

**TEACHERS' EXPERIENCES REGARDING IMPLEMENTATION OF THE REVISED
SOCIAL STUDIES CURRICULUM: THE CASE OF KHOMAS REGION, NAMIBIA**

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ABSTRACT

This study sought to examine the experiences Social Studies teachers face with regards to the implementation of the revised Social Studies curriculum for the Senior Primary Phase (Grades 4 to 7) in five selected schools in the Khomas region of Namibia. The Rogan and Grayson's implementation of the curriculum Theory was adapted as theoretical underpinning for this study. A case study research design, employing a qualitative research approach, was adopted. A purposive sampling technique was employed to select three Social Studies teachers from each of the five selected primary schools in the Khomas region, and ten members of school management, two from each school. Data were generated by means of open-ended interview questions, document analysis and classroom observation.

The study identified lack of resources, inadequate training, heavy workloads and teachers' resistance to change as some of the major challenges that constrained the effective implementation of the Social Studies curriculum in the schools that participated in the study. The study concluded that, although some members of the school management and teachers tried to perform their roles and responsibilities to ensure the effective implementation of the revised curriculum in their subject areas, they still required training and on-going support to execute certain aspects of their duties with confidence. If the identified challenges experienced by teachers about the curriculum are not addressed, it could have far-reaching consequences, not only for the school but also for the whole society of the particular field in producing the type of skilled learners needed for the development of society. The study recommends that the National Institute for Educational Development should ensure that teachers receive extensive training prior to the implementation of the revised curriculum.

Keywords: Curriculum implementation, Namibia, senior primary phase, social studies' teacher's experience

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DEDICATION

This study is dedicated to my God, the Creator of heaven and earth, as well as to my parents, my mom, Pali Jerevasia, and my late dad, Geraldo (may his soul rest in eternal peace), for your sacrifices, love and prayers in raising me.

To my beautiful wife and Queen, Vinia Hakutumbulwa, for her unwavering support and love. To my children, Twapewa, Tuli-mehafo and Tangi, as an inspiration always to strive higher, seeing the sky as the limit in all that you set your mind to. For the long hours even during weekends working on this thesis, when I should have been with you.

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And finally, as an educator passionate about Social Studies, I dedicate this study to all educators and wishing them all the courage and dedication in shaping the future generation of leaders.

DECLARATION

I, Gerson Hakutumbulwa, hereby declare that this study is my own work and is a true reflection of my research and that this work or any part thereof has not been submitted for a degree at any other institution.

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Hakutumbulwa

April 2021

Gerson Hakutumbulwa

Signature

Date

LIST OF ABBREVIATIONS

| | |
|--------------|--|
| CAPS | Curriculum Assessment Policy Statements |
| CI | Capacity to innovate |
| CK | Content Knowledge |
| HOD | Head of Department |
| LCEC | Learner-centred Education Curriculum |
| LTSM | Learning and Teacher Support Material |
| MoE | Ministry of Education |
| MEC | Ministry of Education and Culture |
| MoEAC | Ministry of Education Arts and Culture |
| NIED | National Institute for Educational Development |
| OBEC | Outcome Based Education Curriculum |
| Oi | Outside Influences |
| PCK | Pedagogical Content Knowledge |
| PI | Profile of Implementation |
| SADC | Southern African Development Community |
| SB | School Board |
| SEO | Senior Education Officer |
| SMT | School Management Team |
| SP | Senior Primary |

| | |
|------------|-----------------------------|
| SPP | Senior Primary Phase |
| TRC | Teachers' Resource Centre |
| UPE | Universal Primary Education |

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 Introduction

This research study was aimed at investigating the experiences of Social Studies teachers in implementing the revised Social Studies curriculum in five selected senior primary schools in the Khomas region of Namibia. Social Studies is taught in primary schools; hence, the focus of the study was the primary schools in the Khomas region. It is clear that the implementation of the curriculum, especially a new curriculum, comes with challenges. The assumption is that teachers are only able to implement a curriculum within the limits of their own levels of competence in terms of knowledge, skills and attitude.

1.2 Background of the study

Improving the quality of education is often regarded as a priority for many governments in order to promote long-term economic development (Rogan & Grayson, 2003). The Namibian education system has undergone several transformations in the form of curriculum revision since its political independence from the South African colonial regime in 1990. The latest revision took place in 2013 after a Cabinet directive in response to a resolution from the National Education Conference in 2011, with the purpose to re-align the education system to respond to the demands of the long term objectives of Namibia Vision 2030, a national goal (National Institute for Educational Development, 2013).

Objectives not attained and concerns regarding inadequate training as stated by the Ministry of Education Arts and Culture (2012-2013) led to the implementation of the revised curriculum in the year 2015.

According to Rogan and Grayson (2003), initiatives by both governments and funding agencies are often too focused and limited in the development of curricula, while the details regarding the

way in which the curricula will be implemented at school level are often neglected. First and foremost, it is important to note that for effective teaching and learning, those responsible for implementing the curriculum are teachers who are involved in classrooms, applying the curriculum daily. There has been a concern regarding the minimal consultation with teachers by the drafters of the curriculum. The Namibian curriculum is based on standards of achievement in all subjects, supported by a range of co-curricular activities, such as Art and Physical Education, to ensure that learners have the opportunity to develop fully as individuals (Ministry of Education Art and Culture, 2008). The curriculum was to be implemented in phases as indicated in Table 1.

Table 1. Implemented phases of the revised curriculum

| Phase / Grade | Year of implementation |
|---|------------------------|
| Junior Primary Phase (Pre-Primary, Grades 1-3) | |
| Pre-Primary, Grades 1-3 | 2015 |
| Senior Primary Phase (Grades 4-7) | |
| Grades 4-7 | 2016 |
| Junior Secondary Phase (Grades 8 and 9) | |
| Grade 8 | 2017 |
| Grade 9 | 2018 |
| Senior Secondary Phase (Grades 10-12) | |
| Grade 10 | 2019 |
| Grade 11 | 2020 |
| Grade 12 | 2021 |

Source: Ministry of Education (Advertisement, 2014)

Effective the implementation of the curriculum, therefore, is of great importance, especially to quality teaching and learning. It is essential that the curricula be dynamic and meet the changing needs of the era. According to this philosophy, it is important to keep with the changes (Hewitt, 2006). Factors, such as the fact that teachers may not be properly trained to implement the curriculum effectively, could impact the implementation negatively. Therefore, proper training and induction must be facilitated to build teachers' capacity in order to implement the revised curriculum effectively. This suggests that teachers need to be trained in such a way that they can

even develop their own resource materials; this requires time for teachers to prepare and construct classroom resources. According to Badugela (2012), the inadequate training of teachers and the lack of resources make it complicated for teachers to learn what is expected from them. Carl (2009:134) indicates that “to get teachers to take part [of] and involved in training often offers enormous challenges.” He, furthermore, reiterates that the design and the implementation of the curriculum is solely to meet and respond to the needs of learners and, therefore, the need for teacher training to take place. In the Namibian context, teacher training in the implementation of the curriculum does not receive much attention as far as their views and opinions are sought. It is against this background that this study focused on the experiences of Social Studies teachers in the implementation of the revised Social Studies curriculum.

1.3 Statement of the problem

As Rogan (2003), points out that initiatives by both governments and funding agencies all too often focus on and are limited to the development of curricula while the details regarding the way in which the curricula will be implemented at school level are often neglected. In the Namibian context, much effort and many resources were put into curriculum revision; however, little attention seems to have been put into the implementation of the curriculum because, in early 2016, only four teachers, namely three Heads of Departments (HODs) and one teacher, were trained by Senior Education Officers from NIED for four days. They were then to train teachers in the Senior Primary Phase teaching Social Studies in the whole Khomas region. Thereafter, all Social Studies teachers, cluster by cluster, received two days of training in ways to implement the revised curriculum. The effectiveness in terms of capacitating teachers to implement the revised curriculum successfully after this short period of training is not known. Although there were research conducted in curriculum design, specific research was not conducted in the Khomas region to understand Social Studies teachers’ experiences in the implementation of the revised Social Studies curriculum. The study became necessary due to this gap.

1.4 Objectives of the study

The main objectives of the study were to examine the Social Studies teachers' experiences with regards to the implementation of the revised Social Studies curriculum in the Senior Primary Phase (Grades 4 to 7) in the five selected schools in the Khomas region. The specific objectives of the study were to:

- a) Explore and establish teachers' experiences and challenges, if any, in the implementation of the revised Social Studies curriculum;
- b) Determine the type of support teachers receive from school management to ensure the effective implementation of the revised Social Studies curriculum;
- c) Explore strategies and best practices that teachers put in place to mitigate challenges experienced during the implementation of the revised Social Studies curriculum.

1.5 Questions of the study

This study pursued the following questions:

- a) What are teachers' experiences of the implementation of the revised Social Studies curriculum?
- b) What are the challenges experienced by teachers in the implementation of the revised Social Studies curriculum?
- c) In what way does the school management render support to teachers to ensure the effective implementation of the revised Social Studies curriculum?
- d) Which strategies and best practices can be employed by teachers to mitigate the challenges experienced in the implementation of the revised Social Studies curriculum?

1.6 Significance of the study

The study is of great significance in that it sought to pinpoint Social Studies teachers' individual experiences, and inform progressive changes to assist all teachers more effectively in the implementation of the curriculum. It contributes to the overall teaching and learning process in order to yield positive results in learner performance.

Due to the revolving nature of the implementation of the curriculum, the study also stands to benefit policy makers in informing them of Social Studies teachers' experiences when a curriculum and policies are drafted. While the study, in essence, explored teachers' experiences in implementing the revised curriculum, the researcher hopes that the research findings will contribute to the body of knowledge on the implementation of a curriculum.

1.7 Limitations of the study

The study was limited to only five selected schools due to resources, such as time and finances. As a mitigating factor, only schools that were easily accessible in the Khomas region were selected. Financial implications came to the fore in this study as visiting many schools required money for printing and travelling costs.

Most of the participants did not want to be voice-recorded but, even when this was the case, most of the participants were willing to complete written interview questions. Some participants were restless during the interviews, due to other commitments but this was mitigated by shortening the interview sessions.

1.8 Delimitations of the study

The study focused only on teachers' experiences of the implementation of the revised Social Studies curriculum in the selected five primary schools in the Khomas region. For this reason, the research was only confined to those teachers who were implementing the Social Studies curriculum in these schools in the Senior Primary Phase.

The findings of this study only applies to schools in the participating Khomas region and only in Social Studies and, therefore, cannot be generalised. Further studies could be conducted in other regions and subjects.

1.9 Definition of key terms

The study employed the following terms which were deemed important and relevant to the study:

Head of Department describes a teacher who heads a specific department at a school and is also part of the School Management Team (Wilson, 2009).

Capacity to innovate entails aspects that either support or hinder the implementation of the curriculum process (Rogan & Grayson, 2003).

Circuit designates a group of schools clustered together, usually sharing the same scopes, schemes of work and other relevant teaching materials (Ministry of Education Arts and Culture, 2019).

Cluster constitutes a group of schools, usually clustered together due to convenience and proximity in location, with the idea of sharing materials, best teaching practices and methods (Ministry of Education Arts and Culture, 2019).

Curriculum is the instructional document prescribing the content, as well as the way, in which a specific subject should be taught; it includes other assessment methods and criteria (Badugela, 2012).

The implementation of the curriculum involves putting into practice the officially prescribed courses of study, syllabi and subjects in schools. Simply put, it is the process that involves helping the learner acquire the intended knowledge and experience (Johnson, 2012).

Outside influences refer to the support given by organisations outside the school, such as regional offices and non-governmental organisations (Rogan & Grayson, 2003).

Pedagogical Content Knowledge comprises knowledge of the subject, forms of assessment and strategies in teaching a specific subject (Rogan & Grayson, 2003).

Profile of Implementation focuses on the teachers' classroom practices in terms of pedagogical and subject skills (Rogan & Grayson, 2003).

Revised curriculum relates to a curriculum that has gone through some changes to meet the revolving needs of the learning content (Ministry of Education Arts and Culture, 2014).

School Board describes a group of parents chosen or elected to represent the parents' interests at the school, usually a powerful component of decision-making at the school (Ministry of Education Arts and Culture, 2004).

School Management Team comprises the Principal and Heads of Department at a school (Wilson, 2009).

Senior primary phase are the upper primary grades from grades Four to grade Seven (Ministry of Education Arts and Culture, 2014).

1.10 Structure of the thesis

The thesis has been structured as follows:

- **Chapter 1: Orientation of the study** – This chapter extends an introduction and background to the study, as well as presents the research problem and objectives, as well as the limitations and delimitations of the study. It shows the significance of the study and gives definitions of those concepts relevant to the study.
- **Chapter 2: Literature Review and Theoretical framework** – This chapter presents the broad analysis of relevant literary work and the theoretical framework regarding the implementation of the curriculum.

- **Chapter 3: Research design and methodology** – This chapter contains the research methodology that underscored the study. It discusses the researched population, sample and sampling techniques, data collection methods and procedures, as well as the ethical considerations adhered to.
- **Chapter 4: Data analysis and presentation** – This chapter discusses the analysed and interpreted data collected to give meaning to the research findings.
- **Chapter 5: Discussion and interpretation of the findings** – In this chapter, the findings of the study are elaborated and discussed.
- **Chapter 6: Summary of the study, conclusions and recommendations** – This chapter presents a comprehensive summary of the study, as well as the conclusion and recommendations made based on the findings of the study.

1.11 Summary of the chapter

This chapter consisted of the introduction and background to the study, as well as the problem statement and purpose of the study. It presented the objectives, questions and significance of the study.

It, furthermore, discussed the limitations and delimitations of the study, as well as the definition of terms employed in the study. The next chapter presents a review of relevant, academic literature and the theoretical framework that underpins the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter commences with a review of relevant literature to establish a framework for the study. Several aspects regarding the implementation of the curriculum, such as the theoretical framework, constructs and perspectives on the implementation of the curriculum are also discussed. Finally, those challenges to the implementation of the curriculum and strategies for their mitigating in implementation are also discussed in this chapter.

2.2 Theoretical framework

Rogan and Grayson's (2003) curriculum theory was chosen to underpin the study. Teachers were considered central to this study and literature showing the importance of teacher cooperation in curriculum reform was reviewed. This includes teachers' knowledge of the subject matter and pedagogical content-knowledge, as well as the ways in which this might affect the way they implement a curriculum. This theory was preferred to assist the researcher in determining exactly where a teacher is located with regards to his or her ability to implement a curriculum. According to Rogan and Grayson's (2003) theory, the efficiency of the implementation of the curriculum can be ascertained by means of sub-constructs and assigning levels of operation. The theory furthermore, offers an applicable way to investigate teachers' experiences in context and to facilitate the interpretation of data.

This theory of Curriculum Implementation and change is based on three main components, namely the Profile of Implementation (PI), Capacity to Innovate (CI) and Outside Influences (OI). The Profile of Implementation focuses on the teachers' classroom practices in terms of pedagogical and subject skills, while the Capacity to Innovate entails aspects that either support or hinder the implementation process, as well as the problem-solving skills teachers apply to mitigate the

challenges they experience. Outside Influences focus on the support given by organisations outside the school, such as the National Institute for Educational Development in this case, which provide educational and training support to Namibian teachers (Ministry of Education and Culture, 1993).

Although this theory was specifically developed for Natural Science education in developing countries, it has been employed to investigate the implementation of the curricula in other subjects, such as Geography, as well (Whalley, Saunders, Lewis, Buenemann & Sultana, 2011). This theory has been applied as a lens to explore the way in which the revised Social Studies curriculum for Grades 4 to 7 Social Studies has been implemented.

2.2.1 Constructs of the Theory of such as Curriculum Implementation

As indicated in Figure 1, the three constructs of the theory of Curriculum Implementation, according to Rogan and Grayson, are depicted and put into perspective.

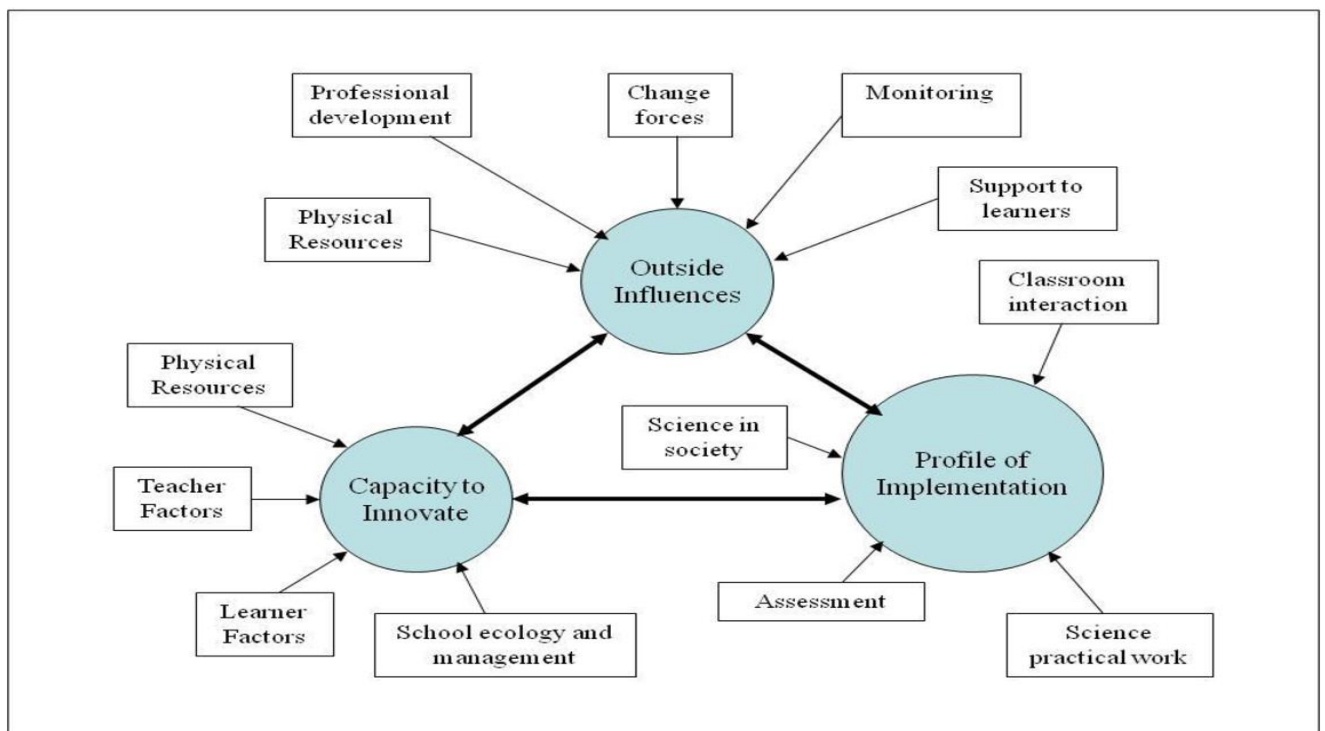


Figure 1: The implementation of the curriculum Model (Rogan & Grayson, 2003)

The profile of the Curriculum Implementation theory is discussed as follows:

Profile of Implementation (PI)

Rogan and Grayson (2003), define the Profile of Implementation as a way to describe the way in which a new curriculum is implemented and practised in the classroom by teachers. It takes into account that teachers are different, resulting in different ways of implementing a new curriculum. This framework is designed in such a way that a path for each subject can be mapped out to give different routes to be taken to any destination. This gives curriculum implementers at a school the opportunity to map out where the school is highlighting the strengths. Each school takes its context, culture and capacity into consideration, and chooses its own route to implement the curriculum successfully over a given period because a curriculum is not a once off event, but an ongoing process (Rogan and Grayson, 2003). Feedback from teachers and other stakeholders in education is of utmost importance. The sub-constructs of the Profile of Implementation are classroom interaction (both teacher and learner action), what learners do on their own and the use of the practical component of a subject by teachers (Rogan and Grayson, 2003). This can be done by means of a given project to solve a problem in a community, as well as by assessment methods. The classroom interaction and assessment sub-construct apply to any subject and reflect from where progress can be measured.

Capacity to Innovate (CI)

The second construct, the Capacity to Innovate, is described in Rogan and Grayson (2003) as an effort to attempt understanding and explain in detail the factors that can support or deter the implementation of a new curriculum in an institution, like a school. Not all schools have the physical resources and support to implement a curriculum properly and to the same extent due to different socio-economic factors, location, resources and the availability of teachers. The four sub-constructs under the Capacity to Innovate section are the availability of physical resources, teacher factors, learner factors and the school ecology and management (Rogan & Grayson, 2003).

Physical resources can obstruct the implementation of a new curriculum in schools. A lack of resources limits the performance of teachers and learners, and influence the learners' ability to understand concepts. The teachers' background, training, qualifications and levels of confidence can also hinder the implementation of a curriculum in a school. The lack of teachers' content knowledge (CK) will directly influence implementation (Rogan & Grayson, 2003). Additionally, it has been found that teachers who usually work in isolation will perform unsatisfactorily when compared to teachers who collaborate more often as they can share their knowledge and other resources. This is simplified with the cluster system where teachers are able to share materials (Rogan & Grayson, 2003).

The learners' background, as well as the strengths and limitations that they may bring to the classroom, can hinder the implementation of a curriculum. Home background factors, such as having no place for doing homework, can also affect learning and, hence, the implementation of the curriculum. The lack of a support structure at home and someone to help with homework can also hinder the implementation of the curriculum. Such learners will certainly perform poorly. Learners might be absent from school for longer periods for varying reasons (Rogan & Grayson, 2003).

The four factors together outline the capacity for schools to innovate. Such innovation has to do with the implementation of a new curriculum. It is mostly teacher and learner factors that affect what goes on in the classroom. The availability of physical resources and parts of the school ecology also influence what happens in the classroom. When there is a change from a lower to a higher level, it is an indication of a greater capacity to innovate. The levels indicate the ways in which one progresses from one level to the next. The main target for any school would be to move from a lower level and achieve Level Four in all the constructs described (Rogan & Grayson, 2003).

Outside Influences (OI)

The third and last construct, the Support of Outside Agencies is described by Rogan and Grayson (2003), as organisations outside the school, including departments of education, that interact with a school in order to facilitate innovation. The main innovation of interest is the new implementation of the curriculum. In Namibia, many schools, with the exception of some private schools, are funded by the government through the Department of Basic Education.

As one moves through the levels, professional development, which is focused on implementing change and not just giving information to the curriculum implementers, should be offered. This is to empower the teacher and prepare them better for effective the implementation of the curriculum (Rogan & Grayson, 2003).

The second sub-theme concerns the levels and period of support at the school. The levels go from one workshop to continuous, on-going school-based development and empowerment for curriculum implementers. There are different kinds of agencies that an organisation can select to bring about change to the school. The forces are a way to provide support as well as apply pressure on the institutions. Pressure is classified as a different form of monitoring and accountability (Rogan & Grayson, 2003).

2.3 Curriculum change

Ngussa and Makewa ((2014), refer to curriculum change as a process of reforming, re-designing or re-structuring documents, content, experiences and activities which learners go through in day-to-day life in and out of school premises.

They further consider it as educational endeavors to convey the image of starting anew, of changing not only content but also form, of shifting from thinking with the old order to inventing a new order that is found on new assumptions, values and vision.

In the context of this study the curriculum is used inclusively to mean all forms of changes in school settings.

2.4 The implementation of the curriculum

Useib (2007), posits that the implementation of the curriculum refers to the process of putting a curriculum into operation. Fullan (2001), share the same sentiment, and argue that the actual use of an innovation should consider of what the innovation consists in practice. Faubert (2012), and Fullan (2001), furthermore maintain that the implementation of the curriculum occurs at school and classroom level, which are the learning sites where teachers operate. According to the University of Zimbabwe (1995:9), “the implementation of the curriculum involves the way in which teachers select and mix the different aspects of knowledge contained in a curriculum document or syllabus. Implementation occurs when the teacher-constructed syllabus, the teacher’s personality, the teaching resources and the teaching atmosphere interrelate with the learners. The implementation of the curriculum is therefore how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes work and lessons to be taught to the learners.”

2.5 Perspectives on the implementation of the curriculum

The implementation of the curriculum refers to the ways in which teachers deliver instruction and conduct assessment by means of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans and assessment options related to a set of objectives. Such designs focus on consistency to assist the successful implementation, and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014).

Supporting this fact Fullan (2007), agrees that many factors and actors influence (and are influenced by) the way teachers perceive a curriculum change. The context of change will also impact teachers’ perceptions of such a curriculum change. Given that the Namibian curriculum is multi-layered, it is clear that it provides a good opportunity for maximum involvement and participation by all stakeholders, such as teachers. Teacher involvement, in particular, will prove

to be useful when considering the implementation of the curriculum. Carl (2009:135), emphasises, with reference to a literature study, that “a few further factors which are important for the successful implementation include: development opportunities, and the creation of a climate conducive for active involvement.” This is of great significance, especially, in order for teachers to be more comfortable with those changes that are to be effected when implementing the curriculum. It is important that teachers have a sense of ownership and being a vital part in the implementation of the curriculum. Czajkowski and Patterson (1980:158), state that “if the curriculum is to function effectively, it must make a real contribution in the school and classroom, irrespective of at what education level it is initiated.” According to this statement Fullan (2007), agrees that a curriculum can never be complete when the true drivers, the teachers, are not properly involved. It is common practice that in any given curriculum, different methods and strategies, such as orientation and training, are to be employed for proper implementation. This is well supported by a study by Moon (1990), who advocates that different methodologies for implementation need to be followed; for example, aspects and processes begun in curriculum dissemination must be continued during implementation. Moon (1990:75) continues that:

Aspects such as the preparation of those involved for the envisaged change and the continuation thereof, the maintenance of a renewal climate, the continuation of attempts to eliminate resistance to change, the continuing strengthening of facilitating factors and elimination of inhibiting factors, the ongoing evaluation of the dissemination procedures which are now being applied during implementation, the ongoing evaluation of logistic aspects in order to be able to make ongoing adjustments and the promotion of strengthening of good communication can never be overemphasised.

As can be seen from Moon’s argument, curriculum change does not always come easy, and those facilitating the change have to be properly involved through appropriate training, such as workshops and consultations.

Another study on primary school teachers in the KwaZulu Natal province was conducted in South Africa by Maharajh, Nkosi, & Mkhize (2016). In this study, Maharajh, et al (2016), gathered data by means of semi-structured interviews. The study reveals that teachers' lack of knowledge of the Curriculum Assessment Policy Statements (CAPS), insufficient training and lack of support from curriculum advisors obstructed them from implementing the new curriculum effectively. It was, furthermore, found that subject advisors who conducted the training workshops were not adequately trained in CAPS. The lack of resources, including laboratories, also affected the implementation of the curriculum negatively.

2.6 Selected cases of curriculum change and implementation in countries in the Southern African Development Community (SADC)

To contextualise fully the changes that have taken place in Namibia concerning curriculum change and implementation, the researcher first need to explore international curriculum change perspectives, as changes in one country do not happen in a vacuum since countries are influenced by global trends (Chisholm, 2005). Hongbiao, Chi-Kin and Wenlan, (2014) mention that, from the mid-1980s, the world witnessed a global renaissance in education. In this study, the researcher consulted international and regional literature in order to understand the reasons behind curricula changes in order to contextualise the revised curriculum in Namibia. For the purpose of this study, the researcher considered one specific reason, namely colonisation that seems common to all four countries that have made changes. Most of the initial curriculum changes that took place in Africa were, to a great extent, influenced by the colonialists, whose main aim, according to Mosweunyane (2013), was to promote a Western way of life. To achieve this agenda Okon (2014), claims that colonialists utilised missionaries as their agents to provide a firm basis on which to spread the Western way of life by means of Western education. SADC countries, such as Namibia, South Africa, Botswana and Zimbabwe have similar traces of Western missionary education and,

therefore, this study focused specifically on these countries when considering if and in what ways colonisation had led to their curricula changes.

The implementation of the curriculum in Namibia

Namibia was colonised by South Africa from 1915 to 1990, and in 1920 some organisation of educational services took place. When South Africa took over from the German missionaries, it introduced its own education system, segregating education along racial lines. When Namibia emerged as an independent nation in 1990, educational reform as a priority was emphasised by the Hon. President Dr Sam Nujoma who stated that the only way to redress the apartheid legacy was by a massive education and training programme for the Namibian people (Ministry of Education and Culture (MEC), 1993). The primary goals for this reform were identified as access, equity, quality and democracy in education.

After Namibia's independence in 1990, the Ministry of Education and Culture was faced with a daunting task. According to Angula and Lewis (1997:237):

The undoing of apartheid requires changing the purpose of schooling from that of selection and the education of an elite to that of education for all. It involves replacing the philosophy and practices of education in the past with a new philosophy and practices appropriate to educating all citizens, a rethinking of 'what we do in schools and how we do it.

The Namibian educational reform is guided first and foremost by the policy statements in *Towards Education for All* (MEC, 1993). According to this document, the previous educational system in Namibia was about educating an elite in a positivistic system that was based on apartheid and racism.

The new educational system, as described by the educational policy "*Towards Education for All*", is built on Learner-Centred Education and is aimed at harnessing curiosity and excitement, as well

as promoting democracy and responsibility in lifelong learning. The stated intentions of this system are to employ a holistic view of learning, valuing life experiences and assisting learners in integrating school and life outside school. The document identifies learning as an active process with participation by learners in developing, organising, implementing and managing learning (MEC, 1993). The Namibian educational reform was, and is, according to the above statements, both a process as well as product, of development regarding the change of curriculum, but even more than that, a transition from one system of education to another (MEC, 1993).

According to Okon (2014), it is evident that in Namibia, South Africa, Botswana and Zimbabwe, the curriculum systems were mostly conformed to benefit the colonisers who were in the minority in those countries, to the disadvantage of the majority. At reaching their independence, all these countries believed that they had a duty to rectify the previous educational discrimination to develop curricula that were inclusive and offering equal opportunities to all. However, this was going to be a daunting task in the face of the scarcity of resources and material infrastructure (Okon, 2014).

The implementation of the curriculum in South Africa

In South Africa, the missionaries were the pioneers of Western education and promoted the interests of the colonial masters from The Netherlands, who exploited the resources in the Cape, and the British, who were on an imperial drive (Hartshorne, 1999). The Afrikaners felt that the British were absorbing them by alienating them from their own practices (Nasson, 2011). The Afrikaners, subsequently, established their own schools and education system, emphasising a specific language, religion and cultural environment focused on Christian National Education (CNE) (Van Eden & Vermeulen, 2005). Hartshorne (1999), argues that this marked the separation of schools for the two white groups.

After the coming of democracy in 1994, the Constitution of the Republic of South Africa (Republic of South Africa, 1996) provided the basis for curriculum transformation in South Africa. It was

acknowledged that the curriculum had a crucial role to play in realising the aims of developing the full potential of learners as citizens of a democratic South Africa (Department of Education, 2002). The newly elected government introduced a new curriculum, known as Curriculum 2005, based on Outcomes-Based Education (OBE) principles. Spady (2007), cited in Killen (2012:48), defined OBE in the following way “Outcomes-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all learners to be able to do successfully at the end of their learning experiences”.

According to Sineke (2004), only a short time was given to study it properly before its implementation. Sineke (2004), further argues that as a result stakeholders especially teachers, made little input in its development and, consequently toward its implementation. As a result, South African teachers were presented with a new way of thinking and doing things in terms of C2005, as they had to approach their teaching differently (Tlhabane, 2004). Coupled with that, there was also a general lack of facilities to support the proper implementation of C2005. Teachers became frustrated and, as a result, C2005 had to be revised.

Chisholm (2005:193) reports that after:

consultations with unions, public hearings in 2001, presentations within the main organs of government and further refinement in the light of these public processes, the Revised National Curriculum Statement as the streamlined C2005 was introduced.

The goals of the Revised National Curriculum Statement (RNCS) as a policy document were, among others, to create a new democratic South Africa, and improve the quality of the lives of all citizens (Department of Education, 2002). However in 2012, the South African government reviewed the Revised National Curriculum Statement, and this led to the introduction of the current curriculum, known as Curriculum and Assessment Policy Statements (CAPS). According to a statement by the Minister of Basic Education, Mrs Angie Motshekga (DoE, 2010), its focus is;

On the content that must be taught per term and required number and type of assessment tasks each term for each subject. This will ensure that all teachers and learners have a clear understanding of the topics that must be covered in each subject.

CAPS can, therefore, be viewed as education that attempts to provide coherent and systematic knowledge to learners in order to satisfy the specific aims of the curriculum, even though it moved away from the concept of an integrated curriculum.

While focusing on the experiences of three teachers from three primary schools, a study reveals that the implementation of the Curriculum Assessment Policy Statements (CAPS) has been elusive. The CAPS is fallible because of the lack of favourable conditions, which include resources, suitability of qualified and experienced teachers and support from the DoE. For example, teachers were not adequately trained for implementing CAPS. The CAPS was also a top-down approach. The participants felt that they were not adequately consulted before CAPS was implemented. The lack of consultation is a contributing factor to the failure of CAPS. The classroom sizes also compounded the problem as teachers were struggling to contain big classes, (Maharajh, et al 2016).

The implementation of the curriculum in Botswana

Regarding curriculum change in Botswana, Mosothwane (2014) provides some insight into the state of education after its independence in 1966. At that stage, Botswana continued its education by employing the British curriculum because it viewed the British curriculum as a vehicle to international recognition. Chiepe (1981), cited in Mosothwane (2014), argues that by utilising the British education system gave an advantage to Botswana as it would give the country international status. This is a view that many African countries held during the colonial period (Sicherman, 1995). Studies show however, that after its independence, Botswana realised that British curricula were not relevant to Botswana's situation (Sicherman, 1995). A need was identified for an education system that would respond to Botswana's challenges. According to Mosothwane (2014),

Botswana specifically wanted to expand human resources for its science related careers which would make it economically competitive, hence, a need for educational reforms in the Science and Mathematics curricula.

A report from the Ministry of Education (MOE) in Botswana (Ministry of Education, 2001), indicates that education in Botswana evolved from two major reforms that resulted from the recommendations of the National Commission on Education (NCE) (United Nations Educational, Scientific and Cultural Organization, 2007). The mandate of the commission was to review the education systems of Botswana. This culminated in the first policy, known as the National Policy on Education of 1977, which introduced Education for Social Harmony or Education for 'Kagisano', a Setswana word meaning peace (Jeremiah, 2005). The concept refers to education for social harmony, which advocates for an education system that leads to personal development, ultimately leading to a better society. Education for Kagisano provided a policy framework for the development of education in Botswana between 1977 and 1993 (Ministry of Education and Skills Development, 2015). Botswana's educational development presented the Revised National Policy (RNP) on Education in 1994 (Republic of Botswana, 2015). This revised policy reiterated the goals of Education for Kagisano, namely that it sought to promote democracy, development, self-reliance and social justice (Ministry of Education, 2001). However, the RNP added the goal of access to basic education as a fundamental human right. Besides, it was in the interest of Botswana to equip learners with skills to enable them to enter into self-employment, as well as create an opportunity for lifelong learning (Botswana Federation of Trade Unions, 2007). In this regard, the policy states: "Besides the demands of the economy, Government considers access to basic education a fundamental human right. The education system must develop moral and social values, cultural identity and self-esteem, good citizenship and desirable work ethics" (Ministry of Education and Skills Development, 2015:52).

The recommendations of the policy guided the implementation of the provision of quality education and training. The emphasis shifted from agro-based education to that of Science and Mathematics. To achieve this international status, Lea (1989), argues that Botswana was determined to invest in Science with particular emphasis on Mathematics. Their rationale for focusing on Mathematics was that the move would increase the chances of its citizens becoming economically competitive globally. Therefore, Botswana embarked on various reforms in Mathematics at the primary, junior secondary and senior secondary levels.

According to Mosothwane (2014), the reforms in Mathematics occurred at three historical levels, namely from Traditional to Modern Mathematics (so-called syllabus C) at all levels of education. Mosothwane (2014), argues that at that time Modern Mathematics with its emphasis on discovery as an instructional strategy was in use. It was, however, realised that it could not produce the intended results (producing learners with computational skills), because the Modern Mathematics contained little arithmetic that could enhance learners' computational skills. The government, therefore, dropped the Modern Mathematics curriculum, and a second reform occurred. This reform consisted of both traditional and modern mathematical concepts at the primary, junior and secondary school levels. During this period, the government advocated problem-solving instructional and learner-centred strategies, shifting away from discovery methods. The focus of the third reform was at all school levels, and was to ensure that learners would be capable of relating Mathematics to real-life problems. In other words, the third reform stressed conceptual learning rather than rote learning, which was more characterised in the traditional and modern reforms.

In view of the literature on educational reforms worldwide, it is evident that the issues of globalisation and colonialism were the main driving forces that propelled curriculum changes. Many countries struggled for their own identity by adopting western literature. At the same time, in order to promote their interests globally, some countries expanded their influence in other

countries by means of colonialism (Mosothwane, 2014). This implementation of educational reforms was motivated by various country-specific reasons, and the trends of global educational demands inspired Namibia to make a change to its education system. In the next section, the researcher presents a discussion of Zimbabwe's educational reforms.

The implementation of the curriculum in Zimbabwe

Zimbabwe attained its independence in 1980 and was, at that time celebrated as the bright hope for Africa, given the pragmatic policies of the newly elected government of then Prime Minister, Robert Mugabe and his party, the Zimbabwe African National Union-Patriotic Front (ZANU-PF) (Shizha and Kariwo, 2011). Formerly this British colony then known as Southern Rhodesia, declared its unilateral independence from the British government in 1965 when the white settlers refused to grant independence to the African majority. This set the stage for a protracted, armed struggle that pitted the African majority against what was seen as a white settler minority regime from 1965 to 1980. When Zimbabwe attained its independence in 1980, she inherited a dual education system along racial lines with high quality subsidised education for the white settler community and low-quality education for the indigenous black population. As Shizha and Kariwo (2011:67), explain that:

“When Zimbabwe gained its independence from colonial rule in April 1980, the majority of the people did not have the opportunities and facilities for equal access to formal education. The education system was very restrictive for the Black population and most only finished six or seven years of primary schooling”.

The new postcolonial regime declared scientific socialism to be the country's new ideology. According to Margaret (2013), having experienced the ills of colonialism, the choice of socialism from the point of view of the ruling party was justified as the intention was to develop the masses mentally and physically in order to enable them to work for and develop the country as well as

provide equal opportunities for education and wealth. Education was chosen as the main vehicle by means of which this new ideology would be consolidated (Margaret, 2013).

2.7 Teachers' experiences in the implementation of the curriculum

Change as a process needs to be managed in that it does not just happen. The school management as the key figure around which much of the school's activities revolve, determines to a great extent a school's success or failure when change is implemented. An educational leader should lead the change and not merely be subject to it (Van der Horst & McDonald, 2001).

A curriculum, as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives, plays an important role in the field of teacher education. The goal of a successful educational programme and, thus, effective curriculum development should be to meet the needs and current demands of the culture, the society and the expectations of the population being served. Therefore, curriculum development and the educational reform process undergo continual review, revision and constant change (Van der Horst & McDonald, 2001). It is because of these factors that curriculum development as a dynamic process changes according to the need of the society and stakeholders in the education system. The curriculum development process includes several stages, such as planning, preparing and designing, as well as developing, implementing, evaluating, revising and improving (Johnson, 2001).

Carl (2009), supports the notion that teachers should be involved in curriculum development. For example, teachers' opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects the curriculum.

Change is a phenomenon that affects all aspects of a person's life and brings about alterations in both personal and employment spheres. Furthermore, Bertels (2003) describes change as the

process of analysing the past to elicit present actions required for the future. Badugela (2012:11), simply puts this as “moving from a present state through a transitional state, to a future desired state.” The focus of change however, is to introduce innovation that produces something better, hence the implementation of the revised Social Studies curriculum in Namibia.

2.8 Challenges to the implementation of the curriculum

According to Mazieobi (2007), there are challenges to the implementation of the curriculum because of changes to a curriculum not being responsive at times. Mazieobi (2007), further indicates that every 21st century teacher must be prepared to face challenges in the classroom. However, Barret (2011) emphasises that, with proper and prior training and induction in curricular and instructional change, teachers will be more ready to face challenges head-on, regardless of the nature of such challenges. These challenges could be teacher readiness to the implementation of the curriculum, a lack of educational resources and materials, the lack of parental support, untrained or unqualified teachers who have not gone through teacher training and a difficult learning environment (Barret, 2011). Important resources relevant to educational policy are human resources, equipment and facilities, as well as space and monetary resources (Wadesango, Rembe, & Chibaya, 2005). These resources are the major factors that add to successful implementation, and is relevant, especially in the Namibian context because the implementation of the curriculum depends on the availability of resources, such as textbooks and other relevant learning materials.

Some further challenges are that teachers have not been properly introduced to the curriculum and also that there appears to be a lack of professional development for teachers to understand what they need to do in their classrooms. Although some studies concerning challenges around the implementation of the curriculum have been conducted, not many have focused on Physical Science teachers’ challenges as they implement the new curriculum. In their study on “Identifying teachers’ areas of need”, Mapotse and Gumbo (2013), found that teacher development and

empowerment were the main challenges that contributed to the implementation of the curriculum. A similar study by Peers, Diezmann and Watters (2003), report that in primary schools, there were concerns about teaching Science. These concerns surrounded limited teacher knowledge of formal Science. Factors such as individual and institutional agendas, community attitudes and inadequate resources, as well as not enough time for the implementation of the curriculum and top-down organisational systems were also stated in a study on curriculum implementation by Maluleke (2015). Similarly, Alshammari (2013), found that teachers were not happy with the content in the Grade Six and Seven Science curriculum.

2.8.1 Syllabus and content challenges

Cunliff (2015), defines a syllabus as a plan that states exactly what learners at a school or college should learn in a particular subject. A syllabus is a kind of instructive tool that sets a standard of what is expected to happen during the complete course session. It prescribes the topics and concepts on the basis of which learners will be tested in the final examination. A syllabus actually serves as the contract between the learners and the teachers which contains functions and ideas that are employed for the assessment of the learners' performance (Cunliff, 2015).

Cunliff (2015), continues to indicate that the content of Social Studies integrates History and Geography with some Economics and Sociology. The subject has an important place in the primary school curriculum. It lends itself to inculcating a sense of belonging to the community and country, as well as cultivating the right instincts for reinforcing social cohesion, in learners from a very early age. The Social Studies curriculum aims to enable learners to acquire a better understanding of their social world which will assist them in participating effectively in the society and environment in which they live (NIED, 2014).

The aims of the Social Studies syllabus can be achieved by developing learners in the domains of knowledge, skills, values and attitudes (NIED, 2014). According to the Social Studies syllabus

(NIED, 2014), learner-centred education presupposes that teachers must have a holistic view of the learner and value the learner's life experience as the focal point of learning and teaching. It states that teachers should, therefore, select learning content and methods on the basis of the learner's needs within their immediate environment and the community.

According to Slattery and Carlson (2005), the syllabus as a guiding tool, has many benefits not just for the teacher but for the learners, as listed below:

- It establishes a contact and connection between learners and instructors by stating the objectives and goals to be achieved at the end of the course;
- It sets the tone for the course by streamlining the content of the course;
- It ultimately includes information that will facilitate the academic success of learners;
- It informs learners of the course structure, goals and learning outcomes;
- It outlines a learners' responsibilities for success;
- It defines a teacher's duties towards the overall assessment and development of learners.
- It describes the materials/activities that support learning outside the classroom.

Cunliff (2015:19), asserts that the importance of a syllabus is the impression it makes on the learners, by stating the following:

It makes an impression on your learners. Since the syllabus is one of the first materials learners will have about the course, the design of the syllabus is your opportunity to make a good first impression on your learners. An organized, comprehensive, easy-to-read syllabus will make a positive first impression on your learners by showing them that you have put a lot of thought and effort into the organization of the course, considered what they will learn, and that you care about the quality of their experience in the course. On

the other hand, a disorganized, incomplete, and hard-to-read syllabus will make a negative impression on your learners by showing them that you have not thought deeply about the organization of the course or what they will learn, and it may suggest that you are not very invested in giving learners a high-quality experience.

Likewise, Weimer (2011), emphasises that a syllabus can set the tone for learners' interactions with the teacher. The author encourages instructors and teachers to consider the type of words to include in the syllabus. Policies and instructions written in a friendly and welcoming tone may encourage learners to communicate with the teacher and ask questions. Policies and instructions written in an impersonal and punitive tone may discourage learners. Instead of a vague syllabus, as is often the case with many Bart (2015), furthermore suggests that a properly constituted syllabus must convey information about expectations, as well as function as a contract between the teacher and his or her learners. By enrolling in the course, learners are agreeing to the terms of the contract. It is crucial then that the terms of the contract are clear and learners know what is expected of them. The syllabus lays out expectations for the quality of work expected from the learners and shows learners how they should prepare for class. Bart (2015), continues that the syllabus can explain whether learners are supposed to do the readings before or after class. Including a course calendar in the syllabus helps learners meet expectations by allowing them to plan the time they spend on each assignment. In addition to providing a course calendar, including tips for learners on the amount of time to spend on an assignment makes it easier to manage their time (Bart, 2015).

2.8.2 Resource challenges

As Rogan and Grayson (2003), point out support in the form of resources and training, are vital for the successful implementation of the curriculum. Educational resources are critical, especially in the implementation of a new or revised curriculum. In the case of this research study, it was

important to take note of the shortages or availability of educational materials which could enhance media and equipment, such as weather instruments. Fullan (2007), a world-renowned researcher on educational change, believes that the implementation of the curriculum is a difficult process that necessitates an investigation into the contextual and cultural constraints embedded in the school. The implementation of a new curriculum places additional demands and expectations on teachers and schools, while the support and resources allocated to them may not be sufficient for their needs (Fullan, 2007). The author, furthermore, posits that such insufficiency of resources (teachers, materials, space) limits teachers' implementation of a new curriculum. Supporting this assertion, Singh (2012), notes that the implementation of a curriculum change without the relevant resources to teach it would cause stress and strain, leading to dire consequences and impacting on the teachers' morale to implement the planned curriculum changes. Singh (2012), continues that a lack of resources necessary for the execution of teaching and learning can inhibit the effective implementation of the curriculum. Providing essential materials allows teachers to focus their attention on teaching their learners, rather than on tracking down materials they do not have.

According to Van der Nest (2012), it is important to classify educational resources into three main categories, namely human, cultural and material resources. Firstly, human resources include the teachers themselves and the pedagogic content knowledge that they embody. Secondly, cultural resources include resources such as language, time and other culturally available tools or concepts. Thirdly, material resources are, for example, technologies, curricular documents and textbooks that may be incorporated into the teaching and learning process. Material resources appear to be lacking or underutilised in many Namibian schools. While inadequate resources affect implementation, implementation is also impacted by untrained teachers.

Likewise, Amin (2005), posits that educational resources are important because the reaching their goals, for any school, depends on the adequate supply and utilisation of physical and material resources, among others, as these enhance proper teaching and learning. Usman (2007), notes that

are educational resources which play an important role in the achievement of educational objectives and goals by enhancing effective teaching and learning are central to the education process. Mdtshane (2007), argues that the allocation of material resources is one of the aspects that affects curriculum change, as it makes a big difference for learners in highly resourced schools and those in under-resourced schools.

Equipment challenges

Classrooms must be properly constructed, with adequate ventilation to create an environment conducive to learning and teaching. The availability of laboratories in schools is important because experiments need to be conducted. Schools also need to have libraries to offer learners and teachers a wide range of reading materials (Mdtshane, 2007). Badugela (2012:22) adds that “the availability of resources, funds, training, teachers and a positive school climate were equally important for the success of the implementation of the curriculum.” Equipment such as geographical equipment that is useful in practical lessons and essential in lesson demonstrations, is a rarity in most Namibian schools (Ministry of Education Arts and Culture, 2013).

Structural challenges

According to Badugela (2012), physical facilities and resources include classrooms, lecture theatres, auditoriums, administrative blocks, libraries, laboratories, workshops, playgrounds, assembly halls and special rooms, such as clinics, staff quarters, student hostels, kitchens, cafeterias and toilets, among others. The author, furthermore, asserts that learning experiences are fruitful when there are adequate sufficient, high quality physical resources, and that unattractive school buildings, crowded classrooms, the unavailability of playing grounds and surroundings that have no aesthetic beauty can contribute to poor academic performance.

Creemers and Kyriakides (2008), posit that the physical conditions and organisation of schools facilitate or inhibit the construction of a culture of success. As clearly supported by Jansen and

Taylor (2003), inadequate facilities, such as classrooms, laboratories and libraries, as well as playing grounds, can affect the implementation of the new curriculum. The accessibility of laboratories in schools is important; libraries also assist in offering a wide range of reading materials. The availability of resources, funds and an environment conducive to teaching and learning also play an essential part in ensuring the effective implementation of a new curriculum. Mahomed (2004), also supports the view that classrooms and learners' performance are the points at which one can measure the effectiveness of a curriculum. There are however many resource constraints in the system which affect the effective curriculum.

2.8.3 Methods of Assessment

Mkpa and Izuagba (2009), state that the purpose of assessment is to identify learners' learning needs, help the teacher plan educational programmes for the learners and indicate which specific educational objective has or has not been achieved, as well as serve as continuous evaluation and assessment. When evaluating learners' performance in terms of specifically set criteria, the teacher has to analyse the curriculum and the method of instruction employed before he or she can develop appropriate assessment tools to identify the learners' learning needs. As the teacher knows the learners the best, he or she is in a better position to assess their learning needs (Mkpa & Izuagba, 2009). They continue that, in order to gather relevant information and collect observational data, assessment designed by the teacher should be utilised to measure the learners' specific skills and abilities. Assessment may be in the form of checklists, paper-pencil tests, interviews or observation of the learner's engaged in activities. They should be individually administered both at the beginning and at the end of the teaching period, so that the learners' progress can be measured. The assessment results will then reflect the learners' strengths and weaknesses. Assessment thus forms an important part of the teaching process.

2.8.4 Assessment challenges

According to Mkpa and Izuagba (2009), a well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment which is assessment based on set criteria and designed by the teacher, is recommended. Mkpa and Izuagba (2009), posit that assessment in the form of tests, activities and examinations influence the implementation of the curriculum tremendously. The authors continue that due to the great value given to public examination certificates by government institutions and schools, teachers tend to concentrate mostly on subjects that promote academic excellence and little on the rest. This action by teachers can obviously affect the achievement of the broad goals and objectives of the curriculum. Mkpa and Izuagba (2009), emphasise that assessment should not be seen as something external to the learning process or something added on at the end of a learning sequence simply for administrative purposes or as a means of reporting to parents. Rather, it is an integral part of effective learning, by means of which learners are provided with feedback on their progress. The teacher should plan in his or her scheme of work the learning experiences to be provided to the learners. Similarly, as part of his or her scheme of work, the teacher should also plan the assessment of the learners' progress.

2.8.5 Teachers' resistance to curriculum change

Nsibande (2002), asserts that the success of the curriculum depends on the ability of teachers to understand the curriculum changes they face on a daily basis. The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meaning by means of numerous different teaching methods. This requires that they have the knowledge, skills, positive approach and passion for teaching. Glatthom (2000), argues that in most cases when

curriculum reforms are being considered, teachers' beliefs, values, practices and interests are not normally taken into account by policymakers.

Makewa and Ngussa (2015), posit that teachers' motivation is another major component in the implementation of the curriculum as a change process. Makewa and Ngussa (2015), emphasise that teachers' autonomy and creativity are increasingly being curtailed by control and regulation from the authorities, and teachers are being asked to do more with less (resources and incentives). In the process, this obstructs implementation because teachers may not understand the foundations for such curriculum change. Again supporting this view, Van der Westhuizen (2004), points out that because people are different, they also have different ways of adapting to new situations. Some teachers may willingly contribute to the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted by changes that have to do with adjusting their personal values and beliefs rooted in past experiences and practices (Van der Westhuizen, 2004).

2.8.6 Teachers' knowledge and understanding of the implementation of the curriculum

According to Alade (2011), the main reason for the failure of the well-formulated curriculum is the lack of understanding of the changes by both the experts outside and teachers inside the school system. Therefore, the successful implementation of the curriculum requires understanding the roles and the responsibilities of individuals in the school system.

Ono and Ferreira (2010:60), concur with this notion when they posit that professional development is carried in the structure of "*workshop, seminar, conference, or courses*". Nsibande (2002), similarly contends that principals in schools lack knowledge of the curriculum; therefore, they are not in a position to help the teachers. Hence, teachers fail to plan certain aspects of the curriculum. Nsibande (2002), continues that the lack of knowledge of the curriculum and not being clear about terminology in the case of Curriculum 2005 by principals and teachers lead to poor lesson planning

and lack of confidence when teachers are teaching. Therefore, it is important that curriculum leaders are knowledgeable in the field of curriculum management in order to lead teachers and address curriculum areas that are problematic.

2.8.7 Inadequate training

According to Badugela (2012), teachers need to be trained in different ways to develop their own resource materials, and this needs time on the side of teachers to prepare and construct classroom resources, profile and track each learner, as well as discuss projects with groups of learners. Much time is needed for cooperation among teachers. It is apparent that teachers' commitment is important in influencing the implementation of the curriculum. Mdutshane (2007), also adds that due to a limited training for teachers, they must be encouraged to form clusters (intermediate phase clusters) because by doing that they can share ideas and experiences regarding the implementation of the curriculum by reviewing their teaching styles, teaching resources and school functioning. Furthermore, Everard and Morris (1990:92), state that "Initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching." The authors continue that the performance of curriculum management roles requires that each member in a team is well versed in skills, expertise and knowledge of the curriculum. According to Mamosa (2010:28), "training sessions that were presented once and no follow-up made are not suitable and the information becomes just any message given and becomes vague". Likewise, The Namibian Education Act (Act 16 of, 2001) has noted the importance of teacher training in effective implementation of the curriculum.

2.8.8 Workload and the implementation of the curriculum

In a study by Erden (2010), it was noted that teachers complained that much more time was needed for preparation. Planning and preparation constitute the main dilemma for teachers. According to Ngwar (1994), the teaching load in primary schools in some parts of the world has been highly

affecting the performance of teachers. Hargreaves (1992), reports that increases in preparation time for teachers have conferred important benefits on the quality of their work in general, and instruction in particular. Park and Sung (2013), postulate that teachers' limited understanding of the views behind the curriculum reforms can be related to their workload. In their study of the nationwide Senior Secondary Schools (SSS) curriculum reform in the four selected provinces of Guangdong, Shandong, Hainan and Ningxia in China in 2004, Lee and Yin (2011), found that the secondary school curriculum reform obliged teachers to use new teaching methods in classroom teaching. This implies that teachers had to move from the comfort zone of their professional practices and embrace the uncertainties of the reform. Getting used to the new methods of teaching demanded more time to adjust, creating heavy workloads, which made the implementation of reforms too stressful and tiring for teachers. Teachers also found the use of new textbooks demanding, worrisome and a contributing aspect to their loss of control in teaching. In a study by Cheung and Wong (2012), it was revealed that the growing, recurrent meetings and professional development training also added to the teachers' heavy workloads. According to Park and Sung (2013), teachers perceived curriculum reform as extra work and demonstrated poor motivation to implement it.

2.9 Support rendered to teachers in the implementation of the curriculum

For educational programmes to be successfully implemented, ongoing interaction between policymakers and implementers is necessary. Ngara, Ngwarai and Ngara (2013), indicate that programme coordinators need assistance and guidance when a new programme is being implemented. Interaction can be made meaningful when research studies or assessments are carried out formatively as programmes are being implemented. The authors furthermore note that the provision of support services enhances the implementation of a programme, and support can also be given through programme monitoring, thus, paving the way for adjustments as implementation goes on.

2.9.1 Training and support

According to Wilson (2009), in educational reforms, the idea of the classroom teacher, the most critical factor in the implementation of the reform, has been overlooked. It is important that teachers are motivated to promote the successful implementation of reforms. However, teachers need to be involved in the policy making process which is aimed at introducing curriculum change, and their views must be taken into account. Badugela (2012:22), adds that “the availability of resources, funds, training, teachers and a positive school climate were equally important for the success of the implementation of the curriculum”. Wilson (2009), furthermore posits that it is very important to provide support to teachers, school management teams and parents in order to achieve the effective implementation of the curriculum. Wilson (2009), also advocates close connection between school improvement work and initial teacher training. This might help in equipping teachers with first-hand experience of employing new strategies and skills.

In the Namibian context, Senior Education Officers, previously known as Subject Advisors, assist teachers with the support they need. Mdtshane (2007), notes that subject specialists need to support teachers and undertake a monitoring process in order to obtain a clear picture of what is happening in classroom situations. Mdtshane (2007), also adds that due to a shortage of training for teachers, they must be encouraged to form clusters (intermediate phase cluster) because by doing that, they can share ideas and experiences regarding the implementation of the curriculum by reviewing their teaching styles, teaching resources and school functioning.

2.9.2 Follow-up workshops

According to Park and Sung (2013), if teachers are asked to change the core of their practice, they should be provided with on-going in-service training to cope with the problems and difficulties encountered in the implementation process. Penuel, Gallagher and Moorthy (2011), stress that onsite training should be provided throughout the implementation process, especially during the

first stage. This can include offering teachers instruction on models of teaching. According to Mamosa (2010:28), “training sessions that were presented once and no follow-up made are not suitable and the information becomes message given and becomes vague”. Mamosa (2010:28), furthermore adds that a “shortage of teaching and learning materials makes the implementation worse because teachers need guidance regarding the curriculum and new ways of teaching it”. Lin and Fishman (2006), in Mamosa (2010), highlight that teachers need sufficient knowledge and educational content of the subject matter, and they also need to access the curriculum lesson structures in order to assist them as curriculum implementers to make good decisions regarding their adaptations and accommodating the new curriculum. The Badugela (2012), study reveals that attending training three days per quarter was not enough for a teacher expected to teach learners effectively by means of the knowledge gained within such a short space of time. Mamosa (2010:42), adds that “continuous training for teachers in the form of workshops will be useful to equip them with new skills for implementation of a new curriculum”.

2.9.3 Financial support

Schools need financial support from the government, parents and the private sector in order to implement the new curriculum effectively (Badugela, 2012). However in the Namibian context, the government has introduced the concept of free education through Universal Primary Education (UPE), (Ministry of Education, 2004). The needs of schools continue to rise with the increase of annual learner enrolment. In the case of Namibia, parents are allowed to complement the government funds to schools through voluntary contributions; however, not many parents do so due to the mind-set that the government is providing free education. This has often left schools with a huge financial burden, as the government subsidy for schools is not always paid on time.

2.9.4. The need for continuous professional development (CPD)

Coetzer (2001), defines Continuous Professional Development (CPD) as any activity aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. The development is also likely to affect attitudes and approaches and may, therefore, contribute to the improvement of the quality of the learning and teaching process (Early & Bubb, 2004). Somers and Sikorova (2002), stress the importance of CPD as they indicate that the teaching profession is no exception, that all professions require a continuous update of knowledge and skills. According to Kyahurwa (2013), changes in education with regards to the curriculum require that teachers expand their knowledge and skills at all levels. Campbell (1997), expounds that professional development is most effective when it is an on-going process that includes suitable, properly planned learning programmes and individual follow-ups by means of supportive observation and feedback, staff dialogue and peer coaching. The role of teachers cannot be overlooked, otherwise, policy change will not have the desired effect, if not accompanied by a supportive process intended to strengthen the role of teachers (Smit, 2001). According to Gray (2005), the CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. In teaching, such development used to be called 'In-service Training (INSET), with the emphasis on delivery rather than on outcome. Similarly Reimers (2003), emphasises that CPD is viewed as the professional growth that a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Continuous professional development, as one of the key areas of teacher training, cannot be overemphasised. According to the National Professional Standards for Teachers in Namibia (Namibia NPST) (2004), the fourth domain indicating professional practice cannot be attained without teachers being well-trained and developed. Based on this important document, the Education and Training Sector Improvement Programme (ETSIP, 2007), to improve teacher quality came into existence. This is vital for the ongoing training of quality teachers on which the

successful the implementation of the curriculum hinges. As is clearly stated by Nunall (2012:17), that “policy changes require teachers to engage in professional learning on a continuous basis”.

It is important that the ongoing and continued professional development of teachers must be preserved to ensure that their enthusiasm is sustained through implementation. Particularly, in the Namibian context, there is a need for the rigorous, continued professional development of teachers to cope with the new demands of the revised school curriculum. Reimers (2003), posits that CPD is acquiring knowledge and competencies in order to expand skill sets and develop future opportunities. It forms part of personal and professional development in an effort to avoid stagnation, and allows the reaching of a person’s full potential. The CPD can never be overemphasised, especially when some of the benefits are considered, (Reimers, 2003). These benefits are briefly clarified next.

Teachers learn better ways to teach

According to the Institute for Learning (IL) (2009), when teachers discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and curricula which would be more suitable to the needs of their learners. However, these changes are hard to evaluate because they are typically implemented gradually, making them more efficient in their presentation and evaluation by exposing teachers to new delivery methods, evaluation styles and record-keeping strategies (IL, 2009).

Teachers develop better organization and planning skills

In addition to the hours spent presenting in the classroom, much of a learner’s time is spent on learner evaluations, curriculum development and other paperwork. Benefits of the CPD abound, as indicated by Reimers (2003), namely that professional development training assists teachers to

become better at planning their time and staying organised. This, ultimately makes teachers more efficient and gives them extra time to focus on learners rather than on paperwork.

Teachers gain knowledge and industry insight

Nunalall (2012), states that learners expect teachers to be subject matter experts in the topics they teach. This implies that teachers should be able to answer any question a learner throws their way. Professional development programmes can enable teachers to expand their knowledge base in different subject areas. The more professional development a teacher undergoes, the more knowledge and industry insight he or she gains.

Inclusion of new technology

A school cannot prepare learners to make use of the tools of the future if it continues to make use of the technology of the past itself. More than acquiring new knowledge, Nunalall (2012) acknowledges that technology is the reason for bringing in cutting-edge technology like 3D printers for learners to use, and teaching 21st century skills, such as coding. When new technology is employed, however, teacher development is critical. Teachers not only need to know how to utilise technology in the classroom well enough to teach learners; they also need to be able to tie the technology into a unit of inquiry so that learners learn to think and create as they learn the technology.

Learners have better learning outcomes



Figure. 2: Benefits of CPD (<https://www.google.com/url?sa=i&url=https>)

Learners are the real beneficiaries of a teacher who is continuously developed professionally and who has an edge on well-planned and -developed lessons and strategies, as well as well-organised assessment methods and strategies.

2.10. Strategies for mitigating challenges experienced during implementation

When considering the roles that teachers take on in the execution of an innovation, it is necessary to understand fully teachers' concerns within specific areas of change (Lochner, Conrad, & Graham, 2015). One of the leading roles of the teacher includes delivering a curriculum with fidelity, which means implementing the curriculum faithfully and keeping in step with its purpose and design. It is against this background that mitigating strategies are explored below as to the relevance of the Continuous Professional Development of teachers.

2.11. Summary of the chapter

In this chapter, the Rogan and Grayson's theoretical framework and the ways in which the constructs are linked were explained. Literature regarding the constructs, perspectives and challenges to the implementation of the curriculum, Social Studies teachers' experiences in the implementation of the curriculum and support rendered to teachers from educational stakeholders, as well as the strategies for mitigating challenges experienced during implementation were explored. The next Chapter looks at the Research Methodology adopted in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Methodology deals with analysis and the way that research methods are described. It is defined by Opie (2006:10), as “the theory of acquiring new knowledge, by implementing methods or procedures, where data will provide evidence for the construction of knowledge about what the researcher is looking for.” McMillan and Schumacher (2006), define the term methodology as a design where a researcher selects data collection and analysis procedures to investigate a specific research problem.

A qualitative research approach was employed in this study to address the research questions. Qualitative research was suitable for this study because it permitted the participants to describe their experiences and challenges in implementing the revised Social Studies curriculum.

In particular, this chapter concentrates on approaches and methods that were employed to answer the research questions and address the objectives. It also provides reasons why certain methods were chosen over others, as well as a summary of the research paradigm, approach, methods, sampling and the selection of participants. Furthermore, the data collection and data analysis instruments employed to generate data regarding the Social Studies teachers’ experiences of implementing the revised Social Studies curriculum are also described.

3.2 Research design

For the sole purpose of gaining an in-depth understanding of Social Studies teachers’ experiences in implementing the revised Social Studies curriculum, the study employed a descriptive case study design. According to Creswell (2015), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are utilised. In this research study, the descriptive case study investigated the contemporary, real-life

phenomenon by means of a detailed, contextual analysis of the Social Studies teachers' experiences in implementing the revised Social Studies curriculum. McDuffie and Scruggs (2008), posit that a case study is a design that involves an in-depth exploration of a single case. Yin (2009), recommends that starting any study should begin with developing a research design. The case study design examines a bounded system or a case over time in detail, employing multiple sources of data, such as the distribution of questionnaires and conducting interviews with concerned parties.

The advantage of employing a qualitative approach in this research study was that it provided a better understanding, in depth and breadth, of the topic being studied. It, furthermore, allowed the researcher to access the experiences and viewpoints of the research participants concerning their lived experiences in the implementation of the curriculum. McMillan and Schumacher (2001), hold that qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions, while the researcher interprets phenomena in terms of the meanings people bring to them. The case study employed in this research made this possible through analysing individual responses and experiences.

According to Cohen, Manion and Morrison (2013), a case study relies on multiple sources of evidence, including interviews, observations, documents and reports, memos, emails, and the like, with selection based on fitness for purpose. The researcher, therefore, employed a case study design because it allowed the researcher to gather as much data as possible from the multiple instruments that were employed for more insight into the real dynamics of Social Studies teachers' opinions and experiences. In addition, because a case study employs a number of instruments for data collection, it allowed the researcher to study the participants in their natural settings.

3.3 Research methodology

A qualitative research methodology was adopted for this study, leaning towards a holistic understanding of teachers' experiences in implementing the revised Social Studies curriculum.

Maree (2007:78), defines qualitative research as “a naturalistic approach that seeks to understand phenomena in context”. The context in this study was five primary schools in the Khomas region. The qualitative approach afforded the researcher the opportunity to observe the teachers in their natural settings and in their classrooms (Maree, 2007). As such, the study sought to obtain qualitative data by employing qualitative research methods.

3.4 Study Area

The site selected for the study was the Khomas region of Namibia in which the capital city, Windhoek is located. Namibia has fourteen political regions, and Khomas is one of the regions, as indicated in Figure 3.

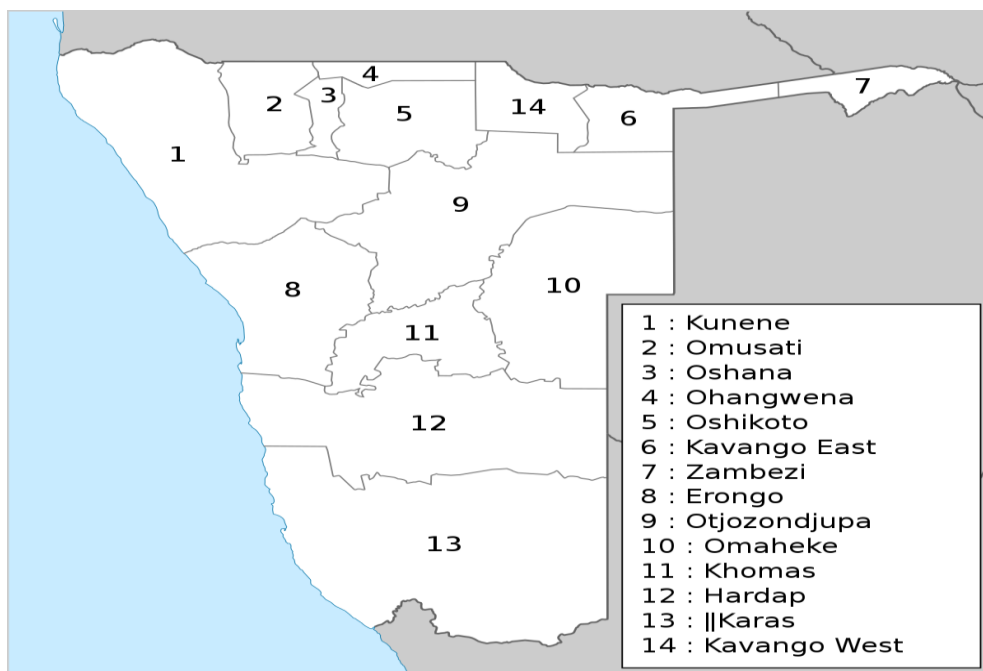


Figure 3: The Study Area (Khomas region)

The Khomas region (No. 11 on the map) is divided into four circuits that consist of plus minus twenty to twenty-three schools per circuit. These schools are again divided into clusters with each cluster consisting of seven to nine schools on average.

3.5 Population

In the research context, the population is the group to whom the researcher wishes to apply the research results (Mertens, 2015). There are 53 primary schools, with plus-minus 170 teachers for Social Studies, in the Khomas education region (Education Management Information System, 2019).

The area of the study was the five selected primary schools. The population comprised all teachers teaching Social Studies in the Senior Primary Phase (Grades 4 to 7) at the selected schools in the Khomas education region.

3.6 Sample and sampling technique

A sample refers to the number of individuals, items or events selected from a population in such a way that they are characteristically representative of that population (Gay, Mills, & Airasian, 2009).

According to Martella, Nelson, Morgan and Marchand-Martella (2013:305), purposive sampling is defined as “deliberately selecting particular persons, events or settings for the important information they provide”. Thus, this sampling technique was essential since the participants possessed appropriate levels of understanding and knowledge about the subject being studied, as they have the lived experiences. A purposive sampling technique was employed to select the research areas, comprising only five participating primary schools, due to their accessibility. This purposive sampling technique was, furthermore, employed to select the Social Studies teachers at the five primary schools in the Khomas region. The sample comprised fifteen teachers in total as participants, three teachers from each school, as well as ten School Management Team members, two from each school.

3.7 Research instruments

Many scholars have argued that qualitative research approaches understand the human experience in specific settings holistically. Denzin and Lincoln (2011), for example mention that qualitative research is an interdisciplinary field which encompasses a wide range of epistemological viewpoints, research methods and interpretive techniques of understanding human experiences.

The study employed a self-designed interview protocol with open-ended and semi-structured interview questions, set to guide the interview process. Creswell (2009), describes an interview as a typically face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer. Also stating the relevance of the interview as a qualitative research instrument Maxwell (2012), addresses its flexible structure which can be constructed and reconstructed to an extent that is flexible to the research situation.

The interview process with one participant was voice-recorded, and the other participants completed the interview questions in writing. Employing an observation guide, the researcher also made use of a classroom observation checklist. Finally, a document analysis checklist was also developed and utilised by the researcher to identify strengths and areas needing improvement in the implementation of the revised curriculum. Subject policy documents, assessment policy, syllabi and subject strategic plans were some of the documents consulted. These research instruments were employed because of the many benefits and advantages they offered the purpose of the study.

3.7.1 Observation guide

The final instrument employed for data collection was the classroom observation checklist. According to Nieuwenhuis (2007:84), observation refers to the “systematic process of looking and recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them”. The researcher employed the observation guide to

determine to what extent participants utilised innovative ways of teaching by looking at classroom displays in media and the teaching methods employed. Conducting observations of the classroom and the teachers offered immediate coverage of actions in real time. Furthermore as Yin (2014), points out, observations occur within the natural context of events. Observations were an appropriate choice for this study, because the data collected could potentially offer insights into the participants' behaviour and motives (Yin, 2014).

3.7.2 Semi-structured Interviews

Galletta (2013), describes semi-structured interviews “meetings in which the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format. To gauge and understand individual teachers' experiences in implementing the Social Studies revised curriculum, teachers needed to tell their stories.

Creswell (2014), and Yin (2014), both recommend interviews as a helpful and appropriate method to gain insight into perceptions for case studies. The reasons include the opportunities interviews provide for probing and obtaining a detailed and rich view into participants' experiences and perceptions, which was the primary purpose of this study, namely to understand the experiences of Social Studies teachers when implementing the revised Social Studies curriculum.

Semi-structured Interviews were conducted with the Social Studies teachers and the SMT. The interview was designed to start off with simple and non-sensitive questions. The researcher made appointments with the participants. In addition, the participants were asked to explain their answers where necessary and probing questions were also utilised (see Interview Guide, Appendix C). The researcher arranged the interview beforehand with each individual participant, while permission to utilise the school venues was requested from the principals of the participating schools in advance.

3.7.3 Document analysis checklist

Document analysis was one of the sources of data collection employed in this study. According to Nieuwenhuis (2007), when a researcher utilises document analysis as a data gathering technique, the researcher focuses on all types of written communication that may shed light on the phenomenon being investigated. In this study, the analysis of subject policies, classroom observation sheets, school-based moderation tools, minutes of meetings concerning the curriculum and curriculum management tools was undertaken in each school. Throughout this study, the researcher went through all the subject implementation material, guiding policies and documents relating to Social Studies.

Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss, 2008). Because of these valuable benefits the researcher employed this data collection tool to analyse available documents and policy material at the selected schools.

3.8 Data collection procedures

Appointments were made with the selected teachers. Interviews, classroom observations and document analysis were conducted during school hours. Interviews lasted for about twenty-five minutes each. The interviews were also voice-recorded for smooth and accurate interpretation of data. Document analysis findings were recorded on an excel sheet on a personal laptop. The voice-recorded interviews have been stored on the researcher's storage device as a means to keep them safe and they will be deleted after four years from the date the study has been evaluated.

3.9 Data analysis

Analysis of data was generated from transcripts of the voice recordings. The research questions served as a guide for conducting data analysis. Thematic data analysis and coding were employed by providing theme names and clear working definitions that captured the essence of each theme. Braun and Clarke (2013), indicate that by means of thematic data analysis, identifying, analysing, and reporting qualitative data become highly possible. Data collected by means of interviews and observations were transcribed. Thereafter, the data were critically analysed, sorted, coded, categorised and summarised to reveal possible themes and patterns. This was achieved by special coding to represent certain characters or characteristics in order to demonstrate meaning and understanding and convey knowledge. According to Creswell (2014), the purpose of coding is to make sense of the data by employing various strategies designed to glean meaning from participant responses. Data were interpreted descriptively in narrative form since the study was conducted in a natural setting.

3.10 Research ethics

The most basic and important ethical issue in research is the protection of participants (Gay, Mills, & Airasian, 2009). The researcher adhered to all ethical considerations without compromise at all times, throughout and after the study.

Ethical clearance was obtained from the UNAM Research Ethics Committee. Informed consent was obtained from participants. Participants were informed of their right to free and voluntary participation in the study, and their right to withdraw from the study at any given time. Should participants ask to leave the study at any given point, they were allowed to do so. Codes were utilised to identify the participants, but no personal identity was attached to participants. Data collected will be kept in a password-secured laptop for four years after analysis and then destroyed.

3.10.1 Informed consent

The study explained the purpose of the research being conducted, and emphasised the fact that participants were free to withdraw from the study at any time. The participants were presented with a letter of consent in which the research process was described. The participants were then asked to read the letter, ask questions if they needed further clarity and then sign the consent form if they were willing to be involved in the study.

3.10.2 Protection from harm

The researcher ensured that the data recovered would be safely stored and destroyed after four years in order to protect the participants.

3.10.3 Privacy, confidentiality, and anonymity

In the research context, privacy is protected by ensuring the confidentiality of all information. The researcher obtained permission to carry out the research from the principals of the selected schools. The participants were informed of the nature of the study and provided formal consent to be included in the study. All the participants' information and responses shared during the study were kept private. The research results were presented in an anonymous manner in order to protect the participants' identities. The teachers were requested to give permission for the researcher to take audio recordings, which were necessary in answering the research questions.

3.11 Summary of the chapter

In this chapter, the research design and methodology employed were explained. It involved illustrating the methods, techniques and approaches employed in data collection.

The chapter, furthermore, made it clear in which way informed consent was obtained.

In Chapter 4 the researcher will present, discuss, analyse and interpret the data collected by means of the research instruments discussed above.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

In the previous chapter, the research approach, design and methods employed in this study were expounded. This chapter presents, discusses, analyses and interprets the collected data. In complying with ethical requirements, all participants were allocated pseudonyms to preserve their anonymity.

This chapter will also present a discussion of the data obtained from the interviews. The purpose of the interviews and document analysis was to answer the initial research question. Twenty participants provided data for this analysis. Participants are referred to as Participant 1, Participant 2, Participant 3, and Participant 4 respectively. All participants had a certain level of experience in teaching Social Studies and were teaching at different schools in different clusters and circuits.

4.2 Biographical information of participants

For this research project, three participants were selected from each of the five different primary schools. Codes were utilised, as shown in Table 2, to represent a school and the teachers who participated. For example, the letters **V, W, X, Y, Z**, represent the different schools, whereas the **P1, P2, P3** represent participating teachers from different schools and **SMT-V, SMT- W, SMT-X, SMT- Y**, and **SMT- Z** represent HODs who were part of the School Management Team at the different schools. A summary of the biographical information of these participants is presented in Table 2.

Table 2: Biographical information of participants

| School- V | | School- W | School- X | School Y | School- Z |
|-----------|------------|------------|------------|----------|-----------|
| Gender | P1= Female | P1= Female | P1= Male | P1= Male | P1= Male |
| | P2= Male | P2= Male | P2= Female | P2= Male | P2= Male |

| | | | | | |
|-------------------|------------------------|-----------------------|-----------------------|--------------------|-----------------------|
| | P3= Male | P3= Female | P3= Female | P3= Female | P3= Female |
| | SMT-V1= Female | SMT-W1= Female | SMT-X1= Male | SMT-Y1= Male | SMT-Z1= Female |
| | SMT-V2= Female | SMT-W2= Female | SMT-X2= Male | SMT-Y2= Male | SMT-Z2= Male |
| Experience | P1= 3-5yrs | P1= 11-15yrs | P1= 6-10yrs | P1= Above 20 years | P1= 3-5yrs |
| | P2= under 3yrs | P2= 6-10yrs | P2= 6-10yrs | P2= Above 20 years | P2=11-15yrs |
| | P3= 6-10yrs | P3=6-10yrs | P3= 6-10yrs | P3= 6-10yrs | P3= 6-10yrs |
| | SMT-V1= Above 20 years | SMT-W1= 11-15yrs | SMT-X1= 11-15yrs | SMT-Y1= 16-20yrs | SMT-Z1=11-15yrs |
| | SMT-V2= 11-15years | SMT-W2= 11-15years | SMT-X2= 11-15yrs | SMT-Y2= 16-20yrs | SMT-Z2=11-15yrs |
| Qualification | P1= 1-4yrs | P1= Above 4 years | P1= Above 4 years | P1= Above 4 years | P1= 1-4yrs |
| | P2= 1-4yrs | P2= 1-4yrs | P2= Above 4 years | P2= Above 4 years | P2= 1-4yrs |
| | P3= Above 4 years | P3= Above 4 years | P3= 1-4yrs | P3= 1-4yrs | P3= Above 4 years |
| | SMT-V1= Above 4 years | SMT-W1= Above 4 years | SMT-X1= Above 4 years | SMT-Y1= 1-4yrs | SMT-Z1= Above 4 years |
| | SMT-V2= 1-4yrs | SMT-W2= Above 4 years | SMT-X2= Above 4 years | SMT-Y2= 1-4yrs | SMT-Z2= 1-4yrs |
| Attended workshop | P1= Yes | P1= Yes | P1= Yes | P1= Yes | P1= No |
| | P2= No | P2= | P2= Yes | P2= Yes | P2= No |
| | P3= | P3= Yes | P3= | P3= No | P3= |
| | SMT-V1= Yes | SMT-W1= Yes | SMT-X1= Yes | SMT-Y1= Yes | SMT-Z1= No |
| | SMT-V2= Yes | SMT2-W= Yes | SMT2-X= No | SMT2-Y= No | SMT2-Z= No |

Table 3 shows the way in which participants were coded, as shown in the Table 2, to hide their identities and protect them from any possible harm.

Table 3: The coding of the participants for one-on-one interviews

| SCHOOLS | TEACHERS / PARTICIPANTS | | | | |
|-----------|-------------------------|----|----|--------|--------|
| SCHOOL, V | P1 | P2 | P3 | SMT-V1 | SMT-V2 |
| SCHOOL, W | P1 | P2 | P3 | SMT-W1 | SMT-W2 |
| SCHOOL, X | P1 | P2 | P3 | SMT-X1 | SMT-X2 |
| SCHOOL, Y | P1 | P2 | P3 | SMT-Y1 | SMT-Y2 |
| SCHOOL, Z | P1 | P2 | P3 | SMT-Z1 | SMT-Z2 |

Table 4: The process utilised to collect data

| PROCESS | PARTICIPANTS | | OBJECTIVE |
|-----------------------------|--------------|------------------------|--|
| | TEACHERS | SCHOOL MANAGEMENT TEAM | |
| Interviews One- on one | ✓ | ✓ | To gauge the Social Studies teachers experiences in implementing the revised Social Studies curriculum. |
| Document analysis checklist | ✓ | ✓ | To understand what documents are used, and their relevance to assist teachers in the implementation of the curriculum. |
| Observation guide | ✓ | ✓ | To observe the process of implementation through materials used and non-verbal cues from participants. |

4.3 Study themes

The data obtained from the interviews are presented under the following themes: teachers' experience of implementing the revised Social Studies curriculum, challenges that Social Studies teachers experience in teaching Social Studies, support rendered to teachers in implementing the

revised Social Studies curriculum and the teaching strategies employed by the Social Studies teachers to mitigate the challenges in implementing the revised curriculum.

Each theme presents data that emanated from the interviews. The researcher also made sense of the data by linking the data with the literature review and the theoretical framework (as presented in Chapter 2) where the researcher discussed those aspects which link with aspects, such as need, clarity, quality and complexity.

Table 5: Research questions and the generated themes

| Research questions | Generated themes |
|---|---|
| 1. What are teachers' experiences of the implementation of the revised Social Studies curriculum? | THEME 1: Teachers' experiences in implementing the revised Social Studies curriculum |
| 2. What are the challenges experienced by teachers in the implementation of the revised Social Studies curriculum? | THEME 2: Challenges that Social Studies teachers experience in teaching Social Studies |
| 3. How does the school management render support to teachers to ensure effective implementation of the revised Social Studies curriculum? | THEME 3: Support rendered to teachers in implementing the revised Social Studies curriculum |
| 4. Which strategies and best practices can be employed by teachers to mitigate the challenges experienced by them in the implementation of the revised Social Studies curriculum? | THEME 4: Teaching strategies used by the Social Studies teachers to mitigate the challenges in implementing the revised curriculum. |

4.4 Description of the research areas

This section discusses the areas that were involved in the study. The research study was conducted at five primary schools in the Khomas region, in four different clusters, namely the Plato, Montessori, Einstein and Elim. These schools all offer Social Studies as a promotional subject at the Senior Primary Phase of Grades 4 to 7.

School-V was established in 2001 and is located south of the Capital city, Windhoek. The school comprised a total of 12 classrooms from Grade 0 to Grade 7, with 6 males and 31 female teachers, of which six teachers taught Social Studies. The school had 921 learners attending.

School-W was the furthest school from all the six mobile schools as it was located in one of the impoverished suburbs in the Khomas region. This school was established in 2001. The staff comprised seven male teachers and 34 female teachers, of whom five taught Social Studies. The school had 1127 pupils altogether, from Grades 0 to 7.

School-X was located a few kilometres from the Central Business District, and was established in 1983. The school had 1328 learners attending Grades 0 to 7. The staff comprised thirty-six female and six male teachers, of whom six taught Social Studies.

School-Y was located about five kilometres away from the Central Business District, and was established in 1994. The staff comprised twelve male and twenty-two female teachers, of whom five were responsible for Social Studies. The learner complement comprised about 1056 pupils from Grades 0 to 7.

School-Z was located about three kilometres away from the Central Business District, and was established in 1982. The school had a complement of 825 pupils. The classes went from Pre-primary to Grade 3. The staff comprised three male and twenty-four female teachers, of whom four were responsible for Social Studies.

4.5 THEME 1: TEACHERS' EXPERIENCES IN IMPLEMENTING THE REVISED SOCIAL STUDIES CURRICULUM

The aim of the first objective of the study was to explore the teachers' experiences in implementing the revised Social Studies curriculum. Many teachers had different experiences, with some noting adverse shortages in teaching and learning materials. Issues relating to the challenges in the implementation of the curriculum and assessment methods from the teachers' experiences are

discussed below. Although it is important to note these experiences here, they are discussed more broadly in the discussion and presented section of the thesis.

As generally indicated by most of the participants from all the schools (Schools-V, W, X, Y and Z) respectively, there seemed to be a misfit between the content that was to be taught and the time available for the attainment of curriculum, as can be seen in the participants' responses.

School- V

P1= "My experience is that the curriculum has too much content to all the grades and this really impacts the learners and the teacher, with regards the time to deliver and assess and the time for the learner to master everything".

School-W, P1= "The challenging part was just how topics were arranged, which makes it a bit difficult for learners, especially when a most challenging topic has to be taught first in the first term instead of the second term. My experience is that nothing has changed much but just the rearrangement of the topics"

School- X

P1= "The curriculum consists of too much content for the learners".

School- Y

P1= "Too much topics with big numbers of learners to cater for 180 learners, grades 6A-6F for one teacher".

P3= "The content of the subject are too long".

SMT- Z= "This is the first time I am teaching Social Studies as a subject and therefore have no prior experience in the subject whatsoever".

Though most of the participants had different and unique experiences regarding implementing the revised Social Studies curriculum, not all were gloomy, as indicated by the following participants' responses:

School-V, P3= "The revised Social Studies curriculum is well organized, points are straight-forward."

SMT- Y= "Everything is fine with me when it comes to the revised curriculum as far as Social Studies is concerned, all areas were addressed".

School-Z, P2= "I think it is very well understood by my learners and the content is very straight to the point".

As can also be seen from Table 4.6, where the number of years of teaching experience of the participants are shown, one participant had less than three years' teaching experience.

4.6 THEME 2: CHALLENGES THAT SOCIAL STUDIES TEACHERS EXPERIENCED IN TEACHING SOCIAL STUDIES

The second theme was to explore the challenges faced by Social Studies teachers in the implementation of the revised Social Studies curriculum. The researcher asked the participants about the challenges facing the implementation of the revised Social Studies curriculum to which they gave varying but very important responses.

According to Rogan and Grayson (2003), the capacity to support innovation, as the second construct of the implementation of the curriculum, considers aspects that either support or hinder the implementation of innovation. The aspects are divided into: 1) physical resources, such as class-rooms and textbooks; 2) teacher factors, such as teacher qualifications, training and level of confidence and their commitment to teaching; 3) learner factors and the school ethos, such as

learners' proficiency in the language of teaching and learning; 4) ecology and management, such as the commitment by everybody to make the school work.

4.6.1 Teachers' resistance to change

Change, according to Fullan (1998), is a complex and risky journey, as it involves several components, such as altering teachers' belief systems, behaviour and teaching approaches which are difficult to control. Supporting this assertion, Mafora and Phorabatho (2013), assert that if implementation plans do not match the specific context of schools, curricular reforms are most likely to fail. They continue that knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management. The participants also had the following to say concerning the change to the curriculum:

School-W, PI= "The challenging part was just how topics were arranged, which makes it a bit difficult for learners, especially when a most challenging topic has to be taught first in the first term instead of the second term. My experience is that nothing has changed much but just the rearrangement of the topics"

SMT- W= "New topics are somehow lengthy and need extra classes (afternoons) to complete as terms are short".

Furthermore, Van der Westhuizen (1991), states that correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change. Change is not an event but a process.

4.6.2 Heavy workloads (Content and syllabus challenges)

As indicated by participants 1 from Schools-V, X, and Y, the content to be taught appeared to be extensive with only little time available for teaching and learning. This fact will make it difficult for effective implementation of the curriculum and difficult for the learners to grasp the taught

curriculum, making it almost impossible for effective learning and will, consequently, compromise the successful implementation of the curriculum.

The participants gave the following responses:

School- V

P1= “Yes, time to teach the content, overloaded content, lack of teaching aids (teaching resources).

School- X

P1= “It is impossible to finish the content on time and it forces the teacher to rush, and not do their job fully. Learners missed the stage of the grade 6 work, and this led to learners not knowing what they are taught in grade 7.”

“We have too much work, especially administrative. This wastes a lot of time for teaching”- (School- X, SMT 2).

School- Y

P1= “Too much work”.

P3= “Yes. Time, the learners to adapt the work”.

Another challenge, as indicated by Participant 1 from School-W, was that no proper correlation of topics in the revised Social Studies curriculum existed, making it difficult for the learners to follow.

“We don’t just teach, most of the time also goes towards the extra-curricular responsibilities such as athletics and sports after school. This leaves us tired in the afternoon and there is no time to prepare”.- (School- Y, P2)

School- W

P1= “The challenging part was just how topics were arranged, which makes it a bit difficult for learners, especially when a most challenging topic has to be taught first in the first term instead of the second term. My experience is that nothing has changed much but just the rearrangement of the topics”.

School- Y

P2= “Yes, lack of implementing drive tools. Lack of real teaching materials for some themes, lack of adequate budget for teaching and learning media. Lack of pedagogy to teach from known to unknown vice versa”.

School- Z

P2= “I find it difficult explaining world geography, natural disasters around the world”.

The process of change which was introduced by policy makers created an enormous burden for teacher implementers who discovered that their skills and knowledge no longer matched the new demands of the revised curriculum. The revised curriculum represented a paradigm shift from content-based teaching and learning to a more learner-centred approach where learners are active participants in the learning process. According to the participants, they experienced many negative effects, such as the Grade-appropriate content (Social Studies content becomes more and difficult for each next Grade at SP) for which they had not adequately been prepared.

4.6.3 Challenges regarding resources and materials

The researcher enquired about the availability and/or unavailability of resources for the implementation of the revised Social Studies curriculum. One of the participants responded as follows:

“Resources are available but are not enough.”

Participants also stated that, through NIED, the Education Directorate provided them with policy documents, such as the syllabus, which served as a guide for what to teach, as well as the way in which to teach that particular topic according to terms; they also received workbooks. They indicated that the policy documents provided them with a time allocation per learning area.

Participants raised the concern that implementation was compromised by the lack of resources, most particularly the shortage of textbooks. A recent study on curriculum implementation by Makeleni and Sethusha (2014), confirm that countries such as Brazil, Ghana, Guinea and the Philippines, had shown improvement in learner performance due to the sufficient supply of textbooks. The participants commented as follows concerning textbooks:

School-V, P3= “We lack of textbooks, and globes that may be used during lessons in determining locations of different continents, and also to show learners the lines of latitude and longitude”.

SMT- Y= “Yes. Lack of textbooks”.

According to the participants, there were also not enough textbooks for their learners, and learners ended up sharing textbooks. They (participants), furthermore, argued that it was the responsibility of the Education Directorate to ensure that resources were distributed properly because without proper distribution schools could experience difficulties in implementing the revised Social Studies curriculum effectively. The shortage of teachers in schools was also an issue because teachers ended up teaching more than two Grades and more than two subjects.

This indicates that a shortage of teachers and the lack of learning and teaching support materials were an issue in the implementation of the curriculum. The researcher noted that the absence of enough teaching and assistive material, such as textbooks for learners, posed a serious challenge for effective teaching and learning. This lack of resources also affected the successful implementation of the revised Social Studies curriculum. According to Van der Nest (2012),

sufficient facilities such as classrooms, halls, libraries, laboratories and playing fields, serve as the main elements in implementing the curriculum successfully. Van der Nest (2012), continues that constraints such as workbooks, number of schools, classroom sizes and the school's conditions, have an effect on the efficient implementation of curriculum change. This is again raised by Fullan (2007:100), who asserts that “government agencies must be aware of the importance and difficulty of the implementation of the curriculum without the relevant and necessary resources”.

As indicated by the participants' responses, most learners from all participating five schools were sharing textbooks. This greatly affected the teaching and learning, and hindered the successful implementation of the curriculum.

4.6.4 Limited knowledge and understanding of the implementation of the curriculum

Rogan and Grayson's theory (2003), of the curriculum implementation theory proposes that for effective implementation, schools need to have teachers who are qualified, motivated and competent, who accept innovation and are committed to teaching.

The capacity to innovate according to Figure 4, specifically in this case “Teacher factors”, as it seems becomes a challenge to teachers who have limited knowledge and understanding of curriculum implementation as can be deduced from the following response by the participant:

*“Sometimes I struggle with the syllabus, some topics are difficult to teach e.g. evolution”-
(School- Y, SMT 2).*

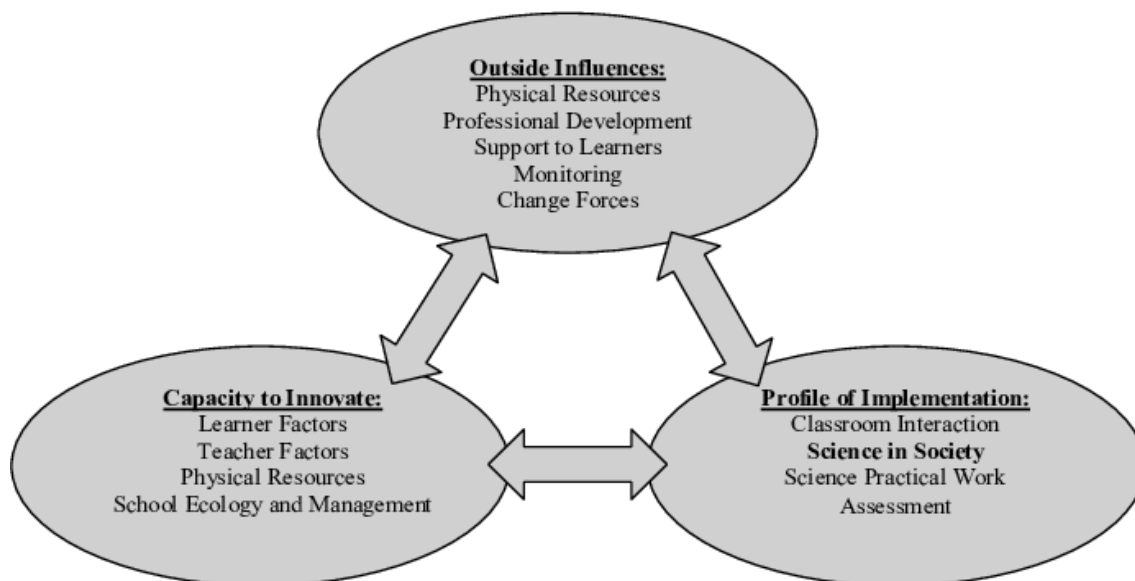


Figure 4: The implementation of the curriculum theory adapted from Rogan and Grayson (2003)

The response by the previous participant shows that some teachers lack understanding of some topics, and this may cause problems in implementing the curriculum effectively.

4.6.5 Equipment challenges

By means of close observation and participants' comments in the interviews, the lack and inadequacy of teaching and learning facilities and equipment for the successful implementation of the revised Social Studies curriculum became apparent.

4.6.6 Structural challenges

The importance of resources and the effect that the lack of such resources had on the effective implementation of the revised Social Studies curriculum can be derived from the comment of by School-V, Participant 2:

“overcrowded classrooms a lack of laboratories and libraries also makes it difficult to implement the revised Social Studies curriculum effectively”.

When classrooms are overcrowded, it not only makes learning for learners difficult, but it makes the teaching and the presentation of lessons more cumbersome for the teacher. Classrooms become overcrowded because of the shortage of classrooms. Learners were, consequently, squeezed into classrooms comprising forty-five and fifty learners. These numbers were above the teacher-learner ratio of one teacher per forty learners.

4.6.7 Training

Regarding the question whether the participants received training in the implementation of the revised Social Studies curriculum, they responded as follows:

School- V

PI= "I have attended a workshop in the north for one week, the training really helped me on how I need to plan and teach effectively, and how to develop my own weekly plan and as well as the teaching of map work"

School- X

PI= "We only attended two days training before the curriculum was implemented. No other training or research was done after that. I was glad that we had training and it was positive, that's all".

The reality was that there were some major problems with the implementation process of the revised curriculum, of which the inadequate training of teachers to teach in a learner-centred manner and the lack of financial resources, was but one. The reality that some teachers did not have the skills, the resources or the time to develop learning content was ignored. Curriculum development is a specialised activity, and teachers need to be informed about what they should be teaching in each learning programme in each Grade.

Mason (2004), posits that an instructional leader provides curriculum direction, inspires and energises, motivates and mediates educational policy, mentors and supports the team, as well as monitors their progress. Mason (2004), furthermore indicates that in providing instructional leadership, the principal and members of the SMT also oversee the curriculum planning in the school, assist in developing learning activities and develop and manage assessment strategies. They also ensure that the teaching and learning time is utilised effectively, and develop and apply team planning techniques, as well as develop and manage learning resources.

In this particular study, however, members of the SMT did not show sufficient understanding of the revised curriculum to be implemented in the schools. According to Badugela (2012), teachers need to be trained in ways to develop their own resource materials. It is time consuming to prepare and construct classroom resources, profile and track each learner, discuss projects with groups of learners; furthermore, much time is needed for cooperation between teachers. It is apparent that teachers' commitment is important in influencing the implementation of curriculum.

Participants pointed out that the government had stopped releasing teachers to attend workshops during morning hours and arranged workshops to be held in the afternoons. They argued that a three-day training session was not sufficient to train teachers and then expect them to teach learners effectively.

Also aggravating this situation was the official communication by the director indicating that the teachers attending workshops and cluster meetings had to provide their own refreshments and lunchboxes for meetings. This demotivated some teachers attending the meetings, because after work teachers were too tired to attend cluster meetings.

4.6.8 Assessment

Cooke and Gorman (2006), indicate that effective assessment practices should be emphasised in teachers' professional development programmes. The authors furthermore, stress that to ensure

that assessment is successful, learners should be placed at the centre of assessment. This will require learners to understand the methods of assessment and take the initiative in different ways of assessing with the guidance of a teacher. Hence, a teacher is required to be self-directed as well in order to facilitate learner-centred assessment.

School- Z

P1= “Yes. It fails to cater for learners who have a hard time memorizing the content and those that have reading difficulties. This is because teaching is most done orally yet there isn't any assessment (formal) that can be used to test learners' understanding through oral assessments (formal and or summative)”.

It appears that, though assessment forms were straight-forward, they consisted of many tasks to be completed by the end of the school term. This put more pressure on the teachers to reach that target of assessment rather than deliver quality lessons to implement a curriculum befitting the educational needs of learners successfully, as indicated by the previous participant.

The next section will present data on the support rendered to Social Studies teachers in the implementation of the revised Social Studies curriculum. Again, as will be shown by their comments, the issues of the infrequency of workshops, training and support were singled out as challenges by participants.

4.7 THEME 3: SUPPORT RENDERED TO TEACHERS IN IMPLEMENTING THE REVISED SOCIAL STUDIES CURRICULUM

In the first construct of their curriculum implementation theory, Rogan and Grayson (2003), state that support from outside agencies focuses on the support given by organisations outside the school, for example government departments, non-governmental organisations and teacher unions, as well as internal, school-based support mechanisms that work together with the school to support innovation. The researcher asked the participants whether they had received any training relating

to the implementation of the revised Social Studies curriculum. All three participants agreed that they did receive training, but they indicated that the training received was not sufficient for them as curriculum implementers. They also expressed concern that subject advisors, even though they were present during the training, were only casually involved as most of the training was conducted by the teachers.

4.7.1 Follow-up workshops

The analysis by Badugela (2012), reveals that participation is a crucial source of legitimacy for policy decisions, especially in educational policy, in order for the curriculum to be implemented successfully. Badugela (2012), found that no teachers were involved in the decision to adopt a new curriculum in South Africa. She also added that, even though teachers were called on to become involved in the elaboration and the implementation of the curriculum, the decision to proceed had already been made. Unfortunately, participation is sometimes confused with consultation. As can be deduced from the responses from both participants from School-W, it is clear that more than participation in the implementation of the curriculum, the actual decision to involve teachers at the last minute, was simply consultation as opposed to participation.

School- W

P1= "I have only attended one workshop and a cluster meeting regarding the revised Social Studies curriculum. I have learned how to tackle the most difficult topics from grade 4-7"

P3= "A three halve-days, workshop when the revised curriculum was out".

Similarly, as noted by Angula (2015), the school management, advisory teachers and inspectors should manage the process of teaching and learning in the schools in accordance with the curriculum policy documents and other policies. Monitoring and supporting the implementation of the curriculum are among the roles of the school management, advisory teachers and inspectors.

Perhaps it would have been so much better, had the authorities conducted follow-up workshops for the Social Studies teachers to keep them abreast of any challenge that pertain to the implementation of the revised curriculum.

4.7.2 Training and support

In this study, the researcher learned that schools needed much support, including financial support, either from the government, private sector or parents in order to implement the revised curriculum effectively. The government, in many instances, came through with this funding, but the study found that, in many cases, the government would be slow in the payment of grants to schools, resulting in delays in acquiring the necessary support materials. This hampered the prompt implementation of the revised curriculum. Financial assistance from private businesses to all schools could not be guaranteed, because this depended on the financial performance of the different private companies. Similarly, some parents did not have money to support the education of their learners. With the implementation of free education, the mindset of many parents towards financial support and contribution towards the upkeep of the schools changed, leaving this burden to the government alone. These funds were, however, required and necessary for purchasing learning and teaching support materials and organising educational excursions. It was also needed to acquire encouraging reading materials and weather instruments for real-life lesson presentations, as well as the setting up of weather stations for real-time learning. This was evident in the lack of textbooks and other necessary learning and teaching materials. The existence of such lacks and shortages can be seen in the following responses:

School- X

P2= “None, have textbooks and atlas. Have attended in-service training. Cannot remember it was way back, map work was good”.

School- Y

P3= “No in-service training attended”.

School- Z

P1= “No in-service training”.

P2= “We need support from the ministry seriously. I haven’t attended any to be honest, was not at any training”.

It can be deduced from the participants’ responses that most of them had not attended a workshop to prepare them for the implementation of the revised curriculum, and those who had, attended only for a few days. This suggests that teachers need to be trained in such a way that they can develop their own resource materials; however, teachers need time to prepare and construct classroom resources. According to Badugela (2012), the inadequate training of teachers and the lack of resources make it complicated for teachers to learn what is expected from them.

The researcher asked the participants whether the training had equipped them with the necessary skills. They stated that, due to the short and insufficient training given, teachers were not equipped with the necessary skills. This clearly indicates that, because of the lack of training, teachers were not adequately equipped with the required skills. Teachers need more training in order to be equipped to implement the revised Social Studies curriculum.

Fullan (1992:118), agrees when stating that “teacher training does not provide teachers for the reality of the classroom”. Smit (2001), also agrees that a lack of appropriate resources surely diminishes the potential of sound implementation in the classrooms. Nunalall (2012:92), cautions that formulating policy after policy may lead teachers to develop a negative attitude towards teaching. He, furthermore, reiterates that “teachers need to be provided with proper skills and knowledge in order to implement the new curriculum efficiently”.

The participants also stated that the subject advisors who facilitated those trainings were not actively involved in the way in which the revised curriculum should be implemented. They also did not visit schools as frequently as necessary, especially after one-day training sessions. When asked whether there was any support rendered by subject advisors and the drafters of the curriculum after the curriculum was to be implemented or any on-going support throughout implementation, the participants had the following to say:

School- V

P1= “Only through Social Studies meetings.”

School- W

P1= “At school and workshops, cluster meetings”.

P3= “Teamwork from the different cluster centres, teachers were able to ask question and how to assess and teach different topics”.

Proper implementation of the curriculum cannot take place without adequate teaching and learning resources and materials. Similarly, a learner-centred learning environment becomes very challenging when classrooms are overcrowded. A proper classroom with adequate ventilation is conducive to teaching and learning. As indicated in the response of one of the participants (SMT-W) below, it cannot be far from the truth that teaching materials and resources are of vital importance.

SMT- W= “No support. Subject advisors did not have consultative meetings with teachers to hear about any challenges we might be experiencing”.

School- X

P2= “None, have textbooks and atlas. In the absence of any workshop, I use what I have”.

School- Y

P2= “Yes I get top to down support. Training, refresher, cluster networking and self-support monitoring. Monitoring and evaluation.

SMT- Y= “Yes, once or twice a term from cluster groups”.

School- Z

P1= “No I do not get support. No in-service training”.

P2= “Yes, not much. Teachers in the same cluster”.

4.7.3 The need for continuous professional development

According to Kyahurwa (2013), changes in education with regards to the curriculum at all levels require teachers to expand their levels of knowledge and skills. The need for continuous professional development in the implementation of the curriculum cannot be overemphasised. Teachers must constantly be exposed to ongoing and never-ending professional development so that their skills and creativity are sharpened and refined at all times.

As noted by Campbell (1997), professional development is most effective when it is an on-going process that includes suitable, properly planned learning programmes and individual follow-up by means of supportive observation and feedback, staff dialogue and peer coaching. This study noted from participants’ responses that, due to the lack of training and workshops, CPD would assist teachers in the effective implementation of the curriculum.

4.8 THEME 4: TEACHING STRATEGIES EMPLOYED BY SOCIAL STUDIES TEACHERS TO MITIGATE THE CHALLENGES IN IMPLEMENTING THE REVISED CURRICULUM

The third construct, the profile of implementation of Rogan and Grayson’s (2003), curriculum implementation theory, focuses on teachers’ classroom practices. In other words, it looks at what teachers do or are unable to do in the implementation process. This construct overlaps with the

first two in that the ability of teachers to acquire and implement support shapes the profile of implementation. Although the participants overwhelmingly indicated that support from the relevant authorities was not forthcoming, they nevertheless practised innovation and developed strategies to mitigate some of the challenges they faced in implementing the revised Social Studies curriculum. The responses from the participants were as follows:

4.8.1 Co-teaching

Friend and Cook (2010), define Co-teaching as the partnering of a general education teacher or another specialist for the purpose of jointly delivering instruction to a diverse group of learners, including those with disabilities or other special needs, in a general education setting and in a way that flexibly and deliberately meets their learning needs.

School- V

P1= “If I had any problem, I always ask my experienced teacher in Social Studies teacher, and in his absence I ask from the facilitator and teachers from other schools”.

P3= “Co-teaching in topics that are challenging”.

4.8.2 Scaffolding instruction

According to Van de Pol, Volman, & Beishuizen (2012), Scaffolding refers to temporary support that is adapted to a student’s understanding, which is known to be effective for student learning.

School- W

P1= “By practicing responsive teaching, because some learners come from homes where none of their parents are working, and this hinders their learning progress. Scaffold instruction to grade level standard”.

Cho and Cho (2016) indicate that Scaffolding discussions can also promote learners engagement and interactions especially during discussions

4.8.3 Cluster schools

SMT- W= “We engage each other within the school. We have cluster schools that meet often throughout the year”.

The participants noted that they utilised the cluster system to learn best practices from one another, as they implemented the revised Social Studies curriculum.

4.8.4 Self-education

School- X

P2= “Self-education, google, and You-tube”.

4.8.5 Teaching and supportive media

School- Y

P1= “Use the internet to search for information or lesson that explain the topic for me in such way I can explain it to my learners. Use resources from the internet”.

P2= “Additional teacher material and media (you-tube), internet etc.”

SMT- Y= “When doing class visits I help my colleagues in my department with any challenge they experience in implementing the curriculum components.

Supporting the effectiveness of teaching media, Heatley and Lattimer (2013), reported that YouTube had found as effective tool to record own class lessons via a “YouTube Channel” to make lessons easier for learners.

COMMENTS

The researcher asked the participants at the end of the interview to comment on anything which the interviewer had perhaps left out, and they had this to say:

School- V

P1= "In conclusion, Social Studies is really a good subject. I have appreciated the new curriculum, but I recommend that more attention is needed in terms of the content, especially the grade 4 and 7. We need more resources, e.g. posters and other teaching aids. In-service training is needed especially for the new teachers".

SMT- W= "I would like to thank you for choosing me to take part in your research study, and hope the information I shared will be useful to you. All the best, and thank you!"

School- X

P1= "It is best if the curriculum is changing that more teachers are involved and before implementing, it should be given back to teachers before fully implementing it".

P2= "Want more materials to support teaching and learning".

School- Y

SMT- Y= "To focus on relevant issues rather than those that will not benefit our kids. I feel like the part of evolution and creation is not relevant in this curriculum".

School- Z

P1= "I really think and believe that more trainings and workshops are very crucial to teachers for them to implement the revised curriculum successfully.

Introduce new ways of assessing learners, especially learners with writing and reading difficulties".

4.9 Summary

The principal objective of this chapter was to present the data collected from the fifteen teachers and five SMT members who were interviewed. While presenting the data, the researcher also scrutinised consistencies and inconsistencies between empirical data and the existing literature.

Several themes have thus emerged after analysing the data. In other words, this chapter has focused solely on the themes that emerged from the data gathered. As such, this chapter has demonstrated that teachers' knowledge of the revised Social Studies curriculum was extensive due to their own teaching experience. There were, however, several topics, such as map work, that made it difficult for teachers to navigate the curriculum. Hence, the implementation of the revised Social Studies curriculum will rest upon the Subject Advisors or Senior Education Officers' commitment in spearheading the process.

The need for adequate training related to the implementation of the curriculum was, furthermore, emphasised. The scarcity of resources constituted another serious shortcoming which (if not dealt with properly) could spell the end of successful implementation of the curriculum.

This chapter presented, discussed and analysed the collected data. To comply with ethical requirements, participants were allocated pseudonyms to preserve their anonymity. This chapter also presented a discussion of the data obtained from the interviews. The purpose of the interviews and document analysis was to answer the initial research question. The next chapter will present a discussion of the findings of the study.

CHAPTER 5

DISCUSSION AND INTERPRETATION OF THE FINDINGS

5.1 Introduction

In the previous chapter, the collected data were presented, analysed and interpreted. The main points that were highlighted were teachers' experiences regarding implementing the revised Social Studies curriculum, challenges that Social Studies teachers experienced in teaching Social Studies, support rendered to teachers in implementing the revised Social Studies curriculum and the teaching strategies employed by Social Studies teachers to mitigate the challenges in implementing the revised curriculum. In this Chapter, the findings reported in Chapter 4 are discussed and summarised.

5.2 Link between the findings and the theoretical framework

This study employed Rogan and Grayson's (2003), theory of curriculum implementation. Rogan and Grayson (2003), designed this theory to assist researchers in determining exactly where a teacher is located with regards to his or her ability to implement a curriculum. This particular study explored Social Studies teachers' experiences when implementing the revised Social Studies curriculum.

The data collected indicate that, although all participants were well qualified to teach Social Studies, they still faced several challenges in implementing the revised Social Studies curriculum. Furthermore, factors such as the lack of resources, inadequate training, heavy workloads and teachers' resistance to change, as well as their limited knowledge and understanding of the implementation of the curriculum, hampered the successful implementation of the revised Social Studies curriculum. This is in line with Rogan and Grayson (2003), who suggest that schools need to have teachers who are qualified, motivated and competent, who accept innovation and are committed to teaching for the effective implementation of a curriculum. Rogan and Grayson (2003), state in the second construct of their theory (capacity to support innovation) that the

following aspects are of great significance in the implementation of the curriculum: (1) physical resources, such as classrooms and textbooks; (2) teacher factors, such as teacher qualifications, training and levels of confidence, as well as commitment to teaching; (3) learner factors and the school ethos, such as learners' proficiency in the language of teaching and learning; (4) ecology and management, such as the commitment by everybody to make the school work.

This theoretical framework was employed to guide the study because it put much great emphasis on the effective implementation of the curriculum and took a closer look at factors that could hamper the effective implementation of the curriculum, thus providing the link to explore the teachers' experiences in the implementation of the curriculum.

5.3 Discussion of the findings

The purpose of the study was to explore the experiences of the Social Studies teachers in implementing the revised Social Studies curriculum in five selected schools in the Khomas education region. The study examined the Social Studies teachers' experiences in implementing the revised Social Studies curriculum. The challenges that they experienced in teaching Social Studies, support with implementing the revised Social Studies curriculum rendered to them and the teaching strategies they utilised to mitigate the challenges they faced when implementing the revised curriculum.

The study adopted a descriptive case study design and targeted five primary schools from four different clusters, with a population of plus-minus 170 Social Studies teachers, and plus-minus 145 HODs, from which a sample of fifteen Social Studies teachers and ten HODs were selected for the study. The research instruments included open-ended interviews, document analysis and classroom observations. The data collected were arranged through coding, and data collected were also categorised into themes, according to the participants' responses to the interview questions.

The researcher presented the collected data in Figures and Tables to give a clear meaning to, and interpretation of, the data. The findings are discussed below under the designated themes.

5.3.1 Theme 1: Teachers' experiences in implementing the revised Social Studies curriculum

The first objective was to explore the teachers' experiences in implementing the revised Social Studies curriculum. The results indicate that most of the participants had different experiences, with some less experienced teachers finding the content too cumbersome to teach in the given time frames. Among the reasons given by teachers were that the classrooms were overcrowded, the curriculum included unnecessary topics and topics were arranged in the syllabus without proper coherence. The study also found that those participants who utilised additional material for teaching navigated easily through the content and their learners understood the lessons better.

Participants pointed out that the government had stopped releasing teachers to attend workshops during the morning hours by scheduling workshops in the afternoons. This appeared to be a factor that affected the morale of teachers regarding the implementation of the curriculum. The participants, furthermore, argued that three days of training was not sufficient, seeing that expectations to teach learners effectively with the knowledge gained in such a short period of time were high. It seemed that only teachers but SMT members also found it difficult to implement the curriculum due to a lack of training as stated by the following response:

SMT- Z= "This is the first time I am teaching Social Studies as a subject and therefore have no prior experience in the subject whatsoever".

This is in accordance with what Makewa and Ngussa (2015), assert that teachers will implement a curriculum according to their levels of motivation. Though it was not clear whether the participants' morale was affected by the lack of training and support, the participants' uneasiness was prevalent when they mentioned that they had to provide their own refreshments when attending workshops after a day of teaching when they were usually exhausted.

5.3.2 Theme 2: Challenges that Social Studies teachers experienced in teaching Social Studies

The second objective was to investigate the challenges experienced by the Social Studies teachers when teaching Social Studies. There are challenges to the implementation of the curriculum because the revised curriculum was not responsive at times. Mazieobi (2007), posits that every 21st century teacher must be prepared to face challenges in the classroom. Among the many challenges faced by the Social Studies teachers in implementing the revised Social Studies curriculum, according to the findings of the study, were the following: some teachers had limited knowledge and understanding of the implementation of the revised Social Studies curriculum; there appeared to be a lack of resources and inadequate training. Teachers had heavy workloads and often resisted change. Barret (2011), however argues that with proper and prior training and induction in curricular and instructional change, teachers will be more ready to face challenges head-on, regardless of the nature of such challenges.

5.3.2.1 Resources as a challenge to the implementation of the curriculum

According to Rogan and Grayson (2003), insufficient resources, such as classrooms and textbooks, may hinder the effective implementation of a curriculum. According to the participants, the number of textbooks were insufficient for their learners, and learners ended up sharing textbooks, making it very difficult for them to learn in a learner-centred environment, as advocated by the set policies. The participants, furthermore, argued that it was the responsibility of the Directorate of Education, Arts and Culture to ensure that resources were distributed properly because, without proper distribution, schools could experience difficulties in implementing the revised Social Studies curriculum effectively. It became clear from the participants' responses that this lack of resources affected the effective implementation of the revised Social Studies curriculum. According to Van der Nest (2012), sufficient facilities, such as classrooms, halls, libraries, laboratories and playing fields, serve as the main elements in implementing the curriculum successfully. Van der Nest (2012), continues that constraints such as the shortage of workbooks,

number of schools, classroom sizes and the schools' physical condition have an effect on the efficient implementation of curriculum changes. This is also raised by Fullan (2007:100), who asserts that "government agencies must be aware of the importance and difficulty of the implementation of the curriculum without the necessary support".

5.3.2.2 Training as a challenge to the implementation of the curriculum

The results show that most of the teachers who participated in the study had not been adequately trained in the implementation of the revised Social Studies curriculum. This is supported by Rogan and Grayson (2003), in their second construct of the curriculum implementation theory (capacity to support innovation) which considers aspects that either support or hinder the implementation of innovations. According to Rogan and Grayson (2003), these aspects are divided into teacher factors, such as teacher qualifications and the level of training. Furthermore, this is in line with Everard and Morris (1990:92), who posit that "Initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching". Similarly, Syomwene (2013), also indicates that, in the process of the implementation of the curriculum, obstacles that vary with the curriculum itself, its location, political and economic situation, teacher preparation, facilities and many other factors, make it more complex to execute. One example is funding which is essential for the successful implementation of a curriculum. A school requires that the teachers are appropriately trained to be able to dominate whatever is changing, be it a subject, a laboratory experience or the whole school curricula. Ono and Ferreira (2010:60), hold that professional development is carried in the structure of "*workshop, seminar, conference, or courses*".

5.3.2.3 Curriculum change as a challenge to the implementation of the curriculum

Change, according to Fullan (1998), is a complex and risky journey as it involves several components which are difficult to control. These could be the altering of teachers' beliefs systems,

behaviour and teaching approaches. Supporting this assertion, Mafora and Phorabatho (2013), assert that if implementation plans do not match the specific context of schools, curricular reforms are most likely to fail. They continue that knowledge, skills and attitude are essential for educational innovation and the enhancement of effective curriculum management. Furthermore, Van der Westhuizen (1991), states that correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change. Deducing from the participants' responses:

School-W, P1= "The challenging part was just how topics were arranged, which makes it a bit difficult for learners, especially when a most challenging topic has to be taught first in the first term instead of the second term. My experience is that nothing has changed much but just the rearrangement of the topics"

SMT- W= "New topics are somehow lengthy and need extra classes (afternoons) to complete as terms are short".

It appears that though the challenges according to their experiences were genuine, the curriculum change seemed to have taken a toll on the teachers. In addition, Rogan and Grayson (2003), state that the teachers' levels of confidence and their commitment to teaching can determine whether the curriculum will be effectively implemented.

5.3.2.4 Limited knowledge and understanding as a challenge to the implementation of the curriculum

Rogan and Grayson's theory (2003), of curriculum implementation proposes that for effective implementation, schools need teachers who are qualified, motivated and competent, who accept innovation and are committed to teaching. The role of the teacher, especially in Namibia, is to be innovative and to do much with less. Teachers are trusted with the nurturing of learners in such a way that they become worthy of being future leaders.

According to one participant,

*“Sometimes I struggle with the syllabus, some topics are difficult to teach e.g. evolution”-
(School- Y, SMT 2).*

This is in line with Alade (2011), who indicates that the main reason for the failure of a well-formulated curriculum is the lack of understanding regarding the changes by both experts outside the schools and teachers inside the school system. Therefore, the successful implementation of a curriculum requires an understanding of the roles and responsibilities of individuals in the school system. According to Kyahurwa (2013), changes in education with regards to the curriculum at all levels require teachers to expand their levels of knowledge and skills. It appears from the data collected that the teachers were not presented with opportunities to expand their existing knowledge to implement the curriculum effectively. Nsibande (2002), likewise continues that the lack of knowledge of the curriculum and not confusing terminology lead to poor lesson planning and lack of confidence when teaching.

5.3.2.5 Heavy workloads as a challenge to the implementation of the curriculum

Hargreaves (1992), reports that increases in preparation time conferred important benefits on the quality of teachers’ work in general, and instruction in particular. Hargreaves (1992), firstly posits that increased preparation time is important in reducing teachers’ stress levels and, secondly, notes that it assists in restoring the balance between their teaching lives and their lives outside teaching, enabling them to spend a little more time with their families and on leisure activities. Together, these two enhancements help to improve teachers’ temperament in the classroom by improving the quality of the interaction they have with their learners. In the interviews, concerning their workload, the participants said that:

“Yes, time to teach the content, overloaded content, lack of teaching aids (teaching resources- School- V, P1).

“It is impossible to finish the content on time and it forces the teacher to rush, and not do their job fully. Learners missed the stage of the grade 6 work, and this led to learners not knowing what they are taught in grade 7.”- (School- X, P1)

These sentiments by the participants seem to concur with Erden (2010), who noted that teachers complained about the time needed for preparation. Planning and preparation constitute the main dilemma that teachers experience. Similarly, Ngwar (1994), also posits that the teaching load in primary schools in some parts of the world has been highly affecting the performance of teachers.

“Too much work”.- (School- Y, P1)

“Yes. Time, the learner to adapt the work”.- (School- Y, P3)

“We have too much work, especially administrative. This wastes a lot of time for teaching”- (School- X, SMT 2).

Deducing from these responses, it is clear that Social Studies teachers struggle with the amount of work. According to their responses, much of the work is administrative which takes up much teaching and learning time. Furthermore, because of the demanding expectations, teachers usually rush through the syllabus to complete the basic competencies. Hargreaves (1992), emphasises that class size and class composition are closely linked and directly related to a teacher’s workload, which has a tremendous impact on the ways teachers go about performing their job. Data collected indicate that classrooms were overcrowded, making it difficult for teachers to engage constructively with individual learners. Such overcrowding, furthermore, also contributes to the workload of teachers since they not only have to mark the work of the many learners, but also give attention to them all during lessons. This is supported by Hargreaves (1992), when he posits that for many teachers, workload issues become much more acute when class sizes are too large.

“We don’t just teach, most of the time also goes towards the extra-curricular responsibilities such as athletics and sports after school. This leaves us tired in the afternoon and there is no time to prepare”.-(School- Y, P2)

This response from the participant indicates the dire effect of time constraints on the implementation of the curriculum. Hargreaves (1992), agrees that the implementation of new programmes and the provision of appropriate resources are huge issues for teachers. In addition, Hargreaves (1992), suggests that a great deal of effort has been invested in the development and initiation of new programmes; however, the same commitment is usually not visible in the implementation of these programmes.

5.3.2.6 Assessment as a challenge to the implementation of the curriculum

Mkpa and Izuagba (2009), state that assessment in the form of tests, activities and examinations influence the implementation of the curriculum tremendously. They continue that, due to the great value given to public examination certificates by government institutions and schools, teachers tend to concentrate mainly on subjects that promote academic excellence and not much on the others. Such prioritising by teachers can obviously affect the achievement of the broad goals and objectives of the curriculum. Regarding the question whether assessments are relevant and in line with the content expectations, one participant had the following to say:

School- Z

P1= *“Yes. It fails to cater for learners who have a hard time memorizing the content and those that have reading difficulties. This is because teaching is most done orally yet there isn’t any assessment (formal) that can be used to test learners’ understanding through oral assessments (formal and or summative)”.*

It appears that assessment forms, though straight-forward, consisted of many different tasks to be completed by the end of the school term. This put more pressure on the teachers to reach that target

before assessment rather than deliver quality lessons to implement a curriculum befitting the educational needs of learners successfully, as was indicated by the previous participant. This is in line with Mkpa and Izuagba (2009), who emphasise that assessment should not be seen as something external to the learning process, something added on at the end of a learning sequence simply for administrative purposes or as a means of reporting to parents. Rather, it is an integral part of effective learning where learners are provided with feedback on their progress.

5.3.3 Theme 3: Support rendered to teachers in implementing the revised Social Studies curriculum

The third objective was to investigate challenges in the provision of learning facilities. The study found that the participants in the study had attended short refresher courses on the revised Social Studies curriculum before it was implemented, but they also noted that it was not sufficient to prepare them to implement the curriculum effectively. It was suggested that teachers should undergo ongoing training through workshops before a new or revised curriculum is rolled out for implementation.

School- W

PI= "I have only attended one workshop and a cluster meeting regarding the revised Social Studies curriculum. I have learned how to tackle the most difficult topics from grade 4-7"

This is supported by Handler (2010), who suggests that the professional development of teachers is an important factor which contributes to the success of curriculum design and implementation. This simply means that teachers should be trained for successful implementation of the curriculum. Supporting this view Carl (2009:135), emphasises that factors such as development opportunities and the creation of a climate conducive to active involvement for teachers as curriculum implementers, are of significant importance. Some participants noted that a minimal number of

workshops to assist with the implementation of the revised Social Studies curriculum were held, while others stated that they were not provided with any workshop or training at all. It was also found that, even though assistance should have been made available by the Advisory services, with subject advisors allocated for every subject, this was not forthcoming. According to Park and Sung (2013), when teachers are asked to change the core of their practice, they should be provided with on-going, in-service training to cope with the problems and difficulties encountered in the implementation process.

School- Z

P1= "No in-service training".

P2= "We need support from the ministry seriously. I haven't attended any to be honest, was not at any training".

Deducing from the participants' responses, it seems that most of the participants did not attend the workshop to prepare them for the implementation of the revised curriculum, or those who attended somehow attended only for few days. Support was somewhat lacking.

Penuel et al (2011), stress that onsite training should be provided throughout the implementation process, especially in the first stage. This can include offering teachers' instruction on models of teaching. However, by closely looking at the data collected, there appears to be a mismatch between the expectations regarding the implementation of the revised curriculum and the training that was offered.

5.3.4 Theme 4: Teaching strategies employed by Social Studies teachers to mitigate challenges in the implementation of the revised curriculum

The fourth objective sought to explore the extent to which teachers developed innovative strategies to mitigate the challenges they faced in implementing the revised Social Studies curriculum. The study found that teachers made use of co-teaching with colleagues, scaffolding, self-education and

supportive teaching media as different, innovative ways to cushion the challenges they faced. The study also found that most participants in the study appreciated the schools' cluster system as it provided a platform for exchanging valuable information, teaching methods and strategies.

The first construct of the implementation of the curriculum, according to Rogan and Grayson (2003), is the Profile of Implementation which takes into account that teachers are different, resulting in different ways of implementing a new curriculum. The sub-constructs of the Profile of Implementation, according to Rogan and Grayson (2003), are classroom interaction (teacher action and learner action, as well as what learners do on their own, followed by the use of the practical component of a subject by teachers). The study has demonstrated that, even though teachers experienced many challenges in implementing the revised Social Studies curriculum, they utilised innovation and many other options and strategies, as can be seen by the following responses from the participants:

P1= "If I had any problem, I always ask my experienced teacher in Social Studies teacher, and in his absence I ask from the facilitator and teachers from other schools". School- V

P3= "Co-teaching in topics that are challenging". School- V

P1= "By practicing responsive teaching, because some learners come from homes where none of their parents are working, and this hinders their learning progress. Scaffold instruction to grade level standard". School- W

SMT- W= "We engage each other within the school. We have cluster schools that meet often throughout the year".

The participants stated that, as they implemented the revised Social Studies curriculum, they utilised the cluster system to learn best practices from one another.

P2= "Self-education, google, and You-tube". School- X

P1= “Use the internet to search for information or lesson that explain the topic for me in such way I can explain it to my learners. Use resources from the internet”. School- Y

P2= “Additional teacher material and media (you-tube), internet etc.” School- Y

SMT- Y= “When doing class visits I help my colleagues in my department with any challenge they experience in implementing the curriculum components. School- Y

The study has shown that there are complex and dynamic issues relating to curriculum change in Namibia or when implementing a curriculum effectively. In order to make sense of these issues, the study focused considerable attention on curriculum change and the ways in which these concerns can be averted in order to implement the revised curriculum effectively and efficiently in Namibia. Even though the study has drawn much from the previously implemented curricula in Namibia (such as the Education for All, Outcome-based Education/OBE, learner-centred approach and the current one), it explored teachers’ experiences regarding the implementation of the revised Social Studies curriculum in primary schools. Perhaps, as was noted in the NIED Annual Report of 2011-2012, the institution faced challenges with vacancies for Senior Education Officers and Education Officers, including for Social Studies. It can be deduced that this might have contributed to the lack of support and follow-up workshops from NIED. It, however, does not rule out the responsibility of the SMTs and the advisory services to render support, as this remains their responsibility.

5.4 Summary of the chapter

In this chapter the results were presented and discussed in pursuit of generating clear meaning from the data collected in order to answer the research questions, such as what are the experiences the Social Studies teachers in the Khomas region when implementing the new revised Social Studies curriculum and what challenges do they face when implementing that curriculum. The results for each teacher were presented and analysed.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

While the previous chapter discussed the central findings that were intended to answer the key research questions, the primary objective of this chapter is to provide a summary of the study. This will be achieved by providing an overview of relevant literature, data collected and findings as discussed, to ensure that the implementation of the revised Social Studies curriculum is successful.

This is done in an attempt to answer the key research question, namely, what are the teachers' experiences regarding the implementation of the revised Social Studies curriculum. The research was conducted as a case study of five selected Senior Primary schools in the Khomas education region.

6.2 Summary of the study

The study aimed at exploring Social Studies teachers' experiences in implementing the revised Social Studies curriculum for Senior Primary, Grades 4 to 7 at five selected Senior Primary schools in the Khomas region, one of the most diversified regions in Namibia. The study investigated the teachers' experiences, the challenges they might have faced, the support they had been rendered by the different stakeholders and the mitigating strategies they utilised to negate the challenges in implementing the revised Social Studies curriculum.

Some schools demonstrated that the lack of internet services somewhat limited them to search for additional teaching and learning material and strategies. However, the study established that some of the teachers demonstrated innovation and creativity by making use of YouTube services and google to maximise ways to enhance teaching and learning by downloading videos for learners. The study contributed rich and valuable knowledge to the existing body of knowledge that, it is

greatly hoped, future researchers would make use of in similar studies and that teachers and curriculum developers will be assisted by this research study.

6.3 Conclusion

The framework by Rogan and Grayson (2003), anchored this study, informed the data analysis and assisted in answering the research questions stated in Chapter 1. This study agrees with Rogan and Grayson (2003), who assert that successful implementation of the curriculum is dependent on adequate support in the form of resources, and training by various agencies. The study also confirms Rogan and Grayson's (2003), view that the profile of implementation, that is what happens in the classroom, will be defined by school-based and individual teachers' competencies.

The literature reveals that various problems in implementing the revised Social Studies curriculum are experienced by teachers. These include inadequate teaching and learning resources, too much content or a too full curriculum to be covered, as well as the overcrowding of classes where implementation could not be conducted successfully due to the limited number of classrooms.

The conclusions of the study will be elaborated in conjunction with the four main objectives of the study as follows:

Objective one: *Teachers' experiences in implementing the revised Social Studies curriculum*

The study revealed that teachers had varying experiences with implementing the revised Social Studies curriculum. The study determined that some teachers preferred the revised curriculum, while some had problems with a too extensive content and topics that were not well arranged and well-organised. Some were complaining of irrelevant topics which they felt should have been omitted from the curriculum. The study exposed the daunting task of implementing a curriculum amid so many challenges.

Objective two: *Challenges that Social Studies teachers experience in teaching Social Studies*

The participants painted a gloomy picture of the conditions that prevailed in the schools; for example, most participants indicated a lack of support from the Directorate of Education, Arts and Culture. Compounding this, a shortage of learning and teaching resources was indicated by a number of participants. The environment that exists in our schools largely contributes to the inability of teachers to implement the set curriculum successfully.

The study found that the Social Studies teachers experienced the following constraints as they implemented the revised curriculum:

- Teachers' limited knowledge and understanding of the implementation of the curriculum.
- Heavy workloads and content.
- Teachers' resistance to change.
- Financial constraints, which were caused by extra travelling expenses to attend training workshops after school or during weekends. This also involved teachers catering for their own sustenance, resulting from a directive issued by the Director of education for teachers to provide their refreshments during regional or cluster meetings (This somehow discouraged some teachers from attending these meetings). Though this did not present itself as a challenge to the implementation of the curriculum, it was noted that the lack of finances and incentives caused some teachers to not attend the one week workshop that was organised, and this, no doubt, robbed them of very important information that was shared.
- Time constraints, as teachers had to teach learners in addition to attending workshops and experiencing content overload.
- Inadequate training
- Lack of resources and classrooms, leading to overcrowded classrooms.

From these challenges it can be deduced that it was difficult for teachers to implement the curriculum effectively.

Objective three: *Support rendered to teachers in implementing the revised Social Studies curriculum.*

The study established that not enough support, terms of guidance with the implementation of the curriculum, ongoing training and continuous professional development, as well as the provision of implementation policy material and other documents relevant to the implementation of the curriculum, were rendered to Social Studies teachers to implement the revised Social Studies curriculum. The study also found that the cluster system, as initiated by the Directorate of Education, Arts and Culture, should be commended for its positive impact on teachers. Many teachers utilised their clusters as living libraries where they could exchange ideas, best teaching practices and different ways of dealing with the challenges posed by the implementation of the curriculum.

Objective four: *Teaching strategies utilised by Social Studies teachers to mitigate the challenges in the implementation of the revised curriculum*

The study concluded that teachers could do more in different ways of creativity and innovation as demonstrated by the research participants. The research participants, despite challenges, made use of technological sources and the designing of supportive teaching media.

The study, furthermore, concluded that, although some members of the school management and teachers attempted to perform their roles and responsibilities to ensure the effective implementation of the revised curriculum in their subject areas, they still required training and on-going support to execute certain aspects of their duties with confidence.

6.4 Recommendations of the study

In reforming the Social Studies curricula, much attention should be paid to the relevance of the outcomes of the learning objectives, their suitability in the context and to the age group of the learners. Although the interviews did not include any questions to investigate the appropriateness

of content, the responses of participants indicated that they were facing some challenges with the revised Social Studies curriculum.

Upon analysing the data, different curriculum-related issues emerged as challenges that teachers had to keep up with. It was evident that the teachers were not satisfied with the shortages of textbooks. Recommendations are thus made to the relevant stakeholders in curriculum development and implementation.

6.4.1 Recommendations for Social Studies teachers

- Social Studies teachers are encouraged to be innovative in their lesson preparation and planning, taking into consideration the competencies that are to be taught and learned. This is also to alleviate the burden of too much content prescribed by the revised curriculum.
- Quality teaching and learning aids must also be prepared, utilising other sources such as YouTube, google and any other accessible technological media so that there is no over-reliance and over-dependence on textbooks.

6.4.2 Recommendations for School Management Team members

- HODs must always provide leadership, guidance and support for the teachers in their departments by monitoring tasks, assessments and other teaching and learning materials.
- Teachers need support in order to thrive; this includes the fact that teachers should have the most recent policy and guiding documents for Social Studies.
- Proper and current assessment forms should be provided to keep teachers abreast of any possible challenge or obstacle.

6.4.3 Recommendations for the Regional Advisory teachers for Social Studies

- Full support from the subject advisors is needed. The necessary resources must be provided in order to ensure the effective implementation of the curriculum. Badugela (2012), highlights the fact that the DoE needs to prioritise learning resources for schools and teacher training in the implementation of the curriculum.
- It is actually against this background that it becomes the responsibility of the Directorate of Education to engage all stakeholders, such as the SBs and trade unions, in the implementation of the curriculum.

6.4.4 Recommendations for the Directorate of Education, Arts and Culture

- The Directorate of Education, Arts and Culture needs to develop resources, such as Learning and Teacher Support Material (LTSM), textbooks and teachers' guides with practical advice for teachers regarding ways to implement the revised curriculum effectively in the classroom.
- These resources must be designed to assist teachers with what and how best to teach; furthermore, each learner should have his or her own textbooks.
- All materials regarding the implementation of the curriculum should be supplied to schools by the Directorate of Education, Arts and Culture.
- Follow-up workshops should be conducted to ensure effective progress. Proper training can provide teachers with clarity regarding what is expected of them in the implementation of the revised curriculum.
- The Directorate of Education, Arts and Culture need active involvement, together with the principals, teachers and School governing bodies, such as school boards, to ensure the successful delivery of the curriculum in schools. Teachers should improve their professional qualifications and attend to their classes consistently.

The analysis of documents revealed that not all necessary and relevant policy guiding documents were available at the schools and, in most cases, teachers had outdated curriculum policy guiding documents, which resulted in challenges to the planning of learning programmes. Good, positive support from the Department of Education is essential. There should be adequate infrastructure to accommodate all learners to avoid the overcrowding of classrooms.

There are, of course, those factors that need the attention of the Department of Education and those that could be dealt with by the school itself. For example, curriculum support, the recruitment of teachers, supply of teaching and learning resources and content offered, as well as the administrative load of teachers are factors that cannot be managed entirely by principals and the SB alone, but require the active involvement and intervention of all stakeholders. Factors, such as staff development, teacher preparedness, parental involvement and budgeting for teaching resources, could be managed and dealt with by school managers, SB and teachers in order to create an environment that is conducive to the successful implementation of the revised Social Studies curriculum.

The researcher's opinion is that the implementation of the revised Social Studies curriculum requires all role-players, namely the Department of Education, SMTs, SBs and staff members, to work together to create an atmosphere that enables the successful delivery of the revised Social Studies curriculum. Pointing fingers at the department cannot be a solution. The department is definitely an important partner in education, and it must fulfil its mandate, which includes the provision of financial, material and human resources, workshopping teachers, curriculum support to schools, as well as limiting the administrative burden of teachers.

A final recommendation would be that there should be no further, major, curriculum changes for the next five years. The current revised Social Studies curriculum should be retained so that in time, all stakeholders will be able to engage meaningfully with it and perhaps see the real effect of the revised Social Studies curriculum. Should there be a need for any curriculum revision or

change, extensive consultations have to be conducted with all the relevant stakeholders to gauge inputs regarding the successes, challenges and failures of the current curriculum.

6.4.5 Recommendations for NIED curriculum developers and MoEAC

- Curriculum developers need to communicate with teachers as curriculum implementers for a better understanding of the implementation. Teachers end up not seeing any need for curriculum change when they are not involved as the curriculum implementers.
- The training of teachers to support the implementation of the curriculum is required and should be subject specific (Badugela, 2012).

The poor training of teachers and their ill-preparedness for the new curriculum have resulted in a significant number of teachers who have not changed their teaching practices. The following aspects should be considered:

- Curriculum content should be fairly emphasised and appropriately sequenced throughout the syllabus.
- Decision-making in the process of the implementation of the curriculum should be participatory to avoid resistance and to develop a sense of belonging among the staff members.
- Subject advisors should also undergo training on the implementation of the curriculum.

6.4.6 Recommendations for the Regional Council office of Khomas region

- The researcher recommends that the Khomas Regional Council office creates innovative ways for building classrooms to accommodate the learners for proper the implementation of the curriculum.
- There should be adequate human, material and financial resources to put the designed curriculum into practice.

6.4.7 Recommendations for further research studies

- The researcher strongly recommends that further research be conducted to establish ways in which teachers can be motivated to implement the revised Social Studies curriculum without any difficulty.
- This study explored the Social Studies teachers' experiences in implementing the revised Social Studies curriculum in the Khomas education region in five selected schools. A study of similar nature, but covering a large sample, is recommended for further research.
- The study also targeted Social Studies teachers and the SMTs, leaving out Subject Advisors, learners and parents, whose views could have contributed positively. Therefore, a similar study is recommended involving these stakeholders.

6.5 Summary

In summary of this chapter, the study explained why it was actually relevant for this research to be conducted. It concluded with recommendations for the different stakeholders in the implementation of the curriculum. The study aimed at exploring the Social Studies teachers' experiences in the implementation of the Social Studies curriculum in five selected schools in the Khomas education region. It explored the challenges teachers faced, support rendered to the Social Studies teachers and the different strategies teachers employed to mitigate the challenges they faced in the implementation of the curriculum.

Further studies may also result in addressing challenges faced in the implementation of the curriculum and strategies that could be utilised in mitigating those challenges by means of creative and innovative ideas.

Problems were encountered while conducting this study as some teachers were not willing to be videotaped during the interview sessions. Additional challenges included the finances required to visit many or all the primary schools in the Khomas region.

Despite the challenges experienced by the teachers in the implementation of the curriculum, they should never despair, as they can make use of alternative media, integrate teaching approaches and methods to enhance and stimulate the effective the implementation of the curriculum.

The study contributed rich and valuable knowledge to the existing body of knowledge. It is hoped that researchers in future would use this for conducting further similar or different studies.

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APPENDIX A: OBSERVATION GUIDE

1. Create rapport / Greet.
2. Be unobtrusive in dress and actions.
3. Become familiar with the setting before beginning to collect data.
4. Keep the observations short at first to keep from becoming overwhelmed.
5. Be honest, but not too technical or detailed, in explaining to participants what he/she is doing.
6. Pay attention, shifting from a "wide" to a "narrow" angle perspective, focusing on a single person, activity, interaction, than returning to a view of the overall situation.
7. Look for key words in conversations to trigger later recollection of the conversation content.
8. Concentrate on the first and last remarks of a conversation, as these are most easily remembered.
9. During breaks in the action, mentally replay remarks and scenes one has observed.
10. Actively observe, attending to details one wants to record later.
11. Look at the interactions occurring in the setting, including who talks to whom, whose opinions are respected, how decisions are made. Also observe where participants stand or sit, particularly those with power versus those with less power or men versus women.

12. Counting persons or incidents of observed activity is useful in helping one recollect the situation.
13. Listen carefully to conversations, trying to remember as many verbatim conversations, nonverbal expressions, and gestures as possible. To assist in seeing events with "new eyes," turn detailed jottings into extensive field notes, including spatial maps and interaction maps. Look carefully to seek out new insights.
14. Keep a running observation record.
15. Be tolerant of ambiguity; this includes being adaptable and flexible.
16. Have personal determination and faith in oneself to help alleviate culture shock.

| Things to look out for | |
|---------------------------------------|--|
| 17. Physical displays on walls (Aids) | 18. Learners interaction and involvement |
| 19. Lesson presentation styles | 20. Knowledge of subject area |

TAYLOR and BOGDAN (1984)

APPENDIX B: DOCUMENT ANALYSIS CHECKLIST

Please tick in the appropriate box (yes/no) indicating availability of the listed documents

| (please tick) | | |
|---|--|----|
| Assistive curriculum Document or material | Yes | No |
| <ul style="list-style-type: none"> ● The revised Social Studies curriculum in place | Caters all aspects and element of the learner | |
| | Related with tradition and custom of the target society (speaks to the audience) | |
| | Continuous monitoring and evaluation | |
| | Dynamic and evolve re (Flexible) | |
| | Builds the learning experiences gradually | |
| | Holistic development of learner | |
| <ul style="list-style-type: none"> ● Subject Policy Guide (Social Studies) in place | | |
| <ul style="list-style-type: none"> ● Subject Assessment Policy (Social Studies) in place | | |
| <ul style="list-style-type: none"> ● Subject Strategic Plan (Social Studies) in place | | |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> ● Syllabus (Social Studies) in place | | |
| <ul style="list-style-type: none"> ● Lesson Preparation form/format in place | | |

List below other relevant materials or documents you may have and not listed above which assist you in implementing the revised Social Studies curriculum.

.....

.....

APPENDIX C: INTERVIEW QUESTIONS

A. Background information

1. Age: ____ 19-24 years ____ 25-30 years ____ 31-40 years
 ____ 41-50 years ____ 51-55 years ____ over 55 years

2. Years of teaching experience:

| under 3 yrs | 3-5 yrs | 6-10 yrs | 11-15 yrs | 16-20 yrs | over 20 yrs |
|-------------|---------|----------|-----------|-----------|-------------|
| | | | | | |

3. Academic and professional qualification

| Less than Grade 12 | Grade 12 | 1-4 years tertiary | More than 4 years tertiary |
|--------------------|----------|--------------------|----------------------------|
| | | | |

4. What grade (s) do you teach? _____
5. What grade (s) have you taught in the last three years? _____

B. Challenges to the implementation of the curriculum

6. What are your experiences with the revised Social Studies curriculum?

.....

.....

.....

.....

.....

| | |
|---|---|
| Y | N |
|---|---|

7. Do you face challenges with the revised Social Studies curriculum?

8. What challenges do you face/have in implementing the revised Social Studies curriculum?

.....

.....

.....

.....

.....

| | |
|---|---|
| Y | N |
|---|---|

9. Do you get support concerning the revised Social Studies curriculum?

10. How often do you get support (if any)?

11. Where do you get this support from (if any)?.....

12. What type of support do you get in implementing the revised Social Studies curriculum?

.....

.....

.....

13. What type of support materials do you have to assist with the implementation of the revised Social Studies curriculum?

.....

.....

.....

.....

14. What strategies do you use to mitigate the challenges you face (if any) when implementing the revised Social Studies curriculum?

.....
.....

C. In-service training

15. What in-service training have you attended or received with regards to the revised Social Studies curriculum?

.....

16. What did you find the most valuable in the training (s) you have attended?

.....
.....

D. The need for continuous professional development

17. If you were to attend in-service training in the future, what areas or topics would you require training on?

.....
.....

E. Comments

Is there anything or comment you would like to make?

.....

**APPENDIX D: RESEARCH PERMISSION LETTER FROM THE UNIVERSITY OF
NAMIBIA**

ANNEX 16

RESEARCH PERMISSION LETTER

Student Name: Gerson Hokuymbukwa

Student number: 200438131

Programme: Master in Education (Curriculum Instruction and Assessment Studies)


Approved research title: Teachers' experiences regarding the implementation of the Revised Social Studies Curriculum: A Case of five selected Primary schools in the Khomas Education Region.

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards



Dr S Elseb
Acting Director, Centre for Postgraduate Studies
Tel: +264 61 2063414
E-mail: directppgs@unam.na

29/04/2020
Date

| |
|---------------------------------|
| Centre for Postgraduate Studies |
| Office of the Director |
| 2020 -04- 29 |
| University of Namibia |
| UNAM |

APPENDIX E: ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/004/2020

Date: 20/4/2020

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: TEACHERS' EXPERIENCES REGARDING THE IMPLEMENTATION OF THE REVISED SOCIAL STUDIES CURRICULUM: THE CASE OF FIVE SELECTED PRIMARY SCHOOLS IN THE KHOMAS EDUCATION REGION

Nature/Level of Project: MASTERS STUDY - NON-HEALTH

Researcher: GERSON HAKUTUMBULWA

Student Number: 200638131

Faculty: EDUCATION

Supervisors: DR. N. KADHILA

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected.
 - (ii) Request for an ethical compliance report at any point during the course of the research.

REC wishes you the best in your research.

REC Chairperson
Prof CJ Wilders

A handwritten signature in black ink, appearing to read "CJ Wilders", is written over a horizontal line.

(Signature)

APPENDIX F: RESEARCH PERMISSION APPLICATION

P O Box 50539
Bachbrecht
14th May 2020

The Director
Ministry of Education, Arts and Culture
Private Bag 13236
Windhoek

Dear Mr. Vries

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KHOMAS REGION

My name is Gerson Hakutumbulwa, and I am a Masters' degree student at the University of Namibia. The topic of the research is *"Teachers' experiences regarding the implementation of the revised Social Studies curriculum: the case of five selected primary schools in the Khomas Education Region"*. The research I wish to conduct for my partial thesis requires me to observe some key informants within the ministry. These people include Teachers and Management members. This research will be conducted under the supervision of Dr. Ngepathimo Kadhila.

This letter serves to seek formal consent to approach the key people mentioned above. I therefore request your permission to visit these informants between May 2020 and June 2020 to conduct my research as outlined in my research proposal from the following primary schools: **Fidel Castro Ruz Primary School, St. Andrews Primary School, Elim Primary School, Cimbebasia Primary School and Suiderhof Primary School.**

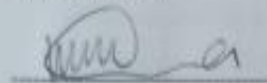
I attached a copy of my research proposal summary which includes a copy of the consent form to be used in the researched process. I have attached a permission letter to conduct research, ethical clearance certificate from the University of Namibia. I further undertake to ensure that the names of the participants will be replaced with pseudonyms although their positions may not warrant much anonymity. The materials I collect as part of the research will be accessible only to me and my supervisor.

With the reality of COVID-19 in our midst, I strongly undertake to adhere to all WHO regulations at all times, using the necessary technological remedies to collect data.

Upon completion of the study, I undertake to provide you and the participants with access to the research findings. If you require further information, please do not hesitate to contact me on +264 812067331 or on my email: ndeutala@gmail.com.



Thank you for your time and consideration in this matter.

Yours Sincerely



Mr. Gerson Hakutumbulwa
Student number: 200638131
University of Namibia

**APPENDIX G: APPROVAL LETTER BY THE DIRECTORATE OF EDUCATION,
ARTS AND CULTURE**



REPUBLIC OF NAMIBIA

KHOMAS REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Tel: [09 264 61] 293 4356
Fax: [09 264 61] 231 367/248 251

Private Bag 13236
WINDHOEK

15 May 2020

P. O. Box 50539
Bachbrecht
Windhoek
Contact: 081 206 7331

For Attention: Mr Gerson Hakutumbulwa

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS WITH SECONDARY SCHOOLS IN KHOMAS REGION

Your letter dated 15 May 2020 on the above topic is hereby acknowledged.

Permission is hereby given to you to collect data on "Teachers experiences regarding the implementation of the revised Social Studies Curriculum" at Fidel Castro Ruz Primary School, St Andrew's Primary School, Elim Primary School, Cimbebasia Primary School and Suiderhof Primary School in Khomas Region under the following conditions:

- ❖ The Principal of the selected school to be visited must be contacted in advance and agreement should be reached between you and the Principal.
- ❖ The school programme should not be interrupted.
- ❖ The teachers who will take part in this exercise will do so voluntarily.
- ❖ The Directorate of Education, Arts and Culture should be provided with a copy of your thesis/ findings.

We wish you success in your research.

Yours sincerely,

Gerard N. Vries

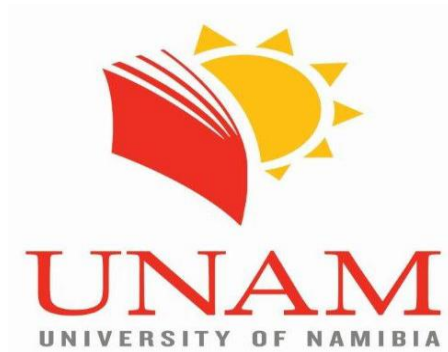
Gerard N. Vries
Director of Education, Arts and Culture

15/05/2020 -05- 2020

DIRECTOR
KHOAS REGION

EDUCATION
ARTS AND CULTURE
PRIVATE BAG 13236 WINDHOEK

APPENDIX H: INFORMED CONSENT FOR PARTICIPANTS



PROJECT: Teachers' experiences regarding the implementation of the Revised Social Studies Curriculum: The case of Khomas Region

Student no: 200638131

Principal Investigator: Mr. Gerson Hakutumbulwa

Email: ndeutala@gmail.com

Cell: +264 81 20 67 331

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.