

THE IMPLEMENTATION OF THE CAPS BY GRADE TEN
BUSINESS STUDIES TEACHERS AT TWO PARTICULAR
HIGH SCHOOLS THE IN UGU DISTRICT

by

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A dissertation submitted in fulfillment of the requirements for
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Abstract

This dissertation presents an interpretive qualitative case study of four Grade ten Business Studies teachers implementing the Caps at two particular high schools in the Ugu District. The Caps is the South African curriculum which aims to address the challenges that were experienced as a result of the implementation of the National Curriculum Statement. After consultation with stakeholders and considering the concerns raised by the teachers at the implementation level, the Department of Basic Education decided to review the National Curriculum Statement in order to address the issues of workload, teacher confusion and the poor performance by learners. This study intends to understand how Grade ten Business Studies teachers implement the CAPS and to explain why Grade ten Business Studies teachers implement the CAPS in a particular way. The study seeks to answer the following two research questions:

- How do Grade ten Business Studies teachers implement the CAPS?
- Why do Grade ten Business Studies teachers implement the CAPS in the manner they do?

Document analysis, observations and one-on-one semi-structured interviews were conducted with four teachers that were purposively selected because of their experience in teaching the subject in order to get the in-depth data necessary to respond to the two research questions. Purposive sampling was used in selecting four Grade ten Business Studies teachers in two high schools. Convenience sampling was used as these teachers were in schools that were the most accessible in the area. The curricular spider web was used as a theoretical/conceptual framework for data analysis.

The study revealed that teachers employed various methods in implementing the curriculum at a classroom level although some aspects of the curricular spider web do not appear in their lesson preparations and lesson presentations as stated in the CAPS document and as indicated by various scholars.

Teachers do not indicate the aims and objectives for teaching Business Studies. The reasons for implementing the CAPS are confused with the purpose of teaching Business Studies. It was also

evident that teachers still apply the NCS approach when teaching the CAPS because they are not aware that the NCS was a competence curriculum whereas the CAPS is a performance curriculum. Although the CAPS does cover the skills necessary for the learner attainment, the affective domain is not addressed in the content.

It is recommended that teacher support and frequent in-service training need to be intensified to close the gaps identified in the implementation of the CAPS including the provision of resources to all schools in order to improve learner performance. Teachers should conduct research on the CAPS so that they will be able to link their experiences with the content which may enable them to understand the curriculum and therefore come up with relevant teaching approaches.

The findings of this study may assist the Department of Education, curriculum designers and managers in strengthening the support based on improved methodology. This can be achieved by emphasizing the importance of including the aims and objectives of the curriculum at all implementation stages which include lesson preparation and classroom presentation.

SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval

Dr. S.B. Khoza

DECLARATION

I, Mlaba Sifiso Muhle, declare that

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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 - (a) Their words have been re-written but the general information attributed to them has been referenced;
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- (vii) **Signed:** _____

Mlaba Sifiso Muhle

Student no. 213570073

DEDICATION

I would like to start by dedicating this work to my lovely wife Nompumelelo whose unwavering support kept me focused right up to the end of this project. Her willingness and ability to continue to be a source of strength for me while she was also studying and at the same time looking after our children will, in my heart, be forever cherished. **Thank you Swazi Elihle.**

To my mother, Khethiwe Mlaba, who raised me after the passing away of my father; I admire the strength and tenacity you showed as you took me to school. You made me believe that that education is the key to success. Out of nothing, you managed to raise me and my siblings. Today we are able to walk tall with pride and dignity. Thank you **NoNkosi.**

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To my sons, Thubelihle, Sthabiso, Manqoba, Zenzele and Sizakahle, this should serve as a motivation to....It should be a constant reminder that without education, life becomes an insurmountable hurdle. Therefore I say to you; take the tune and proceed from where I left off.

Lastly, I would like to thank my friend Bheki Skhosana who motivated me to do B. Ed Honours and a Masters Degree. My friend, you have contributed a lot to my life, thank you.

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TABLES AND FIGURES

TABLES		PAGE
Table 1:	Number of words of the principles of curricular spider web	61
Table 2:	Teachers' Profile	85
Table 3:	Summary of document analysis	94-95
Table 4:	Business Studies programme of assessment	121
Table 5:	Codes and percentages for recording and reporting	122
Table 6:	Comparison of literature review and findings	123-124

FIGURES

Figure 1:	Principles of curricular spider web	14
Figure 2:	Literature review results on curricular spider web issues	62
Figure 3:	Graph representing the results of literature review and findings	124

LIST OF ACCRONYMS

CAPS	:	Curriculum and Assessment Policy Statement
CAT	:	Computer Applied Technology
CBAM	:	Concerns-Based Adoption Model
DOE	:	Department of Education
EGD	:	Engineering Graphic and Design
FET	:	Further Education and Training
GET	:	General Education and Training
HOD	:	Head of Department
HW	:	Hard Ware
ICT	:	Information and Technology
IB	:	International Baccalaureate
IW	:	Ideological Ware
KZN	:	KwaZulu-Natal
LTSM	:	Learning and Teaching Support Materials
MALATI	:	Mathematics Learning and Teaching Initiative
MOI	:	Memorandum of Incorporation
NCS	:	National Curriculum Statement
OSP	:	Ontario Skills Passport
OBE	:	Outcomes-Based Education
OHP	:	Overhead Data Projector
PAM	:	Personnel Administration Measures
POA	:	Programme of Assessment
RTI	:	Response to Intervention
RNCS	:	Revised National Curriculum Statement
SBA	:	School-Based Assessment
SMT	:	School Management Team

SW	:	Soft Ware
TTTRT	:	The Tree Three Rings Theory
TIE	:	Technology in Education
TOC	:	Target-Oriented Curriculum
TOE	:	Technology of Education
WBTL	:	Web-based Teaching and Learning

CONTENTS **PAGE**

CHAPTER ONE: BACKGROUND AND ORIENTATION TO THE STUDY

Introduction	1
Purpose and Focus of Study	1
Brief Motivation	1-2
Literature Review	2-7
Objectives	7
Research Questions	8
Research Methods	8
The Qualitative Case Study	8
Context and Sampling	8
Methods of Data Generation /Production	8
Semi-Structured Interviews	9
Observation	9
Document Analysis	9
Data Production and Data analysis	10
Validity, Reliability and Trustworthiness Issues	10-11
Ethical Issues	11-12
Conclusion	12

CHAPTER TWO: LITERATURE REVIEW

Introduction	13
Definition of Curriculum	14-15

Curriculum Implementation	15-21
Background study of the curriculum review	21-23
Reasons for the implementing the curriculum	24-27
The aims, objectives and outcomes	27-31
Selection of an appropriate content	31-34
Development of suitable learner activities	35-37
The use of relevant materials and resources	37-43
The role played by the teacher	44-52
The location (the classroom)	52-54
The grouping of learners in the classroom	54-56
The time allocated for the implementation	56-58
The assessment models used	58-61
Conclusion	51-62

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction, Research design and Paradigm	63-64
Conceptual Framework and Research Approach	64-68
Context and Sampling	68
Research questions, aims, Methods and Documents analysed	69-71
Participant Observation	71-73
Semi-structured Interviews	73-78
Trustworthiness Issues	78-79
Credibility	78-79
Transferability	79-80
Dependability	79-80
Confirmability	80-81
Data Production	81-83

Data Generation Plan	81-83
Ethical issues	83
Limitations	83
Conclusion	84

CHAPTER FOUR: PRESENTATION OF FINDINGS AND DISCUSSION

Introduction	84-86
Documents analyzed	86
Teacher Files	86-87
Findings	88-95
Rationale	88-95
Aims and Objectives	95-98
Content	98-103
Learner activities	103-104
Resources	104-107
Teacher's role	117-113
Location	113-114
Grouping	114-116
Time	116-119
Assessment	119-122
Conclusion	122-124

CHAPTER FIVE: SUMMARY AND RECOMMENDATIONS

Introduction, Recommendations and Rationale	124-126
Aims and Objectives, Content and Location	126
Resources, Teacher's role, Time and Grouping	127-128
Learner activities	128
Conclusion	129
References	130-136
Appendices	137-159
Appendix A: Permission to conduct research in Kzn Doe schools	
Appendix B: Ethical clearance	
Appendix C: Consent letter to Principals	
Appendix D: Consent letter to participants	
Appendix E: Interview schedule	
Appendix F: An example of transcribed interview	

CHAPTER ONE

OVERVIEW, CONTEXT AND OBJECTIVES

1.1 INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) (2011), is the curriculum that is currently used in South African schools. It follows a series of other curricula including the Christian National Education and the Nated 550 curriculum previously used under the apartheid regime. Other forms of curricula were introduced with the aim of addressing the imbalances of the past which were created by the apartheid regime. Examples of these curricula include the Outcomes-based Education (OBE), the Revised National Curriculum Statement (RNCS) and the National curriculum Statement (NCS). The CAPS is actually not a new curriculum, but an improvement of the NCS. This dissertation is premised on the CAPS as one of the curricula that the South African government has introduced to address education issues raised by stakeholders with regard to the previous National Curriculum Statement. Nonetheless, there is a possibility that the Curriculum and Assessment Policy Statement may be just as flawed.

The first part of this chapter focuses on the rationale for this study. The second part is the summary of literature which informs this study. This is followed by a discussion of the research questions. The method of data generation and analysis will then follow. The chapter concludes with an outline of the dissertation.

1.2 PURPOSE AND FOCUS OF STUDY

The study intends to investigate the success of the implementation of Curriculum and Assessment Policy Statement (CAPS) by Grade ten Business Studies teachers in the province of KwaZulu-Natal. Data was generated from two high schools in the Ugu District.

1.3 BRIEF MOTIVATION

This study was prompted by my involvement and interest in the subject. I have taught Business Studies for a period of eight years and I currently work as the Business Studies Subject Advisor in the Sisonke District. Ever since CAPS was introduced I have observed a high failure rate in Grade ten. During my engagements with other Business Studies subject advisors within the

province, I have learnt that this is not only prevalent in the Sisonke District. Grade ten learners throughout the province are not doing well in Business Studies. Thus, it is this concern that motivated me to undertake this study as my contribution to the various efforts that have already been made by other researchers towards addressing this problem.

The results of the research may assist the Department of Education, Curriculum designers, policy makers and other stakeholders in Education with invaluable data for future planning. Educators and curriculum managers may also benefit from this study by getting valuable insight to improve their pedagogical practice which in turn, may improve learner performance.

1.4 LITERATURE REVIEW

According to (2011, p. 3), *Section one*, Business Studies curriculum and assessment statement, teachers need to understand the *purpose* of the CAPS which is “to improve the implementation of the National Curriculum Statement using a single document.” Even though this may seem trivial, teachers have, in the past, spent a lot of valuable time grappling with a number of policies which they have to implement concurrently. The *general aims* of the CAPS (2011), proffer the skills, knowledge, values and attitude that learners should acquire in South African schools.

Furthermore, this document recommends that teachers need to harness inclusivity in their classrooms and that whilst it is important that knowledge is presented in the local context, teachers also need to be sensitive to global imperatives. Whilst preparing learners to fit internationally, the CAPS takes it into consideration that learners’ assimilation of knowledge varies.

The *notional time* which suggests the minimum hours allocated for the subject per week/cycle is outlined in *section two* of the Business Studies CAPS document. *Section three* guides teachers in the topics that have to be covered. Teaching plans which suggest weeks on which each topic has to be completed are also included. *Section four* guides teachers on assessment. All the curricular Spider web aspects as suggested by Van den Akker, de Boer, Folmer, Kuiper, Letschert, Nieveen and Thijs (2009) which include the rationale, the aims and objectives, the content, the learner

activities, the role of the teacher, the relevant materials and resources, the grouping of learners, location, time allocated for the subject and assessment were prioritized.

Van den Akker et al (2009) argue that there are three forms of curricula namely; the *intended, implemented and attained*. The study focused on the *implemented form*, which is the perceived curriculum as understood by teachers. The implementation process involves the interpretation of the aspects of the curriculum and the actual process of teaching as it takes place in the classroom. In other words, teachers receive policy documents from the Department of Education; they then interpret them and *design the lessons and assessment activities* using their creativity. In doing so, they are being guided by the aims and objectives of the CAPS as outlined Section One of Business Studies policy document.

According to Kennedy, Hyland & Ryan (2006) Bloom's Taxonomy cognitive levels play an important role in the development of learner assessment activities. The taxonomy clarifies the cognitive levels of an activity so as to achieve the intended learning outcomes. Fry (2000) suggests that the unambiguous action verbs should be used when writing the learning outcomes. Toohey (1999) concurs with Fry (2000) that the learning outcomes should provide clarity of focus in terms of the relationship between teaching and assessment because it may lead to negative results; difficulties in learning and poor performance. Moon (2002) suggests that teachers should specify their intention when writing the objectives to indicate what they want to accomplish.

Loucks-Horsely (1996) in the Concerns-Based Adoption Model (CBAM) suggests that teachers' perceptions are not static but change and evolve during the change process. She further suggests the following questions (for the stages of *self orientation*) which the teachers primarily raise in the early phases of the change process about how the change affects their personal performance and teaching practice: what does the change entail for my personal performance? How will it affect my teaching practice? At the self-orientation stage teachers' perception may affect the delivery of curriculum in the classroom because the main focus of teachers will change and they may not understand the rationale for change and may end up not being able to deliver the content as per the intended aims and objectives.

During *Stage two - task orientation*, teachers are mainly concerned with the teaching method to be used when implementing the curriculum. During this stage they start apportioning blame for the change that has happened to the system. Kingir (2012) suggests that teacher engagement in professional development programs may improve the methodology used when delivering the curriculum. *Stage three* comprises *Impact orientation*, which teachers concentrate on how the change will impact on them. The teachers at this stage focus on how the change will work for the pupils and how the teacher can improve this situation. These stages take place at a micro level which is the classroom. Most teachers do not reach the third stage because the South African curriculum keeps changing. It is therefore clear that teachers need continuous support in order for them to be abreast of the changes.

The stages referred to above do not happen simultaneously with all teachers because teachers respond differently to change. The manner in which teachers may welcome change is informed by their willingness to change (Van Eekelen 2005). The *Willingness to Change Model*, according to Van Eekelen (2005), refers to the perceptions of teachers of the way in which the change will address the problem at hand. He also mentions five levels at which teachers can express their willingness to change. These are: Problem denial, tentative recognition, Preparation, Implementation, and Maintenance.

Kennedy et al (2006) suggest that *problem denial* is the first stage whereby teachers normally resist any form of change which pertains to the educational practice. They keep on using old curriculum content and activities. This is clearly explained in the hierarchy of affective domain as level one which is receiving. If teachers do not receive the change positively the denial will emerge intensely whereas if they receive the change in curriculum positively, the implementation of the curriculum learning outcomes will yield positive results. It is therefore important that the reasons for change in the curriculum are properly transmitted to all relevant stakeholders especially teachers.

The second stage is *tentative recognition* - at this level teachers start noticing the problem but they do not own it. Since they are not willing to accept the change they shift the blame to other

people. The third stage is *preparation stage* whereby teachers start accepting change. At this stage teachers are ready to implement the change. They are willing to take any concrete information that can assist them with the implementation of the desired change such as work schedules, lesson exemplars and other support documents. The fourth stage has been termed *Implementation*. During this level teachers are actively involved in the implementation of the proposed change. It takes a long time for teachers to reach this stage. This happens after a long struggle wherein teachers keep on going back and forth because they are still attached to the old systems. The fifth stage is the *Maintenance*. This is the final level at which teachers have managed to embrace the change and can no longer relate to the past.

Mchunu and Msibi (2013) found that teachers' age, teaching experience and qualifications had a significant impact on the curriculum implementation. An attempt will thus be made in this study to determine the level which Grade 10 teachers have managed to reach in their implementation of the CAPS in terms of Van Eekelen's Willingness to change model (2005).

Msibi and Mchunu (2013) believes that any successful curriculum change can only be achieved if teachers are professional enough and have the ability and desire to understand the complexities of that particular change. For the effective implementation of a curriculum, teachers' engagement in professional development programs plays a significant role (Kingir, 2012).

Mchunu and Msibi (2013) maintain that curriculum change must always include teacher professionalism. They further argue that in all the curriculum revisions that have occurred after 1994, the government seems to have given up on teacher professionalism, which renders teachers powerless in terms of exerting their professional authority in curriculum implementation. Jansen; Harley and Wedekind in Mchunu and Msibi (2003) use the example of OBE to make their point clear. They argue that the process of curriculum change to OBE was superficial and rested on a reconstruction discourse that prioritized idealized versions of teachers which negatively affected the implementation. Mchunu and Msibi (2013) further claim that instead of promoting teachers as professionals, government has unfortunately relied more on traditional approaches which rely heavily on experts who design a curriculum that teachers are expected to implement without having been given any opportunity to make their own contributions. The same can also be said about the CAPS documents which appear to be content driven, with detailed explanations of the

content to be covered laid down for teachers. This again undermines the teachers' content knowledge and positions teachers as people who need expert guidance in executing their jobs. Teachers need to own the reform and be actively involved in the innovations in order to ensure effective curriculum implementation. Those who will be part of the implementation process need to engage in research which will make them gather new ideas relevant to the new program.

Teachers should have expert knowledge in the subjects they are teaching and those who are not qualified in the subject should not be allowed to teach those subjects because they lack both the subject content knowledge and appropriate teaching methodology for the particular subjects. I therefore concur with Mchunu and Msibi (2013, p. 21) that “lowering expectations and deprofessionalising teaching simply converts schools into factories where the workers (teachers) simply have to follow a set manual (curriculum) to produce a particular product (learners).” Fullan and Promfret (2001) in Orstein and Huskins (2004) make valuable comments regarding the support structures which they claim may contribute in proper curriculum implementation. Teachers always need support from their peers in order to facilitate the rapid implementation and the understanding of the concept of change. This suggests that curriculum implementation is a collaborative effort which does not occur all at once with all teachers.

Bishop (1976) in Orstein and Huskins (2004), states that any curriculum implementation calls for the removal of irrelevant components. When OBE which was purely learner-centred was introduced, it failed to consider that there were some components of the previous curriculum that were relevant. This suggests that it is for this reason that Khoza (2013a, p. 8) emphasizes the importance of a teacher-centred approach which has four learning implications that need to be considered in any teaching situation. He says that “students should be told the explicit outcomes of the learning in order for them to set expectations and can judge themselves whether they have achieved the intended learning outcome of the lesson.” He further elaborates on the importance of the use of integrated assessment and testing forms which must be sequenced to ensure that students provide appropriate feedback. The appropriately sequenced learning material promotes learning and provides learners with feedback. This suggests that learning outcomes are key to the implementation of any curriculum.

The three processes of curriculum implementation as differentiated by Fullan and Stiegelbauer (1991) include the initial phase, the implementation phase and the continuation phase. The initiation phase speaks to events leading to taking decisions which results in the implementation of a proposed program. During the implementation stage, the program is being actioned as planned and finally the continuation phase deals with measures in place to monitor the continuous support structures ensuring the success of the program. According to Fullan (1994) it is of utmost importance to understand the aspects and processes which influence change during curriculum implementation including the nature and extent of the actual change. Therefore the curricular spider web principles provide direction and clarity on the implementation of the CAPS by Grade ten Business Studies teachers.

1.5 OBJECTIVES

- To understand how Grade ten Business Studies teachers implement CAPS?
- To explain why Grade ten Business Studies teachers implement the CAPS the manner they do?

1.6 RESEARCH QUESTIONS

- How do Grade ten Business Studies teachers implement the CAPS?
- Why do Grade ten Business Studies teachers implement the CAPS in the manner they do?

1.7 RESEARCH METHOD

The study used the interpretive research paradigm. Habermas (1984) defines interpretive paradigm as a phenomenon in which people try to interpret information and work in the world already interpreted. Researchers have their own values, views and interpretations, and these affect their research. The case study approach as a research method facilitated the interaction between the researcher and participants. The semi-structured interviews facilitated the discovery of how teachers implement the CAPS in Grade ten classrooms.

1.7.1 THE QUALITATIVE CASE STUDY

The study provides a detailed description of the case, an analysis of the themes or issues, and the researcher's interpretations or assertions about the case. These interpretations may be called lessons learned (Guba & Lincoln, 1989). McMillan & Schumacher (1997, p. 393) say "qualitative researchers investigate small distinct groups such as all the participants in an innovative school, all the students in a selected classroom, one principal's role for an academic year, or an institution."

Following this model, I focused on four Grade ten Business Studies teachers in two particular high schools (innovative group). This makes it a multiple-site study because teachers are at an implementing level of the micro level, with rich information for the study.

1.7.2 CONTEXT AND SAMPLING

Christiansen and Bertram (2010) describe sampling as a decision-making process based on observing the behaviour of people, situations and events. This study employed the purposive sampling whereby four Grade ten Business Studies teachers from particular high schools in the Ugu District participated in the research because they teach the subject (Business Studies). The first stage involved document analysis, followed by classroom observations and the last stage was one-on-one semi-structured interviews. Four teachers from the most accessible high schools (convenience sampling) were chosen. The schools are from rural areas and under-resourced. The teacher profiles are indicated in table 4.1.

1.8 METHODS OF DATA GENERATION /PRODUCTION

Three methods of data generation were used. These were; document analysis, unstructured observations and semi-structured interviews. All the methods and procedures were discussed well in advance with the teachers in order to avoid timetable clashes. Throughout the whole process measures were taken to avoid disturbance in teaching and learning

1.8.1 SEMI-STRUCTURED INTERVIEWS

The line between unstructured and semi-structured interviews is fuzzy because, as Gilham (2000, p. 3) puts it; “expert interviewers always have a structure, which they use flexibly according to what emerges.” He further claims that “Semi-structured interviews provide the best of both worlds as far as interviewing is concerned, combining the structure of a list of issues to be covered together with the freedom to follow up points as necessary.”

In my study, four Grade ten Business Studies teachers were observed in the classroom presenting Business Studies lesson. Teachers were interviewed once on site (at their schools). Each interview session lasted for a period of 30 minutes. I tape-recorded all the interactions that I had with the interviewees and later transcribed these for analysis.

1.8.2 OBSERVATION

During this process all four teachers were visited in their classrooms for observation. Classroom observation entailed the observation of each participant in action. Observation means that the researcher sees for him/herself the context and site of the research study (Christiansen & Bertram, 2010). Field notes were taken as and used as a means to capture the description of what was happening in the classroom. This is an unstructured observation because this approach adopts the interpretive style pertinent to qualitative research.

1.8.3 DOCUMENT ANALYSIS

For the purposes of this research, teacher files with all relevant documents such as work schedules, lesson preparations, etc were used as valuable sources of information. These files were collected for the analysis of the documents contained in them. Khoza, (2013a) believes this is one of the methods that can be easily employed to identify and define implementation procedures of the curriculum.

1.9 DATA PRODUCTION

Participants were met at convenient times and places for one-on-one semi-structured interviews in advance without disturbing the teaching time. Class observations were arranged in advanced. The methods and times did not cause any inconvenience to teaching and learning.

1.10 DATA ANALYSIS

Following Dhunpath & Samuel, (2009), guided analysis was the method of data analysis that was used in this study. The information was categorized and modified through interaction with the data. I chose this method because units of analysis allowed for the emergence of both the theories that form the basis of this study which are; The Concerns-Based Adoption Model (CBAM) and the Willingness to Change Model as cited in (Khoza, 2013a). Concepts were then grouped, related and categorized according to research questions (Rice & Ezzy, 2000). The curricular Spider web was used as the analytical theory. Findings relating to identified themes were reported.

1.11 VALIDITY, RELIABILITY AND TRUSTWORTHINESS ISSUES

Validity and reliability are terms commonly used in describing the criteria used for quantitative research rigour. Qualitative researchers use different strategies to ensure validity and reliability because qualitative research is based on a different paradigm. Lincoln and Guba (1985) replace validity, reliability with trustworthiness which contains credibility; transferability; dependability and confirmability.

Kerlinger (1964) refers to **Validity** as getting the same results of what we measure using various measurement instruments. According to Neuman (2006, p. 197) “A researcher’s empirical claims gain validity when supported by numerous pieces of diverse empirical data.” A case study approach is an ideal measure to describe the truthfulness of the results of this study.

Internal validity relates to the essential measure as to how accurate the research is. The tape-recorder was used during the semi-structured interviews which were later transcribed and then analysed. **Construct** validity means using the relevant concepts in agreement with generally

accepted meaning or the concepts that need to be developed so that it can be more useful and easier to understand the researched situation. A semi-structured interview enabled me to establish whether the group of four teachers were interpreting the CAPS Business Studies subject document the same way and whether they understood all the relevant subject concepts. Document analysis formed part of the discussions. **Content validity** is about ensuring whether the relevant content has been covered. Observing a lesson presentation facilitated the purpose of ensuring that the content as per Business Studies Annual teaching plan was fully covered. Therefore, the curriculum spider web was used for these concepts.

Triangulation refers to collecting data from a number of different sources. We can also triangulate within a single data collection instrument by asking the same question in more than one way. The three data generation methods used; i.e., the tape recorder, class observations and interviews, facilitated the validity of data generated from participants.

1.12 ETHICAL ISSUES

Ethical clearance to conduct research was obtained from the University of KZN to conduct research. The Department of Education granted permission to conduct research in the two schools. The schools were requested to grant the researcher a permission to conduct research and do observations. Interviews did not disrupt the school programs since they were done during official school visits. A consent letter was issued to participants and it included the conditions: There will be no limit on any benefit that the participants may receive as part of their participation in this research project. There will be no material benefit from participating in the research.

Participants were expected to answer all the questions by responding to each question in a manner that would reflect their own personal opinion. The identities of participants and their responses would be kept confidential. Real names of the participants would not be used. Instead symbols such as A, B, C and D were used to represent participants' names.

The participants were that they were free to withdraw from the research at any time without any undesirable consequences to themselves. The participants were never forced to reveal what they

did not want to reveal. Audio or video recording was made with the permission of the participants. Research data will be confidentially stored and destroyed after a period of five years.

1.13 CONCLUSION

This study attempts to look at the implementation of Grade ten Business Studies at two particular high schools in the Ugu District. The shortfalls of the CAPS will be identified and further research will be conducted. The professional being of teachers may also be questioned if the curriculum dictates everything to the teachers. Chapter two is literature review and it will be followed by the research design and methodology in chapter three. Chapter four is on data analysis and chapter five is summary and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2. 1 INTRODUCTION

The term implementation gives a brief understanding of the phenomenon. The phases of implementation are important during the implementation which includes amongst other things the initiation, implementation, nominal use, actual use and the continuation phases. The principles of curricular spider web (van den Akker et al, 2009), as my conceptual framework was used in discussing the implementation of the CAPS by Grade ten Business Studies teachers in the Ugu District.

The literature review is framed by the principles of the Curricular Spider web as follows: Reasons for the implementation of the curriculum (rationale); aims and objectives (outcomes) for the implementation; the selection of the appropriate content for the learners; development of suitable learning activities; the use of relevant materials and resources in the classroom; the role played by the teacher in the implementation process; the location (classroom); the time allocated for the implementation processes and planning; the grouping of learners in the classroom and the assessment models used for the achievement of outcomes and development.

The background review of curriculum innovations in South Africa will follow to give a brief explanation of why and what led to the changes in the curriculum. The curriculum revisions by former ministers of Education will be highlighted with a view to evaluating its objectives and impact on South African education system. Curriculum 2005 is the first curriculum which has undergone several revisions after the 1994 first democratic election in South Africa. Its strengths and weaknesses will be briefly outlined with the purpose of trying to have a sound judgement of whether there is a need for revisions or not.

Following the background study will be the brief overview of the CAPS document wherein the design features and compliance to the principles of curricular spider web will be explored. The willingness to Change Model by Van Eekelen (2005) *relates* to the views teachers have on the underlying problem that is being addressed by this particular change.

The principles of curricular spider web are used to provide a detailed discussion of how Business Studies is being implemented in relation to the CAPS and curricula of other countries.

Figure 1 below shows a graphical presentation of curricular spider web in which the nine principles of curricular spider web were divided from 100 % and gave results of 12 % for aims and objectives and the rest of other eight principles are equal to 11.11 percent each. The graph illustrates the distribution of principles of the curricular spider web before the discussion of the literature.

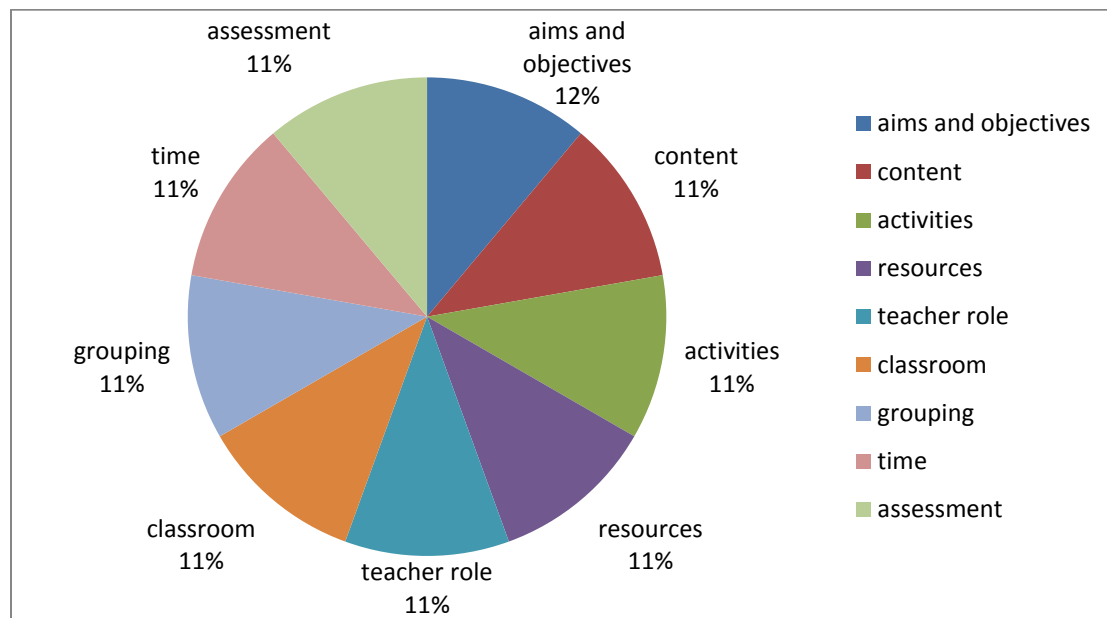


Figure1: Principles of curricular spider web (Adapted: Van den Akker, de Boer, Folmer, Kuiper, Letschert, Nieveen and Thijs, 2009).

2.2.1 DEFINITION OF CURRICULUM

According to Hoover (2014, p. 8) defines curriculum “as planned learning experiences with intended outcomes while recognizing the importance of possible unintended outcomes.” The article intends to provide the understanding of five key components of curricular implementation of teaching and learning found in every classroom which includes content and skills; evidence-based interventions; instructional arrangements; class and instructional management procedures and progress evaluation. The article further states that the learner can learn the content with no changes using the evidence-based intervention provided all the components are implemented in a

different setting. According to Hoover (2014) teachers must interpret the component before engaging in a classroom environment. Curriculum has three important components which include amongst other things, intended outcomes, what is taught (the content) and the manner of implementation which according to Van den Akker et al (2009) referred to as intended, implemented and attained curriculum.

This study focuses on the implemented curricula which according to the types of curriculum in components of curriculum implementation is called hidden curriculum, a curriculum where practices and procedures are resulted from decisions made when implementing the mandated (explicit) curriculum. In the hidden curriculum, it is important to consider factors such as management procedures, tone of voice, proximity, class groupings, time of the day, and other similar classroom conditions that complement the explicit curriculum, based on the teacher's decisions, rather than only explicitly stated instructions or steps in the curriculum materials or teacher guides.

Altrichter (2005, p. 4) defines curriculum as “an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.” The results of the analysis are indicated in other curricula spider web aspects discussed below. According to Motlotle; Wright; Sisimayi; Ilukena; Dladla; Tambulakani and Masendu (2000, p. 7) curriculum is a “plan or program of all experiences which the learner encounters under the direction of a school.”

A study was conducted by Thaanyane (2010) using a case study approach where three high schools were involved in Lesotho. It focused on investigating the teachers' experiences in the implementation of a new curriculum which is Business Education and the factors associated with its failure. Six commercial subjects' teachers from the Lesotho Teachers Association participated in this implementation in which interviews, questionnaires; document analysis and non-participatory observation were used to collect data. The results revealed that teachers were not adequately trained on implementing the Business Education. There was a lack of training on teaching methods; teachers were also not involved in the design of the new curriculum and teachers were not inclined to teaching of the theory. They instead pay more attention on practical which resulted in students hating the subject.

As a result that led to poor performance in the subject. Thaanyane (2010) defines curriculum as what teachers teach and learners learn at different school in the form of subject.

2.2.2 CURRICULUM IMPLEMENTATION

According to Altrichter (1998 & 2005) the term implementation in a broad sense conceptualizes the process through which a proposed concept, model, topic, theory is taken up by some practice. Curriculum implementation is evaluated through by comparing the set standards by developers and the outcomes of the implementation process by implementers. Altrichter (2005) outlines three implementation approaches which can be facilitating or limiting factors when implementing the curriculum. The programmed approach takes care of communicating the curriculum intentions in a clear and possible way. The evaluation criteria are unambiguous, but they only suitable for programmable innovations.

The adaptable-evolutionary approach invites participants to actively participate in the process of implementation but its objectives are ambiguous and the evaluation process is difficult. This suggests that the former approach is not easy to implement in South Africa because it requires sufficient resources and infrastructure. This is prevalent when one looks at the number of schools which offer Computer Applied Technology (CAT) and Engineering and Graphic Design (EGD) where it is found that very few schools offer such programs because the curriculum needs specialised technology and programmed modules. The adaptive approach is possible in South Africa as it was done during the CAPS implementation where road shows were done in 2009 for the implementation in 2012 to 2014. However, the challenge was that the implementers were not fully participating in the development of the CAPS documents and the communication of process stages was not done adequately.

Durlak and DuPre (2008) in a journal paper titled: *Implementing Matters – A review of Research on the influence of implementation on program outcomes and the factors affecting implementation* where a review of 500 reports was done define implementation as the program that is delivered to a particular group of people at a particular period of time using a particular method of delivery. Curriculum implementation can be defined as the integration of instructional content, arrangement, interventions and monitoring in the classroom (Durlak and DuPre, 2008).

The purpose of their study was to assess the impact of implementation on program outcomes and to identify the implementation process. The results of 81 additional reports indicated that there were at least 23 factors which included among other things prevention theory and research; politics; funding; policy; perceived need for innovation; perceived benefits for innovation; self-efficacy; skill proficiency; compatibility; adaptability; positive work climate; organizational norms regarding change; integration of new programming; shared vision; shared decision-making; coordination with other agencies; communication; formulation of tasks; leadership; program champion; managerial/ supervisory support; training and technical support.

The computer searches, qualitative and quantitative investigations, citations from reports and analysis of journals were used for the purpose of this study. Hoover (2014) says curriculum implementation must be done the way it was designed to be done; in a consistent manner and with challenges to learners to facilitate the development and the use of higher level thinking abilities. According to Motlote et al (2000) curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects.

The processes that eventually lead up to and end with the decision to take up a specific innovation proposal have been called *initiation phase* (also mobilization or adoption). In the *implementation phase* (implementation" in a more narrow sense) participants attempt to use the innovation proposal (or the curriculum in our case) in order to change their practice. Frequently, extra support for translating the innovatory ideas into reality is offered on a project basis. Thus, while the initiation phase is concerned with the *nominal use* of a curriculum, the implementation phase focuses on the *actual* use. According to Fullan (1994) it is important to know the factors and processes that influence change during the curriculum implementation including the nature and extent of the actual change. Thus, it aims to find out what type of extra support in the project phase is appropriate to promote actual use of the innovation.

In the *continuation phase* (also called institutionalisation, incorporation, or routinisation) the innovation (or what has been made out of the innovation during implementation) is built into the routine organization, and extra support (if there had been any during the implementation phase)

is withdrawn. Thus, while implementation is concerned with initial use of the innovation under project conditions, continuation deals with mature use under standard conditions. Therefore the principles of the curricular Spider web will provide the direction and clarity for the implementation of the CAPS by Grade ten teachers.

According to the Department of Education (2011), *Section one*, Business Studies curriculum and assessment statement, teachers need to understand the *background* of the CAPS which is to improve the implementation of National Curriculum Statement using a single document. *The overview* of the document deals with the repealed and replaced documents for the CAPS. The *general aims* of the South African Curriculum serve as the guiding principle to deliver content in the classroom. There are five broad aims which include the principles, purposes, aims, inclusivity and the promotion of knowledge in local contexts, while being sensitive to global imperatives. *Notional time* is important as it stipulates the minimum hours allocated for the subject per week/cycle.

Section two deals with the definition of the subject, the purpose of Business Studies, time allocation and requirements to offer the subject. *Section three* deals with the overview of topics, teaching plans and *Section four* is assessment which includes both formal and informal assessment. These principles of the Business Studies Curriculum and Assessment statement reflect the application of the curricular Spider web (Van den Akker et al, 2009) where rationale, aims and objectives, content, learning activities, teacher role, materials and resources, grouping, location, time and assessment are prioritized. According to the Department of Basic Education Business Studies consists of four main topics which are Business Environments, Business Ventures, Business Roles and Business Operations. Under each of the main topics there are topics whereas according to the Department of Education of Canada (2006) Business Studies consists of programs that are directed to management, international business, marketing, accounting, information and communication technology or entrepreneurship.

The program serves as the foundation for learners who want to specialize in them but when they reach grade ten they then focus on five critical areas as mentioned below. In the South African context such foundation programs are in grade 7 to 9 in Economics and Management Sciences

(EMS). These programs are designed to serve as orientation in Grades 9 and 10 and in South Africa the four main topics are covered from grade 10 to 12. The difference is that the Canadian Department of Education starts the program in grade 9 and 10 and when learners reach grade 11 and 12, they are more directed towards work related programmes. The grades 9 and 10 programs of Canada prepare learners who can exit the band and start their own small business initiatives whereas in South Africa learners can exit at grade 9 to study skills at Further Education and Training Colleges (FET). Those who progress to grade 10 follow the academic route. Although the four main topics are standardized for grades 10 -12 in Business Studies in South Africa, the topics are spread across the grades. In Canada Business Education have five critical areas which include: business skills; communication in a business environment; digital literacy; financial literacy; and ethical, moral, and legal considerations in business.

In the CAPS the program is outlined as main topics and topics and in Canada the design features are set as Critical areas for learning and related areas for knowledge and skills. This appears to suggest that the design features are similar and make it easy for teachers to relate the main topic or critical areas to topics or related areas of knowledge and skills. The other common factor identified is that the critical areas in Canadian curricula remain constant throughout the Business Education curriculum which is similar to South Africa. In Business Studies the main topics remain constant throughout the curriculum from grade 10 to 12. According to Van den Akker et al (2009) a curriculum entails the following aspects: rationale (background and overview for the CAPS), aims and objectives, content (as in annual teaching plans), learning activities, teacher role, materials & resources, grouping, location, time and assessment which are similar as those of the Curriculum and Assessment Policy Statements.

There are three forms of curriculum according to Van den Akker et al (2009), namely the *intended, implemented and attained*. The study focused on the *implemented form*, which involves perceived curriculum as interpreted by teachers and operational curriculum which is the actual process of teaching and learning. The implementation process involves the interpretation of the curriculum aspects by teachers and the actual process of teaching and learning as it takes place in the classroom.

According to the (2011), teachers receive policy documents from the Department of Education; they then interpret them and *design the lessons* using their creativity but being guided by the aims of the NCS as outlined in Section One of Business Studies subject policy document. Teachers use aims and objectives to develop the *lesson and assessment activities*.

According to Kennedy, Hyland & Ryan (2006) Bloom's Taxonomy is important in that, when developing the learning activities and assessment tasks, it clarifies the cognitive level of an activity for the learner so as to achieve the learning outcomes. When writing the learning outcomes it is recommended that the unambiguous action verbs should be used (Fry, 2000). The connection between teaching, assessment and learning outcomes helps to make the overall learning experience more transparent. Lack of clarity in this area is almost always associated with negative evaluations, learning difficulties, and poor student performance (Toohey, 1999).

Teachers need to understand the rationale for change of the curriculum as outlined in the curricular Spider web in order to value the new curriculum. *Tentative recognition*: teachers recognise the underlying problem, but believe it is caused by something or someone else, and are not prepared to change. *Preparation*: teachers accept that change is needed and are prepared to implement it; they would like concrete information to help them with implementation which includes work schedules, lesson exemplars and other support documents. *Implementation*: teachers have recently started to implement the change; it takes a lot of effort and they are tempted to fall back into old routines. *Maintenance*: teachers are completely familiar with the change and cannot imagine how they used to do things differently in the past. Each of the five phases requires a different approach to change and to teacher guidance. This model also demonstrates that the curricular change within a school will be all the more successful if it takes teachers' willingness to change into account and if it addresses a common need in the school. Msomi (2013) indicates that a change in curriculum requires restructuring and replacement which has an impact on the implementation process.

Bishop (1976) as cited in Orstein and Huskins (2004) agrees that implementation requires restructuring and replacement. It requires adjusting personal habits, ways of behaving, program emphasis, learning spaces, and existing curricula and schedules. It means getting educators to shift from the current program to the new program, a modification that can be met with great

resistance. Fullan and Pomfret in Orstein and Huskins (2004) commented that effective implementation of innovations requires time, personal interaction and contracts, in-service training, and other forms of people-based support. Thaanyane (2010) explains curriculum implementation as putting the intended curriculum into action which means the proposed aims and objectives, time-frames, content, resources and assessment are being practically exercised in a learning environment. This suggests that curriculum innovation in school is also affected by the extent to which teachers are prepared to innovate. An implementation of a new curriculum does not necessarily mean there will be a complete restructuring and replacement because the content may not be necessarily changed in all aspects but new topics and design features may be added. Some aspects of the old curriculum may be infused in the new curriculum and some aspects replaced by new terminology in order to facilitate the smooth and proper curriculum implementation.

2.2.3 BACKGROUND STUDY OF THE CURRICULUM REVIEW

It should be noted that the South African education system was separated according to racial prejudices before the democratic elections in 1994. Our education system was biased towards the minority groups of people who were receiving good education and neglecting the majority of the poor communities especially in townships and rural areas. The education system was not producing people with skills to be used locally and internationally in order to improve our standard of living and the economy of our country. It was the system of education which produced mostly job seekers rather than job creators. After the first democratic election in 1994, the former Minister of Education Prof. Sibusiso Bhengu came up with changes in our education system. The first one was to incorporate all different education departments into one single education department which caters for all South Africans irrespective of their colour or gender.

He introduced the new Curriculum 2005 which was promoting skills and self discovery learning to learners whereby teachers were taken as facilitators of the learning process and learners had to be at the centre of their learning. This education system is outcomes-based where learners have to be judged through their learning process not through tests at the end of the year. The OBE system encountered many challenges such as lack of resources, bigger class sizes and teachers who were trained during the apartheid era. The education system which was introduced in 1998

is undergoing changes in curriculum since some aspects of it require high levels of knowledge. Unfortunately, the type of training that was provided was the opposite of the new curriculum. Curriculum 2005 failed because its principles required well-prepared teachers (Jansen, 1997) and most teachers were not actively involved in the new curriculum design. Bennie and Newstead (1999) further argue that the nature of documents developed for C2005 were complex in nature and in some other countries such documents are not issued to teachers. They would rather be used as content frameworks.

They elaborate that the Range statements and Performance Indicators were also confusing and very complicated for teachers. Therefore the challenges mentioned above pose serious concerns when it comes to the interpretation and implementation in the classroom. According to Dada et al (2009) some of the challenges experienced during the implementation of C2005 were that it produced learners who were unable to read, write and count at appropriate grade levels. Learners were lacking skills and knowledge and teachers shifted from teaching and became facilitators of group work all the time. This proved that the curriculum was failing which led to its review which gave birth to the RNCS, the NCS and the current CAPS.

Prof. Kader Asmal, the successor of Prof. Sibusiso Bhengu, continued to effect changes in the curriculum because it was fraught with problems. In 2003, there was a series of workshops whose goal was the phasing of OBE into the FET phase. These workshops were conducted provincially in order to capacitate educators on how to manage the transition in the FET phase. After such challenges the curriculum was changed again into the National Curriculum Statement which consists of learning outcomes and assessment standards.

In 2005, 2006 and 2007 I was one of the facilitators of the National Curriculum Statement in the KZN province. The province was dealing with the transformation stage and it appointed educators from schools to conduct workshops in different district in order to assist educators with the interpretation and implementation of the NCS in schools. During these workshops, educators were capacitated on how to unpack the policy documents on the content and assessment. Again the implementation experienced challenges because of inadequate resources and a lack of proper training of educators. Immediately after that the curriculum was revised again in the GET band and was then called the Revised National Curriculum Statement. This was done because

educators were struggling to interpret the C2005. This was identified when learners reached grade 10 where one would find that learners could not read write and count properly. These changes led to confusion as most educators attended workshops unceasingly trying to understand the content and assessment.

After 2009, the national elections under the new Minister of Education Mrs. Angie Motshekga, there was an outcry about the 2008 first OBE matric results that most learners did not pass because educators did not understand the NCS very well. The new curriculum is called the Curriculum and Assessment Policy Statement (CAPS). In this new curriculum the Learning outcomes and assessment standards have been phased out and replaced by aims and objectives. All the policy documents have been incorporated into one single document in order to avoid confusion and repetition of the same information. The training of educators started in 2011 for grades R – 3 and grade 10 for implementation in 2012. The Grade 4 – 6 training of educators took place in 2012 for the implementation in 2013. The Grade 7-9 and Grade 12 training of educators took place in 2013 for the implementation in 2014.

As a result of the challenges with implementation a number of support documents have been developed in Business Studies provincially in order to assist educators with the subject content. The other challenge that the Department is facing now is that is a dearth the professionally qualified educators due to the closure of colleges of education. As a result, most recruits in the system are from tertiary institutions without teaching qualifications and they lack methodology. This has a negative impact on the interpretation and implementation of the curriculum because these teachers leave the system at any time.

It seems that the benchmark for the proper curriculum in our education system is through grade 12 results. In KZN the former Minister of Education, Mr. ES Mchunu, called an Education Summit which was held in Durban (Chief Albert Luthuli) convention centre on the 11th to 13th February 2011 where all stakeholders were invited to discuss the education challenges in the province. One of the resolutions of the summit was to conduct weekend workshops in order to empower educators in both content and method. Subject advisors then started to embark on the process of developing materials for those workshops. School based educators were also trained as facilitators.

2.3 LITERATURE REVIEW DISCUSSION

2.3.1 REASONS FOR THE IMPLEMENTATION OF THE CURRICULUM

According to Dada et al (2009) in the Report of the Task Team for the Review of the implementation of the National Curriculum Statement presented to the Minister of Basic Education, Mrs Angela Motshekga in October 2009, states that the implementation of the CAPS aims at improving the implementation of the National Curriculum Statement. It seeks to ensure that the criticism based on teacher overload, confusion and poor learner performance is addressed through the implementation of the CAPS which is categorized as a single, coherent and streamlined document in terms of content and assessment. According to Carless (1998), a case study of curriculum implementation was conducted in Hong Kong, one primary school with a well-qualified English teacher with the purposes of describing and analysing the perceptions and actions of a teacher towards the Target-Oriented Curriculum (TOC). The research was basically paying more attention on teacher attitudes, teacher training and support, teacher understanding of an innovation, teacher reflection and development, and the role of the principal in facilitating an innovation and management of change.

Classroom observation, interviews and attitude scale responses were used for the purposes of this research. However, these data generation methods are being subjected to limitations because of the case study approach which focused only on one school and one teacher. The results of the research indicate that the teacher because of the qualifications and skills responded positively to the new innovation. However, it did not yield the same results in other sites. In a research conducted by Carless (1997) three teachers were involved and the results were not positive because of the challenges they experienced when implementing the new program. This suggests that further research can be conducted to ensure that teachers perceive the new innovation using other approaches such as survey and questionnaires.

The rationale for using the target language is to facilitate language acquisition among pupils. According to Carless (1997) the curriculum innovation management aimed at simplifying concepts and making terminology more-user friendly. This further emphasises that the Target-

Oriented Curriculum (TOC) documentation could have been strengthened by less use of abstract terms and more operationalisation of specific classroom procedures.

According to Haney, Lumpe and Czerniak (2002), the shortcomings of the scientific literacy in youth resulted in the research to focus on how beliefs impacts on teaching behaviours. Patterson and Czajkowski (1976) in an article titled Implementation: neglected phase in curriculum change, argue that curriculum change must not be based on the reason strategy whereby the curriculum leaders assume that the curriculum implementers see and understand the need for the change. Curriculum change should be based on the fact that implementers understand the goals of the curriculum change and the means to implement the change should be clearly defined to implementers using suitable and appropriate communication channels. They argue that in most curriculum innovations, changes are due to fail because the relevant phases are neglected by the implementers. The reasons for change are not clearly defined and communicated to them. In most cases the power strategy is used where the top down model is used.

This strategy does not include teachers in decision-making when the curriculum is designed; as a result the implementation fails because of the lack of understanding. This is true with regard to the CAPS implementation because few experts were selected by the Department of Basic Education to develop the CAPS. Even subject advisors from other provinces were excluded. As a result, the CAPS document itself has many errors which are currently being rectified through the issue of errata. In contrast to the reason strategy, the power strategy fails everyone because it believes in rapid change which at the end results in the whole innovation to failing.

Another successful strategy according to Patterson and Czajkowski (1976) is called the influence strategy. Here, the conditions for the implementation are conducive for the implementers in terms of time for planning. This is in contrast to the South African curriculum implementation strategy in which Business Studies is given four hours for planning, teaching, administration and assessment which makes the curriculum not to fit in an influence strategy. This suggests that the curriculum revisions must address the imbalances of the past and should be in line with the guiding principles of the current government.

It further suggests that for the new curriculum to be successful there must be a proper involvement of all relevant stakeholders in curriculum planning and design stages. Curriculum review addresses the shortcomings of the old curriculum and should be clearly outlined in the overview section of the new curriculum documents. The objectives of the new curriculum need to be explored by implementers and be implemented incrementally during the teaching and learning process. The content taught must infuse the objectives of the curriculum in order to achieve the expected outcomes.

According to Bennie and Newstead (1999) in the Mathematics Learning and Teaching Initiative (MALATI) project in the Western Cape where the challenges facing teaching of Mathematics was trialled in four primary schools and three secondary schools, the aim of the project was to promote the problem solving methods in teaching of Mathematics in schools which encourages reflection and social interaction. The article is aimed at discussing the obstacles identified in implementing the new program which includes the nature of the curriculum document; the nature of the topic itself; teacher's content knowledge; learners' pre-knowledge; finding time for curriculum development; classroom culture and social context of schooling. According to the Department of Basic Education in Curriculum News (2010) the CAPS will leave more time for teaching and assessment in order to eliminate the challenges experienced in the National Curriculum statement (NCS) where teachers were subjected to more administrative work than the core business which is teaching.

The Newsletter (Curriculum News, 2011) further emphasises that the changes being implemented will strengthen curriculum implementation wherein quality education will be achieved and inclusivity will be considered in all learning spheres. According to the Curriculum News (2011, p. 3) the motive behind the implementation of the CAPS is to "provide a clear, term-by-term and grade-by-grade specification of what it is that teachers are expected to teach." According to the Department of Education of Canada (2006, p. 4) one of the reasons to introduce the program was "to prepare learners to apply their education to real-world challenges, experiences, and opportunities." The CAPS may therefore improve and address challenges experienced during the past. The NCS implementation process amongst other things, introduced

one clear policy which will incorporate content, assessment, aims and objectives, overview of topics and programme of assessment. It is therefore important to outline the clear aims and objectives for the implementation of the curriculum as they will be discussed in the next paragraph.

2.3.2 THE AIMS, OBJECTIVES AND OUTCOMES FOR THE IMPLEMENTATION.

Kennedy, Hyland & Ryan (2006) define outcomes as what learners are expected to do at the end of the learning time period. According to Kennedy et al (2006, p. 4) “a learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module/course unit or qualification.” Kennedy et al (2006, p. 5) define objectives as “a specific statement of teaching intention.” Aims are broad in nature and cover the overall purpose of the course or module whereas the objectives are specific to a unit of a module. The CAPS presents the broad aims which cover the long-term curriculum intentions which start from Grade R – 12. According to Kallery and Psillos (1992) the aims of a curriculum are directed towards understanding the way kindergarten teachers perceive the proposed science curriculum and the way they interpret the guidelines for the proposed curriculum.

Teachers need to have a thorough understanding of the principles and practice of the proposed change about which they must understand both the theoretical underpinnings and classroom applications of the innovation (Carless, 1998). Prophet (1995) conducted an ethnographic case study in five junior secondary schools in Botswana where teachers, learners and administrators participated. In this study, the curriculum in action was scrutinized with the aim of examining whether schools are implementing it as intended by the government of Botswana after gaining independence. They were supposed to use English as medium of instruction from the lower grades instead of using the mother tongue which is Setswana until the end of grade four.

The study discovered that there was little or no change in most schools because teachers rejected the implementation of the new curriculum in English. Teachers believed in old teaching methods and were textbook-bound. This suggests that other research needs to be conducted using tools such as questionnaires and surveys because according to the case study, only a few selected schools revealed the resistance. It may be a different case in other areas if a different approach is

used. According to Prophet (1995) the aims and objectives for curriculum implementation should be clearly indicated in the new learning materials as it happened in Botswana where the students' skills were to be developed in listening, comprehension and speaking in English. The aims and objectives were to further ensure that the quality of teacher-student verbal interactions in English and other areas of the curriculum have been enhanced. Finally there is a need to ensure that the students will show increased confidence in their use of English both inside and outside the classroom. The Curriculum News (2011) further elaborated that the teaching of English as First Additional language alongside with mother tongue should start from Grade one. According to the Department of Education of Canada (2006) learners whose first language is not English, do it as Second Language or as English Literacy Development.

Dada et al (2009) suggest that the development of one Curriculum and assessment Policy will provide necessary support to educators and eliminate the duplication and repetition of policies which resulted in a confusion and misinterpretation of policy documents at different levels of implementation. Teacher load will be reduced in terms of administrative work in order for them to have more time for teaching. The teaching time is emphasized by the Curriculum News (2010) in the reasons for implementing the CAPS. The ultimate aim for the implementation of the CAPS is to satisfy the general aim of nation building and to fulfil the needs of its ultimate beneficiary which is a learner. Vaughn (1976) in an article about the role of teachers in negotiating Curriculum explains the aim of introducing the READ program as providing quality education to students and improving reading skills because there was a lack of language development in inner city elementary schools in Chicago. The READ programme was effective as the programme was also used by learners using the computer programmed software in some schools.

Altrichter (2005) suggests that curriculum implementation should aim at addressing specific local needs and processing experiences of actors involved in the implementation process. It is therefore important that implementers must own the curriculum and must be involved in decision-making. Khoza (2013a) suggests that the learning outcomes should be designed based on the cognitive levels of the Blooms taxonomy model for effective teaching and learning. This suggests that when teachers design their lessons, they need to ensure that they write the learning outcomes originated from the Bloom's taxonomy model and specify in their lesson the aims of

teaching a particular topic. Teachers must be clear about the aims of teaching the CAPS in Business Studies.

According to Roehrig, Kruse and Kern (2007) in a study of 27 chemistry teachers discovered that the implementation of curriculum was strongly influenced by the teachers' beliefs about teaching and learning, and the presence of a supportive network at their school sites. The study aimed at examining the implementation of reform-based high school chemistry curriculum in a large, urban school district. The focus of the study was on teachers' role and school level factors. Teachers were grouped in using traditional (5 teachers), mechanistic (14 teachers) and inquiry (8 teachers) teaching approaches

The study further reveals that most teachers believed in all categories that they were implementing the curriculum in accordance with the intended reform-based curriculum materials. However, it was found that the classroom observations and interviews showed that teachers were not implementing the reform-based materials. Therefore, they need to create inquiry-based learning environments in which students are expected not only to learn the abilities necessary to do inquiry and to understand the nature of scientific inquiry, but also to learn scientific content through inquiry (Roehrig et al, 2007). This suggests that although teachers presented their case which contradicts the research findings, it is important to conduct more studies using the surveys and research tools. This will avoid the limitations of a case study and ensure in some school districts the same is happening or not. More research will assist in providing the broader understanding because of what is happening in other areas since the study reveals that some of the participants were beginners in the system. They need more professional development which may be a different situation where more experienced teachers may be found as this research was conducted in 27 high schools in an urban district.

In a case study by Haney, Lumpe and Czerniak (2002), 10 teachers were involved in a research but only 6 completed the questionnaire. This shows that six teachers were happy about implementing the change. The study aimed at examining the relationship between elementary teachers' personal agency beliefs about teaching science and their ability to effectively implement science instruction. These teachers were able to design lessons that incorporated inquiry, depicted careful planning, attended to student prior knowledge and experiences, attended

to equity issues and encouraged a collaborative approach including assessing students for the intended purpose. However, one teacher with high skills and qualifications is science performed at a relatively low level.

This research employed the case study approach in which a questionnaire, interviews and observations were used for data collection. It should be noted that the study was limited to one district only. This means that other research initiatives may assist to provide more data about what happens in other districts. The fact that one teacher performed relatively poorly shows that there is a need for more research on this phenomenon. Mayer (2010, p. 80) in a case study from a high school reveals that the implementation of a program was to ensure that “the key design components will change school and classroom learning environments and thereby influence students’ outcomes”

The research was based on six research-based best practices of the IB program namely staff selection; preservice training; coaching; staff evaluation; program evaluation and administrative supports. Twenty four teachers, 1 administrators, the school principal, the academic Counsellor, the Deputy principal, 4 parents, school district manager, IBO coordinator, IBO regional President, IBO administrator, 2 school coordinators, IBO board member and school Board member all participated in this program. The program consisted of the implementation of IB in six school subjects which involved current and retired teachers.

The results show that teachers experienced challenges in implementing the program but after interventions by the program coordinator they felt happy and their attitudes changed. Interviews, student essays and observations were used for the research although this may not be sufficient because it only covered one school and six subjects. Other research approaches may produce different results because this research was conducted in an urban area which may be a different case in rural areas using surveys and questionnaires. Pinar, Reynolds, Slattery and Taubman (2008) argue that for the successful implementation of curriculum to take place the intended outcomes should be separated from the content itself, which means that the learning outcomes cannot be treated as a separate activity from the curriculum in question. This is further elaborated on the mutual adaptation process where the goals and methods employed in curriculum delivery need to be modified to meet the requirements of the project in place.

According to the Department of Education of Canada (2006) the curriculum aimed to support high-quality learning and to provide learners with opportunities to choose programs which will suit their future careers. Learners are prepared in business activities in preparation for independence when they leave the schooling system or when they engage in business world. Business Studies programs of Canada further aims at providing learners with knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education and daily life. In South Africa, according to the Department of Basic Education (2011) Business Studies aims at the acquisition and application of business knowledge, skills and principles to productively and profitably conduct business in changing business environments. It also aims at producing learners who will be able to create business opportunities, creatively solve business problems, respect environment, take calculated risks, secure formal employment and are in a better position to pursue sustainable entrepreneurial and self-employment career pathways. Some aims of the two curricula contain similar components such as skill, knowledge, entrepreneurship but the Canadian curriculum is more advanced because it also includes the Information and communication technology, international business marketing, and business leadership, economic, financial and digital literacy which is not part of Business Studies in the South African curriculum.

In the South African curriculum the aspect of technology is covered in Computer Applied Technology (CAT) which is a subject on its own. The inclusion of technology in CAT implies that the curriculum implementers must be able to write the expected outcomes properly. This must be done in such a way that the aim and objectives of the curriculum in question are achieved. The design of relevant and appropriate content will benefit the learners. Following the aims and objectives includes the careful selection of suitable content for the learners which assists the teachers to achieve the expected outcomes as explained above.

2.3.3 THE SELECTION OF THE APPROPRIATE CONTENT FOR THE LEARNERS.

Mchunu and Msibi (2013) refer to the knots of the curriculum and teacher professionalism in post-apartheid South Africa. The article is an abstract paper in response to the recent curriculum revisions in South Africa, which is the introduction of the CAPS by the Department of Basic

Education. The response to the revision suggest that the government has given up on the teacher professional aspect as intended after 1994 and teachers are used as ‘teacher proof’ which results in them becoming passive participants in the curriculum change process. Mchunu and Msibi (2013) based their findings on the CAPS documents which appear to be content driven, with detailed explanations of the content to be covered laid down for teachers. Khoza (2014) argues that the teachers were able to interpret the content and time given to each topic of the CAPS which makes the CAPS a performance curriculum. Therefore it is appropriate that teachers follow it as prescribed by the Department. This can allow the application of local context knowledge through which learners are judged in accordance with the level of performance they display.

Their argument is based on changing the government’s approach by focusing on curriculum implementation by neglecting the professional development of teachers. Teachers are being treated as technicians who are expected to fix what is broken in the curriculum rather than as professionals who can contribute to the curriculum development and implementation. Therefore the lack of professional development in curriculum development and implementation resulted in the failure of the previous curriculum.

The overall implications for the recent curriculum change are therefore obvious. One of them is the ‘teacher proof’ approach towards curriculum implementation which is being advocated, with teacher autonomy being restricted. According to Kallery and Psillos (1992) the Science content did not influence the applied teaching process. As a result teachers were following a standard procedure in all activities which was a straight forward didactic teaching. According to the Department of Education of Canada (2006) the concepts, content and skills identified in different strands of each course should be integrated instruction throughout the course. The Canadian content is structured in such a way that it addresses the habits of the mind that are essential in a complex democratic society characterized by rapid technological, economic, political and social change. Learners are exposed to a changing workplace and the Canadian global economy. The Canadian learners have a choice to choose the programme directed to the career path whereas in South Africa it is compulsory that learners do the same content until they reach grade 12.

Most of the content done in grade 12 in South Africa is done in Grade 9 and 10 in Canada. The standard of the South Africa's Business Studies content is lowered as compared to the Canadian curriculum. Hewitt (2006) argues that curriculum auditing is easy when the curriculum design includes, amongst other things, the time, content, scope and sequence of the curriculum which makes it easy to use curriculum mapping as a tool to audit curriculum at work place. The CAPS whose design features consist of weeks, topic, content, assessment and resources is similar to what Hewitt (2006) witnessed in one school district. The design of the CAPS is greatly criticized by Mchunu and Msibi (2013) as it lacks the recognition of the professionals, the teachers, who are supposed to be embracing it.

The design feature of the CAPS may be useful to novice teachers although the implementation may differ depending on the school requirements. In the case of experienced teachers, amendments may be allowed in order to suit teachers' environment. The challenge might be the common tests that are used as an auditing tool to most schools which are underperforming for which new teachers are found. Carless (1998) argues that teachers need to be able to adjust the content of their training to their own level of knowledge in order for the implementation to take place successfully. He further says that learners had some independent control over the proportional content of Target-Oriented Curriculum (TOC), since they have a choice over what is said and there is some information gap between the speaker and listener. Prophet (1995) reveals that there had been an extensive change in curriculum content and examination models in Botswana with little change in teaching methods to supplement the innovation. Roehrig et al (2007), discovered that teachers content knowledge had an impact on teachers' confidence and ability to teach chemistry in a reform-based manner.

Teachers were more likely to convey science content appropriately by presenting content that was significant and worthwhile, developmentally appropriate, accurate, dynamic and interdisciplinary in nature (Haney et al, 2002). In-depth coverage of concepts rather than the coverage of many broad topics may begin to develop positive attitudes towards teaching less content. This is according to a study conducted by (Beck et al, 2000) in an article on An Exploratory Study of teachers' beliefs regarding the implementation of Constructivism in their classrooms, where an open-ended questionnaire and five final questionnaires which were sent to

500 teachers with five subcomponents including personal relevance; scientific uncertainty; critical voice; shared control and student negotiation were used.

The purpose of the research was to identify the factors influencing K-12 science teachers' implementation of constructivism in their classrooms. The results show that although teachers showed positive attitude on the impact of constructivism when implementing the science lessons in their classrooms, the implementation of a new curricula never took place as teachers were responding on what they believe in, not what they were doing. It is therefore suggested that other research methods could be used so as to provide in-depth knowledge about the case. The observations and interviews could provide more valid information because they use the qualitative case study approach. The survey could also provide more concrete results. The research was done on post-graduate teachers Mayer (2010) found that teachers feel better to teach International Baccalaureate (IB) because it keeps them growing in their content knowledge and pedagogy for their students to be prepared for expectations of junior and senior years.

Teachers are expected to follow International Baccalaureate North America Office (IBO) established curricula for each of the six subject areas when teaching their IB courses. According to Fishman, Yamaguchi and Gallagher (2007) the inquiry emphasizes the need to tailor the content to local standards and to local questions of scientific interest that can be investigated by using Globe protocols. Hoover (2014) the RTI approach states that the content and skills taught in a curriculum must have a component of research. Bennie and Newstead (1999, p. 7) suggest that "the issue of teachers' content knowledge needs to be dealt with sensitively and creatively by teacher developers." Bennie and Newstead (1999, p. 4) further argue that "the teacher's content knowledge does influence the classroom instruction and the learners' mathematical experiences." It is therefore important that the selection of appropriate materials should not be the responsibility of outside subject experts delegated by the authorities but it should involve teachers who are actually implementing the curriculum, In other words, teachers should be involved in decision-making with regard to the appropriate learning materials to be used in their subjects. The next paragraph looks at the suitable activities to be used by teachers when teaching the selected content. The contexts and environments of different teachers and school will be a determining factor in the development of learning activities.

2.3.4 DEVELOPMENT OF SUITABLE LEARNER ACTIVITIES.

The Curriculum News (2010) stipulates that the informal activities (e.g. homework, class work etc) should be used by teachers in the classroom as a stepping stone to prepare learners for formal assessment. The informal tasks need not be recorded whereas the formal tasks need to be recorded because they are used for promotion and progression purposes. The recorded pieces of work must always be made available when needed by School Management Team (SMT), Head of Department (HoD), parents and other education officials for support purposes. The Curriculum News further stipulates that learners should be given one project a year.

Learners are expected to get feedback through corrections and comments made by teachers on their workbooks. According to the Department of Education of Canada (2006) a variety of learning activities should be developed and given to learners which includes activities such as brainstorming, discuss issues, problems solving, simulations, conduct research, mind mapping, presentation, personal reflection, assignments, homework, class work, tests and hands-on applications. Most of the activities are similar to activities suggested in the CAPS. However, in Canada learners are also exposed to student conferences, visits from a range of guest speakers with diverse backgrounds and experiences, and trips to local businesses. Kallery & Psillos (1992) discovered that learner activities showed some experiments, although learners were not involved in dialogues. However, learners neither had little opportunity to carry out some investigations and experimentation nor were they involved in generating their own ideas. They further say that none of the activities were designed to physically involve learners during the teaching and learning session. In any learning environment physical involvement constitutes a decisive factor in children's learning in science (Harlen & Jelly, 1989).

The case study by Carless (1997) in an article titled: managing systematic curriculum change- a critical analysis of Hong Kong's Target-Oriented Curriculum Initiative, which explores the process of the implementation of Hong Kong's Target-Oriented Curriculum (TOC) in which three English teachers from different schools were involved over a period of six months shows that the task-based approach of TOC had a greater impact on teachers' language proficiency than more restricted form-focused textbook exercises. This study aims at addressing the attitude of teachers to curriculum reforms in Hong Kong where teachers do not implement the curriculum

according to the policies of the central government. The article tries to bring into the attention of teachers the problematic areas of the initial programs so as to understand the innovations brought into the curriculum by the central government of Hong Kong. The five important change elements are discussed. The discussion includes practicability, ownership, teacher attitudes, teacher training and resources.

The study reveals that the lack of resources and time constraints hampered the implementation of the new program. This means that more research needs to be conducted using survey and questionnaire because the case study approach is limited to a selected few sites or group of individuals. According to Roehrig et al (2007), teachers should use the learning activities not only to teach content but also to develop students' abilities to both do and understand inquiry. The use of common, everyday objects such as toys to teach physics concepts can assist teachers to teach for personal relevance (Beck et al, 2000). Durlak and DuPre (2008) in an article where a review of implementation on programs outcomes was done, reveal that active learning in the classroom promotes skills necessary for the demonstration of the expected learning outcomes.

Learners need to be trained on modelling the desired activity outcomes followed by role playing and activity in the classroom. Different learning activities used by different curriculum implementers mean that a one-size fits all approach is impossible because teachers are exposed to a totally different teaching environment. According to Hoover (2014) the classroom organization and instructional management should cater for both academic and behavioural aspects of teaching and learning. Bennie and Newstead (1999) believe that Mathematics requires problem solving activities which challenge the ability of the learner to understand mathematics. It is important that learner activities should be part of his or her environment to avoid confusion and misconception of the content taught.

According to Coetzee (2009) the teaching technique applied in the classroom involves all learners in activities which are challenging to learners. Coetzee (2009) says that "teachers should constantly engage in seeking new ways of making their lessons more relevant and intellectually stimulating to their learners." Some learner activities will depend on the nature of the topic and the skill required. Some activities need practical experience whereas others can be mastered theoretically. The application of knowledge in some learner activities forms the basis of active

learning compared to rote learning which was promoted by the old curriculum. The activities require the resources which will suit the environment and enhance learner achievement.

2.3.4 THE USE OF RELEVANT MATERIALS AND RESOURCES IN THE CLASSROOM.

Khoza (2013b, p. 52) defines a resource as “any person or thing that communicates learning”. Khoza (2013) further indicates “that ET utilises three main types of resources or it has three main components: parts of one’s teaching and learning that one can see and touch (Hard-ware [HW] and Soft-ware [SW]) as well as parts of one’s teaching that one cannot see and touch (Ideological-ware [IW]). Percival and Ellington (1988) in Khoza (2013b) identify the first two main types, HW and SW, as Technology in Education (TIE) and the last type, IW, as Technology of Education (TOE). TIE is divided into tools or machines used for teaching (HW) (e.g. computer, Smart Board, overhead projector [OHP]) and materials used in conjunction with the tools to carry information (SW) (e.g. computer CD/DVD, OHP transparencies). Some examples of TOE (IW) are teaching/learning methods, theories, research findings, teaching/learning experiences and others. Web-Based Teaching and Learning (WBTL) combines or utilises all the three types of resources (HW, SW and IW). There is a challenge when facilitators believe that TIE (HW and SW) is more important than TOE (IW) and start to encourage students to learn from teaching or learning resources at the expense of learning with teaching or learning resources.

A resource is anything that necessitates teaching (Khoza, 2014) which means supporting documents which may assist teachers organising their work form part of resources. Resources may include hard ware, software and ideological ware which facilitate teaching (Khoza, 2014). The hardware refers to physical material such as computer, libraries etc which are used for teaching. The software represents the electronic version of programmes which are installed in the hardware resources such as Microsoft, spreadsheet etc. The ideological ware constitutes the ideas which can be transmitted into written documents which can facilitate teaching. In other words, the thoughts of an individual which are pertinent to the topic being taught are a certain type of ideological ware.

Khoza (2013a), in a case study of six facilitators who were teaching Publishing Research in 2011 at one of the universities in South Africa, suggests that the use of appropriately sequenced learning material will promote learning and providing learners with feedback for taking corrective action which is important during the teaching and learning in the classroom. In his case study he uses the document analysis and semi-structured interviews to collect data. The purpose of this study is to explore the nature of learning outcomes of the module as understood by facilitators. The study also ensures the alignment of the intended implemented and attained learning outcomes including the use of three domains of Bloom's Taxonomy.

The study discovered that facilitators were unaware of the intended learning outcomes including other issues pertinent to their teaching. As a result their teaching was not focused on learning outcomes. It is therefore suggested that teaching and learning should be focused on learning outcomes and teachers need to understand and be able to differentiate between learning outcomes and objectives. The issue of learning outcomes might pose a big challenge in terms of the CAPS because learning outcomes have been changed into main topics and teachers may not focus on achieving the main topics rather than the topics. It appears that in the National Curriculum Statement these issues were dealt with clearly and precisely but in the CAPS learning outcomes have been infused into main topics and topics which may confuse some teachers especially the inexperienced ones.

According to Carless (1997) teachers are stimulated to use similar materials in their own classrooms in order to prepare their learners adequately. Providing TOC packs, conducting workshops and Videos produced with extracts from TOC style lessons, demonstrating the new curriculum in action proved to be useful toward successful implementation (Carless, 1997) and success is certain where there are resources provided (McNeil, 1996). For the innovation to be successful it needs to be sufficiently resourced. Carless (1997) states that teachers charged with implementing a new curriculum seek ready-made materials that can be used without adaptation in their own classrooms. The preparation and distribution of such materials may also have a positive effect on the innovations. In contrast to what Kouraogo (1987) suggests, Mchunu and Msibi (2013) regard this practice as deprofessionalization of teachers if they are given a prepared document as that of the CAPS.

Teachers are found to be relying on lecturing students with an infrequent use of textbooks and other instructional materials (Prophet, 1995). The material designed was especially for pair and group work to encourage greater student involvement which covers a wide range of topics based on regional and local interest. The materials consist of Handbook which contains instructions on the lessons for the week, and a Students Course Book which contains all the materials to be used. Schools were also supplied with audio cassettes with all relevant passages to assist the listening of comprehension exercises. The teachers preferred to view the materials as a recipe to be followed which saved them much work to develop lesson preparation. Prophet (1995) continues to reveal that teachers were constantly using Dictionaries and few teachers were happy to use Readers although some teachers felt that the readers were far above the level of their context and too technical for the students. Fullan (2001, p. 79), in an extensive review of systemic change, concludes that “to achieve large scale reform, you cannot depend on people’s capacity to bring about substantial change in the short run, so you need to propel the process with high quality teaching and training materials.” Roehrig et al (2007), emphasised that the reform-based curricular materials should also be inquiry-based. They further say the classroom materials need to be inspected to ensure that they provide better measure of instructional practice and connection to gain in student achievement.

The lack of textbooks (Haney et al, 2002) resulted in a poor lesson planning by the teachers. According to Beck et al (2000), staff development and resources may be needed to help teachers to teach scientific uncertainty. However, they do not feel that external factors such as money, materials and supplies present will help them in teaching scientific uncertainty. The textbook is regarded as the main curriculum material to be used in the teaching of science. Well-designed curriculum materials may help teachers build positive attitudes for the successful implementation of constructivism in the classroom. The use of specialized equipment in providing relevant data contributed to the success of the implementation (Penuel, Fishman, Yamaguchi and Gallagher, 2007). Globe equipment and technology support contributed to significant influences on program implementation.

Textbooks play an important role in the curriculum delivery both in the planning and classroom teaching sessions and they must be appropriately sequenced to cover the content for the whole

year (Dada et al, 2009). For the effective curriculum implementation, the quality and practicability of materials should be provided (Pinar et al, 2008). This suggests that teachers should not concentrate only on one teaching material because teaching and learning require a thorough use of various teaching resources to ensure adequate content delivery and coverage for the benefit of the learners. Hewitt (2006) argues that resource and material allocation does not necessarily mean providing only classroom but bringing the world outside the classroom can enhance the learners' chances of gaining knowledge and developing necessary skills required for learning.

The involvement of teachers in the review, evaluation and exploration of new materials to be used in implementing the new curriculum enhances the chances of successful implementation of curriculum (McNeil, 1996). According to Patterson and Czajkowski (1976) the materials planning phase is neglected during the initial stages of the proposed curriculum change, especially the textbooks. Patterson and Czajkowski (1976) concur with this statement because in the South African context the issue of textbook is taken as the last curriculum development stage. When the CAPS were designed the publishers waited for the whole curriculum to be completed and then the screening took place.

As a result of neglecting material planning at the planning stage of the CAPS design, grade 10 CAPS experienced challenges in terms of textbook supply due to time constraints. The curriculum design and development should therefore incorporate the writing of textbooks in order for the publishers to supply on time. According to the Department of Education (2011) each learner should be in possession of a textbook in Business Studies and relevant stationery. Teachers on the other hand should use a variety of textbooks, a Partnership's Articles of Association, Legislation such as Companies Act; Employment Equity Act; National Credit Act; Consumer Protection Act; Basic Conditions of Employment Act; Labour Relations Act; Black Economic Empowerment Act; Skills Development Act; Compensation for Occupational Injuries and Diseases Act; Hire Purchase Act; Long and Short-term insurance Acts and Intellectual Property Act for teaching Business Studies. On top of these Acts, teachers must have a Memorandum of Incorporation (MOI); specimen of contract forms; bank brochures, business and

financial magazines; corporate Social Responsibility Policy of any company and the King Code of Governance for South Africa 2009.

Hewitt (2006) indicates that the use of one-size-fits all material does not work. This means that the quality of text in the material may not cater for different learners from different cultural and social backgrounds. Learners from language-rich background have an advantage whereas learners from poor language backgrounds are disadvantaged. Most schools in South Africa are found in townships and in rural areas with the vast majority of learners from poor language backgrounds whereas learners in the resourced schools are from language-rich backgrounds including teachers in their schools. The imbalance mentioned in the previous sentence is as a result of desegregation caused by Apartheid government in the South African Education system.

According to Hewitt (2006) curriculum integrity is important in such a manner that the textbook publisher should not only be concerned about the quality of the book issued but also to ensure that both the curriculum purposes and materials are consistent in availability for the use in the classroom by both the teachers and the learner. Working together by teachers in developing local materials will bring a sense of ownership and pride for their accomplishment and this will bring a sense of professionalism which will improve classroom practice.

According to Vaughn (1976), the use of programmed learning materials facilitated the learning of language in schools. Language barrier is a problem in many South African schools especially those in rural areas where learners are struggling in using English as a medium of instruction. The lack of competent teachers in such areas can make it difficult to improve the language as it is done in Chicago. Vaughn (1976) emphasises the importance of using curriculum text and supplementary materials which accommodates the diversity of nation. Thaanyane (2010) discovered that one of the reasons for the failure of the curriculum implementation was due to the fact that there was inadequate teaching material, textbooks and teaching manuals. It is important to note that one of the key elements for any new curriculum innovation to be taken care of during the planning stages is proper budgeting because if not done, it hampers the implementation. Schools need to procure a lot of learning materials with limited funds at their disposal. As results, lower grades tend to suffer because schools prioritize Matric, the most senior grade, because of pressure on them regarding results at the end of the year.

The issue of resources in South African Schools can jeopardize such initiatives. Many schools in South Africa lack infrastructure such as electricity and computers. If computers do get installed, then the security issue comes in. As a result, all these aspects need to be addressed by the government. Financial constraints hinder such programs because of the limited capital injection by private sector into public schools. Vaughn (1976) also speaks about adding to, deleting and revising curricular materials which is similar to what is happening in Caps as some policy documents have been repealed and new content added in some subjects including Business Studies. This is according to Dada et al (2009) and Curriculum News (2011) where Learning outcomes and Assessment standards have been revised and called Main topic and topic in the CAPS. This suggests that curriculum revisions may come up with changes in order to facilitate teaching in the classroom. The Curriculum News (2010) elaborates the importance of Textbooks in ensuring that the content and assessment coverage are done appropriately using textbooks with an appropriately sequenced and paced weighting of topic throughout the year which will assist teachers for planning their work for the year.

The Curriculum News concurs with Khoza (2013a) in the sense that the sequenced plan of activities will contribute to meaningful learning. It is suggested that textbooks provide examples pertinent to problems for the specific subject to facilitate the teaching of both informal and formal activities. The Curriculum News (2010) further recommends that each learner must be provided with a textbook to take it home to do homework, and prepare for tests and examinations. The importance of each learner having a textbook is further explained by Dada et al (2009) when they place the emphasis on Grade 4 to 12. Textbooks must be designed in such a way that barriers to learning are overcome. While textbooks are used for teaching and learning, other support documents such as teacher file for safekeeping of teaching materials; annual work schedule for the content and pacing; assessment plan and record sheets for the recording of learner activities, are also useful for the curriculum implementation at a classroom level.

Teachers need to scrutinize the Learning and Teaching Support Materials (LTSM) to ensure proper alignment with the curriculum being implemented. Some teachers have limited academic training and professional training in some schools (Curriculum News, 2011) therefore ensuring that each learner has a textbook of a high quality with a proper streamlined content will play a

central role in determining what content should be taught and how that needs to be done in the classroom. Altrichter (2005, p. 13) states that “organizational structures, instruments and processes are important factors for implementation.” According to Department of Education of Canada (2006), teachers use the Information and Technology tools (ICT) for both whole class instruction and to design programs that meet the diverse needs of learners. Learners have access to internet websites, resourced libraries, archives, public institutions and private businesses across the country and the world. Learners can use the ICT to develop databases, spreadsheets, word processors, presentation and multimedia software which enhance their learning. In the South African context very few schools can offer such resources and learners can access them in education centres which are not enough to cover the South African schools especially in rural areas. Another challenge with such resources in South Africa is lack of funds and proper infrastructure to supply such resources to be accessed by learners and teachers in schools.

If resources are available in some schools, it is the lack of qualified personnel to assist the learners that becomes a problem. In South Africa the use of textbooks has been emphasised which is not the case in Canada and other countries. South Africa may be regarded as one of the countries that are trailing behind in terms of technology and application of other teaching methods which are not text book bound. The publication of articles by teachers may also assist the implementation of the curriculum. The quality of materials used in class contributes positively to the learners’ achievement but this will also require the teacher to have the necessary skill to use the resources. Quality resources alone cannot produce the expected results if not used properly. This means that teachers need to undergo certain training on the use of resources and materials. Curriculum implementers must be able to select and use the relevant resources when planning their learning activities. The aspect of being able to use the relevant materials may assist curriculum implementers in playing their significant role during the implementation process.

2.3.5 THE ROLE PLAYED BY THE TEACHER IN THE IMPLEMENTATION PROCESS.

Kehdinga (2013, p. 29) defines “curriculum change as one of the major determinants of teachers’ professional identity. Once the curriculum changes in any educational environment, the way in which teachers see themselves also changes. The teacher as learners emerged as the initiators and creators of learning, the teacher ceased from being the all-knowing teacher as in the days of apartheid and became a facilitator in the teaching and learning process.”

Kehdinga (2013, p. 37) describes relation “as another major determinant of teachers’ professional identity. It maybe due to the fact that teachers make sense of themselves as a result of their constant interactions with other teachers, the school governing body, government and the society around them. She continues to say that the teacher relates to his or her learners or students (the pedagogical relation), his or her content, to students’ studying and learning (the didactical relation) and to the teacher’s personal work theory. The teacher’s relation with his content includes the actual content of teaching or what actually transpires in the classroom. Relating to the content therefore embodies subject matter, instructions and classroom management amongst other things.” Kehdinga (2013 p. 37) further argues that “the experiences of the teacher professional identity is not static, but rather involves the creation and recreation of meaning through experiences or stories over time. An experience is another major determinant of teacher professional identity. The teacher uses his experiences to construct and reconstruct his professional identity over time, owing to the fact that meaningful learning only builds upon previous knowledge and knowing who we are is the first step of knowing or determining who we want to be.”

Mchunu and Msibi (2013) emphasise that any successful curriculum change can only be achieved if teachers are professional and have the ability and desire to understand the complexities of that particular change. Kingir (2012) argues that for the effective implementation of curriculum to take place, teachers need to play a significant role in professional development programs. This means that teachers should be given more time to attend workshops and seminars on content related activities pertinent to the new curriculum. The role of teachers in any curriculum implementation is of paramount importance not only at implementation stage but at

all level of curriculum development (Patterson & Czajkowski, 1976). Furthermore, Patterson & Czajkowski (1976) suggest that the proper communication of all implementation stages should be communicated to teachers so that they will understand the curriculum they will be implementing. Teachers are expected to adopt the new curriculum irrespective of whether they understand it or not. Hoover (2014) suggests that teachers must make daily decisions with regards to curriculum implementation to accommodate the learners' needs.

Teachers must be able to apply all the necessary curriculum components during teaching and learning which include, content and skills; evidence-based interventions; instructional arrangements; class and instructional management procedures and progress evaluation. Their decisions should enable the learners to have time to engage with the content taught in order to make meaning out of it and conceptualise the content as intended by implementers. Teachers therefore need to give learners relevant activities such as class works, homework, assignment etc. so as to facilitate the understanding of content taught in the classroom.

Mchunu and Msibi (2013) maintain that curriculum change must be accompanied by the sufficient addressing of the issue of teacher professionalism. They further argue that since the curriculum revisions took place after 1994, starting with OBE (Curriculum 2005) to the Revised National Curriculum Statement and the National Curriculum Statement, government has given up on teacher professionalism which makes the curriculum 'teacher proof', which makes teachers more powerless and unimportant. Jansen; Harley and Wedekind in Mchunu and Msibi (2013) echoed that the process of curriculum change to OBE was superficial and rested on a reconstruction discourse that prioritized idealized versions of teachers which negatively affected the implementation. Mchunu and Msibi further argue that instead of promoting teachers as professionals, the government has unfortunately relied more on traditional approaches which rely heavily on experts who design a curriculum that teachers are expected to implement without having contributions and playing an active role in the designing of it. Mchunu and Msibi (2013) argue that teachers differed in terms of their nature and experiences. He found that teachers' age, teaching experiences and qualifications had a significant influence on the nature of teachers' experiences in implementing the curriculum. It may therefore suggest that older teachers continued to use the old apartheid pedagogical methods because they are at a denial stage as

explained in the Willingness to Change Model as the first level. The current approach by the government of hiding their heads in the sand and pretending that the problem will go away through the implementation of traditional curricula approaches will not in any significant way address the problem of unprofessional teachers.

Mchunu and Msibi (2013, p. 21) argue that “lowering expectations and deprofessionalising teaching simply converts schools into factories where the workers (teachers) simply have to follow a set manual (curriculum) to produce a particular product (learners).” Teachers need to own the reform and be actively involved in the innovations in order to ensure the effective curriculum implementation. Teachers have to be experts in the subjects they teach and those who are not qualified to teach the subjects should not be allowed to teach those subjects because they lack both the subject content knowledge and appropriate teaching methodology of the subjects. Teachers need to refine and adapt the curriculum in order to suit their local circumstances to ensure feasibility in their specific conditions (Altrichter, 2005). It is therefore suggested that teachers contribute, through their own research, to what is relevant for their classroom practice in order to implement curriculum relevant to their specific circumstances rather than implementing findings of research by other people without scrutinising them.

In many instances teachers need to accept the curriculum fully as it is developed by planners. Altrichter (2005, p. 11) says “early participation increases teachers’ willingness to continue new practices after the initial incentives have been withdrawn. Engaging teachers in their planning process also helps to equip them with skills required by the innovation and enhances the likelihood that the reform will be adapted to local circumstances.”

According to Milan (2008) teachers must focus on the development of skills, discipline and uplifting low-performance abilities in the classroom rather than focusing of the behavioural aspects of learners due to their cultural backgrounds. In this way Milan (2008) suggests that teachers must reflect on their past to better understand the present in order to forecast in the future. Teachers need to understand themselves and the learners they teach in order to reshape the teaching environment.

According to the Department of Education of Canada (2006) teachers develop appropriate instructional strategies relevant for learner achievement and apply appropriate teaching methods in assessing learner activities. Teachers also assist learners in developing reading; writing, oral communication and numeracy skills needed for learners courses. Teachers provide learners with assignments, and basic concepts and development of research skills. Teachers in Canada play mostly the role of facilitating learning in the classroom. It has also been noted that teachers in Canada are fully involved in the development of the curriculum.

Fullan (1991) argues that curriculum implementation is characterized by various factors such as personalities and previous experience of curriculum change. The stage or rank in teachers' careers determines the success or failure of the implementation. According to Carl (2009), teachers need to be the agents of change and must have a broad understanding of educational views and expertise in curriculum and subject matter. Bishop (1976) in Orstein and Huskins (2004) stated many years ago that implementation requires restructuring and replacement. It requires adjusting personal habits, ways of behaving, program emphasis, learning spaces, and existing curricula and schedules. It means getting educators to shift from the current program to the new program, a modification that can be met with great resistance. Fullan and Pomfret (2001) in Orstein and Huskins (2004) commented that effective implementation of innovations requires time, personal interaction and contracts, in-service training, and other forms of people-based support.

Orstein and Huskins (2004) noted the two kinds of basic understanding essential to implementation. The first is theoretical information, which relates both to the theory of organizational change and to the theory of knowledge and how ideas fit into a real-world context. This suggests that curriculum implementation is a collaborative effort which does not occur all at once with all teachers. Teachers need support from their peers for the recommended programs in order to facilitate the rapid implementation and the understanding of the concept of change. Teachers must realize people's attitudes toward change and implementation as a change process. Those who accept the rational model of curriculum development will view change as something rather precisely managed and implementation as predictable execution of a plan.

To implement a new program, that is, to introduce change, we must gain advocates for the new program. We need persons willing to engage in something new, to push boundaries, to explore new territories. For the new curriculum to be successful depends largely on how well those who planned its development and implementation have perceived the needs of students and teachers.

An abstract by Kallery and Psillos (1992), on the implementation of Science in kindergarten where eleven teachers were observed in eleven different classes in the central northern Greece, reveals that the key factor of the implementation is the teacher's knowledge since teachers must have appropriate subject matter. Teachers used the authoritarian approach which was characterized by the enforcement of rules which discouraged communication between children. The study aims at examining some disparities between policy and practice related to the practices teachers are required to use in introducing science in kindergarten. Qualitative approaches and observations were employed in generating data.

It was discovered that teachers neglected the element of creating the science corner in the classroom and science activities were conducted in an opposite environment designed for discussions, reading and storytelling. Lastly, the teachers followed a standard procedure in all science activities which did not influence the applied teaching processes. Such an approach hinders their autonomy to take initiative and to develop their scientific attitudes (Harlen, 1992). Pupils are being exposed to repetition techniques, short simple sentences and visual support to facilitate their understanding (Carless, 1998). The main role of the teacher is to facilitate learning amongst pupils and to take into account their needs and interests. Teachers' attitudes obviously affect their behaviour in the classroom. Their attitudes are also influenced by their training, their own experiences as learners and the teaching experience. If the innovation is incompatible with teachers' existing attitudes, resistance to change is likely to occur (Vaughn & Punch, 1987). Carless (1997, p. 358) says "if successful curriculum implementation is to take place, it is therefore necessary to engender a feeling of ownership amongst the teachers who will be involved in putting innovatory ideas into classroom practice. One important element of ownership would be a feeling that teachers play part in policy-making decisions."

McNeil (1996) concurs that when teachers are involved in decision-making during curriculum planning; success will be greater during the implementation phase. In contrast to what is believed

to be the teacher's role in Hong Kong, teachers believe that their role is to transmit knowledge and information to students. More learner-centred or discovery-orientated approaches are considered to be dysfunctional for the examination-orientated approaches prevalent in Hong Kong (Morris, 1998). Thaanyane (2010) emphasises that the role played by teachers during the implementation process as the key factor of any curriculum reform especially at a classroom level. Teachers are regarded as the voices of the curriculum since they transmit what is entailed by the books and other learning materials in the form of lessons and assessment which take place in the classroom. A research conducted by Prophet (1995) using a case study with two teachers from two secondary schools in Botswana reveals that teachers regarded themselves as facilitators of learning and not the transmitters of information which is contrary to the curriculum statements where the classroom instruction remained predominantly teacher-centred and authoritarian with passive students engaged in recall learning.

A planned curriculum change requires teachers to change their behavioural role and perceptions of students by a substantial amount, and then the innovation is likely to be successful (Prophet 1995). The use of reform-based practices within the National Science Foundation (NSF) funded systemic reform projects is related to higher student achievement (Roehrig et al, 2007). The implementation also requires flexibility at the individual school level as it is believed that the interaction of a teacher's knowledge and beliefs about the nature of the reform with the curriculum determines what role the teacher will play in the classroom. Coetzee (2009) points out that in some instances teachers use the extinction method where learners answer question.

This technique suggests that the wrong answer is ignored. It appears to suggest that the wrong answer needs to be corrected as this forms part of feedback to the learners. Coetzee (2009) believes that careful planning; preparation and organizing the classroom may contribute to the successful curriculum implementation. He further suggests that teacher role should in such an extent be directed to a pastoral level. The holistic approach of teaching should benefit both the learner and the teacher in the long run. The teacher-centred approach does not promote active and discovery learning as lazy learners rely on spoon feeding by the teacher (Coetzee, 2009). The joint development of roles and rules in the classroom helps to enforce discipline which is the prerequisite for the curriculum implementation in the classroom. Coetzee (2009) feels that the

most important role teachers should play in the classroom is to assist learners in the development of new skills and attitudes.

The study reveals that being resourceful and creative can lead to making some modifications to the curriculum and all the extra activities (Haney et al, 2002). This means that the teacher in this case was able to ignite her students' interest and abilities in science although not all her students show positive attitude to her style of teaching. In a report by Beck et al (2000), on an exploratory study of teachers' beliefs regarding the implementation of constructivism in their classroom, teachers believe that teaching for personal relevance in the classroom can motivate students, increase their interest and involve them in their own learning. The teachers' attitude played a major role in influencing their intent to implement the curriculum in the classroom using personal relevance as the subcomponent of constructivism approach although it differs with the level of qualification since the study indicates that teachers with Bachelors and Masters Degrees have more positive attitude to teach for personal relevance than teachers with Doctoral Degrees. According to Mayer (2010), the study shows that teaching IB curriculum has increased the interest of teachers in order for them to obtain advanced degree in their subject areas so that they could do a better job teaching their IB classes.

A survey by Penuel et al (2007) examines the effects of different characteristics of professional development on teachers' knowledge and their ability to implement the program. The results indicate that teachers' interpretations of professional development materials enhance their opportunities to successfully implement the reform through facilitating the student inquiry-base program. Msomi (2013) conducted a case study of three Business Studies teachers teaching Grades 10 -12. These teachers were from a rural area in under resourced schools whereby the interviews and document analysis were used to generate data. The purpose of her study was to explore the teachers' experiences when designing assessment tasks of Business Studies. The results revealed that although teachers are able to design tasks as guided by policy documents such as Subject Assessment Guidelines (SAG) and developing tasks in clusters. They are not pitching to the standards required by SAG since they are not following the Blooms Taxonomy cognitive levels. Further research is suggested because of the case study approach. The results

are limited to three participants found in a rural area. It must be noted though that different outcome may prevail in urban areas.

Msomi (2013) highlights that it is the teachers' responsibility to use assessment in order to achieve the desired outcomes for that particular lesson. According to (Pinar et al, 2008), teachers had little contribution to decision making on curriculum issues. According to Bennie and Newstead (1999) teachers must create a problem solving approach and enquiry classroom culture in order to implement the new program in Mathematics. They further say teachers should be engaged in continuous teaching and learning processes in the classroom. In their fidelity approach they concur with Mchunu and Msibi (2013) that the curriculum is developed by experts outside the classroom and teachers are regarded as 'teacher proof' who need to implement the curriculum as design by outsiders without putting any amendments. The tendency by the government to prescribe curriculum for the teachers has made them to be regarded as technicians rather than professionals who are not in the classroom just to implement what is designed for them, but as people who can implement the judgement based on their own decisions and knowledge.

Teachers need to provide constructive suggestions based on the changing needs of learners so that the curriculum revision will be meaningful (Vaughn, 1976). It appears to suggest that at some point in time teachers need to be regarded as change agents within the school and inside the classroom. In contrast to the fidelity approach the mutual approach suggests that the adjustments in the curriculum should be made by both the curriculum developers and teachers who are actually using it in the classroom context. Mchunu and Msibi (2013) believe treating teachers as agents of change may eliminate the government tendency of deprofessionalising teachers. Dada et al (2009) suggest that policy understanding by teachers plays a central role in curriculum implementation. This is argued because many times teachers refer to old policy documents when implementing the new curriculum. It therefore appears to suggest that content taught without relevant and appropriate assessment activities are useless for the attainment of the goals and objectives outlined for a particular subject.

The significant role played by teachers in curriculum implementation cannot be doubted looking at how most researchers have paid more attention to the role of curricula in general. It is therefore not surprising that the curriculum cannot be successfully implemented without the teacher element. It is clear though that in some countries technology is used more intensively but teachers need to plan and become facilitators during the implementation process, especially in the classroom. Teachers in most curriculum innovations are regarded as researchers, innovators and creators of the curriculum. It is therefore important to look at how they play their role in the classroom. The next paragraph will look at the location (classroom) wherein teachers actually deal with the implemented curriculum as defined by Van den Akker et al (2009) in the forms of curriculum which involve the intended, the implemented and the attained. The classroom belongs in the second form of curriculum which is the implemented form.

2.3.7 THE LOCATION (THE CLASSROOM).

Teachers are expected to organise and create a science corner in the classroom where the teaching activities will take place (Kallery & Psillos 1992). According to Prophet (1995) teachers prefer classroom with small groups of learners. Therefore, the learners were encouraged to work in groups and to help each other. Learners at some stage work silently on their own while the teacher assists others with problems. It was also found that seven teachers were beginners with very limited pedagogical knowledge and experience in managing an inquiry-based classroom (Roehrig et al, 2007). Classroom culture was actually cause for concern since the teacher lacked confidence and could not believe in him/her (Haney et al, 2002). Teachers need to be given the opportunity to develop and implement constructivism activities in their classrooms (Beck, Czerniak & Lumpe, 2000). They further elaborate that once teachers experience the successful implementation of constructivism in their classroom, the aligned current reform activities are likely to be implemented. Penuel et al (2007, p. 950) state that “for both protocol use and preparedness for student inquiry, the opportunity to localise GLOBE – that is, to plan for how to tailor its implementation to local circumstances of teachers’ classrooms – was a significant predictor of the extent to which teachers implemented these aspects of the program.” Bennie and Newstead (1999) suggest that the classroom culture should display cooperative work and discussion amongst the learners. According to Hoover (2014) effective curriculum implementation means that the needs of all learners in the classroom are met. Milan

(2008) concurs with Hoover (2014) that learners must be involved in the learning and by no means isolated because of any punitive measure being imposed on them. This means that teachers need to implement curriculum with integrity and it must not be discriminatory to learners in class in terms of their behaviour and background. This component of curriculum implementation is crucial because a classroom is the final level of implementation and it is where the final outcomes of the program being implemented may show either positive or negative results.

Teachers are regarded as the actual implementers of the curriculum whereas learners are the beneficiaries. This means that the needs of the final consumer (the learner) need to be catered for at times. Hoover (2014) speaks of a differentiated classroom, a classroom that contains structures and procedures designed to deal simultaneously with the variety of factors that students bring to the learning environment (e.g. varied preferences for learning, varied experiential backgrounds, cultural/linguistic diversity, range of reading levels, self-management abilities, time-on-task levels). This suggests that learners must be given sufficient opportunities to explore available information with regards to the subject they were taught in class through thorough planning and preparation by teachers. Altrichter (2005) suggests that the classroom displays the images of learning which are continuously represented in the organisation by management and other stakeholders within and outside the institutions.

According to Coetzee (2009) time management in class by learners and teachers contributes positively towards the attainment of the learning outcomes. The time for each and every subject should be utilised optimally as in Business Studies where the four hours allocated includes all aspects such as teaching and assessment. Coetzee (2009) argues that the effective curriculum implementation may be facilitated by organizing the physical environment of the classroom through organizing furniture and space in a manner which promotes appropriate teaching and learning. It is therefore important for the teacher to call learners by their names and decorate the class with relevant subject materials. This suggests that learners must use the allocated time to complete their task at all times. The location or classroom may determine the outcome of the teaching and learning experience. This means that the different strategies employed by different teachers may determine the outcome of the teaching and learning at a particular school. Some

schools are exposed to overcrowding and very appalling conditions which are not suitable for teaching and learning to take place. The classroom space and setting determine the outcome of the learning and teaching. Some teachers use their creativity to arouse interest conducive for teaching in the classroom. The provision of necessary resources and materials may have a positive impact on the nature of the teaching environment in which the teacher delivers his lesson.

Some classrooms allow for group work and other classrooms may force teachers to use the traditional setting. Coetzee (2009, p. 117) suggests that “the classroom should be a safe and enjoyable environment where learners can enjoy spending time and learning.” According to the Department Education of Canada (2006) classrooms are designed to familiarise learners with workplace environment. The Ontario Skills Passport (OSP) is the bilingual website resource which assists learners in the classroom to be connected to work place environment. The OSP includes work habits, such as working safely, being reliable and providing excellent customer care which are the most important workplace requirements. In other cases learners are exposed to work environment through their class setting and connections. Classrooms promote the climate that is free from any form of discrimination.

2.3.8 THE GROUPING OF LEARNERS IN THE CLASSROOM.

Science activities were held in a space designed to suit the discussions, book reading and storytelling (Kallery & Psillos, 1992). According to Carless (1997) Education Review of Hong Kong’s curriculum implementation the large class sizes and a lack of classroom space militated against the group problem-solving approaches envisaged in TOC’s task-based approach. As a result of this predicament the project had to be re-invented. The group work approach was used which plays a central role, freeing the teacher from the whole-class teaching in order for him or her to have enough time to accommodate individual students and their problems (Prophet, 1995). It was evident though from the class observations that the teaching of the whole-class continued with little evidence of group work being developed which resulted in a minimal impact of the study in two schools under the study. The documents produced by the development team stressed that the group and pair work activities are daily practice, therefore the teachers must arrange the sitting plan in order to facilitate the activities. In other words, chairs and tables

should be arranged in groups. According to Haney et al (2002), the frequency of finding appropriate lessons for the students and ability to manage small groups was problematic. Beck et al (2000), indicate that student negotiation in the classroom can help students work in group situations; improve communication and higher-order thinking skills. They further indicate that it increases students' interest in science.

According to Dada, et al (2009) group work should not be taken as one-size fits all in any learning environment; it is part of the teaching methodology but not suited for all classroom settings, teachers or curriculum programs. The introduction of mixed-ability groupings in the West Riding Yorkshire secondary school worked effectively and smoothly because teachers attended the in-service training courses on how to apply such groupings in their classrooms (Pinar et al, 2008). The use of various groupings, pairs, or independent work to facilitate acquisition of content and skills must form part of instructional arrangement (Hoover, 2014). Bennie and Newstead concur with Hoover (2014) that grouping of learners may enhance social interaction which promotes classroom culture. Milan (2008) discovered that learners were grouped according to their abilities where they were labelled low and high achieving students.

According to Coetzee (2009) learners are grouped according to their abilities which is similar to what Milan (2008) discovered above. The fact that underperforming learners are given attention after group discussion promotes class segregation amongst learners in one classroom. The grouping of this nature may promote unnecessary competition amongst the learners themselves instead of promoting team work and collaborative work. I think that this approach promotes discrimination and encourages poor social interaction as suggested by Bennie and Newstead (1999) in the MALATI project. Coetzee (2009) conducted a case study on three teachers at a primary school where the class observation and interviews were conducted with a view to exploring the various ways in which teachers conducted classroom management as part of their daily duties. The study revealed that the three teachers employed different classroom management styles ranging from mixed group abilities where struggling learners were grouped with fast learners and if done well they got incentives like star on their books. Learners were also taught to ignore unacceptable responses and behaviour in order to shape them to avoid wrong behaviour in the classroom. Another teacher used a group of choice where learners were

given a chance to decide on the group name and motto. The rules of the group came from learners to ensure ownership and accountability. The third teacher applied the traditional approach where he arranged learners in a traditional seating arrangement, the teacher read for the learners and then discussed with them.

The three approaches seemed to be working for the teachers in question although they were limited only to one school in an urban area, whereas in urban areas the schools seemed to have smaller number of learners per class as compared to rural areas where overcrowding may hinder the approaches. It should also be noted that this study was limited only to one site whereas the results need further approaches to be used such as a survey to cover many sites and a bigger number of participants. It appears to suggest that learners should be grouped using mixed abilities so that slow learners can learn from high achievers. In some classrooms learners are grouped using the mixed abilities approach to deal with shy learners. Learners in this classroom were given an opportunity to present in front of the class.

This technique works well in Business Studies because the nature of the subject requires learners to present business-related information. On this topic learners are exposed to both written and verbal presentation which stimulates public speaking for shy learners. It is therefore important to suggest that activities and topics which require group work and where learners need to develop team work which is applied later in real life situations are used in Business Studies. In other words, group activities should not be forced to learners even if an activity requires individual effort. In the next paragraph the importance of time allocation for the subject is examined.

2.3.9 THE TIME ALLOCATED FOR THE IMPLEMENTATION PROCESSES

According to the Curriculum News (2010) teachers need to use the Annual Work Schedule which will inform their daily planning in the form of lesson preparation. The assessment plan will form part of their planning process during the implementation in the classroom. The assessment plan includes the formal activities which must be recorded for accountability purposes as these activities are used for promotion and progression purposes. Change is best when effected gradually as in the TOC curriculum framework where there is flexibility over time-scales, with the development and implementation of TOC being aligned with the readiness of teachers and schools (Carless, 1998).

Teachers did not have time to read difficult educational documentation, the innovation timeframes should be planned according to the preparedness of schools (Carless, 1997). According to Roehrig et al (2007), site administrators need to provide structured time for teachers to work and plan together during the first year of implementation. More time for planning is needed when applying teaching for relevance model (Beck et al, 2000). Lack of planning and class time was a major concern to teachers in the implementation of curriculum (Dada et al, 2009). They (teachers) feel that constructivism takes too long to plan and students take too long to develop the understanding of concepts. Penuel et al (2007) argue that since teachers were given enough time to plan the implementation, focus on Globe content did assist them with feeling more prepared to facilitate student inquiry.

Msomi (2013) argues that more time should be allocated for assessment since assessment requires planning of a task followed by the criteria to be used when assessing learners' work. The correlations existed between the time span, the type of activity and coherence. Altrichter (2009) points out the importance of giving teachers enough time to generate learning materials. More hours of professional development supported greater protocol use but seemed to undercut a focus on student inquiry. For the effective curriculum implementation, teachers need to be trained on the effective use of minimum teaching hours per day as specified by the policy. Orstein & Huskins (1993) indicate that effective curriculum implementation requires time, personal interactions and contacts among implementers and planners of the curriculum. For the new program to be implemented successfully more time is needed for planning and teaching (Bennie & Newstead, 1999). This is due to the fact that teachers were struggling to use MALATI materials adequately in the time allocated for Mathematics. This suggests that CAPS has addressed this issue because Mathematics has 4.5 hours per week compared to Business Studies which is 4 hours. This is as a result of the new content introduced. The problem solving activities and social interaction in Mathematical activities are time consuming. Inadequate resources always hinder the planning stage of the curriculum implementation (Patterson & Czajkowski, 1976). They suggest that at least two years are sufficient for planning the implementation of the new curriculum so as to accommodate the resources issue. It appears that CAPS was given such time because the planning in terms of material development started in 2010 and 2011.

The training of stakeholders was delayed including the development of learning materials especially textbooks. In-service training also forms an integral part of the implementation process. McNeil (1996) emphasized that for the program to be successfully implemented requires that the teachers frequently undergo training sessions, thus increases the opportunities for them to gain more knowledge. The time to plan, demonstrate and revise the curriculum is important at all stages of the curriculum implementation. Well prepared and relevant lessons promote the culture of teaching and learning (Coetzee, 2009). It appears to suggest that teachers need to utilize the allocated time effectively to cover both the content and assessment. The teaching time allocated for Business studies should be used by teachers in order to cover the content, planning and assessment of learner achievement. According to the Department of Education of Canada (2006) time is allocated in terms of Half-credit courses. For a learner to achieve the full course as the document designed in that format, fifty-five hours of scheduled instructional time must be completed through the undertaking of two half-credit courses consisting of relevant knowledge and skills.

2.3.10 THE ASSESSMENT MODELS USED FOR THE ACHIEVEMENT OF THE OUTCOMES.

According to Khoza (2013a) it is important to use the integrated assessment and testing forms which is sequenced to ensure the learner's achievement level in order to provide appropriate feedback. The issue of including attained learning outcomes, formative and summative assessments should be prioritized. This is Dada et al (2009) further emphasises that the assessment used in the classroom should provide an opportunity for feedback to the learners. Mayer (2010, p. 95) states that "IB students' complete formative and summative assessment based on the curricular standards, both teacher-developed (internal) and IBO-developed (external) student assessments are moderated anonymously by teachers appointed by the IBO offices." According to Msomi (2013) assessment should show a reflection and understanding of teaching and learning that has taken place at a particular time. She further elaborates that for an assessment to be administered very well teachers need to have a clear understanding of concepts and policies which are relevant to design the assessment activities. Teachers must understand assessment in terms of new policies for the development of appropriate assessment pertinent to

the content in existence. An assessment activity must clearly define the purpose and should not confuse learners (Msomi, 2013); meaning that assessment given to learners should have direction and clarity why they are being assessed. An assessment should describe what learners are expected to do and followed by and assessment criteria. In her (Msomi 2013), discovered that assessment held deepens the understanding of the subject knowledge by the learners and encourage them to develop the problem solving techniques. Hoover (2014) suggests that for the effective curriculum to take place the assessment must be directly linked to what has been taught in class and it should be on continuous basis of which in terms of CAPS is called School-Based Assessment, which includes both formal and informal activities. The continuous assessment facilitate teaching and learning throughout the year and it is used as a stepping stone for summative assessment conducted at the end of the teaching period usually per term/semester or year. Msomi (2013) concurs with Mchunu and Msibi (2013) that the prescribed content and assessment by the Department of Education undermines the teacher's professional expertise such that they are bound to follow a rigid content and (School-Based Assessment) SBA as prescribed in policy documents.

According to Kennedy et al (2006) Bloom's Taxonomy is important when developing the learning activities and assessment tasks. It clarifies the cognitive level of an activity for the learner so as to achieve the learning outcomes. When writing the learning outcomes it is recommended that the unambiguous actions verbs should be used (Fry, 2000). The connection between teaching, assessment and learning outcomes helps to make the overall learning experience more transparent. Lack of clarity in this area is almost always associated with negative evaluations, learning difficulties, and poor student performance (Toohey, 1999). Assessment must enable the provision of feedback on what learners know in relation to what they have learnt. It means therefore the content taught, skills learnt in the subject need to be closely related to what is being assessed (Dada et al 2009). According to the Curriculum News (2010) assessment forms an integral part of teaching and learning. According to Department of Education of Canada (2006, p. 7) "the use of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop skills of inquiry and communication and to acquire marketable business skills while learning fundamental skills."

Department of Canada (2006, p.13) Assessment is defined as “the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject.” Learners need to be given constructive feedback. The rating scale used in Canada to assess learners differs greatly compared to South Africa. It is important to note that Canadian curriculum seems to be of high standards compared to South Africa because in Canada the rating scale for the lowest pass mark is 50 – 59 % level one and in South Africa that is level 4. The use of rubrics and descriptors to assess formal tasks is similar to Caps. Teachers develop the SBA tasks which forms part of their Programme of Assessment (POA) which must be communicated to parents at the beginning of the year. The Canadian continuous assessment constitutes 75 % of the learner pass mark and final examination constitutes 25 % which is a direct opposite of South African SBA policy which 25 % continuous assessment and 75 % final examination, this suggests that South African curriculum is examination-based whereas the Canadian curriculum is progress-based.

According to Altrichter (2005) teaching and learning styles must be directly linked to the assessment. This means that it is useless to change the curriculum and leave the assessment unchanged. Formal assessment includes activities such as project, assignment, presentation, tests and examinations which must be recorded by the teacher. The informal assessment includes homework, class work and oral questions and answer sessions which are used to prepare learners for formal assessment, these activities need not be recorded. This suggests that it is important for the teacher to administer both formal and informal activities so as to identify challenges and develop proper remedial activities as intervention at an earlier stage before learners sit for final examinations. Assessment should not be used as a checklist by the teachers but as a developmental instrument for the learners in order to equip them with the necessary skills and to ensure that proper feedback is given to the learners to ensure the achievement of intended outcomes at the end of the learning experience. Assessment should be continuous so as to enable both teachers and learners achieve the aims and objectives of the curriculum. After literature review I shall present the graphical presentation of curricular spider web issues as represented in the literature review. Table 1 illustrates the number of for each curricular spider web principles

based on the literature review. Figure 2 shows a pie chart representing the number of words as indicated in Table 1.

2.4 CONCLUSION

This chapter has reviewed the relevant literature on the implementation of curriculum using the principles of the curricular spider web. The background of the curriculum revisions showed led to the rationale for the implementation of the CAPS. The principles of the spider web are used as a benchmark to evaluate where the implementation of the CAPS by Grade ten Business Studies teachers is in line with the curriculum implementation of local and international countries. The forms of curriculum were discussed of which the topic in question falls under the implemented curriculum of which is one of the principles of curricular spider web – the classroom (location).

RATIONALE	
Principle	Number of words
Aims and objectives	1840
Content	1238
Activities	800
Resources	2662
Teacher role	3191
Classroom	843
Grouping	872
Time	702
Assessment	1043

Table 1: The table above illustrates the actual number of words

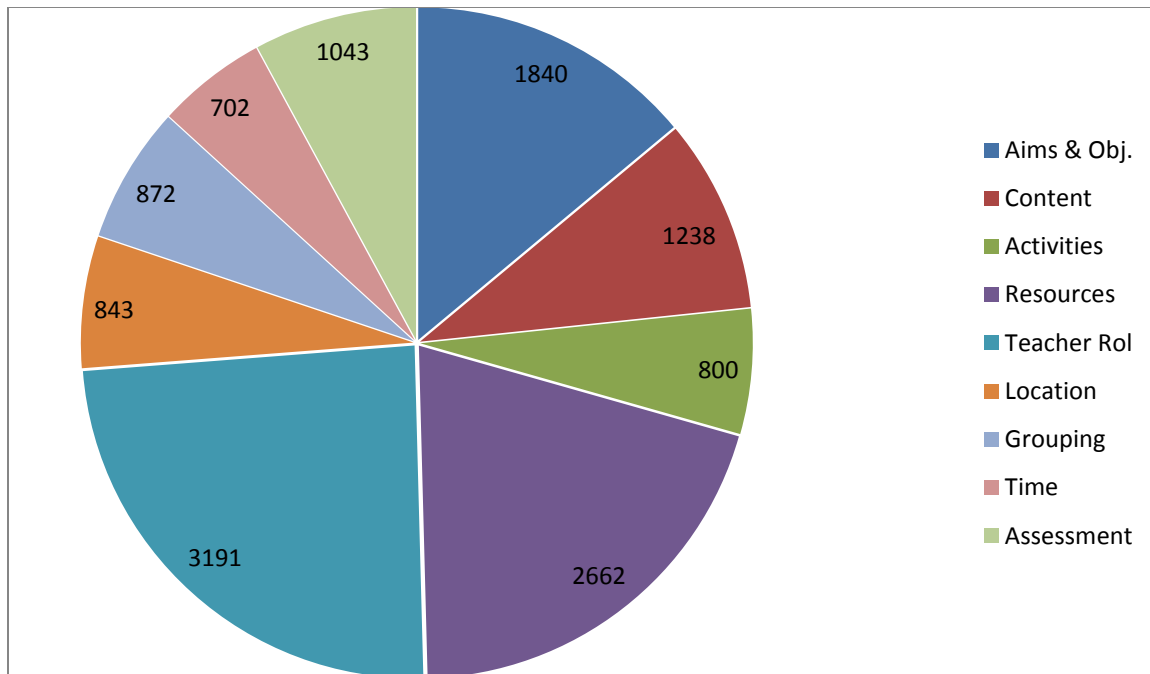


Figure 1: The results of literature review on spider web issues

The pie chart above illustrates the results of discussion as indicated in the introduction. The teacher role seemed to be the most important principle in curriculum implementation, followed by resources, aims and objectives, teacher support, content, rationale, activities, assessment, classroom, time and grouping.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter intends to discuss the research methodology employed and research design used to obtain answers to the critical questions posed earlier. The focus of the study is on the implementation of Business Studies by Grade ten teachers in two high schools in the Ugu District. The research questions aimed at exploring how Grade ten teachers implement Business Studies in Grade ten and to understand why they implement Business Studies in the manner they do.

The interpretive paradigm was used with the aim to understand the methods used and interpret the actions of participants. The curricular spider web principles have been adopted as the conceptual framework for this study that facilitated the data analysis process. There was a discussion on research methods which were used. Context and sampling were used to find a reasonable sample for the research. Research questions were briefly outlined as part of research methodology. Data generation involves the generation methods- document analysis, observation and semi-structured interviews. The data production table illustrates the sources of data used for the research. Then the trustworthiness issues were discussed. Finally, the ethical issues explained were followed by limitations of the study.

3.2 RESEARCH PARADIGM

The study used the interpretive research paradigm. The interpretive paradigm strives to understand and interpret the world in terms of its actors. In the interpretive research meanings and interpretations are paramount. According to Cohen, Manion and Morrison (2007) interpretive paradigm means to understand the subjective world of human experience. The purpose of the research was to explore how Business Studies Grade ten teachers implement the CAPS in four particular schools. The research intends to understand why Business Studies Grade ten teachers implement the CAPS in a particular way.

Habermas (1984) describes interpretive paradigm as double hermeneutic; where people strive to interpret and operate in an already interpreted world; researchers have their own values, views

and interpretations, and these affect their research. People's reality can be discovered by interacting with them and listening to them (Terre Blanche & Durrheim, 1999). The case study approach as research style facilitates the interaction and the semi-structured interviews necessitate the discovery of how teachers implement the CAPS in Grade ten. The research aims at how the subject of the study understands life (Babbie, 1998). The purpose of the study is to explore the implementation of CAPS by Business Studies Grade ten teachers in two high schools in the Ugu District.

The subjective reasons and meaning that lie behind the behaviour are explained (Terre Blanche & Durrheim, 1999). Msomi (2013) posits that "interpretive paradigm focuses on the discovery, insight and understanding from the perspectives of those being studied, and offers the greatest promise of making significant contributions to the knowledge base and practice of education." According to Coetzee (2009, p. 39) defines interpretive paradigm as "the framework which does not see definitions as casting stone but rather as fluid, changing and unique."

3.3 CONCEPTUAL FRAMEWORK

The Curricular spider web was used as the conceptual framework of this study. According to Van den Akker et al (2009) the curriculum entails the rationale; aims and objectives; content; learning activities; teacher role; materials & resources; grouping; location; time; assessment and forms the back bone of curriculum implementation in most countries . In all three data collection methods namely: document analysis; observation and semi-structured interviews, the curricular spider web was followed and considered.

3.4 RESEARCH APPROACH

The case study approach as research style facilitated the interaction between the researcher and participants through document analysis, observations and the semi-structured interviews. This facilitated the discovery of how teachers implement the CAPS in Grade ten. The research aims at how the subject of the study understands life (Babbie, 1998).

The purpose of the study is to explore the implementation of CAPS by Business Studies Grade ten teachers at high schools in the Ugu District. The subjective reasons and meaning that lie behind the behaviour are explained (Terre Blanche & Durrheim, 1999).

According to Murray and Beglar (2009, p. 48) Case studies can be defined as “the intensive, in-depth study of a specific individual or specific context or situation.” The advantage of using the case study is that it provides the detail and in-depth explanation of the case being studied. The case study approach allows the researcher to experience first hand information through participation in the research in the form of observation, interviews and document analysis as it is the case in my research. The researcher is exposed to the real context and behaviour of certain individuals and/or situation being studied. Coetzee (2009) suggests that case study provides insightful learning about a particular case being studied. He further elaborates that the qualitative approach is not concerned much about statistical but rather in-depth analysis of data. According to Kallery and Psillos (1992) the qualitative evaluations approach provide in-depth description of events and activities which fit properly into this study. First hand information can be obtained directly from the custodian of information who in this instance are the teachers implementing Business studies in Grade ten.

Thaanyane (2010) highlights important benefits of using the case study: in-depth focus on issue is afforded because the researcher spends more time with participants. The use of three of data production methods offered more time to interact with participants. It starts with document analysis, observations and interviews. Using these, the researcher interacted with participants more than five times. Real life contexts can be observed live and a case study focuses on individual or groups of people and tries to look at the way they do things in different contexts. This study seeks to explore how Grade ten Business studies teachers implement the subject. Case studies also seek to understand the behaviour of individuals or groups when encountered with a situation. This study intends to understand why Grade ten Business studies implements the new curriculum which is CAPS the way they implement it. Case studies may enable the researcher to generalize that the case being studied may be applicable to other cases of similar type but this may not be true because case studies involve social interactions which may differ depending on the way different groups or individuals understand the context or the phenomenon being studied

The study provides a detailed description of the case, an analysis of the themes or issues, and the researcher’s interpretations or assertions about the case. Maree (2012, p. 75) defines the case study” 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.” For the purposes of this research a case study approach was adopted. The cases will be two high schools in the Ugu district where classroom observations, analysed files of teachers and interviews will be conducted with the aim of establishing whether Business studies teachers are implementing the CAPS the way it is intended in the policy document.

The application of the case study method further outlines the aim which is to understand why Grade ten teachers are implementing Business studies in a particular way. Case studies allow for multiple voices and different perspective of participant concerning the study in question. The case study provides sound and deep understanding concerning the situation being studied. According to Maree (2012, p. 76) “a key strength of the case study method is the use of multiple sources and techniques in data gathering process.” the disadvantages of the case study are that since it is dependent on one single case therefore it is not capable of providing general conclusion about the phenomenon. Secondly, case studies provide the opinion of a single case to generalize about the whole population which did not participate in the study which may mislead the audience. In other words the conclusions derived from research conducted using the case study may not give the broader picture of the situation because of its singularity nature.

According to McMillan and Schumacher (1997, p. 393) “qualitative researchers investigate small distinct groups such as all the participants in an innovative school, all the students in a selected classroom, one principal’s role for an academic year, or an institution. The study focused on four Grade ten Business studies teachers in two particular high schools (innovative group), which is a multiple-site study because teachers are at an implementing level of the micro level, with rich information for the study. Cohen et al, (2007, p. 253) defines a case study “as a study of an instance in action.”

According to Cohen et al (2007, p. 253) a case study has a number of advantages: “it is concerned with a rich and vivid description of events; it provides a chronological narrative of events relevant to the case; it blends a description of events with the analysis of them; it focuses on individual actors, and seeks to understand their perceptions of events; it highlights specific events that are relevant to the case; the researcher is integrally involved in the case and an

attempt is made to portray the richness of the case in writing the report” In other words a case study portrays itself as a real life event because the researcher is exposed to the real situation as a participant to an event. In case studies events can express themselves rather than getting a judgement from the researcher on the basis of his/her own perception.

Msomi (2013) says the case study appears to teachers as the most appropriate to test the existing practice as it provides the real example of people in a particular situation. It is therefore appropriate to use this approach because the aim of this study is to investigate how teachers implement the CAPS in Grade ten and why they implement the CAPS in a particular way? The focus therefore is on the implementation which is the phenomenon, and not on the participants. Case studies assist in finding the holistic view of the phenomenon being studied (Khoza, 2013). He further elaborates that case studies are conducted in settings which represent the real case being studied and activities are live and present as compared to quantitative studies which are conducted under the already predetermined and concluded settings.

Case studies have disadvantages of picking up only the striking element of the situation and neglecting other features which may not seem good for the purposes of the research. Case studies are also regarded as selective approach in their nature because they seem to select only the information which will favour a particular conclusion. According to Cohen et al (2007, p. 254) “some case studies have a tendency to overemphasize the detail to the detriment of seeing the whole picture.” Case studies may only provide positive elements of the situation which people may agree on and hide the information which people may disagree on. This means that it is a one –sided research approach.

Zulu (2009) argues that qualitative case study provides natural settings where participants present actual actions of the phenomenon being researched. In this research the face-to-face interaction with Business Studies took place during semi-structured interviews and classroom observations. She further says the researcher collects data using different methods namely; observing lessons, document analysis and interviews which ensure the obtaining of in-depth understanding of the real activities taking place in the case being studied. It assists in collection of data from multiple sources instead of relying on one source of data which may lead to incomplete conclusion of the research. The researcher can make meaning of the understanding of

the participants about the matter. Researchers can base their questions and analyses information with the main focus on what they observe and see during observations and document analyses; and what they hear – when transcribing recorded interviews.

3.4.1 CONTEXT AND SAMPLING

Christiansen and Bertram (2010) describe sampling as making decisions about which people, settings, events or behaviours to observe. According to Maree (2012) sampling is done with a specific purpose in mind. This study used purposive sampling whereby four Grade ten Business studies teachers from particular high schools in the Ugu District participated in the research because they teach the subject (Business Studies). According to Cohen et al (2007) purposive sampling is used in order to access ‘knowledgeable people’, i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience.

Grade ten Business Studies teachers are used because of their professional role, expertise and experience in the teaching of Business Studies for a number of years. The purpose is to investigate how Grade ten teachers implement the CAPS and to understand why they implementing the CAPS in a particular way as articulated in the research questions. Maree (2012) defines convenience sampling as a condition in which the chosen group of participants is easily accessible at a reasonable cost to the researcher. This stage involved four teachers from the most accessible high schools (convenience sampling) who participated in the research. According to Cohen et al (2007) the researcher may use or choose to sample from those people whom it is easy to access. For the purpose of this research four teachers from two high schools were involved who are easy to access during and/or after school hours. Travelling to these schools and making appointments with teachers of these schools was easy. The two schools are not more than ten kilometres apart which makes it easy to travel between them for both observations and interviews. In this study, four Business Studies teachers as my captive audience participated in the research and provided the required information which is relevant and appropriate for the research.

3.4.2 RESEARCH QUESTIONS

- How do Grade ten Business Studies teachers implement the CAPS?
- Why do Grade ten Business Studies teachers implement the CAPS in the manner they do?

3.5 METHODS OF DATA GENERATION /PRODUCTION

Three data generation methods were used, which include, amongst others, document analysis, unstructured observations, and semi-structured interviews.

3.5.1 DOCUMENTS ANALYSED

Documents were analysed with an aim of identifying and defining implementation procedures of the curriculum (Khoza, 2013a). For the purposes of this research, teacher files with all relevant documents such as work schedules and lesson preparation were used as valuable sources of information. According to Msomi (2013) document analysis is a data production technique suitable for the written communication, appropriate for the qualitative study approach. According to Nxumalo (2009) document analysis allows the researcher to access inaccessible persons. Documents may present data representing an activity or subject concerned. This might mean that they were not written for research. In other words documents show what exactly is taking place, whether it is right or wrong. Thaanyane (2010) points out that document review saves time which the investigator could have used trying to find the information on his/her own. Teachers made their files available and it took a few hours to analyse them and bring them back to teachers. Documents can enhance the opportunities of learning the creative ways of filing and planning by teachers which can be used to encourage other teachers in a different environment. Documents may give a true picture of how teachers understand the subject as the first source of data before observation and interviews.

The disadvantages of document review according to Thaanyane (2010) are that documents may lack the information that the researcher is looking for. Observation may then be used as a second stage attempt to fill in the gap identified during the initial document review because teachers were not asked to clarify their documents. Documents may be used by teachers for compliance

purposes without having significance to their everyday teaching. Documents may also mislead when the teacher showed creativity in developing files and other materials but only to find that the content is not delivered accordingly. The use of documents in the study was to understand how teachers implement Business Studies in Grade ten. Document analysis provides a strong evidence of what is taking place in the real situation.

The main reason to start with document analysis was because teachers start with planning before going to class. Therefore it was of paramount importance to analyse their documents so that what transpired during class observation and interview process would provide the study with in-depth understanding whether teachers implement the CAPS the way suggested by the Business Studies CAPS document. The collected teachers' files included amongst other things, a programme of assessment, subject improvement plans, subject-based policy, personal timetables, learner records, assessment tasks and marking tools, list of resources being used, diagnostic analysis for formal assessment, personal time tables, annual teaching plans and subject policy documents.

These documents were necessary for validity purposes because what happened in the class was what teachers planned according to their lesson preparation and the topics were as they appeared in the Annual Teaching Plans for the term in question. Careful consideration should be given when using the documents for research because they were written for other purposes. Two files were collected from teachers of School B who were met in the School Governing Body (SGB) room. A short discussion with teachers was held with a purpose of explaining the reasons of taking their files. The files were taken for a period of two days during which all the notes were recorded. The files of teachers from School A were also collected following the same procedure that was used in School B. The file was checked over the weekend and returned back to the teachers in the following week. In School B teachers were sharing one file while, in School A teachers had separate files. Teacher files involved personal details of teachers, table of content, personal timetables, annual teaching plans, assessment plan, and formal assessment tasks activities and marking tools, lesson preparation, and a list of resources used, diagnostic analysis, mark sheets, assessment grids, CAPS document, and school-based subject policy. The teachers' files were organised according to each school policy but the most relevant documents for the

subject were available. The files were scrutinized guided by the principles of a curricular spider web. Notes were taken and kept for the purposes of data analysis in the next chapter.

3.5.2 PARTICIPANT OBSERVATION

Observation means that the researcher sees for him/herself the context and site of the research study (Christiansen & Bertram, 2010). For the purpose of this study four schools were visited to observe lesson presentation in Grade 10 Business studies classrooms. The field notes were taken as the description of what happens in the classroom. Participant observation is a semi-structured observation because this approach adopts the interpretive style pertinent to qualitative research. Observation is suitable because it intends to capture the actual nature of events and to observe different teaching styles by teachers for the common goal which is to deliver content in the classroom.

According to Cohen et al (2007) observation has one of the distinctive characteristics of witnessing the live action of an event which is a concrete substance of what actually happens in the real situation. The data collected from an observation gives a better picture of the whole because the event is seen alive. In other words, observations provide first hand information as compared to other data collection techniques such as interviews and document analysis. According to Mayer (2010) observations assist researchers in supplementing data collected through other methods of data collection such as interviews and document analysis. Observation in this regard can be used to triangulate the findings of interviews and document analysis. Observations provide authentic information from the scene.

According to Maree (2012) observation allows for personal experience and interaction with the situation. Observation results in a good interrelationship between the researcher and participants which contributes to the gathering of data that was easy. Then the second stage followed where the appointment with teachers in School B was made for class observation. Two teachers were met in the principal's office 15 minutes before the class observation. The observation started with teacher B and then moved to teacher A because of their school timetable. The observation was conducted in Grade ten classes during school hours. The approach mentioned in the

previous sentence is called participant as observer because of the involvement in the class observation for the lesson presentation without paying attention to other elements such as discipline and classroom management.

Thaanyane (2010) proposes that observation is a good data generation method, because more skills are learnt by the participant such as listening, communication and presentation of lesson. Observations benefit the researcher because while conducting a research a learning platform is created whereby the researcher learns to observe, take notes and compare the delivery of the lesson by different teachers at the same time. She further states that observation facilitates the social interaction aspect which can result in good and sound human relations between the researcher and participants. The first hand information gathered during this session is of utmost importance when the analysis of data is done because it can be remembered as the researcher took part in the proceedings.

The observation created a focus of what needed to be observed in such a way that only the curriculum delivery of Business Studies was observed, and some aspects such as discipline were ignored because they do not form part of the research. Observation helps the researcher to prepare in advance the actual aspects of lesson to be observed and this guides the whole process with focus and achievement of the goal of conducting an observation. Thaanyane (2010) also highlights other disadvantages of observation the fact that it is demanding in terms of resources and requires personal commitment on the side of the researcher. Teachers can prepare very impressive lessons to please the researcher. In some instances teacher may revise topics already taught with the aim of impressing the researcher.

Both teachers gave me their lesson preparations before the lesson and worksheets for class activities. The observation took 45 minutes per teacher. During this session notes were taken which were used during data analysis. Field notes were recorded and used during data analysis. In School A an appointment was made with teachers who were met in the reception. The teachers were busy teaching when I arrived. Teacher A had the first period which was 45 minutes and teacher B had the second period of the same duration as teacher A. On my arrival in

the classroom notes were taken as it was done in school X following the principles of curricular spider web. I sat for only 40 minutes in the first lesson and then I moved to the next class which was taught by teacher B. Cohen et al (2007, p. 397) observe that “an unstructured observation will have an agenda of issues but will gather data to illuminate these issues in a far less predetermined or systematic manner.” In this case semi-structured observation was used and the principles of the curricular spider web employed as conceptual framework.

The gathered information provided a better position to conclude (in the next chapter) that what was taking place in the classroom was what the curriculum of the day (CAPS) intends to achieve. Although observation might be seen as intruding with the right to privacy in terms of ethical considerations, it is important to access the information which needs public consumption through observation. The class observation was conducted after an appointment was made with the participants. The procedure for classroom observation was discussed with all participants before engaging in the actual classroom observation. The unstructured observation method was used whereby the principles of curricular spider web were used as observation schedule. Teachers were not required to inform learners about my visit as a result on my arrival into the classroom there was no introduction to avoid interruption and tense learning environment. During the presentation, notes regarding learner participation, teacher role in lesson presentation, relevance of content to the grade and time of the year, approaches used, and use of time, seating arrangement and assessment strategies, were taken. After the lesson, no lesson presentation discussion took place. The details of the observations were further elaborated upon in the next chapters of data analysis, summary, and findings.

3.5.3 SEMI-STRUCTURED INTERVIEWS

During the interview process a list of ten questions was followed. Teachers were met in a quiet place and notes were taken during the process. The questions were drafted from the conceptual framework which comprises the principles of a curricular spider web. The following questions were asked from all the teachers: Why teachers are teaching Business Studies in Grade ten? The aim of this question is to establish the reasons for the implementation of the Business Studies curriculum in grade ten. The second question was; towards which goals are teachers teach

Business Studies? The question focused on establishing the aims and objectives of teaching the subject which may also be referred to as learning outcomes. The third question: What are the teachers teaching in Grade ten Business Studies? This question refers to the content that teachers deliver to the learners. The fourth question was: What are the learners' activities? The aim of the question is to know the type of activities given by teachers to the learners.

The fifth one: What role do you play in teaching Business Studies? The question refers to the role of the teacher during the teaching and learning process. The sixth question: What do you use in teaching Business Studies in Grade ten? This looks at the resources that teachers use during teaching processes. The seventh question was: How are the Grade ten Business Studies learners being grouped? The question looks at the grouping of learners in the classroom. The eighth question; where are the Grade ten learners learn Business Studies? The classroom is the place where in most instances teaching and learning takes place therefore it is important to understand how the classroom is organised. The ninth question is: How much time is allocated for teaching Grade ten Business Studies? The question looks at time allocation for the subject which according to the CAPS document is four hours per week. The last question was: How are the Grade ten Business Studies learners being assessed? This question was looking at assessment activities and strategies employed in teaching Business Studies. The same questions were submitted with the application to conduct the research to the Department of Education. All teachers were asked the same questions and where the need arose, questions were further explained. Teachers' responses were tape recorded and notes were captured.

The line between unstructured and semi-structured interviews is fuzzy because, as Gilham (2000, p. 3) puts it "expert interviewers always have a structure, which they use flexibly according to what emerges." Semi-structured interview provides the best of both worlds as far as interviewing is concerned, combining the structure of a list of issues to be covered together with the freedom to follow up points as necessary. Four Grade ten Business Studies teachers were interviewed for 30 minutes each participant for semi-structured interviews for one session where participants were tape- recorded and the transcription was done for data analysis.

Semi-structured interviews allow developing in-depth accounts of experiences and perceptions with individuals. According to Coetzee (2009, p. 41) states that “interviews provide rich qualitative data that give insight into the teachers’ biographical history.” He regards interviews as a powerful instrument used not only for data collection but as promoting social interaction amongst individuals and it provides a holistic view of the phenomenon being studied. Thaanyane (2010) agrees with Coetzee (2009) that interviews promote good human relations if an appropriate approach between the researcher and a participant (these parties) is employed. She further agrees with Coetzee (2009) that interviews provide in-depth data through asking the probing questions to the participant. The recordings of the interview can be transcribed from the tapes while the researcher is still having the information on the conscious mind. The interview transcripts were hand-coded.

According to Cohen et al (2007) the use of semi-structured interviews facilitates the response to the question why? In my research the semi-structured interviews provided an in-depth support of data collected through document analysis and observations because during the interview it is when participants respond directly to substantiate why they implement the CAPS. The interviews have been used in order to balance the forces and close the gaps identified during the observation and document analysis which do not cover some principles of a curricular spider web such as the aims and objectives which are not clearly illustrated in lesson preparation and also not stated in the lesson presentation. Msomi (2013) elaborates that interviews provide high-quality data when people are approached professionally and if the process has been given serious attention. Zulu (2009) states that interviews are conducted in the presence of the interviewer which makes it easy to clarify unambiguous questions and statements to the participant. Participants can voice out their views, opinions and concerns during the interview as compared to observations and document analysis where participants may try to impress the researcher when presenting their lessons or preparing documents.

Nxumalo (2009) concurs with Zulu (2009) in the sense that interviews allow for the probing of questions for clarity seeking purposes. He further says that interviews open an opportunity for open-ended questions which can be later expanded by the interviewer at his/her own discretion.

Interviews offer an opportunity for both interviewer and interviewee to elaborate on some research topics in detail. According to Nxumalo (2009) due to the interpersonal nature of interviews, the researcher is able to gain in-depth knowledge concerning the issue.

Interview questions can be adapted and modified to suit the environment the researcher is exposed to at that time. Nxumalo (2009) cited that although interviews are regarded as a good method of data collection, it is time consuming and may cause inconvenience to participants. He further says that the anonymity issue is compromised. Interviews are constructed rather than being a naturally- taking- place incidence.

According to Zulu (2009) interviews, as a social interaction exercise, involve emotions. However, power relations can influence the process. Interviews generate large amounts of textual data which can result in large amount of text being written. This compels the researcher to be diligent when analysing the data. The position of the researcher may hamper the interview process in case the participant does not feel comfortable with the interview process. Thaanyane (2010) feels that interviews may be biased towards the interviewer when interpreting the responses in a manner that suits him/her. She further elaborated that interviews are an expensive data collection method in terms of time and arrangements made before the process itself. This is true in terms of buying the recording instrument, listening to the participants and transcribing the recorded data. Reddy (2014) says interview allow for open opinions to participants because participants can respond in accordance with their understanding and perception. In other words, semi-structured interviews are flexible and open-ended in nature which assists participants by giving them an opportunity for putting forward their input during the process of interview.

Although interviews are regarded as time consuming, they favour the interviewer because the interviewer may gain more information through asking probing questions and open-ended questions. According to Carless (1998), a series of interviews prior to observation can provide the background understanding about how teachers implement a curriculum and post-observation interview may facilitate the consolidation of the themes that emerged during observations. They may, on the other hand; cause inconvenience on the side of the participant and the anonymity element becomes difficult. The advantages of an interview are the results to a systematic data

collection. Interviews assist in closing the gaps identified whilst using the other forms of data collection because a schedule of questions covers all the aspects required for the research in hand.

Interviews are situational in nature and take the form of a conversation between two people. Cohen et al (2007) says that interviews may result in the omission of important topics for the research project since interviews are sequential and flexible in nature. This may compromise the comparability of responses by participants. Maree (2012, p. 87) states that semi-structured interviews “allow for the probing and clarification of answers but it is easy to get sidetracked by trivial aspects that are not related to the study.” Through collecting and transcribing interview talk, the researcher can produce rich empirical data about the lives and perceptions of individuals.

The third stage which is interviews was conducted after classes to avoid interruptions and have enough time with participants. In this stage the interview schedule was followed which involves the questions derived from the principles of curricular spider web. Each participant was interviewed for 30 minutes on a particular day after a telephonic appointment. An explanation was given to the participants that the aim of interviews is to balance the forces and ensure that the data presented through documents and observations is balanced by conducting face-to-face interviews. Interview schedule was discussed prior to the interview proceedings. Open-ended questions provide both the interviewer and an interviewee a chance to elaborate and expand on the issue. Interviews benefit participants because they are more comfortable with talking as compared to writing. Interviews were conducted in English held with four Grade ten Business studies teachers in their schools. Since interviews are time consuming teachers from both schools were interviewed on the same day. The session started with School X and moved to School Y.

The audio-tape was used to record the proceedings and notes wrote down during the interview. Participants were given clarity in some questions during the interview proceedings. Probing questions were asked where the participants were not providing sufficient information. Teachers were met separately in a quite space after school hours and all the conversations were tape

recorded for transcription during data analysis. The four Grade ten Business Studies teachers were interviewed on different days for a thirty minutes session each. The interview process enables the researcher to probe for responses and to further elaborate on the responses of participants for more information regarding the study.

3.6 TRUSTWORTHINESS ISSUES

Validity and reliability are terms commonly used in describing the criteria used for quantitative research rigour. Qualitative researchers use different strategies to ensure validity and reliability because qualitative research is based on a different paradigm. Guba and Lincoln (1985) substituted validity and reliability with the concept of '**trustworthiness**' containing four aspects: credibility – an attempt to represent multiple realities adequately; transferability – depend on the degree of similarity between the original situation and the situation to which the finding is transferred; dependability – the authors believe that there can be no credibility without dependability, which can be achieved by the use of audit trail, where reviewers examine both the process and the product of the research for consistency; and confirmability – the degree to which the researcher can demonstrate the neutrality of the research interpretations, which can be achieved through a confirmability audit.

According to Maree (2012) validity in qualitative research means the research is credible and trustworthy. According to Zulu (2009) the word trustworthiness means the way in which the researcher is able to convince the participants that the outcomes of the study are of utmost importance and the research itself is of high quality. The fact that the uses three methods of data generation which are document analysis, observation and interviews, this may ensure the element of credibility and trustworthiness in my findings.

3.6.1 CREDIBILITY

Krefting (1991) defines **credibility** as the truth value of information derived from the discovery of human experiences. In this regard to ensure credibility the use of common triangulation of methods was employed where participant observation, semi-structured interviews and document analysis were used for data generation. Since credibility requires the researcher to spend

sufficient time with participant, the use of three data generation methods which includes documents analysis, classroom observations and semi-structured interviews allowed necessitated a prolonged engagement with participants which resulted in building up of confidence thus allowing participants to be familiar with me as a researcher. Being part of the research during classroom observation and semi-structured interviews ensured the credibility of data generated. The tape recorder and interview transcripts were used for direct quotes (annexure F) of participants and they are kept for reference purposes if required. The schedule (annexure E) of semi-structured interviews was compiled. Some questions were rephrased to ensure proper understanding and expanding the views of both the researcher and the participants. Participants were asked ten questions framed by the curricular spider web and the same principles were followed during class observations and document analysis.

Triangulation refers to collecting data from a number of different sources. We can also triangulate within a single data generation instrument, by asking the same question in more than one way. The use of three data generation tools which include amongst other things tape recorder, class observation and document analysis will facilitate the credibility of data generated from participants. Msomi (2013) agrees that triangulation can be employed in the qualitative research because data can be generated from various sources using different methods which will in turn ensure credibility and trustworthiness.

3.6.2 TRANSFERABILITY

Krefting (1991, p. 216) argues that “as long as the original researcher presents sufficient descriptive data to allow comparison, he or she has addressed the problem of applicability.” Transferability means that the research findings meet the criteria set for its assessment meaning that the findings may be used in different contexts. Since the key factor of transferability is the representativeness of the informants for that particular group, then the selection of four Grade ten Business Studies who are qualified in the subject with experience of teaching the subject including the HoD who teaches and also manages the subject may provide an opinion that what was discovered in two high schools can be compared with what happens in other schools in other areas outside the site. Table 2 provides the summary of teachers who participated in the research.

The fact that three out of four teachers have more than four years of teaching experience and they are qualified in the subject provides substance of convenience and purposive sample being used. Observing a lesson presentation facilitated the purpose of ensuring that the content as per Business Studies Annual teaching plan is fully covered. Therefore, curriculum Spider web is used for these concepts.

3.6.3 DEPENDABILITY

Krefting (1991, p. 216) describes “The concept of dependability implies trackable variability, that is variability that can be ascribed to identify sources.” According to Neuman (2006, p. 197) “A researcher’s empirical claims gain validity when supported by numerous pieces of diverse empirical data.” Cohen et al (2007) concurs with Neuman (2006) that validity in qualitative research is embedded on the principle of dependability. The use of literature review, research findings and CAPS document to analyse the data assisted in ensuring that the research findings can be based on concrete evidence and allows for informed judgement of the implementation of CAPS by Grade ten Business Studies teachers. The fact that teachers were met three times, that is during document collection, class observations and semi-structured interviews ensures that gaps identified from the first two data generation sessions which was document analysis and classroom observations were covered during the interview process. The interview consisted of ten questions which covered all aspects of the curricular spider web principles. Some principles could not be clearly illustrated in documents analysed and during the classroom observation but the interview process provided an opportunity to ask all the questions and the interactions therefore filled some gaps identified during the first two data generation methods. The direct quotations of semi-structured interviews form part of the data analysis which provide evidence of work produced.

3.6.4 CONFIRMABILITY

Decreasing the distance between the researcher and informants to minimise the element of biasness enhances the aspect of neutrality (Krefting, 1991). The field notes during classroom observations and tape recordings during interviews facilitated the element of having the basis from which the truthfulness of the data can be confirmed. A case study approach is an ideal

measure to describe the truthfulness of the results of this study. The fact that files of teachers were used as a primary source of data provides evidence that the data generated can be audited. CAPS document was used to compare the literature and research findings as the guiding documents for the curriculum implementation. For the interpretation of research findings, four sources of data were used namely: document analysis, classroom observations and semi-structured interviews.

3.7 DATA PRODUCTION

The researcher asked participants for convenient times and places for both semi-structured interviews. Class observations were arranged in advance. The methods and times did not cause any inconvenience to teaching and learning.

3.8 DATA GENERATION PLAN

	Question one	Sub-question one
Why is data being generated?	Understand how Grade ten business Studies implement the CAPS.	Explain why Grade ten Business Studies teachers implement the CAPS in a particular way.
What is the research strategy?	Semi-structured interviews and one-to – one semi-structured interviews including observation were used to generate data. Document analysis	Semi-structured interviews and observation were used to generate data.
Who (or what) will the sources of data?	Four Grade ten Business Studies teachers.	Four Grade ten Business Studies teachers.
How many of data sources will be accessed?	Four teachers in the initial stage for document analysis. Four teachers in the second stage (class observation). Four teachers in the final stage (one-	Four teachers in the initial stage for document analysis. Four teachers in the second stage (class observation). Four teachers in the final stage (one-

	to-one semi-structured interviews).	to-one semi-structured interviews).
Where the data to be generated?	Data was generated from four Grade Business Studies teachers. Document analysis. Class observation. Semi-structured interviews.	Data was generated from four Grade Business Studies teachers. Document analysis. Class observation. Document analysis.
How often will data be generated?	Four teachers in the initial stage for document analysis. Four teachers in the second stage (class observation). Four teachers in the final stage (one-to-one semi-structured interviews).	Four teachers in the initial stage for document analysis. Four teachers in the second stage (class observation). Four teachers in the final stage (one-to-one semi-structured interviews).
How will the data be generated?	Document analysis. Class observations with four teachers. The data has been generated through semi- structured interviews that were tape-recorded.	Document analysis. Class observations with four teachers. The data will be generated through semi-structured interviews that were tape-recorded.
Justification of this plan for data collection:	Through conducting the semi-structured interviews I was able gain a thorough analysis of the participants' implementation method of Business Studies in Grade ten whereby the tape recorded data will be transcribed to ensure validity. This was conducted within a fairly	Through conducting semi-structured interviews I was able to gain a thorough analysis of the participants' implementation method of Business Studies in Grade ten whereby the tape recorded data will be transcribed to ensure validity. This was conducted within a fairly

	<p>open framework: I have designed an interview schedule where inductive and deductive questions were used.</p> <p>Business Studies CAPS document will be used as a reference check after data analysis has been done.</p> <p>Class observation ensures that what happens in the actual implementation stage is the true reflection of the research results.</p>	<p>open framework: I have designed an interview schedule where inductive and deductive questions were used.</p> <p>Business Studies CAPS document will be used as a reference check after data analysis has been done.</p> <p>Class observation ensures that what happens in the actual implementation stage is the true reflection of the research results.</p>
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3.9 ETHICAL ISSUES

Ethical clearance to conduct research was obtained from the University of KZN to conduct research. The Department of Education granted permission to conduct research in the two schools. The schools were requested to grant the researcher a permission to conduct research and do observations. Interviews did not disrupt the school programs since they were done during official school visits. A consent letter was issued to participants and it included the conditions: There will be no limit on any benefit that the participants may receive as part of their participation in this research project. There will be no material benefit from participating in the research. Participants were expected to answer all the questions by responding to each question in a manner that would reflect their own personal opinion. The identities of participants and their responses would be kept confidential. Real names of the participants would not be used. Instead symbols such as A, B, C and D were used to represent participants' names. The participants were that they were free to withdraw from the research at any time without any undesirable consequences to themselves. The participants were never forced to reveal what they did not want to reveal. Audio or video recording was made with the permission of the participants. Research data will be confidentially stored and destroyed after a period of five years.

3.10 LIMITATIONS

This study projects itself as a small-scale project because four Grade ten teachers from two high schools will participate. The schools are on the outskirts of the town which makes them to be regarded as rural schools without sufficient resources for the curriculum implementation. My study might not reflect what happens in urban schools and the findings therefore cannot be generalised to other school contexts. As a subject advisor I was able to access the school during the official visit because the permission to conduct a research was granted by the schools and the Department of Education.

3.11 CONCLUSION

In this chapter I used the research methodology suited for the qualitative research approach. The case study approach aims to catch the unique features of the case that is observed (Coetzee, 2009). The interpretive paradigm was explained and discussed. The convenience sampling and purposive sampling approaches were used to select the best sample of participants based on accessibility and the competence in the subject Business Studies. The research questions were outlined, followed by data collections methods – document analysis, observation and semi-structured interviews. The data generation plan was tabled and clarified. The trustworthiness, credibility, validity and triangulation were dealt with and ethical issues explained including the limitations of the study. The next chapter will focus on analysing the data collected the above mentioned methods and approaches. The main focus of data analysis is aligning the research questions and the themes emerged from the data collected.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the analysis of findings of data generated using three methods, namely document analysis, observations and semi-structured interviews. This chapter is framed by the curricular spider web which means that the data that emerged from the research process were analysed using the conceptual framework. The analysis of data begins with the presentation of document analysed, followed by observations and semi-structured interviews. The findings are explained and compared with the literature review, and then comparison with the Business Studies (BS) CAPS document will be done. After the discussion of findings the graph illustrating the data gathered is used to compare the literature and the findings of the research.

Four participants and two sites were used for data generation therefore participants were referred to as teacher A and teacher B from School Y and teacher C and D from School X for confidentiality and encoding purposes. The Business Studies CAPS document was used as source of reference in data analysis as it serves as a guiding document for teachers when implementing the CAPS. The literature review data will be used to support and to identify gaps in the implementation by participants. It should be noted that the principles of curricular spider web may not be covered in one topic therefore the analysis may, at the end cover all the principles depending on the nature of implementation in different schools.

Name	Gender	Teaching experience	Post level	Qualifications in Business studies
Teacher C	Female	12 years	2	M + 4
Teacher D	Female	5 years	1	M + 4
Teacher A	Female	4 years	1	M + 3
Teacher B	Female	5 years	1	M + 4

Table 2: A teachers' profile

The age group of teachers and their qualifications are indicated on table 2 above.

The document analysis and participant observation were used to respond to the question of how Grade ten Business Studies teachers implement the CAPS. The data generated through the two data generation methods respond to the methods and approaches used by teachers when implementing the CAPS in the classroom. Document analysis provides the written data in preparation of what is to be presented in class. Data is useful in comparing the literature and CAPS document with regards to intended curriculum in the document and implemented curriculum as indicated in the teachers' files and classroom presentation. Participant observations on the other hand provide the practical part of what transpired on the documents analysed. The actual presentation of the lesson justifies what is written on lesson preparation is actually delivered in class as planned. Observation gave me a chance to relate the information on teachers' documents and the actual presentation in class with the view to merge the two and conclude whether the implementation of Business Studies by Grade ten teachers is in accordance with the CAPS Business Studies policy document. Semi-structured interviews are regarded as an instrument responding to the second critical question which aimed at understanding why Grade ten Business studies teachers implement the CAPS in a particular way. The semi-structured interviews provided the in-depth of understanding the implementation of the CAPS by Grade ten Business studies teachers. Since interviews are one-on-one process, teachers here are able to directly respond to questions asked and have an opportunity to elaborate on some issues.

DOCUMENTS ANALYSED

The data for analysis of this chapter was contained in the files of teachers. I shall start by describing how the files were organised, then discuss whether the information on the files do meet the requirements of the CAPS Business Studies policy documents and whether teachers are implementing the subject in line with the principles of the curricular spider web. The following description of files is what other authors say in the literature review about the implementation of the curriculum within and outside the borders of South Africa.

TEACHER FILES

The files of four Grade ten Business Studies teachers from two high schools named School X and School Y. The teachers' files for School Y included the teacher's portfolio check list (table

of contents), annual teaching plan (work schedule/pacesetter), assessment plan, formal assessment tasks, assessment tools, indication of textbooks and other resources used, record sheets, intervention planned by the teachers to assist learners experiencing barriers to learning, record of subject meetings, registers for extra lessons, personal timetable, lesson plans, CAPS document, assessment policy, school subject policy and worksheets. The formal assessment programme includes the Assignment, controlled test, June examination, presentation, project, controlled test and final examination. Informal activities consist of test, homework and class work activities. The mark list indicating admission number, the names of learners, school, grade, subject, type of task, learner marks and total mark for the term. The Business studies CAPS document filed. The assessment policy indicates the purpose, assessment, recording and reporting the learner performance, control test, examination, supervision of examination and control test, invigilation, safe keeping of examination question papers and answer scripts, learner profiles and school calendar. The pacesetter has date started and date completed indicated. The content has arranged in a week, topic, content, assessment and resources format. The content in the pacesetter is structured in the same format as in the Business Studies CAPS document. The personal timetable indicated all activities performed during school hours.

For School X, teachers are sharing one file for two Grade ten classes which is against the policy because the Business Studies CAPS document (2011) and Curriculum News (2010), teachers are required to keep one file for the subject not two teachers are expected to keep one file with the view to reduce administrative burden on teachers and duplication of documents. Teachers of School X arranged organized their files in which the information contained starts with the table of content, personal details, job description from the PAM document, code of conduct, mission statement, year plan, subject policy, assessment policy, departmental policy, lesson preparation, school policy, subject improvement plan, personal timetables, class timetable, annual teaching plan (work schedule/ pacesetter), programme of assessment, class grid, analysis of results, moderation report, HoD's recommendations, class list, stationery list, minutes of meetings, circulars, correspondence and LTSM. The mission statement of the school, year plan of the school with dates and activities included as part of the filled documents. The subject improvement plan did not include dates and topics. The annual teaching plan did not indicate the date completed as in School Y.

4.2 FINDINGS

4.2.1 RATIONALE

All four participants' document does not indicate why they are implementing Business Studies in Grade the way they implementing it. Teachers do not have an idea where to indicate the reasons for implementing Business Studies Grade ten as it is not clear from the Business Studies CAPS where exactly they (teachers) must indicate the reasons for implementing the CAPS. According to Dada et al (2009) the implementation of CAPS aimed at improving the National Curriculum Statement by ensuring that the concerns raised by teachers based on overload, teacher confusion and poor learner performance are being addressed. This statement is also included in Business Studies CAPS document section one: the background, states that the CAPS aims to improve the implementation of the NCS through the development of a single comprehensive Curriculum and Assessment Policy which replaces many documents used in NCS which were confusing teachers. According to Department of Education of Canada (2006, p. 4) one of the reasons to introduce the program is "to prepare learners to apply their education to real-world challenges, experiences, and opportunities." Although such information appears in Curriculum policies of different countries but for Grade ten Business Studies it is not clear whether they are supposed to indicate this information in their documents. The CAPS may therefore improve and address challenges experienced during the past NCS implementation process which amongst other things, introducing one clear policy which will incorporate content, assessment, aims and objectives, overview of topics and programme of assessment. The document is written in such a way that it is more streamlined in content, replacing learning areas with subjects, ensuring continuity in progression across the grades, but the improvement is required in some areas to ensure that the teachers understand the nature of curriculum approach. The CAPS is trying to enforce the performance curriculum. America et al (2014) in Umalusi comparative study of the NCS and CAPS indicate that CAPS is user-friendly because teachers can page through the document with clear plan and instructions but it restricts the creativity of teachers thereby requiring further retraining of teachers over a period of time. In other words CAPS requires people who are implementers as compared to NCS which require people who can work independently and contribute to curriculum development. America at al. (2014) concurs with Mchunu and Msibi (2013) in a sense that CAPS deprofessionalising teachers because they are regarded as

technicians who are challenged to implement according to the instructions prescribed in a book or manual.

During class observations teachers could not indicate such information as it is not clear even in the policy document whether teachers should include this as part of their lesson preparation. During lesson observations sessions, it was clear that teachers concentrate on the content as outlined in the Annual Teaching plan without making reference to the background information which states the reasons to implement the subject.

During the interview session teachers express different views and understanding with regard to the reasons for implementing the Business Studies CAPS in Grade ten. The following responses testified the teachers' understanding why Grade ten Business Studies learners learning:

Teacher C replied that:

“Learners are advised on different subjects, then those who choose Business Studies we sit with them as to get the reasons why they choose Business Studies when we have three streams. Most of the learners, the reason they give is that one day as much as they want to work but they would like to be self-employed as in South Africa we have the socio-economic issues, as there is not enough job opportunities...they believe that by being Business Studies learners they will be able to master the trade and be able to sustain themselves, at the same time they will be able to solve their problem that we have in South Africa – poverty cycle because most of them are coming from rural areas they are vulnerable learners so by going to Business Studies they are able to see what they can do in order to enrich themselves and their families so that is the main reason they want to do Business Studies...as Business Studies teachers we advise them because we want them to be independent because once you are a learner it's very easy to acquire skills of being independent because most of the things that you do, you do them on your own without being assisted by anybody. We are trying to put that culture of being self-reliant, independent and able to meet the challenges because in commerce there are always challenges.”

Teacher D said she teaches *Business Studies*:

“In my own view learners are being taught Business Studies so that one day they could be committed and become responsible citizens and they will be able may if they cannot find jobs in this South Africa which is characterised by unemployment, maybe they will try to have businesses but it’s to impart knowledge, so that if its needed they can use it...”

The above comments by teachers from School X shows the common understanding of teaching Business Studies in Grade ten which contradicts with what the CAPS says about the reasons of implementing the Business Studies curriculum in Grade ten. Teachers in this case understand the purpose of teaching Business Studies as outlined in the CAPS document under section two of the policy document subsection 2.2 which says the purpose of Business Studies is to will ensure that learners: acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environment; create business opportunities, creatively solve problems and take risks, respecting the rights of others and environmental sustainability; apply basic leadership and management skills and principles while working with others to accomplish business goals; are motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals; are committed to developing themselves and others through business opportunities and ventures and are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self-employment career pathways. The response of teachers to the question is appropriate to their understanding why learners learn Business Studies.

Teacher A commented that she teaches Business Studies in order for the learners to:

“With Business Studies I think most learners, they want to learn Business Studies for the purpose of using it after school after they have completed matric, because after all they learn certain skills that they can use to make a living for themselves like entrepreneurial skills, they can uhm..... open their own businesses or start their small businesses somewhere, so that there can actually get income towards operating those particular businesses.”

Teacher B said:

“To gain knowledge, to use for future, so maybe one day they want to start their own business they have that background knowledge. In other words these learners will gain knowledge and skills.”

It appears to suggest that teachers understand that their professional role involves education benefits because they equip learners with necessary skills for their future. They take their teaching as a professional duty.

The comments by teachers from School Y are also directed towards the purpose of implementing Business Studies. It seems important that the Department of Education clarifies the purpose of the subject and the rationale for teaching the CAPS. The alignment the CAPS with the University curriculum may ensure that teachers are well capacitated. This may assist teachers to avoid different approaches and understanding of the purpose of teaching Business Studies in Grade ten. The responses of teachers show that teachers are aware of the reasons for the change in the curriculum.

As a result, four interviewed teachers base their responses to the purpose of the subject. According to Department of Education (2011) the reasons for effecting changes in Business Studies is to improve the National Curriculum Statement which resulted in poor performance, teacher confusion and reduce administrative burden to teachers. Therefore, the reasons for implementing the CAPS seem to be not clear to teachers but their responses to the question appropriately answer the question at their level of understanding the purpose of the subject. The Business Studies CAPS document has the rationale for implementing the curriculum in general. Section two of the document specifies the reasons for implementing Business Studies which in this case address the concern of poor performance. Learners obtain required skills which will enable them to become future entrepreneurs. According to Hoadley and Jansen (2012) there are two curriculum approaches namely competence and performance curricula. Competence curriculum focuses on the presences which mean that the curriculum recognises what learners know and built up on it. Learners take control of their learning and determine the learning pace. With competence curriculum, learning can take place anywhere, meaning that it is not

formalised. Competence curriculum is learner-centred because learners can select the content, sequence it and decide on time-frame. It is based on everyday experiences which involves much of local context which learners can associate with and have confidence in it. In a competence curriculum a teacher's role is to facilitate the learning environment and the subjects are grouped into learning areas instead of subjects. With regard to this statement teachers are not aware that the CAPS are implemented to improve the National Curriculum Statement.

The competence curriculum regards all learners as competent to achieve a certain outcome at their own pace. Learners are assessed on what they know thus recognising their prior knowledge. On the other hand the performance curriculum focuses on the absences meaning what learners do not know. The content is structured and learning should take place in an organised environment such as a classroom, laboratory, library etc. Teachers select the content and pacing. Performance curriculum characterises itself as official school knowledge because the content is based on researched information. Competence curriculum is teacher-centred; teachers follow a streamlined content, lead the teaching process and determine the pace and time frame. The performance curriculum is more of global context as teaching takes place within a competence model. Hoadley (2012, p. 97) describes "competence curriculum as integrated curriculum because subjects are not regarded as independent components of curriculum but themes are selected from the subjects and openly integrated to other subjects. Subjects do not have their own specific content, concepts and specific language. The performance curriculum is called collection-type curriculum because subjects are treated independently with their content, concepts and specific language. It is called collection-type because learners had to collect units of knowledge, which had been clearly specified at different levels." Hoadley (2012) continues to classify the NCS as a mixed model because it takes some features of a learner-centred approach especially at GET level. The specification of outcomes makes it more of a performance model. It is also regarded as competence curriculum because in the GET band it uses the integrated approach where learning units are combined into learning areas. In the FET level, it uses the collection type approach where learning units are called subjects. The GET learning areas place more emphasis on learner-centred approach. The challenge with competence curriculum is time-consuming and lacks clarity of focus for the teachers. Performance curriculum requires learners to perform at a higher level of knowledge which may not be the case with struggling learners.

Another issue with competence curriculum is that how can someone who is not knowledgeable select an appropriate content to be learnt? Teachers are at better position to select the content because they already have undergone specialised training on the content to be taught.

The challenge with this type of curriculum is that it produces learners who are not competitive on international context. It speaks to everyday experiences which may not match the global context. Another challenge with performance curriculum is that teachers themselves need to be retrained in order to pitch to the high levels of knowledge and skills which may require more resources on the side of the government. It is therefore important suggest that teachers need to understand the difference between the two curriculum approaches in order for them to implement the CAPS successfully. If teachers understand the difference between the two approaches they may tend understand the reasons why they implement CAPS as a curriculum not speaking to the aims of Business Studies.

Another shortfall of the CAPS is that, the teachers have been given short period of time for training, therefore they implement the curriculum without a thorough understanding of the rationale for its implementation. Teachers are coming from competence-based curriculum to performance-based curriculum which means a lot need to be learnt and teachers to study more about the current curriculum.

Criteria	School X	School Y	Comments
Files	1	2	Teacher from school X are sharing one file
Policy documents	3	3	CAPS Business Studies, National protocol on Assessment and National Policy Pertaining to

			Promotion and Progression Requirements. The first file is used for teaching content and is subject specific whereas the two other files are generic and are used from grades R – 12.
Teaching resources			Teachers have more than three textbooks per school.
Content	2 (CAPS documents)	2 CAPS documents	Teachers follow content on the document throughout the year as it is structured per term with time frame and activities.
Teaching activities			Teaching activities differ according to the school policy and the pace of individual teacher but teachers from both schools have the equal number of informal activities for grade 10.

Assessment	7	7	As prescribed in the CAPS document
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Table 3: Summary of Document analysis

4.2.2 AIMS AND OBJECTIVES

In terms of aims and objectives it is very clear that four interviewed teachers do not write the aims and objectives in their lesson preparations and lesson presentations. This is evident in the teachers' lesson preparation which starts with date started, date completed, topic, content, resources and assessment. In document analysis and during lesson observations teachers did not mention the aim and objectives in any part of their presentation as it happened in the past where teachers need to write in the lesson preparation the aims and objectives (outcomes) of the lesson.

Teacher C indicated that the goals of teaching Business Studies are to:

“The goals of teaching Business Studies is to make sure that the learner that comes out of the school is the learner that we teach in totality – by that we mean that is the learner that will be able to go back to the society and be able to acquire managerial, leadership skills which will be able to use in their everyday life because we cannot practice your management and leadership skills when you are having your own business but you can start by doing it while you are at school, we give learners group task. As leaders to lead that groups and manage everything done by the group, as Business Studies we give learners activities which enable them learners to gain life skills because if you don't have life skills you cannot manage the financial resources, so we give them that ability to manage funds.”

Teacher D said:

“What I think can help to teach Business Studies learners will be able to survive in difficult situations they can encounter and also just to know what is happening around them and that Business Studies as a subject is not a hidden subject, things that happen around and they will go around and understand what is happening in terms of businesses so that they don't think it's a foreign language maybe it's something that can be done by someone with a degree, after grade

12 they can be able to know that they learnt about forms of ownership and entrepreneurs, they can see if they possess those qualities, they can see not as something difficult.”

Teacher B indicated that:

“They learn about communication, to work together, to gain knowledge, to work together as a class, listening skills, sometimes its research because they have to do research also gain knowledge...”

Teacher A responded by saying:

“Business Studies does not only teaches you about entrepreneurship but it also teaches about communication, management, team work – which is one of the most important skills that a person needs in life generally not only in business. I think those are very important skills that are necessary for kids to acquire during the lessons of Business Studies. In order to assist the learners acquire the skills there are times where we give them group work, this actually assist to see if the child can be a leader or a team player. It’s very important that they learn so that they will be able to work with other people, because in our lives everywhere we go we need other people in order for us to survive and succeed. We give them group work, we test; we also give them peer work so they teach each other if possible. Those bright ones teach the weaker ones. We also give those tests to see if they comprehend everything that have been taught to them...”

During interview sessions, teachers show that they understand the aims and objectives of teaching Business Studies. They do not align them with the lessons of the day because the Business Studies the CAPS document is also silent about that as compared to the NCS where in the teachers’ lesson preparation learning, learning outcomes used to be specified according to the topic and the lesson of the day. America et al (2014) states that the CAPS do not provide clear guidance in terms of achievable outcomes which need to be indicated when doing lesson preparation and teaching. This suggests that an improvement is required in this aspect because teachers need guidance since the CAPS is an international curriculum to avoid general objectives which may not achieve the global standards.

As indicated by Khoza (2013a) that the learning outcomes should be designed based on the cognitive levels of the Blooms taxonomy model for effective teaching and learning. The Business Studies CAPS document provides general aims and objectives of the CAPS which teachers need to scrutinize and align with their lessons. With regard to this teachers uses the cognitive domain when setting tasks because in the formal (summative assessment) they set tasks according to 30% lower order -level 1 and 2 questions which includes section A questions such as multiple choice, true or false fill in the missing words, choosing from the brackets etc, 50 % middle order questions level 3 and 4 with short questions, case studies, source-based and scenarios and 20 % higher order questions at level 5 and 6 which includes essays where learners have to use action verbs such as analyse, interpret, discuss etc. The CAPS uses the cognitive and psychomotor skills leaving out the affective domain which includes emotional skills such values, appreciation, enthusiasms and attitudes which are relevant for the development of a learner. It appears to suggest that teachers need to rise above the limitations of the CAPS and include what they know is relevant to achieve the content outcomes.

According to the Department of Education (2011) the National Curriculum Statement Grades R - 12 aims to produce learners that are able to: identify and solve problems and make decisions using critical and creative thinking; work effectively as individuals and with others as members of a team; organize and manage themselves and their activities responsibly and effectively; collect, analyse, organize and critically evaluate information; communicate effectively using visual, symbolic and/or language skills in various modes; use science and technology effectively and critically showing responsibility towards the environment and health of others and demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation. Business Education programs of Canada further aims at providing learners with knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education and daily life.

Although the aims of the CAPS seemed to be general and accommodating the entire subject, it is also clear that the aims fit into Business Studies content as prescribed by the Department of Education. The teachers lack the understanding that the Business Studies CAPS document does not specify the writing of the aims and the objectives. It is important to indicate the aims and the

objectives in the lesson preparation. It is therefore suggest that the Department of Education needs to emphasise the importance of the aims and the objectives in the CAPS. Then, the teachers assume that the aims and the objectives are important for teaching.

According to figure 2.1 of the results of the curricular spider web in the literature review the aims and the objectives are in the third place according to the percentages. Haney et al (2002), conducted a case study of 10 teachers about the implementation of a new curriculum, only 6 completed the questionnaire which shows that six teachers were happy about implementing the change. The study aimed at examining the relationship between elementary teachers' personal agency beliefs about teaching science and their ability to effectively implement science instruction. These teachers were able to design lessons that incorporated inquiry, depicted careful planning, attended to student prior knowledge and experiences, attending to equity issues and encouraged a collaborative approach including assessing students for the intended purpose but one teacher performed at relatively low level with high skills and qualifications in science.

Pinar et al (2008) argue that the successful curriculum implementation takes place without separating the intended outcomes from the content itself; meaning that the learning outcomes cannot be treated as a separate activity from the curriculum. This means that in the implementation of the CAPS, the aims and the objectives are very important because without them being not indicated in the teachers' lesson preparation means that the teachers are not teaching according to the intended outcomes. Khoza (2014) says teachers have the task to reflect on what they learn at their educational institutions for proper interpretation of intended curriculum in order to implement the CAPS successfully. It therefore appears to suggest that teachers need to understand the aims and objectives of the CAPS so that even if they are not clearly stated in the document but teachers must direct their lessons towards achieving them.

4.2.3 CONTENT

Teachers use the CAPS document Annual teaching plan when preparing their lessons which in the Business Studies CAPS document classified as section three of the policy document. Section three begins with the overview of topics per term.

Grade ten Business Studies topic for term one; includes micro environment, market environment, macro environment, interrelationships between environments and business sectors. Term two consists of contemporary socio-economic issues, social responsibility, entrepreneurial qualities and forms of ownership. Term three comprises of creative thinking and problem solving, business opportunity, business location, contracts, presentation of business information and business plan. Term four involves self-management and relationship and team performance. The summary of the teaching plans is subsection two that is organised in terms of weeks. The last subsection three consists of the annual teaching plan which has weeks; topic, content and recommended resources. Teachers follow this guideline document when teaching Business Studies from the beginning until the end of the year.

During my observation in School X conducted on week four of term two, teacher C was teaching the qualities of a successful entrepreneur in Grade ten A. Teacher D from the same school was also teaching the same topic in Grade 10C. According to the Business Studies CAPS document (2011), in subsection two of the teaching plans the topic is taught in week four. In this topic teachers must cover the entrepreneurial qualities which includes; the desire for responsibility, risk taker, perseverance, good management and leadership skills, confidence in one's ability to succeed, high levels of energy, passion, big dreams with clear vision, exceptional organisational skills, high degree of commitment, flexibility (ability to adapt quickly) and willpower to overcome obstacles. Teachers have covered all these aspects according to the teaching plans. Teachers provided lesson preparations with date started, date completed, topic, subject, grade, resources and assessment. The lesson preparations were in accordance with the teaching plans and included all the topics to be covered for the period.

In week five of term two during the class observations in school Y both teachers were teaching the forms of ownership. In this topic the teacher was teaching grade 10A and teacher B teaching Grade 10D. Both teachers taught close corporations, sole trader, companies and partnerships. In their (teachers) lessons the characteristics, advantages, disadvantages and formation were among the aspects covered. According to Business Studies CAPS document (2011) subsection three of the summary of the teaching plans indicate that the forms of ownership should be taught in term two week five. The definitions, characteristics, advantages and disadvantages of sole trader,

partnerships, close corporations and Non-profit Company also taught in week five and six of term two. In this part of the content, teachers show understanding of the content and the week in which it should be covered. Teachers were found to be implementing according to the Business teaching plans and covered the content accordingly. It should be noted that the topics covered during the class observations were also part of teachers' documents which were included in their files.

During the interviews teacher C said:

“In Business studies first of all they learn to engage because business studies nowadays it has changed into a subject that deals with everyday scenarios. So they learn to engage, they learn to interpret and analyse the things that are happening everyday because when you teach them something in class during that time they will find it in their normal situation. So they are also able to integrate what is taught in class with the life situation. At the same time they are taught things like research skills which enable them to think logically and analyse. Because when they are given assignment, projects they collect that information before they analyse and present it. By giving them you also make sure that you one day they will be able to be public speakers. Because when they presenting in class they are gaining skills of what is needed when presenting. They are able to interact with people who are below in terms of level. Sometimes we send them to interact with the community who are not learned. By doing that at the same time we are applying CSI indirectly and they end up going to people and interact with them, they also learn from these learners so the community using the subject.”

Teacher D responded by saying that:

“They are learning how we can start business, how can you survive in the difficult environment like in the macro environment....e...they also .e... learning how other business are conducted. E...e ...for example forms of ownership and e...how to adapt and how, what are the qualities of being an entrepreneur especially it may look like it's a topic I like because it will make them to be able to see where do they stand.”

Both teachers were asked the question about the content they teach.

Teacher C misinterpreted this question by responding about the type of resources learners are exposed to when learning the subject instead of mentioning the content.

Teacher D responded correctly because she indicated some topics of Business Studies Grade ten. The teachers were supposed to mention the entire topics covered in Grade ten for the whole year because the question was not specifying the term.

Teacher B responded to the question about the content by saying:

“They learn about forms of ownership, entrepreneur, the business environments and creative thinking, problem solving, self-management, time management and how to prepare a business plan, socio-economic issues, social responsibility, interrelationships between business functions and environments.”

Teacher A said:

“The content...it’s about business, business environments. Therefore, they need to understand that as much as there is internal business or environment, they also have to take into consideration the external environment – things like macro environment that cannot control as well as the market – things that they can control by having influence by having some control at some level but cannot have full control. Moreover, they learn about the forms of ownership – should they be able to open their own businesses one day – what are other forms of ownership that they are able to start, as well as how many members that they acquire to start these forms of businesses. We also teach them about stress management, ok management is stressful whether a business or life is in general. Businesses I think it’s more stressful because I think they are dealing with money you have to on top of your game at all times. They have to manage their stress so that they make good business decisions that can be profitable to them.”

Question: What else they learn in Business Studies?

Answer: teacher A

“They learn about socio-economic issues as well as what can business do in order to try and address these socio-economic issues, they learn about contracts, ok we all know that in a business there actually need to be aware that there is going to be a time that they need contract,

so the different types of contracts as well as what are some of the things that they need to be part of the contract – those fine lines that are part of the contract. They learn about business factors – business location, they cannot open business anywhere or everywhere but there are certain things that you need to look at for you to be able to open a business, they are also taught about presentation of business related information – they must be able to present business information to the stakeholders in a professional way, they are also taught the different type of equipments or gadgets that they can use to make their presentations more interesting to the stakeholders or potential investors where possible. Learners learn about the Business environment, forms of ownership, stress management, socio-economic issues, contracts, business factors and presentation of business information.”

With regard to teacher A and teacher B responses provided did answer the question although they could not list all the topics for Grade ten Business Studies.

Although four interviewed teachers were implementing Grade ten Business Studies content according to the CAPS document, the element of creativity and flexibility seemed to be restricted. Mchunu and Msibi (2013) argue that teachers are regarded as teacher proof because the CAPS is a content driven curriculum with detailed explanations laid down for teachers. They further argue that teachers are being deprofessionalized in a sense that they are not given an opportunity to decide how to implement the curriculum. The teachers follow the document as prescribed by the Department of Education. The Department of Education officials monitor the implementation as articulated in the policy document. The Department of Education used experts to design the curriculum. The teachers are used as the machine in the factory to produce results without being involved in the design process.

Carless (1998) concurs with Mchunu and Msibi (2013) by stating that teachers need to adjust the content of their training to their own level of knowledge. The Business Studies Grade ten CAPS document does specify the content and weeks for the topic. It indicates when a topic should be taught. These enable teachers to decide on how to engage the topics provided it is within that particular term. The challenge with the CAPS content is that it is a national content which was developed with the aim of ensuring that all learners in a particular grade throughout South Africa are taught the same content at the same time. When a learner changes the school this ensures that

his / her studies are not affected, because all schools in a country are implementing the same curriculum using same document. On the other hand the CAPS may assist the novice teachers in schools where the subject experts/HoDs are not available especially in rural schools. For experienced and creative teachers the CAPS may restrict them but for supervision and control purposes; it may assist the school and other department officials to manage the curriculum implementation.

4.2.4 LEARNER ACTIVITIES

All four participants indicated the learner activities in their lesson preparation such as homework, class work, case studies, scenarios, reports, oral presentations, tests, projects and assignments. These are done during and after the lesson presentation. Teachers indicated the learner activities in their lesson preparation under the assessment column. During observations teacher C gave learners homework to read a topic at home and align it to ‘Willpower to overcome obstacles’ which was one of the qualities of a successful entrepreneur. Teacher D gave learners a class activity in which they were responding into a case study. Learners read the case study and answered question 1.1 to 1.4. Both teachers were teaching the same content, however they gave learners different activities to assess their understanding. It shows that teachers understand the importance of giving learners learner activities during and after the lesson. During interviews both teachers indicated that the learner activities are administered as they appear in the CAPS document. Teacher A gave learners a worksheet and learners were instructed to complete the worksheet as homework. Teacher B did not give learners an activity but question and answer sessions was used. Again this showed that both teachers understand the importance of activities and used them properly. Teacher A and teacher B indicated in an interview that the learning activities used in the classrooms are building blocks for formal assessment.

According to Business Studies CAPS document (2011) learners should be exposed to homework, class work, case studies, scenarios, presentation, assignment, projects, data response, report and tests. According to Department of Education of Canada (2006) a range of variety of learner activities should be developed and given to learners which include the type of activities such as brainstorming, discuss issues, problems solving, simulations, conduct research, mind mapping, presentation, personal reflection, assignments, homework, class work, tests and hands-on

applications. Roehrig et al (2007) emphasised that teachers should use the learning activities not only to teach content but also to develop students' abilities. Coetzee (2009) suggests that learner activities should be inclusive and challenging in nature to accommodate all learning abilities. Teachers showed that they are aware of these activities because as indicated above in their lesson presentation they gave learners case studies and other activities as part of learning activities. The learner activities allow teachers to become creative and innovative. The learner activities share the same weighting in terms of percentage according to the results of the literature review figure two. The two curricular spider web principles are intertwined as in most instances learner activities are regarded as part of assessment programme.

4.2.5 RESOURCES

The quality and practicability of materials provided may contribute to effective curriculum implementation (Pinar et al, 2008). This suggests that teachers should not concentrate only on one teaching material because teaching and learning requires a thorough use of various teaching resources to ensure adequate content delivery and coverage for the benefit of the learners. This suggests that teachers may use various forms of resources when organising their teaching materials which may include folders and files for safekeeping of teaching materials especially the hard copies for accessibility by both internal and external curriculum administrators.

Files of teachers that were analysed are used as administrative resources of teachers. It is where the teachers keep the relevant materials used during teaching. As indicated earlier teachers keep annual teaching plans, lesson preparation, subject policy, marks sheets, tasks and memoranda, personal timetable, list of resources, extra lessons registers, assessment policy, assessment tasks bank, school calendar, preparation book, intervention planned, subject improvement plan, programme of assessment and other support documents necessary for teaching and learning. According to Curriculum News (2010) teachers are expected to keep one single file for teaching and assessment. This means that the file forms part of resources that teachers must possess in Business Studies for the safekeeping and organising the teaching and assessment materials. Teachers keep various textbooks for teaching Business Studies in Grade ten. Teachers in these schools have support documents which includes a partnership's articles of Association, different pieces of legislation which include Companies Act, National Credit Act, Labour relations Act,

Black Economic Empowerment Act, Compensation for Occupational Injuries and Diseases Act, Employment Equity Act, Skills Development Act, Hire Purchase Act, Long-term Insurance Act, Short-term insurance Act; Consumer Protection Act, Basic Conditions of Employment Act and Intellectual Property Act. Teachers have a CD of the above Acts provided by the National Department of Basic Education in order to address the CAPS content. The forms of ownership document were also available to all teachers. The teachers have all the relevant support material as indicated in the Business Studies CAPS document. According to the Department of Education (2011) each learner should be in possession of a textbook of Business Studies and relevant stationery. Due to the change that has occurred in South African curriculum, schools could not afford to supply all learners with textbooks. In school Y all learners have textbooks but in School X learners are sharing. To address this issue teachers make copies for other learners using the school photocopying machines.

Teachers are using different textbooks in a very innovative way and they used some case studies and articles from the internet. Scholars have emphasised the importance of the textbook in curriculum delivery therefore the point of departure with regard to Mchunu and Msibi (2013) will be how teachers use the textbooks and whether all teachers in other schools are being innovative or not. According to Hewitt (2006) the use of one-size-fits all material does not work. Teachers in these schools were using more than one textbook which means they are on the right track. Haney et al (2002) indicate that teachers need to have sufficient textbooks because the lack of textbooks results in a poor lesson planning by the teachers. Textbooks play an important role in the curriculum delivery both in the planning and classroom teaching sessions and they must be appropriately sequenced to cover the content for the whole year (Dada et al, 2009). According to Patterson and Czajkowski (1976) the materials planning phase should form part of the initial stages of the proposed curriculum change especially the textbooks. The Curriculum News (2010) further recommends that each learner must be provided with a textbook to take it home to do homework, prepare for tests and examinations. According to Department of Education of Canada (2006) teachers use the Information and Technology tools (ICT) for both whole class instruction and to design programs that meets the diverse needs of learners. Learners have access to internet websites, resourced libraries, archives, public institutions and private businesses across the country and the world. In South Africa the use of textbooks has been

emphasised which is not the matter in Canada. Teachers indicated during interviews that they use different learning resources available at school and outside school.

Teacher C stated that:

“our learners here, they are using the normal material which is provided by the school which is the textbook, exercise book but I tell them not only use those provided by the school they need to broaden their horizon so we ask them to go to libraries, they go to the internet looking for information.... They make sure that they read newspapers that got business news, like mercury business report so that they are going to be able to analyse the information that is there because we believe it makes business sense which is important to the learner in order to interpret the information because if you cannot interpret the information you are not able to make sound decisions. Even in our school tuck shop we make sure that commerce learners are involved, so that there will be able to apply managerial skills in terms of real life situations in business and we are able to monitor them because it is within the school. The tuck shop is used for fundraising but at the same time learners learn about business.”

Teacher D responded by saying that learners:

“Textbooks...eel... peer and also from each other and also in groups. Sometimes I group them but not often. Sometimes I group them because they are a big group. Listen to...maybe news, TV maybe a particular program so that they can see how other things happen for example, there was once in SABC 1 a program about investors, where they were explaining concepts or business idea, then they will sponsor you. I asked them to watch it; they told me different stories about it.”

Teacher A said:

...For me Business Studies, have been provided with textbooks, notes books, we also have access to the internet which simply means we can also to the computer lab if there is anything that needs a research. We also use newspapers, media a lot because they need to be aware of what is happening with businesses that we actually have.”

Teacher B indicated:

“Textbooks, worksheets, notes, newspapers, sometimes we write on board summaries and sometimes they have to do research like assignment they have to do a questionnaire and interview matters and so forth. They do research in library inside the school, sometimes they go but we encourage them to use the one because they say they go but only to find they did not go to the library. They have a library lessons and at break times they can use it.”

It is clear therefore that teachers understand the importance of using different kinds of resources when teaching Business Studies in Grade ten. It is also clear that the textbook, newspapers, internet, library and notes are carrying weight in terms of achieving results in Business Studies because these are common resources used by teachers. It should also be noted that these schools have such resources which may not be the case in other schools. The resources mentioned by teachers are part of the annual teaching plan in recommended resources column. It was evident during the classroom observations that teachers use some of the resources, but not all at the same time. All teachers made use of the chalkboard to write the topics of the day and responses of learners. I observed that teachers use the case studies appropriately of which the Business Studies papers are dominated by such questions. It should be bear in mind though that not all schools have access to internet and have proper libraries therefore some teachers may use various types of resources to deliver the content provided it is relevant to the topic.

4.2.6 TEACHER’S ROLE

The teacher’s role in any educational context is of vital importance because resources and learners alone need direction and guidance during the learning period. As transpired in the literature review results figure 2.1 that the teacher’s role leads all the other principles of curricular spider web because it has twenty four percent out of hundred percent. The role played by teachers in implementing the curriculum is of great importance. The research reveals that in Business Studies Grade ten, teachers start to play their role when preparing the files for their subjects which include all the relevant materials for the subject. All teachers are expected to keep one file for teaching and assessment as required by Curriculum News (2011). The teachers are responsible for planning the lesson preparation which includes the content and assessment

activities. The lesson preparation are taken from the annual teaching plan and translated into daily/weekly plan depending on the school policy. Teachers then are engaged in the classroom teaching where they present the lesson according to their plan. After teaching, assessment of learners takes place which involves different types of assessment. The teachers record the learner progress in mark sheets/mark book or assessment grids. Teachers prepare schedules for formal assessment at the end of each term and issue progress report to parents. The information discussed previously was found in teacher's files during the document analysis.

During my observation session I discovered that during the teaching session teachers apply different approaches even though they teach one topic.

Teacher C started her lesson by asking questions based on the previous lesson which was sectors in this regard. After that the teacher asked learners questions about the characteristics of public and private companies. Thereafter the teacher introduced the entrepreneurship qualities as the topic of the day. The teacher kept on asking leading questions to the learners. The case study was given to learners titled: Willpower to overcome obstacles. Learners read the case study and then they responded to the questions asked by the teachers based on the case study. When reading the case study, learners were underlining qualities as they identify them. The teacher then read the qualities extracted from the textbook and explain them to the learners. The qualities were then linked to the social responsibility aspect. Learners were asked to link the qualities to willpower to overcome obstacles which was the topic of the case study. The teacher elaborated by emphasising the importance of entrepreneurial qualities for learners when they become business owners. The homework was given to read the topic at home relevant to businesses and link it to the willpower to overcome obstacles.

Teacher D on the other hand introduced the topic by asking learners about the factors of production. Learners were then asked to explain the term entrepreneur. After that the teacher linked the term entrepreneur to the topic of the day which was Willpower to overcome obstacles. Some qualities of an entrepreneur were contextualized to practical examples then linked to the Business Studies content. For instance learners were asked what happens when they are asleep. Then learners gave different answers but when they said they dream then that was linked to the vision in Business Studies context. The other one was what learners do if they want to go to

Richards Bay for Easter holidays, learners again gave different answers but when they indicated the element of organizing transport – that was linked to Business Studies entrepreneurship quality which is organizing. The teacher in this class explained most of the qualities and asked learners to support her statements by providing practical examples. After this session learners were asked whether they would like to become successful entrepreneurs. The example of leaders being born and flexible and managers working by the book – strict and demanding was made. The class activity was then given where learners engaged on a case study as part of assessment. The teacher was leading the session and at the same time involving learners in the lesson through asking questions and providing learners a chance to read and respond to a case study.

Teacher A introduced her lesson by asking the forms of ownership. Learners were told the story about the successful coffee shop with internet café of the teacher. The story indicated one day the client came with a problematic laptop for repairs. The staff member came along with a cup of coffee and it spilt over the laptop and the screen went blank. The client sued the owner and she lost everything. Learners were asked questions why the owner lost everything? The learners answered by saying because it was a sole trader business which is not separated from the owner. The teacher continued to ask if the same could happen if she chose a Partnership and the learners said yes, because in a Partnership profit and loss is shared amongst the partners. The teacher then asked learners to advise her on a form of ownership which will to avoid such situation in the future. Learners suggested the sole trader, partnership and companies. Following this was a discussion on characteristics of the different forms of ownership where learners were afforded an opportunity to ask clarity seeking questions. After discussions learners were given a worksheet to complete in class. After the worksheet has been completed then the teachers read the article to learners about cooperatives which were then used as conclusion. The lesson was very interactive.

Teacher B started her lesson by informing learners that the lesson of the day is on forms of ownership. Questions on characteristics of the sole trader, advantages and disadvantages were asked. Learners gave answers and they have textbooks with them to use when answering questions. The teachers continued to ask questions on partnership, Close corporation and documents required when establishing such a form of ownership. The issue of discontinuity of

Close corporation was clarified by an educator. Public and private companies were discussed. The learners were informed that such topics may come out as essays in examinations. The statement indicating topics identified as essays for examination was used as concluding remarks. There was no activity given in class or as a home work but the lesson was interactive from the beginning to the end.

The following are the responses of the interview sessions:

Teacher C replied:

“My role as a teacher firstly is to lead the learners, in leading them by making sure that I facilitate and when I facilitate I don’t do things for them but I make them do things mine is to guide, motivate, support and monitor. Also I make sure that as a teacher I am teaching that learner must be different from a learner of another school. As much as we are doing the same subject, but when that learner interacts with another learner from other school there must be something of an advantage of my learners compared to the other learner. Because even when we meet other schools and are interacting they must be sure that they are aware of current affairs not only what is taught in class? Because most of the time we find that our learners are not aware about current issues because there was a question about load shading they cannot answer because they were not aware. So I make sure that every week there is a journal that I have read this and this is what I understand, then they will be able to know that its not only about the content itself, this content can use it for other purposes.”

Teacher D said:

“As a teacher you impart knowledge, facilitating the progress and get feedback. I walk around to see if they are doing what is expected of them. Ultimately, this is my role, to give them feedback on how do I feel, so that they can improve. If there is something that needs to be corrected I have to speak to them. Maybe if I see mistakes I must first speak with a learner, because other things you can feel it’s a mistake but as a teacher you may not understand what a learner was trying to say if it’s in writing but in words a learner could explain it better.”

Teacher B responded to same questions asked from other teachers by saying that:

“You need to be prepared and discuss information on the book and give them feedback after learning activities. Then give them activities and tell them that tomorrow we going to mark it, so they can do corrections plus I give them past papers for exams, so that they know how to answer the questions...”

Teacher A said:

“As a teacher I need to make sure that I am well prepared, its one of the most important things. I need to plan to make sure that whenever I go to class I know exactly what I am going to teach, I do not just go there and start looking at them with a blank face I need to be prepared at all times, therefore being prepared it simply means knowing the content that I am going to be teaching them. Whenever I present something to them they must feel that I know what I am talking about. I have to read information; I have to make sure that I actually find other sources as well not just the textbook that is provided to them even bringing a newspaper and say go through this and now what are your thoughts about business? Everything actually that has to do with business. After the information that they gain here, they are going to use for their future. I have to make sure that the slower learners are actually getting a chance for them to shine by ensuring that we offer things like individualism. I know it’s time-consuming, but I have to make sure that each and every learner gets a fair chance because bright learners normally in class just talk out and the weaker learners are left unattended to. So I have to make sure that I have my extra lessons, I have to make sure that I am a peer educator to teach them about life in general. I am also going to teach them about things that actually affect them in life.”

The responses of teachers showed that they understand their role as facilitators rather than as people who tell learners everything. The responses justify the findings on the document analysis and classroom observations. When looking at the responses above, most of the answers given by teachers were observed during lesson presentations. It may appear to suggest that teachers play more of the facilitating role which assists learners in understanding the subject. Teachers in their lesson presentations were asking probing questions which justified their facilitating role and a learner-centred approach.

The CAPS document is open when it comes to the teacher's role. The document stipulates the aims of the National Curriculum Statement and the purpose of Business Studies. It is therefore suggests that teachers decide which approach to use when teaching the Business Studies. According to Hoadley and Jansen (2012) the role of the teacher should be aligned to the type of curriculum approach. In this instance the CAPS is aligned to performance approach which means that a teacher-centred approach is more suitable because a teacher in this approach select the content and decide on pace and time frame. Khoza (2014) further elaborate that the CAPS as being driven by content it means therefore teachers should apply the content-centred approach when teaching the learners. In a content-centred approach the content element taught are specified within a particular period of time and in this case topics are divided in terms of weeks and spread throughout the year in the CAPS document. During class observations teachers were using different techniques in teaching the same topic. Although Mchunu and Msibi (2013) says teachers are being deprofessionalised with the CAPS especially in content, but I feel when it comes to their role it allows for creativity and flexibility. Therefore the CAPS in this aspect are not undermining their role because it does not specify and prescribe role teachers play in curriculum delivery in the classroom. As indicated earlier during presentation of document analysis, the teacher's role starts from preparing the files up to assessment.

According to Milan (2008) teachers must focus on the development of skills, discipline and uplifting low-performance abilities in the classroom rather than focusing of the behavioural aspects of learners due to their cultural backgrounds. In this way Milan (2008) suggests that teachers must reflect on their past to better understand the present in order to forecast in the future. Teachers need to understand themselves and the learners they teach in order to reshape the teaching environment. Carl (2009), teachers need to be the agent of change and must have a broad understanding of educational views and expertise in curriculum and subject matter. An abstract by Kallery and Psillos (1992), on the implementation of Science in kindergarten where eleven teachers were observed in eleven different classes in the central northern Greece, reveals that the key factor of the implementation is the teacher's knowledge since teachers must have appropriate subject matter. The main role of the teacher is to facilitate learning amongst pupils and to take into account their needs and interests. Thaanyane (2010) emphasis that role played by teachers during the implementation process as the key factor of any curriculum reform especially

at a classroom level. Teachers are regarded as the voices of the curriculum since they transmit what is entailed by the books and other learning materials in the form of lessons and assessment which take place in the classroom. A research a case study was conducted by Prophet (1995) whereby two teachers from two secondary schools in Botswana. This study revealed that teachers regarded themselves as facilitators of learning and not the transmitters of information. According to the Department of Education of Canada (2006) teachers develop appropriate instructional strategies relevant for learner achievement and apply appropriate teaching methods in assessing learner activities.

The researchers emphasised the role of the teacher as a facilitator rather than the transmitter of knowledge where learners are regarded as passive recipient of information. Different teaching approaches displayed by teachers suggest that teachers of Business Studies understand their role because the subject is no longer about memorising of facts but application of knowledge acquired as it involves case studies and scenarios.

4.2.7 LOCATION

The environment in which learning takes place may have either positive or negative results toward the achievement of the lesson being taught. The class in particular presents the space, furniture and other teaching aids relevant to the subject being taught greatly influence the understanding and comprehension of the concept being taught by the teachers. The overcrowded classes may hinder the delivery of the lesson because teachers may not be able to pay individual attention to learners experiencing barriers to learning. Teachers may also be unable to access all the corners of the classroom during the lesson presentation. The class observations conducted revealed that all teachers did not have posters or any other teaching aid on the walls which were used to enhance the subject understanding. All teachers made copies of case studies from textbooks. During interviews teachers could not provide relevant answers concerning the classroom. For them the space is more important. The CAPS document does not specify any classroom requirements. This suggests that it is the responsibility of the teacher to decide how to organise other teaching materials which can be useful during the presentation of the lesson.

Prophet (1995) suggests that teachers prefer the classrooms with small groups of learners work. Bennie and Newstead (1999) suggest that the classroom culture should display cooperative work

and discussion amongst the learners. According to Hoover (2014) the effective curriculum implementation means that the needs of all learners in the classroom are met. Altrichter (2005) suggests that the classroom displays the images of learning which is continuously represented in the organisation by management and other stakeholders within and outside the institutions. Coetzee (2009) argues that the effective curriculum implementation may be facilitated by organising the physical environment of the classroom through organising furniture and space in a manner which promotes appropriate teaching and learning. According to the Department Education of Canada (2006) the classrooms are designed to orientate learners into workplace environment. The Canadian classroom organisation may pose a challenge in South Africa because of financial constraints. The partnership with private sector is another challenge which makes it impossible to have classroom which are designed to suit the workplace environment.

Although the classroom space is important but it is clear from the research findings that most researchers have not paid attention to the importance of the classroom for curriculum delivery. The literature review results showed that only seven percent of the total curricular spider web principles the classroom could represent. It is suggested that more research needs to be conducted on the location because learners cannot be able to concentrate when learning under the tree or in an environment which is not conducive for their learning. The class size and decorations need to be emphasised because it promotes quality teaching and learning since images brings understanding of concepts to the learners. The basic classroom requirements should be clearly indicated in the CAPS document so that teachers will know the importance of creating conducive environment for effective teaching.

4.2.8 GROUPING

The seating arrangement in a learning environment may improve learners' opportunities to perform better. An unpleasant and unsafe learning space may disturb learners and teachers from concentrating on the core business which teaching and learning. Some contextual factors such as overcrowding, limited classroom space, poor classrooms and insufficient furniture may hinder the implementation of a successful seating arrangement in the classroom. Group, pairs and traditional seating arrangements can be used by different teachers depending on the nature of classroom and activities they administer at that particular time. The class size may of course

either make it possible for the teacher to organize learners to sit in groups or pairs. The availability of furniture also determines the seating arrangement possible for a particular classroom at a particular school. In all four classrooms observed learners were seated in pairs of two. Mostly a boy shares a desk with a girl. No group arrangement observed.

During interviews, teachers did indicate that their classrooms seating arrangement is determined by the nature of activity they teach on a particular day. For instance, if learners are engaged into a business plan groups are formed because learners need to work as a team.

Teacher C and teacher D indicated that they prefer learners to be seated as pairs because they have big numbers. Therefore, it is difficult to organise learners into manageable groups. The Business Studies CAPS document is silent about the grouping of learners but in section one, subsection three of the general aims of the CAPS, it is stipulated that the CAPS aimed to produce learners who are able to work effectively as individuals and with others as members of the team. This suggests that teachers understand that for some activities they need to group learners and for some activities learners need to work as individuals. The CAPS document does not speak of any criteria to be followed when arranging learners as pairs or as groups. Teachers therefore use their own discretion in organising their classrooms.

Beck et al (2000) suggests that the student negotiation in the classroom can help students work in groups situations; improve communication and higher-order thinking skills. According to Dada et al (2009) group work should not be taken as one-size fits all in any learning environment, it is part of the teaching methodology but not suited for all classroom settings, teachers or curriculum programs. The introduction of mixed-ability groupings in the West Riding Yorkshire secondary school has worked effectively and smoothly provided teachers have undergone the in-service training courses on how to apply such groupings in their classroom (Pinar et al, 2008). The use of various groupings, pairs, or independent work to facilitate acquisition of content and skills must form part of instructional arrangement (Hoover, 2014). Bennie and Newstead concurs with Hoover (2014) grouping of learners may enhance social interaction which promotes classroom culture. Milan (2008) discovered that learners were grouped according to their abilities where they were labelled low and high achieving students.

According to Coetzee (2009) learners are grouped in terms of their abilities which is similar to what Milan (2008) discovered above. The fact that underperforming learners are given attention after group discussion promotes class segregation amongst learners in one classroom. This suggests that grouping of learners is important for effective learning however as Dada et al (2008) indicates that grouping is not a one-size fits all approach in teaching therefore teachers are to decide on the seating arrangement provided it allows them to achieve certain skills for a particular lesson or activity. Individualism is also important because it promotes self confidence and independence for the learners especially for presentation of business-related and assignment activities where learners are expected to work individually. Learners are also exposed to examinations where they need not have to work with others therefore teachers need to expose learners to different seating arrangement in order to achieve this aspect. This further suggests that teachers need to use all seating arrangements pertinent to a teaching activity.

4.2.9 TIME

The time allocated for teaching plays an important role in curriculum implementation because it determines whether the teaching and learner needs may be addressed appropriately. The teachers need time for planning, teaching, assessing, recording and issuing of the learner progress at the end of each term or semester depending on the requirements stipulated in the policy of the institution.

Teachers' files contain a personal timetable which included all periods for the week with free periods and the name of teacher. The duration of periods, the name of the school were not indicated. The personal timetable indicated four hours per week for Business Studies Grade ten. Teacher B on the other hand has a personal timetable which indicated the number of hours per week, registration and free periods. The name of the teacher and the school were not indicated. Periods are thirty minutes each (eight periods) and make up to four hours per week. Teacher D's personal timetable indicated fifty minutes period each for two days (Monday and Tuesday); Wednesday; Thursday and Friday are forty five minutes each. Teacher D has a personal timetable which indicated day one to three with fifty minutes period and day four and five with forty five minutes each. Teachers did indicate that they sometimes use extra tuition time after school hours to cover content and to assist learners who are struggling in some content topics.

School X has afternoon study from six to nine in the afternoon which are monitored and School Y uses Saturdays for three hours especially for revision purposes by affected teachers.

According to the Department of Education (2011) section two: the time allocation for Business Studies Grade ten is four hours per week. This time is allocated for contact time with the learners. Assessment is also included in these four hours. The time for planning, administrative activities and extra-curricular activities is not catered in these four hours. The teachers need to spend seven hours at school therefore the other activities are catered for in those extra hours. Penuel et al (2007) argues that since teachers were given enough time to plan the implementation and a focus on Globe content did assist them with feeling more prepared to facilitate the student inquiry. Msomi (2013) argues that more time should be allocated for assessment since assessment requires planning of a task followed by the criteria to be used when assessing learners' work. The correlations existed between the time span, the type of activity and coherence. Altrichter (2005) points out that it is important to ensure that are given enough time to generate learning materials. Orstein & Huskins (2004) indicated that the effective curriculum implementation requires time, personal interactions and contacts among implementers and planners of the curriculum.

For the new program to be implemented successfully more time is needed for planning and teaching (Bennie & Newstead, 1999). McNeil (1996) emphasised that for the program to be successfully implemented teacher released for time to undergo training increases the opportunities for the change to take place. The time to plan, demonstrate and revise the curriculum is important at all stages of the curriculum implementation. According to Van den Akker et al (2009) the time allocation should be equal to all other curricular spider web principles. It was clear that the researchers emphasised the importance of sufficient time for teaching with the purpose of implementing the curriculum effectively. The time allocation by different schools depend on school programmes as indicated on teachers' personal timetable. As teacher A and teacher B use thirty minutes period whereas teacher C and teacher D use forty five and fifty minutes periods, it was important to ensure that the four hours was covered for the week as indicated in the CAPS document. Teacher D has insufficient time because when adding up his

teaching periods they add up to one hundred and thirty five minutes which is five minutes short of the notional time.

The teachers need a minimum of four hours per week/cycle to teach Grade ten Business Studies. The CAPS document does not stipulate the teaching approach for teachers because there is no theory which stipulates the teaching method. This suggests that teachers may not be able to complete the content as contemplated in the CAPS document Annual teaching plan because if teachers use the approaches that are time consuming such as group activities all the time, the content may not be completed timeously. Although teachers may, employ different approaches, but according to Hoadley and Jansen (2012) the NCS as competence curricula is time-consuming. The teachers need to understand that although different approaches may facilitate the delivery of their lesson. The CAPS is more aligned with performance a curriculum which has a prescribed time frames and pace to follow in order to complete the content on time. The policy document should clearly indicate whether the CAPS adopts the teacher-centred or learner-centred approach so as to avoid failure as it happened in the OBE where the curriculum put more emphasis on learner-centred approach which confused teachers.

If the approach is not specified this may result in teachers using inappropriate approaching to teach some tasks which may cause learners and teachers themselves to be confused and lose focus. Since there is no theory guiding teachers on the approach to be used this may results in teachers sticking to their own approaches which may lead to the failure of the implementation of the curriculum. The duration of teaching periods in the teachers' personal timetable is not specified by the CAPS document therefore, teachers are allowed to decide on the duration provided it meets the four hours requirement per week/cycle. Teachers in this aspect are doing an acceptable work except for teacher D who needed to add the five minutes on her personal timetable. The issue of writing names of teachers and schools need to be revisited because that shows identity and it will make it easy for other curriculum administrators to identify the institutions in which the document belongs to. This may be helpful for monitoring purposes. It is also important that the times are indicated on the personal timetable so that the school management and outside stakeholders who may wish to provide teachers with necessary support will be in a better position to make appointments accordingly. McNeil (1996) suggests that

teachers need to undergo training to improve the teaching. This is a challenge in South Africa because teachers are not supposed to be frequently taken out of school; as a result teachers do not receive sufficient time for training. The district in which my research was conducted (Ugu) has schools which are deep rural therefore the transport is problematic for teachers who rely on public transport. It is suggested that the Department of Education needs to consider the demographic disparities of the country and review the policy on teacher support to ensure that teachers undergo relevant in-service programmes which may result in a proper curriculum implementation.

4.2.10 ASSESSMENT

Assessment as an instrument used to measure the performance of learners against the set standards for the learning environment plays a vital role in implementation of a curriculum. The CAPS have prescribed minimum assessment requirements which include both summative and informal assessment. The forms of assessment assist learners in preparation for examination and deepening the understanding of the content taught in the classroom.

Continuous assessment refers to the tasks administered throughout the year with the purpose of assisting learners to build up the marks for the final examinations. As a result the continuous assessment marks make up twenty five percent of the final mark in Grade ten and the examination is calculated at seventy five percent. The two marks are then added to make the final mark out of one hundred percent at the end of the year. While I was doing document analyses I discovered that teachers keep a file similar to the learners' files where in the assignment and controlled test are done for term one. For term two there is presentation and June examination, then for term three there is a project and controlled test. The tasks mentioned above are shown in the Programme of Assessment figure one below. These tasks form part of the continuous assessment and they are compulsory to be done by all learners doing Grade ten Business Studies. Assignment, project, presentation, controlled tests and examinations are referred to as formal (summative) tasks and they are recorded in marks sheets/books and in class grids for moderation purposes. I found that teachers have undergone school-based moderation and cluster moderation which is part of ensuring that assessment is done appropriately. Informal

assessment has been conducted in the form of class tests, assignments, homework, class work and projects.

During interviews, teacher C indicated that when doing assessment she uses various forms of assessment such as self assessment, peer assessment, tests, assignment, projects, baseline, oral question and answer sessions. Case studies, scenarios and previous question papers are used to prepare learners for examinations. Teacher D said: class work, homework, observations, summative and informal tests, assignments, projects and presentation are used to assess learners. Teacher B said: tests, assignment, oral tests, winning teams' activities, examinations, and controlled tests are administered in Grade ten.

According to Business Studies CAPS document section four learners should be exposed to informal and summative assessment. Informal assessment involves daily activities which need not be recorded but which are used as a stepping stone for formal (summative) assessment. Informal activities includes homework, class work, assignment and any other activity administered at school but which is not recorded and not used for progression purposes.

Summative assessment tasks are the tasks that make up a formal programme of assessment for the year and regarded as summative Assessment. Summative assessment is recorded for progression purposes. Examples of formal tasks includes tests, examinations, practical tasks, projects, data responses, report, case studies, oral presentations, demonstrations, performances etc. The formal (summative) task should cater for the cognitive levels which include thirty percent level one and two; fifty percent level three and four and twenty percent level five and six. Summative assessment form part of School-Based Assessment and they are recorded for reporting purposes which means that assessment must correspond with outcomes. Teachers use the codes and percentages for recording and reporting as outlined in figure two below.

According to Kennedy et al (2006) Bloom's Taxonomy is important when developing the learning activities and assessment tasks. It clarifies the cognitive level of an activity for the learner so as to achieve the learning outcomes. An assessment activity must clearly define the purpose and should not confuse learners (Msomi, 2013); meaning that assessment given to learners should have direction and clarity why they are being assessed. An assessment should

describe what learners are expected to do and followed by and assessment criteria. Lack of clarity in this area is almost always associated with negative evaluations, learning difficulties, and poor student performance (Toohey, 1999). Khoza (2013) says it is important to use the integrated assessment and testing forms which is sequenced to ensure the learner’s achievement level in order to provide appropriate feedback. The issue of including attained learning outcomes, formative and summative assessments should be prioritized. Dada et al (2009) agrees with Khoza (2013) that the assessment used should provide an opportunity for feedback to the learners. This appears to suggest that teachers are doing an acceptable work in terms of assessment but assignment needs attention because the cognitive levels are not catered very well in assignment given to learners. The Department of Education through School Management Teams and other curriculum administrators should provide more professional support on the basis of developing assignment of acceptable standard. Teachers are giving feedback to the learners as suggested by other researchers. Teachers are found to be following the Programme of Assessment as suggested by the Department of Education and understand the difference between formative (informal) and summative (formal) assessment.

Term 1		Term 2			Term 3		Term 4		
Asses sment	Assign ment	Test	Presenta tion	Mid- year	Project	Test	Year mark	Final exam	Total
Total marks	50	100	50	200	50	100	550	300	
Converted to a mark out of:		$550 \div 5.5 = 100$			300	400			

Table 4: Business Studies Programme of Assessment for Grade ten

Rating Code	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Table 5: Codes and Percentages for Recording and Reporting

4.3 CONCLUSION

Teachers do not have an idea where to indicate the reasons for implementing Business Studies Grade ten as it is not clear from the Business Studies CAPS where exactly they (teachers) must indicate the reasons for implementing the CAPS. The teachers' responses during interviews spoke about the purpose of Business Studies instead of the reasons why they teach Business Studies? The CAPS document is not clear where and when to indicate the reasons by the teachers. This may cause the confusion to the teachers. The aims and the objectives are not indicated in any of the teachers' documents and lesson preparations. The teachers understand the aims and the objectives of the subject but they do not align them with the lesson of the day. It is evident from the teachers' documents, lesson preparation, lesson presentation and interviews that teachers are clear with content in such a way that they explore other strategies to address the content. In their lesson, teachers used articles from internet and newspapers to teach the content. The fact that the CAPS document provides them with clear and structured content to follow may have contributed to such an understanding. Teachers' experience and creativity may not be ignored. Learner activities as outlined in the CAPS document are administered according to the requirements of the subject although they are not incorporated into the aims and objectives of the CAPS.

In terms of resources and teacher's role, teachers are doing well in these aspects because they use different types of resources to teach a lesson and they understand their role as facilitators in the classroom. Although there is not approach prescribed by the CAPS but teachers show creativity

and involve learners mostly during the lesson presentation. The classroom (location) and grouping of learners has not been given any attention by the teachers.

Classrooms are not decorated with attractive Business Studies teaching materials and learners are not seated according to the mixed-ability approach in order to ensure that the good learners assist the struggling learners. Teachers are following the allocated times according to CAPS document which is four hours per week/cycle although one educator was five minutes short. The challenge here is that the CAPS document does not specify the teaching approach to be followed in these four hours. Teachers therefore apply any approach seem relevant for that topic. When it comes to assessment teachers follow the POA as prescribed by the CAPS document and they give learners tasks according to the document. Teachers need to align their assessment task with relevant cognitive levels as in Blooms Taxonomy. It is therefore clear that some aspects of the curricular spider web received necessary attention. The teacher's role, resources, assessment and time seemed to be getting more attention as compared to aims and objectives, location, learner activities, content and grouping.

Principle	Number of words	
	Data analysis	Literature review
Aims and objectives	1449	1840
Content	1649	1238
Learner activities	420	800
Resources	1310	2662
Teacher's role	2406	3191
Location	497	843
Grouping	664	872

Time	1156	702
Assessment	923	1043

Table 6: Comparison of Data analysis and Literature review number of words and percentages

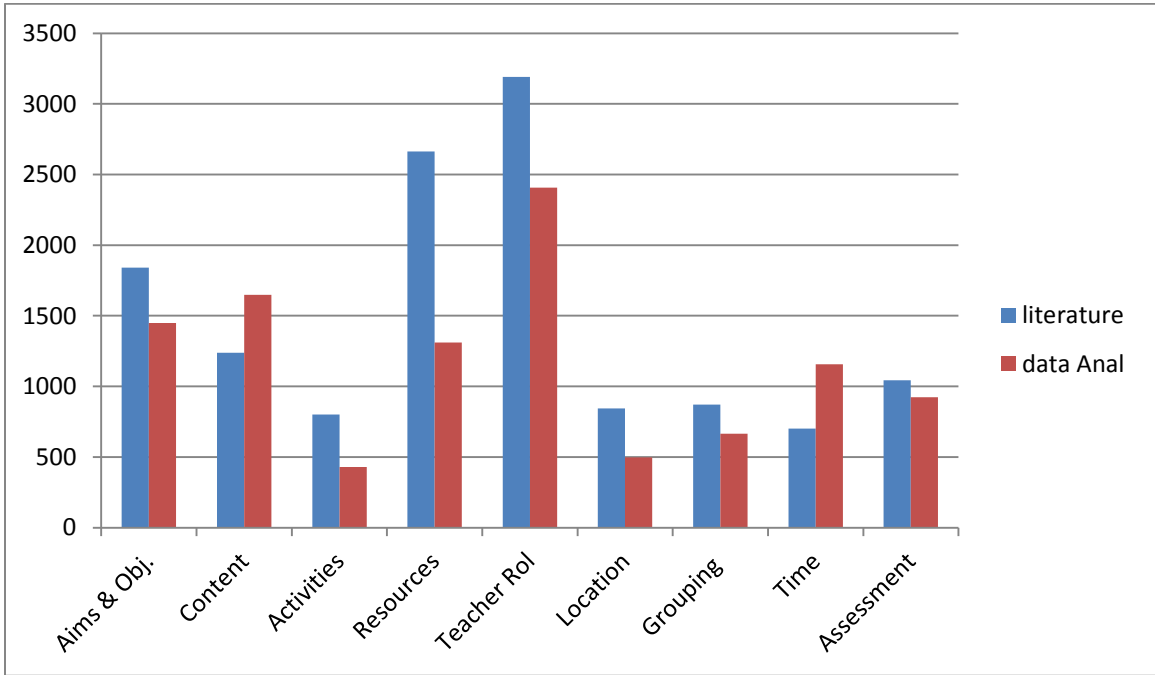


Figure 3: Comparison of Literature review and Data analysis results.

The table and graph above represents the results of literature review and data analysis results. The literature review showed that the teacher’s role, resources aims and objectives, content and learner activities are very important when implementing the curriculum. The findings indicated the teacher’s role, resources, time and assessment as leading principles when implementing the curriculum. It is clear that the teacher’s role is the most important principle when implementing the curriculum, followed by the resources, aims and objectives and time.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

Curriculum implementation plays a key role in transforming education and the society at large. It is for this reason that it is important that a research needs to be conducted on curriculum implementation right at its inception. This may ensure that proper input is forwarded to curriculum designers to avoid the repetition of mistakes experienced during the NCS. Curriculum and Assessment Policy Statement (CAPS) as new curriculum innovation has to be researched in progress in order to ensure the intended objectives are accomplished.

This study is framed by the principles of curricular spider web reveals that some components of curriculum have not been given sufficient attention by researchers. The time, location, grouping, learner activities, content and assessment seem to have not given depth in terms of research. The aims and the objectives, resources and teacher's role are seen to be taking a leading from both the literature review and findings.

5.2 RECOMMENDATIONS

5.2.1 RATIONALE

The literature states that the reasons to implement the curriculum should be clearly defined in the curriculum policy documents so that teachers became aware of the main reason to implement the curriculum. The teachers indicated that they implement Business Studies in order to equip learners with skills which may assist learners for future employment. They also indicated that passion and love of the subject as they are qualified in the subject encourage them to teach Business Studies, although the general reasons to implement the CAPS are not clear to the teachers.

The Department of Education needs to improve on the issue of the reasons for implementing the CAPS and train teachers to understand why the CAPS are being implemented. The teachers on the other hand need to go an extra mile in researching in order to come up with informative and constructive input on how the CAPS can be improved. The teachers should also find out for themselves the reasons for the implementation of the CAPS and conduct more research on

whether the intended objective of the Department of Education will be achieved. The Department of Education needs to provide more training of teachers because the system has many old teachers who feel secure in old teaching approaches. These teachers could not quickly adjust to new innovation hence they have been in the system for a long period of time.

5.2.2 The AIMS AND OBJECTIVES should be clearly specified in the learning materials of a new program. The CAPS do not specify the objectives per subject but indicates the general aims of the CAPS for all subjects from Grade R – 12. As a result, the teachers indicate the Business Studies aims and the objectives in their lesson preparations instead they orally state the purpose of Business Studies. The Department should clearly specify the aims and the objectives of Business Studies because in a performance curriculum the content is prescribed. Therefore, the aims and the objectives should also be determined to provide clear guidance to teachers.

5.2.3 The CONTENT seems to be fine with regard to the CAPS as researchers provided sufficient information pertaining to the content. It is recommended that the teachers are involved at all the levels of curriculum implementation to ensure adequate understanding of the content. Hoadley and Jansen (2013) describe the CAPS as performance curriculum which means that the curriculum meets the requirements of international specifications. This appears to suggest that in terms of the CAPS the curriculum is in line with requirements of the performance curriculum. Teachers are implementing the CAPS as specified in the Business Studies Annual Teaching Plan. It is recommended that the Department clarifies to teachers including other stakeholders that the CAPS is a performance curriculum which is different from NCS which was a competence curriculum. Therefore, it is content driven meaning that the teachers must teach according to predetermined and prescribed content.

5.2.4 On the basis of **LOCATION** (classroom) little emphasis put on by researchers which mean less attention has been paid to indicate the importance of the classroom in curriculum implementation. Teachers do not pay more attention on the important aspects to be considered to ensure that a classroom promotes a pleasant learning environment. This suggests that teachers' creativity is allowed to make decisions on classrooms organisation.

5.2.5 RESOURCES, the most important recommended resource by the literature is a prescribed textbook for every Business Studies learner. The CAPS do not have any prescribed textbook for Business Studies. As results teachers use different textbooks of their choice which is working against the CAPS as a performance curriculum. The Department should prescribe a textbook(s) for Business Studies in order to achieve the attained curriculum.

5.2.6 THE SEATING ARRANGEMENT (GROUPING) is important to improve the delivery of the content in the classroom. The literature review suggests that different seating arrangement such as pairs, groups and mixed-ability could be used in the classroom. The CAPS do not specify the seating arrangement. Teachers are therefore using different seating arrangement which suits their lessons of the day. Since the CAPS are content-driven it means the teachers need to arrange the seating of learners in a traditional way. It is recommended that the Department of Education specify the seating arrangement in order to avoid grouping of learners which is time-wasting and suitable for competence curriculum.

5.2.7 TIME is another important issue for curriculum implementation which includes time for planning, actual teaching and assessment. Business Studies has four hours per week. For the new program to be implemented successfully more time is needed for planning and teaching (Bennie & Newstead, 1999). For the effective curriculum implementation, teachers need to be trained on the effective use of minimum teaching hours per day as specified by the policy Altrichter (2009). The teachers use the four hours allocated per week to teach Business Studies using the Annual teaching plan with topics, content, resources and weeks without a specified approach. It is recommended that the Department of Education specify the approach to be used by teachers.

5.2.8 Looking at literature review and data analysis, the **TEACHER'S ROLE** is the leading curricular spider web principle in terms of scoring. The literature recommends that teachers should be facilitators of curriculum delivery whereas on the other hand the nature of curriculum at hand is contrary to the recommendations of the literature because the CAPS are content-based. Therefore, the teacher plays a leading role in teaching the subject following the prescribed subject policy documents which specified topic, content and resources. In a performance curriculum teachers cannot be facilitators because that is used in a competence

curriculum and it is time consuming. Teachers were using more than one approach which included facilitation and teacher-centred approach which means they are still applying the NCS approach that was accommodative of multiple roles when teaching Business Studies. This appears to suggest that the Department of Education need to specify the role of the teacher in the CAPS.

5.2.9 LEARNER ACTIVITIES. The Business Studies teachers are expected to administer informal activities which include class work, homework, class test, case study, source-based questions, and scenarios as a building block for formal (summative assessment). Summative assessment includes assignment, project, examinations, controlled tests and presentation which are recorded and used for promotions and progression purposes. The CAPS does not specify the informal activities for teachers but formal (summative) is specified and prescribed per term. The challenge with teachers in this aspect is that they do not link their activities to Bloom's Taxonomy especially the informal activities. It is recommended that teachers should align their assessment to Blooms' Taxonomy as it is stipulated in the Business Studies summative assessment where the cognitive and psychomotor domain is catered for. Cognitive levels are represented in terms of percentages which lower level (30%), middle level (50%) and higher level (20%). The psychomotor level is represented in terms of skills required in Business Studies. The challenge is that the affective domain is not addressed which involves values and attitudes. It is recommended therefore that the Department of Education enforces the inclusion of all domains in Business Studies.

5.3 CONCLUSION

This study as indicated in the chapter one and three intends to respond to two research questions namely:

- How do Business Studies Grade ten teachers implement the CAPS at two particular high schools in Ugu District?
 - Why do Grade ten Business Studies teachers implement the CAPS in the manner they do?

The CAPS as regarded in terms of Hoadley and Jansen (2012) performance curriculum needs further development in terms of areas identified above. The teaching approach is very important

to emphasise in order to ensure that teachers do not end up using the approach not relevant to the curriculum. The affective domain needs to be reinforced so as to ensure that Bloom's taxonomy is well covered. The aims and the objectives have to be retained to guide teachers in order for them to teach in accordance with curriculum design objectives. The general aims may confuse teachers especially the novice teachers. Teachers should use their experiences and learn how to differentiate between the subject purpose and the reasons when implementing the curriculum (CAPS). Teacher development and support should be given a considerable amount of time to ensure proper curriculum implementation and content delivery.

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Appendix B: Request to conduct research in schools

Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

1. Applicants Details

Title: Mr. Surname: Mlaba
Name of Applicant: Sifiso Muhle Email: Mlaba.sifiso@gmail.com
Tel No: 039 797 3700 Fax: 0866546317 Cell: 083 542 2390
Postal Address: P O Box 281
Creighton 3263

1. Proposed Research Title: The implementation of the CAPS by Grade ten Business studies teachers at particular high schools in Ugu District.

2. Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?

Yes	No
	X

If "yes", please state reference Number: _____

3. Is the proposed research part of a tertiary qualification?

Yes	No
X	

If "yes"

Name of tertiary institution: university of KwaZulu Natal

Faculty and or School: Humanities: School of Education

Qualification: Masters- Curriculum Studies

Name of Supervisor: Dr SB Khoza

Supervisors Signature _____

If “no”, state purpose of research: _____

4. Briefly state the Research Background

The researcher has chosen this study because of the direct involvement and personal interest in the subject. The researcher has taught the subject for a period of eight years and has observed the high failure rate in Grade ten. As the Business studies Subject Advisor at Sisonke District Office, the researcher has also observed poor performance in Grade ten during school support visits. The researcher has been motivated by other subject advisors to undertake this study as a contribution to efforts by other team of researchers towards addressing the problem.

5. What is the main research question(s):

- How do Grade ten Business studies teachers implement the CAPS?
- Why do Grade ten Business studies teachers implement the CAPS in a particular way?

6. Methodology including sampling procedures and the people to be included in the sample:

The qualitative case study

The study provides a detailed description of the case, an analysis of the themes or issues, and the researcher’s interpretations or assertions about the case. The researcher will focus on four Grade ten Business studies teachers at particular high schools

Context and Sampling

This study will use purposive sampling whereby four Grade ten Business studies teachers from particular high schools in Ugu District will participate in the research because they teach the subject (Business

studies). The study will involve four teachers from the accessible high schools (convenience sampling) will be chosen. Document analysis will be done, one-to-one semi-structured interviews with four teachers and observation of four teachers from high schools will be conducted.

7. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?

The researcher feels that the results of the research may assist the Department of Education, Curriculum designers, policy makers and other stakeholders with direct interest in Education. Curriculum designers will be able to identify gaps and amend where necessary before the challenges escalates. Educators and curriculum managers may also benefit from the results of the research to improve their teaching methodology in order to improve the learner performance. Learners will not be subjected to inefficient teaching methods which may endanger their future. Quality education will mean bright future and poverty alleviation from the learners and the community as a whole.

KZN Department of Education Schools or Institutions from which sample will be drawn – If the list is long please attach at the end of the form

<p>1. Sinamuva High School 2. Gobume High</p>		
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8. Research data collection instruments: *(Note: a list and only a brief description is required here - the actual instruments must be attached):*

Methods of Data generation /production

Three data generation methods will be used, which include amongst others semi- structured interviews;

document analysis and unstructured observations.

Semi-structured Interviews

The study intends interviewing four Grade ten teachers for sixty minutes each participant for semi-structured interviews for two sessions where participants will be tape recorded and the transcription will be done later.

Observation

For the purpose of this study the researcher will visit the schools to observe lesson presentation. The researcher will not fill in any schedule while the teacher is presenting but field notes will be taken as the description of what happens in the classroom.

Document analysis

For the purpose of this research teacher files with all relevant documents such as work schedules and lesson preparation will be used as valuable sources of information.

Data Production

The researcher will ask participants for convenient times and places for both semi-structured interviews and one-to-one interviews to be conducted. Class observations will be arranged in advanced. The methods and times should not cause any inconvenience to teaching and learning.

9. Procedure for obtaining consent of participants and where appropriate parents or guardians:

The consent forms will be hand delivered to principals of participating high schools and participants will be visited to their sites to hand deliver the consent forms and to explain the process and procedures of the study without any interruptions caused to teaching and learning. The participants will be met during their free periods and during break times.

10. Procedure to maintain confidentiality (if applicable):

Ethical clearance will be obtained the University of KZN to conduct research. Permission will be asked from the Department of Education to conduct research in schools. Schools will be requested to grant the researcher a permission to conduct research and observations and interviews will not disrupt the school

programs since they will be done during official school visit. Consent letter will be drafted and issued to participants who will include these principles: There will be no limit on any benefit that the participants may receive as part of their participation in this research project. There will be no material benefit from participating in the research. Participants will be expected to answer all the questions. Respond to each question in a manner that will reflect your own personal opinion. Your identity will not be divulged under any circumstance. There are no rights or wrong answer. All your responses will be treated with strict confidentiality. Real names of the participants will not be used, but symbols such as A, B, C or X, Y; Z ... will be used to represent participants' names. The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves. The participants will not be under any circumstance forced to reveal what they don't want to reveal. Audio or video recording will be made with the permission of the participant. After completion of the research project the information will be kept by the researcher and the supervisor, and will be destroyed after five years.

11. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):

Such questions will not be asked because the study is purely educational and it is about the implementation of curriculum.

12. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable): No

13. Research Timelines:

Document analysis will be done by the researcher for four days: class observations will take one hour per teacher which will be a total of four hours in different days and sessions: semi-structured interviews will be done twice on an hour session. The whole research will take two months.

14. Declaration

I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.

I, Sifiso Muhle Mlaba, declare that the above information is true and correct

Signature of Applicant

Date

15. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

Signature of Applicant(s)

Date

Appendix C: Principal consent letter

Box 281

Creighton

3263

04 June 2013

Dear Principal

I am undertaking a research project on “the implementation of the CAPS by Grade ten Business studies teachers at a particular high school”. Therefore, it will be highly appreciated if you could read this document and sign the declaration below.

The research is influencing the ways in which people are being educated and trained. South Africa, like any other developing countries, is forced to conduct studies of this nature in order to critically evaluate and improve educators’ methods. Therefore, this study aims at providing valuable information on the implementation of the CAPS by Grade ten Business studies teachers in order to improve the learner performance in the FET Phase.

Please take note of the following issues:

1. There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
2. Answer all the questions;
3. Respond to each question in a manner that will reflect your own personal opinion;
4. Your identity will not be divulged under any circumstance;
5. There are no right or wrong answer;
6. All your responses will be treated with strict confidentiality;

7. Real names of the participants will not be used, but symbols such as A, B, C or X, Y, Z ... will be used to represent participants' names;
8. The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
9. The participants will not be under any circumstance forced to reveal what they don't want to reveal; and
10. No audio or video recording will be made without your permission.

This research project is supervised by Dr SB Khoza. His telephone number is (031) 260 7595 at the University of KwaZulu-Natal and his email address is khozas@ukzn.ac.za

Thank you for your support, co-operation and valuable time: Best wishes from

SM Mlaba

Ixopo

Tel. 039 797 3700

Cell: 083 542 2390

Email: Mlaba.sifiso@gmail.com

Please sign the following declaration and include your full names as indicated:

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

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

.....
.....

SIGNATURE OF PRINCIPAL

.....
.....

DATE

Appendix D: Participant consent letter

Box 281

Creighton

3263

04 June 2013

Dear Participant

I am undertaking a research project on “the implementation of the CAPS by Grade ten Business studies teachers at a particular high school”. Therefore, it will be highly appreciated if you could read this document and sign the declaration below.

The research is influencing the ways in which people are being educated and trained. South Africa, like any other developing countries, is forced to conduct studies of this nature in order to critically evaluate and improve educators’ methods. Therefore, this study aims at providing valuable information on the implementation of the CAPS by Grade ten Business studies teachers in order to improve the learner performance in the FET Phase.

Please take note of the following issues:

1. There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
2. Answer all the questions;
3. Respond to each question in a manner that will reflect your own personal opinion;
4. Your identity will not be divulged under any circumstance;
5. There are no right or wrong answer;
6. All your responses will be treated with strict confidentiality;
7. Real names of the participants will not be used, but symbols such as A, B, C or X, Y, Z ... will be used to represent participants’ names;
8. The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
9. The participants will not be under any circumstance forced to reveal what they don’t want to reveal; and
10. No audio or video recording will be made without your permission.

This research project is supervised by Dr SB Khoza. His telephone number is (031) 260 7595 at the University of KwaZulu-Natal and his email address is khozas@ukzn.ac.za

Thank you for your support, co-operation and valuable time: Best wishes from

SM Mlaba

Ixopo

Tel. 039 797 3700

Cell: 083 542 2390

Email: Mlaba.sifiso@gmail.com

Please sign the following declaration and include your full names as indicated:

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

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

.....

.....

...

SIGNATURE OF PARTICIPANT

DATE

Appendix E: Interview schedule

- 1. RATIONALE (Why teachers are teaching Business Studies in Grade ten?)**
- 2. AIMS AND OBJECTIVES (Towards which goals are teachers teach Business Studies?)**
- 3. CONTENT (What are the teachers teaching in Grade ten Business Studies?)**
- 4. LEARNER ACTIVITIES (What are the learners' activities?)**
- 5. RESOURCES (What do you use in teaching Business Studies in Grade ten?)**
- 6. TEACHER'S ROLE (What role do you play in teaching Business Studies?)**
- 7. LOCATION (Where are the Grade ten learners learn Business Studies in Grade ten?)**
- 8. GROUPING (How are the Grade ten Business Studies learners being grouped?)**
- 9. TIME (How much time is allocated for teaching Grade ten Business Studies?)**
- 10. ASSESSMENT (How are the Grade ten Business Studies learners being assessed?)**

Appendix F: Transcribed interview

RATIONALE (Why are teaching Business studies in Grade ten?)

During the interview session teachers express different views and understanding with regard to the reasons for implementing the Business studies CAPS in Grade ten. The following responses testified the teachers understanding why Grade ten Business studies learners learning:

Teacher C replied that:

learners, e...we advise them on different subjects, then those who choose Business studies we sit with them as to get the reasons why they choose Business studies when we have three streams. Most of the learners, the reason they give is that one day as much as they want to work but they would like to be self-employed as in South Africa we have the socio-economic issues, as there is not enough job opportunities...they believe that by being Business studies learners they will be able to master the trade and be able to sustain themselves , at the same time they will be able to solve their problem that we have in South Africa – poverty cycle because most of them are coming from rural areas they are vulnerable learners so by going to Business studies they are able to see what they can do in order to enrich themselves and their families so that is the main reason they want to do Business studies...as Business studies teachers we advise them because we want them to be independent because once you are a learner it's very easy to acquire skills of being independent because most of the things that you do, you do them on your own without being assisted by anybody. We are trying to put that culture of being self-reliant, independent and able to meet the challenges because in commerce there are

always challenges.

Teacher D said she teaches BS: *In my own view learners are being taught Business studies so that one day they could be committed and become responsible citizens and they will be able may if they cannot find jobs in this South Africa which is characterized by unemployment, maybe they will try to have businesses but it's to impart knowledge, so that if its needed they can use it...*

Teacher A commented that she teaches business studies in order for the learners to:

With Business studies I think most learners, they want to learn BS for the purpose of using it after school after they have completed matric, because after all they learn certain skills that they can use to make a living for themselves like entrepreneurial skills, they can uhm... open their own businesses or start their small businesses somewhere, so that there can actually get income towards operating those particular businesses.

Teacher B said:

To gain knowledge, to use for future, so maybe one day they want to start their own business they have that background knowledge. In other words these learners will gain knowledge and skills.

AIMS AND OBJECTIVES (Towards which goals are they teaching?)

Teacher C indicated that the goals of teaching Business studies are to:

The goals of teaching e... Business studies is to make sure that the learner that comes out of the school is the learner that we teach in totality – by that we mean that is the learner that will be able to go back to the society and be able to acquire managerial, leadership skills which will be able to use in their everyday life because we cannot practice your management and leadership skills when you are having your own business but you can start by doing it while

you are at school, we give learners group task. As leaders to lead that groups and manage everything done by the group, as Business studies we give learners activities which enable them learners to gain life skills because if you don't have life skills you cannot manage the financial resources, so we give them that ability to manage funds.

Teacher D said:

What I think can help to teach Business studies learners will be able to survive in difficult situations they can encounter and also just to know what is happening around them and that Business studies as a subject is not a hidden subject, things that happen around and they will go around and understand what is happening in terms of businesses so that they don't think it's a foreign language maybe it's something that can be done by someone with a degree, after grade 12 they can be able to know that they learnt about forms of ownership and entrepreneurs, they can see if they posses those qualities, they can see not as something difficult.

Teacher B indicated that:

they learn about communication, to work together, to gain knowledge, to work together as a class, listening skills, sometimes its research because they have to do research also gain knowledge...

Teacher A responded by saying:

Ok, Business studies does not only teaches you about entrepreneurship but it also teaches about communication, management, team work – which is one of the most important skills that a person needs in life generally not only in business. I think those are very important skills that are necessary for kids to acquire during the lessons of Business studies. In order to assist the learners acquire the skills there are times where we give them group work, this actually assist to see if the child can be a leader or a team player. It's very important that they learn so that they will be able to work with other people, because in our lives everywhere we go we need other people in order for us to survive and succeed. So we give them group work, we test; we also give

them peer work so they teach each other if possible. Those bright ones teach the weaker ones. We also give them tests to see if they comprehend everything that have been taught to them...

CONTENT (What are they teaching?)

During the interviews teacher C said:

In Business studies first of all they learn to engage because business studies nowadays it has changed into a subject that deals with everyday scenarios. So they learn to engage, they learns to interpret and analyze the things that are happening everyday because when you teach them something in class during that time they will find it in their normal situation. So they are also able to integrate what is taught in class with the life situation. At the same time they are taught things like research skills which enable them to think logically and analyze. Because when they are given assignment, projects they collect that information before they analyze and present it. By giving them you also make sure that you one day they will be able to be public speakers. Because when they presenting in class they are gaining skills of what is needed when presenting. They are able to interact with people who are below in terms of level. Sometimes we send them to interact with the community who are not learned. By doing that at the same time we are applying CSI indirectly and they end up going to people and interact with them, they also learn from these learners so the community using the subject.

Teacher D responded by saying that:

They are learning how we can start business, how can you survive in the difficult environment like in the macro environment...e...they also .e... learning how other business are conducted. E....efor example forms of ownership and e....how to adapt and how, what are the qualities of being an entrepreneur especially it may look like it's a topic I like because it will make them to be able to see where do they stand.

Teacher B responded to the question about the content by saying:

They learn about forms of ownership, entrepreneur, the business environments and creative thinking, problem solving, self-management, time management and how to prepare a business plan, socio-economic issues, social responsibility, interrelationships between business functions and environments.

Teacher A said:

Ok, the content....it's about business, business environments. Ok they need to understand that as much as there is internal business or environment, they also have to take into consideration the external environment – things like macro environment that cannot control as well as the market – things that they can control by having influence by having some control at some level but cannot have full control. Ok they also learn about the forms of ownership – should they be able to open their own businesses one day – what are other forms of ownership that they are able to start, as well as how many members that they acquire to start these forms of businesses. We also teach them about stress management, ok management is stressful whether a business or life is in general. Businesses I think it's more stressful because I think they are dealing with money you have to on top of your game at all times. So they have to manage their stress so that they make good business decisions that can be profitable to them.

Question: What else they learn in Business studies?

Answer:

Ok, they learn about socio-economic issues as well as what can business do in order to try and address these socio-economic issues, they learn about contracts, ok we all know that in a business there actually need to be aware that there is going to be a time that they need contract, so the different types of contracts as well as what are some of the things that they need to be part of the contract – those fine lines that are part of the contract. They learn about business factors – business location, they cannot open business anywhere or everywhere but there are certain things that you need to look at for you to be able to open a business, they are also taught about presentation of business related information – they must be able to present business information to the stakeholders in a professional way, they are also taught the different type of equipments or

gadgets that they can use to make their presentations more interesting to the stakeholders or potential investors where possible. Learners learn about the Business environment, forms of ownership, stress management, socio-economic issues, contracts, business factors and presentation of business information.

RESOURCES (With what are they learning?)

Teachers indicated during interviews that they use different learning resources available at school and outside school.

Teacher C stated that:

our learners here, they are using the normal material which is provided by the school which is the textbook, exercise book but I tell them not only use those provided by the school they need to broaden their horizon so we ask them to go to libraries, they go to the internet looking for information.... They make sure that they read newspapers that got business news, like mercury business report so that they are going to be able to analyze the information that is there because we believe it makes business sense which is important to the learner in order to interpret the information because if you cannot interpret the information you are not able to make sound decisions. Even in our school tuck shop we make sure that commerce learners are involved, so that there will be able to apply managerial skills in terms of real life situations in business and we are able to monitor them because it is within the school. The tuck shop is used for fundraising but at the same time learners learn about business.

Teacher D responded by saying that learners:

Textbooks...eel... peer and also from each other and also in groups. Sometimes I group them but not often. Sometimes I group them because they are a big group. Listen to.....maybe news, TV maybe a particular program so that they can see how other things happen for example, there was once in SABC 1 a program about investors, where they were explaining concepts or business idea, then they will sponsor you. I asked them to watch it; they told me different stories about it.

Teacher A said:

...Ok, for BS we have been provided with textbooks, notes books, we also have access to the internet which simply means we can also to the computer lab if there is anything that needs a research. We also use newspapers, media a lot because they need to be aware of what is happening with businesses that we actually have.

Teacher B indicated:

textbooks, worksheets, notes, newspapers, sometimes we write on board summaries and sometimes they have to do research like assignment they have to do a questionnaire and interview businesses and all of that. They do research in library inside the school, sometimes they go but we encourage them to use the one because they say they go but only to find they did not go to the library. They have a library lessons and at break times they can use it.

TEACHER'S ROLE (What role you play in teaching Business studies?)

An interview session revealed the following: teacher C when asked the questions that what is your role in teaching Business studies in Grade ten?

She replied by saying that:

my role as a teacher firstly is to lead the learners, in leading them by making sure that I facilitate and when I facilitate I don't do things for them but I make them do things mine is to guide, motivate, support and monitor. Also I make sure that as a teacher I am teaching that learner must be different from a learner of another school. As much as we are doing the same subject but when that learner interacts with another learner from other school there must be something of an advantage of my learners compared to the other learner. Because even when we meet other schools and are interacting they must be sure that they are aware of current affairs not only what is taught in class. Because most of the time we find that our learners are not aware about current issues because there was a question about load shading they cannot answer because they

were not aware. So I make sure that every week there is a journal that I have read this and this is what I understand, then they will be able to know that its not only about the content itself, this content can use it for other purposes.

Teacher D said:

as a teacher you impart knowledge, facilitating the progress and get feedback...I go around and see if they are still in line, they are doing it in a correct way. That is my role, they I give them feedback how do I feel, so that they can still do better. If there is something that needs correction I have to speak to them. Maybe if I see mistakes I must first speak with a learner because other things you can feel it's a mistake but as a teacher you may not understand what a learner was trying to say if it's in writing but in words a learner could explain it better.

Teacher B responded to same questions asked from other teachers by saying that:

You need to be prepared and discuss information on the book and give them feedback after learning activities. Then give them activities and tell them that tomorrow we going to mark it, so they can do corrections plus I give them past papers for exams, so that they know how to answer the questions...

Teacher A said:

as a teacher I need to make sure that I am well prepared, its one of the most important things. I need to plan to make sure that whenever I go to class I know exactly what I am going to teach, I do not just go there and start looking at them with a blank face I need to be prepared at all times, so being prepared it simply means knowing the content that I am going to be teaching them. Ok, so whenever I present something to them they must feel that I know what I am talking about. I have to read information, I have to make sure that I actually find other sources as well not just

the textbook that is provided to them even bringing a newspaper and say go through this and now what are your thoughts about business. Everything actually that has to do with business. After the information that they gain here, there are going to use for their future. So it prepares in a way, for those who wish to be entrepreneurs one day. I have to make sure that the slower learners they actually get a chance for them to shine by making sure that we offer things like individualism. I know it's time-consuming but I have to make sure that each and every learner gets a fair chance because bright learners normally in class just talk out and the weaker ones are left standing having nowhere to go. So I have to make sure that I have my extra lessons, I have to make sure that I am a peer educator to teach them about life in general. I am also going to teach them about things that actually affect them in life.



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

16 August 2013

Mr Sifiso Mlaba 213570073
School of Education
Edgewood Campus

Protocol reference number: HSS/0681/013M

Project title: The implementation of CAPS by Grade ten Business studies teachers at a particular high school in Ugu District.

Dear Mr Mlaba

This letter serves to notify you that your application in connection with the above has now been granted full approval. **Full Approval – Expedited**

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. Please note: Research data should be securely stored in the school/department for a period of 5 years.

Best wishes for the successful completion of your research protocol

Yours faithfully

Dr Shenuka Singh (Deputy Chair)

/px

cc Supervisor: Dr SB Khoza
cc Academic Leader Research: Dr MN Davids
cc School Administrator: Ms B Bhengu & Mr T Mthembu

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Acting Chair)
Westville Campus, Govan Mbeki Building

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Website: www.ukzn.ac.za

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS





education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/404

Mr Sifiso Muhle Mlaba
P. O. Box 281
CREIGHTON
3263

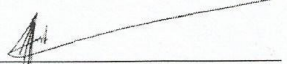
Dear Mr Mlaba

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **THE IMPLEMENTATION OF THE CAPS BY GRADE TEN BUSINESS STUDIES TEACHERS AT A PARTICULAR HIGH SCHOOL IN UGU DISTRICT**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2013 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following schools and institutions in Kwazulu Natal Department of Education.

1. Sinamuva High School
2. Gobume High School


Nkosinathi S.P. Sishi, PhD
Head of Department: Education
18 June 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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...dedicated to service and performance
beyond the call of duty