desire to understand curriculum implementation processes and the theories that inform it persuaded me to adopt this type of case study so that in the process of understanding history teachers’ experiences with the implementing of the SGCSE curriculum I could also gain insight into curriculum implementation issue. I hoped this would enable me to focus on teachers’ experiences while at the same time exploring curriculum implementation in Eswatini. This implies that I was able to access information on curriculum implementation through the history teachers’ experiences with the implementation of the SGCSE curriculum. While this was not the primary purpose of the study, its investigation was crucial for ones’ understanding of the processes that informed curriculum development in Eswatini. This implied an in depth examination of history teachers’ experiences in order to find out how teachers experienced curriculum implementation in a range of schools (Rule and John, 2011) and also to gain insight on curriculum implementation processes. This is supported by Berg (2001) who points out that “the particular case for study is made because the investigator believes that his or her understanding about some other research interest will be advanced” (p. 229).

Seabi (2012) posits that the purpose of any case study is to gain an in-depth understanding of the case in its natural setting and context paying particular attention to its complex nature. For the purposes of this study, I felt adopting the exploratory type of case study would assist in achieving the purposes of this study. The study is exploratory because it seeks to explore and thereby understand history teachers' experiences while at the same time laying the ground for further exploration of the researched phenomena. The collection of multidimensional data facilitated the process of understanding both history teachers' experiences and the factors

influencing curriculum implementation in Eswatini. The following section focuses on the research methods that were adopted for the study.

4.4 Research Methods

Polkinghorne (1989) describes research methods as "outlines of investigative journeys, laying out previously developed paths, which, if followed by researchers, are supposed to lead to valid knowledge" (p. 41) while McMillan and Schumacher (2014) define research methods as the "procedures used to collect and analyse data" (p. 6). Since this study was qualitative and a case study in nature, I opted for research methods that would ensure that much data of different kinds was generated. This was done to ensure that rich, as well as thick descriptions were produced. The research instruments used were semi-structured interviews, focus groups, document analysis and documentary evidence such as official documents among others.

4.4.1 Semi-structured interviews

An interview has been described by Nieuwenhuis (2007) as "a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions, and behaviours of the participant" (p. 87). Etymologically, I found interviews an appropriate choice for my study because of the qualitative nature of the study. Its qualitative nature required the use of data generating methods that would yield thick descriptions of the explored phenomena. I opted for semi-structured interviews because of their flexible nature which enabled me to broaden the scope of the interview by asking a range of different questions which were still relevant depending on the responses obtained from the interviewees. They allowed me to have a two-way conversation (Taylor, 2005) and further enabled me to ask open-ended questions with little control over the respondents' responses. Semi-structured interviews also created rapport as they afforded me an opportunity to have long

focused conversations with the participants that informed me about their beliefs and feelings (Taylor, 2005). The open-ended nature of the questions used, helped in building a vivid picture from the responses of the participants and further allowed me to unearth the views of the experiences encountered as the history teachers provided a depth of knowledge on the implementation of this curriculum (deMarrais, 2004; Taylor, 2005). Open-ended questions also enabled me to acquire authentic, rich and in-depth responses and they further placed the “responsibility for and ownership of the data much more firmly into the respondents’ hands” (Cohen et al., 2000, p. 255) so that I as the researcher functioned as part of the research instruments (Bhattacharjee, 2012).

The use of semi-structured interviews also allowed me to probe respondents to provide clarification on issues raised as interviews provided outlets through which individuals’ experiences and thoughts were shared in meaningful interactions (Cisneros-Puebla, Faux and Mey, 2004). This use of follow-up questions allowed for the clarification of interesting and relevant issues raised by the respondents (Hutchinson and Skodal-Wilson, 1992). Since semi-structured interview questions are prepared ahead of time, I was able to prepare in advance and therefore appeared competent during the interview. This type of interview also considers the uniqueness of each individual as it enabled me to approach each participant as determined by the participant’s environment. This ensured a good rapport with the history teachers and was of great assistance in eliciting valuable and complete information from the informants.

It also ensured that the researcher gained an understanding of the history teachers’ point of view about the implementation of the history SGCSE curriculum as expressed in their own words rather than make generalisations on their lives, experiences or situations. Although guiding questions were prepared beforehand which would encourage participants to narrate the story of their experiences with the implementation of the current curriculum, semi-structured interviews provided flexibility in that they allowed the conversation to take its own path as the history teachers

were encouraged to talk freely and openly. The participants' original voices were further enhanced by the creation of some of the questions during the interview. Most questions were created during the interview. The creation of questions during the interview provided rich, original voices which promoted the construction of research narratives. Data from interviews was recorded through the use of an audio-tape with some notes taken to accommodate any other observations made that could not be captured by the audio-tape. In the next section of the study, I shall discuss another data collection technique that I used for my study to supplement the semi-structured interviews.

4.4.2 Focus Group Interviews

A focus group according to Gumbo and Maphalala (2014) is a "form of qualitative research method in which you can ask a group of people about their perceptions, opinions, beliefs, and attitudes" (p. 338) towards a particular phenomenon. Kitzinger (2005) describes focus groups as "group discussions organised to explore a particular set of issues" (p. 56) while McMillan and Schumacher (2014) believe that it is "a small group interview of selected individuals to assess a problem, concern, new product, program or idea" (p. 3). This method of data collection that is regularly used by qualitative researchers involves conducting interviews with small groups of participants who share certain characteristics that meet the needs of the study. Cohen et al. (2007) on the other hand point out that while focus groups are a form of group interview they do not rely on the backward and forward interview between researcher and groups, but participants interact with each other within the group thus producing a collective view making the participants' views more dominant to those of the researcher in the study.

I found focus groups not only useful when "exploring people's talk, experiences, opinions, beliefs, wishes and concerns" (Kitzinger, 2005, p. 56) as well as attitudes (Berg, 2001) but they were also of value in allowing me to obtain data from participants through various forms of

communication as “people’s knowledge and attitudes are not entirely encapsulated in reasoned responses to direct questions” (p. 57). Focus groups also proved to be useful in that they allowed a space in which people may get together and create meaning among themselves, rather than individually (Babbie and Mouton, 2001). Morgan captured in Babbie and Mouton (2001) asserts that “the main advantage of focus groups is that they provide an opportunity to observe a large amount of interaction on a topic in a limited period of time based on the researchers’ ability to assemble and direct focus groups” (p. 292). He further states that although focus groups give less depth and detail, their comparative advantage as an interview technique lies in their ability to observe interaction on a topic where “group discussion provide direct evidence about similarities and differences in the participants’ opinions and experiences as opposed to reaching such conclusions from post hoc analyses of separate statements from each interviewee” (p. 292). I also used focus groups because they were an efficient method of collecting data from a number of people at the same time.

Focus groups provided me with the opportunity to allow and encourage participants to talk to each other and to address any variances and inconsistencies emanating from their discussion instead of addressing me even though I intervened to urge participants to go beyond what they would have come up with. While I considered my role as the researcher to be that of providing guidance on the discussion topics and to draw out information that was relevant to my study, I also found it essential to encourage participants to freely engage in the discussions (Berg, 2001). These discussions which were audio recorded were guided by the same questions that were used in the semi-structured interviews. Notes were also taken during the discussion to capture those things that could not be captured by the audio recorder. Although focus groups proved a useful method in providing "information from people who can reveal insights about actual conditions and situations" (Gumbo and Maphalala, 1914) they have their challenges. One of the challenges is that they can be very difficult to organise and some participants may be intimidated by others in the group. Gumbo and Maphalala (1914) also point out that some

individuals within the group may dominate others during the discussion or they may be influenced by the researcher biases.

The procedure of analysis followed involved first familiarising myself with the generated data by reading through the data and then transcribing it to facilitate further analysis. This was followed by the identification of sections that proved to be relevant to the research questions or that matched with the themes already identified from the theories used to frame the study and from the data generated through the interviews and the teachers' record books. This was done to establish and also demonstrate how group members corroborated or contradicted data from other research methods within and between cases. This process also assisted in bringing similar ideas together as the data was sifted for internal consistency, specificity of responses and intensity of comments (Rabiee, 2004). Quotes from the original context were also lifted to demonstrate the sentiments of the group discussion participants.

The number of groups that participated in the focus group discussion was four with only 4 to 6 participants per group. The use of focus groups benefited this study as it gave the history teachers' shared experience of the implementation of the SGCSE History curriculum. It provided clarity on their experiences and also made their attitude, ideas and beliefs known thus shedding light on the teachers' experiences and further helped enrich the descriptions of their experiences.

4.4.3 Documentary evidence

Documentary analysis was also used as a method of data collection in this study because it "involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage" (Ritchie, 2003, p. 35). This technique proved useful in supplementing data from the structured interviews and focus group discussions since the analysed documents included procedural documents like the teacher's scheme of work and the

daily lesson preparation books as well as test samples. These documents are educational artefacts that are meant to assist all history teachers in carrying out their day to day tasks including the implementation of change. Such documents were also useful in determining the history teachers' degree of familiarity with the historical understandings demanded by the SGCSE syllabus. Throughout the study, I collected these public documents (Seabi, 2012) to capture the experiences, practices, and beliefs of the history teachers. From these documents, I could deduce whether teachers were able to cope with the various aspects of the SGCSE curriculum such as planning, pedagogical approaches used and assessment practices employed by the history teachers.

Document analysis helped establish the degree to which history teachers had adopted change and to further describe the history teachers' prevailing practises and values better as they depicted what actually took place within the classroom during the implementation process. The value of documents was that they helped me make an inference on the participants' work as they do not only unobtrusively and elaborately demonstrate the history teachers' pedagogical values but also show their beliefs. Thus the study of these school records enabled me to gain a better understanding of the history teachers' conception of the implemented curriculum and their level of competence, especially regarding its implementation. This was valuable in further casting into the teachers experiences (Bhattacharjee, 2012) with the implementation of the SGCSE curriculum and to also “corroborate other forms of evidence” (Bhattacharjee, 2012, p. 107). Furthermore, document analysis helped in generating parallel themes on how history teachers experienced the curriculum as evidenced in their interaction with the curriculum not only when planning for class but also when delivering their lessons and also when carrying out assessment. This further helped in generating data that enriched the study.

The document analysis process involved the study and analysis of history teachers' official record books such as the scheme of work, daily lesson preparation book, class work, and test samples. Learners' notebooks and

written work such as classwork or homework exercise books and test exercise books were also examined. All these were important in enriching the data collected from participants and in understanding if the history teachers' planning, teaching, and assessment strategies were in line with the expectations of the curriculum as they form part of the setting of history teachers' experiences since they are produced in the course of implementing the current curriculum. This process further helped establish the role played by other agents of curriculum change such as the inspectorate and school administrators in providing the necessary support and pressure to history teachers to facilitate the successful implementation of this curriculum. It also shed insight on how history teachers were therefore likely to have experienced the implementation of this curriculum given the manner in which they practically interacted with the curriculum.

The documentary review process involved skimming through the documents and selecting as well as making sense of selected data. This process involved content and thematic analysis. Categories and patterns of information which produced themes were identified through coding and category construction (Bowen, 2009). This process however was informed by the use of predefined codes which emanated from the supplementary data generating methods. As Bowen (2009) contends, the codes used in interview transcripts may also be applied to the content of the analysed documents. In that manner therefore, data from the documents was analysed together with data from interviews and group discussions thus generating themes from all three sets of data. The analysis of these documents yielded data that produced themes that validated and corroborated the major themes that had emerged from the other sets of data obtained during the study. Each of the documents was analysed based on the objectives of the study. The analysis of history teachers' official record books also helped in establishing if there was change over time in the manner in which history teachers interacted with the SGCSE history curriculum.

Since documents are usually in the language of the respondent, they provided carefully thought out information that had also not been tampered

with in any way. This method was also deemed economical since the documents could be easily accessed (Bowen, 2009; Seabi, 2012). Furthermore, unlike the interview data, documents did not require any transcription (Creswell, 2005) but they required interpretation of the contents of the documents with the intention to understand the underlying meanings of textual information contained in the documents. However, since they represented the views of the participants, they were likely to be biased (Seabi, 2012). Notes from the documents were taken and scanned for safe keeping and for the preservation of a textual record of some parts of the documents to be analysed.

4.5. Selecting the research participants

In this section of the thesis, I focus on the sampling procedure used in my study and the justification for adopting such a sampling approach. Sampling which is the process of selecting the research sample has been described by Nieuwenhuis, (2007) as “the process used to select a portion of the population for study” (p. 79). The research sample can be viewed as a “sub-group of the target population that the researcher plans to study” (Creswell, 2005). I found the sampling process to be significant in that it ensured that the study participants yielded “the most relevant and plentiful data” (Yin, 2011, p. 88) that was essential for my study.

4.5.1 Sampling procedure

In this study, the sampling approach I adopted was largely informed by the purpose of the study (Babbie and Mouton, 2001) which was to establish history teachers’ experiences with the implementation of the SGCSE History curriculum. Since the nature of the study is qualitative, non-probability sampling was adopted to ensure that in-depth description was created. More specifically, I used purposive sampling to identify the population. This sampling procedure also known as qualitative sampling

involves handpicking the individuals and sites to be included in the sample based on whether they are rich in the information required. The use of purposive sampling enabled me to select participants who had “some defining characteristic that makes them the holders of the data needed for the study” (Nieuwenhuis, 2007). This sampling procedure further allowed me to intentionally select and use knowledgeable informants (McMillan and Schumacher, 2014). It also allowed the use of a small sample which could, however, yield in depth insights about the researched phenomenon (McMillan and Schumacher, 2014). As Polkinghorne (2005) notes, sample selection should not be random or left to chance. My study was not concerned with the amount of data gathered or even the number of sources used ‘but whether the data that were collected were sufficiently rich to bring refinement and clarity to understanding’ (p. 140) the studied phenomenon.

I was also conscious of the need in this approach “to collect extensive detail” (Creswell, 2013, p. 157) from my participants and to ensure that a range of responses was elicited from the participants to eliminate any bias (Yin, 2011). So, I began the sampling process by employing a maximum variation sampling strategy in which I deliberately selected participants with the most divergent forms of the experience with intention to confirm as well as elaborate on any emerging descriptions or disconfirm any emerging pattern (Creswell, 2005). This enabled me to ensure that the participants used in the study had different perspectives and were more likely to yield a very broad range of information. This was also meant to assist in generating various themes as the schools and teachers had different contextual factors and therefore were likely to have experienced the curriculum in varied ways. Maximising differences was useful in ensuring that the findings reflected different perspectives (Creswell, 2013).

I selected sites and participants characterised by different traits such as the location of the school, the type of schools from which participants came, their experience of teaching the SGCSE curriculum and involvement in the implementation of the curriculum under study. These were believed to be useful in eliciting varied experiences with the

implementation of the curriculum under investigation. Willingness to participate and also being available for the interview were other crucial factors that were considered when selecting the research sample. This process involved generating a list of possible participants from among senior secondary history teachers who had the above-mentioned traits and who were willing to participate in the study. These formed a pool of participants that was also useful in assisting me to identify more subjects who could contribute meaningfully to the research. All this was done to ensure that the researcher obtained rich descriptions of the participants' experiences since the case study as a branch of the qualitative approach to research is largely concerned with the depth and richness of the participants' responses (Creswell, 2013).

The number of participants determined for this study was to be nine senior secondary schools with two history teachers targeted from each school. I was conscious of the fact that a large sample may compromise the quality of data obtained so, this sample size was meant to accommodate cases where I might encounter difficulties in gaining access to a school or having history teachers who may not want to participate in the study. However, only eight schools and a total of 13 teachers participated in the structured interviews. This meant that the sampling process had to be meticulously done to ensure that participants who "can shed optimal light" (Henning, 2004, p. 71) on the investigated phenomenon were identified. However, as the research process unfolded, the initial analysis uncovered patterns and characteristics of the experience which needed further examination. This made me adopt the snowballing technique which required making use of some of the respondents to establish referrals who had similar attributes who could participate in the focus group discussions. I found this selection strategy useful in confirming and disconfirming data from participants and also in making an informed decision in my choice of respondents who made up the various focus groups used in the study. Additional participants were then selected in that manner.

Twenty history teachers from selected senior secondary schools were involved in the focus group discussion. On average, each group consisted

of 5 history teachers. The largest group had six history teachers while the smallest group had four history teachers. All school types were represented in this sample.

Table 4 .1: The Research sample by school

School	School Type	No. of History Teachers
A Basil	Mission	2
B Sage	Mission	1
C Cinnamon	Mission	2
D Ginger	National	1
E Thyme	National	2
F Celery	Government	2
G Rosemary	Government	2
H Parsley	Government	1
TOTAL		13

My sample size for the semi-structured interviews as a result eventually stood at 13 history teachers because one of the targeted schools could not be accessed for data collection as the gatekeeper was always engaged when I visited the school to negotiate my way into the school for data collection purposes. In some of the schools, I was only able to interview one teacher because the other history teacher in the school was said to have been recently employed or has recently started teaching the subject. Such teachers, therefore, did not qualify to be included in the sample as they did not have much previous experience with the implementation of the SGCSE curriculum. One of the schools had only one history teacher because it had a small intake since it was a new school. Given the size of the sample, I was aware that it could not be possible to generalise the results of this study (McMillan & Schumacher, 2014).

Table 4.2: Research sample by teacher profile

School	Teacher	Gender	Age range	Teaching Experience	Position	Qualifications
A	1	M	40-49	22 years	Deputy	B.A. Humanities+ PGCE
	2	F	30-39	11 years	HOD	M ED
B	3	M	50-59	27 years	HOD	B ED
C	4	M	30-39	18 years	HOD	B.A. Humanities+ PGCE
	5	F	30-39	11 years	Teacher	B.A. Humanities+ PGCE
D	6	F	30-39	15 years	Teacher	B.A. Humanities+ PGCE
E	7	F	40-49	23 years	Teacher	B.A. Humanities+ PGCE
	8	F	30-39	8 years	Teacher	B.A. Humanities+ PGCE
F	9	M	50-59	24 years	HOD	B.A. Humanities+ PGCE
	10	M	30-39	13 years	Teacher	B ED
G	11	M	30-39	20 years	Deputy	B.A. Humanities+ PGCE
	12	F	30-39	18 years	Teacher	B ED
H	13	F	30-39	8 years	Teacher	B ED

4.5.2 Description of sample

The target population for this study were history teachers in Eswatini. More specifically, however, the sample for this study consisted of history teachers from selected senior secondary schools in Eswatini within the Manzini region from urban, peri-urban and rural Eswatini. As already indicated the schools were all co-educational schools and were a mixture of the different types of schools found in the country. The selection of the schools was influenced by factors such as accessibility, location, and type of school, that is, government, national or government-aided mission schools to ensure a fair representation. Teacher willingness to participate in the study was another important factor that was taken into consideration. The history teachers who formed the study sample were expected to be either teaching or to have taught the SGCSE History curriculum at some point. Their age ranged between thirty and fifty four years while their teaching experience ranged between eight and twenty five years. In the next section, I will discuss the procedures followed while preparing for data collection which involved piloting as well as the actual data collection procedure.

4.6 Making preparations for fieldwork

4.6.1 Piloting

The pilot study was an exploratory process that was meant to pre-test the research instrument namely the semi-structured interview. It was carried out with two teachers from different schools in the Manzini region. The first one was a male history teacher who was a Head of Department who had been teaching the subject at both junior and senior level for 27 years while the other teacher was a female history teacher who had also taught the subject at both levels for 18 years.

The interview schedule was piloted with the intention to minimise data collection challenges as the process helped in providing an insight into

possible challenges that might be encountered during the actual process of data collection (Gumbo, 2015). This exercise, therefore, resulted in some questions being removed from the interview schedule as they posed challenges for the respondents. It also helped in establishing the respondent's experiences during the interview process and helped in identifying any ambiguities in the interview questions (Theron and Malindi, 2015) with the intention of having them corrected before the main study.

Maxwell, (2013) notes that pilot studies are also useful in testing the participants' conceptual understanding of the researched phenomenon thereby gaining an understanding of the meanings they attach to it and the perspectives from which such meanings emanate. To ensure objectivity in the results of the study, I took care not to include those participants who participated in the pilot study as they had already seen the research instrument before the actual study (Gumbo, 2015). Furthermore, this exercise was meant to establish the usefulness of the generated data by ensuring that responses from the pilot study yielded responses that were sufficiently wide ranging and relevant to the needs of the study.

4.6.2 The data collection procedure

The data collection journey began with the researcher first seeking ethical clearance from the University Ethical Clearance committee. This process involved submitting written consent from the responsible office in Eswatini, which in this case was the office of the Director in the MoET granting permission to carry out the study in schools in the Manzini Region. This was followed by a visit to the schools to introduce myself to the school administrators and to "establish rapport with the participants" (Creswell, 2013, p. 147) by making them aware of the purpose of the study and thereby ensuring that I gain the participants' confidence. Having reached the schools and met the school principal, I began by first explaining my purpose for visiting the school as well as the purpose for the study. This was made less difficult by the fact that I had sought permission from the MoET before engaging in this exercise. So the school principal was also

given the gate keepers' letters and the school consent forms. They, in turn, introduced me to the Heads of Departments who were also given the consent forms and they subsequently introduced me to history teachers in the school. My intentions were made known to all concerned, and I was granted the necessary consent to carry out the study with the help of some teachers in the different schools. I made appointments for the interviews on days that were chosen by the history teachers who were going to participate in the study. The process involved the signing of the consent forms by history teachers after having been asked if they wanted to be part of the study.

However in some schools, some of the history teachers were not at school on my first visit, so this meant I had to return to the school to get the teachers' consent and to also organise with the teachers for a suitable time for the interview. I had to visit each school two or three times depending on whether the school administrators and the teachers were free to attend to me and also if all the teachers to be interviewed were at school on my first visit to the school or not. This was also influenced by whether the two teachers who participated in the study were both available to be interviewed on the same day or not. Most of the teachers were apprehensive about being interviewed largely because they did not have an idea of what the interview questions demanded. Some teachers also indicated that they were apprehensive because they had very little positive things to say about this curriculum. I made an effort to make them feel at ease by explaining that the study was essentially looking for teachers' stories about their experiences of implementing the History SGCSE curriculum. Some of the teachers' uneasiness emanated from the fact that since they felt they had very few positive things to say about the implementation of this curriculum they, therefore, feared for their safety and also for their job security. To this, I reminded them of the consent forms and the assurance of confidentiality of all materials sought from the respondents and the safe keeping of all recorded materials. Teachers were also reminded of their right to withdraw from the study if they changed their mind about participating in the study. They were also made aware of the need to work collaboratively with them by also involving them

even during the data analysis stage to allow teachers to confirm the data after it had been interpreted.

In each school, the interviews were held in an empty office to ensure privacy. In cases where there was no other free room, the Head teacher would allow me to proceed with the interview in his office or in cases where the respondent was the Deputy Head teacher, the Deputy Head teacher's office would be used. In some cases, it was held in a quiet corner of the library where there would be minimal distraction. This also gave the researcher an opportunity to view their library and note the state of their libraries and the kind of resources the schools have in their libraries. Some of the interviews were conducted in the school boardroom or in the computer laboratories. Only one interview was conducted in the staff room; however, at the time of the interview, there were no other teachers in the staffroom. All the libraries were also used as staffrooms by some of the staff members; as a result, there was a slight disorder as teachers and learners were constantly moving in and out as the interview progressed. This however led to very minimal disturbance.

The interviews were followed by the process of acquiring some lesson plans, schemes of work and test/examination item samples for further analysis by the researcher. Some schools, however, declined to share these with the researcher without giving a clear explanation. In one of the schools, the head teacher did not seem happy that I would be sourcing these documents from her teachers consequently teachers from that school did not share any of these documents with the researcher. Overall, the school administrators were very helpful in ensuring that I achieved my goals for visiting the school as well as in assisting teachers with the production of copies of the required documents using school facilities such as the school photocopying machine. In one of the targeted schools though, data could not be collected because the gatekeeper was always said not to be available whenever I visited the school to seek permission to conduct interviews with history teachers in the school. Each interview on average took about forty- five minutes to an hour. All interviews were recorded using a voice recorder.

The focus group interviews, on the other hand, were held in a neutral place for all the teachers. These were held at my place of work where teachers from the different schools met on different occasions for the focus group discussions. Each focus group meeting on average lasted for about one hour thirty minutes. The next section of the study focuses on the process of data analysis.

4.6.3 Data analysis – Making sense of the data

Data analysis involves establishing patterns in the collected data (Wolhuter, 2015). Due to the fluid nature of the process, data was transcribed immediately after the interviews to enable the researcher to expand on these taking into account any non-verbal cues in the transcript. Categorically stated, the process of data analysis includes numerous steps such as having good knowledge of data by reading and re-reading the text and also listening to tapes several times to gain clarity on the issues raised as this was essential for good analysis. This process began on the very first day of interaction with the participants (Creswell, 2013) as in most qualitative studies data collection and analysis is done concurrently.

Data analysis was based on data from the research questions, and it highlighted significant statements and quotes that clearly showed how participants perceived the phenomenon (Creswell, 2013). The process first involved organising my data and then listening to the stories to establish the experiences and emotions of the participants (Fraser, 2004). This was useful in allowing the researcher to reflect on the form of language used by participants and also the feelings they depicted and described in their stories. This was further valuable in providing clues that assisted in understanding the meanings conveyed by participants. This process needed to be carried out several times to ensure familiarity with the data

(Baxter and Jack, 2008) and also to establish any lateral meanings conveyed by the participants.

This was then followed by the process of transcribing the data verbatim from the interviews. Consistent with the case study design, I opted to then analyse the data for this study by first establishing patterns of meaning in the data using the research questions as a guide (Hays, 2012). Themes or patterns were identified based on the behaviours, concepts, interactions and incidents, contexts, participant perspectives, events, processes and other actions or ideas (McMillan and Schumacher, 2014) mentioned in the data. These were then labelled using terminology or phrases for quick identification purposes. This coding process proved useful in allowing me to gain familiarity with the data (Rule and John, 2011). This was followed by the process of condensing the codes into categories after noting commonalities in themes which were based on the nature of experiences that history teachers had with the implementation of the SGCSE curriculum and why they had such experiences. Teachers' experiences were thus categorised either as positive or negative experiences. Further analysis of the data resulted in the categories of data being further collapsed into themes. This process entailed bringing together related themes that were identified from a particular participant's story to form broader themes which were then compared. It also involves going through the data line by line. Finally, the different themes or patterns were organised into coherent categories that summarised and brought meaning to the text which were also marked using descriptive labels.

The thematic approach enriched the descriptions and ensured that data from the participants was thoroughly reviewed and compared systematically. This approach which can be used with a wide range of text such as data generated through interviews and documents, was also useful for generalising across a number of cases (Creswell, 2013). An opportunity to check the transcribed data with participants was also provided though this was not obligatory. The final step involved the interpretation of the data.

Data obtained from the study was in the form of notes taken during interviews. Other forms of data included audio-tape recorded material from interviews. This process made it easy to retrieve data whenever the need arose. The data analysis process also involved selection of the most relevant data to the study and discarding data that had no direct relevance to the phenomenon studied and also ensuring that single cases that were not repeated in the study were given due recognition. Further analysis of the data resulted in some themes viewed as more important than others. Finally, these themes were ranked and linked to establish any possible relationships.

4.7 Trustworthiness

Qualitative researchers ensure trustworthiness by using strategies such as credibility, rigour, and reflexivity. In qualitative research, reality is relative therefore it was essential for me to ensure trustworthiness to monitor and minimise subjectivity.

Trustworthiness ensures that the findings of the study are accepted as credible, dependable and reliable based first on the use of theories to frame the study and also on the use of the data collection instruments. The use of theory in framing the study assisted in determining discrepant cases thus minimising any biases. I ensured trustworthiness through the use of multiple data collection techniques that elicited detailed and thick descriptions and by further working closely with the participants to achieve accuracy and credibility (Creswell, 2013). Thick descriptions involved detailed, rich descriptions of both the history teachers' experiences of curriculum implementation and of the contexts in which those experiences occurred. These were further illustrated by verbatim citations from the teachers' stories. Triangulation which is the use of multi methods to corroborate evidence obtained through the use of different research instruments was used to help ensure validity. As Cohen et al. (2000) note, reliance exclusively on one method, "may bias or distort the researcher's picture of the particular slice of reality being investigated" (p. 141).

Credibility refers to the extent to which the data and data analysis are acceptable and dependable. I ensured credibility in the study by having prolonged and persistent engagement with the subjects (Babbie and Mouton, 2001). This prolonged interaction with the subjects enabled me to build trust with participants and to constantly review data and refine ideas and also to corroborate evidence based categories and participant reality (McMillan and Schumacher, 2014). Providing the participants with the opportunity to review the collected data to establish the authenticity of the data also enhanced validity by uncovering any form of bias. Credibility was also established through reflexivity which could be described as rigorous self-scrutiny by the researcher throughout the entire process (McMillan and Schumacher, 2014) of conducting the study.

Rigour involves the demonstration of integrity in conducting the study. This was achieved by use of rigorous data collection methods that are widely used in qualitative research. Mays and Pope (1995) point out that with "quantitative research, the basic strategy to ensure rigour in qualitative research is systematic and self-conscious research design, data collection, interpretation, and communication" (p. 110). To minimise my own bias when presenting the results, I ensured that I 'present extensive sequences from the original data of conversations, followed by a detailed commentary' (Mays and Pope, 1995). Furthermore, the teachers' views and perceptions were not influenced by my own perceptions and perspectives. Also, the teachers' wish to remain anonymous was respected.

Reflexivity is another strategy which I used to minimise bias in my work. It means positioning oneself within the work. Mays and Pope view reflexivity as:

... sensitivity to the ways in which the researcher and the research process have shaped the collected data, including the role of prior assumptions and experience, which can influence even the most avowedly inductive inquiries (2005, p. 51).

This involves carrying out self-examination of one's interests in the study and also to detach oneself as a researcher as much as possible throughout the various stages of the work. I achieved this by being constantly aware of my own biases and by declaring how my own experiences shape my interpretation of history teachers' experiences with curriculum implementation.

4.8 Ethical Considerations

Integrity in qualitative research is of great importance as it ensures that the researcher's work can be trusted (Yin 2011). It also assists in ensuring that participants are treated with respect. Ethical consideration is important for any study to be viewed as credible. As a researcher, I also had to ensure that I was aware of all ethical issues that might surface as I carried out the study from the planning stage. I had to ensure that my research participants were fairly and equitably selected (Elias and Theron, 2012) and that the purpose for the study was made clear to the participants. I also made sure that I was sensitive to the needs of my informants as an outsider (Creswell, 2013). Furthermore, I needed to show respect for my participants by avoiding misrepresenting their voices. This was achieved by planning to afford the participants the opportunity to review the collected data to establish its authenticity as such as a process that would enhance validity by uncovering any form of bias.

I also had to consider that the right channels were followed before embarking on the data collection exercise by ensuring that I had permission to work with the history teachers in schools from the Director in the MoET. This was a requirement from UKZN which had to be fulfilled before I could be granted ethical clearance by the university. I approached the office of the Director in the MoET in Eswatini to seek permission to visit schools for the collection of data as it was the only office that grants such permission in the country.

As part of ethical consideration I had to ensure that the participants were aware of their rights in participating in the study, and that even though all information they provided would be recorded, it would be treated with complete confidentiality with the respondents' identity protected to enable participants to participate without fear of victimisation. Participants were also assured that they could withdraw anytime if they so wished without being penalised for doing so. All consent letters have been attached in the appendix. Care has also been taken to maintain confidentiality and anonymity of the participants and their schools as agreed in the consent letters.

4.9 Conclusion

In this chapter I have outlined the research design that mapped out the study. The chapter further discussed the qualitative approach and the interpretivist research paradigm adopted for the study. The research methodology which was multiple case studies was also discussed together with the methods used in the collection of data. The data collection methods that were used in the study which were semi-structured interviews, focus groups and document study were also discussed. I concluded by discussing the data analysis processes as well as ethical considerations made when conducting the study. The next chapter focuses on the presentation and analysis of the data.

CHAPTER 5

DATA ANALYSIS AND DISCUSSION

5.1 Introduction

This study sought to establish how history teachers experienced the implementation of the SGCSE History curriculum in Eswatini in an attempt to understand curriculum implementation processes in an African context.

As already noted, a qualitative approach was adopted in order to ensure that data was generated from the participants in their own setting and context. A case study research design was used as the research method for the study. Multiple case studies were carried out to determine the history teachers' experiences and the factors responsible for such experiences. This was done to promote the generalisability of the study. Data were obtained from eight (8) senior secondary schools in the Manzini region as mentioned in the previous chapter. Two (2) teachers from each of these schools were targeted to be interviewed, however in some schools only one (1) history teacher could be interviewed because the second history teacher had either recently assumed the teaching position and therefore did not have any or much experience of the implementation of the SGCSE curriculum or was not willing to be part of the study. Only three schools fell in this category. As earlier indicated in Chapter 4, multiple methods such as semi-structured interviews, focus group interviews and document analysis were used to collect data. There were four (4) focus groups with each focus group comprising four (4) to six (6) participants. The use of multiple methods was meant to enhance the validity of the findings.

The study used the thematic approach to data analysis. These themes were not predetermined but emerged from the data as it was analysed. The study objectives were also used to organise and present the emergent themes to ensure coherence. The following research question informed the analysis of the data in this chapter:

- How did history teachers in Swaziland experience the implementation of the SGCSE curriculum?

The data analysis process was influenced by the notion that data can be analysed by building on the data from the research questions (Creswell, 2013). All the data was coded by segmenting it first into broad themes and then into sub-themes or data segments as informed by the research questions of the study and any other sub-themes as determined by the respondents' responses. This was followed by the analysis of the segments to produce codes which were exemplified by activities, participant perspectives, events, processes and other actions or ideas (McMillan and Schumacher, 2014). Further analysis of the work involved categorising the codes to ultimately come up with patterns.

This part of the thesis serves to present the analysis and discussion of the study which sought to establish how history teachers experienced the implementation of the History SGCSE curriculum in Eswatini. The findings have been presented by case for consistence. Each school and individual participant has been represented by a code as shown in the table below (Table 5.1) to ensure confidentiality and anonymity. The findings of the study revealed that the history teachers' experiences during the implementation of the SGCSE curriculum could be described on a continuum as both positive and negative.

Table 5.1 Semi-structured interview participants' codes

Interviewee	Code
School 1 (Teacher 1 and Teacher 2)	S1T1, S1T2
School 2 (Teacher 1)	S2T1
School 3 (Teacher 1 and Teacher 2)	S3T1, S3T2
School 4 (Teacher)	S4T1
School 5 (Teacher 1 and Teacher 2)	S5T1, S5T2
School 6 (Teacher 1 and Teacher 2)	S6T1, S6T2
School 7 (Teacher 1 and Teacher 2)	S7T1, S7T2
School 8 (Teacher 1 and Teacher 2)	S8T1

Data generated from the focus group discussions and the analysed documents was used to corroborate data from the semi-structured interviews. Each focus group and the individual history teachers who participated in the various focus groups have been represented by group and participant codes as shown in Table 5.2 below.

Table 5.2 Focus group discussion participants' codes

Focus Group	Focus Group Code	Participant Code
Group 1	FG 1	FG1T1, FG1T2, FG1T3, FG1T4, FG1T5
Group 2	FG 2	FG2T1, FG2T2, FG2T3, FG2T4, FG2T5, FG2T6
Group 3	FG 3	FG3T1, FG3T2, FG3T3, FG3T4, FG3T5
Group 4	FG 4	FG4T1, FG4T2, FG4T3, FG4T4

5.2 History teachers' experiences of the implementation of the SGCSE History curriculum

5.2.1 Presentation and discussion of findings from School 1 (Case 1)

The findings revealed that history teachers in School 1 (S1), as in the other seven schools, had both positive and negative experiences during the implementation of the SGCSE History curriculum. This is in line with the literature as it revealed that teachers appreciated certain aspects of the innovation while at the same time viewing other aspects with disdain (Altinyelken, 2010; Peters, 2012; Mkumbo, 2012). Similarly, Guo (2012) also noted that change can bring both positive and negative experiences for teachers depending on how it impacts on their daily lives. I shall start by presenting the interviewed history teachers' positive experiences which will then be followed by their negative experiences.

5.2.1.1 Positive experiences - School 1

As evidenced in a nationwide curriculum reform in China, teachers showed appreciation for the new curriculum which advocated for improved working conditions and for a shift from teacher-centred teaching strategies to more learner-centred pedagogy (Guo, 2012). Similarly the SGCSE curriculum was received with appreciation since it was viewed as making the subject more relevant to the needs and experiences of the learners and it made the subject more interesting. Additionally, it was viewed positively since there was the introduction of the history of their own country, Eswatini with some elements of southern African History. This, the history teachers at School 1 pointed out benefited learners as they will learn about familiar concepts and events before getting to the more abstract history.

The data further revealed that the SGCSE History curriculum made the study of history to be enjoyable because of the use of learner-centred teaching approaches. These approaches enabled learners to develop insight into things as they focus on higher order skills, which do not reduce teachers and learners into parrots. One teacher (S1T1) pointed out that:

You have to be clear about the Blooms Taxonomy in your objectives ... I also enjoy source interpretation, they give you a better insight eh ... compared to just eh ... cramming the content and reciting the content...

History teachers in School 1 indicated that they liked teaching historical source skills as skill development was beneficial for both teachers and the learners. It enabled them to develop the ability to think deeper and in the process gain deeper understanding of history, not just only in the classroom but also generally in life. In this regard one of the respondents (S1T1) had this to say:

It is more eye opening both to the teacher and the student ... the ability to analyse sources so this kind of curriculum has enabled us to go much deeper than surface meaning of historical events and somethings ... so that's what I think is good about this curriculum.

One of the history teachers (S1T2) pointed out that teaching learners cognitive skills was much more important than simply giving them historical information only. This enabled learners to develop higher order thinking skills and also to think hypothetically which is essential for historians. Both history teachers at School 1 pointed out the need to teach learners both the skills demanded by the new SGCSE History curriculum and historical information. They also lauded the importance of adopting new teaching approaches that are more learner-centred instead of using only traditional teaching approaches. Feng (2006) also noted that there was a general shift globally from the narrow perspective of content and knowledge to the development of skills. This has been supported by Carson (2005) who also noted a shift in Chinese educational reform to student-centred learning which places emphasis on personal development.

Furthermore, the findings revealed that history teachers in School 1 were invited to attend training workshops on several occasions for training on the SGCSE curriculum during the implementation process. The training was done by a team of teachers who were educated on historical understandings so that they could in turn train other teachers on how to implement the new curriculum. The literature refers to this model of

training as the cascade model (Hayes, 2000). With reference to the cascade model one of the respondents (S1T1) indicated that:

When it was implemented we had some workshops nationwide where by a selected team of teachers we call TOTs [Trainers of Teachers] ... they introduced us in to the new syllabus, the requirements, the demands of the syllabus and then they had to actually teach us on how to interpret sources, how to deal with sources which was something new to us because this was something we never did at college level

According to the findings from School 1 the TOTs were always willing to be of assistance to them when they needed help. The support they received came in the form of training workshops that were meant to address history teachers' weaknesses. Such weaknesses were detected through the learners' performance in the final examination as revealed in the examiner's report. History teachers at School 1, according to the analysis, collaborated with the TOTs on how to handle certain aspects of the curriculum and also on suitable material that was available for teaching some of these. History teachers from School 1 further pointed out that they had a good textbook *Modern World History* by Ben Walsh with the relevant historical sources for use when teaching the new curriculum. Lubben and Campbell posit that the textbook, as the programmatic curriculum, is crucial in supporting learner-centred education since "learners are encouraged to explore their understandings and develop critical thinking skills" (2003, p 122).

Even though the data revealed that these training workshops were conducted once a year, history teachers from School 1 seemed impressed with all this. They considered the training workshops useful in attending to history teachers' needs as they were given notes on how to teach the subject and on how to assess the learners' work using levels of response marking in these workshops by the subject inspectors who worked closely with the TOTs. They explained that attending these workshops had enabled them to improve the manner in which they taught history. Similarly, the literature also agrees that teachers who received adequate training were able to effectively implement a new curriculum (Thaanyane, 2010). The training workshops also provided history teachers in School 1

with an opportunity to network with history teachers from well-performing schools. One of the respondents (S1T1), in an attempt to demonstrate how much they benefitted from these workshops, pointed out that:

I make sure that they get the content first and then after the content I then teach the skill then I apply the skill on the content and then I do that step by step and I go level by level.

Another respondent (S1T2), revealed that training as a “marker” for history assisted her in gaining deeper understanding of the expectations of the SGCSE History curriculum. One of the respondents revealed that they also collaborated with other teachers in their zones through the cluster system where they met occasionally to help one another. Clustering has also been cited in the literature as very beneficial in enhancing teacher professional growth (Yinan and Zhu, 2014; Maharajh et al., 2016). The interviewed history teachers’ positive experiences centred round the nature of the new history curriculum and the shift from the use of teacher centred pedagogical approaches to learner -centred approaches, training and professional development, collaboration among history teachers and the cluster system.

History teachers in School 1 were happy about the changes that were made in the History SGCSE curriculum in terms of how the subject was now supposed to be taught and the fact that content topics now included the history of their nation. They also appreciated that there were plans put in place for their training through the cascade model and they found that training workshops provided them with opportunities to network with other history teachers including the TOTs. It became clear also that other available training avenues were utilised by teachers such as training as a history examiner as well as the cluster system in an attempt to develop themselves professionally.

5.2.1.2 Negative experiences – School 1

As demonstrated in the literature above, the findings also revealed that the SGCSE History curriculum implementation was negatively experienced by

history teachers in School 1 as demonstrated by their lack of competence in teaching the new history curriculum. The data analysis showed that the curriculum was found to be challenging by history teachers as it placed emphasis on the development of higher order thinking skills. This is in agreement with the literature since it also indicated that history teachers encountered challenges when teaching a skills-based curriculum (Dean, 2000; Bertram, 2008). The history teachers pointed out the need for them to be conversant with the skills taught prior to attempting to teach these skills. Yet, as the analysis revealed, history teachers in School 1 were not exposed to the skills demanded by the new curriculum. This proved a barrier in the implementation as the history teachers at School 1 lacked the skills that were essential for successful curriculum enactment.

The data further showed that the implementation of the SGCSE History curriculum resulted in history teachers in School 1 being compelled to adopt teaching approaches that would inculcate critical thinking and skill development amongst learners. The emphasis was now on the use of learner-centred methods that would ensure skill development instead of teaching for examination purposes. Bertram (2009b) similarly found that in the outcomes-based curriculum in South Africa teachers were also expected to shift from teaching for knowledge acquisition to skills development. Teachers struggled with certain aspects of the outcomes-based curriculum in South Africa as they lacked the adequate knowledge for a meaningful interrogation of historical sources (Bertram, 2009b).

According to the data, history teachers in School 1 also found it difficult to strike the necessary balance between teaching skills and content. Consequently, history teachers continued using the lecture method as they felt it helped them cover as much content as possible before engaging in the development of historical skills. The use of such teaching approaches demonstrates that history teachers had no understanding of the goals of the reform. It remains a wonder if teachers actually got to teach the skill after having taught the content aspect. In this regard S1T1 pointed out that:

... we start with the content and then go to the skill before we actually go to another topic. It gives you a lot of work. It reduces the speed in which you could cover the syllabus which I have said is broad now.

Both the data and the literature demonstrate that history teachers lacked the necessary competences to implement the history curriculum as expected. They lacked conception of the skills to be taught and were further also not able to master the teaching approaches that would enable learners to acquire the skills demanded by the stated assessment objectives to get good learner outcomes during examinations. Respondent S1T1 attested to this by saying:

... for most of us history teachers, you find that we haven't acquired the skills and then ... then it will become a problem if you go into the classroom. You become tormented when it is the time for history because you may wonder if the students would be able to see that you don't understand what you are talking about ... you as a teacher, yaah.

While respondent S1T2 said:

... then you also need to be skilled when it comes to teaching skills of answering eh... the questions ... answering especially the ... sources, you have to acquire the skills before you can even use the skills in answering the question ...

The data analysis also revealed that history teachers in School 1 received minimal training from the training workshops. Inadequate training has been cited as a barrier to successful implementation of an innovation (Smit, 2001; Fraser-Thomas and Beaudoin, 2002; Mucavele, 2008; Altinyelken, 2010). The literature demonstrates that where the training has been short, hectic and hurried, teachers found it difficult to internalise the taught concepts and therefore became ill-equipped to implement a new curriculum (Altinyelken, 2010). Curriculum training workshops were described as short and therefore deemed inadequate by the respondents from School 1. They perceived the training received as a programme only meant to introduce history teachers to the new history curriculum, not to give them the necessary grounding on the understandings they needed to master. The implementation process presupposed that schools had sound staff development programmes in place for their teachers. Yet the lack of a

clear policy for schools in Eswatini on staff development prevented some schools from regularly training their history teachers. Only school heads who were visionaries were able to assist history teachers in this regard. In contrast, Gross et al, (1971) posit that the school management is responsible for ensuring that teachers receive adequate training to facilitate implementation.

Another limitation in terms of the training received was that it was also conducted during term time while schools were in session. Furthermore, the history teachers needed more time for training and would have preferred to have the training workshops during the school holidays. Additionally, follow up teacher training workshops were conducted once a year only and consequently history teachers had to seek assistance from other teachers to address their needs during the course of the year. The data also revealed that it was the assistance received from other teachers that enabled them to cope with the implementation of the SGCSE History curriculum. This is similar to Kesküla et al. (2012) and Sherrington's, (2017) views that history teachers can sometimes be enthusiastic about change as they might develop the ability to collaborate and network with other teachers from far and wide and in the process be able to acquire teaching material and expertise to aid them in the implementation of a new curriculum. Collaborative work enabled the history teachers from School 1 to jointly enhance their capacity to implement the new curriculum (Sherrington, 2017). As S1T1 explained:

... that wasn't enough ... we had to improve with time. I remember the first two years when this was introduced ehh ... one was very blank when it started but with time, with more ... with more workshops, with more visits to other teachers who were doing well one was getting eh ... one was improving in the teaching of this curriculum.

The data further revealed that history teachers still could not grasp the concepts and historical understandings needed to successfully implement the curriculum. That was despite them attending several training workshops. As Nsibande and Modiba (2009) assert, more training workshops were needed before history teachers could improve the manner in which they handled the curriculum.

The teachers from School 1 were in agreement that the implementation of the new history curriculum was a challenge. One of the major challenges was that the curriculum was broad yet, according to the literature, content overload tended to prevent teachers from adopting learner-centred teaching approaches because of the pressure exerted by oncoming examinations (Fraser-Thomas and Beaudoin, 2002). More time was now needed to teach and finish the curriculum content. This was similar to Harries-Hart's (2009) findings on the breadth of the mandated history content in the Australian curriculum which was said to be overloaded with content. History teachers in School 1 were now expected to increase their teaching pace if they were to cover all content topics. The findings revealed that the participating history teachers became frustrated when trying to master new understandings and at the same time increase their speed in order to cover a wide scope. It became a challenge for history teachers to help learners acquire the required historical skills within such a short period. Harries-Hart (2009) also found history teachers challenged in Australia as the breadth of mandated content exceeded the time made available to cover the content by far.

The literature further revealed that the amount of content that teachers had to teach as stipulated in the new curricula document determines the success of the implementation process (Fraser-Thomas and Beaudoin, 2002; Smit, 2001; Mthethwa, 2007; Altinyelken, 2010). To cope, history teachers in School 1 extended learning times by teaching early in the morning before school started and also during the weekends and holidays. This was done to ensure that their learners acquired the skills required before they sat for the external examination. The literature demonstrates that content overload makes a curriculum appear demanding with the result that teachers end up not teaching all the expected content while at the same time resulting in extended working hours (Bellalem, 2008; Tawana, 2009; Altinyelken, 2010; Guo, 2012). S1T1 had this to say about the breadth of the curriculum:

The content to be covered is far more wider than it used to be, such that we have to be tactical because you cannot do all the

topics in the time given, it is just too much work for the teacher so the teacher has to move fast and find more time other than the time tabled times, yaa ... so you have to find more time to ensure that you cover everything.

The data further revealed that the localisation of the new history curriculum meant more work for the history teachers in School 1 as the added local content increased the amount of work to be covered. According to the analysis, this posed a challenge because the respondents had other subjects to teach as well and they also had other responsibilities such as being the Deputy Head for one particular respondent (S1T1) in this school while the other history teacher (S1T2) in the same school was the Head of Department (HOD). In a similar manner, the literature also indicates that a heavy workload in some cases was caused by the fact that each teacher had many classes to attend to (Bellalem, 2008). This often led to extended working hours (Altinyelken, 2010; Guo, 2012).

Increased workload has also been cited in the literature as resulting in teacher frustration and further makes history teachers lethargic to change as they might continue to avoid adopting new teaching strategies which they perceive as being time consuming to apply in the classroom situation thereby resisting and sabotaging change (Mthethwa, 2007). Data from School 1 further revealed that History teachers became overloaded with work as they implemented the curriculum because they found themselves making attempts to learn the new content and skills demanded by the curriculum while at the same time dealing with a broad curriculum and other challenges such as the lack of teaching resources. The introduction of new content can make the teachers' workload heavy (Tawana, 2009; Altinyelken, 2010; Guo, 2012) thereby inhibiting the implementation process as teachers might avoid using the required pedagogical approaches.

Data from the analysed documents and the focus group discussions also corroborated with the findings from history teachers in School 1. The history teachers' lesson plans demonstrated failure to do thorough

preparations as seen in most of the lessons in Appendix I. History teachers failed to demonstrate how they taught the required skills as opposed to teaching for knowledge acquisition. There was still persistent use of the didactic approach as teacher talk still dominated in their lessons. Indeed history teachers confirmed that they encountered challenges in implementing the SGCSE history curriculum because of numerous factors which included the lack of relevant teaching resources, inadequate training and the large class sizes. They pointed out that such led to pre-dominant use of the didactic approach during the implementation process.

The focus group discussions revealed that the inability to plan properly was not only due to the lack of competence in handling the new historical understandings but it was also caused by the increased workload. One of the focus group discussion participants FG1T3 indicated that:

It has become frustrating ... you have to cover the whole syllabus so you have to sacrifice more time. You can't cover the whole syllabus in the allocated time so you need to teach even during weekends and the holidays. The workload becomes too much because you can't be happy that you have failed you will try to use your own time.

The findings also revealed the lack of alignment between tertiary institutions and the field of work as respondents pointed out that the SGCSE History curriculum was rolled into schools without being introduced in tertiary institutions. In line with that, the literature also reveals discrepancies in education which is demonstrated by the relationship between the history teachers' training at college and university with a newly introduced curriculum (Seetal, 2006). In this regard, Seetal (2005) identified the existence of a huge gap between what is taught at university and the practical side of the reform at the macro level. Bertram (2008) also noted the existence of a gap in history teacher preparedness to handle the teaching of history skills in the South African context.

History teachers in School 1 pointed out that even beginner teachers needed some form of training as part of their induction to enable them to gain an understanding of the SGCSE curriculum. Yet, this could have

been done at tertiary level as part of their training if the curricula had been appropriately aligned. This is in line with the literature as it indicates that certain higher education institutions are not able to adequately address issues of teacher training (Harries-Hart, 2009) by strengthening teacher education through carrying out review of the courses taught (Harries-Hart, 2002).

Furthermore, the respondents from School 1 also mentioned that the interpretation of historical sources was never taught at tertiary level during training which they argued was an indication of the lack of alignment between tertiary institutions and the school system. As the literature demonstrates, to ensure coherence and continuity, the training of history teachers needs to be reviewed to align it with the school curriculum in terms of methodological approaches (van Eeden, 2008; Harries-Hart, 2009) because it is essential for teachers to have good understanding of the reform principles. Respondent S1T2 attested to this by arguing that:

History teachers we were not trained at tertiary on the skills we were supposed to teach the students.

The learners' attitude toward the subject was also cited as an implementation challenge because of the belief that history is of less importance when compared with other subjects. The subject's position in the SGCE curriculum and the world of work made learners put less effort in the subject thus compromising their chances of getting good outcomes. History teachers in School 1 revealed that this was demotivating for them. Similarly Mazibuko (2008) noted the increased decline in the value of the subject resulting in learners developing a negative attitude towards the subject while the history teachers' morale on the other hand became very low. The literature also revealed that the challenges that come with the introduction of new material result in learners being demotivated which is usually demonstrated by passivity and being over-reliant on the teacher (Bellalem, 2008). Respondent S1T1 pointed out the need to market the subject to change the learner's attitude and the other subject teacher's perception of the subject.

The data analysis also revealed that history teachers in School 1, which is located in a rural setting, lacked the required resources for the successful implementation of the SGCSE curriculum. This is in line with the literature which also cites the lack of resources as being a great challenge in rural schools as it limits the implementation of the new curriculum (Altinyelken, 2010). The SGCSE History curriculum requires learners to carry out an inquiry which implies that schools are to have access to the internet and a library that is equipped with up to date books to facilitate the development of research skills. However, the data revealed that School 1 was without a library and they also had no access to the internet as explained by respondent S1T2:

Learners are expected to go much further than the textbook. You have to visit the internet which is something which is farfetched from this rural area so ... most of our students you find that they haven't gone an extra mile of going to read in the internet because the school itself doesn't have internet.

This posed the difficulty of searching for more knowledge and of encouraging learners to conduct an inquiry. Furthermore, their learners lacked even basic textbooks because parents could not afford to buy them as they were very expensive and there was no assistance from government in this regard. The literature also indicates the lack of provision for textbooks to teachers (Altinyelken, 2010). It thus became the teacher's responsibility to ensure that learners had something to use in order to facilitate effective teaching and learning as part of the implementation of the curriculum. The history teachers from School 1 mentioned that it was difficult for them to make copies of material to be learnt as the school administration often complained of financial constraints. To enhance effective teaching and learning these history teachers used their personal resources to prepare students' work which they viewed as a challenge. Altinyelken (2010) similarly notes that teachers in the Ugandan context also resorted to making the teaching materials themselves.

It was also found that learners from this rural environment lacked the culture of reading and were therefore not motivated to carry out any

inquiry. In line with this was the issue of not being proficient in the English language. One respondent (S1T2) explained that:

The learners cannot express themselves fully when it comes to answering the questions so that affects even their performance.

Lack of proficiency in the use of the English language inhibited the implementation process because it worked against the use of methods of teaching that encouraged talk in the classroom which further affected the development of skills and understandings demanded by the Further Education and Training history curriculum in South Africa (Bertram, 2009). Furthermore, the learners' inability to explore in depth the concepts taught in a history classroom during the implementation of the new history curriculum in Swaziland (Mazibuko, 2008; Nsibande and Modiba, 2009) could also be attributed to lack of proficiency in the language used.

In line with the findings from School 1, data from the focus group discussions also indicate that the reform was riddled with numerous challenges. Participant FG2T1 for example highlighted that:

Ey, I must say it was difficult at first. Because it was something that just came, ehm ... and we had to grasp things, even now you feel you not comfortable because the training we had was not a strong one because you would find that it was just a workshop for one day and you had to go and teach the next day. So some of the things you will discover in class, including the challenges, while already working.

This was supported by participants from all the focus groups as they all made it clear that training received was insufficient as a result they had challenges coping with the implementation process. Data from the history teachers' record books also demonstrated the history teachers' inability to strike a balance between content and skills which attested to lack of proper conceptualising of the historical understandings advocated by this curriculum.

In conclusion, it has been noted that while there were some positive experiences, history teachers encountered numerous challenges as they implemented the SGCSE History curriculum in Eswatini. These challenges

can be said to be emanating from the lack of adequate planning of the implementation process as the challenges are grounded on context of the implementation which could have been changed before the implementation process began.

Although history teachers received in-service training, they remained incompetent in teaching the new SGCSE History curriculum. They continued using the didactic approach as they failed to strike balance between teaching for knowledge acquisition and teaching for skill development. History teachers still lacked conception of the historical understandings they needed to impart to learners which may account for the difficulty in imparting these skills. Inadequate training, lack of resources coupled with the amount of content to be covered made the curriculum demanding and therefore challenging. History teachers decried the disparity between tertiary courses and the school curriculum and further complained of lack of learner motivation as learners had no reading culture probably because of the lack of resources.

5.2.2 Presentation and discussion of findings from School 2 (Case 2)

The data from School 2 also revealed that history teachers' experiences were largely dependent on both external and internal influences. Consequently, their experiences of the implementation of the SGCSE History curriculum varied between positive and negative experiences. First I shall explore the positive experiences and then move on to the negative experiences.

5.2.2.1 Positive experiences - School 2

The history SGCSE curriculum as indicated by the history teacher who formed the sample from School 2 is different from the 'O' Level programme in which pupils regurgitated information without understanding. In the SGCSE History curriculum, the learners are more involved in the learning as it is skills-based. This is contrary to the

previous curriculum where teachers could just use the lecture method without any concern for involving the learners. This is in agreement with the literature which also indicates that this new curriculum was skills based contrary to the previous one which was more content oriented (Mazibuko, 2008). In the SGCSE curriculum, the learners are expected to demonstrate certain skills and competencies such as the ability to describe, explain, evaluate and interpret sources which implies the use of teaching approaches that are learner-centred which are likely to result in the acquisition of skills.

The data revealed that history teachers found this curriculum relevant to everyday life since it encourages learners to analyse situations and to develop problem-solving skills. The curriculum makes the learners more open minded and not only able to make their views known but to also support their arguments using historical facts. Unlike in the previous curriculum, which channelled students into thinking in a particular way, learners have to be open-minded and explore issues from different perspectives. This, the data pointed out has opened very good opportunities for learners to become employed in various sectors of the economy. This is in line with the literature as it also notes the shift in focus from subject matter to the learning process to ensure relevance to the life world of the individual (Carson, 2009) The respondent history teacher felt the SGCSE curriculum has also contributed towards the professional development of teachers as history teachers found that they had to seek more knowledge and understanding of the curriculum. Similarly, teachers in China and Tanzania appreciated the changes in curriculum because they afforded teachers professional growth (Mkumbo, 2012; Guo, 2012). This history teacher (S2T1) commented that:

... now in my opinion I feel I am more of a teacher than before in that I am constantly with my students I ... I because of the one to one contact I almost know now their weaknesses and strengths unlike before.

The findings further revealed that history teachers in School 2 received training at tertiary level about teaching approaches that enhance skill development. However, when they joined the teaching profession they

found experienced history teachers only teaching for examination purposes, thus disregarding the issue of skills and the use of learner-centred approaches. Roehrig et al. (2007) agree that when faced with classroom realities, beginner teachers often resort to the use of traditional classroom practices. This is further exacerbated by the influence exerted by experienced teachers on the beginner teachers. Teacher culture therefore made them abandon what they had been taught at tertiary level and also began to be more focused and concerned about examinations. This has been supported by Mazibuko (2008) who asserted that history lessons in Eswatini are characterised by the use of traditional teaching approaches. The respondent history teacher (S2T1) commented that:

We did not find a curriculum that demanded the skills we had acquired at university. It was lack of practice that created problems ... by the time SGCSE was introduced we needed to recap on what was learned at university yet if there was a smooth transition from university to the current curriculum, there would have been no such problems.

The interviewed history teacher felt much of the progress made in implementing the SGCSE curriculum was attributed to improved history teacher practices as teachers became more committed and dedicated in their work. S2T1 pointed out that:

... you must be committed, willing to sacrifice time for instance I come very early in the morning to school every day ... by 7.00 a.m. I am at school helping students, even after school from 4 – 5 p.m. I am there for the students I also take their exercise books home. During the holidays I am at school trying to help them.

The interviewed history teacher conceded that the SGCSE History curriculum called for a return to the learner-centred approaches they were trained to use at tertiary level which however had been eroded by the previous curriculum which promoted regurgitation. Teacher culture also contributed to the abandoning of learner-centred teaching approaches as the coaching received from experienced history teachers encouraged them to use approaches that promoted regurgitation and teaching for examination purposes. History teachers welcomed the training they received as it helped them improve their teaching practices to promote successful implementation.

5.2.2.2 Negative experiences – School 2

Negative experiences that history teachers had of the implementation of the SGCSE curriculum as revealed in the analysis were that the interviewed history teacher had no knowledge of the rationale behind the introduction of the SGCSE curriculum. This points towards the lack of clarity about the reform (Gross et al., 1971) and is likely to constrain the implementation effort. Consequently, there were challenges encountered in trying to master and implement the new understandings that came with this curriculum. The respondent history teacher stated:

So it was a little bit difficult at the beginning since even most of us, we did not understand what was expected of us ... I mean there was no model, like there were no model papers for us to refer to eh ... so there was very little help since every public school was teaching this curriculum for the first time, so one could not seek for assistance from other public schools since they were also in the same dilemma (S2T1).

History teachers' lack of good conception of the new curriculum was fuelled by lack of understanding and knowledge of this curriculum by the only available subject inspector. History teachers in School 2 had no idea on how to approach this curriculum and it was difficult to get immediate assistance and support as the most likely person to help also did not have good understanding of the new curriculum and how it could be practically implemented with success. The literature also indicates that it is common for inspectors who are supposed to be driving the reform forward to demonstrate incompetence. Altinyelken (2010) and Bellalem (2013) note that inspectors in Uganda and Algeria were found to be lacking knowledge of the reform due to lack of training. The interviewed history teacher (S2T1) noted that:

The Ministry of Education and Training introduced this curriculum haphazardly, they were not prepared ... even the school inspectors were not prepared, they were not sure what they were expected to do, how to help the teachers but with time they have been forthcoming.

According to S2T1 there was also no organised way in which teachers could group themselves and share ideas on how to handle this curriculum

or even on how to deal with the challenges encountered. The clustering approach has been found useful in the literature in enhancing teacher professional growth (Jita and Mokhele, 2014). The lack of an organised way of sharing experiences according to the findings, resulted in history teachers' lack of clarity on why the SGCSE curriculum was introduced; what it was; why it was important for teachers and learners to adopt this curriculum; how best to implement it made history teachers to work under constant pressure and fear as at the same time they were expected to produce good learner outcomes.

History teachers found that there was also too much content to be taught while at the same time they needed to give learners individual attention and a lot of practice which in turn meant a lot of marking. The history teachers' record books also demonstrated the negative impact that the teachers' workload had on their work as reflected in some of the analysed documents in Appendix I scheme of work sample 2 and lesson plan samples 3, 6 to 8. The literature reveals that too much content to cover may result in teachers avoiding the use of appropriate teaching approaches (Fraser-Thomas and Beaudoin, 2002) and also not teaching some aspects of the content (Bellalem, 2008) as they are also faced with the pressure of the examinations.

According to the findings, history teachers in School 2 also found that unlike in 'O' Level where they could use their experience in teaching and therefore did not need to do regular proper planning, they were now expected to pay particular attention to lesson planning before going to class. This involved unpacking the topics to be taught, gaining good knowledge and understanding of both content and skills and the appropriate teaching strategies required for learners to effectively learn the intended skills. Data from the analysed documents also revealed history teachers inability to cope with the amount of content to be handled. Additionally, they found the unpacking of the curriculum content difficult and they also failed to strike the necessary balance between content and skills. It was revealed in all the sets of data that both long term and short term planning was not adequately done by the history teachers thus

negatively impacting on effective teaching and implementation of the new curriculum. Similarly, Altinyelken (2010) and Guo (2012) found that content overload resulted in heavy teacher workload as it also demanded that working hours be extended. The interviewed history teacher (S2T1) pointed out that:

... you don't have free time because the free time, you have to use it for marking and the breaks and lunch same thing, that is the time learners find to come to ask on a one to one basis what they did not understand maybe. So you find yourself leaving work tired, you even have to take some of these books home to mark so you can move forward smoothly the following day.

The data further revealed that history teachers in School 2 became overloaded with work as unlike before they were expected to give a lot of classwork and tests for the learners to practice and master the required skills. However the large number of students in each class made the history teachers' work difficult since it became impossible for them to give as much practice as possible since they also had another subject they taught besides history which was also just as demanding. This was also raised by Bellalem (2008) in the literature where the issue of teachers having many classes to teach was noted. The large numbers according to this respondent (S2T1) made it difficult for the history teachers to adopt learner-centred approaches as required by the SGCSE curriculum. The respondent (S2T1) had this to say:

... the large numbers, by large numbers I mean ... my challenge there is that, the curriculum needs a teacher to have contact with the learner on a one on one basis so that you can understand the learner because some of these learners will definitely need constant attention ...

History teachers in School 2 now needed to come up with strategies on how to ensure that learners acquired the required skills without having to attend to each individual learner. The literature also attests to teachers resorting to abandoning the use of appropriate teaching strategies due to work pressure (Fraser-Thomas and Beaudoin, 2002). Although Blignaut (2008) believes that learners sometimes need solid teaching before being exposed to learner-centred approaches, the tendency for teachers engulfed by numerous challenges such as lack of resources, large class

sizes, content overload and lack of the necessary competence for implementing a skills-based curriculum would be complete disregard for the learner-centred approaches in favour of the didactic approach. Indeed history teachers who participated in the focus group discussions conceded that they tended to spend more time teaching for knowledge acquisition particularly because the scope of the curriculum content did not allow them to use learner-centred approaches. It was also revealed that the large class sizes also did not permit the use of learner-centred approaches. This was also confirmed by the evidence from the analysed documents as it revealed that although teachers listed a number of skills they intended to teach, they were not clear on how these skills were to be imparted.

The lack of resources such as the basic textbook was also cited in the findings as a major blow that contributed to history teachers' hardships. According to the findings, these textbooks were expensive and parents could not afford to buy their children these textbooks as noted by one of the interviewed history teacher in the following comment:

The communities in which we teach ... they are poor communities – the students don't have money to purchase the books, so they don't have the textbook even today as we speak (S2T1).

The absence of textbooks during curriculum reform in some schools was also revealed in the literature as a barrier to the institutionalisation of change (Koc et al., 2007; Mazibuko, 2008; Komba and Sigala, 2015; Okarafor, 2016). Due to the lack of textbooks, there was heavy reliance on the internet which however, could only be accessed by the teacher using his own resources since the school did not have access to the internet. More resources were obtained through collaboration with another school that had been using a similar curriculum even before the introduction of SGCSE. Sherrington (2017) indicates that teacher collegiality as well as their ability to work with other teachers from outside who assumed an advisory role enhanced their ability to successfully implement the new curriculum.

There was also the issue of lack of resources such as the library, and reference books which according to the findings was attributed to financial constraints. The respondents cited the haphazard manner in which the curriculum was introduced as a cause for the school's inability to cope with change. Yet the literature makes the need for proper planning clear if successful implementation is to be achieved (Dyer, 1999; Tawana, 2009; Bantwini, 2010; O'Sullivan, 2010). The respondent teacher (S2T1) asserted that:

The curriculum was introduced haphazardly, I think schools were not prepared for the new syllabus hence it took schools about two years or more to implement changes like increasing school fees so to cater for the new syllabus, buy a lot of photocopying machines, try to change from the old system to the new ...

There was also the issue of lack of support from the school principal. This was attributed to the haphazard manner in which the curriculum was introduced. History teachers from School 2 were not able to get adequate support from the school administrators because the school principal complained about lack of funds. It became clear that the administrators had not been given enough time to budget and source enough funds for this curriculum. Yuen et al. (2003) posit that some school principals simply adopt change without ensuring that it is actually institutionalised yet successful change can only be achieved if the principal acts as a catalyst for change. The lack of readiness made the school administrators to be viewed as uncooperative as they refused teachers the right to use some school resources such as the photocopier because of financial constraints. Yet the literature demonstrates that support from the principal by ensuring that teachers adhered to the demands of the new curriculum was essential if the reform was to be a success (White-Smith and White, 2008). The literature however does also indicate in the Tanzanian context that most school administrators failed to embrace an educational reform as this was evident in their school plans which were found not to be in line with the goals of the reform (Komba and Sigala, 2015).

It transpired from the analysis that history teachers in this school lacked knowledge of the rationale for the introduction of the SGCSE History

curriculum and the only available history subject inspector had no understanding of this new history curriculum. The lack of an organised way for networking or clustering left history teachers with no support structure where they could source assistance in addressing the numerous challenges encountered. Such challenges included content overload which meant an increased workload when the SGCSE History curriculum required history teachers to pay particular attention to planning before class. Other challenges were large class sizes when history teachers were expected to use learner-centred teaching approaches. There was also lack of resources and inadequate support from the principal which was attributed to budgetary constraints since schools were not informed in time about the educational reform.

5.2.3 Presentation and discussion of findings from School 3 (Case 3)

As in the other cases, the data revealed that there are both positive and negative experiences of the curriculum. I shall first present an analysis and discussion of the positive experiences which will then be followed by the negative experiences.

5.2.3.1 Positive experiences

The analysis of the data in Case 3 indicate that the interviewed history teachers perceived the SGCSE History curriculum as the localised version of the IGCSE syllabus whereby learners were being exposed to familiar material or localised content. The history teachers also mentioned that they believed O-Level was phased out because it was outdated as it only focused on recall while the SGCSE History curriculum is skill oriented. It was also revealed in the data that history teachers enjoyed the source skills because they broaden the mind of the learner. Similarly, the literature also demonstrates teacher appreciation of a new curriculum reform because of its shift from the use of teacher-centred approaches to approaches that promoted learner engagement (Altinyelken, 2010 and Guo, 2012).

The data revealed that with the SGCSE History curriculum there is a shift from the teacher being the person who comes with the information to class and gives it to learners instead, learners were now supposed to take a more active role in their own learning.

The findings also revealed that history teachers in School 3 had to undergo training in preparation for the implementation of the new curriculum. The literature agrees that successful implementation of a reform is also dependent on teacher clarity about the reform (Gross et al., 1971). One history teacher S3T2 indicated that:

So we were taken as teachers to some training where we were taught how the SGCSE syllabus would be implemented in schools per subject so I went for English workshops and also for History workshops.

However even though training was provided before the implementation of the SGCSE curriculum, the duration of the training was too short as it lasted for only two days. History teachers felt they were only introduced to the basics of the curriculum since not much could be done in such a short period. The literature also indicates that short and hurried training results in teachers who are ill-equipped for the implementation of the new reform (Altinyelken, 2010). According to the respondents in School 3, further training was provided through the support of the school administration because of the hardships the history teachers in School 3 encountered as they implemented the new curriculum. Consequently, history teachers in School 3 according to the data had to attend a number of training sessions over a number of years on how to implement the SGCSE curriculum. The respondents also pointed out that even though they found the training useful, they still look forward for more training because they had not yet mastered all that they were expected to master as witnessed in the learner outcomes. The data also revealed that history teachers in School 3 also collaborated with one another within the history department to support each other in order to improve learner outcomes. This could be attributed to numerous factors which might include the lack of onsite training which might be directly focused on the school needs (Mucavele, 2008) instead of

depending on training that was meant for all teachers with different needs. One of the respondents (S3T1) also acknowledged the significance of the training he received during marking sessions as a history examiner in enhancing his ability to cope with the implementation of the new curriculum.

The findings also revealed that School 3 had to acquire new teaching and learning resources in order to facilitate the successful implementation of the SGCSE History curriculum. Indeed the literature indicates that the availability of teaching resources is a crucial factor in curriculum implementation (Fullan, 1991; Smit, 2001, Mucavele, 2008; Altinyelken, 2010). New textbooks had to be acquired for use by the learners. One of the respondents (S3T2) had this to say:

... we were also told that there is going to be some new textbooks that were coming with the new syllabus so we had to change the textbooks. Well some of the books were still relevant as extra material for the teacher but for instance the learners' book had to change in most instances.

Even though the introduction of the SGCSE History curriculum was accompanied by the adoption of very expensive textbooks which were not affordable to most parents, each history learner was able to get a copy of the textbook because the history department in the school decided to rent out the books to the learners. This is supported by Mazibuko (2008) who found that the textbooks were expensive and difficult to get since some of them had to be ordered from overseas so, in order to cope, schools rented out books to learners.

The data further revealed that the school administration was able to support history teachers by making provision for their needs such that whenever there was need to print some material for the learners, history teachers were able to do so. The school administration also allowed the department to bring in resource persons to teach teachers on how to use information technology in the classroom.

The respondent teachers in School 3 also pointed out that their workload was quite reasonable and despite having five teaching periods per week

for history, they were happy to be given an extra teaching period for the subject as that was going to allow them more time for revision purposes.

The SGCSE History curriculum was a localised curriculum adopted mainly because the outdated O Level curriculum had to be phased out. They enjoyed teaching source skills in the SGCSE History curriculum and felt skills-based learning was good for their learners. They appreciated the support given by the school principal in terms of training because the initial training received was short and was meant to introduce them to the new curriculum. The history teachers wanted more training as well as opportunities to collaborate more with other history teachers. Training as an examiner for one of the history teachers was said to have helped in improving teacher performance in implementing the curriculum. However, history teachers had no problems with their teaching loads and registered appreciation for more time.

5.2.3.2 Negative experiences

There were also some negative experiences in School 3 that inhibited the successful implementation of the SGCSE curriculum. Next I discuss the negative experiences.

Even though effort was made towards training, the data revealed that very little training was done before the introduction of the SGCSE curriculum. This was confirmed by Mazibuko (2008) who pointed out that training for history teachers in preparation for the reform took only a few days. The data indicated that such training was very brief and was conducted a week before schools opened which did not allow teachers time to digest and internalise the new skills and concepts they were expected to teach. For example history teacher S3T1 said:

... we were not properly and adequately prepared for it maybe if we were adequately prepared in time ... in advance maybe we could have done it better.

According to the findings the training was not enough as it could not enable history teachers to successfully implement the new curriculum. Yet,

as the literature suggests having well trained and confident teachers is key to the success of a reform (Altinyelken, 2010; Thompson et al., 2013). Furthermore the respondents pointed out that they had not been previously exposed to these historical understandings, even at tertiary level they had not been prepared for this curriculum so it was not easy for them to master it. This is in line with the concerns found in the literature that tertiary institutions need to review teacher training programmes to strengthen their courses (Harries-Hart, 2002) while Seetal (2005) noted the existence of a huge gap between what is taught at university and the practical side of the reform at macro level. This is what respondent S3T1 had to say:

We were not adequately prepared. Also if at school, high school or at college we had been introduced to it we were going to implement it so easily but also us we are also learners here because we are only experiencing it now in the field.

The respondents further pointed out that there were no on-going training programmes during the course of the year as they implemented the SGCSE curriculum but they only received further training a year later which happened to be at the beginning of the following year. Respondent history teacher S3T1 commented: "... if it was maybe in-serviced to capacitate us, the implementation was going to be so easy."

The findings indicate that history teachers in this case were able to cope mainly because they were able to collaborate with colleagues either from their own or from other schools. Similarly the literature indicates that history teachers benefited from collaborating with other colleagues (Sherrington, 2017). History teachers received assistance from colleagues who joined their schools or who were able to understand the demands of the SGCSE History curriculum better in their school or in other schools. Respondent S3T1 commented:

With the support I think the support we have been given by other colleagues who were transferred to teach here we have been able to cope; because they have done it ... that is a factor that has helped me to understand it.

It was also revealed in the data that not all history teachers were trained for the implementation of this curriculum but each school had to send only two teachers yet most schools had more than two history teachers. This was done with the understanding that those who could not attend would then receive training from their colleagues. The literature points to the lack of planning to ensure that there were adequate resources for close monitoring of the implementation process (Altinyelken, 2010).

The data also indicates that due to the inadequate training received by history teachers from School 3, the implementation of the SGCSE was carried out by teachers who lacked the necessary competence in the historical understandings demanded by this curriculum. Yet the literature reveals that if teachers struggle to master new content and skills during the implementation process, they may be reluctant to adopt the new approaches required by the reform (Nisbet and Collins, 1978). It has however been gathered from the literature that such teachers may claim to be implementing the curriculum as expected when observation of their classrooms would reveal a wide range of implementation practices (Roehrig et al., 2007).

The data from this school also indicates that history teachers developed low academic self-esteem since their professional identity seemed to be questioned by this innovation while at the same time their theoretical frameworks were also challenged. Roehrig et al. (2007) point out the role played by teachers' individual beliefs in shaping their thoughts about the innovation. The introduction of source skills in the curriculum and the levels of response marking as an assessment procedure required history teachers to be rigorously trained to ensure clarity and to instil confidence. History teacher involvement in the change process was also likely to result in clarity and further create a sense of commitment because as Harries-Hart (2002) opined, "teachers can choose not to implement change" (p 81). This proved to be very frustrating and stressful for history teachers as indicated in this respondent's (S3T1) assertion:

... in the past I wasn't sure you know I would go to class not sure if this is what I am supposed to be doing eh ... when the syllabus was still new to us.

While the other respondent (S3T2) said:

As a history teacher even though you had previous experience in teaching history you find that there were things you were unsure about and there is nothing as painful as not being sure as a teacher whether you are giving the right information eh ... and at times you would find that you can't even grade them and give them an appropriate mark because you are still learning to put the learners in those levels it took quite some time for me to familiarise myself with that and I cannot yet say I am there yet but I can say it's quite better now.

The findings also demonstrated a decline in history teachers' performance as demonstrated in learner performance in the senior secondary school external examinations. Interviewed history teacher S3T1 pointed out that:

Eish ... I have found it to be difficult at first to implement it ... This has influenced our work because as I have said its ... the achievement of the learners it has decreased than it was before in the old curriculum I did not have any problem getting the A, B's but with this one I have a problem because I haven't yet gotten an A* which is a demotivation to me on its own.

According to the findings, history teachers in School 3 have also become demotivated which is also likely to negatively impact on their work thus further impacting negatively on learner outcomes.

Teaching and learning material has been found according to the data to be a challenge in this school in that not all the resources required for the successful implementation of this curriculum were available for history teachers to use. The literature indicates that the availability of adequate resources is a key to successful implementation (Okaroma, 2003; Patton and Griffin, 2005; Thompson et al., 2013). The data however revealed that at times the basic textbooks could not be acquired because they were quite costly and parents could not afford to buy textbooks for the learners. Even though the adoption of the rental system alleviated the problem of lack of textbooks, the rising number of learners who opted for history each year still resulted in the need for more textbooks. This implied that year after year the school had to keep on adding more textbooks. Meanwhile

those who had no textbooks needed to be assisted with photocopied materials so that they could not be behind in their work. The data reveals that the school could not always do it because of poor resources as asserted by one of the history teachers (S3T1):

The challenge we had was that we were lacking the materials for them to understand I mean to teach it effectively you see the textbooks were very expensive, the parents ... they couldn't afford it so it became a problem. Some learners didn't have the books you had to give some homework based on some of the skills which are there which they had to learn. In our school sometimes we are having the problem of photocopying machines so you can't even photocopy anything to give to the learners who do not have the books so it's a problem so that thing delays you.

While the other history teacher in the same school said:

Learners sometimes you find that they wouldn't have enough books so, really when you give them a lot of work that is how they are going to be able to interact with facts and be at a better position to attempt history questions. Not having enough text books for the students would mean that I don't give them enough homework as much as I would want to and if I don't ... and if the learners do not have extensive homework to do in preparation for tests and examination then eh ... obviously the pass rate would be below what I expected (S3T2).

The data further revealed that the curriculum was quite overloaded with content as history teachers complained that they found it difficult to teach all the outlined themes within the specified time. Indeed, the literature points out that content overload results in the curriculum being viewed as demanding by teachers who in turn fail to teach every aspect of the new curriculum (Bellalem, 2008; Altinyelken, 2010; Guo, 2012). They indicated that most of the time they were not able to cover all the content they were expected to cover which also had implications on the learner achievement or outcomes as they do not have time for revision before learners sit for their external examination. Respondent history teacher S3T1 had this to say:

The SGCSE curriculum has come with some challenges, one of it is that it is longer as compared to "O" Level especially the European part it is too long so you find that you have problems you don't finish it in time, at other times you find that you don't finish at all.

While respondent history teacher S3T2 said:

it's just that the time is not really as I would have wanted it to be sometimes, our periods sometimes get cut due to extra curricula activities these days, that is what they do ... you find that you are still introducing and you are talking about a lot of things sometimes they have questions sometimes they get excited and they ask a lot of things and the bell goes before you can do much with them.

Data analysis further revealed that the learners in this school also had numerous challenges. They are not motivated to learn as they fail to cooperate with the teachers but have to be always pushed by the teacher. The literature, however indicates that "learners' experience of the new reforms is linked to what the teachers say or do about these reforms" (Lelliot et al., 2009, p 56) as they interact with the learners. This suggests that what history teachers find a challenge might also be negatively experienced by learners resulting in them shutting down as the data indicate that, learning the material that appears to be difficult for them like the source skills made the learners disinterested in learning. It also implies an increased workload for the history teacher who has to further provide support for learners who seem not to have the prior learning assumed by the curriculum (Sherrington, 2017). This is what S3T1 had to say:

The learners in my class, they have got problems ... some of the learners are demotivated they don't want to learn ... that's the problem here. They have no interest in learning.

According to the findings history teachers in this school also found that learners experienced hardships with this curriculum because they lacked the language proficiency required by the curriculum. Similarly, Bertram (2009) points out that lack of proficiency in the use of the English language is a barrier to curriculum implementation as it works against the use of teaching approaches that are in line with the reform. Harries-Hart (2002) also points out that learners, proficiency and understanding of English is a key to conceptual understanding. This made it difficult for history teachers to inculcate the skills demanded by the SGCSE curriculum. S3T2 had this to say:

Aah ... problems which we have are learners ... some of them, they have got difficulty understanding the syllabus more

especially the English part of it ... they can't explain explicitly in English.

Conclusively, an analysis of the data demonstrates that teachers received inadequate training that was also hastily done and was few and far between as it was annual. The training was ineffective because teachers had not been exposed to these historical understandings before. It was also revealed that some history teachers received no training at all before the implementation process and had to depend on collaboration with colleagues. Due to all these factors history teachers in this school felt they were not competent enough to carry out the implementation process. Consequently, they were demoralised such that they developed low self-esteem as they could not impact positively on learner outcomes. Other challenges revealed by the analysis were the content overload, lack of assessment skills and the lack of motivation in learners as well as the learners' low level of proficiency.

5.2.4 Presentation and discussion of findings from School 4 (Case 4)

Below is a presentation of the history teachers' experiences from Case 4. First I will present the positive experiences which will be followed by the negative experiences.

5.2.4.1 Positive findings

In School 4, the data shows that the respondent history teacher S4T1 liked the SGCSE curriculum even though she was not sure about the rationale for its adoption. According to S4T1 this curriculum was introduced to raise the standard of education in the country since it was a good curriculum which placed emphasis on the development of critical thinking. Similarly the literature also supports this view as there has been change in curricula globally from being knowledge oriented to being skills-based (Feng, 2006; Öztürk, 2011). Learners are required to research instead of depending on the prescribed text. Bertram (2009b) also confirms the shift from knowing

to doing history in curriculum in the South African context. The development of such skills would help learners get better jobs when they finish their education. This is in line with the literature as it also demonstrates the significance of placing learners in a focal position with the gap between content and their daily lives being closed (Wang, Li, Shen and Meng, 2017). S4T1 pointed out that some of these history learners want to be lawyers in future, so it grooms them somehow to be able to view things critically and to develop research and argumentative skills. To illustrate this S4T1 mentioned that:

Somehow the critical part excites me although these kids are still not able to grasp it well, should they grasp it ahh ... we will have good lawyers and parliamentarians who will debate issues well.

The findings also revealed that in School 4 effort was made by the administrators to provide teaching materials especially the basic textbooks for teachers and the learners through the book rental system as buying their own textbooks did not favour the school since parents could not afford the highly priced textbooks. Textbook provision proved useful in facilitating the implementation process as the literature demonstrates that textbooks were “the concrete carrier of the content of history curriculum” (Wang et al., 2017, p 666). In that sense, textbooks were essential in helping teachers and learners conceptualise reform.

Furthermore, the findings revealed that the subject inspectors were useful in helping teachers during the implementation process and through training workshops. Consequently, School 4 was among the schools advised by subject inspectors to establish working relations with history teachers in their vicinity to form a cluster. This clustering of schools in the literature has been viewed as an innovative professional development programme in which very good, experienced and productive teachers were selected by the district to share their knowledge and experience with young teachers in the same subject (Cui and Zhu, 2014).

According to the data the interviewed history teacher in School 4 liked the SGCSE History curriculum since it raised the standard of education in the country as it placed emphasis on the development of skills. History

teachers received training through workshops conducted by the subject inspectors on the teaching of the new SGCSE. The school was also able to provide learners with the history textbook through the book rental system.

5.2.4.2 Negative experiences

The data show that the interviewed history teacher did not know the rationale behind the adoption of the SGCSE History curriculum. The findings also indicate that even though support was given to history teachers in School 4 in the form of professional development workshops, history teachers had still not been able to master the demands of the SGCSE curriculum. This has also been attested to by a study carried out by Bertram (2009b) in South Africa, in which she established that during training in a professional development workshop, history teachers could barely produce historically meaningful questions as they did not have adequate substantive knowledge to design meaningful source based questions. According to the findings in School 4, history teachers have not been able to master source skills as interviewed history teacher S4T1 pointed out that:

... the issue of sources, the interpretation of sources aah ... that is a long story. We teachers don't understand them how much more the kids (laughs). Mnh ... mnh ... I feel bad ... I feel bad because of what I have said like I have said that I now have to face these sources and teach them but I feel I have not grasped it well but I have to go and teach it, it makes one very unhappy and that you try to inculcate the skills but they are not able to grasp them well.

The respondent teacher in School 4 claimed that there was still a lot that needed to be done for them to be able to master this curriculum. This is what she had to say:

We are still trying to adjust to it, it's not easy for us to adjust, but we believe that with time ... I personally think I will adjust in good time, for now, there is still a lot that needs to be done for me to master it (S4T1).

This demonstrates a lack of effectiveness of the workshops as they have not been useful in changing the history teachers' competence in the

implementation of the SGCSE curriculum. As the history teacher indicated, they found it very discouraging and demotivating because it is very difficult to grasp. This respondent felt that frequent school visits by subject inspectors for providing support were essential since when history teachers return from workshops and try to apply what they learnt, it becomes difficult to implement. Indeed, Altinyelken (2010) indicates that in Uganda, school principals were concerned that school visits by the inspectorate to monitor the implementation process were minimal. This was attributed to financial constraints and staff shortage. The respondent history teacher in School 4 claimed only a few history teachers had grasped this curriculum well and these are teachers who were used as facilitators in the workshops. She had this to say:

There are a few people who have grasped it well who are used in the workshops to facilitate ... I don't know the reason for that. But it means they can come twenty times still trying to help us, it seems strange (S4T1).

The data shows that the SGCSE curriculum has not been friendly to history teachers in School 4 because it is too different from the previous one which basically required learners to regurgitate information. The findings also revealed School 4 history teachers' inability to adjust from the old to the new curriculum as the interviewed history teacher (S4T1) pointed out that:

It is a hard way really ... I mean there are a lot of workshops that have been conducted but ... still we couldn't grasp this thing even today we still struggling, yes I think it's a process a long process to grasp this thing. It is totally new ... too different from the old one. It's very different ... like ... its very different yes ... its different, that is what I can say (Laughs). Mnh ... you know all new things take time to be internalised, maybe it's because I have also taught the old syllabus ... so I was enjoying it. It was simple because it was just 'discuss' without criticising any ... now you have to be critical."

This demonstrates that history teachers in School 4 are still holding on to their old teaching strategies even though they are aware of the historical understandings demanded by the SGCSE curriculum. The literature advances numerous reasons for this among which is the amount of content to be taught which prevents teachers from trying out learner-

centred approaches (Fraser-Thomas and Beaudoin, 2002) while Harries (2001) cites history teacher resistance as they reclaim curriculum control in the classroom situation especially if the reform has been a result of a “top-down” system.

Blame was also levelled at the learners due to their inability to think and write critically as the history teacher claimed they can only regurgitate information and describe events yet this curriculum requires them to read widely and to be critical in their discussions. Roehrig et al. (2007) however believe the implementation to be dependent on the teacher as implementation of an educational reform requires teacher transformation and adoption of successful practices that would make the subject matter accessible to learners. The respondent said:

This curriculum needs too much critical thinking, the learners we now have are only good with knowledge ... they are not able to criticize information (S4T1).

The findings revealed a lack of familiarity with inquiry learning in School 4 which could be attributed to the lack of resources such as the library and access to the internet in the school. It could however also be attributed to the history teacher’s persistent use of traditional approaches which place emphasis on knowing history rather than doing history. The respondent mentioned that:

Very few students have cell phones where they access internet. Carrying out research is still out of their reach, they don’t have that skill (S4T1).

Even though learners had the basic textbook, the data indicated that they generally did not have all the resources essential for the successful implementation of this curriculum. Yet resources have been viewed as a significant determinant of curriculum implementation in the literature (Koc et al., 2007; Altinyelken, 2010; Thompson et al., 2013). As the respondent indicated:

The lack of resources makes the learners to be narrow ... to have narrow information and not able to be critical enough because they are basing their argument on shallow information yet if they had been able to get a lot of information they would

be able to select a lot of information they might use in their arguments (S4T1).

The absence of resources also made history teachers in School 4 improvise thus sometimes going against the advice given by the subject inspectors. Mazibuko (2008) and Nsibande and Modiba (2009) note that in Eswatini, the absence of adequate resources proved to be a barrier to the successful implementation of the new curriculum. The findings from School 4 revealed that history teachers opted to start with the more abstract material simply because there are no teaching materials for the less abstract material. This is what the respondent had to say:

We usually start with European history because it has a lot of teaching material but students still encounter difficulties with it ... starting with Eswatini is time consuming because there is not enough teaching material (S4T1).

This is closely related with what the literature says in pointing out that lack of resources in schools affects the teachers' ability to effectively implement the new curriculum (Koc et al., 2007; Bellalem, 2008; Schweisfurth, 2013; Okarafor, 2016).

The respondent in School 4 also cited the amount of work to be covered in relation to the time allocated for the subject per week as a challenge since this curriculum was broad and it also required them to focus more on skill development. Similarly, the literature indicates that curricula change often comes with an increased workload as new content and skills are added on the already heavy workload carried by the teacher (Fraser-Thomas and Beaudoin, 2002; Bellalem, 2008; Yuan and Zhu, 2014). The demanding nature of the curriculum made it impossible for teachers in School 4 to cover all content topics such that learners sat for the final examination without having done all the content topics that needed to be covered in the programme. The respondent teacher (S4T1) pointed out that:

We are not happy about the length of the syllabus because it's long. We are not able to finish it, we have complained several times but still nothing is being done we believe that if some topics can be removed more time can be spent on teaching the skills through giving them exercises ... classwork, homework but now there is no time because more time is spent pushing the syllabus.

There was also the issue of learners who opted for history at senior level without having done it at junior level. This proved to be a challenge for history teachers as the respondent claimed that learners who started doing history at junior level still found it difficult to comprehend the history topics covered at senior level. This implies that it was even more difficult for those who started doing the subject at high school because of their lack of familiarity with the relevant skills and the material done was completely new to them. Such discrepancies were also observed in the literature particularly in the China context (Chen, 2010; Stolojan, 2017).

The findings also revealed that history teachers in School 4 lacked support on the implementation of the SGCSE curriculum. The interviewed history teacher S4T1 pointed out that even though clusters had been formed, they had not become operational yet she believed that working in clusters could be more beneficial unlike in the training workshops where there were usually many history teachers and noise making it difficult to concentrate and to ask questions. In a similar manner, the literature agrees with the benefits derived from clusters (Chikoko and Aipinge, 2009; Jita and Mokhele, 2014). Maharajh, et al. (2016) opine that teachers need to be encouraged to form clusters in order to “share ideas and experiences regarding the curriculum implementation” (p 380). Jita and Mokhele (2014) go on to outline the challenges that often limit teachers from effectively utilising the clustering approach.

This teacher (S4T1) also pointed out that not much support is received because there are fewer inspectors for the subject. According to Maharajh et al. (2016), it is important to support teachers during the implementation of a new curriculum and to ensure that there is close monitoring of the implementation process to fully comprehend its implementation at classroom level. Altinyelken (2010) points out that even though teachers received ongoing training during a curricula reform in Uganda and were constantly visited by trainers throughout the year to provide additional support, teachers still felt ill equipped to successfully implement the new curriculum. However, some teachers agreed that the training was adequate (Altinyelken, 2010). Although subject inspectors assist by

conducting training workshops, history teachers from School 4 felt it was not enough because they still needed many more workshops to reach the level of expertise required by the subject inspectors. This is what the respondent (S4T1) had to say:

... but my problem is that maybe they have grasped it but we haven't but they expect us to grasp this in the manner they have yet we are not all the same, when they come they demand that you also be at their (laughs) level. Those of us who have been teaching this syllabus for some time still have problems with it, how much more the new teachers who joined the profession after us if the workshops are going to be scarce.

This respondent felt that for them to understand what was required there was still a need for more workshops that would run for about three weeks. Otherwise she felt she would not change anything that she did because she believed that any other change would confuse her even more.

The lack of support was also attributed to the fact that the school had only one teacher focusing on the senior level thus making it difficult for this teacher to receive immediate assistance or to collaborate with colleagues as they teach at junior level. There was also a feeling that the necessary resources such as internet access should be made available so that the teacher can have something to consult in the absence of colleagues to facilitate the implementation process. The history teacher from School 4 had no knowledge of the rationale for the introduction of the SGCSE History curriculum there was difficulty in mastering the new skills and content taught in the SGCSE History curriculum. The incompetence was attributed to the history teacher's inability to adjust from the previous curriculum to the SGCSE History curriculum as well as to the lack of frequent visits by the subject inspector to schools in order to support history teachers. Blame was also levelled at the learners as they were said to lack prerequisite skills that would enable them to think and write critically. The lack of adequate resources such as the library and access to the internet were some of the major challenges encountered in this school that are also likely to influence learner capability. Other challenges included work overload and lack of support from the Ministry.

5.2.5 Presentation and discussion of findings from School 5 (Case 5)

Both the positive and negative history teachers' experiences as revealed from the analysed data will be discussed below. I begin with the positive experiences.

5.2.5.1 Positive experiences

The following were the positive experiences revealed by the analysed data.

For history teachers in School 5, the SGCSE History curriculum was student centred and skills based. One of the respondent history teachers (S5T1) pointed out that it is supposed to be learner- centred as opposed to the previous 'O' Level programme in which learners were more dependent on the teacher for most of the knowledge they acquired. The other respondent history teacher (S5T2) also indicated that the focus placed on skills makes it different because there is very little teacher talk and recall in this curriculum since learners are now expected to interpret, analyse, synthesise and evaluate historical information using historical sources. Indeed the literature also demonstrates a global shift from knowledge acquisition which is viewed as a narrow perspective, to skill development aimed at long life learning (Feng, 2006). When asked why they think this curriculum was introduced, one respondent history teacher (S5T1) indicated that:

I think there has been the notion that history is boring, because it is just stories, stories of the past, ancient stories so ... the learners had it in them that when it's time for history they will be passive and therefore fall asleep. In this curriculum, they are never bored in class ... the students.

While the other respondent history teacher (S5T2) mentioned that:

From my understanding I believe that the ... the ... the ... stakeholders, in the Ministry of Education probably looked at the demands that are now posed by you know, the job environment probably and getting citizens in line with modern trends of life because in this curriculum you are called upon to be more of a critical thinker than we were in the past; we were more or less

dormant players in the whole system so now this curriculum seeks to encourage a lot of critical thinking.

Indeed, the literature points out that it is common for teachers not to be aware of the reasons for the adoption of a new curricula yet that is dangerous in that such teachers lack the innovation spirit and fail to comprehend and also to implement the innovation (Bellalem, 2008).

Both respondents demonstrated appreciation for the SGCSE curriculum because of its focus on the development of critical thinking skills. Several studies are in agreement with the findings that teachers appreciate the shift towards skill development in the curriculum as it makes the teaching and learning more enjoyable (Altinyelken, 2010; Mkumbo, 2012) it has also been noted by Guo (2012) that such change was appreciated because it benefitted learners as they become more engaged and critical in their learning. The respondents pointed out that it is more likely to create good employment opportunities for learners and to further produce capable and competent citizens. One history teacher (S5T2) asserted that:

Along history lines we look at the issue of ... you would now produce journalists who are going to do a proper job; give us the news the way we are supposed to get them; give us the ability to also as the public think critically, we want to get our lawyers there you know we really want to promote... we also want to promote a sense of pride and dignity.

The respondents in this school indicated that before the implementation of the SGCSE curriculum they were provided with training. Training during an innovation has been cited in the literature as an important factor in facilitating the implementation process (Koc et al., 2007; Mucavele, 2008; Altinyelken, 2010). It ensures that teachers are equipped with the necessary skills and understandings thus enhancing the successful implementation of the new curriculum. One of the respondent history teachers (S5T1) mentioned that she had been introduced to the curriculum at tertiary level. This however according to this respondent was meant to create awareness on the changes that were taking place in education in the country such that she had to be first trained by her Head of Department and other colleagues in the department when she joined the profession. The respondent history teacher (S5T1) asserted that:

At training our lecturer gave us a briefing on this, he taught us about source interpretation, how we now teach ... telling us that since we are used to listening to the teacher talk in a history classroom in schools, things were no longer to be done in the same manner. We started source interpretation at training.

This is in accordance with the literature which demonstrates the lack of harmony between tertiary institution courses and the school curriculum and further puts emphasis on the need to strengthen tertiary institution programmes as well as the training of teachers (Harries-Hart 2002). As Addy (2012) opines capacitating teacher trainers minimises the gap during implementation.

On the other hand, the other history teacher in this school (S5T2) mentioned that training was initially done through the auspices of the MoET. Further training was then carried out by various stakeholders who included the subject association who also targeted specifically those history teachers who were currently teaching the completing class, that is the Form Five class. According to S5T1, such training was done at the beginning of each year to provide teachers with assistance particularly in areas that were identified as problematic in the examiner's report. ECOS now ECESWA also provided those history teachers who aspired to be examiners with training. Such training did not only qualify history teachers as examiners for external examinations but it also proved useful in the classroom situation when teaching and assessing learners' work. This has been commended by Zhang and Fan (2014) who noted that strengthening the training of teachers was likely to contribute towards achieving the goals of the reform. This is what S5T2 had to say:

The first term of each year is always a hectic time for the teacher and you've got to try and make sure that you never miss a workshop whether it is done by association or by the government inspectors you know, so it has actually helped to attend those so that you are able to pick up those areas that you think you were not able to get right from the beginning.

History teachers in School 5 indicated that subject inspectors further encouraged them to visit the regional education offices where the subject inspectors are based whenever they needed assistance in any area of the SGCSE curriculum.

According to the respondent history teachers from School 5, their school had no problem with the availability of the basic textbooks. The availability of textbooks is significant during curriculum implementation in that they help history teachers conceptualise the reform as Maharajh et al. (2016) note, the lack of resources such as textbooks “make it complicated for teachers to learn what is expected from them” (p 382). They also pointed out that their Head of Department was sometimes able to acquire teaching material for use by staff. Resource persons were also sometimes invited through the Head of Department. The presence of resources during the implementation of an innovation facilitates the implementation process (Koc et al., 2007; Okoroma and Ominini, 2011; Maharajh et al., 2016).

History teachers in School 5 appreciated that the SGCSE History curriculum is student-centred and skills based. History teachers indicated that before the implementation of the SGCSE curriculum they were provided with training. One of the respondents mentioned that she was first introduced to the curriculum at tertiary level. The data showed that training was done by the MoET and by other stakeholders who included the history subject association who targeted specifically those history teachers who were currently teaching the completing class. Training was done at the beginning of each year to provide teachers with assistance particularly in areas that were identified as problematic in the examiner’s report. ECESWA also provided those history teachers who aspired to be examiners with training.

5.2.5.2 Negative experiences

The following negative experiences were also identified in the data.

There was lack of knowledge on why the curriculum was introduced. Although both respondents in this school indicated that history teachers were trained before the introduction of SGCSE as well as during the process of implementation, they also both pointed out the challenges that they encountered regarding the nature of training they received. Both

respondent teachers agreed that not much preparation was done in readiness for the implementation process given that the country had been using the 'O' Level programme for quite long. Yet the literature indicates that a hastily implemented curriculum is not likely to succeed (Zhang and Fan, 2014). The respondents felt history teachers needed to be given rigorous training by experts to ensure that history teachers gained the necessary understanding for the SGCSE curriculum. For example one history teacher (S5T2) noted that:

There was not much preparation done to for ... for ... to get teachers in line with the understanding of what this curriculum is, you know having 'O' Level for almost since Eswatini's independence up to the recent 2000 years that we are at now you can see that eh ... the education was more teacher centred so I think more preparation should have been done to prepare teachers to at least be able to meet the expectation.

The respondent teachers indicated that they had no choice but to dedicate all their effort and time to their work as well as collaborate with other teachers to cope because they had not been well prepared for the implementation of this curriculum. Yet, they were expected to produce good learner outcomes at the end of the year. Similarly, in another study teachers who worked with their adviser and further collaborated with one another were able to enhance their capacity to successfully implement the new curriculum (Sherrington, 2017). One of the respondents (S5T1) had this to say:

It's a matter of telling yourself that you have to know this thing. At the end of it all these learners have to pass even if I feel like it's too much work but I have to do it. And asking for help from other teachers and schools then you include what they tell you. But sometimes you find that when you give them work you discover that the learners have not gained mastery of the taught concepts.

This assertion indicates that history teachers in School 5 struggled to acquire knowledge on the SGCSE curriculum. They also had to apply the acquired knowledge without much support and monitoring. Yet the literature demonstrates that the struggle to master new content may make teachers lethargic to change which might sabotage the implementation of the innovation (Nisbet and Collins, 1978). Both history teachers felt that

more training should have been rolled out so that history teachers could reach some satisfactory level of training to enable them to successfully implement the intended curriculum in a proper way and to avoid any gaps. The literature points out that in cases where the training was short and hurried it became difficult for teachers to internalise the taught concepts and this made them ill-equipped to implement the new curriculum (Altinyelken, 2010).

The data further demonstrates that initial training did not target all history teachers but only those who taught the completing class and completely side-lined all other history teachers. The impact of focusing only on those history teachers who taught the completing class was that the bulk of the teachers remained untrained. They implemented the curriculum without having received training. Yet scholars indicate that, untrained teachers have inadequate knowledge about the reform and they lack the skills and competence required by the reform (Maharajh et al., 2016). The literature further demonstrates that neglecting to provide teachers with adequate staff development opportunities and further assuming that teachers already possessed the required expertise for implementing an innovation resulted in the failure of the innovation (Patterson and Czjkowski, 1979).

History teachers from School 5 felt that there was also need to bring tertiary institutions on board right from the beginning to minimise gaps. This would assist in aligning the tertiary level curriculum with the SGCSE curriculum and thus make those who graduated from these higher education institutions more relevant. Indeed the literature unveiled a lack of alignment in the tertiary institutions' curricula with that of schools (Seetal, 2005; van Eeden, 2008; Mazibuko, 2008). The lack of alignment, according to Harries-Hart (2009) was due to failure by some tertiary institutions to improve their curricula.

One of the respondent history teachers (S5T2) argued that the adoption of the cascade model was another challenge because the few teachers who were picked for training by the CIE consultants gave them second hand information which was not much useful to them as the trained teachers could not satisfactorily attend to history teacher's questions and problems.

As the literature indicates, information passed through the cascade model is often reduced by the time it reaches those who are meant to implement the new curriculum (Hayes, 2000). However, Morrison, Gott and Ashman (1989) believe that clear articulation of the main issues underlying the planning, management and evaluation of the innovation at all levels, would make the cascade model more effective.

Another respondent history teacher (S5T1) felt there was a need to establish a history website page where teachers could source information on how to teach the skills and understandings required by the SGCSE curriculum and not wait for the training workshops because they came once a year which they viewed as inadequate.

Even though both respondent teachers mentioned the issue of clusters, they disagreed on the role they played in providing professional development for history teachers during the implementation of the SGCSE curriculum. One history teacher S5T2 pointed out the significance of clusters in helping history teachers master the historical understandings demanded by the SGCSE curriculum while the other respondent history teacher S5T1 mentioned that there was no cluster for the history subject yet she has since realised how important it is to have these clusters. This demonstrates lack of involvement in cluster activities for one of the teachers and it also points towards a lack of collegiality among department members. Clusters have been found in the literature to benefit teachers during an innovation as teachers receive professional development and are afforded the opportunity to share ideas and their fears about an innovation (Chikoko and Aipinge, 2009; Jita and Mokhele, 2014; Maharajh et al., 2016).

According to the findings, both respondent history teachers felt that the nature of training for the implementation of the SGCSE History curriculum they received did not prepare them adequately for the implementation of this new curriculum. Consequently they felt incompetent to teach this curriculum.

The findings revealed that history teachers in School 5 received very short and hurried training before the implementation of the new curriculum. They felt they should have been exposed to more training instead of the one or two days' training they received before the implementation process. They were also invited to training workshops once a year during the implementation process. One shot workshops have been found to be ineffective in preparing teachers for an innovation (Fullan, 1991). Inadequate training compromised the implementation process at classroom level as brief bouts of training made it difficult for teachers to master the key elements of the reform (Altinyelken, 2010; Maharajh et al., 2016). A short training period as demonstrated in Altinyelken (2010) can create a negative attitude among teachers as change implementers because they are not likely to master what is expected of them. According to Addy (2012) teachers can be less enthusiastic about a reform because of the manner in which they have been introduced to the reform. In this sense, the reform shapes teachers just as teachers can shape the reform.

The respondents felt they needed more time for training in order to master all the historical understandings and the pedagogical approaches suitable for the teaching of skills as well as the assessment procedures required by this curriculum. One history teacher (S5T1) demonstrated the lack of effectiveness of the training by pointing out that:

Sometimes I think I have mastered it but when I apply it I discover that I missed it; sometimes I have even mentioned it in class only to find that it's wrong, now I have to go back and correct it in class.

This assertion demonstrates how history teachers were shaped by the reform as a result of the inadequate training received. This respondent (S5T1) went on to say that:

It looks like it's a little difficult, bit by bit we will get there especially the skills ... because when you hear about the workshops ... there are some notes from previous years I got from my sister, I can see that they are still repeating the same thing as the notes are still the same as the ones we received in the recent workshop. When you look at the skills, the same

things are still being taught and this shows that it's difficult for history teachers to master.

Another challenge revealed by the data was the quality of training received by history teachers as viewed by respondents from this school. This resonates with the findings from another study, where it was found that “the subject advisors who conducted training workshops were not adequately trained about the new curriculum implementation” (Maharajh et al., 2016). Similarly, the respondent history teachers complained that the facilitators were not competent enough as they proved to demonstrate very little confidence and a very low level of competence as shown in the following assertion made by one of the history teachers (S5T2):

You will be workshopped by different people ... each will be dealing with one thing but you find that they say different things or they do not agree on one thing ... that is confusing then you don't know which one to take; I have been helped by the experienced teachers ...

The use of incompetent facilitators during training results in multiple interpretations of the reform (Maharajh et al., 2016) and a deviation from the objectives of the reform at classroom level. As Mthethwa (2007) asserts, teachers who proved to have good basic knowledge of the new science curriculum contents, were found to have classroom practises that deviated from the intentions of the curriculum designers.

Even though subject inspectors were commended for organising training workshops for history teachers by respondents in School 5, there was very limited visitation to assist these teachers in their work environment and to understand the different contexts in which they worked. It is unfortunate that as the literature indicates, there is not enough manpower to carry out supervision at regional level (Schweisfurth, 2013; Okarafor, 2016) and to further assist teachers who visit the regional education offices for consultation. Clearly change is not often accompanied by a clear monitoring system as the findings also resonate with Maharajh et al. (2016) who found that in South Africa, teachers involved in the implementation of CAPS complained about the lack of visits from their subject advisors. This is supported by Altinyelken, (2010) who point out

that in Uganda some principals and teachers from pilot schools were concerned about the lack of visits to their schools by supervisors to monitor the implementation process. However in the same study, Altinyelken, (2010) indicates that some “teachers were visited throughout the year by trainers and Centre Co-ordinating tutors to get feedback from them and to provide additional support” (p 156). This is in agreement with Maharajh et al.’s (2016) observation that teachers need to be supported during curriculum change to enhance the success of the innovation.

Respondent S5T1 asserted that:

Their visits are infrequent and therefore not enough because when we return from the training workshops we find ourselves asking one another what the facilitators said about certain issues so that means what they do is not enough they need to support teachers by constantly visiting schools to ensure that they are able to apply what they were taught in the workshops.

While S5T2 commented that:

The assistance we get ... It’ ... it’s not enough it’s not enough I believe more could be done, I really believe more could be done. More could be done and in terms of their own monitoring of the schools ... and more visits, frequent visits from the inspectorate that may actually help the teachers.

The application of the material taught during training was hindered by the lack of support as well as pressure to practically apply what has been learnt during training by history teachers. This however according to respondents is also dependant on whether teachers prepared themselves for their lessons. Respondent history teacher S5T2 pointed out that:

I can say probably even for the teacher, there is a challenge because if you don’t do enough preparation you won’t deliver the material in the relevant way so it means that you always got to prepare you can never go into class without preparation because you’ve got to be able to know how to integrate the content and the skills at the same time so if you are weak in your content it means even the skill itself is going to suffer.

The literature however, indicates that due to inadequate teacher preparation for the innovation, teachers felt confused and overwhelmed by the innovation and were unable to comprehend the key features of the

innovation (Altinyelken, 2010). In support of this, Arend (2005) indicates that teachers were against being trained by presenters who were unsure of what they were talking about since their guidance was ineffectual and superficial. The history teachers' inability to plan their lessons may be attributed to such ineffectual training and subsequent failure to comprehend the innovation.

The respondents in School 5 further argued that they were not able to appropriately assess learners' work because even the training on the use of levels of response marking was not adequate as they were not exposed to any practical work during training yet this required history teachers to have practical experience before applying it in the classroom. The literature demonstrates that the quality of the training received was questionable since the trainers were also not competent enough (Altinyelken, 2010). Respondent S5T2 further indicated that:

So generally it's the ... the ... and also the fact that you know when it comes to assessment eh ... yaa ... I wish there could be ... our ... our inspectorate could actually try and create more programmes to equip teachers with the assessment because you might think I am good at the subject ... teaching it you know giving the content but when it comes to assessment ...

This assertion demonstrates the need to focus on both teaching approaches and the assessment of the subject.

The findings indicate that although the school had the basic textbook for history, the issue of resources was said to be generally problematic since most of the essential resources were lacking in the school. With the basic textbook, the rental system was used but the parents could hardly even pay the school fees to be able to rent the required textbook so history teachers had to find means of bringing the information into the classroom which meant they had to go an extra mile. The literature revealed that the history textbook is crucial in curriculum implementation because it "is the concrete carrier of the content of history curriculum" (Wang et al., 2017). Having the basic textbook only was not adequate for the study of history because history requires the reconstruction of past events with students

playing the major role since history is a process of enquiry as well as interpretation (Wang et al., 2017).

Resources such as an up to date library with history reference material and internet access to avoid dependence on the textbook and also to promote enquiry learning were not available for both learners and the history teachers. This was found to be a challenge since the curriculum dictates that teachers prepare before going to class, so history teachers in School 5 complained that if they lacked the material for use when preparing it became difficult for them to cope. Yet, as Wang et al. (2017) demonstrate, history books “are helpful in inspiring the inquiry based-based learning of the students and the innovative methods of the teachers” (2017, p 666). Respondent history teacher S5T2 mentioned that:

The issue of material in a public school ... we have a rental system and the parents can hardly even pay the school fees to be able to rent that particular text so as a teacher you've got to put in extra effort just so that you are able to catch up with your syllabus because at the end you are the one accountable to ... to your actions as a teacher they don't regard the issue of payment of fees you know having the books necessary for the learner so that's what makes it generally challenging.

While other respondent (S5T1) said:

Yes we have textbooks but when you see students from other schools you find they have good books which you find to be very useful ... we take them for photo copying but this becomes a problem because we are viewed as wasting school resources but we end up getting the material because we ask from teachers from other schools and they share what they have.

The absence of teaching resources in schools has been found to be a barrier to curriculum implementation (Koc et al., 2007; Bellalem, 2008; Schweisfurth, 2013; Okarafor, 2016). It was found that inadequate teaching resources made it difficult for teachers to successfully implement a new curriculum as it compels teachers to spend their own resources preparing teaching material for use in their lessons Altenyelken (2010).

In line with the literature, respondents in this school (School 5) mentioned that they could only access the internet using personal resources. Otherwise the learners do not have access to both the library and the

internet because the school does not have both the internet and the library as demonstrated in this assertion by one of the respondents (S5T1):

We have no internet access in the school and eish ... there is no library here at school. Our students also are not able to access even other libraries because they leave school at 4.00 pm and at weekends they are at school until 1.00 pm. They depend on the textbook.

The findings also revealed that the SGCSE curriculum was quite long and difficult to cover satisfactorily within the allocated time. Similarly, the literature also revealed that content overload was also an obstacle to the adoption of successful curriculum implementation practices (Smit, 2001; Fraser-Thomas and Beaudoin, 2002; Mthethwa, 2007). It tends to discourage the adoption of pedagogical approaches that are required in the successful implementation of the new curriculum (Fraser-Thomas and Beaudoin, 2002). Both respondents pointed out that content overload required them to use extra time which in this case was their own spare time to try and cover all the curriculum content because the SGCSE curriculum required learners to do many practical exercises in order to gain the necessary mastery of the required skills as it is skill oriented. The literature concurs with the findings in pointing out the extended hours that teachers have to put up with if the amount of content stipulated in the curriculum is large (Bellalem, 2008; Tawana, 2009; Guo, 2012). The respondents found this stressful. This is what S5T1 had to say:

If you are going to tell yourself that you will work within the hours stipulated, you won't get anywhere, you find yourself sacrificing your own family time.

Furthermore, the findings revealed that history teachers in School 5 had a heavy workload which was caused by the high number of learners in each class. The literature cites overcrowding as a major challenge in schools particularly in the developing country context (Bellalem, 2008; Schweisfurth, 2013; Maharajh et al., 2016). It was revealed that having to mark all the learners' work on a daily basis was difficult to achieve yet feedback was expected on the next day. This was exacerbated by the fact that history teachers were also expected to teach their other area of subject specialisation and the fact that the increase in number of learners

did not automatically result in reduced teaching periods for teachers per week. They still had to take the same number of teaching periods yet with the increase in number of learners per class and the number of assessment tasks expected from teachers, more time would be required to carry out assessment of the learners' work. Heavy workload according to the literature inhibits the successful implementation of the curriculum in that teachers found themselves under pressure and may tend to adopt the reform by name only. History teachers may give less work and practice to learners to minimise their workload (Altinyelken, 2010) As Harries-Hart (2002) indicates, history teachers may only simply adapt what they have to the demands of the new curriculum. One of the respondent history teachers (S5T1) commented:

Workload is very heavy because the numbers in the classes are very high, eh ... having to mark the student's work, and the feedback is expected the following day it makes you wish for fewer teaching periods so that you can spend some of the time doing some marking because we sometimes have to take their work home so at home you busy even at school you are busy we are always busy but we are trying.

Another respondent history teacher (S5T2) said:

Workload is a challenge in a school where the numbers are very, very high and you find that instead of interacting with the learners you more or less carry out the lecture method most of the time at the end you can see from the assessments that you make that learners have not actually grasped the concepts to the way they are supposed to grasp them.

The findings show that the work of history teachers in School 5 has become extremely difficult, because they were expected to give individual attention to the learners as required by the SGCSE History curriculum. However with the large numbers of up to 60 learners per class it became increasingly difficult to provide individual attention as there was overcrowding. Also, the learners are of different abilities yet the history teachers are expected to give each learner individual attention. This view is supported by Altinyelken (2010) who asserts that the existence of a big gap in learner ability levels was a big challenge for teachers. Furthermore, teachers also became faced with class management challenges as the

literature demonstrates that big classes could not be easily controlled (Maharajh et al., 2016). Respondent history teacher S5T2 noted:

... it's not easy to reach out to each one as a result I am no longer as productive as I used to be before the introduction of this curriculum.

Clearly, the high number of learners in a class posed a challenge since the nature of the subject required history teachers to adopt the hands on approach which results in teachers moving much slower and yet the curriculum itself is quite long. Yet it became difficult to use such an approach in a crowded classroom. As Altinyelken (2010) points out, teacher heavy workload was a challenge and was further exacerbated by demands made by the new curriculum which required teachers to engage learners more and to become creative in their teaching.

The history teachers' workload in this school also impacted negatively on the learners' assessment as one of the respondents (S5T2) pointed out that:

you have got to mark your assessment you've got to mark your classwork you've got to mark your test and its tedious in a week when the inspectorate expect that you produce at least 3 pieces of class work ... you find that you can't meet up the challenge because you have other subjects to teach as well that is where the problem is I've got to balance all the subjects ... and all the classes that I have which have huge numbers.

It was also discovered in School 5 that learners were not motivated to learn. They lacked the culture of reading yet this curriculum required learners to come to class having read ahead to be able to participate in discussions and thus minimise teacher talk. The history teachers complained that they still have students who want to be told everything instead of going out to research. In another study, teachers reported that learners with a rural background had "significant learning difficulties" (Altinyelken, 2010, p 158). Some of the learners the data revealed missed weekend classes which compelled the teacher to repeat all the material covered over the weekend for the benefit of those who were absent. That was also very frustrating and demotivating for the history and it indicates

lack of cooperation between the history teacher and the learners. One of the respondents (S5T1) pointed out that:

The learners themselves are not very serious with their work; one can see this in their work as it was haphazardly done.

While another (S5T2) indicated that:

Our learners are no longer readers, this curriculum requires that you read and make sense of what you read; you cannot come to class and expect the teacher to tell you because in history for example you've sources and the interpretation of any source must be based on your contextual knowledge.

Furthermore, the data revealed that learners lacked some of the prerequisite skills demanded by this curriculum as they did not have the language proficiency level demanded by this curriculum. According to one of the respondents (S5T2):

They fail to actually bring across an idea and hence it affects the purpose of the response.

This is in line with the literature as Bertram (2009) and Altinyelken (2010) also indicate that teachers were challenged by the learners' proficiency level in the South African and Ugandan context respectively.

The findings from School 5 revealed that history teachers were not involved in the discussions that took place in preparation of the introduction of the SGCSE curriculum. Consequently, history teachers became resentful as they strongly felt that they were better positioned to contribute towards any changes that were made in the curriculum. As respondent history teacher S5T1 noted:

I would think the manner in which it was introduced made teachers to complain because it was a top down thing, teachers were just told what they should teach, come exam time if learners do not perform well teachers are to blame

While respondent history teacher S5T2 mentioned that:

From the start it would be nicer if the history teachers would be more involved because they are the ones who interact with the learners more than their superiors until they master all the

different understandings through workshops before it is finally implemented because as it is it looks like it was sudden.

This view is supported by Fullan (1991) and Dyer (1999) who noted the difficulties encountered during curriculum implementation if teachers have not been involved from the beginning and therefore did not share the vision for the innovation. Patterson and Czajkowski, (1979) agree that having “formal channels of two-way communication among those involved in implementation” (p 205) is crucial. This demonstrates the frustration that history teachers experienced as they implemented the new curriculum. This in turn made them indifferent and resistant to the innovation (Harries-Hart, 2002; O’Sullivan, 2002). It was further revealed that history teachers did not immediately adopt the SGCSE curriculum but they still clung on to the traditional teaching approaches they used to teach the O-Level programme as Smit (2003) noted resulting in very little difference between change policy as theory and change policy as practice. This was attested to by one of the respondent history teachers (S5T1) when she commented that:

The old system still has an influence on how we do things. Fine we had been trained but sometimes we still found ourselves doing things the old way.

The teachers’ failure to adapt demonstrates that the manner in which history teachers received the innovation had a minimal impact on motivating them to change their old ways. More needed to be done to ensure that the manner in which they were taught the subject and which they also used to teach it was completely eradicated to ensure a successful and sustainable change effort. As Priestley and Minty (2013) and Guo (2012) note, teacher experiences with a previous curriculum may be difficult to unlearn. The history teachers’ inability to abandon their old ways however, also has an implication on the strategies used to support and monitor the implementation process (Schweisfurth, 2011).

It also emerged from the data derived from School 5 that tertiary institutions did not align their curriculum with the SGCSE History curriculum. The literature also demonstrates a lack of adequate training for

teachers at pre-service in the development of skills and more emphasis on knowledge acquisition (Altinyelken, 2010). This has also been supported by Seetal (2005) who indicated the existence of a gap between university education and the practical aspect of reform at macro level. The lack of adequate relevant training was witnessed in the performance of practising teachers coming into the school from tertiary institutions in Eswatini. The respondent history teachers pointed out that there was so much that they were lacking which implied that the universities and colleges themselves had not yet embraced this curriculum whereas they were supposed to be in the forefront. They pointed out that it was disappointing to see that practising teachers lacked knowledge of the SGCSE History curriculum since they expected its implementation to have started at tertiary level so that new teachers are equipped with the relevant skills at pre-service.

The data from School 5 also revealed that some of the administrators denied history teachers the use of some of the resources available in the school and further did not consult on how best such resources could be used to benefit both the teachers and learners. Indeed, the literature indicates that some school administrators considered themselves responsible for establishing an environment that supported teaching and therefore believed that removing teachers from decision making allowed teachers to focus on their main responsibility which is teaching (White-Smith, 2012). Maharajh et al. (2016) report that providing support for teachers enhances teachers' understanding of the reform and leads to improved classroom practice. In some cases even if funds for acquiring such resources were available some administrators failed to use the funds for the benefit of the learner but still expected teachers to produce good learner outcomes. The respondent history teachers pointed out that this was very frustrating because it made them look incompetent. They argued that withholding resources and funds while still expecting them to produce good results did not balance. The data also revealed that even the available resources were not always readily available for use by history teachers, frequently they would be found to be out of order as demonstrated in this assertion by one of the respondent history teachers (S5T1):

Sometimes you get a good book which the school does not have and you need to photocopy a few pages for the students only to find that the copier is out of order yet you have to photocopy now and then. This then means you have to go to the chalkboard because you can see that they need this information.

As the data indicated, although history teachers were trained before the introduction of SGCSE and during the process of implementation however, the training was inadequate and only those who taught the Form Five classes were trained. History teachers felt that the facilitators were not competent enough and there was the lack of support as there was very limited visitation to assist these teachers in their work environment and to understand the different contexts in which they worked. Other challenges encountered by history teachers were lack of involvement of the teachers and heavy workload which was attributed to the high number of learners in each class. The data also revealed that there was content overload, absence of teaching resources, large class size, lack of learner motivation, lack of prerequisite skills, lack of alignment between tertiary courses and school subjects.

5.2.6 Presentation and discussion of findings from School 6 (Case 6)

Data obtained from this case indicate that there were both negative and positive experiences.

5.2.6.1 Positive experiences

The respondent history teachers from School 6 viewed the SGCSE History curriculum as a localised version of the IGCSE curriculum which aimed to develop critical thinking skills. They further revealed in the data that it was a more relevant curriculum for the country as it enabled learners to acquire critical thinking skills that did not only apply in the classroom situation but were useful even outside the school situation. This curriculum was more learner-centred as history teachers were expected to integrate the content with the skills. In line with this, the literature indicates that the SGCSE

History curriculum aims to develop essential skills that include thinking skills and attitudes (ECOS, 2011).

The respondent history teachers also mentioned that the teaching of skills entailed the use of teaching approaches that placed learners in the forefront with the teacher in the background and that levels of response marking were used when assessing the learners' work. The literature also mentions that there was a global shift to learner-centred education where learners were to develop a range of skills (Feng, 2006; Bertram, 2009a). As van Hover and Yeager (2008) observed recent research in the teaching and learning of history advocates for instructional approaches that engage learners in the process of doing history which includes building historical knowledge through the use of sources, conducting historical enquiry and encouraging students to think historically.

The findings also revealed that the respondent history teachers received training on the implementation of the SGCSE curriculum before and during the implementation. Training and professional development are a significant part of curriculum implementation as it prepares teachers for the successful institutionalisation of the reform. As Ornstein and Hunkins (2017) argue, most new programmes cannot be implemented without providing proper training for teachers to ensure that they understand the innovation. History teachers in School 6 were able to attend training because of the support they got from the school administrators as one of the respondents (S6T1) pointed out that:

The administration has been supportive, if there is a workshop for training history teachers. They are able to send us for the workshop.

According to the findings, the training of history teachers was conducted by the subject inspectors. The respondent history teachers felt the subject inspectors were always trying their best but were also working under very challenging conditions. Indeed, the literature cites numerous challenges that prevent the inspectorate from effectively carrying out their duties. Altinyelken (2010) observed that financial constraints and understaffing were some of the major barriers that frustrated the efforts of the

inspectorate. The respondents found the training very helpful and informative as they were able to adopt new approaches which enabled them to realise better learner outcomes.

However these respondents also pointed out that the introduction of this curriculum has taught them to be self-driven. They pointed out that they had been able to cope only through hard work as they received no follow up assistance from the subject inspectors in their work environment. In another study in the China context, teachers were found to have developed positive tendencies as they began to reflect on their classroom behaviour after each lesson to improve practice (Feng, 2006). One of the respondents (S6T1) indicated that:

Eh ... nothing but hard work, you have to read and show dedication to the subject and try to equip yourself because once you relax you will not be able to achieve good outcomes. That's the only thing you have to do we have been able to cope in that way, each and every day there is new experience that we gain, we always try and we learn also from our experiences.

This suggests that history teachers have also been able to cope through trial and error.

According to the findings, School 6 was a member of a local cluster where history teachers from different neighbouring schools met to develop themselves professionally. Findings from the focus group discussions confirmed the role played by clusters in assisting teachers with the implementation process. One of the participants in the focus group discussions pointed out that:

The clusters have been very helpful. That makes it better... that makes it better because then you can discuss what was said as department in the cluster back at school now. Clusters are good because if we think we are going to get assistance from the subject inspectors and the regional officers we are not going to get anywhere (FG1T2).

While another group discussion participant (FG2T1) commented that:

We had a cluster that was very, very active... it was so effective and I remember two resource persons who presented in cluster

meetings ... there was a lot which I learnt there, such that I even went to consult from one of them at her school.

The clustering approach has been cited in the literature as one of the significant ways of assisting teachers to develop competence and thus gain confidence in their work (Jita and Mokhele, 2014). However according to the respondent history teachers the cluster was supposed to be financed by each school administrator to facilitate the smooth running of the cluster. It is common practice for school administrators to refrain from financing clusters due to financial constraints (Chikoko and Aipinge, 2009).

The data from the respondents of School 6 indicate that they were able to receive support from the school principal. For instance, they were able to acquire the basic textbooks for learners through the assistance of the administrators. They mentioned that when they recommended a certain textbook the administrators were willing to support them in acquiring that text. According to one of the respondents, they had not had problems in acquiring the textbooks or materials they needed because the school principal was always willing to support them. The literature indicates that the support provided by the school principal is a major factor in influencing history teachers' experiences with a reform (Harries-Hart, 2009; Ruto, 2013).

The SGCSE History curriculum was viewed as a localised version of the IGCSE curriculum which aimed to develop critical thinking skills through the use of teaching approaches that placed learners in the forefront. Despite challenges they face, subject inspectors were always trying their best to train and provide support to teachers. The introduction of this curriculum has taught them to be self-driven. According to the data, this school was a member of a local cluster where history teachers from different neighbouring schools met to develop themselves professionally. History teachers from School 6 were able to receive support from the school principal.

5.2.6.2 Negative experiences

History teachers from this School 6 were not adequately equipped for the changes that were taking place in education in the country. They were invited for training which was meant to be for all high schools in the country where they were trained for the implementation of the History SGCSE curriculum. There are more than two hundred high schools in the country which means that more than 400 teachers were expected to attend this training session since each school was to send two history teachers for the training. They were expected to gain mastery of the new material and historical understandings within the two days of training as S6T1 noted:

... we found that we were expected to grasp it there and then yet our view was that if a new syllabus was being introduced, we will be given a residential workshop so that we can grasp the change very well, so the implementation process was poorly done.

Consequently, as the data indicates history teachers struggled to implement the curriculum as they put it “because at first we were blank”.

S6T2 also noted that:

... we were called to training workshops, and you would find that the whole country was expected to attend and were told of the changes so each individual was supposed to take the initiative to learn about this new curriculum, the training part from the inspectorate or from others ... was difficult to grasp so the implementation did not go well. We were expected to grasp ... quickly grasp it and that is why even with the results it took time for them to change for the better.

Two things emerge from the findings. The inadequate duration of the training considering that history teachers were being introduced to a new curriculum and the nature of the training received. The literature suggests that reform should be accompanied by a sound professional development programme since training is crucial in driving the implementation process (Fullan, 1991; Mucavele, 2008; Altinyelken, 2010). The findings further revealed that history teachers in this school expected curriculum change to start with the training of history teachers through workshops before the actual implementation because of the new approaches and historical understandings as well as the new approach to marking which came with

the new curriculum. The two history teachers argued that they would have expected to be called for a one or two weeks' long residential training session during school holidays before the beginning of the implementation process to at least judiciously cover all the key areas of the new curriculum. The approach adopted by the MoET made teachers hostile and resentful as they found it difficult to successfully implement the curriculum. Respondent history teacher S6T2 had this to say:

Well the implementation process was slow, difficult and met with a ... hostile reaction from Emaswati teachers because at the time of implementation to me it occurred that no one knew what exactly was this thing And how exactly it was supposed to be done so yah it came, and everyone was very confused and yah it was difficult.

Another observation made from the data was the nature of the training workshops which was not conducive for positively impacting on history teachers. The large numbers of teachers attending the training reduced the training into lecture sessions. History teachers during training were just made to sit and listen to the facilitators without being made to fully participate so that they can gain practical experience of the things talked about. The respondents felt that the training should have been divided into phases so that focus is placed on one thing at a time instead of just giving an overview of the whole curriculum. They pointed out that the training approach adopted resulted in some aspects of the curriculum being disregarded such as the practical aspect of source interpretation and the assessment approach. That negatively impacted on the history teachers' confidence as in another study it became clear that teachers who lacked confidence were not able to adopt the new reform their main reason being the lack of confidence (Thompson et al., 2013). One of the respondents (S6T1) noted that:

So, we struggled at first, we struggled a lot especially with the new assessment approach. So everything was done hastily, even us teachers we were still trying to understand what we were expected to do.

According to the findings history teachers also received no follow up support and supervision from subject inspectors. At the time of the introduction of this curriculum, there was only one history subject inspector

in the country who could not possibly visit all the schools as expected since there was also administrative work to be done. Monitoring the implementation of change and providing teachers with support is important as teachers might have different interpretations of the new curriculum (Maharajh et al., 2016). The respondents mentioned that even after the appointment of two other subject inspectors one for the Manzini region and another for the HHohho region, there was still not much support because of transport challenges. This has also been cited in the literature as a barrier to curriculum implementation as inspectors often fail to visit schools due to lack of finances to take care of travelling costs as well as due to shortage of staff (Altinyelken, 2010). Respondent history teacher S6T1 commented:

It's like we don't have regional subject inspectors in the country, if we have you will find there is only one in one region, the senior inspector and one inspector in one region. The other regions don't have and yet if all the subjects could have regional inspectors.

The findings also revealed that more training is still essential as there are still many history teachers who do not understand how they are expected to teach history and these are experienced history teachers possibly because of the nature of training they received. Similarly, in a study conducted in Tanzania, teachers were found to lack understanding of the objectives of the reform initiative as no effort was made by government to sensitise the teachers (Komba and Sigala, 2015). According to this study, there was also no effort made to support teachers by improving the teaching and learning conditions in schools to facilitate the enactment of the reform.

Another issue that arose was the quality of the training received as the facilitators who include the subject inspectors also lacked adequate training on this curriculum. The literature also cites lack of competence among trainers of teachers on the new reform for example subject advisors were found to be unclear about CAPS and could not therefore effectively assist teachers to achieve the required competence for successful implementation (Maharajh et al., 2016). Furthermore, the

findings indicated that it was also difficult for history teachers to seek assistance from subject inspectors because of their experiences with the inspectors. They pointed out that school inspections tended to be confrontational with teachers being left demoralised and their challenges not being attended to. It also emerged from the literature that the behaviour of inspectors is an important factor in the amount of stress suffered by teachers as they are perceived by some teachers to be cold, rude, confrontational, openly critical and hostile (Brimblecombe, Ormston and Shaw, 1995). One of the respondent history teachers (S6T2) noted that:

Our workshops are stagnant, there is no progress, and that ... the issue of marking so we keep doing the same thing year after year and we understand that there are new teachers who join the profession but even them, they are treated together as the old teachers and they are scared to even ask questions so if government can afford to have training workshops for those teachers ... workshops for new teachers I think we can be in a position to tell where we are in terms of the subject performance.

One of the ways in which history teachers deal with their frustration with the subject according to the findings is by giving away time for teaching history to other subjects. This is done in an attempt to spend as less time as possible interacting with the learners on the subject because they do not know what to do with the time given for the subject.

From the above comment by S6T2 it becomes clear that the manner in which the training workshops were organised left beginner teachers frustrated. They lacked knowledge of the new curriculum as the need for tertiary institutions to revisit and restructure their programmes to ensure relevance has been reiterated by numerous scholars (Harries-Hart, 2002; Seetal, 2006; van Eeden, 2008; Bellalem, 2008). Beginner teachers could not get the assistance they needed from the professional development programmes as such programmes were not necessarily directly focused on the needs of beginner teachers but were meant for all teachers. Yet the literature demonstrates that beginner teachers' beliefs which were more aligned to learner-centred pedagogy initially tend to revert "to teacher centred philosophies during the course of their first two years in the

classrooms” (Roehrig et al., 2007). It becomes important therefore to provide support for beginner teachers to avoid constraining the implementation of the reform.

As mentioned earlier it emerged from the data that this school is a member of a local cluster which however according to the respondent history teachers has numerous challenges one of which is the issue of finances. Apparently the cluster has no stable source of income as they depend on the support provided by the school administrators. However such support is not always forthcoming leading to the cluster becoming dysfunctional as one of the respondent history teachers (S6T1) pointed out:

The head teachers are complaining about the funding of the clusters. They say schools have no funds so the cluster is not able to host facilitators. The commercial teachers also tried but it did not work out ... teachers are complaining that the school heads are not able to help them ... that’s the major challenge.

While the literature notes the role played by the clustering approach in promoting teacher professional growth, it also points out the numerous challenges that make clusters dysfunctional. Financial constraints have been cited as the main challenge that made clusters less effective (Chikoko and Aipinge, 2009) as the running of cluster activities depends on financial support from the school administrators.

Although history teachers from School 6 received training and were trying hard to adapt to change, they still had not reached the expected level of competence. This according to the findings could be attributed to a number of factors; chief among these factors is the number of history teachers that were trained at a time. It emerged from the findings that history teachers from all the schools in the country were invited for training on the same date and were housed in one hall where the training was done. History teachers were given what has been viewed by respondents as an overview of the curriculum in the form of a lecture. This was viewed as an introductory session which was supposed to be followed by proper training that involved practical work to enhance effectiveness. According to

the data history teachers from this school did not benefit much from this kind of training. Respondent S6T1 noted:

At first the issue of the skills being integrated with the content was a big issue. We seemed to really not get it ... how to ... we really didn't know how to integrate the skills ... we really didn't know how to integrate the skills with the knowledge. So that was one of the main challenges that we faced. Eh ... and the most difficult part for the teachers and the students is source interpretation. It has been a great challenge, but as we go along we gain the necessary mastery.

While the other history teacher (S6T2) pointed out that:

What can I say yaah ... it was stressful, you see when you are expected to deliver and even you are also not sure if what you are doing meets the expectations, and at the end you expect that the learners pass well.

This suggests that there was lack of clarity on the demands of the reform and therefore on how teachers were expected to implement it. Harries-Hart (2009) points out that lack of clarity is a major concern for teachers. On the other hand, Ditchburn (2013) asserts that rushing through the process of curriculum implementation is likely to have serious implications.

The data also indicated that the trainers themselves did not have the necessary competence in what they were imparting to the history teachers. This lack of competence was bound to result in the frustration of history teachers (Carl, 2005) as one of the respondents (S6T1) noted:

I think they were ... they were not trained properly on what they had to present they were just simply grabbed and told. 'Just say something, tell them something.' Uuhhh if we compare the current situation and that situation when teachers go to a workshop they return to their schools changed, behavioural change but during that time they went there confused but came out of the workshops even more confused.

While the other respondent (S6T2) pointed out that:

I think during the presentations when this new system was introduced nobody seemed to really understand what this system was, the presenters themselves were not very clear about what they were presenting thus the audience, the teachers, they didn't get to understand what was expected of them.

It has been observed in the literature that it is common for trainers during a reform to be unsure of what they were expected to teach about (Altinyelken, 2010; Bellalem, 2013; Maharajh et al., 2016). As Carl (2005) observes, such a situation may be frustrating not only to teachers but also to the implementation process. One of the respondents (S6T1) pointed out that although he is trying hard to develop himself through collaboration, he still has not reached the expected level of competence because of the absence of support from subject inspectors as he noted that:

There really isn't much that the government has done to help the teachers but in terms of the demands ... they have very high expectations yet the input is low ...

He pointed out that they have not been to his school ever since the introduction of this curriculum. Indeed, the literature also decries the lack of support during the implementation of the new curriculum (Harries-Hart, 2009). While the other respondent (S6T2) noted that involvement in the subject panel as a member and also engaging in other activities such as being a member of the subject association and also a part time teaching practise supervisor and an examiner for the subject enhanced his professional development. This enabled him to interact and share ideas with numerous professionals who were also involved in the teaching of the subject. Sherrington supports this by indicating that “collegial practices including respectful decisions, support and encouragement of colleagues and a willingness to welcome the support of an outsider in an advisory role contributed to their resilience” (2017, p 256). S6T2 found that such interaction greatly improved his competence and confidence.

It also emerged from the findings that one of the respondents (S6T2) found himself attending training for the implementation of the new reform simply because the senior and more experienced teachers did not want to embrace change and be responsible for the teaching of the senior classes. They preferred to remain with the junior classes which were still following the old programme. According to the respondent (S6T2) the senior teachers became resentful as they found it very difficult to cope when the time came for them to teach the SGCSE curriculum. One of the respondents S6T2 commented that:

Okay, the most obvious one is that people are not very fond of change, so... because it was change, automatically people became hostile because they were used to the old style of 'O' level and they were comfortable, so now if you introduce a new system then it means they have to come out of their comfort zone so I think basically that was one of the reasons for this hostility.

As Sherington (2017) claims, teachers can experience uncertainty during a reform as they are overwhelmed by both conceptual and structural knowledge of the discipline they are expected to teach. This suggests the need for history teachers to be clear about the reform because their views on the reform and their role had a huge impact on their response to change. Harries-Hart (2002) posits that negative views are more likely to produce resistant attitudes (p 29).

As a result, the data revealed that more than 50% of the history teachers abandoned teaching the subject because they found it difficult to accept change and for those few who remained, there was a huge task of making them understand what was required of them.

Initially the school experienced challenges with the textbooks according to the findings because they were made to buy irrelevant books which were presumed to be more affordable by the subject inspector. This created problems for the history teachers and learners as textbooks are important in the teaching and learning of the subject. They support learning as they are an important resource for both the learners and the teacher (Lubben et al., 2003). One of the respondents (S6T2) pointed out that:

These materials should also have been well reviewed by the change initiators because in the past we found ourselves buying irrelevant books or books that had only one topic resulting in the school being forced to buy more relevant books later yet schools also have limited resources.

While another respondent history teacher (S6T1) said:

Even the inspectorate was not well equipped about the resources needed for this curriculum. So I think in the workshops it would help teachers to study and establish the relevance of each book for the syllabus before they can recommend it because books that were not relevant were

recommended and schools had to buy new books when they discovered that the recommended books were not very useful.

It also came out clearly in the findings that history teachers in this school still did not have adequate resources such as a proper library that is functional and the internet to enable learners to engage in inquiry learning. One respondent teacher mentioned that:

Resources still remain a challenge even in this day because this new history, this new system of teaching history requires that we have resources that we be well furnished with resources. Students ... they must regularly use the internet especially with European history yaah ... but we ... we are still lacking in that department.

The lack of resources has proved to be a great challenge to history teachers in this school as the data shows that it affected the history teachers' work and their performance in the subject. The lack of resources impacts negatively on learner outcomes.

Respondent history teachers in this school according to the data were not informed about the changes that were taking place in education and more especially in their subject. They indicated that they got information through the media to the effect that Cambridge was phasing out 'O' Level and that IGCSE was to be adopted while effort was being made to develop the local version of IGCSE which is the SGCSE. One of the respondents (S6T1) mentioned that:

I think the curriculum was imposed, in my view it was imposed because our examination come from overseas. So government was given time to prepare herself but government took some time then until Cambridge told government that they were no longer offering 'O' Level so it was hastily prepared.

The respondents felt that since the education system of Swaziland did not really prepare well for this change by involving all the stakeholders, the reform could be labelled as some kind of forced change. One of the respondents (S6T2) pointed out that:

Well we were not really told except that ... everyone was caught unaware from the ministry of education to the schools' inspectors to the teachers ... everyone so we were in some kind of chaotic situation.

The literature affirms the significance of teacher involvement and mentions that “teacher participation in change process allows teachers to make choices and voice their decisions” (Harries-Hart, 2002, p 29).

Furthermore, it was established from the findings that history teachers found it difficult to employ learner-centred teaching approaches because learners fail to read ahead in preparation for class. One of the respondents (S6T1) pointed out that:

... you want to make your teaching child centred, you find yourself doing most of the talking but when you are talking as a teacher ... because you enjoy what you are doing some of the students are left behind, you only progress with the capable ones.

The respondent teachers attributed the absence of a reading culture to the environment in which the school is located as it is in a rural area. This has been supported by Mao (2008) who argues that learners from a rural background progress from one level of schooling to another with the most basic skills of reading. Yet the subject requires learners to do a lot of reading. It is essential for learners to develop a liking for reading as they need to be independent inquirers to be able to actively participate in class.

Another discovery made from the findings from this school was that learners did not have the prerequisite skills required by the SGCSE curriculum because at junior level they still used the old programme which was completely different from the SGCSE curriculum. The SGCSE curriculum assumed that learners had already been introduced to the required skills by the time they reached the senior level. The respondent history teachers mentioned that there was no linkage between the content and skills done at junior level with that done at senior level. The same thing applied to the assessment approaches. One of the history teachers S6T1 pointed out that:

It was a struggle, there was no connection because the assessment method at high school, it was not the same as the one used at junior level. It was a challenge for quite some time because there was no linkage, we were teaching two different things ... there was no linkage.

Respondent history teacher S6T2 mentioned that:

I think that was one of the major reasons why we suffered when we were implementing this new system. To me it was like we were holding the stick on the wrong end. When you get to Form Four you bring in things that you expect that they already have. They don't have the base, so I think had we introduced the system from Form1 upwards it would have been a different case.

They also indicated that even if you got a crop of learners who had done history at junior level those learners proved difficult to teach because of the lack of prerequisite skills for the senior level curriculum. Things only got better after the junior level curriculum had been aligned with the senior level. Similarly, discrepancies were also found to exist in China between the junior high school courses and the high school level courses (Stolojan, 2017).

The data revealed that history teachers in School 6 found that learners lacked the language proficiency level required by the reform. They also found it difficult to instil the culture of communicating in English. Yet it was essential for learners to develop communication skills to enhance their participation in class and also to improve their writing skills. The respondent history teachers pointed out that the only thing that they could do was to encourage them to read to improve their vocabulary. Similarly Bertram (2009b) found that learners were having difficulty participating in class because of their level of proficiency in the language of communication in class. Their lack of proficiency also made it difficult for teachers to successfully use learner -centred approaches.

According to the findings, there was also a lack of alignment between the senior level curriculum and that of tertiary institutions. This was witnessed in a crop of new teachers who joined the teaching profession after the introduction of the SGCSE curriculum. They were found to be lacking the skills and understandings promoted by the SGCSE because as one of the respondents asserted:

The university follows its own curriculum and most of the things ... especially the content taught at university is not the same as

the content taught here in schools. And then they find that those teachers have to start learning the content afresh if they don't you find that it becomes difficult for them and then they still have to struggle with the skills ... you find that the subject gets affected as the history teachers are still finding their feet.

Scholars are in agreement that tertiary institutions need to review their programmes to ensure that they have relevant courses for the needs of schools (van Eeden, 2008; Harries-Hart, 2009).

According to the findings, the challenges experienced in this school during the implementation of the SGCSE curriculum were largely attributed to poor planning on the part of the MoET. The respondent history (S6T1) teachers pointed out that the MoET knew that they were going to bring change in the curriculum but they did not do anything about it until there was an ultimatum from Cambridge.

I think there is a high degree of lack of planning when it comes to the Ministry of Education when it comes to introducing change and its implementation because even the workshops are not adequately funded for teachers to receive training in the form of workshops during the planning stage and before the implementation process begins, they will always complain about lack of funds.

Such sentiments were also shared by the focus group discussion participants FGT3 for example pointed out that:

I think it's good that if there is an implementation of a curriculum we start by conducting a study and then have pilot schools to establish if it is implementable. After a certain number of years ... 2 or 3 years then we can see if the syllabus can be covered, if all skills have been learnt ... that would make it better.

The data revealed that good planning by the MoET was going to ensure that there was smooth transition as well as adequate training of the subject inspectors and history teachers before the implementation process. It would also ensure that schools also planned for the reform in order to be able to equip schools with the right kind of resources. Planning according to the data would also ensure that there is a link between what is learnt in all levels of the school system. It would also have ensured that history teachers had a good conception of the reform. However, the literature indicates that teachers are often not involved during the planning

of the implementation of reforms and not much effort is made to sensitise them about the reform (Komba and Sigala, 2015). The lack of sensitisation often leads to lack of understanding of the most significant aspects of the reform as teachers lack clarity on the reform. Furthermore, the literature demonstrates that reform is usually accompanied by very little planning especially of the implementation process (Dyer, 1999; Schweisfurth, 2013).

History teachers from this school also found the SGCSE curriculum to be quite broad. They indicated that it was a challenge in that they were compelled to find time outside the allocated time in order to cover all the topics that had to be taught. The issue of time was also said to be a challenge because the school also used some of the time for sports and other extra-curricular activities. The respondent history teachers pointed out that as a result they were always rushing to finish all the topics and because of that they were not able to teach all the topics well because of time. This is in line with the literature as scholars indicate the danger of not teaching some aspects of the curriculum if there is content overload (Bellalem, 2008; Tawana, 2009; Altinyelken, 2010; Guo, 2012).

According to the findings, history teachers found that they now had an increased workload because now the assessment was more focused on skills especially source skills which history teachers found complicated. It became necessary for one to spend more time on ensuring that learners mastered source analysis. One of the respondent teachers (S6T2) mentioned that:

Workload ... it's a challenge if you want to work ... you want to mark and bring feedback as fast as possible. It is a challenge because it means you have to work extra time to bring feedback as fast as possible eh ... it is a challenge. It means that it goes back to mean that you have to work extra time because of the limited time.

The literature indicates that heavy workload impacts negatively on curriculum implementation (Tawana, 2009; Altinyelken, 2010; Guo, 2012).

Attending to many classes also resulted in teachers having a heavy workload (Bellalem, 2008).

History teachers from this school mentioned that the training was inadequate because they were being introduced to a new curriculum. The nature of the training workshops was not conducive for positively impacting on history teachers and there was no follow up support and supervision from subject inspectors. The history teachers' level of competence was low and the trainers themselves did not have the necessary competence. The school is a member of a local cluster which however according to the respondent history teachers has numerous challenges one of which is the issue of finances. Furthermore, history teachers did as they pleased in schools, for instance one respondent teacher attended training for the implementation of the new reform simply because the senior and more experienced teachers did not want to embrace change and be responsible for the teaching of the senior classes. Teaching resources were a challenge but the textbooks according to the data were made available even though the school was initially made to buy irrelevant books which were presumed to be more affordable by the subject inspector. Overcrowding and lack of learner motivation and their level of proficiency were a challenge to history teachers in this school.

5.2.7 Presentation and discussion of findings from School 7 (Case 7)

Below is a presentation of history teachers' experiences in School 7. First I shall present the positive experiences which will then be followed by the negative experiences.

5.2.7.1 Positive experiences

The SGCSE curriculum according to the findings was viewed by the respondent history teachers from School 7 as a very good curriculum which assists learners develop critical thinking skills as it trains learners to be critical thinkers so that they are able to analyse information instead of

just only being able to recall taught material. When asked why they thought it was introduced, the respondents mentioned that it was introduced after realising that in the past learners were just taught the subject with the intention to promote recall of past events which did not benefit learners. This is in line with the literature as Bertram (2009b) states that there is generally a shift from knowing history largely characterised by the use of teacher-centred pedagogy to skill development with learners being expected to do history through inquiry learning. One of the respondents (S7T2) commented that:

This is a good curriculum if well implemented and supported. It can go a long way in opening the minds and the thinking capabilities of the Swazi society.

According to one of the respondents from School 7 training was conducted for history teachers in preparation for the implementation of the SGCSE. The facilitators seemed to be doing a good job, but history teachers from School 7 could not successfully implement the new curriculum when they returned to school. Respondent S7T1 mentioned that she was only able to implement the SGCSE curriculum largely because of collaboration with colleagues from other schools as well as the training she received as an examiner for the subject. The experience she acquired through marking external examinations was very useful. This respondent (S7T1) commented that:

What has been very useful I think is the exposure I got through marking the SGCSE external examination. It made me to approach it with a different attitude of teaching the subject and to feel able to understand it. I now feel like I am also able to understand how the skills are supposed to be taught and how it is assessed

This was an indication that the training was inadequate as attested by Roehrig et al. (2007) that teachers are often overwhelmed by the conceptual knowledge and structural knowledge of the discipline during reform. It is important to ensure that effort is made to build teacher confidence to minimise any gaps during the implementation process.

All learners in this school had the basic textbook and the school also had some reference books for use by both the teachers and the learners in the library to facilitate inquiry learning. According to the literature, the availability of adequate resources is one of the important determinants for successful curriculum implementation (Bellalem, 2008; Altinyelken, 2010). Furthermore the findings revealed that history teachers in this school were able to utilise the services of resource persons and to take learners on field trips.

The school administrator according to the findings was willing to assist in the provision of teaching resources even though funds were said to be limited. One of the respondent teachers (S7T2) commented:

When we went to the school head and asked for resources such as supporting books that we may need as references, he was flexible we were able to get those resources.

They were also able to get support from the school administrator when they needed to engage resource persons and even when they needed to take their learners on field trips such as to the National Archives for the section on the history of Eswatini. This suggests that the school principal was an internal force that promoted the institutionalisation of change and in that sense became a catalyst for change. As Yuen et al. (2003) state, the role of the school leadership plays an important role in shaping the teachers' responses to curriculum change.

The SGCSE History curriculum was viewed as a good curriculum that focused on the development of critical thinking skills. The data also indicated that all learners in the school had been provided with the basic textbook by the school. School 7 also had some reference books to promote inquiry learning. These were provided by the principal who was always willing to help.

5.2.7.2 Negative experiences

The data indicate that history teachers from School 7 were not happy about the nature of the training. They found it to be short and lacked the

details that would enable them to confidently implement this curriculum. Similarly, the literature reveals discontent about the amount and quality of training received by teachers during the implementation of an innovation in different contexts (Altinyelken, 2010; Bantwini, 2010). In the South African context, Bantwini (2010) points out that there was lack of appropriate orientation of teachers to the Revised National Curriculum Statement (RNCS) reform which made teachers struggle with the implementation process. Similarly, the analysis of the data indicates that teachers in School 7 struggled with the implementation because of the quality of training they received. There was also lack of assistance as there were no visits made to the school to monitor and assist teachers with the implementation. Also the training was held once before the implementation. Any other training was done only once a year and that was in the following year. Respondent S7T1 commented that:

It was a challenge because change is not easy ... so I felt like it was heavy at first such that I tried to draw my scheme of work but encountered challenges because you have to know which skill you intend teaching ... and I consulted my workshop notes because we had just been to a workshop before schools opened. I tried to understand my workshop notes but I still felt without confidence to handle the curriculum ... I tried teaching when schools opened like I did the 'O' level style and then that is what made me to go and seek help.

The other respondent history teacher (S7T2) went on to say:

We tried doing it but this thing you can see that it needs practice now and then ... going for a workshop just one day, even when you ask colleagues you find that they don't remember what was said in the workshop. Something that has been done once cannot be mastered in the same manner as something that has been done over and over again. ... I found that these workshops are not really workshops it's like sort of a lecture.

This demonstrates the nature of orientation to the reform and the quality of training received by history teachers before the implementation of the SGCSE curriculum as there was no actual coaching but just theory imparted through the use of the didactic method. This anomaly in the training was also noted and raised by focus group participants as one of them (FG2T6) indicated that:

What I saw was that when I started... when I started the problem was that the workshops we would have them okay ... once a year yet skills are practical; this thing needed us to be hands on ... practically engaged and look at all the skills ... the problem was that the workshop came once a year ... but the moment you get to the field you try to go back to your notes but you find that you no longer understand what needs to be done and how it should be done

While another participant (FG2T1) from the same group said:

Even then when you consider what happens at the workshop... we rush through things because of time ... you remain with some unanswered questions ... we wish it would be a whole day or two days of rigorous training dealing deeply with the problem areas.

The training period further proved not enough for teachers to master taught skills and historical understandings. One of the respondent teachers commented:

There are no extra workshops where more training is done and then teachers have to organize their own workshops in clusters which I think as much as that helps I think a more qualified specialist has to be roped in here to assist the teachers learn more on teaching skills in particular and strategies.

The respondent pointed out that as much as they went for training and understood what was discussed in the training workshops, they felt they needed to be supplied with notes or handouts because the facilitators only used the telling method during training. They argued that they are not efficient or fast enough to be able to write everything down yet handouts would provide some kind of reference which could also be useful to new teachers who joined the profession. Zhang and Fan (2014) acknowledge that a hastily implemented curriculum would have poor outcomes as they rightly assert that “haste makes waste” (p 171).

History teachers in School 7 pointed out the need for follow up training in their work environment or visits to schools to monitor the implementation process. Although they appreciated the challenges faced by the inspectorate such as the understaffing while there are too many schools they still felt that subject panel members could help increase the number of inspectors and train teachers at cluster level. That would ensure that

history teachers had some people who would regularly provide assistance to teachers. Indeed, collegial learning has been found useful in promoting professional development amongst teachers who network with colleagues from neighbouring schools (van Driel, Beijaard and Verloop (2001). This has been confirmed by Cui and Zhu who concur that teachers have been found to benefit from their experienced colleagues who have demonstrated outstanding performance during the implementation process.

Due to the nature of training received the analysed data revealed that history teachers in School 7 encountered challenges when implementing the SGCSE curriculum. They lacked confidence in what they were doing and felt they needed more assistance in implementing this curriculum. Even the training conducted by the subject association was also not effective as they used the same didactic approach used by the subject inspectors. Given that successful implementation is dependent on classroom teachers, appropriate training of teachers is essential. This is confirmed by Harries (2001) who argues that the success and failure of a reform rests with teachers. If teachers are a key factor in the implementation of curricula, as the literature indicates (Chisolm and Leyendecker, 2008) their values practices and beliefs need to be considered during the planning stage. This would ensure that their training and support is well carried out as it influences teachers' understandings and class room practice (Maharajh et al., 2016). This however was not the case as respondent teacher S7T1 illustrates by saying:

The demands of the examination may have not been well grasped ... otherwise when I started it was so painful, because I found it very frustrating ... how to mark in levels, where do you place the level and how do you achieve it, how do you see that the learner has reached the level. Sometimes you do guess work yet when you are also not sure even when the learner approached you for help you find that you have a challenge in dealing with the learner.

This observation demonstrates the frustration that the teachers from this school had as they implemented the SGCSE curriculum. There was a feeling that such challenges greatly affected their work because as

teachers they needed to be viewed as having the necessary competence in the subject in all aspects so that they could confidently teach it. However even when learners asked questions or challenged them, they were not able to convince them that what they were doing was what the examiners expected. So they felt ill prepared and lacked confidence in what they were doing. Consequently, this history teacher (S7T1) resorted to the use of unacceptable teaching and assessment practices to ensure there was 'progress' in her work as she commented that:

I think the greatest challenge I had was marking using levels ... I just couldn't master it. So I would find myself going back to placing ticks according to the number of points which was wrong because it gave the learner an impression that was contrary to what was expected by the examiners.

The literature confirms that when teachers encounter challenges with the implementation process, they revert to the use of traditional approaches as demonstrated by Nisbet and Collins (1978) and Bantwini, (2010).

Resources according to the findings initially proved a challenge in School 7. The basic textbook was not readily available and it proved expensive for parents to buy until the school decided to acquire all textbooks and rent them out to learners. This is what S7T2 said:

The implementation, as much as this is a good syllabus, but err when it was implemented there were some problems that ehmm ... the resources, the textbooks that were needed for this new curriculum were expensive. Most of the parents could not afford them.

Furthermore, even though the curriculum required learners to become independent inquirers, the environment in which the school is located did not allow that as the school could not afford to integrate information and communication technology (ICT) and therefore did not have access to the internet where learners could conduct research to acquire information they can use during discussions in class. As respondent teacher S7T2 indicated:

This curriculum needed learners to research but then you find that they don't have areas where they can research and this was caused by the inaccessibility to err things like internet and

you find that in the school there are no computers where these kids could get more information on the subject and that stifled the progress in the implementation of this curriculum.

This has been supported by Bantwini (2010) who also noted that although the RNCS required teachers to adopt teaching approaches that promoted creative and critical thinking, schools located in the rural areas still did not have access to ICT. This proved a barrier to successful implementation. Similarly, Komba, and Sigala (2015) in a study carried out in Tanzania noted that the existing conditions in secondary schools did not promote successful implementation of the educational reform as no effort was being made to improve conditions.

The lack of access to the internet also proved a challenge to teachers in Eswatini as they were not able to research more, explore and consult to enhance their effectiveness. Otherwise, they only relied on the information in textbooks and reference books that the school acquired to ensure that learners had other sources of information to consult. Even though this school had some reference books that were meant to help promote inquiry learning, the challenge history teachers now experienced was the lack of adequate time to access these books during school hours due to the heavy workload. Learners also did not have adequate time to access these books during school hours as they spent most of their time attending classes. Respondents S7T1 noted:

It has not been an easy thing because the timetable is tight you find that they only have thirty minutes study time at the end of the day which is not enough for them to use for reading extensively from the reference books because they are in the reference section so they cannot be borrowed overnight and the copies are also limited so they need to seat and read.

Making provision for resources therefore becomes crucial if the implementation fidelity is to be increased because as Maharajh et al. (2016) demonstrate, “policies that do not consider the environment in which they are implemented fail” (p 377).

The learners were found to be lacking the motivation to learn in School 7 as respondents pointed out that they fail to read before coming to class

and sometimes they do not bring their exercise books with them to school. Furthermore even when assigned work to do at home; some do not do it which delays the progress of the lesson and compels the teacher to adopt unacceptable teaching approaches. One of the respondent teachers (S7T1) commented that:

There is no motivation among the learners, they need to be followed around and to be well taken care of, you give them work ... some don't do it then it hinders your teaching because you fail to meet your targets and to cover the material you had expected to cover.

While another respondent (S7T2) mentioned that:

The learners are not used to researching. they are struggling with ... they are not used to researching they are used to being spoon ... spoon feeding and, they don't go further which becomes a challenge since in the examinations they are required to have more knowledge and they have to, they are required to err ... to make their own conclusions which they can support with evidence from what they have read and that is a big problem with our learners in this curriculum.

The literature indicates that learners from a rural background have numerous challenges that impact negatively on their motivation to learn (Altinyelken, 2010; Bantwini, 2010). One of these challenges might be centred round limited economic resources and a high turnover of teachers (Mao, 2008). Such factors may impact negatively on learners.

Learners in this school (S7) according to the data had difficulties in communicating or expressing themselves very well in the English language. The crop of learners that the school had was slow in grasping the taught concepts and skills because they lacked the required level of language proficiency. They further lacked the reading culture and were used to greatly depending on the teacher for information. Yet this curriculum required learners to be independent inquirers. As one of the respondent teachers (S7T2) pointed out:

Our learners cannot express themselves very well because you find that most of them err cannot communicate well in English yet this requires that learners be in a position to express themselves in English err ... they should read more. Our

learners are lazy to read. They depend too much on what the teachers teach them.

The analysed data indicates that teachers did not always plan their teaching lessons before going to class. This has been confirmed by the literature as it indicates that teachers felt overburdened with much administrative work during a reform and therefore did not pre-plan (Bantwini, 2010). Even though the nature of the SGCSE curriculum required teachers to carefully plan their lessons, work overload resulted in teachers in Eswatini also not pre-planning as demonstrated by this respondent's (S7T2) assertion:

Sometimes you find that there are some engagements one goes to class without having written down a lesson plan so you find that in class I use my experience to deliver the lesson there and then sometimes errr ... you normally find that you come back and prepare later just for the sake of preparing, not that maybe you ... I prepare myself maybe for a lesson that I have already taught in class due to the other commitments. So it's the work pressure ... Yes, it's the pressure.

Planning for their classes on a daily basis was cited in the focus group discussions as one of the major things that teachers found difficult to do. A number of reasons were cited which included the increased workload, having to learn and teach new content and historical understandings as well as the large class sizes. However, it also became clear that lack of adequate supervision contributed to their inability to plan all their lessons in advance. This was illustrated in what participants in Focus Group 3 said as shown below:

I realised when they were doing the appraisal ... that haa! if only we are always appraised ... we would be having very good learner outcomes (groups agrees and laughs). I saw teachers worried when they will be checked ... everyone was ready for class ... with a teaching aid or collaborating with colleagues on what can be the best teaching aid for their lesson. Everyone prepared everyday instead of preparing every Friday when record books are due to be submitted (FG3T2).

This demonstrates the lack of constant visits by school inspectors to monitor progress in schools. It also attests to the fact that schools could be performing better if they had constant supervision.

The findings from School 7 revealed that the curriculum is too broad for a two year course and that it is therefore quite demanding. This is in line with the literature as studies indicate that new reforms often incorporate new content thus making the scope to be covered broader (Fraser-Thomas & Beaudoin, 2002; Bellalem, 2008; Altinyelken, 2010). The literature further indicates that content overload made the curriculum appear demanding thus resulting in teachers ignoring some aspects of the curriculum (Altinyelken, 2010). Content overload also resulted in extended working hours (Bellalem, 2008; Tawana, 2009; Altinyelken, 2010; Guo, 2012) as the data indicates that Saturdays and holidays were sometimes used to teach because of the amount of work to be covered. Respondent S7T2 also mentioned that they also resort to giving the learners notes in order to cover a broader scope within a short space of time. In a study carried out in South Africa, Bantwini (2010) also found that teachers still used teacher- centred approaches such as writing notes on the chalkboard for learners to copy.

It also emerged from the data that the history teachers' work load in this school was high because the interviewed history teachers taught history at both junior and senior level and they also had their other major subject to teach. This suggests that each teacher in this school had a heavy workload because they were assigned to teach a number of classes (Bellalem, 2008). History teachers in School 7 mentioned that they found it very difficult to give learners a lot of practice in order to easily identify their weaknesses and thus help them improve because of the amount of work they had. Consequently, they could not even give the Form Five class the attention it deserved due to work pressure. One of the respondent history teachers (S7T1) noted:

You find that you do not stay on campus you commute, that also makes it difficult for the teacher to carry work to mark at home. Sometimes you make them write on pieces of paper but still ... I think that you find that the work load prevents you from being as efficient as you would have liked.

This observation also has an impact on the planning process as the data revealed that there was also no time at all for teachers to meet and talk

about their lessons which means even those teachers who needed assistance were not able to get help from their colleagues because of their packed schedules as illustrated by one of the respondent history teachers (S7T2):

For me as an administrator there is just more work that I have to do when I am not in class so you find that err it becomes difficult to give the learners quizzes, more quizzes err classwork, assignments and mark in time. I do give them the assignments and class work but you find that it becomes a challenge to mark and finish in time which then hinders the learning in class.

According to Gross et al.'s theory, it is the responsibility of the school management to deal with such contextual factors to ensure that an innovation is institutionalised. However, the analysed data revealed in this study that school administrators were not empowered to engage more teachers for instance to ensure that teachers had a manageable workload. This compromises the school's ability to successfully implement change.

The data indicates that the administrator who also has history classes to teach had difficulty collaborating with colleagues because of his workload. This demonstrates the difficulty of striking a balance between administrative and instructional work as this respondent indicated that as a result he found himself using one and the same teaching method. He commented that:

You find that you do not have enough time as a teacher to read more, explore and consult. You only rely on the information in books at your disposal at the time there after there is nothing more. The other thing, the teaching skills ... you find that I don't have maybe enough time to consult other teachers on how they tackle particular topics as a result I find myself using one and the same teaching methods which is a problem (S7T2).

The findings from all the data sets demonstrate that being responsible for teaching and at the same time being an administrator results in history teachers not being able to cope particularly with the implementation of a new curriculum as they complain about their teaching loads.

It also emerged from the data that the history teachers' workload was further increased by the learners' lack of motivation to learn as that meant

that the history teacher had to put in more effort in trying to assist learners with their work. Similarly, Bantwini (2010) also found that teachers had to put in extra effort in assisting learners who lacked the necessary basics. Under such circumstances the history teacher reverted to the use of more traditional teaching approaches. One respondent history teacher commented:

So most of the time, you find that they have not been able to read ... it calls for you as the teacher to sometimes read on their behalf and make notes. So you find that the environment expects you to work more. You have to do more work as a rural teacher compared to those who teach in towns where learners have easy access to the library even on weekends (S7T1).

According to respondent history teachers from School 7, SGCSE was not well received by some teachers when it was introduced mainly because change is frequently very difficult to embrace. The history teachers in this school indicated that they were not able to receive it well because of the manner in which it was introduced and the fact that it was bringing many changes in the curriculum to be taught. Even the assessment procedure changed. The literature concurs that teachers' perception of change and the role they were expected to play influenced their initial response to the change effort (Harries-Hart, 2002). This scholar further pointed out that the teachers' negative attitude was more likely to result in a resistant attitude. As van Driel et al. (2001) make it clear, "traditional staff development programs such as short term intensive workshops can be successful in upgrading teachers' content knowledge, and in their acceptance of the ideas behind an innovation" (p 148). The lack of resources can also influence teachers to either accept or reject a reform. The demanding nature of the curriculum coupled with inadequate training received made history teachers in School 7 perceive it as a difficult curriculum to implement. One of the respondent teachers (S7T1) noted:

I felt like it is just too long for the skills which the teacher has to teach to the learners. Even the way it is assessed you can see that it requires the learner to know specific details of the event yet I think it is too long.

The data revealed that history teachers from this school were cluster members. However the data indicated that there was very little activity

going on in the cluster as the cluster had a number of challenges that hindered its smooth operation. One of the major challenges faced by the cluster is the lack of knowledgeable personnel who can train teachers on the skills required by the SGCSE curriculum such as source interpretation and the use of levels of response marking among other things. The clusters' inability to draw funding from the principals is one of the major challenges that prevented them from working successfully as they were also not able to outsource experts who could assist by providing professional development (Chikoko and Aiping, 2009). They felt that the training of teachers in clusters should be regularly done by subject inspectors. This was in line with the literature as it indicates that in China experienced teachers who excelled in their work were used to facilitate in training workshops (Cui and Zhu, 2014).

History teachers in School 7 were not happy with the training they received. They had expected the trainers to adopt a hands-on approach to ensure that history teachers also master the required skills such as the use of level of response marking. Inadequate training has resulted in history teachers resorting to use unacceptable assessment practices. Besides resistance to change, contextual factors also prevented history teachers from adopting learner-centred teaching approaches. Such factors include class size, lack of access to the internet, lack of learner motivation, lack of reading culture and the low level of proficiency in the language of instruction. Other challenges include content overload, increased workload leading to the teacher not being able to plan lessons before class and also not being able to collaborate with colleagues. According to the data, the school is a member of a local cluster but the cluster is dysfunctional due to numerous challenges.

5. 2. 8 Presentation and discussion of findings from School 8 (Case 8)

This section of the study presents history teachers' experiences during the implementation of the SGCSE curriculum. First to be presented are the positive experiences followed by the negative experiences.

5.2.8.1 Positive Experiences

The history teacher from School 8 viewed the SGCSE History curriculum as a curriculum that had been tailored to promote the development of skills. The findings revealed that this curriculum made learners assertive as it gave them control and enables them to develop a sense of confidence. This is in agreement with the literature which states that there was a global move to adopt curricula that placed its "focus on skills, application and problem solving" (Maharajh et al., 2016, p 376).

The data further revealed that the school had facilities such as a photocopier which could be used to make copies for the teacher's benefit only and not for the learners as the only respondent history teacher noted:

We have access to the photocopying machine but this facility is for teachers and not for the students.

The availability of resources during curricula implementation is crucial as it contributes towards the successful implementation of an innovation. In agreement, the administrators were also able to get the history teacher a resource person to assist in the practical implementation of the SGCSE curriculum on the ground. The resource person according to the history teacher was of great help and the history teacher has since gained confidence in handling the curriculum according to the findings.

The history teacher from this school perceived the SGCSE History curriculum to be instrumental in promoting developmental skills as well as assertiveness among learners. According to the data, the school had a photocopier which however was not used for the benefit of the learner due to financial constraints. Only material to be used by the history teacher with the learners for demonstration purposes could be produced.

5.2.8.2 Negative experiences

There were also some negative experiences as the history teacher criticised the SGCSE curriculum for compromising the quality of education in the country.

The data revealed that this respondent history teacher had a challenge with the implementation process because she had not been well trained. She largely depended on what she called her 'mentors' that is teachers from other schools. She felt that she was able to cope because of the assistance received from history teachers from other schools as they guided her throughout the implementation process. She commented that:

This was a new school when the implementation process started there were no other history teachers in the school so I was the only teacher for history. I could not find help from anyone.

According to the respondent history teacher, there were not many training sessions before and during the implementation process where history teachers were helped on the acquisition and teaching of the skills demanded by this curriculum. She mentioned that the scarcity of training was a challenge even to old and experienced history teachers because of the changes in the curriculum. This is what she said:

Yiooh! It has been tough, especially the very first two years they were very tough because I was new and had no help I had to teach myself all the topics and find help elsewhere and when I got to class there was this challenge of myself being unable to get through to these kids and you know, I struggled a lot.

It was also not targeted at all history teachers but was only meant for those history teachers who were teaching the Form Five classes at the time. The history teacher from this school at the time the initial training was conducted was not teaching history so she missed those training sessions. When she started teaching history again, she had to depend on colleagues from other schools who were willing to provide assistance. This was largely because there were no special training sessions for history teachers who might have missed the initial training because they were

either teaching their other major subject or were not teaching a completing class. However, according to the findings, the school administration has been very cooperative in ensuring that the history teacher gets the necessary assistance to be able to effectively implement the SGCSE curriculum. The respondent history teacher commented:

Well I would say for me I have friends in other schools so each time I need help I call them. Sometimes if you come and ask for support from the office, financial support maybe for petrol maybe you are going to ask for someone maybe a resource person for instance from somewhere to come and present on a certain topic, the office is always willing to help.

The respondent's comment emphasises the importance of constantly training history teachers to ensure that they have all achieved the expected level of competency as they continue with the process of implementation. Otherwise the lack of the required level of competence results in the curriculum not being implemented as intended by the initiators of the innovation. The data revealed the need for adopting stringent methods to ensure that the quality of teaching during an innovation improves so that the quality of the product can also be improved. The respondent history teacher indicated that lack of appropriate training can delay the successful implementation of an innovation when she commented that:

The marking process, the levels I had to get help to polish up on the levels of marking and it is just now that I think I am a bit confident in that and well versed in its marking.

The findings also revealed that the curriculum is quite long to be covered within the two year period as history teachers had to teach both content and skills. Data from both the focus group discussions and the analysed documents show that history teachers pay less attention to their record books probably because of being overloaded with work.

According to the data, the lack of the expected level of competence in language proficiency was another challenge that influenced history teachers' ability to successfully implement the SGCSE curriculum. The respondent history teacher commented:

It becomes a problem to teach our learners here because the entry point ... the ... the ... the English capacity is next to zero, it's really taxing. They have a challenge in learning anything that is English material. It would have been easier if the crop of children that I have were at an entry level ... a good entry level for the language of instruction, but it is difficult to teach these kids.

It was further revealed in the analysed data that textbooks were a challenge in this school because they were found to be very expensive as a result most parents could not afford to acquire the basic textbook for the learners. The data also revealed that most of the learners were beneficiaries of the government fund which meant that they were supposed to obtain their textbooks through government funding. That according to the data was a challenge in itself as government funding was always delayed. Yet the textbook is crucial in learning as there is a close correlation between the availability of textbooks and the learners' achievement (Lubben et al., 2003). Textbooks have also been viewed as the main resource that can assist both the learner and the teacher in understanding the prescribed curriculum (Zhou and Zhu, 2007). In agreement, Zubuko (2015) asserts that textbooks are not only companions for learners but they are also essential for the teacher during planning for lessons and assessment tasks. The respondent history teacher (S8T1) noted that:

You give them work, they do not do it ... they do not have books, they have to write a test ... they have not studied. They want to make the teacher to make notes for them like spoon feed them yet I believe they are the ones that should make their own notes.

The respondent history teacher indicated that this was exacerbated by their inability to make copies of the material to be learnt since the school did not have adequate resources. She commented:

It is difficult for one to photocopy if they do not have books we cannot do it, even if we have material they cannot afford to pay for photocopying outside the school because the school complains that there is not enough money for photocopying material for the kids we only photocopy for tests and exams.

According to the data, the history teacher in this school also had difficulty implementing the SGCSE History curriculum because some of the

learners were found to be lacking prerequisite skills that were essential for this curriculum. One of the reasons for this lack of the essential skills was that some of the learners started doing the subject history at senior level without having done it at junior level. This made them lack the basic historical skills that the senior level history needed to build on. It also demonstrates discrepancies that exist within the education system as the literature indicates that curriculum can sometimes be clouded with discrepancies (Stolojan, 2017). The history teacher noted that:

My work ... I would say was very difficult and I have had a challenge Some of the kids want to eh ... take history as a subject in high school. They have not done it at junior level. The skills, they don't know the skills so you have to start teaching them the skills.

It was further revealed in the findings that the history teacher in this school was negatively affected by the learners' inability to cooperate. She found it difficult to get through to her learners as they did not participate in class but expected the teacher to do most of the work.

The introduction of this curriculum impacted negatively really in a great extent because you know you prepare for your class, you look forward to a lesson you get to deliver you communicate the kids do not speak back they do not answer back you tend you know to find yourself in a dialogue with that one child who is getting the idea ... who is understanding. It affects you as a teacher greatly.

Consequently the teacher was no longer motivated to do her work as she felt demoralised by the learner outcomes. Having tried everything possible to ensure that she succeeded in implementing the SGCSE History curriculum she expected positive results. However, the learner outcomes made her feel discouraged. This made the history teacher view herself as a failure. She pointed out that:

As a teacher it saddens me. So far the best symbol I have produced is a C and you know when you come and try hard and bring everything that you think could help but in the end come up with a C you know you get so demoralised it becomes a major, major setback in your work. It's not encouraging, you ... you look at yourself as a failure or loser.

Lelliot et al. (2009) point out that “the nature of curriculum and the contexts in which teaching and learning take place demand shaping and reshaping of teacher roles, functions and responsibilities” (p 55) which suggests that there is need for history teachers to reflect on their role and identity as classroom teachers since some of their challenges might be taken care of by a shift from their old ways of doing things. Given that teachers from rural schools suffer more from systematic problems their implementation fidelity is likely to be low unless teachers allow themselves to be shaped by the reform.

The findings from this school indicated that the SGCSE History curriculum was introduced without much planning by the Ministry of Education. This curriculum for example was not piloted as expected. The findings revealed that the piloting exercise was going to enable the MoET to establish those challenges that would impede its successful implementation. The respondent history teacher commented that:

Everything happened quickly. I want to believe that as educators eh ... the syllabus could have been piloted for a normal period in certain schools and then every now and again the reports would be made and communicated so that they could identify whether it was good or ... it was working or it was not working. It was incorporated into the schools without ... piloting and without giving it enough time.

Similarly, Addy (2012) argues that piloting would have drawn input from all stakeholders particularly teachers who might not have had the opportunity to be part of the reform at its initial stages. Addy goes on to illustrate the significance of piloting in helping some stakeholders internalise the reform while at the same time establishing any bottlenecks that might prove a barrier to its implementation in different contextual environments.

According to the data history teachers were not clear about the expectations and the demands for this curriculum. This was evident in the manner in which they perceived and subsequently implemented the curriculum as well as in the end of year results for the learner as the interviewed history teacher stated that:

The syllabus seemed too easy and then the teachers relaxed. You know, they undermined it and then the results of being relaxed also are a reflection in the end results for the kid, it may not be the pupils that were not able to learn, but us teachers I guess we were not challenged by this syllabus.

The lack of clarity on the nature of the reform is also demonstrated in the literature where teachers generally complained about not being sure of what they were expected to do to achieve the intentions of the innovation as they had to implement the reform with very little support and monitoring while in some cases there was no support and monitoring at all (Altinyelken, 2010; Maharajh et al., 2016). According to O'Sullivan (2002), policy makers need to seriously consider if reforms are within the teachers capacity since implementation rests with the teachers.

There was very little support from the Ministry of Education as revealed in the findings. Support came in the form of training in each region once a year by the history subject inspectors. The respondent history teacher (S8T1) also mentioned that she was only visited once by the regional subject inspector who was in the company of a panel of inspectors. The visit however did not prove helpful to the history teacher as the data indicates that the inspector only just checked her record books. No form of assistance was given to the teacher even after checking her record books. The respondent history teacher pointed out that:

I have only seen the regional inspector once and again, it was just checking on the official books. I didn't gain anything from that visit because I wasn't guided, there were ... there were no comments that were made ... the comments that were made were not made to me as a history teacher per se but they were made on teachers in general because they came as a team.

The findings also indicate that the subject inspector also failed to note some anomalies that existed in the school regarding the teaching of the subject. The failure to identify such irregularities made the history teacher doubt the inspectors' competence in the subject and in the curriculum as well. She pointed out that:

I thought they were going to pick it up that the way we are teaching the subjects in the school is not the way we should be. They were supposed to have an understanding of what was

happening in history as a subject in the country or they have lost touch ... that is what I told my principal. I told my principal that I think they have lost touch with what is happening in the schools as a result they do not know what to say.

Consequently this respondent history teacher believed no assistance was received from the Ministry of Education which made her feel neglected and unimportant. In line with this, there is indication in the literature that subject inspectors lack the competence necessary for the training and coaching of teachers to ensure successful implementation. It also indicates the challenges encountered by the inspectorate that prevent them from making constant visits to the schools to monitor the implementation process as well as to provide teachers with support as they carry out the implementation process (Harries-Hart, 2009a; Altinyelken, 2010, Maharajh et al., 2016).

The data revealed that the respondent history teacher had no knowledge of the operations of a cluster in her area. She pointed out that she had never received any invitation to a cluster meeting. This is what she had to say:

I hear there are clusters eh ... for the subject different subjects in the whole country. So I do not know the head of the cluster in our area here ... if there is a cluster ... because since I came here we have never had an invitation.

Furthermore the findings indicate that there was no alignment between the SGCSE History curriculum and that of the tertiary institutions in the country. Newly qualified history teachers joined the teaching profession without any knowledge and competence in the skills required by the SGCSE curriculum. She pointed out that:

Teacher trainees need to be taught the skills themselves so that they master them it becomes easier if you have mastered the skills to ... to impart them to others. As it is, it is only B Ed students mainly that come with skills the BA students have no skills most of them. So they only have the content.

As the literature demonstrates, there is need to look into the courses taught at tertiary level to ensure that teacher preparation at pre-service was relevant for the needs of the schools (Harries-Hart, 2002; Harries-Hart, 2009a). In a study on the teachers' implementation of a natural

science curriculum in South Africa, Mpanza (2013) found that tertiary institutions allowed student teachers to enrol for general science didactics without having done any science subject before. The study revealed that such teachers who were made to qualify as science teachers without being exposed to scientific knowledge were likely to have challenges in the classroom situation as the content knowledge has a huge impact on classroom practise. Clearly tertiary institutions need to revisit their programmes in order to strengthen history teacher education (Harries-Hart, 2002).

The data revealed that respondent history teacher from this school (S8) did not receive the initial training because at the time she did not fall within the category of history teachers who were targeted for training. The training initially targeted those history teachers who were responsible for teaching Form Five classes. This history teacher therefore felt challenged by the implementation process as there was no induction course at the time for new history teachers. Findings from the focus group also demonstrate that the training rolled out before the implementation of the SGCSE curriculum did not target all history teachers. One of the focus group participants (FG1T2) mentioned that:

Not everyone affected was trained during the workshops. In a school out of four or five history teachers, only two teachers would go for training but all teachers were expected to teach the syllabus even those who were not trained. Even though only a certain percentage of the teachers were trained, all teachers had to implement the new curriculum and perform in the same manner. Eh the training was good only if you benefitted. For example I was more into geography than history. So when the history teacher in the school left I had to take her history classes
....

According to the data she was able to collaborate with colleagues in order to get assistance. Some of the encountered challenges were lack of clarity on the new SGCSE History curriculum, curriculum introduced without much planning, lack of alignment between tertiary courses and SGCSE History curriculum, content overload, low level of proficiency among

learners, inadequate resources which include the basic textbook as there was no book rental system, lack of learner motivation, lack of prerequisite skills, very little support from the MoET, subject inspector's competence, teacher negatively affected by all these and thus losing motivation and lack of support structure.

5.3 Conclusion

In conclusion, it can be noted that there were commonalities in both the positive and negative experiences history teachers had with the implementation of the SGCSE History curriculum between the cases even though there were also some variations between cases.

Positive Experiences

History teachers from most of the cases (5 schools) conceded that they underwent some form of training on how to implement the new history curriculum before the implementation process began as well as during the process of implementation. A number of the history teachers claimed to appreciate the training received. They also appreciated that training workshops were conducted once every year by the subject inspectors.

Furthermore, history teachers from all the cases developed coping strategies which included being self-driven in order to cope. They became more dedicated and committed in their work. Improved teacher practices were witnessed among history teachers in all cases as they were challenged to network with other history teachers to acquire as much knowledge as possible on the reform initiative. Collaboration and collegiality among history teachers within departments as well as with other history teachers in neighbouring schools was promoted. History teachers with advanced knowledge were able to help those who came for assistance. History teachers also collaborated with some lecturers in some tertiary institutions and subject inspectors in an attempt to improve their competence in the SGCSE History curriculum. They also further

collaborated with history teachers in various parts of the country who were history examiners or those history teachers whose schools were believed to be doing well in the external examinations.

With the support of their principals they were able to network and seek assistance from colleagues and the TOTs. This promoted staff development programmes within schools as history teachers invited facilitators to address their challenges. Most of the cases indicated that it was through the support they received from their principals that they were able to successfully collaborate with other history teachers through staff development programmes. This suggests that some school principals were supportive as they assisted history teachers in getting support from other history teachers.

Support from the principal was also acknowledged by history teachers in some cases as they provided history teachers with the resources they could afford to acquire which in most cases was the basic textbook and access to the photocopier. One principal was able to provide computers, internet access and to further ensure that an up to date library facility was provided for the school. Another principal was able to provide computers for the school and to also provide professional development for the history teachers to capacitate them on how to incorporate ICT when teaching. Only a few cases indicated that they had cluster membership.

History teachers found the teaching of the new SGCSE History curriculum interesting and enjoyable as they discovered that the learners also enjoyed learning history through the study of source material. They seemed to like the change in the nature of the subject as it gave them a new identity and opened opportunities for them to develop themselves professionally.

Negative Experiences

Even though history teachers from most of the cases received training, these history teachers felt the training received was not enough. History

teachers viewed the training received as simply an introduction to the new history curriculum which suggests that they still expected to receive more rigorous training on the nature of the new history curriculum and on how they were expected to carry out the implementation process.

The lack of intensive training suggests that history teachers were faced with the challenge of implementing a curriculum they did not understand as it emerged from the data that history teachers from some of the cases were not clear about the new reform. Lack of understanding and rationale for the new SGCSE History curriculum demonstrated history teachers' lack of knowledge and clarity about the new history curriculum which according to the literature negatively impacts on the implementation process (Gross et al., 1971).

As already indicated above, training despite being available was not up to the required standard. All history teachers in all cases complained about the nature of training received as they all mentioned that they still felt incompetent to teach this new curriculum because they were not adequately trained. Most cases cited the duration of the training period as being short with subsequent training sessions not being enough as they were only once a year. A number of the cases were not impressed with the quality of the training as they cited lack of competence being a major factor among the trainers while others cited the large numbers of history teachers being trained at a time thus resulting in the lack of hands on practice and application of the taught concepts and skills.

Most cases further noted that history teachers were not provided any support on the ground which would have helped in addressing contextual challenges. Very few history teachers received assistance from the subject inspectors in their work environment. Most of the cases also pointed out the need to ensure that the clusters were active in providing support to history teachers since inspectors were not able to visit all schools.

All the cases cited contextual factors such as large class size, inadequate resources, learner motivation and language proficiency. All cases

complained about the lack of adequate resources mentioning that when they started with the SGCSE History curriculum, resources including textbooks were a huge challenge. All cases also cited content overload as resulting in the curriculum being demanding for the history teacher since they were expected to engage learners through learner-centred approaches. The use of learner-centred approaches required learners to be independent inquirers which all history teachers believed was far-fetched with their learners since they lacked the culture of reading and were further unable to fluently express themselves. Most of the history teachers argued that the lack of pre-requisite skills demanded by the curriculum increases the history teachers' workload as they have to spend more time assisting learners who seemed to lack the necessary foundation.

Most history teachers believed their challenges to be emanating from the MoET's failure to address contextual factors which made successful implementation of the SGCSE History curriculum impossible in schools. They attributed the failure to address contextual factors before the implementation process to the MoET's inability to fully support the reform initiative by making an effort to change teaching and learning conditions in schools. History teachers believed the large class numbers, heavy workload and lack of appropriate resources were incongruent with the reform and therefore made it difficult for them to produce good learner outcomes. They argued that it made their life difficult, stressful and very frustrating.

Lack of adequate planning by the MoET was cited by most cases as one of the major factors that contributed towards the poor implementation of the SGCSE History curriculum. History teachers argued that the SGCSE History curriculum was hastily introduced thus compromising the planning of the implementation process at all levels including the tertiary level which history teachers felt was not aligned to the school system and was therefore producing irrelevant graduates. It was argued that proper planning by the MoET would have ensured that there was smooth transition as well as adequate training of the subject inspectors and history

teachers who were made TOTs before the implementation process. That would have in turn ensured competence at all levels particularly if efforts were also made to involve history teachers during the planning of the implementation process. It would also have ensured that schools also planned for the reform in order to be able to equip schools with the right kind of resources.

All in all, history teachers from most schools complained about the manner in which the reform was introduced because it impacted heavily on their epistemologies. It assumed that history teachers were blank and therefore needed to be told what to do. Such an approach impacted negatively not just on history teachers but also on learners as they end up not being taught the curriculum as intended. It also emerged from the findings that history teachers developed low academic self-esteem since their professional identity seemed to be questioned by this innovation while at the same time their theoretical frameworks were also challenged. Roehrig et al. (2007) point out the role by teachers' individual beliefs in shaping their thoughts about the innovation. The introduction of source skills in the curriculum and the levels of response marking as an assessment procedure required history teachers to be rigorously trained to ensure clarity and to instil confidence. The lack of involvement of history teachers in the change process was also likely to result in lack of clarity and to further create a sense of resentment and negative attitude as history teachers felt challenged by the innovation. This proved to be very frustrating and stressful for history teachers and they began to question their identities.

All in all it can thus be argued that a politically driven innovation leads to the marginalisation of the practitioners who are tasked with the implementation of the innovation. Pinar views history teachers as professionals who cannot be side-lined during curriculum reform because curriculum is not just about objectives and experiences to be learnt but it is about the process of generating the experiences to be learnt. Side-lining history teachers according the data resulted in the reform not being properly institutionalised. A top down reform results in a mismatch

between the reform and the context in which it is being implemented. This suggests that if history teachers are a key factor in curriculum implementation as the literature indicates (Chisholm and Leyendecker, 2008) their values, practices and beliefs need to be considered as curricular is designed and implemented. The tendency is for government particularly in the developing country context to focus on the design disregarding the implementation process thus resulting in lack of harmony between policy and practice (Schweisfurth, 2011). I argue in this study that this mismatch can be arrested by giving the task of generating curriculum and planning its implementation to history teachers so that they can generate the learning experiences through the process of reflection as demonstrated by Pinar (2004) and further plan how the learning experiences are to be taught.

CHAPTER 6

Why history teachers experienced the implementation of the SGCSE History curriculum the way they did

6.1 INTRODUCTION

In the previous chapter I presented and discussed the findings from the analysed data on history teachers' experiences of the implementation of change. It emerged from the analysed data that history teachers had both positive and negative experiences about the implementation of the SGCSE History curriculum and that there were variations between cases and between individual teachers. I now turn to the factors that the data revealed to be responsible for such experiences since the study's other research question sought to establish why history teachers experienced the implementation of this curriculum in the manner they did. This was meant to explore the factors that could be responsible for the history teacher's experiences of the implementation of the SGCSE History curriculum from their perspectives.

6.2 Why history teachers experienced implementation of the SGCSE History curriculum the way they did

Numerous factors were cited by the history teachers to be responsible for their experiences during the implementation of the SGCSE History curriculum. The data revealed that the variation in history teacher experiences can be attributed to both internal and external factors. External factors included the imposition of a new curriculum without levelling the ground on which it was to be implemented. Preparations for the new curriculum should have included bringing history teachers on board to ensure a good understanding of the reform principles and aims and also to have a shared vision. It also meant aligning the different schools' context with the reform policy and ensuring that all history

teachers received appropriate training before and during the implementation process. Internal factors included the calibre of the school principal, lack of resources, teacher competence, heavy workload and overcrowded classes leading to lack of motivation.

In chapter 3 I mentioned that this study draws from Gross et al.'s (1971) theory on the implementation of curriculum change and that their theory will be used as a frame work for analysing data for the study. The data for this objective was analysed under five broad themes adapted from Gross et al.'s theory on the implementation of educational change. These themes were:

- teachers' lack of clarity about the curriculum innovation and implementation process;
- teachers' lack of the kinds of skill and knowledge needed to conform;
- the unavailability of instructional material;
- the incompatibility of organisational arrangements with the curriculum innovation;
- lack of staff motivation (Gross et al., 1971).

6.2.1 *Lack of clarity about the curriculum innovation and implementation process*

In line with the findings, the literature revealed a close relationship between lack of clarity about an innovation and lack of involvement in the planning of an innovation from inception right up to its implementation at classroom level (Fullan, 1991; Dyer, 1999). These scholars note that difficulties are often encountered during curriculum implementation if teachers had not been involved from the beginning and therefore did not share the vision for the educational innovation. History teachers in Eswatini as the literature demonstrates were likely to mostly experience the implementation of the reform negatively because they were not involved when planning the implementation of the reform (Mazibuko, 2008; Harries, 2009) yet, it is essential to involve teachers to create an

awareness of the objectives of the reform and to ensure that they own the reform in order to increase the chances of success of the educational innovation (Gross et al., 1971; Nisbet and Collins, 1978; Fullan, 1991; Peters, 2012).

The data is in agreement with the literature as the respondent history teachers pointed out that they were not involved in planning for the changes that were taking place in education in the country. They indicated that their involvement was only through the subject panel which is not representative of all the history teachers in the country. They argued that their involvement would have ensured a common understanding of the principles of the SGCSE History curriculum. The lack of involvement was also noted by most of the focus group participants who also felt marginalised as major stakeholders. One of the participants (FG3T3) pointed out that:

... also it's like there were steps that were skipped like engaging all stakeholders i.e. involving history teachers, colleges in terms of training teachers based on what they were going to teach now.

Consequently, the lack of teacher involvement resulted in history teachers being generally indifferent and resistant to the innovation. Similarly, the literature indicates that lack of teacher involvement creates indifference and resistance among history teachers (Harries-Hart, 2002). The data indicates that some history teachers were reluctant to embrace the new curriculum because they did not know what it was about and moreover, they felt they were not ready to teach it. They pointed out that they put up some resistance since they suffered from the fear of the unknown because they believed the training they had received at tertiary did not prepare them for the curriculum they were now expected to implement. One of the focus group participants FG3T2 indicated that:

It was not easy and we were so reluctant ... what can I say ... we were resistant ... just going to class to teach something you are not sure of even yourself was difficult.

This assertion was supported by the data from the analysed documents. The analysed data demonstrated a lack of familiarity with the historical understandings promoted by the curriculum reform. The respondent history teachers felt the MoET's failure to involve them made the

curriculum to be viewed as an imposition. Goodson (1989) as earlier noted in Chapter 2 frowns upon the idea of curriculum from above since it disenfranchise teachers yet teachers are intimately connected with the day to day social construction of the curriculum and schooling. Teacher marginalisation deprives them of the power to talk about their work and compels them to maintain their silence and to live a lie (Goodson, 1989). The data also revealed that the marginalisation of teachers made history teachers less informed about the curriculum reform and therefore lacked the necessary clarity and understanding about the key aspects of the reform. Their involvement would have ensured clarity as well as a common understanding of the goals of the reform.

Similarly, Pinar and Irwin (2005) as noted in Chapter 2 also argue that the implementation of an imposed curriculum becomes an instrumental praxis instead of a situational praxis. Aoki (1983) in line with Pinar and Irwin (2005) and Goodson (1989) denounce the notion of curriculum being installed in an instrumental manner. He argues that teachers should not be expected to gain mastery of the curriculum without any involvement but they need to have a deep understanding of the curriculum so that they can transform it based on its appropriateness to the situation in which is being implemented (Aoki, 1983).

The data shows that some of the interviewed history teachers did not know how to integrate the history curriculum content with the required historical skills. They had a challenge striking a balance between the amount of content to be taught and the historical skills to be developed. They argued that they never knew how much content they needed to impart to learners. Indeed most of the history teachers' schemes of work attested to this as more emphasis was placed on the content to be taught without outlining the historical skills to be developed in the process. Also evident here was the history teachers' lack of understanding of the need to adopt learner-centred teaching approaches as the concern they placed on the amount of content to be imparted to learners suggests an emphasis on the use of a didactic approach which is against the demands of the SGCSE History curriculum. In a like manner, the history teachers' record

books also demonstrate lack of understanding of the appropriate pedagogical approaches that history teachers were expected to use when teaching for skill acquisition. Their lessons were dominated by teacher talk with little questioning and sometimes minimal group discussions. The teaching styles used by the history teachers demonstrate lack of clear conception of the understandings promoted by the SGCSE History curriculum which suggests the lack of clarity on the innovation itself and its principles. As Pereira (2012) notes, there seemed to be a belief that the boundaries between the GCE 'O' Level and the SGCSE curriculum systems are blurred such that they could not tell any fundamental differences between them. To confirm this, one of the history teachers commented:

I make sure that they get the content first and then after the content I then teach the skill then I apply the skill on the content and then I do that step by step and I go level by level (S1T1).

Most of the interviewed history teachers focused more on historical content when teaching disregarding the historical skills. They seemed to have the understanding that as they taught the content learners were also going to acquire the historical skills. Some had the belief that for learners to easily master the required historical skills, they needed to be exposed to as much content as possible. History teachers seemed to be engulfed with a constant fear of giving the learners shallow information, consequently they found themselves spending too much time on certain aspects of the content overlooking the prescribed skills. This was a demonstration of the inadequate training received by history teachers as their failure to appropriately teach skills implied a lack of clarity on the main elements of the reform.

It was also evident in the test items history teachers gave the learners as on numerous occasions history teachers would test learners on historical skills that did not feature in their lesson plans which meant they had not been taught. Most of the test samples were also not teacher made but were adopted from previous examination papers which suggests that while history teachers knew what skills were to be examined, but they were not sure how to teach such skills and also how to prepare their own test items

on the required historical skills. They also lacked competence in how to mark the test items. The findings are consistent with previous research as in a different context Bertram (2009b) also found that during the implementation of an outcomes-based history curriculum in South Africa history teachers struggled to develop historically meaningful questions and meaningful source-based activities. In Scotland, teachers expressed anxiety and fear about the assessment procedures they were expected to implement because they were not sure what was expected of them (Priestley, 2013). In agreement, participants in the focus groups also demonstrated their frustration regarding the new assessment procedures they were expected to adopt as outlined below:

Everything changed ... the marking style changed. We have to mark in levels... what are these levels? That was another hiccup...that... how are we going to see what level it is ... (FG3T3)?

In line with the findings, history teacher involvement during curriculum reform has been found to be also very limited elsewhere (Dean, 2000; Harries, 2001; Sieborger, 2001; Ditchburn, 2014) which suggests that it is common for history teachers to be expected to adopt a reform without understanding it or even the need for the reform because they have not been involved as the reform was conceptualised (Sieborger, 1993; Bertram, 2008; Weldon, 2009). This suggests that history teachers in Eswatini, like elsewhere, were not clear about the reform. They were frustrated by the lack of involvement as they implemented the SGCSE History curriculum which in turn made them indifferent and resistant to the innovation (Harries-Hart, 2002; O'Sullivan, 2002).

A closer analysis of why history teachers largely experienced the reform negatively revealed that they lacked a good understanding and knowledge about the innovation from the beginning. In agreement with this, Gross et al. (1971), also posit that information gathered from teachers at various stages of the implementation process up to the evaluation stage revealed that teachers had a superficial understanding of the innovation. According to Gross et al. (1971), this lack of familiarity with the innovation was attributed to the fact that teachers were first exposed to the innovation

through vague and general policy documents. Teachers were not afforded the opportunity to familiarise themselves with the main ideas advanced by the innovation to ensure that they had a shared vision with the initiators of the innovation and also to secure ownership of the innovation. Their lack of an appropriate conception of the demands of the innovation was demonstrated by their inability to perform their expected roles.

Clearly, more effort is needed to ensure that history teachers conceptualise the reform to the level of sharing the same vision with its initiators instead of leaving the development of a clear conception of the innovation in the hands of the history teachers. The MoET should not have assumed that the history teachers would be able to gain an understanding of the required concepts without any assistance. Just as Guo (2012) and Priestley and Minty (2013) warned that it was difficult to unlearn a previous curriculum, history teachers in Eswatini also seemed to encounter difficulties unlearning the previous curriculum. Such difficulties would have been minimised by involving them from the start to ensure that they fully embraced the new SGCSE History curriculum. Their involvement would have enabled them to enquire where they encountered difficulties in conceptualising the reform. Teacher involvement would also have resulted in all stakeholders working co-operatively in ensuring that the curriculum was successfully implemented. Instead of adopting a bureaucratic approach which disregarded teacher interest (Nakabugo and Sieborger, 2001; Bellalem, 2008; Otunga and Nyandusi, 2009; Bantwini, 2010; Nkosana, 2013) concern should have been placed on the teacher since successful implementation of any educational innovation depends on what the teacher does in the classroom. The adoption of a bureaucratic approach is common in a developing country context yet disregarding teacher interest has a negative impact on the implementation of educational change.

In support of this, one of the respondents said:

I think consulting is very important. I think the consultations would have made it simple ... so that we understand one another and the needs ... so that there is co-operation ... Also,

the history teachers would not just have been pushed into the jungle. That drove teachers away from the subject (FG1T2).

While another respondent commented that:

From the start it would be nicer if the history teachers would be more involved because they are the ones who interact with the learners more than their superiors until they master all the different understandings through training workshops before it is finally implemented (S5T2).

The history teachers' inability to immediately adopt the SGCSE curriculum and to stop clinging on the traditional teaching approaches resulted in very little difference between change policy as theory and change policy as practice (Smit, 2003). This was attested to by one of the respondent history teachers when she commented that:

The old system still has an influence on how we do things. Fine we had been trained but sometimes we still found ourselves doing things the old way (S7T1).

The history teachers' comments demonstrate that the manner in which the history teachers received the innovation had a minimal impact on influencing them to change their old ways. Yilmaz, (2008) notes that it is important to incorporate history teachers' "voices, perspectives and experiences" (p. 41) when designing a history curriculum as side-lining them often leads to failure of the curriculum innovation. This he argues leads to history teachers being resentful and suspicious of the imposed curriculum. Harries (2001) also contends that enforced teacher compliance compromises the institutionalisation of a new curriculum. To warrant a successful and sustainable change effort, there was need to ensure that the manner in which history teachers were taught history and which they also used to teach history was completely eradicated. The continuous use of their old ways of teaching history suggests that history teachers were not clear of the expectations of the innovation. The history teachers' inability to abandon their old ways however, also has an implication on the strategies used to support and monitor the implementation process (Schweisfurth, 2011). Superficial involvement of history teachers jeopardises the change effort as teachers see themselves as having a limited role to play yet, responsibility for the success and failure of the implementation of a new curriculum lay with them.

6.2.2 *Lack of the kinds of skills and knowledge needed to conform to the new curriculum*

Superficial involvement is likely to lead to superficial understanding of the educational reform because even if adequate proper training was provided, history teachers who had already developed a negative attitude toward the educational reform would not have been able to learn much. Altinyelken (2010) in a different context found that even after prolonged training there were still teachers who claimed not to have benefited anything from the training. This is an indication that teachers should have good understanding of the purpose for the educational reform. They should not be rushed into grasping reform concepts and principles as Zhang and Fan (2014) point out that “haste makes waste” (p 171).

It emerged from the data that history teachers lacked the necessary competence to teach the new historical understandings because they had not been adequately trained. The lack of adequate in-service training made it difficult for history teachers to internalise the reform because it consisted of understandings that were new to history teachers. The data from both the individual and group interviews demonstrate that when the SGCSE History curriculum was introduced history teachers were not ready since they had been given very little training. This suggests that nothing much was covered during the training because of the duration of the training period. It also suggests that history teachers were likely to encounter difficulties as they implemented the new history curriculum because the training itself was superficial. The lack of relevant skill and knowledge needed for teachers to implement the educational reform was likely to make history teachers negatively experience the implementation of the SGCSE History curriculum. Gross et al. (1971) argue that the lack of relevant skill and knowledge essential to drive an innovation can result in teachers not being able to implement an innovation successfully.

The literature further indicates that conducting short courses for history teachers when preparing them for a curriculum reform often make history teachers experience the reform negatively as it leads to the reform being misinterpreted by the history teachers (Mazibuko, 2009). Altinyelken, (2010) also agrees that short, hectic and hurried training result in teachers being unable to internalise the taught concepts and therefore being ill-equipped to implement the new curriculum. Inadequate training is likely to make history teachers fail to handle certain aspects of the curriculum. Most new programmes cannot be implemented without providing proper training for history teachers because training is essential to ensure that they grasp the main aspects of the innovation (Ornstein and Hunkins, 2017).

Without proper training and professional development history teachers were bound to experience the reform negatively since training has been cited in the literature as one of the most significant factors that determine the success of an educational reform (Fullan, 1991; Smit, 2001; Fraser-Thomas and Beaudoin, 2002; Mucavele, 2008; Altinyelken, 2010). These authors argue that a sound staff and professional development programme should accompany any curriculum implementation since it promotes teachers' understanding of the change effort (Fullan, 1991) and therefore enables them to implement the reform with ease. The lack of adequate relevant training may drive history teachers to revert to teaching approaches that are incongruent with the reform. It further makes the subject be negatively viewed by learners.

Even though subsequent training workshops were held, the participating history teachers found that there was insufficient time and the training was not based on the aspects of the curriculum that they expected to be assisted in, that is those areas they found problematic because they had different challenges since they came from different contextual backgrounds. Furthermore, the training did not take into account the history teachers' teaching experience with the new curriculum. It assumed that all history teachers had the same experience and level of competence. Major focus during training was placed on the examination

report with very little time reserved for the crucial issues such as interpretation of historical sources and the levels of response marking and other teacher concerns relating to the new curriculum. This has been confirmed by one respondent history teacher from Focus Group 1 who noted that:

We are not trained on the things that we expect to be helped on ... the things that give us a problem when teaching/implementing the curriculum but we discuss the examination report (FG1T1).

While another history teacher who participated in the focus group discussions commented that:

Even then when you consider what happens at the training workshop ... we rush through things because of time ... you remain with some unanswered questions ... we wish it would be a whole day or two days of rigorous training dealing deeply with the problem areas but people want to leave ... but people's interests are not the same ... (FG3T2).

This suggests that history teachers returned to their schools frustrated as the training they received failed to meet their needs. Contrary to this, the literature, however notes that additional professional development that teachers might have after the initial training sessions has a major impact on teacher knowledge and teaching practices (Penuel et al., 2007). It is essentially for this reason that Mucavele (2008) stresses the need for teachers to receive training within their school environment. Such staff development programmes are likely to be more effective since they would target those areas of the curriculum that would have been identified by particular history teachers taking into account their contextual environment.

According to Gross et al. (1971) challenges could have been minimised by bringing in someone familiar with the innovation to demonstrate to staff how to implement the innovation so that they can cope well. This suggests the need for history teachers to receive support within their work context. Gross et al. (1971) further pointed out in their study that more assistance could have been provided for teachers by carrying out an analysis of the challenges encountered during the implementation process with the intention of helping teachers cope and make provision for staff

development initiatives where necessary. However, according to the analysed data, there was no established way of reviewing what was actually happening in the schools as the SGCSE History curriculum was implemented. A review of the implementation process would have informed any intervention made to promote successful implementation. As Gross et al. (1971) demonstrates, an analysis of the actual implementation process would have benefited both the history teachers and the Ministry of education as it would have led to an improved implementation.

The lack of a clearly outlined review process of the implementation of the SGCSE History curriculum confirms the lack of proper planning of the implementation process. It also suggests the Ministry's inability to cope financially with the demands of the reform. As the literature indicates, the implementation of reforms in the developing country context is often clouded with numerous challenges which include poor planning and financial constraints (Penny et al., 2008). Dyer (1999) on the other hand points towards lack of understanding of the many aspects of the processes involved in the developing country context when implementing educational policy. She argues that methodological approaches that could lead to the generation and "accumulation of relevant information which can be compared across different contexts within one country ..." (Dyer, 1999, p 46).

While Gross et al. (1971) indicate that the responsibility for training teachers before and during a reform lay with the school administrators, on the contrary, the findings revealed that there was no clear policy on how further professional development to capacitate teachers was to be carried out at school level. This suggests that head teachers were not formally tasked with ensuring that history teachers were constantly trained on the new curriculum at school level. As a result, some head teachers refused to arrange staff development programmes for their history teachers citing financial constraints while others were able to assist their teachers in making arrangements for further training at school level. History teachers from such schools were able to easily adapt and could therefore produce improved learner outcomes. Yet training at school level could have

promoted teacher reflection as they established specific areas in which they needed assistance. Training at school level would also have developed confident history teachers who were willing to further train others both at school and cluster level. Teacher reflection and theorising on their work and their autobiographies would have been promoted and this would subsequently have led to history teachers developing teaching approaches suitable for their school context (Pinar, 2004).

As a result, the implementation process was compromised as teachers could not cope well because they lacked the skills and knowledge to carry out the implementation process successfully. Additionally, they did not receive the right kind of support as their challenges were not even known to the Ministry because there had been no review of the implementation of the reform. Similarly, history teachers could not cope because there was no proper evaluation of the implementation process that led to establishing strategies of assisting history teachers to successfully implement the new curriculum.

The training environment itself was not conducive to effective learning as the number of teachers trained at a time was very large. Each high school was to send two history teachers per region for in-service training. The large number of history teachers trained at a time in effect suggests that the quality of training was compromised as history teachers could not be given practical work in such a training environment. The analysed documents also indicate that history teachers lacked grounding on the major aspects of the reform. Furthermore, the large numbers of history teachers present at the training sessions suggest that there was minimal control over the participants as the data indicates that history teachers were uncontrollably noisy thus making it impossible for the facilitators to train the history teachers effectively. As earlier noted, the data revealed that these training workshops were characterised by disorder thus making the whole exercise ineffective as indicated in this comment:

We become crowded because of the numbers ... We become too crowded and fail to pay attention because there is also usually a lot of noise ... we lose concentration because it's

crowded and very hot so we start chatting and fail to focus on what is said by the facilitators (FG4T3).

The literature in agreement points out that attending in-service training can prove useless as no concrete things may be achieved since the training tends to become a place for meeting and socialisation for teachers (Bellalem, 2008). The Ministry also needed to have an induction programme for all new history teachers to ensure that they acquired the required level of competence in teaching the new history curriculum before they could be entrusted with the enactment of the reform.

Furthermore, history teachers also could not benefit much from the training conducted by subject inspectors. The data revealed the need for the workshop facilitators who included the inspectors and the TOTs also to be trained to improve their capabilities. One of the respondent history teachers (FG1T1) commented:

As much as the workshops help us ... my experience is that they give us one example all the time ... which makes me doubt the facilitators' capability ... to me it's like they also do not have much knowledge of what they are workshopping us on ... why can't they use another example to demonstrate their competence?

In agreement, another respondent history teacher (FG1T4) pointed out that:

Yes, the facilitators are always changing ... they are always changing saying different things. When you get to class it becomes a problem ... learners become confused. Now, if you keep on changing with the learners they start losing confidence in you.

Yet another respondent (FG1T1) in agreement mentioned that:

I noticed when going for a workshop that even the inspectors ... they also didn't know the demands of the subject. The inspectors also get assistance from the TOT's ... there is heavy reliance on the TOT's by the inspectors even today unless the inspectors themselves are markers or TOT's.

Moreover, the facilitators' low level of competence as the data claimed made it difficult for history teachers to effectively acquire the necessary expertise to effectively implement the SGCSE History curriculum. The data

linked inadequate professional development not just for history teachers but even for the facilitators with the financial constraints experienced by the MoET. It also emerged from the data that the same history teachers were used as facilitators during training workshops which made history teachers believe that the new curriculum was difficult to grasp. They felt justified in not being able to match the required level of competence because only a few history teachers seemed able to grasp it.

Such factors were likely to result in teacher incompetence which made history teachers experience change negatively. The literature indicates that lack of competence on the part of history teachers who are agents of change has a negative effect on the implementation process (Dean, 2000; Bertram, 2009a). Teacher incompetence may not only be attributed to the nature of pre-service training they received but also to whether teachers had been exposed to relevant continuous professional development programmes to keep them up to date with the most recent trends in educational instructional approaches and also to conform with the demands of the reform.

According to the data, history teachers who were already teaching history when the SGCSE History curriculum was introduced needed to be trained because they still lacked the historical source interpretation and thinking skills they were expected to teach. Furthermore, newly qualified history teachers also needed to be trained because they still graduated from tertiary institutions without having acquired the required skills. The facilitators, who included the TOTs and the subject inspectors also needed to be trained as history teachers found them incompetent. The lack of an organised way through which the TOTs were to assist history teachers with the implementation of the SGCSE curriculum, further made it difficult for history teachers to get the necessary assistance with the implementation process whenever they needed assistance.

In view of all the above, there was a need for the MoET to have a clear CPD programme in place that would assist history teachers to achieve the highest possible level of competence, not just in the new curriculum,

historical understandings and structure of the discipline but also in the inquiry methods essential for the study of the discipline of history (van Eeden, 2008; Nsibande & Modiba, 2009). It is the lack of training for specific challenges in teaching methodologies that also account for teacher incompetence and can be viewed as one of the major determinants of the manner in which teachers experienced a curriculum (Schweisfurth, 2011).

It can thus be argued that the lack of mastery and application of new content and new pedagogical approaches made history teachers experience curriculum change negatively. They tended to lack the required competence in teaching the new history curriculum. Bennie and Newstead (1999) observed that the adoption of unfamiliar pedagogical approaches may be a problem for teachers even when teaching traditional or familiar content. As the data demonstrates, most of the history teachers developed a lack of enthusiasm for the subject while at the same time they also tended to use teaching approaches that promoted disaffection for the subject. In agreement, the literature confirms the development of lack of enthusiasm and the use of unacceptable teaching approaches by history teachers due to the frustration caused by the lack of competence (van Eeden, 2008; Nsibande and Modiba, 2009 and Peters, 2012). Priestley (2013) in a different context also found that teachers' initial reaction to an educational reform was that of appreciation but after attempts at implementation, teachers developed ambivalence as they realised that it was not working. According to Gross et al. (1971) most of those who attempted to alter their approaches, ended up reverting to the old ways of doing things because they encountered persistent challenges they could not overcome. Furthermore, they received no support from their administrators. While others were able to adopt new coping strategies to adapt, some of the teachers did not change their approach which means they continued doing things the same way (Gross et al., 1971). Likewise some history teachers in Manzini according to the data also made attempts to adopt new teaching approaches but later turned to their old traditional methods because they could not cope without support. Other history teachers did not bother changing to the new approaches

demanded by the SGCSE History curriculum. This suggests the importance of providing support coupled with pressure during curriculum implementation to ensure that the goals of the reform are achieved. The quality of training received by history teachers at in-service level can thus be said to be partly responsible for the manner in which history teachers experienced the curriculum reform as it made them unable to competently handle the reform.

Even though only a small percentage of the history teachers were trained, all teachers had to implement the new curriculum and perform in the same manner. Only two out of four or five history teachers according to the data were trained in each school even though they were all expected to teach this curriculum at some point. This suggests that trained history teachers were believed to be in a position to further train their colleagues yet, they were also still not clear about the demands of the new curriculum. History teachers argued that their initial training did not incorporate the historical understandings demanded by the SGCSE History curriculum. Clearly, teacher training has a great impact on the manner teachers understood a reform and on their practical implementation of the reform (Maharajh, et al., 2016). This further suggests a gap in the initial training of history teachers which needed to be closed to facilitate the successful enactment of the new curriculum. Furthermore, Zhang and Fan (2014) affirm this by arguing that strengthening the training of teachers and promoting professional development is crucial during the implementation of a reform as it is likely to lead to teacher clarity about the reform and also enhance their ability to conform to the demands of the reform (Gross et al., 1971).

Although there was indication in the data that the cascade model in which TOTs was to continuously train history teachers during the implementation of the SGCSE curriculum was adopted, it seems there was no clear plan on how this model was to be used to achieve successful implementation. Even though financial constraints were cited as a barrier, it can be argued that the failure to use this model effectively also points towards lack of appropriate planning as the Ministry could have promoted this model by encouraging schools to use their resources to utilise the services of the

TOTs in each region. Each region had an average of 6 TOTs who could have been effectively utilised had there been a clear policy on the use of the cascade model. One of the group participants (FG3T5) had this to say:

Those teachers who were made TOT's, their schools were performing better than the other schools. The reason being the practice like she has said they spent weeks practically doing the skills that were required by the examination but because of shortage of money like ... (FG3T3) has said, they could not impart the knowledge to us.

Indeed, the literature confirms that teachers who received adequate training are able to effectively implement the new curriculum as opposed to those who did not any training (Thaanyane, 2010).

Additionally, this model would have assisted in the training of those history teachers who could not be trained during the initial training sessions. Yet, the untrained teachers found themselves compelled to teach the new history curriculum as those who had been trained left the subject or the school either on promotion or transfer. One of the respondent history teachers opined:

It has been difficult even for government to have ... is it induction courses to bring us on board so that we can cope. There are skills involved that the teacher has to master before he can assist the learners (FG3T4).

It appears from the data that not only in-service training was lacking but pre-service training was also found to be irrelevant to the demands of the new history curriculum as the data revealed that newly qualified teachers also encountered challenges when implementing the SGCSE History curriculum. Bellalem, (2008) observed the lack of balance between theory and practice in pre-service courses as he pointed out that “pre-service training courses are too theoretical and lack a solid practical component” (p. 144). Similarly, Ramoroka (2016) noted that in South Africa “students that do their teacher training at universities are considered to be capacitated with academic content knowledge but deficient in the teaching methodology, and those that graduate from colleges are thin on disciplinary knowledge” (p 82). The literature further emphasises the significance of ensuring that there are no discrepancies between what is

taught at colleges with what is taught at university (Seetal, 2005; Schweisfurth, 2011). Similarly, history teachers also argued that there was discontinuity between school history and tertiary history which implies gaps in information acquired thus leaving history teachers lacking in some aspects of the school curriculum and therefore unable to conform to the demands of the innovation. In view of the above it stands to reason that history teachers' epistemologies are a product of their reflection on practice. As Pinar (2004) notes, reflecting on their practice enables teachers to theorise and to generate new coping strategies. As earlier noted in Chapter 2, teachers epistemologies emanate from a conception of their pedagogical and practical knowledge of learners as well as the teachers' curricula knowledge. All this put together enable teachers to formulate theories about what works best in real life in the classroom environment (Fang, 1996; Guo, 2012). This suggests that the teachers' theoretical framework should thus form a significant base for curriculum development and implementation as changing their long established routine may impact negatively on successful implementation.

Closer collaboration between tertiary institutions and schools to maintain standards and to ensure a pedagogical shift in teaching trends and methodological approaches is crucial (Harries-Hart, 2002; van Eeden, 2008 and Harries-Hart, 2009) because it is essential for teachers to have good understanding of the reform principles. Collaboration with tertiary institutions would further ensure that university experts provide professional development training that would boost teacher confidence as was the case in New Zealand (Thompson et al., 2013).

6.2.3 *The unavailability of instructional material*

As noted in chapter 5 the data revealed that the available resources were found to be inadequate by history teachers in all the schools that formed the sample for this study. Since the absence of the required instructional material according to Gross et al. (1971) inhibits the implementation of an innovation it stands to reason that history teachers negatively experienced

the implementation of the SGCSE History curriculum in Eswatini due to the absence of the required resources. The massive lack of relevant resources in schools inhibited change because resources are one of the major catalysts for change in that resources assist teachers to change their pedagogical approaches and further ensure learner motivation as well as promote independent learning amongst learners. All the individually interviewed history teachers and those who participated in group interviews indicated that they lacked the necessary resources when they started teaching the SGCSE History curriculum.

Even though scholars stress the importance of having adequate resources during curriculum implementation (Bellalem, 2008; Altinyelken, 2010; Bantwini, 2010; Maharajh et al., 2016) to ensure successful implementation, most schools according to the findings were not able to acquire the right kind of resources because of numerous reasons. While Gross et al.'s (1971) theory demonstrates that the school administrator is responsible for acquiring resources for schools, Pinar (2004) is silent on the issue of resources. The analysed data on the other hand indicate that head teachers were responsible for the provision of learning material. However their ability to achieve that was dependent on the availability of funds which had to be provided by parents. The parents' ability to pay school funds was in itself determined by the schools' contextual environment. This suggests that since a large number of the schools were found in rural the setting, most schools could not be adequately resourced to successfully implement the new curriculum. Furthermore, provision of some of the resources such as internet access was largely dependent on the availability of the right kind of infrastructure as provided by government.

Although the literature points out that sometimes school administrators fail to integrate the objectives of a reform into the school plan as a way of embracing the reform initiative (Komba and Sigala, 2015), the data revealed financial constraints as a contributory factor for the absence of learning resources. Syomwene (2013) also cites the lack of financial resources as a reason for the lack of facilities in most schools. Schools, it

transpired had not budgeted for the new curriculum because they were not aware of the move by the MoET to adopt the new history curriculum. Even schools with adequate finances found that history teachers kept on asking for more resources because they lacked clear knowledge of the right kind of resources essential for the SGCSE History curriculum as they had not been given accurate information by the senior subject inspector on what relevant material to acquire for the implementation of the new curriculum.

Given that teachers also lacked clarity about the reform, it would be proper to argue that even those teachers who had appropriate historical resources could not put such resources to good use because they lacked the know-how. Such teachers are likely to believe that the resources they had were not good enough when in actual fact they were the ones who did not know how to put the available resources to good use because of lack of conception of the curriculum concepts and understandings. The lack of clarity and inadequate training therefore together with the lack of historical resources synergistically influenced the implementation process in a negative manner resulting in history teachers negatively experiencing the implementation of the SGCSE History curriculum.

The lack of history teaching resources according to the data was also attributed to the fact that the resources were not only difficult to source but they were also very expensive to acquire. Furthermore, the literature indicates that the type of teaching material that was needed to ensure successful implementation was found to be very difficult to source because they seemed not to exist (Gross et al., 1971). It seemed teachers were being asked to implement an innovation that "required unique types of instructional materials that were not available" (Gross et al., 1971, p. 169). The data indicates that textbooks that were readily available and affordable which were recommended for use by the senior subject inspector proved to be irrelevant for the new SGCSE History curriculum. Those schools that went for the cheaper option found themselves having to buy textbooks again because they could not benefit from the acquired textbooks.

One of the respondent history teachers (FG1T2) noted that:

I think this thing was forced upon the school principals such that they did not understand and more to that the needed material was too expensive so they didn't understand because they had not budgeted for this. So it was difficult for teachers to make the school head to buy material that he had not budgeted for. They base their work on the budget so if you are going to ask for things that are not in the budget then they will not understand.

However, in some schools, history teachers had to continue using the less relevant material either because that school could no longer afford to acquire another textbook or the school principal was less co-operative as demonstrated by this comment:

We have only one textbook. When you ask for any other book you saw from colleagues or in bookshops in town the administrators tell you they can't afford it because it's expensive. The school head will tell you to try something (FG2T6).

The expensive nature of the textbooks made it impossible for most learners to acquire as most parents could not afford them yet, the literature indicates that textbooks were the main resource of the prescribed curriculum and therefore an important resource for both history teachers and learners to have (Zhou and Zhu, 2007). This suggests that the Ministry needed to provide the basic textbook to schools or to subsidise schools particularly in the area of resource provision so that a larger number of learners could have the required basic textbook. The data from some of the participants indicate that even when schools had adopted the book rental system, learners still failed to pay all the fees required by the schools to enable them to acquire textbooks. This according to both the data and the literature was more prevalent in rural schools (Bantwini, 2010). Parents with learners in rural schools were unable to cope when required to provide financial assistance. According to the literature, this may be attributed to poor economic growth (Syomwene, 2013). To demonstrate this, one respondent history teacher (S8T1 said:

Learners could not all pay for textbooks so sometimes you will have only half the class i.e. ten out of twenty would have books and the school will not allow you to photocopy because they feel you are providing learners who have not paid fees with material.

Some participants who happened to acquire the less relevant textbooks indicated that they had to continue using them because they had already adopted the book rental system when the SGCSE History curriculum was introduced as demonstrated in the following comment:

We were told that 'for four years we are not changing anything now we had to wait for four years before we could get new textbooks' (FG1T1).

Sometimes textbooks would be misplaced or lost by the learners in cases where the rental system was used and not all learners could afford to replace any lost textbook, so in that way the lack of adequate textbooks continued to make the work of the history teacher difficult.

Furthermore, some respondents particularly from rural schools mentioned that even if they got a range of titles of the required history textbooks, the school was usually unable to acquire such textbooks for all the learners or even as reference material. Under such circumstances, they resorted to photocopying which was also a challenge in that the photocopying paper was not always available. Only two rural schools had reference books to assist in promoting inquiry based learning.

The drastic lack of resources impacted heavily on the work of the history teacher as it called for the history teacher to establish ways by which he/she could still assist the learners to effectively learn the skills-based curriculum in the absence of the relevant resources. This situation required teachers to be reflective and to theorise on what could work in such circumstances so as to generate new approaches that were more likely to apply in their context. The findings revealed the need for schools to have well equipped libraries and the internet to enable history teachers to conduct research as history teachers complained that the learners' textbooks were shallow. The view that the textbooks were shallow also demonstrates the history teachers' lack of understanding of the role of content in a skills based curriculum.

Since the SGCSE History curriculum required learners to use the inquiry method which promoted extensive reading in order to participate

effectively in class, the availability of both the library and the internet would have been useful in promoting inquiry learning as demanded by the SGCSE History curriculum. This suggests that history teachers were not likely to successfully implement this curriculum if learners were not able to participate in class due to lack of readiness to participate as they lacked the relevant resources.

Most of the schools both rural and urban did not have technological resources and internet connection because they could not afford the high fees charged by internet service providers. Only two of the schools that formed the sample were able to eventually acquire computers and construct computer labs and one school provided internet access for learners. However, even though internet access might seem to be the main challenge relating to the information and communication technology (ICT), the data also indicates that history teachers lacked the knowledge and skills required to use ICT. This suggests that for history teachers to be able to successfully implement the SGCSE curriculum, it was essential for them to be provided with technological resources and to be further trained on how to incorporate ICT into the teaching of history. The literature indicates that in-service training sessions should be conducted for history teachers to expose them to the technological resources and how they could be used in the teaching of history (Boadu, Awuah, Ababio and Eduaquah, 2014). The lack of such resources then can be said to be responsible for the teachers' experiences as they could not adhere to the demands of the new history curriculum largely because they had no access to the right kind of resources.

History teachers ended up using the available disconnected resources to teach some parts of the curriculum topics (Thompson et al., 2013). Some history teachers resorted to using resource persons especially on the history of Eswatini which had no specific textbook. This however proved challenging as the resource persons would divert to talk about things that interested them which were not part of the recommended content. This was a challenge as history teachers had to control the resource persons to prevent them from giving learners irrelevant information.

The lack of resources in the form of reading material such as reference books, a well-resourced library and internet access which could help learners acquire the skills promoted in the new history curriculum made history teachers develop heavy reliance on the textbook yet the new history curriculum required both history teachers and learners to be less dependent on the textbook as the curriculum encouraged discovery learning. They needed to use a range of sources of information to gain better understanding of what was in the textbook. This was a challenge for history teachers who were still expected to produce good learner outcomes. Consequently, history teachers used unacceptable teaching approaches to teach the new curriculum thereby compromising the chances of successfully implementing the SGCSE History curriculum. One of the respondents (FG2T3) illustrated this by saying:

If we had the resources like internet eehh ... and others then it would be easy to make it child centred so we only talk about it being child-centred but ... now it is difficult to make it really child-centred ... because the textbook is expensive, they hardly have the textbook ... the learners. We also have no other resources ...

History teachers according to the findings felt even more challenged by the nature of the practical activities they had to do with the learners. Source interpretation required learners to constantly work on source-based questions which also required the use of extensive photocopying of a range of sources for learners to gain practice. The major challenge for history teachers was that the photocopying facility was not always available for them when needed to prepare assessment tasks for learners either because of lack of printing paper and other accessories or mechanical faults. Some history teachers voiced that even if the photocopier was available, it was usually not a coloured one which made it difficult for the learners to see the pictures clearly. The respondent history teachers demonstrated this by pointing out that:

Yaa in some cases then you had to explain the source to the students yet the idea is for the student to identify that himself in the process of interpreting the source (FG4T3).

The lack of resources which is common during curriculum implementation particularly in the developing country context (Ishmail, 2004; Bellalem, 2008; Mazibuko, 2008; Altinyelken, 2010; Bantwini, 2010; Maharajh et al., 2016) challenged history teachers in that the learners lacked the culture of reading. The lack of a reading culture which to some degree could be attributed to the lack of reading material, made it difficult for history teachers to engage learners using inquiry learning approaches because they were not afforded the opportunity to research as required by the curriculum due to the lack of resources such as the library and internet. The respondent history teachers pointed out that they were challenged by the learners' inability to read independently in preparation for the next lesson yet the SGCSE History curriculum assumed that learners were independent inquirers with the ability to manage their own learning. The literature however indicates that learners may be overwhelmed by the material to be learnt particularly if they struggled with the literacy demands of the curriculum (Sherington, 2017). This assertion demonstrates the damage that might be caused by the lack of reading material and resources like the library and internet access which could help learners develop a reading culture and thus improve their literacy levels.

However, the lack of resources is likely to lead to a situation in which some learners particularly from the rural schools progress from one level of schooling to another lacking the most basic skills of reading (Mao, 2008). This suggests that learners lacked some prerequisite skills that were essential for effective learning as required by the SGCSE curriculum. All participants indicated that the use of English which was an impediment for most learners minimised learner participation thereby negatively impacting on the enactment of the new history curriculum. The lack of willingness to read in preparation for class has thus been interpreted by most history teachers as lack of willingness to learn. For learners to learn successfully they need to have contextual knowledge that would enable them to engage in discussions in class and also to carry out source analysis and interpretation. Their inability to read made it more difficult for history teachers to cope with the implementation process. Furthermore, the lack of resources like the library and internet made life difficult for the teachers

because it meant much more work on their part since learners could not easily develop the research culture demanded by the new curriculum.

Although Gross et al. (1971) attribute the lack of resources to the bureaucratic nature of the system in their study which did not give the administrator all the necessary authority to acquire resources as per the needs of the school, the data indicates that school administrators were free to acquire resources as per the school needs in Eswatini. However, besides financial constraints due to the principals' inability to budget for the new curriculum, other factors such as lack of good instructional leadership skills and close monitoring of schools by inspectors prevented school administrators from adhering to the demands of the reform. While the administrator's lack of power to spend financial resources on purchasing teaching materials was an inhibiting factor to successful implementation in Gross et al.'s (1971) study, it did not apply in the Eswatini context since administrators could purchase teaching resources freely according to the school needs and as determined by the availability of funds. Budgeting on time for the curriculum was essential for the administrators to be able to meet the demands of the curriculum which included acquiring the right kind of resources for successful implementation. Without the right kind of resources, history teachers were not likely to succeed in their efforts to implement the History SGCSE curriculum.

6.2.4 *The incompatibility of organisational arrangements with the curriculum innovation*

The findings point towards the lack of compatibility between contextual factors and the expectations and goals of the SGCSE History curriculum. Teachers' experiences during curriculum change are likely to be influenced by internal factors that are school related. Curriculum reformers tend to assume that schools receive and implement change in the same way yet schools operate in different contexts that impact differently on teachers working in those diverse contexts (Blignaut, 2008). This diversity

as Lelliot et al. (2009) demonstrates “cannot be catered for by a blanket policy implementation strategy” (p. 50). The contextual factors that were likely to impact negatively on the implementation of the SGCSE History curriculum were not attended to before the implementation process began. Consequently, history teachers were likely to experience curriculum implementation negatively and differently as determined by their contextual factors.

Retaining any practice that is contrary to the requirements of the innovation inhibits the implementation process by the teachers (Gross et al., 1971). The data from all cases indicate that history teachers felt challenged as they implemented the SGCSE History curriculum because the contextual factors in all the respondents’ schools did not promote the implementation process. They felt that the contextual factors were not addressed to appropriately align their working environment with the reform policy. The literature makes it clear that policies designed without considering the environment in which they would be adopted were not likely to be a success (Maharajh, et al., 2016).

Gross et al. (1971) also point out that any existing practices that are contrary to the demands of the innovation should be altered to encourage teachers to implement the innovation and thereby minimise teacher frustration. Similarly, making any small adjustments also compromises the implementation process as it results in minute change being witnessed. Failure to ensure that the environment is compatible with the demands of the innovation resulted in history teachers not being able to successfully implement the innovation.

The lack of congruence between contextual factors and the reform policy suggests divergence from the intentions of the reform whereby history teachers find themselves being a source of information for learners whereas the reform promotes the doing of history for learners to acquire historical skills. To avoid gaps between policy and practice, scholars agree that contextual factors need to be addressed (Fraser-Thomas and Beaudoin, 2002; Orafi and Borg, 2009; Ransford, 2009; Nkosana, 2013).

These scholars agree that when planning curricular change contextual factors need to be revisited to help support the change effort and to avoid dislocation between policy and practice. Any innovation needs to be accompanied by supportive changes in the contextual environment to promote the aims of the innovation. It emerged from the data that history teachers in all the schools could not successfully meet the demands of the curriculum because their schools were poorly resourced. The lack of adequate resources which affected the implementation process was attributed to the low socio-economic conditions that prevailed in the environment in which some of the schools were located. There was need to address such contextual factors before the implementation process began in order to achieve a smooth implementation process. According to the literature, there is a correlation between contextual factors in schools and how teachers interpret and implement curricula (Owston, 2007).

Gross et al. (1971), also argue that the lack of commitment on the part of the administrators prevented them from ensuring that the implementation environment was congruent with the demands of the innovation. Depending on their calibre, some, administrators may not have been aware of some of the curriculum changes that they needed to institute in the school environment to ensure successful implementation. This however could have been addressed through professional development programmes for administrators to equip them with the relevant skills to handle a reform. On the other hand, some other administrators lacked the instructional and leadership skills necessary to propel the curriculum innovation as demonstrated in the data. The literature in agreement demonstrates that there is a close relationship between support given to teachers by their principals and their commitment to work (Ruto, 2013) as the level of teacher's commitment to their work is believed to be dictated by the way they are governed by their principals. The financial and material support provided and sponsorship to attend seminars and workshops (Ruto, 2013) demonstrates a certain degree of support which enhances the implementation process. Mazibuko (2008) observed that there was lack of support for history teachers in Eswatini from their principals during the implementation of SGCSE History curriculum.

School principals often fail to assume their role as both administrative and instructional leaders when tasked with ensuring that change is successfully implemented and sustained. Their role is crucial in determining whether the school has the right culture for successful change or in changing the culture of the school and that of the teachers. The literature has made it clear that there needs to be a change in school and teacher culture if a curriculum reform is to be successfully implemented (Gross, et al., 1971; Fullan, 1991). The failure of reforms has been closely associated with principal leadership abilities, among which is lack of administrative will (Ukeje, 2000). Oluwadare (2011) also cites inadequate funding and mismanagement as some of the factors that result in school principals being viewed as incompetent and therefore responsible for the negative manner in which the reform may be experienced. The principals' lack of the necessary competence to run schools implies that it would be even more challenging for such calibre of principals to manage a curricula reform in a context that has not even been aligned with the reform. Oluwadare (2011) argues that decision making skills are one of the major attributes needed by school principals in managing a school as well as in planning for the success of a reform. The literature reveals that some school principals encouraged their teachers to continue using teacher-dominated classroom practices (Nkosana, 2013). In some cases this was deliberately done by the school principal who has no understanding of the reform principles and demands while in others the school principals may not have been aware of the likely impact as they might have simply been trying to solve challenges faced by the school without considering the likely impact.

The lack of intervention by the MoET in the form of appropriate professional development programmes for all administrators from HOD to the school principal to empower them to support and monitor the successful implementation of the new curriculum negatively impacted on the implementation process. The Ministry needed to investigate the whole education sector as the enactment of new curriculum does not only affect classroom teachers, but also affects the school management from HOD,

the Deputy Head to the principal and school inspectors to ensure coherence with the new reform. Ensuring that history teachers received support within their working environment was essential to assist them in dealing with challenges that were contextual. The MoET's inability to fully support the clustering of schools which share certain features negatively affected the implementation process. The lack of constant visits to clusters by the subject inspectors in the event that limited resources prevented them from visiting individual schools also resulted in the poor implementation of the new history curriculum. The literature demonstrates the significance of clustering in promoting teacher professional development and teacher motivation which would have contributed towards the successful implementation of the SGCSE History curriculum. The literature further contends that collegial learning through school networks positively impact on teacher professional growth (van Driel et al., 2001; Bantwini, 2010; Thompson et al., 2013; Cui and Zhu, 2014). Furthermore, van Driel et al. (2001) posit that learning in networks has helped reduce resistance to change by the experienced teachers.

The appointment of non-subject specialists as HOD's responsible for history as indicated in the data was another factor that contributed towards the history teachers' inability to receive adequate support from their immediate supervisors. Such HOD's failed to monitor if history teachers were doing the right thing in the process of implementing the SGCSE History curriculum because they had no comprehension of the historical understandings required in the SGCSE History curriculum. Due to the lack of understanding of the skills and concepts required, they approved everything submitted before them as respondents indicated in the focus group discussions:

But looking also at the issue of HOD's ... you find that the HOD's ... I think we need that it be people who have done history so that he can be able to monitor if the teachers are doing what is expected of them instead of just putting a stamp on their work without knowing if it's the correct thing, so it must be a specialist in the subject ... instead of combining the departments (FG1T3).

This assertion suggests that history teachers did not implement the curriculum as expected because of lack of adequate supervision at all levels. The least the Ministry could have done was to train all the HODs. Training was essential in changing the school culture as demonstrated by the HODs' attitude toward the new curriculum and towards their subordinates because it made history teachers feel demotivated. Training and monitoring of the HODs' work would assist in establishing if they were doing what was expected in terms of monitoring and supporting their subordinates as they implemented the SGCSE History curriculum. Effectiveness is most likely to be achieved if the implementation process is coordinated by a leader who has both content and pedagogical knowledge in the subject. As Roehrig et al. (2007) noted, a vacuum of leadership in a subject results in individual teachers making individual decisions and claiming to be implementing the curriculum when they were engaged in a wide range of practices that were not in line with the intentions of the innovation. Close monitoring by a knowledgeable subject leader and collaboration at school level therefore becomes essential for the implementation process to be a success.

The lack of periodical in-service training or professional development as revealed in the data for HODs and experienced history teachers made them used to doing the same thing and unwilling to learn anything new, also contributed to poor implementation as demonstrated by this respondent teacher:

When I started teaching I found a very tired HOD who didn't want to have anything to do with this curriculum ... and not willing ... she ended up telling me that 'hey *sisi* [sister] I can see you are eager and energetic ... you are still young ... you are still young' instead of being happy that she had been joined by a young energetic teacher... she just said I will soon be tired (FG2T1).

Cui and Zhu (2014) claim that variance in levels of implementation may be due to teacher quality which suggests that those teachers who had not been involved in any professional development since leaving tertiary institutions are most likely to encounter challenges with the implementation of an innovation. The lack of continuing professional

development courses to keep teachers abreast with developments in the teaching field resulted in the lack of a learning culture. As earlier noted by van Driel et al. (2001) learning in networks would have assisted experienced history teachers reduce their resistance to change.

Most history teachers complained of the lack of support from subject inspectors as history teachers implemented the SGCSE History curriculum. Their inability to visit schools regularly left teachers with no one to assist them on-site in their different contexts. This made history teachers depend on colleagues who in some cases were also not sure of what was required by this new curriculum. Nkosana (2013) posits that classroom support is important in that it made teachers seriously consider the importance of the innovation. School visits from subject inspectors put pressure on history teachers to perform while at the same time the visits gave teachers the assurance that they had the support of their supervisors as they constantly received guidance from them. Lack of support also made some teachers not implement the reform as expected knowing that no subject inspector was likely to show up as demonstrated in the following comment:

Having more inspectors would have a huge impact because in the schools, as teachers we work with other teachers who as you write your own lesson plans you look at your neighbour's and ask yourself 'why are these inspectors not visiting the schools?' as you work you ask yourself 'why is this one cheating the parents? Why are school inspectors not visiting the school? You somehow feel like if you could, you could call the Ministry to come and conduct an inspection (group laughs) ... so I feel it can have an impact because when you hear that they will be coming everyone thinks 'haa ... they will check my work' ... everyone takes his scheme book and preparation book home to update it and to correct any old mistakes that might be there (FG2T1).

The absence of classroom support and monitoring of history teachers' practical engagement with the new history curriculum deprived them the opportunity to practice and to eventually gain the expected mastery. Without close monitoring, the implementation stagnates as the literature points out, teachers tend to relax and often go to class without proper lesson plans (Bantwini, 2010). However, Bellalem (2008) points out that

the inspectors' work may be influenced by the same professional problems that teachers have such as lack of adequate resources and incompetence due to lack of training.

The lack of sufficient time for history teachers to occasionally meet and discuss critical classroom issues with colleagues due to heavy workload as the data indicates deprived history teachers of the opportunity to collaborate thus resulting in limited or non-implementation of the new curriculum. These findings are consistent with previous research as Bantwini (2010) also found that teachers' lack of adequate time to collaborate with colleagues impacted negatively on the implementation process. Similarly, overcrowding in classrooms posed a challenge for teachers as they lacked training on how to handle large classes when teaching a skills-based curriculum (Bellalem, 2008; Pereira, 2012). Learners became less motivated and over-reliant on teachers as they did not get the attention they deserved (Bellalem, 2008). Even though history teachers noted that the new history curriculum was good, they argued that it did not suit the current situation in schools. It seemed history teachers were expected to do the impossible as overcrowded classes are a barrier to any innovation so history teachers' efforts were likely to be hampered by such contextual factors as overcrowding. The continued use of traditional teaching approaches such as note taking due to contextual factors which made teachers feel the new history curriculum required excessive work also promoted limited implementation. Such challenges are common in the African developing country context.

6.2.5 Lack of history staff motivation

As already noted, implementing an educational innovation requires the implementing agents to have the same vision as the reformers. They also need to have a good conception of the main features of the innovation which can only be achieved through involvement of all stakeholders, adequate training and addressing contextual factors that might be incongruent with the innovation. Dealing with contextual factors further includes providing proper training for both teachers and administrators that

should result in a change of culture and ensuring that class sizes are in line with the pedagogical demands of the educational innovation as well as making all relevant resources available for use by the implementers.

Implementing the reform in a non-conforming environment would lead to history teachers being frustrated and eventually losing hope in their ability to successfully handle the innovation. The loss of morale among history teachers made them doubt their capability to teach the new history curriculum and rendered the educational innovation difficult to implement successfully. They found the implementation process difficult and almost impossible to achieve which impacted negatively on history teachers. In agreement, Gross et al. (1971) point out that the disillusionment that grows out of a set of disappointments and frustrations that may be experienced during the adoption and implementation of an educational innovation may result in the lack of motivation.

The literature further acknowledges that successful curriculum implementation is dependent on how well teachers' ideas and their understandings have been transformed through an effective professional development programme (Roehrig et al., 2007). This suggests that the teachers' beliefs which are usually not aligned to the aims of the innovation become a barrier to curriculum change unless they are given particular attention through a series of well-planned professional development programmes that also target teacher culture. Similarly, the SGCSE History curriculum challenged the teaching beliefs history teachers held for decades and made them feel insecure.

Most of the interviewed history teachers conceded their lack of confidence and attributed that to their lack of knowledge about the main features of the reform, appropriate training and support. The absence of confidence in their work is likely to impede theorising and the generation of new teaching approaches through teacher reflection as teachers may feel inadequately qualified to reflect on their work. Yet, Pinar (2004) succinctly points out the significance of teacher autobiographies in generating new learning experiences and teaching approaches. Through supportive professional

development teachers become more able to reflect on their practice thus promoting successful implementation (Peters, 2012). To acquire the level of confidence that would enable them to handle the curriculum well, they needed to be equipped with the right kind of knowledge and to be supported with training and the relevant resources. Due to the consistent challenges encountered, history teachers developed an attitude toward the reform. Teacher attitude toward an innovation influences the way they perceive and implement the educational innovation. The decline and lack of motivation was caused by the persistent disappointments and frustrations that teachers experienced during the innovation (Gross et al., 1971). The data indicates that even though some history teachers had tried to resist change initially, they changed when they realised that the new curriculum brought in new understandings and skills that positively impacted on the image of the subject. To them a change in the image of the subject also meant a change in identity for the history teacher. Gross et al. (1971) also observed that some teachers initially put up strong resistance during the initial stages of the implementation process but later embraced the reform.

Although most of the interviewed history teachers were pleased with the reform because it transformed history into a lively and more interesting subject, the persistent challenges they encountered as they attempted to implement the new curriculum made some of the history teachers lose motivation in the SGCSE History curriculum. Their experiences with the implementation of the SGCSE History curriculum which were predominantly negative made them lose motivation. The lack of teacher motivation has also been found to be a significant barrier in the implementation process by Gross et al. (1971). Most of the history teachers felt extremely challenged by the drastic lack of resources. They were further challenged by the learners who tended to be passive and over-reliant on the teacher as the learners themselves were challenged by the lack of the right kind of resources.

The difficulties that came with the introduction of the SGCSE History curriculum such as increased work load, using learner-centred approaches

in overcrowded classrooms, lack of supervision and support from subject experts and the lack of resources demotivated history teachers. In their study Gross et al. (1971) also noted that inability to change the context in which the reform was implemented resulted in a decline in motivation. They pointed out that the ambiguities that were inherent within the innovation which included lack of appropriate materials even before the innovation was implemented, the lack of the right kind of support from their administrators, teacher job insecurity (Gross et al., 1971) all worked together to alienate teachers from the educational innovation.

It also emerged from the findings that history teachers gradually developed a culture of conducting research and collaborating with colleagues in their schools as well as in other schools in order to cope. This promoted both staff development and continuous professional development as teachers invited facilitators to train them in smaller groups and also went to attend cluster and regional workshops to gain a better understanding of the SGCSE curriculum. However, their efforts were not always met with a collaborative mind set from their administrators both at micro and macro level as they received very little support despite history teacher efforts to even use personal resources to achieve the goals of the reform.

While history teachers liked the new curriculum as revealed in the findings, they felt challenged by the context in which they worked which seemed contrary to what was required by the curriculum they were expected to successfully implement. The interviewed history teachers from both the individual interviews and the group interviews felt threatened as despite all the challenges they encountered in the process of implementing the SGCSE curriculum, they were still expected to produce good learner outcomes. According to the findings, some respondent history teachers felt the introduction of the SGCSE curriculum was a test to their competence of handling historical concepts and skills as well as their ability to cope with educational change. One of the history teachers (FG2T4) who participated in the focus group discussions pointed out that

as a result of the innovation, their work was greatly affected as demonstrated in the following comments:

Poor results ... poor results every time, such that when you get a 'B' or an 'A' ... you feel you have done well yet, it's not supposed to be like that because in actual fact there should be numerous 'A's and 'B's. But when you look at the results, you feel you have tried. You now judge your worth by the few A's and B's.

One of the respondent history teachers further commented:

This made us bitter ... It was very frustrating because you thought things will be better in time but nothing changes ...sometimes I have sleepless nights ... being frustrated but that won't change anything. I try but nothing is changing like this year. There is nothing I can do because I am teaching people who do not know and I also do not know but they don't know that I don't know sometimes I feel like I must tell the deputy I am sick ... I feel like I should do something but I look at the time and my feelings ... and I say but until when? And I feel gee ... I will get transferred ... I will get transferred from this school ... I try, I try but there is no change for the better (S8T1).

The data revealed that history teachers were also frustrated by their sudden inability to achieve good learner outcomes which made them be viewed as failures. They were concerned about their image as indicated in the following comment:

If the performance is poor it basically means you aren't doing your work enough, such that faced with these challenges means a great deal of suffering for the teacher which means that the teacher has to go all out. That's what makes me say that the impact is so, so negative (FG1T2).

History teachers were demoralised by the hardships encountered during the implementation process which resulted in teacher attrition in the subject as some history teachers abandoned the teaching of history and only specialised in teaching their other major subject. This in itself made the remaining history teachers helpless, bitter and frustrated as they also would have liked to change subjects. This is what one of the interviewed history teachers said:

Some teachers leave the subject and opt for the other leaving us to teach history. Given a choice, we would also leave the subject for our other major (FG1T2).

The fact that some history teachers indicated they would also quit teaching the subject given the choice demonstrates their frustration and loss of morale which is an indication that they now lacked the necessary motivation to drive the reform. The decline in the level of motivation was also an indication that history teachers lacked the necessary commitment in the subject. The literature also points out that change often brought socio-professional problems that impacted negatively on teacher performance leading to some teachers giving up on teaching (Bellalem, 2008).

The study also points out the need to look into the difficulties that teachers were likely to face during the implementation process. It further indicates the need to establish why there was a failure "to establish and use feedback mechanism to uncover the barriers that arose during the period of attempted implementation" (Gross et al., 1971, p. 194). Nothing much was done to make the implementation process easy for history teachers to ensure increased motivation. Consequently, history teachers were likely to experience the implementation of the SGCSE History curriculum negatively.

Based on the findings, very little was done to ensure that the context in which history teachers worked was congruent with the reform objectives. For instance, most schools were able to provide learners with the basic textbook through the book rental system this however was far from being enough as learners were expected to conduct research so, there was a need for more books or for having a well-resourced school library to promote inquiry learning. Only one school was able to provide a well-resourced library and computer lab with internet connection for use by history learners. While one other school introduced computers, learners were not allowed internet access. Furthermore, while all schools were able to send teachers for professional development workshops, very little was benefitted from these training sessions as they were poorly organised for example, they targeted all history teachers regardless of their experiences with the new history curriculum.

Gross et al. (1971) also pointed out in their study that while some obstacles were removed, some were never removed such as ensuring that contextual factors were compatible with the innovation and that the issue of lack of materials was properly attended. Gross et al.'s (1971) work indicates that curriculum implementation cannot succeed if the implementers are not clear about the innovation and are therefore incompetent to carry out the task due to lack of training and support from their administrators in the form of materials and providing a suitable contextual environment. Their work further emphasises the need for the implementers to be motivated to have the right attitude for change and to be provided with the necessary resources throughout the implementation process. Gross et al. (1971) also concludes that whether an innovation is successfully adopted or not depends on numerous factors that define the school context. The findings are in agreement with their study in that despite all efforts made by history teachers to successfully implement the SGCSE History curriculum, they were not able to succeed as the difficulties persisted resulting in history teachers developing a lack of motivation. As earlier pointed out, lack of motivation is a barrier to curriculum implementation.

6.3 Conclusion

Conclusively, history teachers experienced the implementation of the SGCSE History curriculum the way they did because of the assumption that history teachers would do as taught and easily adapt to change. They were not involved as the implementation of the history curriculum was planned and furthermore there was no provision for proper training and for the relevant resources. There was also no change in the contextual environment in which the curriculum was to be implemented. This suggests that all the changes that needed to be made to promote successful implementation were not made thereby making history teachers feel demoralised and demotivated. The lack of motivation became a huge setback as history teachers began to view themselves as failures because of their inability to perform according to the expectations of their administrators and the MoET. And yet as it emerged from the data,

they had no power over most of the factors that inhibited change. The more senior and experienced history teachers were more affected as they lacked the culture of professional development. Rural schools were also more affected, however those rural schools that had administrators who had good instructional and leadership skills were able to cope. However, very little was done to enhance the implementation of the reform. The data indicated that for the history curriculum to be well institutionalised with the school system there was a need to align policy with contextual factors.

CHAPTER 7

CONCLUSION

7.1 Introduction

The study was designed to explore history teachers' experiences during a time of curriculum reform and implementation in Eswatini to gain an understanding of the complexities of curriculum change in a developing African country context from the history teachers' perspective. More specifically, the study sought to establish how history teachers experienced the implementation of the SGCSE History curriculum in Eswatini, and why history teachers experienced it the way they did. By conducting this study, I hoped to gain a better understanding of history teachers' experiences through the stories they told from their perspective. Teachers' experiences bring a sense of reality about what happens in the school context and thereby creates awareness of the practicality of implementing a new curriculum. Illuminating how history teachers experienced this new curriculum and the factors that account for their experiences may shed light on how the whole process of curriculum implementation in a developing country context unfolded and on how history teachers may have been affected by the implementation process. It is believed that the history teachers' experiences are likely to inform new curriculum change initiatives and further improve change implementation strategies and implementation fidelity.

To conclude the study, in this chapter I begin by critically reflecting on the methodology and methods used to address the research questions of the study. In discussing the research methods and methodology I will explain their appropriateness and effectiveness in answering the research questions. I shall then reflect on how this research has affected and influenced me both personally and professionally, outlining the most striking findings of the study in the process. I then provide a review of the study and make recommendations based on the study and the contribution of the study. Finally, I conclude this last chapter.

7.2 Methodological Reflections

In this study which sought to understand history teachers' experiences of the implementation of the SGCSE History curriculum and why they experienced it the way they did, I used a qualitative research approach together with the interpretive research paradigm to generate, analyse and interpret data on the experiences of history teachers in Eswatini. This approach was suitable because both the qualitative research approach, and the interpretive research paradigm, believe in reality as a social construction. Through this approach and research paradigm I was able to reconstruct the history teachers' stories as they engaged with the implementation of the SGCSE History Curriculum without removing them from their natural environment. Such a process enabled me to create meaning of their life experiences in their natural setting.

The research methodology I used for this study was multiple case studies because it allowed me to work in close collaboration with the participants. I found the multiple case studies appropriate because they place much significance on understanding the researched phenomenon within its context. Multiple methods were used to generate data because I needed to generate much data of different kinds due to the qualitative nature of the study. This was done to ensure that rich data that could produce thick descriptions was obtained. Although case studies are criticised for lack of rigour, the use of both multiple case studies and multiple methods helped in producing a rigorous study because I was able to elicit much detail from the participants. The multiple methods used were semi structured interviews, focus group interviews and documentary evidence. The use of multiple case studies and multiple methods also helped in supporting a certain degree of generalisation from the results of my study.

I used purposive sampling to find the research participants. Although my sample consisted of a range of school types, ideally, it could have been more representative by including all the available types of schools that exist in the Manzini Region of Eswatini such as single sex schools and

performing and non-performing schools. The sample size could also have been larger to make my results even more generalisable, however, that would have greatly broadened the scope of the study. But, due to the expensive nature of multiple case studies and the fact that it is time consuming, I maintained a smaller sample. I was also conscious of the fact that the more case studies I had, the less time would be spent with each case. Furthermore the participants could have been visited several times to generate even more data and to collate the findings. The use of multiple methods however made up for all that.

Since participation was voluntary, I was not sure of the number of history teachers per school who would participate in the study, so I found that as some of the history teachers demonstrated unwillingness to participate, my sample size was reduced. Initially 18 teachers were targeted from nine schools. Two history teachers per school were targeted for data generation however, in some schools there were teachers who were unwilling to participate while some did not qualify to be part of the sample because of the limited experience they had with the SGCSE History curriculum. One school could not be accessed thus reducing the sample size to 8 schools and 13 history teachers. During the design of the study, I had been aware of that potential limitation hence the use of multiple data collection methods. The greatest challenge I encountered in using focus groups was the coordination of the focus group meetings. This proved problematic since the history teachers who made up a group could not all be available at the same time which called for patience and a little persuasion to ensure that they all availed themselves for the group interviews.

7.3 Personal-Professional Reflections

Interacting with history teachers in their environment, as I conducted this research, was simultaneously an amazing and depressing experience. I found that my interpersonal skills improved as I interacted with the gatekeepers and the participants. It also helped improve my

communication skills. Data collection required me to exercise much patience as I interacted with the school principals and heads of departments as some of them seemed to be suspicious about my study. Some of the principals were not easily available. It seemed as if some of the school principals did not trust me as the researcher with the data to be obtained from the history teachers or seemed not to want the history teachers to divulge certain information about the school or their administrative capabilities.

Through this study, I was able to gain a better understanding from history teachers, not only about history teaching and the challenges of implementing a new curriculum in a developing country context, but I was also able to learn about the position of the subject and that of the history teachers in schools and how that influences the work of the history teacher especially during the crucial time of curriculum change and implementation. I learnt about barriers to curriculum implementation and ultimately to school improvement and understanding of the education system in the Eswatini context from micro to macro level. I also gained knowledge of curriculum change and implementation in Eswatini from other empirical studies. Through reading what other researchers have produced about history teaching, I came to understand that other history teachers face similar challenges in the developing country context.

History teachers work under very unpleasant conditions while they are still expected to do the impossible. I discovered that most of them have great love for the subject and profession as they would even spend their meagre resources on learning material just to ensure that their learners succeed. They are also willing to learn but apparently, there is minimal opportunity for them to advance themselves professionally as their workload prevents them from furthering their studies. This has enlightened me on how tertiary institutions can collaborate with schools to make professional development accessible for history teachers and also on how tertiary institutions can fill the gap by establishing CPD centres where history teachers can be professionally developed.

Reflecting on the history teachers and their experiences also made me aware of the multiple roles played by subject inspectors which may prevent them from constantly visiting schools to provide history teachers with support. While they are supervisors of the history teachers they are also trainers of history teachers as well as educational administrators in the regions as they also deal with administrative issues in the schools. They assume the training role immediately after assuming duty without any training that would make them subject experts and therefore more skilful and knowledgeable than the subject teachers they are expected to train. Such an anomaly is frustrating to both the history teachers and the subject inspectors as they are then viewed as incompetent by the history teachers. My observation was that while the cascade model was adopted and could have been utilised effectively together with the cluster system by subject inspectors to drive the curriculum reform, the lack of training and being overloaded with administrative tasks that have no bearing on the development of the subject prevented them from exploiting this opportunity. This study brought the realisation that subject inspectors also have many stories to tell. Just like history teachers they also have many challenges that are manifest in the bureaucratic system in which they work. They also have very little or no say on curriculum change and implementation issues. All this made me realise the need for having training programmes for subject inspectors so that they can be in a better position to drive any reform.

I found that in qualitative research there are always new things that emerge as the research process unfolds. Researchers have to adapt to new situations constantly as the research process evolves. I also came to understand that it is important in research to constantly justify every decision taken throughout the study to maintain consistency and to ensure that the research is systematic. This work has also made me realise the significance of multiple case studies in establishing if schools with different backgrounds have anything in common in relation to teacher culture, classroom practice, leadership and instructional practices of school administrators and reacting to change and its implementation. Focus groups on the other hand proved to be therapeutic for history teachers as

they off-loaded all their frustrations while at the same time gaining understanding of other history teachers' experiences. Participating in the group interviews made history teachers realise the systemic nature of the challenges experienced and also learnt some coping strategies. Their participation in the group interviews further shed light on the paradox that teachers of history in the Manzini Region in Eswatini are faced with in their everyday work as they interact with their learners, colleagues, administrators at school level, the curriculum and their subject inspectors from the regional education offices and from the Ministry of Education headquarters.

Furthermore, the crucial nature of appropriate planning to ensure successful curriculum implementation before any reform can be initiated was clearly demonstrated. While it is crucial to change the context in which a new reform is to be implemented, it is even more important to recognise history teachers as sources of learning experiences because their capacity to implement any curriculum is dependent on their subjectivities. Finally, I came to understand that history teachers are professionals with much experience which can go to waste unless it is conceived as "a plan for deciding upon subject-matter, upon methods of instruction and discipline, and upon material equipment and social organization of the school" (Dewey, 2015, p. 28). I also realised the need to view teachers as rich sources of data that should be tapped in theorising about curriculum issues particularly in the developing country context to harmonise theory with practice thereby minimising barriers to implementation.

Finally, conducting this study has taught me to persevere and to be self-disciplined. My thinking and problem-solving skills also improved and I became able to value objectivity when handling issues. Through this study I have also been able to gain better understanding of the various research methods used in research and to develop team management skills through the application of the research methods. As a working professional, I found that it connected me with other professionals in my field of work and has taught me to multi-task while at the same time improving my job satisfaction level and self-esteem.

7.4 Review of the study

In chapter 1 of the study, I presented the purpose of the study which was to understand the dynamics of curriculum implementation in the developing African country context through the experiences of history teachers with the implementation of the SGCSE History curriculum in Eswatini. The study therefore focused on the history teachers' experiences with the implementation of this new curriculum and why they experienced it in the manner they did in order to gain an understanding of the dynamics of curriculum change and implementation in a developing African country context. In this chapter, I also presented the research questions, and the methodology used to answer the research questions. I also presented an outline of the background and context in which this new curriculum was adopted and implemented.

In chapter 2, I presented a review of the literature related to my study by first exploring the nature of curriculum. This was followed by an exploration of the literature on curriculum implementation in order to better understand the dynamics of the nature of curriculum and its implementation. I then examined teachers' experiences of the curriculum implementation process with an idea to establish how teachers are generally affected by curriculum implementation. This was followed by an examination of history teachers' experiences during the implementation of a new history curriculum; and finally I explored why history teachers experienced the implementation process the way they did.

In chapter 3 which is about the theoretical frame work for the study, I began by exploring various conceptions of curriculum theory and then moved on to look at curriculum theory in relation to curriculum implementation in the developing country context. I also examined the literature on curriculum theory in relation to history education before I explored the theories that I used in framing the study which were Pinar's (2004) curriculum theory and Gross et al.'s (1971) theory on the

implementation of curriculum. I further explained that while Pinar's theory would help reveal how the conventional conception of curriculum theory and implementation impact on educational change, Gross et al.'s theory would serve as point of reference for the preconditions for successful implementation of change. The theories will also illuminate the complex nature of curriculum change and how this impacts on the history teachers' work. All these are likely to lead to a better understanding of the experiences of history teachers with the implementation of the SGCSE History curriculum in Eswatini and in establishing the factors responsible for their experiences.

In chapter 4, I explored the research design and explained why it was appropriate for this study. I also explained and justified the research paradigm and research methodology used in the study. The research approach used was the qualitative approach with the research method adopted being multiple case studies while multi methods were used for generating data to ensure rigour. The sampling procedure was also outlined together with the rationale for the sample. The piloting exercise and data collection procedure were also examined. This was then followed by an examination of the process adopted when carrying out the analysis of the data. Finally, I discussed the strategies adopted to ensure trustworthiness and ethical considerations.

In chapter 5, I presented and discussed the analysed data on the first research question which was:

- What were the experiences of history teachers with the implementation of the SGCSE History curriculum?

The chapter indicated variations between cases even though all cases experienced the implementation of the new curriculum both positively and negatively. However there were minimal positive experiences for all history teachers. There were commonalities in both the positive and negative experiences history teachers had with the implementation of the SGCSE History curriculum. History teachers' negative experiences were ignited by the lack of appropriate planning which subsequently resulted in lack of

teacher involvement; lack of professional development; lack of resources and lack of alignment between contextual factors such as large class sizes, lack of prerequisite skills; content overload and teacher biographies with the reform policy.

In chapter 6 I presented and discussed the data relating to the second research question which was:

- Why did history teachers experience the implementation of the SGCSE History curriculum the way they did?

This was done using Gross et al.'s (1971) theory on the implementation of curriculum change as a frame. The five pre-conditions for change outlined by Gross et al. (1971) were used to understand why history teachers experienced the SGCSE History curriculum the way they did. It was found that the implementation of this curriculum was not effective because it was not preceded by change in the context in which the curriculum was to be implemented. The conditions in the schools did not support the implementation process because even though the implementation contexts varied greatly between schools, nothing much was done to change them.

In this chapter it emerged that proper planning of the reform and its implementation was not carried out to ensure that the reform was institutionalised. The preconditions for change and their implementation as set out by Gross et al. (1971) were not investigated during the planning of the implementation process of the reform. There was no change in the contextual environment in which the curriculum was to be implemented. This suggests that there was an assumption that history teachers would adapt and do as told despite the absence of the necessary preconditions for change.

There seemed to be an assumption that schools had the same capacity to implement the educational reform yet, schools varied considerably. This suggests that conditions in the schools did not support the innovation

which demonstrates lack of harmony between policy and practice and further shows that the adoption of top-down policies is not beneficial to history teachers because such policies have no regard for implementation particularly in the developing country context. That also suggests that the pre-conditions for change as outlined by Gross et al. (1971) were not met thereby making teachers largely experience the curriculum negatively.

7.5 Discussion of the Findings

The aim of this study was to establish history teachers' experiences of the implementation of the SGCSE History curriculum and the factors responsible for their experiences. The key findings of the study will be presented under two broad themes as determined by the research questions. The data demonstrated the lack of appropriate planning of both the curriculum reform and its implementation as there were numerous challenges that proved to be a barrier to the successful implementation of the SGCSE History curriculum. History teachers' experiences were mainly dependent on whether they had good understanding of the curriculum, availability of resources, and inability to align contextual environment with the reform policy.

7.5.1 History teachers' experiences of the implementation of the SGCSE History curriculum

The lack of involvement

History teachers as agents of implementation were minimally involved in the whole process of curriculum change and implementation as only those history teachers who were subject panel members were involved. This minimal representation was viewed as lack of involvement by the history teachers who claimed they knew nothing about the reform. They also argued that they did not understand how they were expected to handle the new content, the teaching of source interpretation and the assessment of the new history curriculum. Although history teachers made attempts to

implement the new history curriculum, they exhibited a narrow understanding of the principles of the new history curriculum. The narrow conception of the reform principles demonstrates superficial involvement that was not focused on ensuring that history teachers received a clear conception of the reform before its implementation. Furthermore, implementation became an individual thing as the implementing agents were not always in agreement about the implementation process.

Lack of competence due to inadequate training

The quality of training history teachers received was poor in that, the training duration was short and poorly organised with large numbers of history teachers being trained at the same time thus making it impossible for history teachers to practically engage in the application of the new concepts and skills during training. History teachers left the training workshops without having ascertained whether or not they had gained any competence in the new historical understandings because there were no practical sessions.

The study further demonstrated that history teachers were trained by incompetent trainers consequently, they could not positively impact on teacher culture and they also could not successfully assist history teachers to internalise the historical understandings promoted by the SGCSE History curriculum as expected. The training did not consider the history teachers' experience with this new history curriculum as teachers who had different experiences and challenges with the history curriculum were given the same kind of training.

This suggests that there were gaps in the training as new history teachers could not be inducted on the new history curriculum but received the same kind of training as experienced history teachers. History teachers further suffered from the lack of on-site support particularly from subject inspectors as they had different experiences due to variations in the school contextual factors. This made history teachers incompetent and unable to cope.

Inability to change context in which history teachers worked before the implementation began

Contextual challenges that influenced the history teachers' work included the drastic lack of resources, the principal's leadership and instructional skills, large class size as well as content overload and teacher biographies. Teaching resources were a challenge in all the schools visited. Most of the schools however were able to acquire the basic textbook during the implementation process. Only a few school principals seemed able to cope by attending to most of the needs of the history teachers as they implemented the new history curriculum. None of the school principals was able to provide history teachers with all the required resources for the successful implementation of the SGCSE History curriculum which suggests that the history curriculum had to be implemented under conditions that did not support its implementation.

Besides the lack of resources, large class sizes also prevented teachers from implementing the curriculum as expected because of the difficulty of using learner-centred approaches in overcrowded classrooms. This was exacerbated by the heavy teaching loads that teachers had and the fact that teacher culture had not been dealt with appropriately during training.

Contradictions in history teachers' emotions

Although history teachers appreciated the new history curriculum because it changed the manner in which the subject was viewed, they later developed ambivalence because of the conditions under which the curriculum was to be enacted. Most history teachers initially demonstrated their willingness to embrace change through collaboration and networking with colleagues to acquire both expertise and teaching materials. However, as they implemented the curriculum and encountered numerous hardships, for example very few history teachers received support in the form of resources that were essential to successfully implement the new

history curriculum, they began to resent the reform. They showed resentment by abandoning the teaching of history while those who remained reverted to their old ways of teaching which were contrary to the demands of the new history curriculum.

The subject was likely to suffer teacher attrition because the history curriculum change marked a fundamental change in the practices of teaching history in the Manzini region and in the country as a whole. History teachers found the adoption of child-centred approaches which placed emphasis on the development of the individual, challenging. Pereira (2012) points out that teachers were likely to be challenged because they had not been trained on how to use learner-centred approaches in crowded classrooms as the data revealed. The data further revealed that the drastic lack of resources and the inadequate training history teachers received together with the lack of on-site support made it even more difficult for teachers to adopt learner-centred approaches. History teachers had been used to teaching with the intention of helping learners pass the examination which implies that emphasis was placed on knowledge acquisition in the former history curriculum and there was a predominant use of teacher-centred teaching approaches. The SGCSE History curriculum on the other hand entailed an understanding of the fact that knowledge had to be created by the learners through inquiry-based learning instead of believing in the existence of knowledge as universal truth. Moving from the subject matter focus to the inculcation of skills proved to be in direct contrast with teacher biographies which created tension that resulted in the enactment of the new history curriculum being less successful as some history teachers abandoned the subject while some resorted to using teacher-centred approaches.

7.5.2 Why history teachers experienced the implementation the way they did

The findings for the second research question which looked at why history teachers experienced the SGCSE History curriculum the way they did

demonstrate that history teachers had not been adequately prepared for the implementation process and there were also no changes made in the context in which they worked.

Lack of involvement

History teachers were denied involvement when the reform was conceptualised and during the planning for its implementation yet, their involvement is crucial for the success of any reform. Their participation in the whole process of change provided them with the opportunity to internalise the change effort and also made their ideas and concerns known. If history teachers were denied the opportunity to participate in the reform, they might have difficulty interpreting the intentions of the curriculum writers thereby developing resistance towards change as well as a negative attitude as happened in the Manzini Region of Eswatini. The participation of history teachers would have revealed the inequalities that exist between schools and would have ensured that such inequalities were explored and appropriately addressed instead of assuming that things were normal in all schools when the reality was that some schools were well-resourced while some were not.

Although the lack of involvement in curriculum decisions may be due to the lack of the required amount of knowledge necessary to make informed decisions about what to teach (Steeves, 1998), this implies that there is need to strengthen teacher education and training of history teachers both at pre-service and in-service level to equip them with the skills essential for making informed decisions about what to teach. It also points towards the need to place more focus on developing an in-service unit for secondary education that will constantly capacitate history teachers to enhance their professional growth.

Lack of adequate training

The lack of adequate preparation of history teachers for the new history curriculum resulted in history teachers maintaining old habits mainly because there was no rigorous attempt made to change teacher culture. Teacher culture was not attended to yet the literature demonstrates the significance of impacting on teacher culture in order to achieve successful implementation (Gross, 1971; Fullan, 1991). History teachers further lacked a clear understanding of what they were expected to do. The training they received could not positively impact on history teachers. Weak and sporadic training programmes result in teachers not being able to cope with the enactment of the reform. All this could have been successfully dealt with by involving history teachers from the beginning so that they can share the reform vision. Consequently history teachers did not have clear understanding of the principles of the new history curriculum to successfully implement it.

Incompetence

The lack of a good understanding of the reform due to lack of involvement required a well organised professional development programme that would ensure that history teachers gained the necessary clarity about the reform, changed their culture and also gained the necessary competence to achieve successful implementation. However, the nature and quality of the in-service training workshops provided made it impossible for all history teachers to gain much, consequently only those who received support from their school principals were able to benefit through collaboration and school-based staff development programmes. Gross et al. (1971), posit that the lack of relevant skills and knowledge due to inadequate training hampers the implementation of a new reform. History teachers could also not benefit much from the TOTs because they were incompetent and there was no clear manner in which they could be utilised. This implies that there had been no proper training for the TOTs and also no clear plan on how they were to be of assistance to history teachers. Yet the cascade model if well utilised is useful in promoting professional development (Morrison et al., 1989).

Lack of resources

The drastic lack of resources made it impossible for history teachers to adhere to the principles of the SGCSE History curriculum as it required lessons to be inquiry-driven and to be learner-centred. This has been supported by Gross (1971) who points out that absence of the relevant instructional material inhibits implementation. Without the availability of well-resourced libraries and access to the internet, history teachers struggled to implement the new history curriculum and could not succeed as demonstrated in the findings. The data indicated that learners in some schools still lacked the basic textbook due to financial constraints thus making it extremely difficult for the history teacher to use inquiry-based learning. The tendency therefore is for history teachers to resort to unacceptable teaching approaches (Bantwini, 2010). That suggests that teaching approaches that are not in line with the SGCSE History curriculum are predominantly in use in schools due to the drastic lack of resources.

Contextual factors

Contextual factors made it difficult if not impossible for most history teachers to implement the SGCSE History curriculum because nothing was done to change the context in which the new curriculum was to be implemented. The incongruence that existed between contextual factors and the demands of the new history curriculum made it difficult for history teachers to achieve successful enactment for the new history curriculum as Gross et al. (1971) demonstrate, any existing practices that are contrary to the demands of the reform should be altered to encourage teachers to implement the reform and thereby minimise teacher frustration.

While Gross et al. (1971) point towards alignment as an important factor in promoting implementation, the literature has proved that alignment is not enough as teachers might still not effectively implement the educational reform even when contextual factors are congruent with the reform (Penuel et al., 2008). They are in agreement with other scholars that implementation depends on what teachers do in the classroom (Harries,

2001; Harries–Hart, 2002) while Roehrig et al. (2007) point out that implementation is dependent on the teacher. Pereira (2012) in agreement indicates that a top-down bureaucratic curriculum is only able to impose the curriculum programme but is not able to determine how teachers think and teach in their classrooms. According to Harries (2001) teachers reclaim curriculum control in the classroom.

Mthethwa (2007) on the other hand, found that while teachers in Eswatini seemed to have good basic knowledge of the curriculum contents, their classroom practices did not reflect the principles of the curriculum being implemented because of the demands made by their principals. Mthethwa's argument demonstrates that whatever teachers do in their context is somehow influenced by the contextual factors because the principal's instructional skills can be said to be a part of the school's contextual factors. The data revealed that history teachers are expected to rush through the curriculum content and give many notes to the learners in order to cover as much content as possible. Such demands have a negative impact on the implementation process. Clearly teachers need to take charge of the curriculum as Pinar (2004) suggests because as the literature demonstrates a major stimulus for rapid change can be said to be the teacher's intrinsic motivation rather than government or any of the other factors (Thompson et al., 2013).

Lack of motivation

It also emerged that working under difficult conditions resulted in history teachers losing the motivation they had. The lack of motivation also became a barrier to successful implementation as history teachers felt discouraged and disillusioned. As already indicated above, motivation is a crucial factor in the successful implementation of a new reform. In agreement Gross et al. (1971) point out that the lack of motivation is a barrier to the implementation process. They argue that the manner in which an innovation has been introduced has an impact on how it will be received by teachers and subsequently on its implementation.

While the school environment has a role in the success or lack of success of the implementation process, there is need to create dialogues of meaning amongst policy, politics and practice in transforming education in developing countries (Seetal, 2006). Dialogue that will result in a change in the contextual factors and in the manner in which reform is handled between all stakeholders is essential if the institutionalisation of a new curriculum is to be a success. One may add that such a dialogue needs to also result in teachers not being de-skilled by being reduced to recipients of policy documents to be interpreted and implemented by teachers, but they should be allowed to reflect on their experiences and use their experiences to generate learning experiences.

The findings demonstrated that teachers have better understanding of the context in which they work and of the learners as well as the pedagogical approaches that work favourably in their circumstances. That, therefore, makes them better placed to theorise and generate learning experiences and appropriate approaches that they can successfully implement in schools. It emerged from both the data and the literature (Pinar, 2004) that there was a need to leave curriculum that is, both its design and implementation, in the capable hands of the history teachers to avoid any disharmony between policy and practice.

7.6 Recommendations and further research

7.6.1 Recommendations based on the study

All respondents decried the lack of adequate resources for successful implementation while most raised their concern about learners who did not have the basic resources which in this case were the history textbooks. They feared that the lack of textbooks made history teachers become information transmitters thereby reducing the learners to passive receptacles of knowledge. Providing necessary resources for all schools, especially schools found in areas where parents cannot afford to pay higher fees would be very useful in ensuring that the principles of the new

history curriculum such as the use of learner-centred approaches are adhered to. Having a policy in place that would ensure that all schools have the basic textbook would assist history teachers by allowing them time for collaboration. The lack of textbooks deprives history teachers the opportunity to grow professionally as expected and also to focus on pedagogical issues instead of spending their time battling with the challenges caused by lack of resources.

Furthermore, there is need for a policy regulating internet access and its use by educational institutions such as schools and tertiary institutions to be in place to ensure that they all can afford such a service because the SGCSE History curriculum requires learners and history teachers to use the internet for more information. This suggests that the curriculum also requires history teachers to be computer literate. Through such a policy, government would ensure that schools and tertiary institutions are not charged at commercial rates and are thus able to use ICT to improve the quality of education in the country.

There needs to be a clear policy for schools on staff development and CPD to ensure that the training of staff is made part of the school development plan to enable history teachers to receive training regularly and to guide school principals on staff training.

I would also recommend the building of fully equipped libraries for all schools in the country. If finances are constrained, an alternative would be building libraries for a cluster of schools located in rural areas that can be accessed by all learners in that cluster area to enhance the development of research skills and further promote enquiry learning and proficiency in the use of the English language.

There is also need to leave curriculum issues in the hands of history teachers to minimise tension between the requirements of the reform and the externally prepared examination.

7.6.2 Suggestions for further research

There are numerous possibilities for further research emanating from the findings of this study. First, it is essential to extend the study to the other regions of the country to gain a better understanding of how the SGCSE History reform was experienced countrywide and also to understand the reasons behind the history teachers' experiences.

I also established from the study that some history teachers had to implement the new history curriculum without having been trained on its principles, which could not be explored further as a result more research needs to be conducted on the experiences of those history teachers who had to engage with the implementation process of the SGCSE History curriculum without having received any training from the TOTs as well as on those teachers who started teaching at high/senior secondary school level after the initial training of history teachers.

Given that the data also revealed that training was only done by the inspectors and TOTs who happened to be history teachers, further research also needs to be done on the operations of the in-service department to establish why the training of history teachers at in-service level was only done by history subject inspectors and the TOTs when the country has an in-service unit.

Given that school principals were said to be unable to provide history teachers with the required resources, there is a need to conduct research that will assist in understanding the school principals' conception of the reform and their experiences with the implementation process.

Research also needs to be done on the history subject inspectors' experiences as they carry out their duties to gain a deeper understanding of their duties and how they also experienced the reform and its implementation.

There is also need to engage in research to ascertain the extent to which tertiary institutions in Eswatini have embraced the SGCSE curriculum.

Research on these areas of study even though based on past reform knowledge would help in the development of knowledge about future curriculum reforms and assist in decision-making processes thus informing future curriculum reform and implementation processes.

7.7 The contribution of the study

The study provides new insights in relation to curriculum implementation in a developing country context and may be used to inform policy when making decisions on future curriculum innovations in the country and in other developing countries to ensure sustainable change. The study revealed that in a context where the bureaucratic approach is preferred and also where there is total disregard for contextual factors and proper planning due to heavy financial constraints, teachers as professionals who are capable of designing and successfully implementing a new reform through reflecting on their experiences should be given the power to control the curriculum.

The study could be used to improve the institutionalisation of the SGCSE History curriculum to facilitate its effective adoption and appropriate implementation in schools in the Manzini Region and possibly even countrywide as it demonstrates the need for teachers to experience the curriculum they are to implement. The lack of alignment between tertiary education courses and the SGCSE curriculum content prevents beginning history teachers from effectively teaching the new curriculum and have to be further trained to cope. It is also essential to align the school system with the tertiary level to ensure a smooth transition into the world of work. This research would encourage tertiary institutions to review their courses with the intention to align their courses with the school system.

The study also contributes in the scholarly body of knowledge in that no previous work has been done in Eswatini that taps from the history teachers' experiences of curriculum implementation to inform practice.

This work therefore contributes in the area of curriculum implementation as viewed from the history teachers' perspective and as informed by teacher professional knowledge.

7.8 Conclusion

The purpose of this chapter was to reflect on the methodology and methods used in the study explaining their appropriateness and effectiveness in addressing the research questions of the study listed in chapter 1.

The research questions were answered through the qualitative multiple case study approach in which multiple methods were used to generate data from a sample of 13 history teachers from the Manzini Region in Eswatini. Using multiple case studies, I was able to analyse data for each case as well as across cases thus gaining a better understanding of the history teachers' experiences of the implementation of the SGCSE History curriculum and why they experienced it the way they did. Patterns and themes were derived from the data which was analysed through coding and categorising data on history teacher's experiences and why they experienced the implementation the way they did to form broader themes.

I also reflected on how this research has affected and influenced me both personally and professionally. In carrying out this study, my interpersonal skills were enhanced and I have been able to gain new knowledge on history teachers and their working environment particularly during curriculum change and the challenges of implementing a new curriculum in a developing country context. I also learnt that history is considered of little value in the schools and therefore receives minimal support from administrators even during the crucial time of curriculum change and implementation. I learnt from the literature that other history teachers face similar challenges in the developing country context. They work under very unpleasant conditions but are still expected to produce good learner outcomes.

I then provided a review of the study and further gave a summary of the key findings from the analysis presented in this thesis. Furthermore, I made recommendations based on the study and further indicated the contribution of the study. I also gave a brief overview of each chapter and

It emerged from the findings and the literature that in the developing country context, the Ministry of Education controls the curriculum on behalf of the state (Bertram, 2008; Stolojan, 2017). It also transpired from both the literature and the findings that in the developing country context, the education system is faced with numerous challenges that include the drastic lack of resources, large class sizes, and inadequate supervision by the inspectorate and incompetence among educational practitioners due to poor quality pre-service and in-service training (Bellalem, 2008; Altinyelken, 2010; Mazibuko, 2008, Madondo, 2012). Furthermore, top-down reform does not investigate the context in which schools operate as well as into the compatibility of the teaching approaches required by the reform with the school context. It also disregards the inequalities that exist between schools and has no concern for the implementation process.

The key findings of the study were that history teachers as implementing agents find themselves in a dilemma - not sure if they should adjust the curriculum to suit their context or if they should implement it as coached at the expense of the learners. Consequently, inconsistencies at the level of implementation were revealed by the data. It is for that reason that I argue that in the highly financially constrained developing African country context, where education and curriculum reform and its implementation tend to take a back seat, it is crucial to give history teachers the power to design learning experiences within their specific school contexts and organisational structure in mind, as it is essential to allow them to make their own decisions on the choice of learning experience as informed by the prevailing contextual factors.

History teachers are professionals capable of making informed autonomous decisions based on their experiences and contextual

contexts. Barton and Levistik (2004) in agreement posit that history teachers have ideas, attitudes and beliefs that have been shaped by their prior experiences which cannot be easily influenced by any form of training. Top-down approaches result in lack of common understanding and commitment among history teachers and school administrators due to lack of understanding of the role of the reform. Changing a curriculum and implementing a new curriculum without the necessary preconditions for change while at the same time de-skilling teachers is not a good recipe for successful implementation. Since it is not within the power of history teachers to control contextual factors, they should then be given the autonomy to control the curriculum.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUP DISCUSSIONS

Background

The purpose of this interview is to establish the experiences of history teachers in the implementation of the SGCSE History curriculum in senior secondary schools in Eswatini. These interview questions will guide the discussion with the history teachers during the interviews with individual teachers as well as with the focus group discussion participants as they make their experiential life known.

Interview questions

Gender:

Teaching Experience:

School location (urban or rural):

1. Tell me about the SGCSE curriculum.
2. In your view what were the reasons behind the implementation of the SGCSE curriculum.
3. Tell me about your experiences of the implementation process.
4. Tell me about your work as a history teacher after the introduction of the SGCSE.
5. What do you like about the SGCSE curriculum?
6. Now tell me about the challenges you have encountered when teaching this curriculum.
7. In your opinion, how have the challenges had an impact on your work?
8. Tell me about your experiences with the implementation of the SGCSE history curriculum.
9. Tell me why you think you experienced the SGCSE history curriculum in this manner.
10. Now tell me the experiences that you have had in interacting with your physical environment in the process of implementing this curriculum –

what have been the supporting factors and what have been the inhibiting factors?

11. Please tell me now about the kind of support that you receive from the regional education officers and the inspectors.

12. Tell me how you feel about the nature of assistance you receive from government agents.

13. How do you engage with this curriculum?

14. In your view how have you been able to cope?

15. Tell me about the learners in your class and your relationship with them.

16. Tell me if you could go back in time and implement this curriculum again what would you do differently?

APPENDIX B

SAMPLE INFORMED CONSENT LETTER FOR PARTICIPATING HISTORY TEACHERS



School of Education,
College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear History Teacher

My name is Rejoice Khanyisile Dlamini; I am a PhD student at the, University of KwaZulu-Natal, Edgewood campus under the supervision of Professor Johan Wassermann.

The title of my research project is: The experiences of History teachers of the implementation of the Swaziland General Certificate of Secondary Education (SGCSE) History curriculum.

The focus of the research project is to gain an understanding of history teachers' experiences with the introduction of the SGCSE history curriculum in Eswatini and also to establish why they experienced curriculum change the way they did.


You have been identified as a possible participant in this research project which seeks to produce some data that will help us understand history teachers' perspectives on curriculum change in Eswatini as demonstrated by their experiences when implementing the SGCSE curriculum. The data production process will involve the collection of data through the use of semi structured interviews and focus group interviews to allow you to talk

freely and openly about your experiences as you are interviewed. The interviews will be done at a time and place that is convenient to you.

Furthermore, this data collection process will also involve looking at documents such as your daily lesson plan, schemes of work, test and examination items.

I guarantee your confidentiality as all information provided will be considered completely confidential and the respondents' identity will be protected. Furthermore, any information given by you cannot be used against you, and the collected data will be used for purposes of this research only. The Data will be stored in secure storage at the University of Kwa-Zulu Natal and will be destroyed after 5 years. You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action. The research aims at obtaining information on the experiences of history teachers with the SGCSE history curriculum. Your involvement is purely for academic purposes only, and there are no financial benefits involved.

Thank you for your contribution to this research.



Dlamini Rejoice Khanyisile

APPENDIX C

SAMPLE INFORMED CONSENT FORM FOR HISTORY TEACHERS

DECLARATION

I..... (Full names of history teacher) hereby confirm that I understand the contents of this document and the nature of the research project, and I voluntarily agree to participate in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent to the audio recording of my interviews: YES / NO

Signature of Participating Teacher:

Date: _____

School Stamp:

By signing this consent form, you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

APPENDIX D

SAMPLE LETTER OF REQUEST FOR PARTICIPATING SCHOOLS



School of Education,
College of Humanities,

University of KwaZulu-Natal,
Edgewood Campus

The Principal

_____ High School

Dear Sir/Madam,

My name is Rejoice Khanyisile Dlamini; I am a PhD student at the, University of KwaZulu-Natal, Edgewood campus under the supervision of Professor Johan Wassermann. The title of my research project is: The experiences of history teachers of the implementation of the Swaziland General Certificate of Secondary Education (SGCSE) history curriculum.

The focus of the research project is to gain an understanding of history teachers' experiences with the introduction of the SGCSE history curriculum in Eswatini and also to establish why they experienced curriculum change the way they did.

Your school has been identified as a possible site of research for this project to produce some data that will help us understand history teachers' perspectives on curriculum change in Eswatini as demonstrated by their experiences when implementing the SGCSE curriculum.

The data production process will involve the collection of data through the use of semi structured interviews to allow the history teachers to talk freely and openly about their experiences.

Furthermore, this data collection process will involve looking at documents such as the daily lesson plan, schemes of work, test and examination items. This process of data collection will take about one and half hours with each respondent. Permission is sought to see these history teachers during their free periods.

I further assure you that this process of data collection will not interfere with the day-to-day activities of the school. Appointments for interviews will be scheduled to take place at the time when the participants are not engaged in teaching and learning. Their participation and their rights in the research processes will be negotiated and each participant will sign the informed consent forms. Their permission would be sought prior to their participation in the data collection process.

I guarantee your confidentiality as all information provided will be considered completely confidential and the respondents' identity will be protected. Furthermore, any information given by the respondents cannot be used against them, and the collected data will be used for purposes of this research only. The Data will be stored in secure storage at the University of KwaZulu-Natal and will be destroyed after 5 years. Your school has a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action. The research aims at obtaining information on the experiences of history teachers with the SGCSE history curriculum. Your school's involvement is purely for academic purposes only, and there are no financial benefits involved.

Thank you for your contribution to this research.



Dlamini Rejoice Khanyisile

APPENDIX E

SAMPLE SCHOOL CONSENT FORM THE PARTICIPATING SCHOOL PRINCIPAL

DECLARATION

I..... Principal of
..... High School hereby confirm that I understand the contents of this document and the nature of the research project, and I give permission for the school to participate in the research project.

I understand that I am at liberty to withdraw the school's participating in the project at any time, should I so desire.

Signature of school Principal: _____

Date: _____

School Stamp:

.....

APPENDIX F

SAMPLE LETTER OF INFORMED CONSENT FOR THE HEAD OF DEPARTMENT



School of Education,
College of Humanities,

University of KwaZulu-Natal,
Edgewood Campus,

The Head of Department
Department of History/Social Studies

Dear Sir/Madam,

My name is Rejoice Khanyisile Dlamini; I am a PhD student at the, University of KwaZulu-Natal, Edgewood campus under the supervision of Professor Johan Wassermann. The title of my research project is: The experiences of history teachers of the implementation of the Swaziland General Certificate of Secondary Education (SGCSE) history curriculum.

The focus of the research project is to gain an understanding of history teachers' experiences with the introduction of the SGCSE history curriculum in Eswatini and also to establish why they experienced curriculum change the way they did.

Your Department has been identified as a possible site of research for this project to produce some data that will help us understand history teachers' perspectives on curriculum change in Eswatini as demonstrated by their experiences when implementing the SGCSE curriculum. The data production process will involve the collection of data through the use of semi structured interviews and focus group interviews to allow the history teachers to talk freely and openly about their experiences.

Furthermore, this data collection process shall involve looking at documents such as the daily lesson plan, schemes of work, test and examination items. This process of data collection shall take about one

and half hours with each respondent. Permission is sought to see these history teachers during their free periods.

I further assure you that this process of data collection will not interfere with the day-to-day activities of the school. Appointments for interviews will be scheduled to take place at the time when the participants are not engaged in teaching and learning. Their participation and their rights in the research processes will be negotiated and each participant will sign the informed consent forms. Their permission would be sought prior to their participation in the data collection process.

I guarantee your confidentiality as all information provided will be considered completely confidential and the respondents' identity will be protected. Furthermore, any information given by the respondents cannot be used against them, and the collected data will be used for purposes of this research only. The Data will be stored in secure storage at the University of KwaZulu-Natal and will be destroyed after 5 years. Your school has a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action. The research aims at obtaining information on the experiences of history teachers with the SGCSE history curriculum. Your school's involvement is purely for academic purposes only, and there are no financial benefits involved.

Thank you for your contribution to this research.



Dlamini Rejoice Khanyisile

APPENDIX G

SAMPLE INFORMED CONSENT FORM FOR THE HEAD OF DEPARTMENT

DECLARATION

I.....History Head of Department of.....High School hereby confirm that I understand the contents of this document and the nature of the research project, and I give permission for the Department staff to participate in the research project.

I understand that I am at liberty to withdraw the Department's participating in the project at any time, should I so desire.

Signature of Head of Department: _____

Date: _____

School Date Stamp:

.....

APPENDIX H

Letter from the Director of Education in the Ministry of Education and Training – Swaziland granting consent for data collection.

The Government of the Kingdom of Swaziland



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

2nd February, 2015

Attention:

Head Teachers:

High
High
High

High
High
High

High
High
High

THROUGH

Manzini Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF KWAZULU-NATAL STUDENT – MS. REJOICE KHANYISILE DLAMINI

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Ms. Rejoice K. Dlamini, a student at the University of KwaZulu-Natal, that in order for her to fulfil her academic requirements at the University of KwaZulu-Natal, she has to collect data (conduct research) and her study or research topic is: *The Examination of History Teachers with the Implementation of Swaziland General Certificate of Secondary Education (GCSE) Curriculum*. The population for her study comprises of history teachers from the above mentioned schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Dlamini begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training requests your office to assist Ms. Dlamini by allowing her to use above mentioned schools in the Manzini region as her research sites as well as facilitate her by giving her all the copies she needs in her data collection process. Data collection period is one month.

Yours Faithfully

DR. SIBONILE M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Manzini
Chief Inspector – Secondary
9 Head Teachers of the above mentioned schools
Prof. J. M. Wassenaar



Page 4

APPENDIX I

Samples of Analysed Documents:

A Scheme of Work Sample 1 Page 1

Term	One	Class	FORM 5	Subject	HISTORY		Date when work was completed	
Target Dates	SCHEME OF WORK DEPTH STUDY - USA							
		Content	Learner's Expe-	TECHNIQUES				
1920s		- How far was intolerance in the US society.	Learners have a clue on what injustices were mentioned on Black/African Americas	Reading, discussion and writing				
		- Why was Prohibition introduced and later repealed						
		- How far did the role of women change during 1920s	Understand how women had been deprived of rights and working opportunities. Also Educator	Discussions, reading and writing				
		- How far was speculation responsible for Wall Street Crash?	learners know effects of hyperinflation in Germany and can easily link the m. to US	Discussions, reading and writing				
		- What impact did the crash have on the economy?	Wall Street Crashes					

Scheme of Work Sample 1 Page 2

Term	One	Class	FORM 3	Subject	HISTORY
Target Dates	SCHEME OF WORK			Learner/Experiences	Date when work was completed
	General Objectives	Content			TECHNIQUE
1/1/16		What were the social consequences of the crash?	know of the reparation payment on Germany and its impact on the German nationals, so the can easily link these with the status quo in USA		Reading, discussing, writing
		Why did Roosevelt win the elections of 1932?			
	How successful was the New Deal?		Already know of USA's policy of Isolationism and how it helped the US economy during the boom		writing
1/1/16 1/1/16		What was the New Deal? (1933)			
		How far did the character of the New Deal change after 1933?	They understand America's view on the League of Nations and public opinion back home.		Discuss, writing, reading
1/1/16					

Scheme of work Sample 2 Page 1

Form	Class	Subject
II (2)	Form 5	History
Target Dates	SCHEME OF WORK	Date when work was completed
	Depth Study B: The USA 1919-1941	
10/05/16	How far did the USA economy boom in the 1920's?	
	On what factors was the economic boom based	
	Why did some industries prosper while some did not	
	Why did agriculture not share in the prosperity	
21/05/16	Did all Americans benefit from the boom	
11/06/16	How far did US society change in the 1920's?	
	What were the Roaring 20s	
	How widespread was intolerance in US society	
	Why was prohibition introduced and then later repealed	
	How far did the roles of women change during the 1920s	
17/06/16	Revision and test	
22/06/16	What were the causes and consequences of the Wall Street Crash	
	How far was speculation responsible for the Wall Street Crash	
	What was impact did the crash have	

Scheme of work Sample 2 Page 2

II (2)		Class	Form 5	Subject	History
Target Dates	SCHEME OF WORK			Date when work was completed	
	on the economy				
	What were the social consequences of the Crash.				
30/06	Why did Roosevelt win the election of 1932?				
	How successful was the New Deal				
1/07	What was the New Deal as introduced in 1933?				
	How far did the character of the New Deal change after 1933				
	Why did the New Deal encounter opposition				
	Why did unemployment persist despite the New Deal				
	What groups in America society did not benefit from the New Deal				
2/07	Devision and test resources				

Scheme of Work Sample 3 Page 1

Term 1		Class	Year 11	Subject	History
#	SCHEME OF WORK				Date when work was completed
	Aims: To help pupils understand the aims and effects of the peace treaties of 1919-23. To understand if the treaties were fair.				
	Methods: Discussion, question & answer, research, group work.				
	Skills to be developed: description, understanding, evaluation				
	Key Question 2: To what extent was the League of Nations a success?				
	- Aims of the League				01-11-11
	- Organisation				18-03-16
	- Success of the League in the 1920s				
	- Causes of the failure of the League				22-05-16
	- Organisation				
	- Membership				
	- Depression				
	The Skill of Explanation -				
	- The League in Action in the 1930s				31-03-16
	- Invasion of Manchuria				
	- Invasion of Abyssinia				
	- Hitler's foreign work				20-03-16
	- Aggression				
	- Success & failure of the League				

Scheme of Work Sample 3 Page 2

Topic/Unit	SCHEME OF WORK	Date when work was completed
	<p> <u>Topic</u> <u>Topic 1</u> <u>Class</u> <u>Form 4</u> <u>Subject</u> <u>History</u> </p> <p> Aims: To help pupils understand the work of the League. - challenges of the League + evaluate if the League was successful. </p> <p> Methods: Discussion, questions + answers, group work, presentation, debate. </p> <p> Skills to be developed - description, explanation, evaluation. </p> <p style="text-align: center;">TEST</p>	
2902	<p> Key Question 3 Why had international peace collapsed by 1919? DEPTH STUDY B: THE USA 1919-194 </p>	
	<p> Key Question 1 How far did the US economy boom in 1920s? </p> <p> The expansion of the USA economy in 1920s </p> <ul style="list-style-type: none"> - Mass production in the car - Consumer durables industries 	
19-03-4	<p>TEST</p>	

B Lesson Plan Samples

Lesson Plan Sample 1

Date: 8-02-2016

Time: 8:40 - 9:25 AM

Class: 5

Subject: History

Topic: How did the USA try and support capitalism in Europe

Objectives: learners should be able to:

Describe the Truman Doctrine

Explain why the USA introduced the containment policy

Explain the Marshall Aid.

Teaching resources

Ben Walsh GCSE Modern World History pp 328-330

Teaching methods

lecture and discussion methods

Introduction: The teacher will ask learners to give an interpretation of source 24 on page 328.

Responses show the USSR wanted to take over the world beginning with eastern Europe

Presentation: The teacher will lead a classroom discussion of the following.

- The Reaction of the West towards Soviet Expansion in Eastern Europe
- The Truman Doctrine
- The Marshall Aid.

Conclusion: The teacher will ask learners to give the main points of the lesson.

Evaluation: learners will write notes on the Truman Doctrine

The lesson was not completed to completed on 9/11/16

Lesson Plan Sample 2

Lesson PREP

Subject: HISTORY

Class: FORMS

Date: 02/02/16

Topic: Flash BACK: - Did all Americans benefit from boom
- Explain the ROARING 20s
- Women in the 1920s

Objectives: should be able to respond correctly to the questions, showing justifications to the positions taken on issues.

- Explaining how each of the factors contributed to the economic boom leading to the status core of ROARING 2
- Explain how these changes brought by the 1920s in USA, were received by the conservative Americans and why e.g. women had been living restricted lifestyles. Then the 1920s brought changes in behaviours and attitudes.
- Such attitudes were seen to compromise American moral values, making these women unyielding, unbecoming and im-

Methods: Discussion, questions, writing

Evaluations: Did all Americans benefit from the boom? Use these guide lines

- roaring 20s
- Prejudice & intolerance
- Women in the 1920s

Analysis: - Learners still lacking in analytical skills have difficulty putting ideas across.
- A few seem to grasp the expectations the

Date: 22-03-16

Class Form: 4

Subject: History

Topic: The League and border disputes - 1929

Time: 10:40 - 11:20

Aims: to help pupils understand how land disputes were solved by the League in the 1920s.

Objectives: By the end of the lesson the pupils should be able to:

- ① Describe the role of the League in issues of border disputes
- ② Describe different disputes which took place in the 1920s & 30s
- ③ Explain how the League dealt with the issues
- ④ Evaluate if the League was successful or not in solving the land disputes.

Method: Discussion + question & answer.

Resources: modern world history

Teaching Aid: Map of the world.

Introduction: The teacher will expose the pupils to one of the League's group land disputes. The pupils will then explain one aim of the League.

Assessment: The teacher will discuss how the league dealt with small land disputes. The student will evaluate if the league was successful or not.

Conclusion: The teacher will conclude the lesson on how the league solved land disputes.

Evaluation: The lesson was not completed but pupils will do work at home.

<u>Date:</u>	
<u>Time:</u>	
<u>Class:</u>	
<u>Subject:</u> History	
<u>Topic:</u> The Cold War	
<u>Sub-topics:</u> Differing USA & Soviet Ideologies	
<u>Lesson Objectives:</u> at the end of the Lesson pupils should be able to:	
<ul style="list-style-type: none"> (i) define an ideology (ii) name USA & Soviet ideologies (iii) describe each ideology in 3-5 lines (iv) identify strengths and weaknesses of each ideology. 	
<u>Lesson teaching aids:</u> Prescribed book Fact File on page 326	
<u>Teaching method:</u> Discussion, Question & Answer method.	
<u>Lesson Development</u>	
<u>Teacher's Activity</u>	<u>Pupils Activity</u>
Introduction: Teacher recaps previous Lesson by recapping & questions	shall recall what was learnt and respond to the teacher's questions.
Ask pupils to define an ideology.	shall guess and use their dictionaries for the meaning.
Ask pupils to compile the 2 ideologies into their note-books.	They shall do this as part of their notes.

Lesson Conclusion:

Teacher shall check for progress and assist where needed	to task on note-book and complete at home.
--	--

Lesson evaluation: Lesson flowed as content could be readily picked from their text book. Lesson to be completed in the next lesson.

Lesson Plan Sample 5

<u>Date</u> : 11-02-2016	
<u>Time</u> : 11:30-12:07	
<u>Class</u> : Form 5	
<u>Subject</u> : History	
<u>Topic</u> : Why International Relations declined in 1950s	
<u>Sub-topics</u> : Class work Revision	
<u>Lesson aims</u> : To gauge pupils understanding on Historical Sources Interpretation	
<u>Teachers Activity</u>	<u>Pupils Activity</u>
<u>Introduction</u> : Teacher distributes hand-outs to pupils.	shall take the hand-outs.
Teacher leads the discussion on making corrections on the task.	they shall contribute by giving answers to the questions
Teacher identifies weaknesses and ask pupils to make corrections	note-down mistakes & correct them.
<u>Lesson Conclusion</u> : Ask pupils to complete corrections and read about the Cold War.	shall have to do corrections
<u>Lesson evaluation</u>	
Lesson successful, aims achieved!	

Lesson Plan Sample 6

LESSON PLAN
Subject: History
Class: FORM 4
Date: 16/05/2016
Topic: Verdicts on the Treaty of Versailles
Objectives: Should be able to analyze sources 17 and 19; establish message of the diff sources; establish reliability of sources, pe and conclude with bigger message.
- Should also compare sources for thoughts and conflicting areas.
Methods: Reading and discussion
Activities: Learners to examine sources one at a time, interpret them and explain how explain the impact of hyperinflation in Germany, if how it impacted on France and how the inflation impacted on France again on Germany leading to the 1 of France to the Ruhr.

Lesson Plan Sample 7

18 March 2016

History

Form 5

11:00 - 11:45

Aims To develop an awareness of the usefulness of language and develop linguistic skills.

Objectives: Learners should be able to:

- 1) Interpret sources
- 2) Read about Case studies; Korea.

Procedure

Step 1

Teacher and students will interpret sources on Containment.

Step 2

Volunteer will read about the containment policy in Korea.

Step 3

Learners will write classwork on the policy of Containment.

Comment:

Objectives were met.

Lesson Plan Sample 8

Date: 29/03/16

Time: 0925 - 1010 hrs

Class: 5A+B

Subject: History

Topic: How secure was the USSR control over Eastern Europe 1948 - 1989.

Objectives: learners should be able to:

Work cooperatively with other learners on classroom activities

Why Explain why there was opposition to Soviet control in Hungary in 1956

Describe how the Soviet Union responded to Hungary reaction

Teaching resources

Ben Walsh pp 402-405.

Introduction: The teacher will ask learners to give reasons why Soviet Union occupied Hungary

Presentation: The teacher will lead a classroom discussion on the following.

- Why was there opposition in Hungary
- How did the Soviet Union respond
- Interpret sources.

Class Conclusion: The teacher will ask learners to give the main points of the lesson

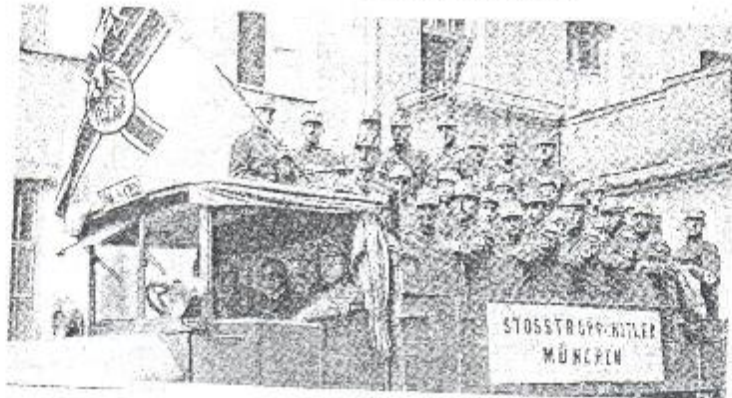
Evaluation: learners will interpret sources 10-13

C Test Samples

Test Sample 1

Form 5	HISTORY Test	12 July 2014
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1. Study the photograph, and then answer the questions which follow.



A group of SA members in Munich in 1923.

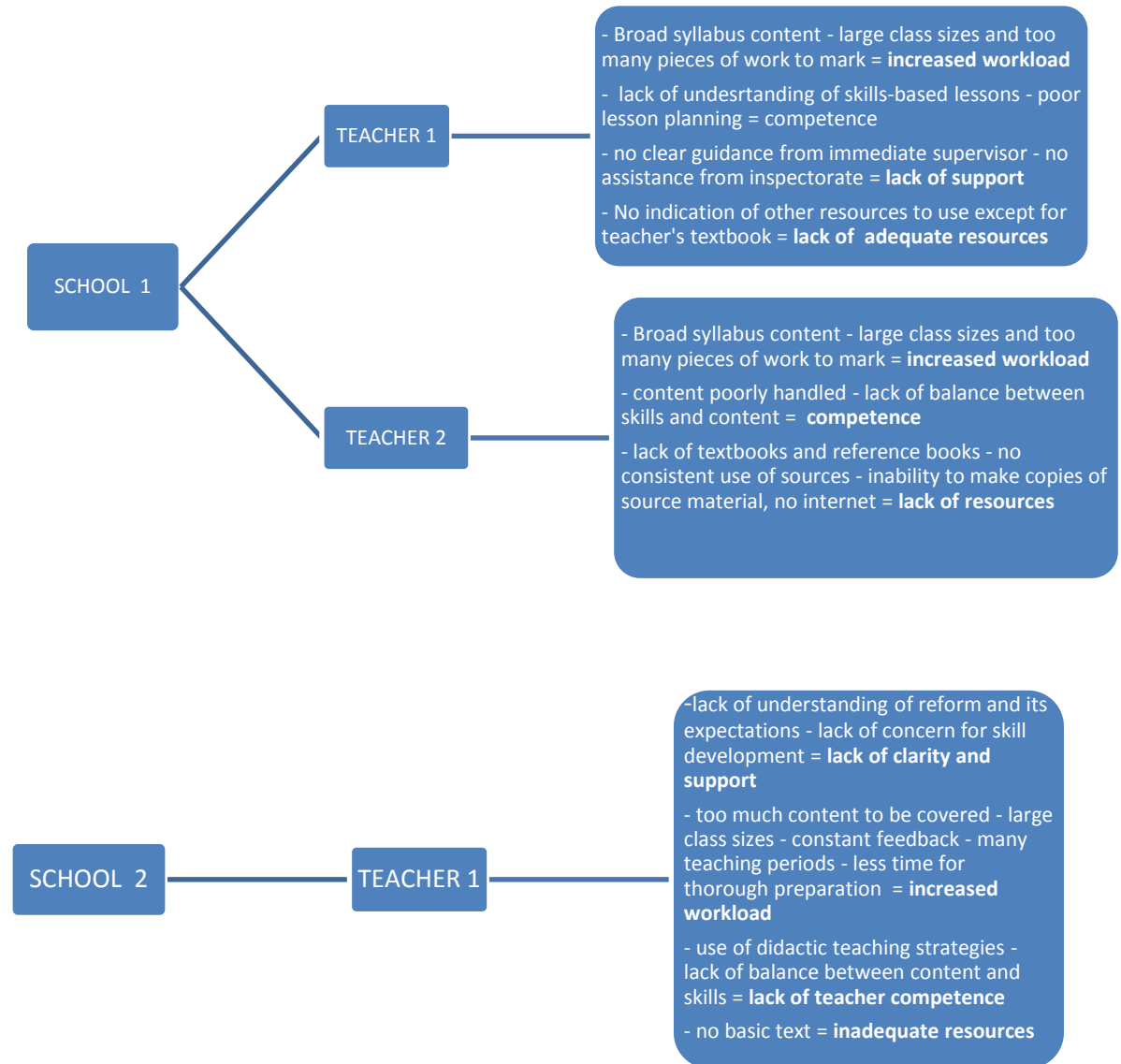
- (a) Describe the activities of the SA. [5]
- (b) Why did Hitler attempt the Munich Putsch? [7]
- (c) Was the Reichstag Fire more important than the Enabling Act in allowing Hitler to consolidate power? Explain your answer. [8]

- a) Describe the ideas and policies of the Nazi Party in the 1920s. (5)
- b) Why did the Nazi Party make little progress in Germany before 1930? (3)
- c) "Economic success was the main achievement of the Stresemann era." How far do you agree with this statement? Explain your answer. (8)

Total: 40 marks

APPENDIX J

Sample of text transcribed from analysed documents



APPENDIX K

Sample of text transcribed from focus group discussions

Transcription	Code
<p>FG1T1 – Support? (Silence) Nothing ... nothing ... nothing at all. Maybe, the workshops ... those few ... Besides the workshops ... even these workshops were not sufficient. It was also the struggle for materials. Looking at the way the material was expensive.</p>	<p>IT LoRM</p>
<p>FG1T2 – Yes, the available material was not helpful. Yes ... No material, nothing to support us ... the internet ... You find that access to internet was a challenge and you find that there is very little access to the internet while in some school there is no access to internet at all... there is absolutely no internet.</p>	<p>LoRM</p> <p>LoRM</p> <p>AI</p>
<p>FG1T3 – Government doesn't work like that. Even with the head teachers ... It came as a monster to them, such that some of them were resistant... they were not supportive because they would tell you that they can't help you about this, just see for yourself what you can do when asking for material and support.</p>	<p>AI</p> <p>LoC</p>
<p>FG1T4 - I think even with them this thing was forced upon them such that they did not understand and more to that, the needed material was too expensive so they didn't understand because they had not budgeted for this. So it was difficult for teachers to make the school head to buy material that he had not budgeted for.</p>	<p>LoS</p>
<p>FG1T5 – They base their work on the budget so if you are going to ask for things that are not in the budget then they will not understand. Especially maybe if you have a large group... it was better if you had fewer students i.e. 4 or 5 but if you had 35 and above then... you prescribing material for the learners and yourself then you quarrel with the school head, that becomes a problem.</p>	<p>LoRM</p> <p>LoS</p>
<p>FG1T4 – Also most of the time when you ask for the resources they said everything would be catered for in the workshops... materials in the form of modules will be provided in the workshops. They said they had been told that government through the MOET would provide teachers with materials ... 'here we don't have money because we have to change from one book to another' (change books). They were of the impression that we will be given modules/materials.</p>	<p>LoRM</p>
<p>FG1T1 - They would argue that we have the books from the workshops, why don't we use those books but the books we got from the workshops were only providing examples of the things that were expected... we did get the teachers' resource book (yellow book) but it was not useful in helping teachers acquire the relevant skills. Also we still needed relevant materials for the learners that would help us apply what was in the teachers' resource book.</p>	

APPENDIX L

Angela Bryan & Associates

6 La Vigna
Plantations
47 Shongweni Road
Hillcrest

Date: 31 January 2019

To whom it may concern

This is to certify that the Doctoral Thesis: History Teachers' Experiences of the Implementation of the Eswatini (Swaziland) General Certificate of Secondary Education (SGCSE) History Curriculum written by Rejoice Khanyisile Dlamini has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312