

**CLASSROOM EXPERIENCES OF LECTURERS IN
IMPLEMENTING THE NEW NATIONAL CERTIFICATE-
MARKETING: LIFE HISTORIES OF THREE FET COLLEGE
LECTURERS IN KWAZULU-NATAL**

BY

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DECLARATION

I, Josephine Yandwa Towani hereby declare that this dissertation represents my original work and that this has never been submitted to any other University, for any degree or examination. The use of other sources has been duly acknowledged.

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ABSTRACT

The merging of 150 technical colleges into 50 multi-site Further Education and Training Colleges brought with it a lot of change; one of which was curriculum innovation. The latest curriculum to be introduced was the National Certificate (Vocational); a three year qualification aimed at providing a vocational qualification to those exiting at level 4 on the NQF. One of the programmes on offer is the National Certificate-Marketing. Several subjects make up this programme but this study focuses on marketing. The choice to focus on this subject was motivated by my years of lecturing on the subject, my involvement as an assessor and Head of the Marketing Subject Committee.

The rationale of this study was to describe the classroom experiences of lecturers involved in the implementation of the National Certificate-Marketing programme. Data on the classroom experiences of FET college lecturers in implementing this new curriculum reform is absent. Out of four FET colleges that offer the National Certificate-Marketing programme, three colleges were chosen purposively. The sample comprised of two urban area campus sites and one rural area campus site.

The theoretical poles underpinning the study are Phenomenology and Globalisation. Being qualitative in nature, the study sought to find the meanings that these lecturers have attached to their classroom experiences. To this end, Limited topical life history accounts of three FET college lecturers in KwaZulu-Natal were undertaken. The use of in-depth semi-structured interviews and photovoice as data collection methods were well suited to achieve this. The degree of flexibility that these methods offered enabled me to collect rich data that unveiled the classroom experiences obtained when implementing the new curriculum.

The narrative approach was used to analyse the data. Main themes were drawn from these narratives and these were discussed in the last chapter. Both the findings and the discussion may have implications for management of classrooms, training of lecturers, and support for new lecturers and the enrolment of learners.

In summary, the findings of the study suggest that lecturers have had a lot of challenges in implementing this curriculum including lack of proper initial training, inadequate resources, learner diversity, lack of commitment and enthusiasm from learners, increase in workloads, overly bearing recording and reporting processes and insufficient support structures. It was noted that these findings are similar to those of other education sectors both at home and abroad.

In spite of these challenges, this study noted the enthusiasm, dedication, commitment and robustness with which the participants in this study have thus far implemented the curriculum. The ingenuity in their work and passion for their learners was also clearly demonstrated throughout the interviews and photovoice sessions.

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A heartfelt thank you to the three FET college lecturers who participated in this study. Their availability and willingness to supply me with data is what enabled me to proceed and describe the experiences obtained in their classrooms as they have implemented the NC-Marketing curriculum. The lessons I have learnt from interacting with them are priceless.

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ACRONYMS AND ABBREVIATIONS

C2005	Curriculum 2005
ESASS	External Summative Assessment
FETC	Further Education and Training College
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
LSEN	Learners with Special Education Needs
NATED	National Technical Education curriculum
NCFE	National Committee on Further Education
NCV	National Certificate Vocational
NDOE	National Department of Education
OBE	Outcomes-Based Education
OECD	Organization for Economic Co-operation and Development
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SAGs	Subject and Assessment Guidelines
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training

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CHAPTER ONE

BACKGROUND

“Africa needs change to ensure its development. Reform in education must be the starting point towards meaningful social change”

(Julius Nyerere, 1974)

1.1 ENTER NATIONAL CERTIFICATE VOCATIONAL

The National Certificate-Vocational, a learner-centred approach to teaching and learning, and Outcomes-Based in nature was introduced in Further Education and Training Colleges (FETC) in 2007. Further, Education and Training according to the Education White Paper 4 (1998) is all learning programmes that are registered on the National Qualifications Framework (NQF) from levels 2 to 4 as determined by the South African Qualifications Authority Act, 1995 (Act 95 of 1995) and corresponds to the present Grades 10 to 12 in the school system .

The new curriculum was introduced in FET Colleges with a matrix of 11 programmes each comprising of 3 Fundamental subjects, 3 Vocational subjects and 1 Elective subject. The elective subject could be chosen from any field or programme thus providing for a wide range of permutations available to learners. From the onset of these changes, FETCs were expected to emulate the business world in the running of their colleges so as to be responsive to the needs of the business community and in the long run, be able to operate as fully autonomous institutions (Akoojee, Gewer and McGrath, 2005; McGrath, Akoojee, Gewer, Mabizela, Mbele and Roberts, 2006; Akoojee, 2008).

This study focuses on one area of the programme offering in this matrix. This is the Marketing programme is known as National Certificate-Marketing or NC-Marketing.

The Marketing programme package consists of English, Mathematical Literacy and Life Orientation as fundamental subjects; Marketing, Advertising and Promotions and Marketing Communication as vocational subjects and a choice of any elective subject that particular colleges have the ability to offer and which learners would like to enrol for. The focal point of this study is on the subject Marketing within this programme. The study aims to describe the classroom experiences of lecturers involved in the teaching of this subject.

1.2 THE STUDY IN CONTEXT

In this section, the domestic and the international context of educational reform are provided. The first sub-section deals with the domestic context and provides a coherent account of changes specific to FET colleges. The next deals with the international context with a brief focus on the cases of Kenya and Zimbabwe. Lastly, it provides the case for Vocational Education and Training renewal and reform as a world-wide phenomenon.

1.2.1 The domestic context

In the last decade, the educational landscape in South Africa has witnessed a roller-coast of changes, all of which have been significant. The need for change is undoubtedly not an issue of debate given the history of inequalities inherited after apartheid. For as Chisholm, Motala and Vally (2003) rightly put it, “the post-apartheid educational system in South Africa emerged out of one of the worst systems of inequalities and disparities in the world” (p.xvii).

Nonetheless, since the ushering in of the democratic Government in 1994, “previously separated and racially segregated economies have since given way to a single united

economy with all races equally represented and participative" (ibid). As a consequence, the new educational system is premised on the right to education and training as enshrined in Chapter 2 of the Bill of Rights of the Constitution of South Africa.

Thus, as Chisholm et.al (2003) report, the focus of all education policies have revolved around " the restructuring of school education, the integration of education and training, the transformation of the curriculum, the reconstructing of the bureaucracy and the improving of the educational infrastructure in general" (p.5).

It is from this back-drop that further education and training, upon full development, was visualised as "providing access to high quality education and training within a differentiated system, which *would* offer a wider range of learning options to a diverse range of learners, including school-going young people, out-of-school youth, young adults and the larger population" (Education White Paper 4, 1998, p.14).

However, this dream would not be realised if curriculum, inter alia, remained unchanged. For as Hlophe (2003) postulates, curriculum issues are always at the centre of any attempts to transform any inherited educational system. He further argued that curriculum change for the further education and training band in South Africa was more important because "further education and training is situated at the intersection of a wide range of government policies that are critical to the construction of the new South Africa" (p.105).

Thus, further education and training curricula was found wanting in many respects including non- alignment with either the NQF or OBE principles, not being responsive

to employers' needs, not embracing the values of life-long learning and lacking innovation (Hlophe, 2003; Akoojee, 2008). Sibukashe (2005) concurs with, and places emphasis on the fact that curricula change in South Africa was necessary because the old curricula were only serving the needs of the few minority of the apartheid era. Thus, curriculum change was seen as a way of including the cultures and values of the marginalised majority.

It was thus a small wonder that Further Education and Training Colleges witnessed a spree of different curricula the latest one being the National Certificate –Vocational. Vocational, because it was envisaged to provide the learner with the necessary knowledge, skills, values and attitudes required for the workplace.

Jansen (2001) has provided a significant analysis of policy that accompanied the various changes that have taken place in the education landscape of South Africa. Further, Gewer (2001) and Potgieter (2008) provide an account of how changes in the education landscape have specifically influenced change in the further education and training arena. It was clear from the onset that the symphony with which these policies and prescripts resonated was the same – “to provide diversified programmes offering knowledge, skills, attitudes and values that South Africans require as individuals and citizens, as lifelong learners and as economically productive members of society” (Mokgatle, 2003, p.21). The paragraphs that follow provide a detailed account of these developments.

1.2.1.1 An account of Curriculum change in the FET Colleges

The April 1997 Report by the NCFE on 'A framework for the transformation of FET in South Africa' which culminated in the Green Paper on FET (1998) titled 'Preparing for the 21st Century through education, training and work' recommended that the college sector be developed and expanded into a vibrant further education and training sector which would allow access to all learners. These recommendations culminated into the White Paper on FET (1998) titled 'A programme for the transformation of the FET'.

The tone for the transformation of further education and training was set by the White Paper on FET '*A programme for the transformation of FET*' Aug 1998. The aim was to provide a policy framework which would address the fragmented and non co-ordinated FET system. The policy clearly outlined the importance of FET in contributing to Human Resource Development thus making it the interface between Education and Training and Skills Development Strategy initiated by the Department of Labour.

It became clear from the above policies that FET was seen not only seen as an avenue that would bridge the skills gap domestically, but one which would help the country as a whole to "chart its course in the global competitive world of the 21st century" (Education White Paper, 1998, p.14).

Thus, by providing the policy foundation and scaffolding for the new responsive, effective, efficient and accountable FET system, the central features of this system were envisioned to be:

- a new governance framework
- a new framework for programmes and qualifications
- a new quality improvement and assurance institution
- a new funding system that would provide an important lever for system change (Education White Paper, 1998, p.14).

The FET sector is a pivotal and diverse segment of the overall education system in South Africa and perhaps the most complex of all. Pivotal, as it was now seen as bridging the gap between school and university and between education and employment. Complex, because it comprises of learners completing formal compulsory schooling; older learners returning to study; full and part-time students; those on day release from training schemes; those in the workplace and those in the classrooms of the various FET Colleges (Mokgatle, 2003 p.617).

The FET Act 98 of 1998 followed shortly after. Backed by the Education White Paper 4 (1998), it's purpose was to make provision for greater institutional autonomy and financial control. Thus, it provided for a "broader mission and remit of the new institutions" (Fisher, Jaff, Powell & Hall, 2003, p.328). Further, the Act clearly stipulated the need to enable students acquire the necessary knowledge, practical skills and applied vocational and occupational competence, and to provide students with the necessary attributes required for employment and entry into a particular vocation, occupation or trade or entry into higher education institutions.

It was clear from the FET Act that the skills development agenda of government was resting squarely on the 'shoulders' of the FET sector. The need for FET Colleges to take

their place was also becoming evident for as Gewer (2001) reported, “at the heart of FET policy implementation was the push to transform Public FET Colleges to become key drivers of the system” (p.133). With this, curriculum reform and institutional restructuring was seen as an important avenue for setting the pace for the necessary reform.

In 1999 the merger and declaration of Technical Colleges as FET institutions in line with the FET Act was made. This was followed by the announcement by Department of Education of its Statement of Priorities delivered on 27 July 1999, in which nine key areas were prioritised. Of these, two had a direct bearing on curriculum change that was to take place in further education and training. These were priority number six – Enabling active learning through outcomes-based education; and priority seven – creating a vibrant further education and training sector (Mokgatle, 2003).

Side by side with this development was the promulgation of the Skills Development Act, 1998 which reinforced the agenda of human resource development through education and training. In 2001 the National Skills Development Strategy was released. In it the strategy of how the skills shortage gap was to be closed through education and training was disclosed. With the *Draft Criteria for Declaration of FET Institutions* outlining the optimal form that colleges should take once the process of transformation was complete, the *'New institutional landscape for FET Colleges'* was published in July of 2001.

It stipulated the merger process of 150 technical colleges into 50 multi-campus colleges and the privatization of those colleges. The purposes for the transformation was clear – to promote better efficiency of resources and learner participation; and to position

colleges to better respond to the needs of the labour market (Gewer, 2001). FET Colleges were now required to offer programmes aligned with the NQF and registered within the FET Band.

Gewer (2001) argued that though FET Colleges were now positioned to address issues of economic demand at the level of the interface between education and work, a major challenge was found with programmes then offered by Colleges. The predominantly national programmes (NATED) were criticized for being outdated, having over-emphasised theory and lacking practical experience (Gewer, 2001, Hlophe, 2000). In addition, these programmes were not subject to external quality assurance. Colleges were also found to be overly dependent on government for funding and little evidence existed of innovation in programme offerings (Gewer, 2001, Hlophe, 2000).

In 2004, the Draft Re-capitalisation Plan was announced. The funding for programmes to be offered at FET Colleges was now to be based on responsive programme delivery. In this way FET Colleges were forced to align their programmes with the needs of the communities they serve and in line with commerce and industry (Hall, 2005). The implication of this was that programmes offered by FET Colleges would require achieving a balance between theory and practice and would need to include substantial focus on workplace experience. Gewer (2001) claims that “DoE funding regime forms the foundation for orienting FET institutions to outcomes-based education and training” (p.141).

Indeed, it was this funding that became a motivating factor in the transformation of curriculum from the NATED traditional syllabus to a more outcomes-based that was to meet the requirements of the NQF. By 2005 the announcement of R1,9 billion for FET College Re-capitalisation came as no surprise. FET Colleges were expected to build

infrastructure that was aligned to the requirements of the new demands of an outcomes-based syllabus. In 2006 the *Qualification Policy Framework for FET programmes* was gazetted. The first mention of the National Certificate (Vocational) programmes was found here. The changes in policy mentioned earlier and this present change signaled that FET Colleges were now to offer programs determined by thorough analysis of needs of the community, the regional economy and in line with national priorities (Gewe, 2001; Hall, 2005). Programmes offered would also be subject to external quality assurance by Umalusi. By July of 2006, Curriculum for the 11 FET priority programmes was published with implementation of the first level in 2007. Thus far, this curriculum has been running for four years in FET Colleges.

The basis of the NCV curriculum like the C2005 is outcomes-based. This is in keeping with the principles of the NQF. OBE is a learner-centered, results-oriented approach whose central feature is making learning relevant to the learner and their projected life experiences. It assumes that every learner has a potential to learn. It therefore, “advocates for teaching approaches that encourage learners to think for themselves, to learn from the environment and to respond to wise guidance by teachers who value creativity and self-motivated learning” (Motala et.al, 2003, p.588). The purpose for the change was to allow learners to acquire the understanding and ability for operating in a broader political, social and economic context (Motala et.al, 2003).

However, criticisms labelled against OBE abound. Challenges faced by those implementing OBE also abound (elaborated on in chapter Two). The NCV, being underpinned by OBE principles shares similar criticisms as any other programme with

the same ethos. Three criticisms are now presented below. Firstly, OBE has been criticised for being complex, confusing and at times contradictory (Jansen, 1999). The many terminologies that teachers/lecturers have to get accustomed to may act as deterrents to the success of an OBE curriculum. Teachers/lecturers need to be upskilled in many cases when curriculum has changed (Young, 2006), more so when it is outcomes-based.

Secondly, OBE is criticised for its overly simplified “claims and assumptions about the relationship between curriculum and society” (Jansen, 1999, p. 147). To suggest that OBE is a solution to economic growth is flawed. This claim is evident in the rhetoric on why the FET Colleges needed to change curriculum. FET Colleges are placed at the intersection of the world of education and that of work. Through the new OBE curriculum FET Colleges are expected to produce learners who understand and have the ability operate in a broader political, social and economic context (Motala et.al, 2003). After, four years of running the NCV is this the case?

Thirdly, OBE in South Africa is criticised for not having taken into account contextual factors that individual schools/ Colleges are faced with. The R1.9 billion set aside for college infrastructure may not have significantly solved the problems of resource shortages. OBE assumes that all schools/colleges have the necessary skilled teachers/lecturers to implement its agenda (Jansen, 1999). This may not always be the case.

1.2.2 The International context

Young (2001) gives a comprehensive comparative analysis of the changes that have taken place in South Africa as paralleling those in the United Kingdom. It is clear that South Africa’s educational framework was imported from New Zealand, Scotland and

the UK. In all cases the reason for educational change and by implication curriculum reform was to devise systems that would produce a citizenry which would be able to respond to global influences and participate meaningfully in their home economies. Notwithstanding this, this study chooses to give examples of curriculum reform from the African perspective by looking at two African countries, whose background is similar to South Africa and who, like South Africa turned to educational reform as a means of addressing inequalities.

Nieuwenhuis (1996) in advancing the case for educational reforms in Kenya and Zimbabwe posits that “these countries had inherited underdevelopment, and racially segregated educational systems that were characterised by inequalities...” (.p.5). Thus these countries, like South Africa, set out to reform or restructure their education systems, adjusting the length of the education cycle, changing curriculum content and linking education and training to perceived requirements for national socio-economic development. In both countries educationists and education policy makers had been confronted with the search for specific kinds of education that would best address the needs of its citizens. Brief accounts of each are now provided.

For Kenya, curriculum reform focused around changing the status quo of education vis-à-vis a “different socialisation process” and the desire to influence the “racial and ethnic prejudices” (Nieuwenhuis, 1996, p.56) nurtured by the colonial era. Main debates surrounded the relevance of academic curriculum as opposed to vocationalisation of curriculum. This is the same debate that has graced the boardrooms of educational policy makers in South Africa and that of the Department of Labour.

Zimbabwe’s initiation of curriculum reform was to “make education more relevant to the needs of its people” (Nieuwenhuis, 1996, p.82). This was the birth of ‘Education

with production' a view that strove to integrate academic subjects with practical aspects to enable people to solve real life issues. Similarly, this language is found in the OBE curriculum of the National Certificate-Marketing.

1.2.2.1 The case of Vocational Educational and Training (VET) renewal and reform

The purpose of this sub-section is to highlight the renewed focus on the international platform of the role that VET plays in skills development and economic growth (Ashton & Green, 1996). The last twenty years have been witness to policy discussions and implementation of the transformation of technical and vocational education and training in many countries (McGrath, 2006). Ashton & Green (1996) affirm that "rarely if ever has the education and training of the large majority of the workforce been seen as the central lever of economic growth" (p.1).

This global development of a demand for skills that education and training are designed to meet has been evidenced in countries such as Germany, New Zealand, UK, Sweden and Switzerland, Botswana, Lesotho, Mauritius, Mozambique and Namibia (Ashton & Green, 1996; Akoojee et.al 2005; and McGrath et.al ,2006). Debates concern the renewal of vocational education and training and the urgency with which this should be done (Akoojee et.al, 2005; McGrath et.al, 2006, Crouch, Finegold & Sako 1999)

Driven by a belief that a transformed VET would address the problem of youth unemployment and "provide skills development geared to current and projected economic opportunities and challenges" (McGrath et.al, 2006, p88), various stakeholders hold consensus that VET transformation is necessary if this goal has to be realised.

Of particular note to this study are two aspects; the first is that specific elements of VET reform have emerged out of “ideological certainty of neo-liberalism”. Second, curricular reform is one of the ten issues impacting on VET policy and practice (McGrath et.al, 2006, p.89). As public, VET has often been criticised for its outdated curricular vis-à-vis relevance to industry (McGrath et.al, 2006, Akoojee, 2008). It is against this backdrop that a growing attention is being given to transforming VET curricular both in South Africa and in other countries. Crouch, Finegold & Sako (1999) maintain that commerce and industry have a high stake in this debate for two reasons; firstly, in the short run they stand to benefit from the “improved quality of the potential supply of labour which would exert a downward pressure on wages and salaries;” secondly, in the long run they would gain “competitive advantage to more highly skilled markets” (p.18). The transformation of VET by the introduction of the NCV programmes has also been highly applauded by businesses here in South Africa (Hall, 2005).

In South Africa, the publication of the 11 NCV programmes in FET colleges is a re-assertion and re-definition of the distinctive vocational role that colleges will play in the educational and training for skills development (Young, 2006). However, the debate that the renewal of vocational educational and training is the gateway to economic growth and global competitiveness has not gone without criticism.

Ashton and Green (1996) and Crouch et.al (1999) argue that there seems to be no direct correlation between the assumption that improving education and training immediately creates new jobs. This is often an outdrawn process which is often undermined in the VET reform debate. Crouch et.al (1999) also maintain that government often relegates the responsibility to judge what skills are to be provided and by what means, to individual firms. To defer such decisions to businesses is to negate the collective responsibility with society of the need to develop necessary skills.

1.3 FOCUS AND PURPOSE OF STUDY

The interest in the study is informed by my years of work experience in a Public Further Education and Training College. Several changes have occurred, including the merger of 150 technical colleges into 50 multi-sited FET Colleges, recapitalisation of college infrastructure into 21st Century state-of-the-art institutions, transfer of FET college lecturers from being state-paid employees to College Council employees. The most significant to this study, is the introduction of new qualifications – the new National Certificate (Vocational) at NQF levels 2, 3 and 4 and the phasing out of the NATED N1-N6 courses.

Comment [U1]: The sentence is too long

The focus of this study is on the subject of Marketing. As was explained in the introductory section of this chapter, marketing is one of the vocational subjects offered in the programme Marketing. The choice to focus on this subject is motivated by my involvement as an assessor, lecturer and Head of the Marketing Subject Committee. Thus, describing classroom experiences of lecturers in implementing this subject would provide insight into how other lecturers have experienced the implementation process.

Cognisance is given to research and other contributions made thus far in this sector. These include, inter alia, Dlulemnyango-Sopotela, (2000); Barnes, (2005); Boonzaaier, (2003); Basson, (2007); Young, (2006); Akoojee, (2005); Akoojee, Gewer and McGrath (2005); Cosser (2001); King and McGrath (2002). McGrath et.al (2006); Akoojee (2008); Gamble (2004) and Akoojee, McGrath and Visser (2008).

Thus, while these contributions are acknowledged, many gaps still exist for further research in the FET sector (Wedekind, 2008). If government has placed the issue of further education and training at the heart of its agenda in addressing the much

lamented skills shortage, and if FET Colleges are the main avenue that this could be achieved, does it not then make sense that much research should be generated in this area?

Nonetheless, very little has been researched in the areas such as; why lecturers choose to teach in FET colleges; what qualifications are needed to teach at FET colleges and where are these obtainable (Wedekind, 2008); are programmes such as the National Professional Diploma in Education currently offered by University of KwaZulu-Natal to FET college lecturers meeting their needs; are FET college lecturers well-motivated and an effective component of the college system ready to take on challenges of transformation (Akoojee, 2008); and other similar areas. Of particular note is also the absence of data on the classroom experiences of FET college lecturers in implementing curriculum reforms and what factors influence such implementation. Interestingly, Wedekind (2008) in his review of available research literature in the South African Further Education and Training Colleges noted that research done in this field since the 1990s has been dominated by Human Sciences Research Council (HSRC) and a few NGOs and individuals.

However, even then there is limited research that focuses on the lecturers themselves. Furthermore, Wyngaard and Kapp (2004) have also made mention of the absence of data in looking at the effect that mergers have on academic staff. They found that little (if any) research has been done on psychological experiences of academic staff in potential or completed mergers in South Africa. It has already been pointed out that 150 technical colleges were merged into 50 FETCs. The experiences of these lecturers after the merger are important to know.

Of note also is the absence of updated data on the biographical profiles of FET college lecturers by the Department of Education (Wedekind, 2008) or in some cases, even colleges themselves (Akoojee and McGrath, 2007). More so, data on how lecturers are currently experiencing the implementation of the National Certificate Vocational in their classroom needs to be unveiled.

It is therefore hoped that this study will make a contribution by opening a window for College Management, staff teaching other vocational programmes and parents as to what experiences are obtained when implementing this new curriculum. It is also hoped that this study would assist the Department of Higher Education and Training and the South African Qualifications Authorities in understanding how the National Certificate Marketing has unfolded at grassroots level. In addition, it will also provide a platform for anyone wishing to carry this research area forward.

1.4 KEY RESEARCH QUESTIONS

This study has two main objectives; to describe the classroom experiences of lecturers implementing the National Certificate–Marketing in three FETCs and to contribute meaningfully to the body of knowledge being generated about the FET college sector.

To this end then, two key research questions were answered:

1. How have lecturers experienced the implementation of the National Certificate–Marketing in their classrooms?
2. What factors have influenced the implementation of the National Certificate–Marketing in the classrooms?

1.5 LIMITATIONS

Research subjectivity

Having worked in an FET college for a number of years and having been one of the pioneers in the implementation of this new curriculum, the possibility of my own perceptions and prejudices interfering with the findings concerning the classroom experiences were eminent. I was fully aware that if the potential for bias was not eliminated, or at least minimised, the reliability of the data would have been compromised. Thus, in order to minimise this, two other colleges were included in the study bringing the total number of participants to three. The data collected from the colleges other than where I had worked before were a basis for triangulation. It was perceived that these sites would bring in a neutral stand point that helped minimize bias.

In qualitative research having multiple sites is encouraged because of the “perceived neutrality of each setting” (Mouton, 1996, p.155). In the same breath however, Mouton (1996) cautions of inherent potential bias of each setting arising from the impressions that the researcher would have of each setting. This I had to guard against.

1.6 DEFINITION OF TERMS

Curriculum Framework – the philosophical and organisational guideline for a specific curriculum

Elective – optional credits/subject that may be of personal interest or professional relevance or that open the door to a range of possible career and vocational choices.

Fundamental – the learning which forms the grounding or basis needed to undertake the education, training or further learning required for obtaining a qualification.

Lecturer – as provided for by the FET Bill, 1998, means any person, who teaches, educates or trains other persons or who provides professional educational services at the colleges and who is appointed in a post on a lecturer establishment under the Act.

National Qualifications Framework (NQF) – the framework provided by the Minister of Education for the registration of national standards and qualifications in the education and training system.

Outcomes-Based Education – a learner-centered, result orientated approach premised on the belief that all learners can learn and succeed. It implies that learning institutions control the conditions for success.

Vocational – a combination of subjects believed to address skills training in specific occupations.

1.7 CONCLUSION

In summary, this chapter provided the introduction, context of the study, the account of curriculum change in FET sector and also presented the key objectives and key research questions to be addressed by this study. The focus and purpose of the study was also provided arguing that the lack of data on how lecturers experience the implementation of the new National Vocational-Marketing is the main motivator for choosing the topic. Also included is an explanation of key terms as used in this study.

The remainder of the study is structured as follows:

Chapter 2 – is Literature Review

Chapter 3 – is the Methodology and Theoretical Framework

Chapter 4 – is Data Presentation, and

Chapter 5 – is Discussion and Conclusion

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

“You may not be interested in globalisation but globalisation is interested in you”

(Samir Dasgupta: *The Changing Face of Globalisation*, 2004)

2.1 INTRODUCTION

This chapter is divided into two sections. The first section presents literature review. The aim of literature review, as was so aptly put by Balie (2007), is to give an overview of what research has been done on a particular topic and thus identifying what knowledge gaps exist and what conclusions have been drawn from the work done. It also provides an overview of any other literature written on the topic. For this study, it meant finding out what research has been done on how teachers/lecturers in other fields of education experience curriculum reforms and what other literature exists on this topic. In doing so; an argument was presented that curriculum reform has not been peculiar to FET Colleges.

The second section outlines the theoretical underpinnings for this study aiming to provide a lens through which lecturers’ classroom experiences could be analysed.

2.2 LITERATURE REVIEW

This section discusses two sets of literature review. The first looks at how teachers have experienced curriculum reform implementation in South Africa. The second highlights literature on how teachers and lecturers have experienced vocational curriculum reform in other countries.

This study does not restrict this literature to the field of further education and training but has considered experiences of lecturers in other fields of education as well. This study notes the absence of data directly relating to the FET colleges in South Africa with reference to how lecturers experience curriculum reform.

2.2.1 How have teachers/lecturers experienced curriculum reform in South Africa?

Davey (2006) investigated the recontextualisation process of the National Curriculum Statement from conceptualisation to realisation in the classroom using the Bernsteinian description. The vertical process of role-players from the National Department of Education, through to the Provincial, Regional, District and eventually the school revealed that each role-player possessed a somewhat 'different' curricula agenda to the other. Moreover, in spite of some teachers having attended training workshops and cascading this information to teachers who did not attend the workshops, the results still showed that curriculum policies as envisaged by policymakers were not implemented or disseminated exactly as originally stated. The reasons stated for this were, among others, that teachers translate curriculum policy in the context of their own experiences. In addition, insufficient management support, learner diversity and the unavailability of resources were factors cited as impacting on implementation.

The study by Govender (1999) further exposed teacher's experiences around curriculum reform when he set out to investigate the perceptions and experiences of some Grade One teachers in implementing Curriculum 2005. Govender (1999) aptly observed that teachers' conception of OBE was varied. He also observed that the way OBE was implemented was also varied and often leading to the mismatch between what curriculum designers had initially intended and what was actually being implemented.

These variations in conception and implementation led to uncertainty among teachers as to whether they were actually doing what was intended. Of particular note to this study were the findings that Grade One teachers lacked basic skills and concepts to successfully implement C2005.

Contrary to the findings of Govender (1999) are those of Hiralaal (2000) whose findings show that most teachers agreed to understanding the objectives of the workshops held for Grade One teachers in preparation for C2005. Teachers here also claimed that support material was readily available. However, the similarity is found when teachers voiced concern over the paucity of the pre-implementation training. That is why Govender (1999) argued that there was a huge gap in the skills teachers possessed with the skills required to implement curriculum reform. But all too often, policy-makers make flawed assumptions that qualified teachers exist who can easily make sense of new curricula.

The findings of Govender (1999) are not too far from those of Eshun-Wilson (2001) who, in investigating secondary school teachers' perceptions of the challenges in a changing educational system, found that educational change had yielded more negative perceptions than positive. It was reported that teachers felt frustrated about change and that there was high absenteeism. Teachers also felt that the change was hastily implemented. The results of this study revealed that, when educational change is speedily implemented and teachers are not involved in the core process, they tend to experience feelings of helplessness or may just resign to neutrality. Even though the study also revealed that teachers were disappointed with the change, it also showed that in the midst of such uncertainties, teachers were able to develop coping strategies such as teacher-to-teacher mentoring.

Oakes, (2001) on the other hand, set out to establish what difficulties Grade Seven teachers were experiencing in the implementation of C2005. His findings revealed that teachers identified the lack of resources as a major obstacle experienced in implementing the new curriculum. In addition, teachers said that they lacked the necessary confidence required for successful implementation of curriculum reform citing factors such as lack of assistance, increase in workload, the required recording and reporting processes, educator stress and the lack of necessary qualifications to rollout the curriculum as the main contributing factors. The findings of this study are not unique to C2005, for as Fullan (1999) argues, all forms of educational change come with a level of uncertainty.

Not too far from the findings of Oakes (2001) is Clark (2005) whose study embarked on ascertaining the 'Preparedness of Grade Ten teachers in managing and implementing curriculum change from the Interim Core Syllabus of R550 to the Further Education and Training program' which was implemented in 2006 in High Schools. The main findings revealed that teachers in disadvantaged schools continued to use traditional teaching methods and lacked effective interactions with learners. This evidence pointed the blame to insufficient training and preparation given to teachers to identify with and comprehend the further education and training principles and policies.

Strengthening the argument is Sibukashe (2005) whose intention was to determine how prepared lecturers at FET institutions were for OBE implementation and what impact such implementation would have on available infrastructure and material. Like Clark (2005), he found that though teachers had undergone some form of training in OBE methods, they felt that this was insufficient. It was also clear that teachers preferred the 'old methods of teaching' as it ensured syllabus control.

For this reason most teachers did not foresee OBE methods succeeding in FET institutions. This has implication on this study as the NC-marketing is under-girded by OBE principles. Basson (2007) confirmed the above in his study addressing the challenge of assessment in an outcomes-based curriculum reporting that “lecturers struggle to bring their assessment practices in line with policies” (p.4). He further argued that even though most lecturers had received training as assessors, this had not provided them with sufficient knowledge to implement outcomes-based assessment. In his findings, problems of increased workload, administration, paperwork and increased learner numbers were cited as major challenges to successful implementation of assessment practice for an outcomes-based curriculum.

Alluding to this fact is Blignaut (2005) who posits that the context in which teachers implement curriculum, teachers’ epistemologies and learner diversity have an impact on how teachers translate curriculum from policy to practice in the classroom.

Though it could not be claimed that all studies presented above speak directly to teachers’ experiences, they do nonetheless have a bearing on lecturer’s experiences obtained in the classroom in FET colleges. Thus, this study acknowledged their significance in pointing to the possibility of how FET college lecturers would experience the implementation of the new National Certificate-Marketing.

2.2.2 How have teachers/lecturers experienced curriculum reform in other countries?

Literature reviewed showed that teachers' experiences in implementing new or reformed curriculum varied. This section provides a few accounts of some of these variations.

The first case is that of Levin and Nevo (2009) who explored teachers' beliefs on learning and teaching in the context of a trans-disciplinary curriculum in Israel. The study was conducted in a single elementary school in central Israel where teachers were exposed to a constructivist approach to teaching and learning and the concept of trans-disciplinary curriculum. Couched in an interpretive paradigm the study was a 3-year longitudinal action research study. Classroom observations, questionnaires, metaphors and reflective questions were used to collect data. This study revealed that when the underlying philosophy of curriculum innovation differs significantly from teachers' beliefs, teachers are forced to restructure their beliefs. Such change however, takes time and demands considerable support. If this is not provided, teachers may fail to produce the change that is required of them.

On the other hand, Drake and Sherin (2009) aimed at identifying strategies that elementary teachers use as they work with a reform-based curriculum for the first time. The question they sought to answer was "What happens when teachers use written curriculum materials that are based on the goals of the mathematics education reform being advocated in the US?" Drake and Sherin (2009) argued that often new curricula is used to introduce teachers to reform recommendations with the hope that using such materials would foster change in instruction.

They were quick to observe that a set of curriculum materials did not determine the nature of instruction in any straight forward way. On the contrary teachers' ability to read and interpret materials "depends greatly on what the teacher knows, including his or her knowledge of the subject-matter, and of the teachers' and students' belief about instruction" (p.475). The results of this study revealed that no teacher implements curriculum reform exactly the way that policy-makers envisage hence supporting the findings of Davey (2006). On the contrary, teachers go through a process of negotiating the curriculum both before; during, and after instruction and this process involves reading, evaluating and adapting the curriculum.

These results are of importance to this study as they have a bearing on the experiences that obtain in the classroom. It may also suggest for this study that because the process of reading, evaluating and adapting curricula is individual specific, classroom experiences created may vary considerably.

In another study by Dlamini and Mndebele (2008) whose purpose was to determine the perceptions of vocational high school teachers towards a newly established vocational education programme in Swaziland, found that teachers were in favor of the new vocational curriculum. One of the questions posed was "what constraints/barriers have been experienced in the implementation of the vocational programme?" Using a survey of 71 teachers teaching in 16 vocational schools, the findings revealed that teachers perceived that the new vocational programme was relevant in equipping learners with business skills in readiness for employment. However, constraints regarding the lack of instructional equipment, infrastructure and other resources were a major impeding factor to the smooth implementation of the new programme.

Lastly, the study conducted by Kirscher, Poell and Seezink (2009), focused on identifying teachers' individual action theories in relation to programmes of professional development designed for them. The aim was to gain insight into how teachers viewed their roles and the boundary conditions within competence-based PreVocational Secondary Education (PSVE). The result that bears relevance to this study is that while teachers "felt and expressed a need to receive further training in order to provide better support for their learners" (p.211), the current in-service training provided to them on education and training programmes were insufficient for long term results. These programmes, more often than not, were designed by people who were not directly involved in teaching vocational programmes and not the teachers themselves.

2.2.3 Implications for this study

This study found the findings of the studies above as being insightful and adding value to the understanding of how teachers/lecturers have experienced curriculum reform. It also confirms that much research has been done in other fields of education both at home and abroad of how teachers and lecturers have experienced curriculum reform. The process of literature review also established the absence of data related to classroom experiences of FET college lecturers regarding curriculum reform. For even Kirscher, Poell and Seezink (2009) concur with this as they commented on the state of affairs in the Netherlands that "little empirical research has been conducted on the process of competence development in practical settings, especially concerning teachers in vocational education" (p.205). In South Africa, the closest data there is about FET College lecturers is that provided by the National Department of Education statistics of 2002 and 2004 to which Wedekind (2008) warned that the data is very "quantitative and makes no distinction between specialisation, qualifications and experience" (p.15). Moreover, it may seem that the data has not been updated as the number of lecturers

employed in 2002 was 7000 and this remains the same for 2006 (Wedekind, 2008). Akoojee and McGrath (2007) have also attested to the difficulty of obtaining updated data in Public FET colleges. They further expressed concern that difficulties experienced in obtaining such data may compromise the reliability of the data.

2.3 THOERETICAL **PILLARS** OF THE STUDY

The study is located in an Interpretivist paradigm or framework. Interpretivism focuses on the subjective matter of social sciences – people and institutions. It reflects the distinctiveness of humans as against the natural order. Mouton (2007) posits that a “framework is a tool that is used to organise one’s thinking” (p.141). A theoretical framework thus, will provide ways of how this study would make sense of the environment that surrounds FET college lecturers (Mouton, 2007) and the implementation of the new curriculum.

The view in Interpretivism is that knowledge is personal, subjective and unique (Cohen, Manion and Morrison, 2007). It is these subjective experiences which are taken “seriously as the essence of what is real for *participants*” (Blanche, Kelly and Durrheim, 2006, p. 277, italics added). As a researcher, making sense of peoples’ experiences involves interacting with them and carefully listening to what they say. Interpretivism does not seek to isolate and control variables as in positivism. On the contrary, it seeks to harness and extend the power of ordinary language and expression to help in understanding the social world we live in (Blance et.al 2006).

Comment [U2]: How about theoretical framework? This is more acceptable academically

Further, Cohen et.al. (2007) posit that interpretivism is useful in retaining the integrity of the participants as efforts are made to “get inside the person and to understand from within *to the point that* the imposition of external form of structure is resisted, since this reflects the viewpoint of the observer as opposed to that of the actor directly involved” (p.21) (*italics mine*).

The application of interpretivism requires that two important principles be adhered to. First, the researcher needs to consider her/himself as the primary instrument of research. For unlike positivism in which tried and tested instruments are relied upon, it is the researcher who is the primary instrument for collecting and analysing data when an interpretive inquiry is chosen. As such, skills of listening and interpreting become paramount for researchers embarking research in this paradigm.

The second is the context. Context plays an important role in understanding the communicative intentions of a researcher. For as Blance et.al (2006) posit, “...the meaning of human creations, words, actions, and experiences can only be ascertained in relation to the contexts in which they occur” (p.275). These contexts include both personal and social. For FET College lecturers this implies reading their contexts within the confines of the FET college environment and in relation to factors that surround them.

Blance et.al (2006) however, warn that the greatest challenge of using interpretivism lies in showing how “one has used one’s subjective capacities and where one may have lacked the necessary empathic understanding to make proper sense of the phenomena being studied” (p.277). This warning was taken seriously through out the process of data presentation.

Notwithstanding the warning above, an interpretive approach was seen as the best way to gain access to a deeper understanding of FET College lecturers' classroom experiences. The choice of an interpretive approach is further strengthened by the argument advanced by Nieuwenhuis (2007) that "most interpretive researchers start from the premise that access to reality is only through social constructions such as language, symbols, consciousness and shared meaning" (p.59). For this study, it meant understanding classroom experiences through lecturer's social constructions. The aim was to understand classroom experiences through the meanings assigned to them by lecturers. In so doing, cognisance was made that classroom experiences are part of the social world that surrounds these lecturers.

With this, two theories underpin the study - Phenomenology and Globalisation.

2.3.1 Phenomenology

The first theory relevant to the study is Phenomenology. Vandenberg (1997) defines phenomenology as the "definition of phenomena in the lived-world, or the description of the movements of consciousness that enable one to become aware of phenomena, or both of these together" (p.10). The Stanford Encyclopedia of Philosophy (2008) records that Phenomenology could be understood in two ways: As a disciplinary field or as a movement in the history of philosophy. As a disciplinary field it relates to other key disciplines namely ontology, epistemology, logic and ethics. Phenomenology as a disciplinary field is what concerns this study. The Stanford Encyclopedia of Philosophy (2008) further concurs with the definition provided by Vandenberg; that it is the study of 'phenomena' or things as they appear in our experience or the ways we experience things and place meaning on them. Simply stated, Cohen et.al (2007) say that it is a theory that advocates "the study of direct experiences taken at face value" (p.22).

Sokolowski (2000) put it this way, in phenomenology, even though we are biological and psychological beings and that even if our perceptions and judgments require a brain and nervous system and subjective reactions, when “we get into the activity of judging, verifying and reasoning, we formulate meanings and achieve presentations that can be distinguished from our biological and psychological way of being” (p.116). These, he claims can be communicated to others who themselves have subjective feelings that are unlike ours and that these could also be used as premise in arguments.

Phenomenology, therefore, merely reveals the different ranges of human experiences possible, what worlds people live in, how these experiences may be described and how the use of language has the power to disclose these worlds (Van Manen, 1997).

Further, Van Manen, (1997), suggests that there are certain pedagogical features upheld in phenomenology; “focus on common everyday life experiences rather than weighty epistemological or ontological issues; a normative orientation rather than trying to hold on to a value free ideal of social science; the inclination to push off abstract theory in favour of reflecting on concrete experiences; an implicit agreement that phenomenological inquiry requires a reflective scholarship as well as a developed talent for writing insightful texts” (p.53). This study in looking at the experiences of lecturers in implementing the NC-Marketing, acknowledged this features. Further, in order to bring lecturers’ classroom experiences to the fore, Cohen et.al (2007) suggest the use of reflection.

In their book they also identify three distinguishing features of phenomenology, viz: a belief in the importance of subjective consciousness, an understanding of consciousness as being active, meaning bestowing and a claim that there are certain essential structures to consciousness we gain direct knowledge from only by a certain kind of reflection. It is this reflection that assists in accessing the experiences of participants. Moreover, the study by Emme and Kirova (2006) in which photography was used as a means to phenomenological seeing suggests that in some instances participants may need to be assisted to recall and make meaning of their experiences. For them, photography was the means to achieve this. This study adopted a similar approach in its data collection (explained in Chapter 3).

Thus, phenomenology invites one to stand back from rational involvement with things and allows one to understand the world from a different plane – that of disclosure (Sokolowski, 2000).

2.3.1.1 How does this fit into the study?

Van Manen (1997) posits that interpretive phenomenology offers the possibility of exploring the many possible ways research participants experience and meaningfully understand their world and their relations to others. He argues that “every phenomenological text is only an interpretation of a possible experience” (p.53). As a researcher therefore, understanding this became critical as it meant going into the research process with an open mind that allowed different experiences of lecturers to unfold albeit on the same phenomena while remembering that interpretive phenomenology seeks to understand how phenomena are experienced by human beings (Lindegger 2006).

To this end, two concepts employed in phenomenology are significant to this study: Experience and Meaning.

A) Experience

Experience as used in this study, is that which involves both perception and thought. In the words of Stevenson (1982), experience is “sensibility-the capacity for sensory awareness, and is understanding-the ability to make judgments about what one is aware of” (p.1). Thus, this study considers those classroom experiences that lecturers have sensory awareness of and also those that they are able to make judgment of. This study emphasises that this judgment is not rational but rather may be highly subjective.

Change in curriculum is an experience which lecturers in the FET colleges have undergone. This change in their lifeworlds is something that has come upon them and must be endured (Emme and Kirova, 2006). Heidegger (1982) put it this way; “to undergo an experience of something - be it a thing, a person, or a god, means that this something befalls us, strikes us, comes over us, overwhelms and transforms us. When we talk of undergoing an experience, we mean specifically that the experience is not our own making; to undergo here means that we endure it, suffer it, receive it as it strikes us and submit to it” (p.57). Undoubtedly, this is the scenario that FET college lecturers have found themselves in – an experience of curriculum reform which is not of their own making.

Different literature on phenomenology revealed that using the lens of phenomenology would also assist me in “understanding the relationship between the ‘knower’ and the ‘known’ (Gordon, 1997; Emme and Kirova, 2006; Heidegger, 1982).

For knowers' develop awareness of phenomena through the interpretation of experience," (Gordon, 1997, p.147). Therefore, by using the lens of phenomenology, the prospect of tying the implementation of the new curriculum to classroom experiences was foreseeable and possible to me.

B) Meaning

Davison (1992), refers to meaning as the "configurational and gestalt quality of activity" (p. 37). This is to say that actions that individuals go through have significance for them and these actions are related to each other in meaningful ways. As changes continue to occur, they have the potential to influence the individuals' future actions. Thus we can expand the meaning of meaning that it is "the intentional correlate of the disclosedness which necessarily belongs to our original understanding" (Van Manen (1997; p.57). It is the understanding we attach to experiences in the lifeworld which produces meaning. The process of meaning-making further "contains arguments, analysis, inference, synthesis and various devices such as metaphors which aim at procuring, producing, clarifying and presenting meaning" (p.57).

The meanings that these lecturers have attached to their experiences will undoubtedly vary as each will depend on the process of meaning-making undergone by each one. Therefore, this study kept to the advice provided by Van Manen (1997) that the primary purpose of phenomenological text is not to argue a point or present theory but rather to show meaning. To achieve this, phenomenology aids by providing a means through which "exploration of meaning at its core" may be achieved. For how we know, come to understand, interpret and experience" is the arena for phenomenological discourse (Gordon. 1997, p.148). Suffice then to state that phenomenology recognises and places value on human experiences.

Therefore, this study addressed the phenomena of classroom experiences as it was revealed in consciousness and in lived experiences thus avoiding the imposing of previously derived theories (Gordon. 1997). It is also these lived experiences within a social context of the classroom setting that this study described.

2.3.2 Globalisation

Literature showed that various debates on globalisation exist. This resulted in a sobering conclusion that supports and concurs with Vongalis-Macrow, (2008) that globalisation is a highly debated, divisive and contested concept. Further, many views exist on whether this concept or phenomenon is to be welcomed or resisted (Webbstock, 2008).

Some definitions see globalisation as a process which happens when countries adopt similar business, social, technological and economic tendencies which permeate even the political, cultural and environmental spheres and this in turn, impact on everyday life (Claasen, 2000; Korsgaard, 1997).

Others, as in the case of Dehesa (2006) define it as “a dynamic process of liberalisation, openness, and international integration across a wide range of markets, from labour to goods and from services to capital and technology” (p.1). The definition that seats well with this study, however, is that provided by Ritzer (1998), that it is a “process of spreading neo-liberal economic ideology throughout the globe, entailing the commodification and trade of knowledge” (p.202).

Webbstock (2008) picks up and emphasises the point that the commercialisation of higher education has entailed surrendering the control of the 'knowledge agenda' over to outside interests which are more often than not, determined by market forces. This influence has also seen higher institutions of learning being run as corporates.

The definition above captures the essence of the stimuli that catalysed events in the FET college sector whose influence has in turn, been felt by lecturers. Two issues from this definition are important for this study. Firstly, the acknowledgment of neo-liberalism as one key aspects of globalisation which, as you will see later, has had a major effect on the FET colleges and secondly, the commodification of knowledge which has precipitated structural changes in the FET colleges and in someway, also pledges allegiance to the issue of 'policy borrowing', a phenomenon witnessed in the reformation of South Africa's Education (Young, 2001; Jansen, 2001; Motala, 1997).

The effects of globalisation vary. These effects have made in-roads in many sectors of different countries for a long time. This is to say that globalisation is not a new phenomenon rather it is one that has unfolded gradually and as it has done so, has intensified its effects due to the ease brought about by information and communication technology advancements (Dehesa, 2006).

Globalisation therefore, also affects educational systems of nation-states (Claasen, 2000). Claasen, (2000) explains that the influence of globalisation on education is seen in aspects such as the recognition of credits, qualifications frameworks, value placed on training and standards for vocational training. Further, education is no longer offered for one's role in the community but rather for the global economy (Claasen, 2000; Vongalis-Macrow, 2008; Dehesa, 2006)

This study has adopted the approach provided by Vongalis-Macrow (2008) who purports that there is an explicit link between globalisation and the global market economy. This means that globalisation is directly responsible for the growth of global markets. Once this link is appreciated, the influence of globalisation on the need for education systems and in particular to this study, FET colleges to transform and be able to address the new needs of the global market will be made clear. Vongalis-Macrow (2008) argues that the more countries are exposed to global forces the more they 'open' up their economies with a view to developing a competitive economy.

Vongalis-Macrow (2008) claims that economic globalisation is an umbrella term for the reinvigorated global market and global capitalism underpinned by the agendas of global agencies including UNESCO, OECD, and the World Bank. It is these that provide sources of funding and advice that stimulate reform initiatives. These become, to many a government, new political allies.

2.3.2.1 How does one identify globalisation?

How can globalisation be identified? Perrons (2004) suggests that to identify globalisation, one has only to look for its characteristics. These include, inter alia; world markets, technology, corporate restructuring, changing role of states, movement of people and adoption of neo-liberal ideology and policies. These characteristics for Vongalis-Macrow (2008) are divided into three.

Financial capital

Financial mobility around the globe has been made possible by electronic communication, greater liberalisation of economic systems, accelerated communication technologies and deregulation of markets.

As an aspect of globalisation, financial mobility calls for the “maintenance of continued and foreseeable market confidence to facilitate future global investments and profitability” (ibid; p.10). The mobility of financial capital plays a significant role in both directing and regulating education reform and in the provision of training to the citizens.

Economic capital

Economic capital has given rise to trade in knowledge. The value of a nation or country on the global front depends on its ability to trade information efficiently rather than material goods (Perrons, 2006). Furthermore, the reliance on conceptual skills and knowledge coupled with advances in technology has opened up trade in information, knowledge and in ideas (Vongalis-Macrow, 2008). The influence of this on education and training is that education now functions to train and educate for technical and knowledge competences required for working and living within the global economy (Vongalis-Macrow, 2008; Wilson, 2005, King and McGrath, 2002).

Social capital

Vongalis-Macrow (2008) refers to social capital as “a means to reconcile the competition of the open market with social values” (p.11). It is seen that the social and cultural development derives value from globalisation or capitalism as a mode of development. Further, she posits that “social capital provides the framework for the management of potential excesses and division between those able to cash in on the global economy and those who are less able...” (p. 12). For education, this manifestation comes in the form of the renewed emphasis on the link or relationship between institutions of learning and the communities around them (ibid).

Badat (2000) prefers to separate these aspects into two dimensions. Calling the one descriptive, and the other, prescriptive. The descriptive dimensions include rapid increase in speed of communication and contact made possible by ICTs, expanded and more rapid capital flows, acceleration in worldwide social and leisure activities, to mention but a few. He refers to the prescriptive as including the move to “liberalisation of national and global markets believing that free mobility of trade will produce the best outcome for growth and human welfare” (n.d).

Thus, the presence of any one or several of these features in nation-states signifies an attempt to either remain globally competitive or a desire to enter into the global arena. Whichever the case, globalisation is a phenomena which has been experienced by all.

2.3.2.2 What does this mean for education in South Africa?

The aspect of globalisation that has had the greatest impact for South Africa’s education and training arena is that of neo-liberalisation.

Badat (2000) reports that the main features of neo-liberalism include; market forces determining supply and demand of goods and services; privatization of state assets; deregulation of the economy; cuts in public expenditure such as health, education and welfare; outward orientation of the economy for the export of goods and services; free trade and liberalization; and flexible work organisations and labour processes. South Africa has been no exception in adopting these tendencies especially after it’s first democratic elections in 1994.

The following sections provide an account of how neo-liberalism has influenced the education landscape in South Africa and curriculum reform in the FETC. The first section deals with South Africa’s adoption of neo-liberal policies on a macro level and

the last shows how these have manifested in education and curriculum reform in the FET Colleges.

2.3.2.3 Neo-Liberal policies at a macro level and their influence on educational change

Neo-liberalism is a belief in the efficacy of the market forces in determining production priorities, distribution and consumption of goods. It includes the interconnectedness of policies governing states such as trade liberalisation, flexible and deregulated labour, low levels of public debt and privatisation of public utilities, to mention but a few (Perrons, 2004).

In South Africa, many economic policy frameworks were developed both in preparation for the demise of apartheid and its aftermath. The first was the Growth through Redistribution which was a forerunner to the more influential Reconstruction and Development Programme (RDP). The adoption of the RDP which stipulated demands for a more radical, social and economic transformation of a democratic nation was to set the pace for the many policies that followed that were couched in the language of neo-liberalism. It is here where South Africa's desire to be globally competitive became apparent. The RDP set out to achieve the following, inter alia, meet basic needs, develop human resources, build the economy by making it competitive globally and democratise the State.

This was later to be followed by the launch of the Growth, Employment, and Redistribution (GEAR) and now the Accelerated and Shared Growth Initiative-South Africa (AsgiSA) and the Joint Initiative for Priority Skills Acquisition (JIPSA) (Akoojee, 2008). The influence that Further Education and Training was to play in this regard was made clear in the Report of the National Committee on Further Education in which it

become evident that FET was now being seen as one of the integral vehicles in addressing the social, economic, political and cultural development of the country and in redressing the inequalities of the past (Akoojee, 2008; McGrath et.al, 2006).

The emphasis on education and training as one of the important pillars to South Africa's transformation process was influenced by agents of globalisation. These have been responsible for the emergence of an intermediate and high skills discourse which imposes new conditions of competitiveness in order to attain higher quality manufacturing and productivity both based on the premise of a more highly skilled workforce (Kraak, 2001; Akoojee, 2008; McGrath et.al, 2006). Kraak continues to argue that it is this high skills thesis that influenced the development of macro-economic and educational policies. He adds that it is this challenge of achieving global competitiveness that led to the pre-position of "linking education reforms to macro-economic, industrial and labour market reforms to achieve synergy and thus be able to meet the global challenge of competitiveness" (p.90). Three implications for education and training are evident here.

Firstly, that education and training is the gateway into the global market and thus demands citizens to continue a process of life-long learning. Secondly, that education would give individuals better employment opportunities throughout their life.

Thirdly, that education and training is a key variable for competitiveness of individual enterprises on the global market hence opting for a unified and integrated education and training regulatory framework (Korsgaard, 1997; McGrath et.al, 2006; King and McGrath, 2002).

In South Africa, the latter was seen in the shifting from a divided, elite education and training system that was characterised by racial and ethnic segregation to one which is a more open and unified education and training system (Korsgaard, 1997). With South Africa being very low on the world scale of skilled people, the high skills discourse became even the more attractive (Korsgaard, 1997). As with all nations globally South Africa was faced with the realisation that education and training were decisive factors in international economic participation.

2.3.2.4 Neo-liberal policies and influence on FETC curriculum reform

Kraak (2001) argues that change in education policy discourse in South Africa has been shaped by “dramatic developments of the early 1990s both in South Africa and in the world at large” (p.87). To be specific, two pressures precipitated change in the FET sector. These are; firstly, change arising from socio-political demands that have to do with redressing the destruction of apartheid in the educational realm, and secondly, change to respond to socio pressures brought about primarily by globalisation and South Africa’s re-entry into a highly competitive and volatile world economy (Kraak and Hall 1999).

This study argues that the changes that have taken place in the FET colleges in the last eight years have had, as a catalyst, neo-liberal policies as explained in the preceding sections. As nations are faced with the realisation that the acquisition of knowledge is now a decisive factor in industrial production and global competition, skills acquisition throughout one’s life has become an important avenue enabling one to remain competitive both at home and abroad. The implication of this for education and training is that, it had become priority on the political agendas of many countries and South Africa has not been an exception. The account on curriculum change in the FET college has been provided in Chapter One and it is not intended to be repeated here.

Nevertheless, a few points of emphasis in relation to influence of Neo-liberal tendencies are necessary.

The National Education Policy Act, 96 (No. 27), the Green Paper on FET *Preparing for the 21st Century through education, training and work*, 1998, the White Paper on FET *A programme for the transformation of FET*, 1998 and the Further Education and Training Colleges Act 2006 set the tone for understanding the neo-liberal influences on South Africa. It was articulated in Chapter One how the FET sector straddles the world of education and that of work. The need for a transformed and highly responsive FET sector was also articulated. FET Colleges were expected to be responsive both to the needs of the communities that they serve as well as to the skills needed in the labour market. It is here where the link to neo-liberal macro economic policies became more elaborate.

By making a contribution to national human resources development through the provision of intermediate to high- level skills (Fisher et.al. 2003; McGrath et.al, 2006; Akoojee, 2008) the neo-liberal discourse alluded to in the first section became evident in the strides towards curriculum reform. Therefore, looking at this study through the lens of globalisation allowed me to see the influence of globalisation on educational transformation and by implication that of curriculum reform. And of particular interest to this study, how globalisation has influenced the classroom experiences of lecturers in implementing the NC-Marketing curriculum.

2.4 Conclusion

In this chapter I have shown that educational reform and by implication curriculum reform is not unique to the South African context nor has it only influenced the FET college sector. World-over these changes have been experienced. One of the major

driving forces for these changes is globalisation. The chapter has explained that globalisation encompasses different factors. The one most relevant to this study is neo-liberalism. This chapter has also noted the importance of looking at FET college lecturers' experiences through the lens of phenomenology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

"I am a camera with the shutter open, quite passive, recording, not thinking... some day all this will have to be developed, carefully printed, fixed"
(Christopher Isherwood, 1945)

3.1 INTRODUCTION

Stories. The way that stories are used differs. Folklore, anthropology, sociology and several other disciplines have used stories as ways of knowing for a long time (Clough, 2002). For educational research, this is a fairly new terrain that still struggles to justify its use in the predominantly positivist scientific paradigm that has portrayed itself as "both strong and pervasive, shaping expectations of what constitutes proper, valid and worthwhile research" (Clough, 2002, p.x). Clough further explains that stories in educational research are proving to hold two benefits; firstly, they provide a means for uncovering truth which may have otherwise not been revealed and, secondly; they allow experiences which would never have been made public by other traditional tools.

Having positioned this study in the interpretive paradigm, and opting on a qualitative research strategy, life stories were used to unveil the classroom experiences of lecturers. These are not life stories for their sakes but stories which translate into life histories through issues of process (negotiating meaning) and power (relationship between interviewer and participant) (Goodson and Sikes, 2001). By negotiating through aspects of process and power and considering issues of context, time and space, life stories were turned into life histories.

In the effort of describing classroom experiences of three FETC lecturers in implementing the National Certificate-Marketing, life histories were found to be appropriate. The choice for life-history accounts lies in their ability to capture unique details that may not be captured in larger scale data, for example, surveys (Goodson and Sikes, 2001). Cohen, et.al (2007) argue that these unique details might sometimes be the key to understanding the situation. In addition, life-history accounts allow for the case to “speak for itself” (ibid, p.254) and also for the recording of ‘lived experiences’ of lecturers involved in the implementation of the concerned curriculum (Cohen, et.al 2007).

3.2 LIFE HISTORY METHODOLOGY

Literature explored offered many different definitions of life history. In addition, the plethora of terms related to the life history broadens the parameters of this concept quite considerably and as such life history will have different meanings for different people (Tierney, 2000). For the purposes of this study, the definition of life history advanced by Hatch and Wisniewski (1995) proved to be most appropriate. They remonstrate that “life history is always the history of a life, a single life, told from a particular vantage point...” (p.115). This vantage point, is one in which the researcher and the participant construct the identity and point of view of the participants’ unique situation couched in culture, time and place (ibid).

Hatch and Wisniewski (1995) suggest that life history methodology bears the following characteristics; firstly they focus on the individual. The central aim of life history is to understand individual lives or individual stories. In other words, the unit of analysis of life history is the individual life itself.

Consequently, when researchers undertake life histories they try to understand how “broader concepts of culture, society and time are defined and worked out by individuals” (ibid, p. 116). This is to be balanced with the power that the researcher holds in the relationship - that of interpretation. The researcher needs to guard against misinterpreting the participant’s views with the environment surrounding him/her. In the same vein, it is important that the researcher guards against elevating the participants views out of context. For Hatch and Wisniewski (1995) sound a warning that, “life history requires a historical, cultural, political, and social situatedness in order to avoid the romanticisation of the individual and thus reproduction of a hero narrative which reifies humanist notions of the individual as autonomous and unitary” (p.117).

The second characteristic of life history is that of the personal nature of the research. The researcher works closely with the participant so as to come to a shared understanding of the participants’ story. Through dialogue, the story unfolds and through analysis the life history is revealed. Through this process of dialogue the researcher and the participant achieve mutual understanding of inter-subjectivity concerning the story (Hatch and Wisniewski, 1995, Goodson and Sikes, 2001). In some cases participants tend to be involved in the design, conduct and analysis of the inquiry (Goodson and Sikes, 2001).

Thirdly, life history leans towards a practical orientation. In other words, it brings theory to life. Life histories reveal such issues as ‘how it feels to be in a particular job or specific to this study, ‘how lecturers have experienced curriculum in their classrooms’. In the process, participants allow the researcher to gain a deeper understanding of their situation which becomes especially meaningful and accessible to any particular study using life history accounts.

Lastly, life history in the words of Hatch and Wisniewski (1995) are “person centered, unapologetically subjective. Far from a weakness, the voice of the person, the subjects’ own account represent a singular strength” (p.118). This stands in direct contrast to the belief in positivism that strength is in numbers.

As I contemplated on how I would organise life history accounts, the study done by Van Wyk (2007) provided information which showed that life history methodology is of four main types. This was important because as one using life history methodology for the first time, it was crucial that I undertake this study from a clear vantage-point.

The first is the Comprehensive life document. This aims to grasp the totality of a person’s life. The second is the Limited life document in which the researcher confronts a particular issue in the person’s life. This is followed by the Comprehensive topical personal document which organises the material around a special theme that is not related to an overall life. And lastly, is the Limited topical personal document that seeks to throw light on a highly focused area of an individual’s life.

The life history accounts used in this study fall within the definition of Limited topical personal document that focus primarily on classroom experiences of lecturers implementing the National Certificate-Marketing. Lecturers spend almost eight hours of their day teaching. This, I would argue is a highly focused area in the lives of these lecturers. This study acknowledges that any methodology chosen has both advantages and disadvantages. Some of the advantages of life histories have already been alluded to in the text. In addition, life histories have the potential of aiding reflection on the experiences of society (Goodson and Sikes, 2001).

They help to make clear to the individual, the way in which a personal life can be penetrated by the social and political influences (Ibid). A further advantage is that life histories have the potential to make a far-reaching contribution to the problem of understanding the links between 'personal troubles' and 'public issues' (Cohen et.al, 2007). Their importance is best confirmed by the fact that teachers continually import life history data into their accounts of classroom events (Goodson and Sikes, 2001).

3.2.1 Criticisms of life history

Generic limitations expected in life history methodology as in most other qualitative methodologies are those that Plummer (1983) remonstrates. These deal with representativeness, reliability and validity of the data collected and in turn how it is presented. Cohen et.al (2007) concur with this and add that these are the main issues that surround the analysis of life history data and are most often the biggest criticisms of life history accounts.

Plummer (1983) argues that life history data lacks representativity as cases dealt with are atypical. He argues that unless an explicit relationship could be drawn on a continuum of representativeness and non-representativeness, the sample cannot be claimed to be representative. If the sample is not representative, then generalisability of such data is brought into question. However, Cohen et.al (2007) argues that "the researcher need not always adhere to the criteria of representativeness" as each case is unique (p.257). Reliability relates to how researchers deal with the potential sources of bias resulting from the research process (Cohen et.al 2007). One such source of bias arises from the interviewers' characteristics, attitude, opinion and tendency to seek answers that support his/her prejudgments (ibid).

Interviewer bias will arise if there are inconsistencies in the way that questions are asked (Ibid). Given that this study used semi-structured interviews, these 'inconsistencies' were likely to arise. But Cohen et.al (2007) argue that in less formal interviews, the researcher has freedom to alter the sequence of the questions, to rephrase them, to explain or even to add to them. Thus, in advocating for the use of life history accounts or methodology, Cohen et.al (2007) submit that it may be difficult to prove reliability of data when using qualitative methodologies. However, throughout the course of the study I was cautious of this very fact; that my own exposure to NC-Marketing had potential to exacerbate this interviewer bias.

Validity refers to the ability to represent the informant's subjective reality as closely a true reflection as possible to that which the informant gave when collecting the data. (Cohen et.al, 2007). Notwithstanding the position of Goodson and Sikes (2001) that "life history involves a collaborative approach in which the informant is, in essence, a partner, a co-worker without whose cooperation and active involvement any study cannot proceed" (p.73), it is in the presentation of these findings that the question of validity arises. Flick (1983) in Eshun-Wilson (2001) provides that one way of confirming validity is called 'communicative validity'. This, he adds, can be achieved by arranging a second meeting with the participant at which content is verified. In this study, both the transcribed version of the interview and that from photovoice as presented in Chapter Four was presented to participants for verification.

These restrictions of life history or any qualitative research for that matter are what count for the short fall in generalising such data (Nieuwenhuis, 2007). However, as Cohen et.al (2007) have cautioned, the goal of qualitative research is not that of generalising, but rather the ability to gather in-depth, and rich data.

Furthermore, Goodson and Sikes (2001) explain that if generalisation is the goal, then the researcher needs to take several life histories from the same set of sociostructural relation. If the data supports each other (reaches saturation point), then this can make for a strong body of evidence which can enable generalisations to be made. This study did not seek to achieve this.

3.3 SAMPLING

3.3.1 Sample size

Goodson and Sikes (2001) propose that the number of participants to include in life history research depends on the researcher. It is however, important to consider that the processes of interviewing, transcribing and analysing are time consuming and may sometimes prove to be expensive. Moreover, the number ought to be dictated by the aims, the topic and what is actually possible to be done. It is for these and other reasons that most life history studies have focused on small participant numbers (ibid).

For this study, life-history accounts of three FET college lecturers who were teaching Marketing on the National Certificate Marketing programme either on level 3 or 4 in KwaZulu-Natal were chosen. These lecturers were required to have had at least taught marketing for 2 or 3 years (as the programme has been running for that long since its inception).

The process that led to the decision of three lecturers is now explained. A telephone census was carried out to find out which colleges offer NC-Marketing on levels 2, 3 and 4. It was revealed that five out of the nine FET colleges were offering NC-Marketing. Of these five colleges, four introduced Marketing in 2007 (implying that they had level 2-4 running) and one introduced it in 2008.

Of the four that had introduced NC-Marketing in 2007, one college had since discontinued the programme due to low throughput and pass rates. This left me with three colleges. The target population thus consisted of four potential colleges; three offering marketing from levels 2 - 4 and one college offering only level 2 - 3. Out of this population, only three colleges were considered due to proximity comprised as follows:

- 1 lecturer teaching on Level 4 in FET College 1 (urban area) (running for 3 years)
- 1 lecturer teaching on Level 4 in FET College 2 (urban area) (running for 3 years)
- 1 lecturer teaching on Level 3 in FET College 3 (rural area) (running for 2 years)

3.3.2 Sampling Technique

Literature reviewed showed that Life-history methodology rarely involves a random sampling of participants (Van Wyk 2007; Hart 2002; Balie 2007; Goodson and Sikes, 2001; Goodson, 1992). It also revealed that it is important that respondents are prepared and able both, in terms of time and articulacy to engage on the topic (Goodson and Sikes, 2001; Goodson, 1992).

This particular study required that participants have the appropriate knowledge and at least two years of experience in teaching NC-Marketing (having taught before the new curriculum was introduced was not a pre-requisite). It also required that these lecturers be in a particular social context – that of the FET college. Thus, the sampling technique used was purposive. Purposive sampling is one in which the researcher is concerned with specific characteristics, attributes and/or experiences that participants have.

3.4 DATA COLLECTION STRATEGY

Goodson and Sikes (2001) and Nieuwenhuis (2007) suggest that in order to locate the life-history, a range of data is to be employed for triangulation purposes. These data include documents, interviews, theories, texts, physical locations and buildings. This range of data also helps to locate the life-history within a social phenomenon in a historical time.

Data collection strategies advocated for thus, are those that employ one-on-one conversations between the researcher and participant(s). These conversations are relatively unstructured and sometimes informal (Goodson and Sikes, 2001; Clough, 2002). These conversations are also referred to as interviews. Thus in keeping with the tradition, this study employed interviews as a data collection strategy. To be specific, a multi-method data collection plan was employed, that of semi-structured in-depth interviews and photovoice. These are discussed in detail below.

3.4.1 Semi-structured in-depth interviews

This form of interviewing technique served two purposes. Firstly, it provided some degree of flexibility when collecting data from different participants in that each participants' context detected which questions to ask first. Secondly, it allowed me to probe as and when it was necessary (Nieuwenhuis, 2007).

Cohen *et.al.* (2007) stress that the individual who embarks on using life history methodology must have the ability to make use of a variety of interviewing techniques. These include; structured interviews, semi-structured interviews, unstructured interviews and many others.

They further espouse that life history methodology is “often backed up with intensive observations of the subject’s life, with interviews of the subject’s friends and acquaintances and with close scrutiny of relevant documents such as letters, diaries and photographs” (p.198). Lincoln and Guba (1985) agree with this and suggest that it is human tendency to lean towards research strategies and methods that “are extensions of normal human activities” (p.199) such as reading, listening, looking and speaking.

Interviews serve many purposes such as that employed in the study by Jita and Vandeyar (2006) whose use of in-depth interviews for life history accounts, corroborated by data collected through observations was the principle means of data collection. Similarly for this study, in-depth interviews were regarded as being “the principle means of gathering information thus having a direct bearing on the research objectives” (Cohen, et.al, 2007, p.351).

As life history interviews require much concentration and a skill of “listening beyond”; a tape recorder was used so as to allow the interview to flow uninterrupted by the pace of note taking. Cohen, et.al (2007) support this and recommend that data be captured on tape-recorders before transcribing, editing, developing codes and finally storing it or filing it. However, Goodson and Sikes (2001) caution of potential detractions caused by tape recorders such as hindering the participants’ natural flow and fluency in the conversation but also they hasten to add that in their experience “the benefits of taping far outweigh any drawbacks, and most participants become reasonably comfortable with its use” (p.33) after some time.

Semi-structured in-depth interviews are advantageous in that they allow for the research to proceed in a conversational manner and also allow for probing (Buthelezi, 2006)]. For me as a first time researcher, semi-structured interviews meant that I had a line of inquiry with questions which could be changed in terms of order depending on the situation (Cohen et.al, 2007). Moreover, Cohen et.al. (2007) posit that the outline in semi-structured interviews “increases the comprehensiveness of data collection and makes data collection systematic for each respondent” (p.353).

This study concurs with the major disadvantages of semi-structured in-depth interviews as observed by Cohen et.al (2007). These include that the researcher may not possess the skill to probe thus missing opportunities when probing is necessary and that the researchers’ flexibility in sequencing and wording the questions may lead to less comparable data. Another potential disadvantage is that researchers may ask leading questions which may affect the quality of data collected (Buthelezi, 2006). Thus, throughout the interviewing process, I was acutely aware of these pitfalls and navigated around them as best I could.

3.4.1.1 Implementation of method

The data was collected over a period of two weeks with each interview lasting for an average of 2 hours. Neuman (2000) concurs with this and explains that life history interviews consist of between 2-6 people as a typical interview could last for between 60-90 minutes. The implementation process was envisaged long before the actual research process begun with the piloting of the interview schedule drawn up for assignment purposes during work. For a beginner researcher, this pilot provided insight into how the instrument should eventually look if it were to illicit the required data.

Thus, the interview process commenced with the selection of a proper interview site. This was decided upon in collaboration with participants. The site mutually agreed upon was the participants' own homes. This was in keeping with the advice given by Janesick (2000) as cited in Balie (2007) who cautioned that in qualitative research, researchers need to select an interview site suitable to participants considering that access and entry are sensitive issues.

Logistical procedures on interviews such as reading and signing of the consent form and explaining all ethical procedures and showing them the ethical clearance happened on the first interview. A tape recorder was used to capture the interview verbatim and these were later transcribed.

3.4.2 Photovoice

Photovoice is both a methodology and a method that has become popularly used in education (www.photovoice.com). Even though this is often associated with social action, for the purpose of this study it will assist in understanding how participants conceptualise their classroom experiences (www.photovoice.com). Wang (1999) in Jacobs and Harley (2008) maintains that it is a "participatory research method with the strength of image-based or visual research methodology" (p.269). Photovoice unites the immediate impact of a photograph and the story that contextualises it, and thus enhances it by enabling the researcher the possibility of perceiving the world from the viewpoint of those whose lives are affected by it (www.photovoice.com). Walker (1993) strongly pointed this out stating that qualitative research will continue to be disadvantaged if it is constrained by the use of language only. For, in using photographs, "the potential exists of finding ways of thinking about social life that escape the traps set by language" (p.72).

He further postulates that the use of photographs in educational research minimises those limitations of language that is especially used for descriptive purposes. According to Wang and Redwood-Jones (2001) photovoice has three main goals. It seeks to enable people to record and reflect on their community's strengths and weaknesses; it promotes critical dialogue and produces shared knowledge and paves a way for reaching policy makers. The second goal fits in with this study.

This study also agrees with Walker (1993) who argues that photographs find a silent voice for the researcher and also offers the possibility of triangulating data. This was important for this study as data collected using interviews was corroborated by that of photovoice.

For this study, photovoice was used as a method for data collection with the intention of enlarging the view of the lives of participants (www.photovoice.org) thus allowing the study access to rich data and salient aspects of the lecturers' experiences which may not have otherwise been captured through in-depth interviews only.

3.4.2.1 Implementation of method

As photovoice was not used as a methodology in this study but rather as a data collecting method, the steps followed were those that allowed for easy implementation of the technique. The steps followed were thus;

1. Briefing session. This meeting was used to brief each participant on the use of the camera, issues of power, ethics and the "responsibility and authority conferred on participants with cameras" (Wang and Redwood-Jones, 200, p.567).

This session coincided with the first interview session. Cameras were given and training provided on how to use the camera. Participants were asked to take photographs of their classrooms activities, classroom set up, college setting and any relevant situations.

2. Participants took photographs over a period of 1 week.
3. Participants were allowed to develop the film. In preparation for phase 4, participants were requested to study their photographs and choose 3 which they would write something about (Wang and Redwood-Jones, 2001). These were the photographs to be presented.
4. Photograph decoding session was held with each participant. This last phase involved a session in which each participant told the story about their photographs and what they had written about each photograph. Follow-up questions were asked by the researcher. This interaction was recorded on an audio cassette. Each session lasted 45 minutes.

3.4.2.2 Shortcomings of photovoice

Byers (1966) argues that the biggest criticism of photovoice is that of high subjectivity as cameras do not take pictures, but that people do. This subjectivity is heightened with the fact that photographs themselves do not narrate but once again, people do. Notwithstanding this criticism, it is undeniable that “photovoice enables us to gain the possibility of perceiving the world from the viewpoint of the people who lead lives that are different from those traditionally in control of the means of imaging the world” (www.photovoice.com).

3.5 DATA ANALYSIS

3.5.1. Interviews

The first important issue that was considered here was that of what approach to use in analysing the data. Cohen et.al (2007) postulates that there are three main approaches to analyse life histories. Firstly, it's the realist approach which develops grounded theory, then the neo-positivist which employs a lot more of structured interviews and lastly is the narrative approach which uses interplay between interviewer and interviewee to actively construct life histories. This study followed the narrative approach. In fact, Goodson and Sikes (2001) posit that analysis in life history starts as soon as the researcher starts working with the participant. As such interviews are not rigidly structured, the researcher would, during the interview, "check out ideas, themes and thoughts as they proceed" (p.35).

Analysis is making sense of data, interpreting the information and evidence that the researcher has decided to consider as data. The data analysis approach adopted in the studies by Jacobs (2006), Balie (2007), Van Wyk (2007) and Hart (2002) that of narratives, provided for this research an exemplar of how this could be achieved. The nature of this study also justified the appropriateness of the method. For Jacobs (2006) remonstrates that the nature of narratives is that they are subjective as the aim is not to obtain historical accuracy but rather meaning of stories told. Niewenhuis (2007) further cautions that "qualitative research has no single or best way and no fixed recipe to analyse data, only guidelines to ensure credibility and trustworthiness of data" (p.100).

In the process of preparing to analyse the data what became clear is what Niewenhuis (2007) forewarned; that in qualitative research, data analysis is an ongoing and iterative process of reading and rereading the transcripts constantly making sure that what is reported is actually what is and thus increasing validity. Once the interviews were done, tape recorded data was transformed into written text. A word for word transcription was done to help minimise researcher bias (Niewenhuis, 2007). Each participants' transcript was read several times with the view of identifying predominant issues or analytical units. This process is referred to as coding. It became useful in this process as a collection point for significant data and pointed to the way what was happening was rationalised (Niewenhuis, 2007).

The second step involved collecting together all related codes developed from each transcript and creating common themes. Again at this stage the transcripts were read to ensure that the themes captured the essence of what was transcribed.

3.5.2 Photovoice

According to www.photovoice.com, the foundation for analysing photographs starts with a three-stage process. Firstly, participants select those photographs that best reflect their concerns. Then, a session where participants tell their stories about what these pictures mean is held. This is also referred to as contextualisation. Lastly, codifying takes place in which issues, themes or theories that emerge are identified. This study followed these steps: The photograph presentation sessions were held with each participant. Participants were asked to only tell stories about three of their photographs. The presentation and subsequent discussion that ensued after was all tape recorded.

From the stories told by each participant about the photographs, it was evident what the themes would be. Thus, in consultation with the participant, a theme was allocated to each photograph. Later, these discussions were transcribed and again read to check if the themes captured the participants' point of view. Therefore, data used in the photovoice narratives emerged from the transcribed stories about each participant's presentation, from photographs taken by participants and participants' own written notes about each photograph.

3.5.4 Data Presentation

Data collected through in-depth interviews and photovoice were presented as a story per participant as demonstrated in Balie (2007) and Mshengu (2005). To help contextualise the findings, brief descriptions of the FET colleges where the participants teach is provided.

3.5.5 Discussion of data

Data from photovoice was juxtaposed against that collected using in-depth interviews. The purpose for this was not only to corroborate data but also to capture any relevant issues that participants may not have discussed during the interviews. The next chapter provides a full account of this.

3.6 ETHICAL ISSUES

Wang and Redwood-Jones (2001) warn that photovoice is to be undertaken with the fundamental principles that underlie the code of ethics in mind. These include; respect for autonomy, promotion of social justice, active promotion of good and avoidance of harm.

Therefore, several ethical considerations were undertaken in both the in-depth interviews and the photovoice sessions. They included seeking written permission from Gate Keepers of colleges to have one of their lecturers participate in the study (appendix A), and this was granted. Research participants were asked to complete Consent Forms acknowledging their participation in the study through interviews. Permission for the use of the tape recorder was also obtained from participants (appendix B). Participants were given letters to use if learners were to be photographed (appendix C). Specific attention was paid to the following aspects; confidentiality regarding the results and findings of the study and participants' identities in which case pseudonyms were used. The raw data obtained using audiotapes would be stored for a period of at least five years. Photographs obtained from photovoice were returned to participants as no permission was given to publish these in this study.

3.7 CONCLUSION

Researching teacher's lives is an enterprise fraught with danger, but the alternative according to Goodson (1992), is more dangerous – to continue in substantial ignorance of those people who, in spite of the many historical shifts and cycles, remain central to achievement in the educational endeavor. Thus, by using life history accounts, a detailed understanding of how these lecturers in this study have experienced the implementation of the NC-Marketing curriculum was achieved.

CHAPTER FOUR

DATA PRESENTATION

“Well, the hard work is done. We have the policy passed; now all you have to do
is implement it.”

(Outgoing minister of education to Colleague in Fullan, 1991)

4.1 INTRODUCTION

This chapter presents findings of the primary research. As was indicated in Chapter Three, this study used both semi-structured in-depth interviews and photovoice as data collection methods. It consists of three sections. The first section presents life histories (Limited topical personal document) of the three lecturers who participated in the study. Where appropriate, quotations from the interviews (in italics) demonstrating the participants’ understanding of the questions are included. It was not the intention of this study to reproduce the narratives word for word but rather to give a summary of the interview and discussion sessions. In presenting data, the main codes that were identified both during the discussion sessions and the transcription process have been highlighted. These codes were later translated into themes.

The second section presents data from each photovoice session. The title of each picture as was discussed with each participant is indicated on the top of the narrative. Unlike the interview sessions, themes for the photovoice sessions emerged during the sessions and as such were immediately discussed with the participants and agreed upon.

The themes that emerged from the interview sessions were then juxtaposed with those from photovoice to obtain seven consolidated themes outlined towards the end of the chapter. These seven themes are the subject for discussion in Chapter Five.

4.1.1 Introduction to programmes offered by FET colleges

In Chapter One, a comprehensive outline of why FET colleges have introduced the new curriculum – NCV was outlined. It was argued that because the NATED syllabus was outdated, theory-bound and rote learning driven, the need to introduce programmes that were both outcomes-based and responsive to the needs of industry and society was identified. This is what the NCV programmes were designed to fulfill.

It was found out during data collection that FET colleges have continued to offer NATED programmes side-by-side the NCV. Colleges have been reluctant to completely phase-out the NATED programmes at one go as they have an obligation to learners who are still in the NATED system. Therefore, a progressive phase-out approach has been adopted. This would take anything between 3 to 4 years. The NCV programmes in the meantime have been in implementation for 3 years.

4.2 LIFE HISTORIES

4.2.1 Zodwa (not her real name) (FET College 1)

My first meeting with Zodwa who is 27 years old took place on a Wednesday evening at her home. We had reached a mutual agreement that her home would be the best place to meet for all our interactions. Zodwa, her mother and her grandmother were waiting for me by the door to their house.

The welcome they gave me was warm and created a feeling of homeliness that I will live to treasure for many years to come. I was led into the dining room where the interview was to take place. Zodwa's mother was quick to offer me tea and delightfully delicious home-made biscuits. I turned the offer down but so insistent was she that to keep refusing would have been embarrassing, and so I indulged. I think the indulgence helped to make me feel more at ease and comfortable in her well decorated dining room. As soon as Zodwa and I were done with the snacking, the youngest member of her household walked into the dining room hoping to get the usual attention from Zodwa, who, as I understood later, had a responsibility to help her with her homework every evening. But Zodwa calmly assured her that she would attend to her as soon as she was done with me. This seemed to settle the matter and the young girl walked away.

Thus, as soon as we were left alone, Zodwa and I got down to the business of the interview. I started by reminding Zodwa of the purpose of my research and the contents of the Consent Form she had signed earlier that week. I then clarified any expectations that she may have had. I spent approximately 1 hour 30 minutes with Zodwa.

Zodwa is from FET College 1, a renowned college in a large city in KwaZulu-Natal. The college has several campus sites all of which are easily accessible to the general populace. The college enrolls in the range of about 4000 learners per year. To a larger extent, the college enrolls predominantly black learners who come from the surrounding suburbs and locations in the city.

Zodwa is a well qualified lecturer in the field of marketing and holds a post graduate qualification. Zodwa spent her first year of lecturing at a private college teaching marketing. The last 5 years she has spent lecturing at FET college 1. Zodwa associates her stay at the college to have been characterised by a lot of change. She put it this way, *“ah! a lot of change ever since I started till now. A lot of things being different and always change actually.”* One of these changes was the introduction of the National Certificate Vocational programmes in the FET colleges.

Zodwa teaches a total of 6 subjects of which 5 are NCV subjects and 1 NATED. One of the NCV subjects taught is Marketing. At the time of the interview, Zodwa had 27 teaching periods per week with 1 free period which she utilised for making preparations for her lessons. The duration of 1 teaching period in Zodwa’s college is 1hour 5 minutes.

I asked if the one free period a week is sufficient for her to make preparations for 6 classes. Zodwa ardently responded that, *“...you have to do it out of college hours and at home and it’s like a constant (sigh)...tiring and draining”*.

It became clear during the interview that the NATED programme, consisting of three levels of 6 months each (N4 - N6) and the year long NC-Marketing were significantly different in their teaching strategies and methods of assessments. The fact that in the NATED programme *“...there are hardly any practicals as it is not stipulated”* and *“there is not so much paperwork”* marks the difference between these two programmes. I also found out that for Zodwa to juggle between these two programmes was one huge challenge.

The first code centered on the **teachers' perceptions** of the design of the NC-Marketing curriculum and how implementation has been thus far. What came out very clearly in Zodwas' case is that she felt that the NC-Marketing curriculum is;

"... a very exciting and good curriculum. It is well designed and structured and there has been a lot of, I would say, investment. The research behind it and the people trying to come up with something that is better than what was available previously was a good idea..." (the latter referring to the NATED programmes).

Zodwa stressed that the Subject and Assessment Guidelines for NC-Marketing (SAGs as she later referred to the documents) are clearly written out documents which are easy to read and to understand. She also saw the curriculum as being clear about who the learner should be and what qualifications the lecturer should possess. Zodwa also indicated that the NC-Marketing curriculum stipulates very clearly that lecturers should follow Subject Guidelines to teach and Assessment Guidelines to assess. She however, pointed out that the understanding of the SAGs is one thing and the implementation thereof, another. I sought clarity on this issue as I wanted to determine what she meant by this.

Zodwa was poignant of the fact that the implementation was improving at a slow pace in spite of having achieved *"...a shift in mind-set from the way the old curriculum worked"* to the new. She also observed that this challenge in the smooth implementation of the curriculum was attributed to the constant inflow of new lecturers who knew little or nothing about the NC-Marketing curriculum. She added that;

“...to give them something like this specialised curriculum, in which I would say, you just don’t stand in front and deliver, there is a lot of paperwork associated with it ...everything is just different. So, for new people it’s a big problem”.

In her three years of teaching on the NC-Marketing programme, Zodwa has witnessed many a new lecturer on the programme struggle to understand the requirements of and the teaching of the new curriculum.

This brought me to my next code which is **support structures**. I was informed by Zodwa that before the inception of the NCV programmes in 2007, the National Department of Education had held several training workshops for all lecturers who would be involved in the teaching of this new curriculum. She explained that what her expectations were and what was presented at the workshop were “chalk and cheese”. The workshop did not address most concerns that lecturers had nor did it venture into dissecting the new terminologies that lecturers were to encounter in teaching the new programmes. This had left Zodwa and many other **lecturers discontented about the workshop**.

She further mentioned that in her college, an Induction programme is held at the beginning of each year which is compulsory for all lecturers whether old or new to attend. She felt that these workshops were more appropriate for the new lecturers and as such did not provide much benefit for the older lecturers. She firmly believed that in spite of this induction workshop most new lecturers only understand the requirements of the NC-Marketing once they get into the classroom. She then highlighted a scenario encountered by many new lecturers once they start to teach NC-Marketing;

“In the interpretation of the curriculum documents therein lies the first problem. So when you tell new lecturers that they need to follow the SAGs, they follow the textbook. And because the lecturer is new to this programme, they don’t understand or follow the curriculum or know how to implement the SAGs documents.”

It is because of challenges such as these mentioned above that lectures in this FET college have taken the initiative to form Communities of Practice which provide the much needed support for both the old and new lecturers.

I asked Zodwa whether she felt that her academic qualifications were adequate in aiding her to handle the implementation of the NC-Marketing implementation. She responded that her qualifications have indeed enabled her to understand the content of the Marketing SAGs and in choosing of relevant exercises. However, when it came to the actual implementation of the curriculum she felt that,

“no, ...teaching NC-Marketing is like being on a learning programme where you do through experience ...after doing it for so long and after...acquiring this experience from entry level NC-Marketing to exit level, I am able to see what is NC-Marketing (laughs) and how it should be done and its only after doing it that you know how it should be done...for those of us who have been around from the inception, we now have knowledge to transfer because we also now know who these people are that are coming in.”

Zodwa's classroom experience in the implementation of the NC-Marketing was best explained when she drew on the main difference between the NATED and the NC-Marketing programme. She stressed that the NATED syllabus is highly theoretical and preparation usually involves looking for current examples to supplement the common mode of teaching used – the lecture method. With the NC-Marketing curriculum, it emphasises a combination of knowledge and practice. This means that lecturers can no longer walk into the classroom and lecture. It involves thinking about practical exercises, resources and context that one would use to make the curriculum better understood. In referring to practice, this is what Zodwa meant;

“something as simple as the 4Ps of marketing; rather than having the theoretical lesson, I made an exercise where they had to choose a product or service whatever it is and from there talk about the 4Ps of the product. Rather than having them learn the theory and ask them how do you now practically implement it. If they already have the product, they know the price its found at, where it is distributed, how it is promoted so its much easier for them to comprehend that rather than stand in front and give them a lecture on the 4Ps. ”

This, for me brought in the code of **change in teaching strategies**. Zodwa pointed out that providing practice was a requirement of the curriculum with 60% of the curriculum assigned to it. She indicated that practical exercises were required to be done almost on a daily basis. However, this requirement raised concerns in that, though she taught;

“students in a practical way, ... at the end, they are asked to recall more of theory in the final examination which is externally set by Department of Education. But these learners remember the practical aspects better than theory”.

Moreover, the requirement for practice adds,

“...a lot more work for me than for the students because if I have to do the practical exercises, I have to come up with the exercise, do the check-lists, and then evaluate the students and a lot of times it’s for students that don’t have the level of interest or enthusiasm for the curriculum or any kind of work.”

I must hasten here to mention that Zodwa does not see the practice offered to the NC-Marketing learners in her college as being vocational. She felt that the practical that learners engage in were more academic than vocational. She claimed that vocational practice involves learners actually ‘doing’ or being involved in some in-service of some kind in real life or in a simulated environment and not just classroom exercises.

On the subject of whether learners find it easy or difficult to **understand the curriculum**, Zodwa was quick to express that she felt that the curriculum was too highly pitched for the level of learners who enrolled at the FET College for NC-Marketing. She also felt that it is a case of *“a good curriculum that’s sort of mismatched with the wrong (pause) market.”*

She attributed this situation to the **profile of learners** that the NCV programmes attract as opposed to what was stated by NDOE. Zodwa indicated to me that colleges were informed by NDOE that the entry level for the NC-Marketing programme is Grade 9 (Standard 7). The curriculum also does not discriminate against learners with special education needs (LSEN). However, the profile of learners that eventually walks into the FET college classrooms have the following characteristics; aged between 15 – 20 years old, have either passed or failed Grade 9 or have dropped out of the traditional schooling system and still some, have obtained matric certificates. Zodwa reported that the background of these learners is very diverse and more often than not language is the greatest learning barrier. This wide array of diversity made it harder to manage the NC-Marketing implementation in the classroom. These learners, many a time, lacked the enthusiasm and dedication required and as a result, *“we just have lots of problems related to the student”*. This in turn impacts on the implementation of the curriculum.

Zodwa clearly does not approve of having learners who have gone as far as matric joining the NC-Marketing programme in Grade 10. She felt that it was unfair to expect these learners to do yet another three years of schooling in pursuit of a vocational certificate at Level 4 equivalent to Grade 12.

I inquired as to how learners with matric cope with the curriculum. Her response was that;

“ahh! from my experience with the NC-Marketing... it's always those students that are sort of more matured about their learning who I just feel are better equipped to handle it than the younger ones. With the younger learners for whom the curriculum is intended, they cannot read, concentrate nor participate meaningfully in class. ”

The learners' inability to properly understand the demands that this new curriculum places on them impacts on the **learner's ability to handle class work**. A rather lengthy but nonetheless clear picture was derived from the following answer from Zodwa;

“...a classroom setting is people that are on par with each other, so it's very difficult to deal with a diverse class. A lot of classroom time is spent on group work and exercises and the only point where I realise whether the teaching was successful is when I go to them and see whether they understood or not and most of the time most of the teaching takes place that way in that small group of learners with similar understanding. If I...explain it to them in a lecture environment, others don't understand because of language barriers.”

It was quite clear from the interview that Zodwa relies a lot on group work to execute her lessons. She was however, quick to mention that though she chooses to make use of group work, it often consumes much of her class time and more often than not her 'younger' learners do not do the work until she is with them. As soon as she would proceed to another group, they do not do the work and “...if I do not go around several times to check on their work, it's like creating a nightmare in the end as work is not done.”

Zodwa was clear that the NC-Marketing curriculum places the **responsibility** of studying and building Portfolios of Evidence (PoEs) **on the learners**. The PoE as Zodwa explained, is essentially a file *“containing the seven pieces of tasks...and then from that the year mark and internal mark are calculated. So it’s two theoretical tests, two assignments, two practicals and a trial exam.”* However, even this requires a lot of supervision from the lecturer in order for the learner to perform. All of this impacts on the classroom experiences of lecturers.

The point of departure that came out clearly in the interview was that Zodwa’s learners excel greatly in practical work. The major practical examination cited by Zodwa to illustrate this point was the Integrated Summative Assessment Task (ISAT) which takes place between August and September of each year.

“They enjoy it. It’s the one point where we get the best attendance, those that don’t come to class in months will pitch up with an ISAT and there is some level of excitement and commitment but at the same time for me...the administration and coordination of four groups of level 2s, one group of level 3s and one group of level 4s was difficult..”

In view of the above discussion with Zodwa, the amount of preparation that she has to engage in for her lessons came as no surprise to me. She talked me through her **workload** in any one week. She mentioned that the first overwhelming task is that of administration. This involves preparation of lesson plans, preparation of practical exercises, a lot of photocopying, preparation of Portfolios of Assessments (PoAs) and assisting learners with their PoEs.

With one free lesson a week, the only way to make ends meet was to work after hours, at home or over weekends. Then there was the actual teaching and the preparation and administration of seven assessments (and re-assessments if learners failed).

She also mentioned that because she teaches on two different programmes (NATED and NC-Marketing), a considerable amount of time is spent between invigilating and marking assessments for learners on these programmes. She added rather sadly that, it is sometimes this requirement for **standardised**, compulsory and strictly time-tabled way of **assessing** that eats up on valuable teaching time and thus adds pressure on both the lecturer and the learners.

Therefore, in order to cope with such a demand, a **lecturer requires the ability** to be patient, handle a huge load of administrative chores, coordinate, organise and manage groups and “...*very many times have super-human abilities (laughs)*...” to successfully implement the NC-Marketing in the classroom.

4.2.2 Trudy (not her real name) (FET College 2)

Trudy of 38 years has been in the teaching fraternity for 15 years. Of these 15 years, she has spent 13 years teaching at FET college 2. Trudy has several educational qualifications including those related to Marketing. Trudy is a very conscientious lecturer who has also continued to upgrade her qualifications in the quest of remaining relevant to industry. As the interview progressed it was quite clear that Trudy had such a wealth of both valuable teaching experience and life experiences amassed over the years which many a new lecturer could glean from.

She understood clearly what her roles and responsibilities as a lecturer were and how these have had to be adjusted in order to accommodate change.

As Trudy's house was a bit complicated for me to locate, we agreed that she wait for me at her college and then together we would drive to her house. Her house, decorated in the best of what the 21st century home market could offer, definitely provided that relaxed atmosphere that instantly made me feel at home. As we settled down at her dining room table to begin our interview, she offered me a generous cup of tea and biscuits which I wasted no time in downing for as it turned out, I was quite hungry after a hard day's work. At approximately 15h 05, we began the interview. It lasted about 1 hour 50 minutes.

Trudy teaches a total of six subjects of which five are NCV subjects and one NATED. She has twenty-six periods per week and two free periods which she uses to prepare for her lessons. The duration of 1 teaching period in college 2 is 1hour.

Trudy's level 4 learners are predominately African, drawn from the surrounding suburbs and townships. They ranged from 20 – 49 years in age. She has taught this class for 3 years now (from level 2 – level 4). Most of them,

“Take care of their old or ill family members...some students come early to school in order to make use of the college ablutions because they don't have those facilities at home and their only meal is at school and that's all the college can afford to offer...”

My opening question centered on wanting to establish whether the **implementation requirements** of the NC-Marketing curriculum were clearly understood by Trudy.

Trudy did not hesitate to inform me that she clearly understood what the implementation requirements were as,

“it is quite well set out in the policy documents that we received...even the assessments like the ISAT document is well out and expectations as a lecturer are clearly spelt out. The student’s side is also spelt out...the documents are well done...”

She confirmed that the curriculum documents included Subject Guidelines, Assessment Guidelines but also included the ISAT. In addition to this, a Year Plan indicating dates for assessments for that particular year is also received.

I sought clarity on why she included the ISAT as a curriculum document. She indicated that this was a standardised and prescriptive practical examination externally set by the NDOE and marked internally at colleges. It was sent at the beginning of the year to allow lecturers to see what learning needed to be done before the ISAT could be undertaken in about September. The completion of the ISAT was soon followed by the Trial examination about 2 – 3 weeks after. She added that once the Trial examination was over, *“...a day or two later the final examination begins.”*

I inquired whether this influenced how she experiences the implementation of the NC-Marketing. She said,

*“Yes! (Laughs). But it is important to understand that these are stipulated by the Department and unfortunately it makes the **delivery of the curriculum difficult.**”*

She then illustrated this by taking me through her College Year Plan.

The Year Plan revealed that once lecturers returned to college in mid January, they would be involved in the enrolment of learners into different programmes on offer by the college. Teaching only begun around mid February. The Plan also showed that the college had 34 weeks per annum of teaching time. Trudy explained how these 34 weeks are apportioned among different activities. Enrollment and registration of learners took about 2 weeks, then another 2 weeks for learners to settle into the college routine. The rest of the 30 weeks are apportioned for teaching and assessment. Assessments that learners undertake are **standardised** across the various college campuses. This being the case, it takes at least a week for all seven subjects that learners are enrolled for to be assessed. She also mentioned that while other colleges may have as much as six ICASS (Internal Continuous Assessment), her college only had two (i.e. two ICASS, one ISAT, One Trial and then the Final Examination). If a learner performed poorly in an ICASS, re-assessment would then be administered; this also would take another week for learners to prepare.

Given this scenario, what it essentially meant is that out of the 30 weeks remaining, 2 weeks is for assessment, 1 week for the trial examination, another week for ISAT and sometimes an extra week for re-assessment. This leaves 25 weeks of teaching time. Trudy felt that this was not enough.

Trudy also informed me that **learners sometimes find it difficult to cope with these assessments** as they are too close to each other and more so towards the end of the year. This is how she illustrated it;

“...there is a particular student who had done extremely well from level 2 up to level 4 and has left an impression on every lecturer that taught her. So, when I looked at her in the middle of the trial exam, I actually felt sorry for this child because she was not coping knowing that she had to write the trial exam and two days later she would be writing the Final exam...”

Trudy indicated that pressure mounts when lecturers are not given the freedom to assess as and when they see that learners are ready to be assessed. She added that having **standardised** times to administer **assessments** does not take into account learners learning diversities as suggested by the SAGs.

Trudy **perceives the NC-Marketing curriculum** to be *“... difficult. It is targeted at students who can possibly be second year students at University.”* She reiterated that the curriculum is well designed in terms of properly unpacked Subject Guidelines and Learning Outcomes. She also felt that the SAGs are well written in the OBE style but *“...content-wise it is not very good...”*

Trudy also believed that this had contributed to the learners **not clearly comprehending the curriculum**. Because the content of the SAGs is highly pitched, even the textbooks follow the same pattern. Learners thus struggle to understand both the lecturer and the textbooks. This impacts on the way the curriculum is implemented. She illustrated the ordeal she went through when she first started teaching the NC-Marketing;

“...I was pulling my hair out in trying to get the concepts across to them from my explanations. There were days when I would take them out for walks to the car park and we would sit there for 10 minutes and then back. Along the way I would

ask them about the subject matter hoping that the change of environment would bring some ideas into their minds but it wouldn't work ..."

Trudy hastened to mention that she has had to acquire new **teaching strategies** that have helped her negotiate the curriculum to the level of her learners. She cited the following example;

"...I told them to get posters with pictures that represent different areas in the syllabus and thereafter we did two industry visits i.e. at the shopping mall. Their job was to look at the people, look at the age group, the background and speculate as to why they bought a particular product or service instead of another...so after that my students begun to understand a little bit better and when I explained to them, I drew on their mall experience."

In terms of her ability to cope with the learners and the demand of the curriculum, Trudy believes that both her qualifications and her experience have adequately equipped her to do this. She however, felt that she **needed training** on how to teach learners with special education needs.

I wanted to know what Trudy thought are the **demands that the implementation of NC-Marketing** places on her. Several issues came out of this conversation. Firstly, Trudy said that a lot is required in terms of service delivery. Even though learners' textbooks only arrived by about May of 2009, teaching and assessment had to be done in keeping with the year plan. This called for a lot of typing and photocopying of notes for learners and at times this meant leaving the college only around 17h00 instead of 15h15. Secondly, the curriculum expects lecturers to be highly specialised in the subject

matter and as highly versatile as possible in the handling, searching and disseminating of information to learners.

Then there was the issue of timetabling. She felt that because her learners had to attend 7 lessons a day, their time-table was usually full with no free period. As a result, those learners attending lessons after lunch would either **abscond** or would be highly fatigued and lose concentration in her class if the marketing lesson was in the afternoon. This made teaching difficult. Another issue compounding the implementation was the increased amount of administration duties that Trudy had to perform. These included photocopying, doing the lecturers' PoAs and assisting with the learners' PoEs. This had a negative impact on the way Trudy experienced the NC-Marketing curriculum implementation in the classroom.

Another issue that was brought up was that of **timeframes** for the submission of assessment marks. Trudy felt that the timeframes set for marking and submitting assessments was unrealistic. She put it this way;

“... if you have 5 NCV classes to teach, it means that you have 5 sets of marking to do, 5 sets of revision, 5 sets of re-assessment and marks have to be submitted two days after the writing of each paper”.

The above scenario often became impossible to uphold and often put pressure on the lecturer and in turn influenced the way curriculum was experienced. Lastly, Trudy, lamented over the fact that she still had to teach the NATED programmes. The issue, as she put it, was not really in the teaching but in striking a balance between the demands of the NC-Marketing programme and the NATED programme;

“...if you are invigilating an NCV assessment at the time when you should be having a NATED class, then you have to cancel that class and reschedule and that is such a nightmare because everyone is trying to reschedule classes and students are at a loss as to what is happening. So the implementation of NCV towards the end of the year is at the detriment of the NATED programmes...”

Given this scenario, I wanted to know **if other lecturers experience things differently**. Trudy reckoned that only one lecturer she knows experienced things differently and that, because the curriculum content of her subject is designed to the level of her learners. Otherwise, all other lecturers that Trudy relates with had experienced things pretty much the same way as she had.

Therefore, for this **curriculum to be successfully implemented** lecturers;

“...need to teach in a more diverse and ingenious way because you can't stand in front of your class and go through the textbook and think that you will be able to teach it. You build on sections from previous ones and knowing your learners' background is important because if only one or two of your learners are getting 80s or 90s, then you ask yourself why that learner understands and the rest don't.”

Trudy seemed to have adapted herself fairly well in the teaching of the NC-Marketing curriculum. However, she was modest about this as she felt that in as much as she had made sure that she could deliver the curriculum, she would not claim to have completely adapted herself to it. Trudy was of the view that this curriculum required **super woman abilities** to teach and she did not think any human being possessed these.

I asked if any **support structures** existed for lecturers in her college. Trudy mentioned that for starters, at the inception of the NCV programmes in 2007, the National Department of Education held several training workshops for all lecturers who would be involved in the teaching of this new curriculum. Trudy was among the attendees of these workshops. She felt that the **workshop did not address her expectations.**

Secondly, Trudy informed me that in her college, a Curriculum Office was established whose main responsibility is to oversee the implementation of the NCV programmes and provide support to lecturers where needed. She also reported that “...lecturers who have been in the system longer mentored the younger ones.” Nevertheless, Trudy was still of the opinion that for the longer serving staff, much more germane support still needs to be provided.

Talking about what **resources** would be needed to ease and smoothen the implementation of the NC-Marketing in her classroom, Trudy was quick to mention that a Teacher Assistant would be the first help that would be needed. They would be required to assist with administrative duties such as typing and photocopying of notes and assessments. Then the provision of more physical resources such as classrooms, well resourced Library and computers would also help in the process of implementing the NC-Marketing curriculum. She added that, more lecturers coming on board would also assist.

I ended the interview by asking what lessons Trudy has learnt in the process of implementing the NC-Marketing curriculum. This was what she had to say,

“I have learnt that first you must understand where your learners are coming from before you even think of the syllabus. You need to know who they are and their challenges because in the absence of that knowledge you will be talking to the wall. Another lesson is that you can’t change the syllabus no matter how improper, inadequate, incorrect or bad it is. Your job is to teach in the way it has been given to you.”

4.2.3 Roshna (not her real name) (FET College 3)

Situated in a prominent rural area of KwaZulu-Natal, is the campus site for FET college 3 where Roshna lectures. This modern, state-of-art campus is the only structure of this kind in this area.

The campus houses about 700 learners and is host to both NATED and NCV programmes. Learners at this campus are predominantly African drawn from the surrounding areas. Roshna who is 34 years of age has been with the FET college for the last 7 years now and has taught Marketing and Consumer Behaviour on the NCV programme for 2 years. Roshna holds a marketing qualification and has also continued with her professional development in other areas relevant to her career. Roshna teaches on both the NATED and NCV programmes taking two classes on the NATED and six classes on the NCV. Her NCV classes are split between three Level 2 classes and three Level 3 classes.

The interview took place at Roshna’s house. The sight of her house was breathe-taking. It’s the sort that leaves you motivated to do something about your own house. Roshna does not live in the area where her college is situated. She lives in an urban area about 120km from the college. She commutes to her college daily. I was very grateful for this interview with Roshna because, in spite of being on maternity leave and having to look after her young toddler and her six month old baby, she gladly consented to

assisting me with the interview. As you would recall from Chapter Three, only four out of nine colleges in KwaZulu-Natal offer NC-Marketing on level 3 and 4. And so for me I had to make good of this opportunity.

I therefore, wasted no time in getting straight to the point of the interview. I started by asking her if she considered herself to have **understood the implementation requirements of NC-Marketing.**

She confidently responded that,

*“Yes. In the beginning it was a bit complicated. The instructions were not clear. It was very ambiguous...the first year was just terrible because we did not receive textbooks on time and the learners were not co-operating. I even went to Pretoria for that first training but it was a **sheer waste of time** because we were not given enough information about NCV. So, it had so many problems that I experienced but now its getting better.”*

Roshna added that even though she would say that she understood the implementation requirements of the NC-Marketing curriculum, **the curriculum had so many challenges.** She admittedly pointed out that there were so many areas where the curriculum is still not clear such as the number of times to re-assess learners. Then there was also the administration part of it, the caliber of learners, and the lack of resources that still needed to be attended to.

In addressing the code on **Learner profile**, Roshna’s learners *“...come from different backgrounds, different communities, different families, so they come with different issues that you have to deal with...”* She mentioned that she has had to take on different roles of

parent, counselor and lecturer in the process of teaching. For Roshna, this also marked the difference between the NC-Marketing learners and the NATED students who were more matured and exhibited a sense of direction.

Roshna felt that what the NC-Marketing has done, is place the learner at the centre of the learning process with the lecturers doing a lot of administrative work in addition to the required teaching.

This includes;

“ahh, like mmm, these PoEs, and PoAs . Everything you have to do has to be filed – like the assessments. Although assessments are done on the NATED, for NCV it requires much more paperwork.”

Roshnas’ belief is that the profile of the learners that enroll at the college had played a significant role in them not being able to **grasp the concepts in the curriculum** easily. She believed that most of the learners that enrolled for marketing did not even know why they were at college. Most of them did not show a **sense of purpose or direction**. She suspected that some were there because of the bursary that the NDOE offered to NCV learners. Perhaps those who failed matric previously thought that this was an easier option out, to the point that, *“they are not focused and don’t have determination”* she added.

Roshna also felt that the **NC-Marketing curriculum is highly pitched** to the effect that it had created problems which hindered the smooth implementation of the curriculum as *“...some of the materials that have been prepared for level 2 and 3 is too high for that level, it is as though it’s for University level, you understand?”* She reckoned that this made

teaching the curriculum difficult and complicated. Coupled with this highly pitched curriculum was the issue of **language barrier**.

English is the predominant mode of teaching in college 3. Most of the learners are drawn from the surrounding rural areas and have used mostly IsiZulu in their previous schooling. This implies that most of them would battle to understand marketing concepts to the extent that both English and IsiZulu had to be used so as to ensure that learners understood. The fear Roshna faced was that this would disadvantage her learners as all internal assessments and external examinations were set in English.

Roshna then pointed out that the other issue compounding the whole implementation process was learner absenteeism. A slight permutation to what happened in the other two FET colleges in this study was that in Roshna's class, learners would take turns absenting themselves from class. Learners that attended class on a particular day would absent themselves the following day and those that were present the previous day would now be the ones to be absent. This, Roshna added made it difficult to move at the required pace with syllabus coverage and administration of assessments, *"...so these are the challenges I have in implementing this programme in the classroom."*

Thus, in this way, Roshna felt that implementing the NC-Marketing curriculum had placed a higher demand on her as a lecturer. Roshna quickly added that she was not expecting the curriculum to be the same as the NATED which was fairly reasonably easy to cope with, but nor was she expecting to battle to such extents just to settle down with the NC-Marketing curriculum. She exemplified what she meant by this;

"...you know for the first year, I wasn't coping, everybody wasn't coping. There was just too much stress among the staff members because we had to teach the

NATED and at the same time there was this NCV introduced...it was just too much!"

Now **support structures** are available in the college to assist lecturers cope with the new curriculum. Roshna informed me that in her second year of teaching NC-Marketing, two new staff were employed whose duty was to help with the typing of assessments, invigilation, photocopying and assisting in any kind of way that would help lecturers. Roshna was apt to inform me that the college also had Subject Committees formed across campuses. These committees were often not fully utilised due to time constraints on the part of lecturers as most have had to teach on both the NATED and the NCV. I was also informed that one responsibility of Subject Committees was to set content for **standardised assessments** as the dates for these assessments were set by College Management and announced at the beginning of the college year.

Roshna informed me that the **number of assessments** that learners in FET college 3 had to do was six. This did not include the ISAT, the trial and Final examination. These assessments required;

"...such a lot of preparation while at the same time you have to prepare new work. You have to mark the assessments, file them, just so many things you have to do for NCV."

The response I got from Roshna on the **abilities required for lecturers to teach the NC-Marketing curriculum** demonstrated what the SAGs referred to as "specialist". This was her response;

"You have to be versatile. You must know what is happening i.e. different media, intermediaries, advertisements etc. You also have to be outgoing, being able to

attend exhibitions related to marketing, go for network parties or cocktails and also be able to find out what the private sector is doing...marketing is an ever changing subject."

In addition to this, lecturers have to make teaching NC-Marketing in the classroom exciting for the learners. And in order to do so, Roshna used a variety of teaching strategies and resources including group work, lectures, class presentations, discussions and also made use of the simulated room. She made her learners use resources such as journals and magazines. She was quick to add that in spite of "*...so many challenges that I face in implementing the NC-Marketing curriculum such as the lack of resources...I try as much as possible to be creative.*"

All of this takes one to **adapt in order to survive** and Roshna has been no exception. For her, she has had to adapt because she felt that she "*... didn't have a choice because that's what they told us that the NATED was gonna go away and it's gonna be NCV. So, whether I liked it or not, I had no choice.*" This overwhelming feeling of helplessness was clearly evident on Roshna's face as well.

Roshna believes that many of the challenges she has experienced as a lecturer for the NC-Marketing is what **other lecturers experienced** as well. She put it this way,

"...all of us we are experiencing the same thing. Before I left for maternity leave, we were discussing the same thing that the learners were such a problem. They were not participating, not submitting assignments and mostly absent. We've been, you know, coming up with the same issues over and over again all of us with the same problem. So, it is the same for everyone."

In all of this, Roshna felt that her current **qualifications have adequately prepared her** to handle NC-Marketing. She believes that she is able to understand content better and also able to draw on examples from her experience in the private sector which has helped her enrich her lessons. Roshna, however, remains open to any opportunities that her college may offer for further studies or workshops related to NC-Marketing.

4.3 PHOTOVOICE DATA PRESENTATION

The analysis of photographs as mentioned in Chapter Three proceeded through a four-stage process. Firstly, participants were briefed about what photographs to take. They were to choose three (3) photographs each which best reflected their concerns. Then, in different sessions held with each participant, stories about their pictures were told. Lastly, in conjunction with each participant, themes which were emerging from each picture were identified. It is these themes which are later consolidated with those emerging from in-depth interviews and discussed in Chapter Five.

Permission was not granted from relevant parties or authorities to publish these photographs. Therefore, all photographs were given back to participants and no copies were included in the dissertation. The presentation of the photograph discussion session now follows.

4.3.1 Zodwa

Picture 1: Resource Centre

The first picture Zodwa presented was that of the Resource Centre. She said that she took the picture because she wanted to show how devoid the Resource Centre was of resources that are recommended in the NC-Marketing curriculum.

The Resource Centre, a large room with tables and chairs had very few books relevant to NC-Marketing curriculum. Zodwa mentioned that the curriculum prescribes that resources such as internet access, marketing journals and marketing magazines be made available for the learners' use. But, in Zodwa's words, *"...it's a lack of resources where you can say there is a Resource Centre but...not enough resources as stipulated in the curriculum."*

Picture 2: Simulated Room

Zodwa mentioned that according to the curriculum, learners were required to spend a stipulated amount of hours per week in a Simulated environment (sim-room) in the absence of a real work environment. *"I took this picture to come and show how good the NC-Marketing curriculum is but how difficult it is to implement from the resource point of view."* The sim-room concept adopted at Zodwa's college was a concept wherein they decided to simulate a real business. Resources were to be bought and contracts signed to set the sim-room in motion. But three years later, things have still not moved. *"This saddens me as it deprives learners of the vocational practice that they would otherwise have had."* She reckoned that if the sim-room was up and running, it would have assisted in smoothening the implementation of the NC-Marketing curriculum in the classroom.

Picture 3: ISAT presentation

Zodwa's third picture showed one learner standing by a laptop making a power-point presentation and another handful of learners sitting around him observing and listening to his presentation. Zodwa informed me that that particular class was having an ISAT presentation. She said that she took the picture to show, firstly, how learners who had been absent from class would suddenly show up on the day of the ISAT.

This was sad for her because the ISAT mark on its' own was not sufficient to enable the learner to pass the Final Examination. Secondly, she wanted to show that the laptop in

the picture was hers. The college did not have enough computer rooms to allocate one to her learners. As such she ended up bringing her personal laptop on which the learners learnt Power-Point and eventually used it to present their ISATs. In of all the above presentations, one theme stood out clear and Zodwa and I were agreeable that this would be **limited teaching and auxiliary resources**.

4.3.2 Trudy

Picture 1: Learners under a tree

“This picture is of students who are compelled to sit under the trees because the cafeteria is too full. They are also sitting here during class time because they choose to bunk classes – a sign of their commitment to their education!” Trudy took the picture to show that NC-Marketing learners lack interest and responsibility towards their studies. She pointed out that it was this lack of commitment from the learners which was detrimental to the progress of most NCV programmes including the NC-Marketing.

Picture 2: Learners using the library as lecture room

Trudy’s second picture showed learners using the library as a lecture venue due to limited availability of classroom space. What this meant is that lecturers could not have access to teaching resources and other reference materials as and when they wanted to as this venue could only be accessed when the class was not in progress.

Not only did it hinder lecturers, but the rest of the college populace could not access the library while it was being used as a lecture venue. This also meant denying other learners who may have wanted to use the library the privilege of having to do so.

Picture 3: Computer room

The last picture shown was that of a large, well fitted room with computers. *“These computers have been installed with a program called Plato. This is a specialised program.... which should be used by all NCV learners.”* Unfortunately, because of the high numbers of learners enrolled for NCV programmes, this room was used for normal timetabled computer subjects. As a result, learners who needed to use the Plato program had to use a computer room which only had 18 dedicated computers. These 18 computers only served a percentage of any NCV class which is on average made up of 30 learners in a class.

Two themes came out from this photovoice session. The one is that of **learner’s lack of commitment** towards their studies and the other is that of **insufficient resources** in the form of teaching space due to ‘over enrolment’.

4.3.3 Roshna

Picture 1: Learners in a classroom

This picture showed learners in a classroom. These learners were not NC-Marketing learners but learners still studying on the NATED programme. Roshna mentioned that she took the picture because she wanted to show me the learners she had earlier mentioned in the interview as having commitment and direction towards their studies. She lamented that *“it is a pity that this programme is gonna be phased out”*.

Picture 2: Block of classrooms

The second photograph showed a block of classrooms. As Roshna ‘took’ me through the block she mentioned that she took the photograph to show how much of classroom space is available on this campus dedicated to the teaching of NCV. This building was

fairly new and as such classroom facilities were still in good condition. Roshna however, mentioned that in spite of the availability of facilities, learners still did not attend class. The worst attendance was observed in the afternoon when most learners absconded.

Picture 3: Library

The third picture showed a building which Roshna referred to as the Library. She took the photograph to show that the campus had resources which learners could utilise in order to better their performance. This library is well stocked and well managed. Most of the resources are relevant to NC-Marketing. However, most NC-Marketing learners do not utilise this facility and many times see no value in going to the library unless forced by the lecturer. She felt that the value of studying and learning using a resource centre was undermined by learners enrolled on the NCV programmes in general. From the three photographs presented to me by Roshna, the theme that came out clearly was that of **lack of commitment from learners** in spite of the **availability of resources**.

4.4 CONSOLIDATION OF THEMES FROM SEMI-STRUCTURED INTERVIEWS AND PHOTOVOICE

From the presentation of codes emerging from semi-structured interviews and the themes from the photovoice sessions of the three participants in the study, seven themes were consolidated and discussed in Chapter Five. The themes have been divided into two. The first five themes address the first research question which focuses on classroom experiences of lecturers in implementing the NC-Marketing curriculum; and the last two address the second research question which addresses factors influencing NC-Marketing curriculum implementation. The consolidation of the codes resulted in these seven themes below;

Theme 1: Teachers' perceptions and understanding of curriculum documents

Theme 2: Teaching the National Certificate-Marketing in the classroom

Theme 3: Handling assessments

Theme 4: Abilities required of lecturers to teach NC-Marketing curriculum
successfully

Theme 5: Profile of the Learner and ability to comprehend curriculum

Theme 6: Teacher support structures

Theme 7: Resource factors impacting on the rollout of NC-Marketing

4.5 CONCLUSION

This chapter has presented the findings of the primary research. The voice of the lecturer has been captured where possible to show their original responses. From the several codes identified during and after the interviews, seven themes emerged for discussion in Chapter Five.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

“The essence of being an effective teacher lies in knowing what to do to foster pupils’ learning and being able to do it”
(Kyriacou, 1991)

5.1 INTRODUCTION

The study was aimed at describing classroom experiences of lecturers involved in the teaching of the new NC-Marketing in three FET colleges in KZN. An investigation into the classroom experiences of lecturers was important as it provided an opportunity to understand how the implementation of this new curriculum has been experienced by lecturers.

This last chapter, presents the discussion of the themes obtained in Chapter Four, links these to the theoretical underpinnings, suggests recommendations for further research and subsequently makes concluding remarks.

5.1.1 The research topic

This study set out to describe the ‘Classroom experiences of lecturers in implementing the new National Certificate-Marketing: Life histories of three FET college lecturers in KwaZulu-Natal’.

5.1.2 Aims of the study

Two main objectives were to be achieved; to describe the classroom experiences of lecturers implementing the National Certificate-Marketing in three FET colleges in

KwaZulu-Natal and to contribute meaningfully to the body of knowledge being generated about, and in FET colleges; a field described as being pivotal to narrowing the skills gap, yet one in which little information about the lecturers that 'drive the mill'; can be obtained.

5.1.3 The key research questions

To this end then, two key research questions were answered:

1. How have lecturers experienced the implementation of the National Certificate-Marketing in their classrooms?
2. What factors have influenced the implementation of the National Certificate-Marketing in the classrooms?

5.1.4 The research methodology

The methodology employed was life-history accounts of the three lecturers. The data collection methods were semi-structured in-depth interviews and photovoice.

5.2 DISCUSSION OF THEMES

Seven major themes were identified as documented in Chapter Four. After identifying the themes, they were presented to research participants to see if they were agreeable and if there were other themes that they felt should have been included. These themes have been divided into two categories.

The first set of themes address the first research question on the lecturer's classroom experiences and the second set address the second research question on the factors influencing implementation. The findings in this study resonate with those of Govender, 1999; Dukada-Maqada, 2003; Sineke, 2004; Basson, 2007; Oakes 2001 and Nxumalo, 2008. Thus, even though the primary purpose of this study was to obtain a qualification and that the size of the sample used does not warrant generalising the findings of the study, lessons drawn from this study and those of others mentioned earlier suggest that the chasm that divides curriculum planners and curriculum implementers still exists and is in dire need of addressing.

5.2.1 THEMES ADDRESSING CLASSROOM EXPERIENCES OF LECTURERS

Theme 1: Teachers' perceptions and understanding of curriculum documents

This theme reflects the lecturers' perceptions regarding the design of the curriculum documents and their understanding of the curriculum. All three lecturers mentioned that the two main documents which make up the NC-Marketing curriculum are the Subject Guidelines and the Assessment Guidelines (SAGs). The Subject Guidelines stipulate the Topics, Specific Outcomes (SO) and Learning Outcomes (LO) that are to be covered in the subject.

It was also indicated that the document gives a detailed suggestion on how each LO could be covered or taught, for example, using case studies, role plays et cetera. Assessment Guidelines on the other hand stipulate how assessments are to be conducted and the different forms they may take. Guidelines on how to calculate the Internal Continuous Assessment (ICASS) and the External Summative Assessment (ESASS) marks are also given.

All three lecturers felt that these are well written documents, unambiguous and well set out. They found the documents to be user friendly and easily accessible. The documents demonstrate to them what great effort was invested in developing the programme. Lecturers also noted that they understood the requirements and the terminology used in these documents very clearly. This is supported by McEwan (2002) who says that an effective teacher is one who, "... has sound knowledge of content and outcomes...and this includes knowledge about the ways of representing and presenting content ..." (p.106).

However, in spite of expressing that the curriculum is well understood, lecturers unanimously reported that numerous challenges have been experienced in translating these documents into practice in the classroom. For, indeed, it is one thing to understand the content of the curriculum and a totally different thing to know how to teach it (McEwan, 2002). The first challenge that lecturers encountered in translating curriculum into practice was the high level at which the curriculum documents are pitched. They argued that the content of the marketing curriculum is of a similar standard to that of higher learning institutions such as first year university.

How does the lecturer then bring such content to the level of the learner without watering it down far too much? This has been one source of endless challenges for lecturers in trying to negotiate their way in the curriculum in order to bring it to the level of the learners. The effects of this were suitably explained in the interview with Trudy; that trying to create a balance between content and level of the learner affects quality delivery of the curriculum. This would thus prove true what Miller (1994) in Carl (1995) meant when he cautioned that "...a teachers' whole adaptation and style, inter alia, determines the quality and standard of what takes place in the classroom" (p.2).

For the reasons mentioned above, lecturers expressed that though the curriculum documents were well written, they do not necessarily agree with them. The act of negotiating and re-negotiating the curriculum with the learners is a huge task which lecturers constantly have to engage in. On this matter, Carl (1995) acknowledges the importance of teacher empowerment as curriculum agents, but advises that teachers should be empowered during initial training so as to ensure a proper buy-in to the curriculum. Further, Fullan (1991) cautions that teacher's expression of the ability to understand the curriculum must not be mistaken for what he calls 'concrete change'. It thus, would stand to reason that even if these lecturers purported to understand the NC-Marketing curriculum, it did not necessarily mean that they were in agreement with the change – and in this case curriculum change.

Evident also from the findings, was that though lecturers felt that the curriculum was highly pitched, they seemed 'powerless' to do anything about their state of affairs. Indicative of this are their closing remarks of, 'that is what has been given' and 'I had no choice'. However, this state of affairs could have an impact on the successful implementation of the NC-Marketing curriculum in the classroom and how lecturers eventually experience it. For lecturers have a significant influence on the curriculum as they have a direct involvement with the learners (Jansen and Middlewood, 2003). Furthermore, Jansen and Middlewood (2003) posit that;

"The degree of excitement or boredom experienced in implementing the curriculum is often directly related to how much the teacher feels what is being taught and how, is personally specific to the teacher and learner or is merely being 'handed on' from elsewhere" (p.56) (italics mine).

Lecturers then indicated that another issue posing a challenge for them in relation to the highly pitched curriculum is the prescribed textbook content. They mentioned that as textbooks are written in accordance with learning outcomes, the high pitch comes through in the textbooks. As in the traditional way of schooling, learners are still very reliant on prescribed text. However, learners in the NC-Marketing struggle to comprehend this content. Roshna attributed this to not only the high level of the textbook but also the language barriers (discussed under theme 2) common among NCV learners. Once again, it's the lecturers who have to bear the burden of finding ways to make learners understand.

This, according to the lecturers, is sometimes exhausting, confusing, frustrating and draining. And as such “these feelings of guilt and frustration that teachers commonly experience can be profound and deeply troubling to them” (Hargreaves, 1994, p.142).

Interestingly, Fullan (1991) proposes that there are two types of change that lecturers may exhibit in the process of innovation, and he warns that lecturers, in this case, FET college lecturers, must guard against superficial change. He calls the first type ‘false clarity without change’. This happens when lecturers “think that they have changed but have only assimilated the superficial trappings of the new practice” (p.34). The second is the ‘painful unclarity without change’. This takes place, when “innovations are attempted under conditions that do not fully support the development of the subjective meaning of change” (p.35). This study proposes that what lecturers have shared is characteristic of the latter type.

Theme 2: Teaching the National Certificate-Marketing in the classroom

What teachers of outcomes based education have in common is that not only do they have to adapt to new ways of teaching, but also endure loads of record keeping of learners’ progress and other administrative duties (Govender 1999; Dukada-Maqada, 2003; Sineke, 2004; and Nxumalo, 2008). It is no different for the three lecturers in my study. Several concerns on how lecturers experience the implementation of NC-Marketing in their classrooms came out clearly.

All three lecturers mentioned that their administrative duties revolved around compiling their PoAs, assisting learners with their PoEs, extensive photocopying of learner assessments, typing assessments and reassessments, and when there was a delay in the ordering of textbooks, notes had to be typed for learners. This, as they indicated took up a lot of lesson preparation time. Lecturers indicated that doing this was often draining and tiring. For lecturers like Zodwa who only have one free period a week, how does she cope with such demands?

The importance of sufficient preparation time for any lesson can not be over-emphasised. If this is not provided, it undoubtedly would affect the quality of teaching and thus bear influence on how lecturers eventually experience curriculum implementation in the classroom!

It was indicate earlier in the chapter that colleges still run the NATED programmes and as such all three lecturers are engaged in teaching both on the NC-Marketing which is a year long course and the NATED programmes which are semesterised programmes. Finding a balance in terms of time, teaching style and assessment practice has always been a challenge. The demand placed on lecturers to implement the new curriculum and at the same time balance it with teaching the old curriculum was strenuous resulting in lecturers feeling like they did not dedicate sufficient time to either one of them.

Lecturers then indicated that one of the biggest barriers experienced in the classroom when implementing the NC-Marketing is language. Many learners that the NCV programmes attract are predominately English Second Language speakers. The FET colleges use English as their medium of instruction. This, as lecturers so aptly put it, may account for 60% of cases of learner failure.

It was alluded to in the first theme that lecturers perceived the new curriculum to be highly pitched. When one juxtaposes this issue with that of language, a clear picture of the magnitude of the challenges that these three lecturers face in implementing the NC-Marketing curriculum become more apparent. Without a strong English Language base, learners would indeed struggle to comprehend what both the curriculum and prescribed textbooks were saying about the subject. Moreover, compounding this situation is that learners with special education needs (LSEN) are allowed to be in the same class with all other learners. This does not make things any easier for the lecturers as they greatly battle for pedagogy.

The last concern under this theme that emerged strongly was that of assessment. Here, how lecturers perceive standardised assessments as interfering with the NC-Marketing curriculum implementation in the classroom is discussed. The finer details of how these assessments are done and the work they entail is covered in the next theme. In relation to both NATED and NC-Marketing, lecturers indicated that they found themselves inundated with loads of assessments to both administer and mark. The dates for assessments for these two programmes differed considerably such that lecturers had to constantly make compromises between the two programmes. But because the NATED was in the process of being phased out (at time of data collection), it more often than not became the 'sacrificial lamb'. But then, lecturers constantly tried to find ways of compensating for the time lost with the NATED classes.

This is how Trudy put it;

“...so if you are invigilating an NCV class at the time that you should be teaching a NATED class, then you have to cancel that class and reschedule and that is such a nightmare because everyone is trying to reschedule classes...so the implementation of the NC-Marketing programme at this time of the year (*August onwards*) has been detrimental to the NATED programme...”.

The timeframes for the marking of assessments is also tight. For these lecturers it had proven to be an issue that drained them of their morale and often interfered with syllabus coverage and robbed them of the time to concentrate on attending to learner needs. Such inflexible adherences to closely set deadlines have potential of impacting negatively on curriculum implementation and in turn shape the experiences that lecturers have of curriculum implementation in the classrooms. Hargreaves (1994) cautions that;

“We need to get close the teacher’s own desires for change and for conservation along with the conditions that strengthen or weaken such desires. *Doing so however*, should not be construed as endorsing and celebrating everything teachers think or do, rather it means taking teacher’s perspectives and perceptions very seriously” (italics mine) (p.11).

This means that colleges need to acknowledge the important role that lecturers perform in assessment. It is the lecturer's responsibility to determine as and when learners are to be assessed. In this way, colleges would be acknowledging that lecturers are desirous of change and are willing to play their part and that they trust their sense of plausibility.

Theme 3: Assessments

The questionnaire had no direct question on assessment. However, it was a major theme which emerged with all participants. As such both the participants and I felt it was an important theme to include.

Lecturers lamented over the responsibility that assessment requirement as stated in the assessment documents placed on both the lecturer and the learner. From the interviews with each of the lecturers, I came to understand that these requirements were interpreted differently by different colleges. Of note is the number of assessment tasks given to learners for the PoEs. There was no consistency across colleges as to the appropriate number of internal assessments to give to the learners. In one college, as many as seven assessments were administered whilst in another, as few as two. However, all three lecturers indicated that in their respective colleges the setting of assessments and administration thereof was standardised. The influence of standardised assessments on curriculum implementation and lecturer experiences is explained below.

When lecturers return to college in mid-January they get involved in learner enrollments up until mid-February. Teaching only commences during the last week of February. The year consists of 34 weeks. Since assessments are standardised across campuses, an assessment schedule is circulated to all lecturers at the start of the year in keeping with the requirements as stipulated in the Assessment Guidelines (2007). Each programme that Learners enroll for has 7 subjects and a minimum of 7 assessments. Learners' marks are "kept or recorded in a PoE" in line with the requirements provided in the Assessment Guidelines (2007, p.7).

The challenge as these lecturers indicated is that these assessments take up a lot of teaching time in order to be administered. From the 34 week calendar a minimum of 7 weeks were used for administering assessments. Extra time was often also set aside for reassessment. Lecturers were then given two days within which to complete the marking. Now as indicated in the introduction of each lecturer, they each taught at least 5 classes of NCV groups meaning that they had to prepare 5 assessments multiplied by the number of assessments timetabled by the college. In the case of Zodwa's college it was 5 classes x 7 assessments bringing the total to 35 assessments to set, administer, mark and then reassess. Lecturers indicated that though reassessments were not formally scheduled, they nonetheless, had to be administered during valuable teaching time. What worried these lecturers was that there are no clear guidelines from NDOE as to how this should be done. However, as Zodwa put it, dealing with all this "...eats up on teaching time".

The irony of this is that whether colleges had 7 assessments or less, all three lecturers indicated that their learners were not able to cope well with the

assessments. They felt that assessments were too closely spaced and often times than not, little syllabus coverage had been done before the next assessment was to be written. In this way, lecturers are denied the opportunity of determining the readiness of their learners to take assessments. This study finds that these schedules have drastically reduced the lecturers' autonomy in monitoring learners' needs and hence compromises on both the lecturers' ability to assess learner readiness to take assessments and thus impacts on the learners' development.

McEwan (2002) provides valuable advice on this issue and recommends that "teachers should constantly evaluate their teaching performance through assessing what their students have learned. This cyclical on-going process acts as a means of quality control for the teacher, enabling the teacher to fine-tune whole class lessons..." (p.89). What makes assessing meaningful, is when lecturers see the need for and the usefulness of assessment as opposed to being pressurised into doing it just because it is scheduled. On the other hand, lecturers need to guard against extremes of seeing assessments as time wasters and thus having them sparsely allocated (McEwan, 2002). This study concurs with McEwan.

Theme 4: Abilities required of lecturers to teach NC-Marketing curriculum successfully

On the matter of abilities required for lecturers to teach the NC-Marketing curriculum; participants indicated that anyone teaching on this subject should be able to understand clearly what the SAGs require in order for the successful implementation of the curriculum. The curriculum calls for resourcefulness, ingenuity and creativity. Lecturers must also have the ability to reflect on their own teaching practice and be able to seek areas of improvement. Lecturers found

that knowing the learners' background and diversity was of paramount importance for successful NC-Marketing implementation in the classroom as these would be duly considered when planning their lessons.

Lecturers felt confident that their qualifications had adequately prepared them to teach content of the National Certificate-Marketing curriculum as all three have tertiary qualifications with a focus on marketing. Interestingly, even though lecturers indicated that becoming an ETDP Assessor had helped them in understanding what OBE is all about, they generally agreed that the National Certificate-Marketing is a programme one learns to teach while on it. It is learning through experience.

The lecturer who teaches NC-Marketing should also be able to organise and manage group work effectively and have the energy to constantly monitor learners. Coupled with this is the need for lecturers to be disciplined and adhere to strict deadlines and have good administrative skills.

Schulte, Slate and Onwuegbuzie (2008) agree with this and confirm from their study on effective school teachers that knowledgeability, passion for teaching, friendliness, involving and caring were among the twenty-four themes that learners felt an effective teacher should possess. McEwan (2002) concurs with this but warns that effective teachers "don't always present themselves wrapped in neat and predictable packages..." (p.2). What is important for the teacher is to be mission-driven and passionate, positive and real, be a teacher-leader and have instructional effectiveness (ibid). As Trudy indicated, these lecturers have not yet attained all of these qualities in relation to the NC-Marketing, but progress was underway in spite of the prevailing circumstances.

Theme 5: Learner profile and ability to comprehend curriculum

The minimum requirement for learners to enroll for the NC-Marketing is a Grade 9 pass. Learners are envisaged to be between ages 15 – 17. However, the curriculum attracts much more and in some cases, much less than prescribed. For instance, as participants indicated, learners who had completed matric in the academic stream had enrolled on the NCV programmes. They supposedly believed that better employment opportunities would be had by obtaining a vocational certificate. Lecturers clearly indicated that they did not favor this though their colleges allowed it. Thus a typical NC-Marketing class comprised of learners with a Grade 9 pass, matriculants and learners with special education needs. Lecturers believed that these factors combined have also contributed to the difficulties they faced in implementing the new curriculum in their classrooms. In addition, a high absenteeism and drop-out rate had also been observed among these learners.

The study by Cheung and Wong (2006) revealed that the profile of learners that enrolled for the Career-orientated curriculum (a pilot vocational programme in Hong Kong) included learners who were academically less able or simply not interested in mainstream curriculum. This curriculum, like the NC-Marketing was designed to provide learners with the necessary skills required for employment in industry. Cheung and Wong (2006) concluded that it was not uncommon to see an array of diversity in the learners that opted for vocational education.

Lecturers related how that they had to handle numerous behavioural challenges from these learners including lack of commitment, immaturity and absenteeism.

To this end, NC-Marketing learners also could not work independently and therefore, required constant and close supervision. With large class sizes in some cases, such supervision was impossible. It was also mentioned that even when learners were asked to work in groups, the group would only produce the work required upon close and constant supervision.

This study proposes that the lack of learner enthusiasm correlates with the results found by Cheung and Wong (2006). In their study they found that most learners lacked interest in participating in their learning as often, they enroll or chose subjects which they were not really interested in. They further suggest that, "if students had curriculum tailored more to their needs, they might participate more actively" (p.107) in their learning. This is very important for this study and an important point of note to Curriculum Planners.

Moreover, the study by Cheung and Wong found that for the learners enrolled in their vocational programme, 71.8% had little knowledge about the direction of their future choices. This too, was adequately expressed by Zodwa and Roshna in their comments that matric learners that come to enroll for the NC-Marketing do not fully understand what it is that they are getting themselves into.

Therefore, dealing with learners who do not show enthusiasm for learning and have no direction for future career options presents challenges for lecturers in the classroom and may influence the way in which curriculum innovation is experienced in the classroom.

5.2.2 THEMES ADDRESSING FACTORS INFLUENCING NC-MARKETING CURRICULUM IMPLEMENTATION

Theme 6: Teacher training and support structures

The aim of this question in the questionnaire was to find out if teachers perceived that they had sufficient support structures necessary before and during the implementation of the new curriculum. This theme was further strengthened by the stories lecturers told of how they had to learn to teach the new curriculum by experiencing it themselves in their classrooms. The three lecturers interviewed all agreed that support to implement the new curriculum did exist in their colleges. This existed on two levels; firstly the National Department of Education provided training to lecturers at the inception of each level of the NC-Marketing.

All three lecturers had had the opportunity of attending the very first of these workshops. As each lecturer looked in retrospect at the quality of these workshops, each felt that the training did not adequately prepare them for what they were to later experience in the classroom. In their view, the Service Providers contracted by NDOE to run these workshops did not get into the terminology of NCV or even the new concept of PoEs. Sineke (2004) in investigating the implementation of Curriculum 2005 in Grade 9 classrooms found similar results. Lecturers who had the opportunity to attend pre-implementation workshops felt that the workshops had failed to answer many of their questions surrounding C2005. The findings of Dukada-Magaqa (2003) also bear testimony to this. The in-service training that teachers received on OBE was not usable in their classroom setup.

The capacitation of teachers or lecturers is an important aspect of any curriculum innovation. Papier (2008) in her report on the training of FET college lecturers in South Africa, England and other international countries, advances this argument very strongly. A dedicated vocational teacher training programme on which FET college lecturers could enroll to up-skill or re-skill themselves is vital. Furthermore, as Papier suggests, “qualifications and programmes must be designed to suit the needs and context of vocational college lecturers” (p.4). The report also revealed that the FET sector in England, which shares various similarities to its South African counterpart, recommends dedicated vocational qualifications in order to help lecturers adjust, perform and excel in their tasks as they maneuver through new vocational curricula.

In England, these trainings in some cases, are provided by colleges themselves and authenticated by Universities. The second level of support that exists is that found in the colleges themselves. These exist both formally and informally. Some of the formal structures include induction workshops organised for new staff at the start of each year and to which older staff members are also required to attend. The informal takes the form of older lecturers providing one-on-one mentoring to new staff. All three lecturers felt that a gap still exists when it comes to providing on-going support and training to both the new and older staff. Again, the findings of Sineke (2003) reinforces these findings in that little on-going support was provided to teachers implementing OBE and as such they had to rely on fellow teachers for the much needed support.

Further, the model of cascading training information that NDOE highly recommends may sometimes be flawed as demonstrated in the findings by Harley and Wedekind (2004). They advise that this method can not be relied

upon solely as in many instances the message that the curriculum intends disseminating does not reach the curriculum implementer in the same format. This should raise concern for those involved in planning new innovations in education as evidence abounds that a lack of proper, well structured and sufficient training on lecturers and teachers influences the way that curriculum would be implemented.

The lecturers interviewed also indicated that specialised instructional support from senior lecturers and college management was often lacking and as a result, they have to resort to depending more on informal support structures as opposed to the formal.

This study observed that lecturers have the perception that management (whether senior lecturers, campus managers, senior teachers) has the capacity and ability to support them adequately in their journey of implementing the new curriculum. But as Nxumalo (2008) in his study on Middle Managements' roles in implementing the new curriculum at Grades 10-12, revealed, this may not be the case. Middle Managers are also affected with the issues of lack of insufficient training provided to them by NDOE in the area of curriculum development and curriculum implementation.

Fullan (1991) concurs with this and posits that principals suffer the same dilemmas in facilitating change as do teachers in implementing new teaching roles. In most instances, school management is under pressure to demonstrate that they have grasped the change that they are requiring of lecturers to implement. This may be detrimental. For as Fullan (1999) warns, possibilities of grasping change superficially exist. This was also alluded to in theme 1. Both

senior school staff and teachers need to be aware of this possibility. Fullan (1991) further points out that "...major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change," (p.76) making it important for college and campus management to ensure that they grasp the new curriculum and the changes it brings.

Theme 7: Resource factors impacting on the rollout of NC-Marketing

Curriculum innovation requires resources in order for successful implementation to take place (Dukada-Magaqa, 2003). The NC-Marketing is not an exception. This theme revealed that the NC-Marketing had been negatively impacted due to the lack of resources.

Lecturers indicated that these resources include insufficient classroom space, computer rooms with internet access, well-resourced libraries, simulation rooms and textbooks. While lecturers acknowledged the efforts and predicament that their colleges suffer in order to acquire these resources, this nonetheless impacted on curriculum delivery at the classroom level.

The NC-Marketing curriculum assumes that all modern day resources as stipulated in the curriculum are available in the colleges and that all systems are in place. This may not be the case for all colleges. In as much as some colleges have well-resourced computer rooms, colleges are still offering NATED programmes side by side the NC-Marketing and other similar programmes. All of these programmes utilise the same resources. The photovoice sessions revealed that during the recapitalisation phase of the transition, colleges had upgraded their infrastructure so as to accommodate the NCV programmes. For one college, the photos revealed modern state-of-the-art buildings. Nevertheless,

in some cases, these state-of-the-art buildings lack the necessary resources like computers. This has many a time, led to lecturers having to use their own resources such as laptops in order to deliver the curriculum as was the case with Zodwa.

The lack of resources has become prognosis in so far as curriculum innovation is concerned. Studies such as those of Govender (1999), Hiralaal (2000), Oaks (2001), Dukada-Magaqa (2003), Nxumalo (2008) and now this study all reveal this recurring phenomenon of 'resource shortage'. This should be a source of concern.

The advice offered by Tubin (2009) that establishing an innovation requires a serious consideration of planning effort, human power and resources, should be taken seriously in future endeavors of curriculum innovation.

5.3 WHAT DO THE FINDINGS MEAN IN THE PARAMETERS OF PHENOMENOLOGY?

To reiterate what Van Manen (1997) from Chapter Two emphasised, "the logical structure of phenomenological text is, no doubt, as complex as most human science text: it contains arguments, analysis, inferences, synthesis and various rhetorical devices such as metaphors...which aim at procuring , producing, clarifying and presenting meaning" (p.57). This can not be further from the truth when accounting for the life histories of these college lecturers. In trying to make meaning of their experiences thus far had with the implementation of the new NC-Marketing curriculum, lecturers have gone back and forth, at one moment arguing out a point or analyzing and at another inferring or synthesising. In attempting to attach meaning to their experiences, lecturers used

examples, photographs, gestures and language. These are evident in the texts presented in Chapter Four and in the subsequent themes discussed in this chapter.

This study acknowledges the uniqueness and originality of experiences shared by each lecturer thus confirming what Van Manen (1997) said about meaning being the “intentional correlate of the disclosedness which necessarily belongs to our original understanding” (p.57). Further he also stresses that “every phenomenological text is only one interpretation of a possible experience” (p.53). This has been clearly demonstrated by these lecturers in this study.

It is clear that though the curriculum is said to be well understood by all three lecturers, it has however, caused numerous unpleasant experiences. The meaning attached to these experiences is that though the curriculum is a good innovation, it nonetheless is difficult to implement. The ‘lived world’ of curriculum innovation for these lecturers thus is characterized by exploring possible ways of negotiating curriculum innovation so that it gives a meaningful understanding both to themselves and to their learners. Through the use of language (in the interviews and in the photovoice sessions), this study was able to gain insight into this rather difficult but courageous world of these lecturers. For as Heidegger (1982) rightly put it “to undergo an experience...is something else again than to gather information about it” (p.59). These lecturers did not speak of things told to them, but rather of things they have experienced. This is significant as it has given the experiences a voice and hence disclosed the ‘lived worlds’ of teaching of the lecturers.

In using phenomenology to analyse the findings, a better understanding of the relationship between the knower (the lecturer) and the known (experience of curriculum change) is obtained. The texts demonstrate that lecturers have developed a

deeper awareness of curriculum innovation through the interpretations of their experiences. Take for instance Zodwa in response to whether her qualifications prepared her adequately to handle the new curriculum. She pointed out that though she possessed the necessary academic qualifications, it was only until she stood in front of the learners that she realised that her qualifications would enable her to understand content but not aid her in the classroom experiences of implementing the curriculum. The other two lecturers also alluded to this fact.

The agonizing moments they went through in trying to negotiate within themselves and with the learners the best way of making the subject matter understood was in essence a negotiation of meaning – the configuration of gestalt quality of activity as Davidson (1992) would put it. This process of meaning making was characterized by moments of utter loss and moments of success. The experience of Trudy taking her learners for a walk in the car park hoping that the environment would assist in creating an atmosphere of that ‘aha moment’ is a good example of this meaning making process.

Lecturers engage in several activities when implementing the NC-Marketing curriculum. These activities include photocopying, typing assessments, assessing, marking assessments under tight deadlines, negotiating a high pitched curriculum, dealing with learner diversity, organising portfolios and teaching on the NATED programme, to mention but a few. Davidson (1992) postulates that “these actions are not merely added one to another as one might add apples resulting in an accumulated sum of experiences, rather, actions hold significance for individuals and are related to each other in meaningful ways” (p.16). He further cautions that as these changes occur, “qualitative shifts in perception and understanding are produced that in turn influence future actions” (ibid). The responses of lecturers saying that only after three years of

negotiating through the curriculum do they know how it ought to be implemented is a positive future action informed by previous experiences which have helped refine both the skills and attitudes of these lecturers. However, the response of feelings of exhaustion, confusion and frustration is also evidence of the significance of actions that generate negative experiences.

Such experiences could be stressful. Once again Davidson (1992) says that whenever a stressful event is added to a person's life, it may be accompanied by a reorganization of that person's view of the world and him/herself. It is evident in the texts presented that lecturers' view of the world of teaching is no longer that of being passionate and enjoyable but one which is uncertain and frustrating. This meaning they attach to the current experiences of curriculum innovations will, without doubt influence how they will respond to future curriculum innovations.

The last issue observed in the texts was that lecturers in this study displayed an account of knowing what their work entails and a determination to help learners in spite of not being in favour of the curriculum (Trudy). The lecturers are also found to be progressive and have a plethora of creative ways of negotiating the new curriculum. Notwithstanding this, there is an experience of feelings of helplessness in suggesting changes to the curriculum which they believe is highly pitched. In the words of Roshna she believed that "...I didn't have a choice because that's what they told me...so whether I liked it or not, I had no choice". The perception of having no choice maybe disempowering for the lecturers. It is what they have seen and done that has led to this meaning-making of not being able to do anything. Hopkins (1993) maintains that "experience has both to do with seeing into a situation and acting within it" (p.54). These lecturers have chosen to do nothing about a situation which they believe is not conducive for the learner because they have come to believe that no one hears their

concerns (Trudy). This confirms that experience "...includes a wide range of perceptual acts and anticipation of concepts involving both the knowledge and evaluation of objective events and situations in a subjective way" (ibid).

To conclude, Moss (1992) eloquently underscores the significance of meaning attached to experiences, "we do not suffer from the shock of our experiences – the so called trauma, but we make out of them what suits our purposes. We are self-determined by the meaning we give to our experiences – meanings are not determined by situations, but we determine ourselves by the meanings we give to situations" (p.95). Therefore, the silence that lecturers exhibit on this issue is a choice that they made determined by the meaning they have given to the perceived situation of 'no one can hear their concerns'.

5.4 WHAT DO THE FINDINGS MEAN IN THE PARAMETERS OF GLOBALISATION?

The changing role of education and training and how the various role-players involved in the dissemination of the same has had to change with the advent of globalisation, has now become more evident in the education arena. In South Africa this has been evident with the introduction of the South African Qualifications Act of 1995 and other related prescripts and Acts that support its implementation. The move to make FET colleges autonomous as a way of empowering them to run more efficiently and competitively is evidence of this overarching influence that globalisation has had and is still continuing to have on education and training in South Africa.

One of the major implications of wanting colleges to run more efficiently and competitively is the impact it has on lecturers and their ability to deliver new forms of curricula. In order to ensure that colleges remain meaningful in a globalised

environment, one of the main factors that determine it is how responsive and needs-directed its curriculum is.

In essence it implies that FET college curriculum has had to change to accommodate precisely this move towards global competitiveness. This has been alluded to in chapter one both in the account on curriculum change in FET colleges and in the case of VET renewal and reform. The implication for the lecturers is that they must now acquire new knowledge and skills to enable them to deliver this new curriculum. Indeed new demands are placed on workers world over to acquire new skills to enable them operate in a globalised economy. This includes FET college lecturers who now need to possess a different set of skills to undertake teaching (Wilson, 2005).

This section presents three areas that depict the influence of globalisation on the findings. These are knowledge and skills required in a global dispensation, standardised assessments and infrastructure and resource requirements.

5.4.1 Knowledge and Skills

It is evident from the findings that these three lecturers have had to acquire new skills to deliver the NC-Marketing curriculum. The NC-Marketing Subject Guidelines (2007) stipulate that lecturers teaching on this new curriculum should be specialists in the field of marketing. Lecturers need to possess both knowledge and skills required to dispense of the curriculum. The curriculum requires that 40% of work be knowledge-based and 60% practice. The curriculum assumes that lecturers teaching on the NC-Marketing should therefore be able to handle both aspects comfortably (Akoojee, 2008). The findings show that lecturers have had to acquire new teaching skills and new ways to implement the curriculum. Unlike the NATED programme whose subjects are mainly theoretical (Zodwa), the NC-Marketing requires that new teaching skills be acquired.

This is the influence of globalisation. After all, in a globalised world, new demands are placed on workers to an extent that workers need to possess a different or additional set of skills to enable them undertake their new responsibilities. Further the qualities mentioned by lecturers of what an ideal NC-Marketing lecturer should possess are not far from global standards. These were; to be well organized, ingenious, knowledgeable, ability to handle group work, ability to work under pressure and being outward focused. All of these are globally recognised qualities of teachers (McEwan, 2002; Wilson, 2005, Norms and Standards for Lecturers, 2000). Wilson (2005) succinctly captures the essence of what a global teacher should have in order to survive the tide of change, “the education and training of knowledge workers requires that teachers must be transformed from those who impart knowledge to those who facilitate learning” (p.49). He further insists that curricula should also transform from mechanisms to deliver facts into mechanisms to promote and facilitate learning and thinking (ibid). In this way the comment by King and McGrath (2002) is confirmed that the more global the world market becomes, the more critical for survival are the skills and tools required for individuals, communities and nations to possess in order to ensure full participation in the global arena.

The critical role that lecturers, play in ensuring that appropriate knowledge and skills are acquired by learners in a globalised environment cannot be over emphasized. As the world is becoming more and more difficult to “thrive without the skills and tools that a high quality education provides”, (King and McGrath, 2002, p. 71), curriculum has changed to accommodate the teaching of knowledge and skills deemed important.

The duty of FET college lecturers is to facilitate this process. As King and McGrath further mention, education has become particularly important for the poor who rely on their human capital as their main source of escaping poverty. It is mainly this class of people to whom FET colleges provide their services (Trudy).

Moreover, much of the current rhetoric about remaining globally competitive through world class institutions bench marked against best practices has been the language of not only the business elite but also of government. It should be clear however, that these are not the only source of “legitimation for ideas and practices in education” ((King and McGrath, 2002, p.127). Teachers and lecturers have also often committed themselves to the improvement of society. It is them that usually notice the restrictive nature or not, of both traditional and new curriculum in their pursuit for human development.

Thus the need for teacher upskilling in the NC-Marketing is not an isolated phenomenon but one that is global. Teacher upskilling or education seeks to improve the standards of teachers in delivering the curriculum that is globally competitive resulting in improvement in student performance through “the improvement of teacher education” ((King and McGrath, 2002, p.129). Thus, teacher preparation in the form of workshops, seminars, short courses or indeed long term courses play a fundamental role in ensuring that educational performance is improved. This finding fits with the characteristic of Economic capital by Vongalis-Macrow (2008) as one way of identifying globalisation and that of Kraak (2001) and Korsgaard (1997) as was explained in Chapter Two.

5.4.2 Standardised Assessments

Impulses to require detailed accountability from teachers is also a part of this global phenomenon (Pandey, 2001). Pandey (2001) argues that in most states where education has been fundamentally restructured using assessments as a main form of accountability and control is common. He further argues that assessments have also been used for a variety of other means such as inciting change in the teaching profession and raising standards to “meet global competition” (p.85).

However, Bates (2007) criticises the use of assessments as a form of accountability for its simplistic nature in analysing complexities of teaching. This mechanism favored by schools, and in this case FET colleges is also often “limited and inflexible” and holds great possibilities of impeding teaching (ibid, p.130). The practice of assessments and implementation thereof in such rigid ways as was alluded to by the three lecturers in this study would hence “present particular problems for teachers who cannot facilitate learning effectively without taking the quite often disparate circumstances of students and their communities into account” (ibid, p.131). To this Pandey (2001) concedes and provides that the use of assessments as market signals aiding parental choice only tends to move towards a simplistic mechanism which “constricts curriculum and pedagogy in ways antithetical to the complex demands of modern” day society (p. 86).

In seeking to measure and monitor the activities of these FET college lecturers then, assessment would soon impose an intervention into their lives and identities to the extent that relationships, and especially those with their learners would soon be de-socialised (Bates, 2007).

This was also alluded to under the theme assessment. When colleges impose standardised assessment in an inflexibility way, they take away from the lecturer the ability to judge whether learners are ready or not for assessment. The Financial and Social identities of globalisation by Vongalis-Macrow (2008) explained in Chapter Two help to understand this phenomenon. Role players continuously seek to justify the payment of education and the benefits that this holds for all stakeholders. The best way to ensure this is through monitoring of assessment practice.

5.4.3 Infrastructure and Resources

The last issue that links to globalisation from the findings is that of infrastructure and resources. The inadequate resourcing of FET colleges in terms of sufficient classroom space, computer rooms with access to internet facilities, simulation rooms and other resources has potential to negatively impact on the lecturers' teaching practices and hence the way they would experience the curriculum. Clark (2005) also cited in the literature review found similar results. In one instance a lecturer (Zodwa) had resorted to using her own resources so as to assist her learners complete their ISAT which is part of their exit level assessment. It cannot be over-emphasised that the NC-Marketing curriculum requires resources for learners to fully realize the intention of the curriculum.

Townsend and Bates (2007) have indicated that with the advent of globalisation, there has been a dramatic increase in the use of modern technologies especially the internet whose use for research purposes cannot be denied. However, once again as evidenced from these findings and those of Clark (2005) most curriculum innovations lack the necessary resources to support their implementation.

Wilson (2005) argues that in a globalised arena “educational facilities must be reoriented to better facilitate learning” (p.50) as this is a critical factor associated with curriculum innovation.

5.5 RECOMMENDATIONS ON AREAS FOR FURTHER RESEARCH

Fullan (1991), maintains that if we want to know the actions and reactions to change of any educational innovation, and thereby comprehend the bigger frame of things, we must understand not only the views of the lecturers but also the learner, parent and administrator involved in that change process. This research has looked at a small part – the curriculum implementation experiences of three lecturers teaching NC-Marketing. The views of the learners, parents, administrators and other lecturers teaching on other NCV programmes still present opportunities and potential for further research in the FET colleges.

5.6 CONCLUDING REMARKS

This study has described classroom experiences of three FET college lecturers in implementing the NC-Marketing a new vocational curriculum introduced in 2007. In so doing, the two key research questions that the study set out to answer were answered. These were; how have lecturers experienced the implementation of the National Certificate–Marketing in their classrooms?, and what factors have influenced the implementation of the National Certificate–Marketing in the classrooms?

The study has ascertained that vocational curricula reform has been undergoing a renewed emphasis world-over. The conviction is that VET plays a significant role in the economic development of countries and hence gives them a competitive edge. It was thus established that VET reform is not peculiar to South Africa.

The move to implement NCV programmes has been driven by the desire to align FET college curriculum with outcomes-based principles endowed in the NQF. The 'outdated', theory-based NATED curriculum was to be phased-out and replaced by a learner-centered, outcomes-based curriculum. The study argued that the global influences and especially those of neo-liberalism have been predominantly responsible for this change. Therefore, using an interpretive framework and drawing on the concepts of phenomenology and globalisation, the study showed how the classroom experiences of lecturers are influenced by these concepts. Life-history methodology was employed with semi-structured interviews and photovoice as its main data collection methods.

The findings of this study resonate with those of literature reviewed in Chapter Two. The study revealed that classroom experiences of lecturers involved in the implementation of the NC-Marketing has not been smooth. Lecturers cited challenges stemming from inadequate pre-implementation training, insufficient resources, learner diversity, lack of commitment and enthusiasm from learners, increase in workloads, over-bearing recording and reporting processes and insufficient support structures. Side-by-side with this is that colleges have continued to offer NATED programmes thus making it harder for lecturers to concentrate on either one of the programmes whose pedagogy is clearly different.

Unique to this study though is the finding that a class of NCV learners would have a mixed profile of learners with special education needs, learners who have previously matriculated and learners who have passed grade nine. Negotiating the curriculum to accommodate this diversity has been a challenge and eventually impacts on the way lecturers deliver the NC-Marketing curriculum and consequently the way it is experienced.

5.6.1 IMPLICATION OF FINDINGS

The implementation of the NC-Marketing curriculum in FET colleges in KwaZulu-Natal has not been easy. Classroom experiences of lecturers indicate that lecturers have navigated the curriculum under difficult and murky circumstances. This bears directly on the management of classrooms and teaching practice, the training of lecturers, support for new lecturers and on the criteria for the enrolment of learners.

What this means for any curriculum innovation is that, it needs to be well planned and should have at the apex the lecturer who is the implementing agent to avoid or minimise curriculum innovation drawbacks. Yet over and over again, the same pitfalls that beguile one new curriculum innovation in South Africa beguile another. Carl (1995) has warned that, many a curriculum initiative has been miscarried because curriculum developers have so often underestimated the importance of implementation. To think that the most important part of curriculum innovation lies only in the design and dissemination thereof, is fatal. Real success is rather evaluated by the degree to which that curriculum innovation is workable in practice.

5.6.2 Conclusion

In conclusion, this study would like to recognise the efforts of these three FET college lecturers and many others who have braved the storm and pioneered the

implementation of the National Certificate-Marketing in their various colleges. To them I would like to say what McEwan (2002) so profoundly wrote even though not directly to curriculum innovation but which still holds true for those involved in implementing curriculum innovation;

“...I hope that you will feel a renewed sense of calling and appreciation for your vocation. I hope that you will be motivated to reflect more, read more and talk more about the art of teaching with fellow lecturers and administrators. Teaching is too difficult to go it alone. I also hope that you will remind yourself from time to time that teaching is a challenging profession. Its not always you, sometimes it is teaching...you must carefully tend your mental life,

as well as your emotional and physical health. Teaching is tough and can take its toll, even on the best and the brightest. Spend time with people who affirm and appreciate you” (p.173-174).

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Comment [u6]: misquote

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Appendix A

CONSENT LETTER

The Campus Manager

RE: RESEARCH STUDY ON THE CLASSROOM EXPERIENCES OF LECTURERS IN IMPLEMENTING THE NEW NATIONAL CERTIFICATE-MARKETING

I am a Masters student from the School of Adult and Higher Education at the University of KwaZulu-Natal. As part of fulfilling the requirements for this degree, I will have to do research and eventually submit a dissertation. My research topic is: "Classroom experiences of lecturers in implementing the new National Certificate-Marketing: Life histories of three FET college lecturers in KwaZulu-Natal".

I have identified your campus as one of the sites where Marketing is offered in your College. I am thus seeking for permission to use your site and also include in my study one of your lecturers teaching on the National Certificate-Marketing.

The data collection process will involve interviews and discussion of photographs to be taken of your campus site.

If permission is granted, the interviews will be conducted after working hours so as to ensure that that their work is not compromised.

Further, I am willing to give you a copy of the completed dissertation should you so require.

I hope that this request will meet your approval.

Yours sincerely

Josephine Towani
(Student number 206524914)
Cell: 072 323 4633

TO BE COMPLETED BY CAMPUS MANAGER (Please write your name in full)

I, _____ grant/do not grant Josephine Towani permission to
use _____ campus to carry out her research studies.

SIGNATURE _____

DATE _____

Appendix B

INFORMED CONSENT LETTER

Dear Research Participant

Firstly, I would like to thank you for agreeing to my telephonic request to participate in this study. This letter serves to formalise that agreement.

I am a student studying towards a Masters degree in Education specialising in Adult Education at the University of KwaZulu-Natal. As part of fulfilling the requirements for this degree, I will have to submit a dissertation. I have chosen to do my dissertation on the topic "Classroom experiences of Lecturers in implementing the new National Certificate-Marketing: Life histories of four FET College lecturers in KwaZulu-Natal".

Part of this study will include collecting data from FET College lecturers who are directly involved in teaching on the National Certificate-Marketing programme. You were selected based on the information that you are one of the lecturers currently teaching on the Marketing programme. I would like to take this chance to explain how the data collection process will commence.

Data will be collected using in-depth interviews and an audiotape recorder will be used to assist in capturing data during the interview. At least two interview sessions will be held each lasting 1h30 minutes.

In addition, disposable cameras will be given to you to photograph classroom experiences you consider pertinent. A session to discuss your photographs will be held. The length of these sessions will 45 minutes. These photographs will later be returned to you.

It is also important that you as a participant for this study, understand that;

1. I would like you to choose a false name which I can use when reporting on the results so that your true identity is not known.
2. If, at any time during the period of the research you want to withdraw, you can do so.
3. You do not have to answer any question you do not wish to.

I am contactable on 072 323 4633 or on jtowani@gmail.com or you may contact my Research Supervisor-Mrs. Zanele Buthelezi on 031-260 6274 at the University of KwaZulu-Natal in Pietermaritzburg.

If you fully understand the above and wish to continue to participate in this research study, please complete the consent form below.

Yours Sincerely

Josephine Towani
(Student No. 206524914)

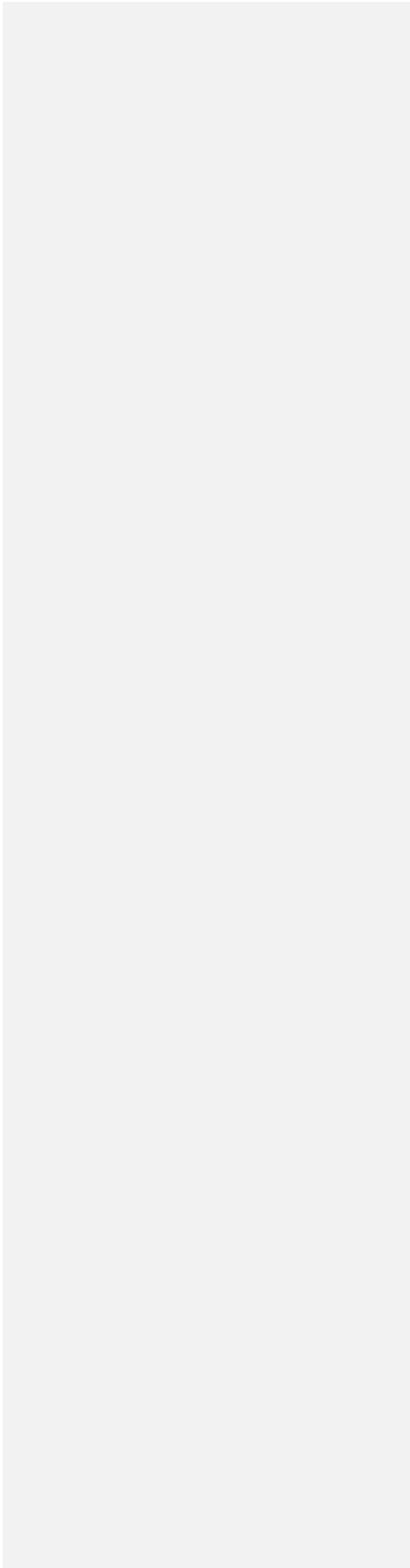
I _____ (name & surname in full)

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 _____

Date: _____



Appendix C

LEARNER CONSENT FORM

Dear Learner

I am participating in a research study that is finding out the experiences lecturers have in teaching the NC-Marketing. As a participant, I am required to take photographs of my teaching context as it applies to NC-Marketing.

I would like to take a photograph (s) of you as my learner/learners in the college. Your photographs will not be kept by the researcher but will be given back to you after the photograph discussion session.

If you allow me to take a photograph(s) of you, please provide consent below.

Thank you

I ----- agree to have my photograph taken for research purposes.

Signed: _____

Date: _____

Appendix D

RESEARCH INSTRUMENT – Semi-structured interview

A. BIOGRAPHICAL INFORMATION

Gender: _____

Age range: _____

Qualifications:

Number of years of work experience as an educator: _____

B. WORK HISTORY IN THE FETC

1. How long have you taught at in the FET College?
2. How long have you been teaching Marketing in the National Certificate-Vocational?

C. CLASSROOM EXPERIENCES

1. Would you say that you understand the implementation requirements of this curriculum? Explain.
2. In what ways has this curriculum influenced the way you teach?
3. What abilities do you require in order to teach this curriculum?
4. Is there a difference between the abilities you required previously and now?
5. How have you adapted yourself to this curriculum in terms of abilities?
6. What demands does teaching this curriculum place on you as an educator?
7. Do you think that any of your other colleagues experience things differently?
8. What lessons have you learnt teaching this curriculum?

D. FACTORS INFLUENCING IMPLEMENTATION

Institutional factors

1. How many classes do you teach and at what NQF level(s)?
2. What is the duration of each class and how many lessons do you teach per week?
3. Can you describe what resources are required for you to successfully teach the NCV Marketing?
4. Who provides these resources?
5. Are these resources provided for timeously? Explain.
6. Do you have any support structures as lecturers implementing National Certificate-Marketing??
7. If yes, what specific role(s) do these structures play?
8. Are these structures sufficient? Explain.

Educator factors

1. How have your current qualifications prepared you for teaching National Certificate-Marketing?
2. Do you feel that there is a need for you to be retrained in some or all of the aspects regarding the National Certificate-Marketing?
3. Is there any programme for retraining lecturers in your college? What programmes are they?

Learner factors

1. What type of learners enroll for the NCV-Marketing programme
2. Describe the relationship between you and your learners.
3. Do learners have responsibility(s) regarding the implementation of the curriculum?
4. If yes, how do these responsibilities influence the way you teach the curriculum?

Curriculum factors

1. How would you describe the NCV-Marketing curriculum?
2. What does the NCV-Marketing require for successful classroom implementation?
3. Do you think that you are successfully implementing this curriculum? Explain.

Appendix E

RESEARCH INSTRUMENT – Photovoice session

Implementation procedure:

1. Briefing session. This meeting will be used to brief each participant on the use of the camera, issues of power and ethics involved in photographing. Disposable cameras will then be given and training provided on how to use the camera. Participants will be asked to take photographs of their classrooms activities, classroom set up, college setting and any relevant situation.
2. After a week, cameras will be collected and the film developed. Then the photographs will be given back to the participants. At this point, participants will be requested to study their photographs and choose any 4 which they would like to present and discuss with me.
3. The photograph decoding session will involve each participant telling the story about their chosen photographs. This interaction will be recorded on an audio cassette. The following are questions that to be asked:
 - 3.1 Why did you take this photograph?
 - 3.2 Why did you choose it among the others?
 - 3.3 What does this photograph show?
 - 3.4 What significance does this photograph have in relation to your classroom experiences?
 - 3.5 Of what relevance is the photograph to the National Certificate-Marketing Curriculum and its' implementation?