

THE EFFECTS OF POLICY AND CURRICULUM CHANGE ON THE MORALE OF EDUCATORS IN THE NORTH WEST PROVINCE

by

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DECLARATION

I, Leonard Peter Bremner, declare that this thesis is my own work. It is submitted for a Masters' degree at the University of Pretoria. I have not previously submitted this thesis for a degree at any university.

Signature: _____

Date: _____

SUMMARY

This study investigates the effects of policy and curriculum change on educator morale in the North West Province since the change to a democratic dispensation in South Africa (S.A.). Factors that affect the morale of educators have always been prevalent in schools throughout the world and this has affected the attrition of educators in general. This is clear from the literature from other countries as well as in South Africa.

However, these factors as well as others appear to have a profound effect on the morale of educators in this time of rapid policy and curriculum change in the new S.A. Studies conducted in S.A. have spelt out dire consequences of teacher shortages in the foreseeable future, which appears to have brought on a new dimension which affects educators and specifically their morale.

The study explores the effects of these factors from the basis of real life experiences of primary school educators using a phenomenological research design. The study was guided by the work of Alfred Schutz who calls for the concern of understanding the meaning structure of everyday life of the respondents. This was used to give a lived experience which emphasizes textual descriptions of *what happened and how the phenomenon was experienced*.

In-depth interviews were conducted in three schools in the North West Province, with three educators in each school. The principal and two educators who had been teaching prior to and after the change to a democratic dispensation were selected at each of the three schools. The schools were specifically selected on the basis of an urban, township and rural school with differing levels of resources.

The data analysis and interpretation of the findings revealed concerns around the following issues: a) serious issues of morale with factors already identified as well as that of rapid policy and curriculum change, coupled with a lack of proper training; b) the implementation of a top-down approach in implementing policy, while a disregard for input from experienced educators on the ground appeared to be prevalent; c) a lack of support for educators struggling with change in policy; d) organizational concerns around implementation of policy, work load of educators at schools as well as the viability of teaching in an inclusive education environment.

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

South Africa has embarked on a period which, when compared to previous education systems, can either be seen as very exciting or as very challenging. Previously there were many different systems for each province, based primarily on racial lines. The education system has been consolidated into a single system for all provinces and racial groups and it has in many respects been a drastic change from what was used in the past. The education sector has undergone radical changes in the systems of education, as well as what and how these systems are implemented in schools. In these changes, many factors that were previously seen to affect the morale of educators still exist, but added factors appear to have been added.

1.2 BACKGROUND / CONTEXTUALIZATION

There appears to be many factors that affect the attrition of educators or their staying in the teaching profession, throughout the world. According to the National Professional Teachers' Organization of South Africa (NAPTOSA)'s study conducted by Hayward (2002), policy changes taking place in South African schools have had a severe effect on the morale of the teaching corps. A study by Hall *et al.* (2005) also points to the effects of transformation of education on educator morale. Both Hayward (2002) and Hall *et al.* (2005) indicate that the policy changes and the transformation of the education system have an effect on educators' desire to remain in the teaching profession.

There have been many changes introduced by the Department of Education since 1994, from Outcomes Based Education (OBE) to Integrated Quality Management System (IQMS), to the Revised National Curriculum Statement (RNCS), to Development Appraisal System (DAS) and also new Assessment protocols and techniques and others. The policy on the Inclusion of children with Special Needs is currently pending.¹ These changes surely have had an effect not only on the larger community, but also on the school community and especially the educators, who are the “drivers” of this important school community. The morale and job satisfaction as well as factors that affect these educators, are thus of crucial importance to ensure the success of the new changes as mentioned above. This is borne out in the report by the Human Rights Commission (Cohen, 2006: 26) which states that, “The high rate of low morale undoubtedly impacts on behaviour and the many accounts given of teachers not caring, arriving late or simply not being in the classroom.”

Educators, by law, have to adhere to the *in loco parentis*² principle, but it is questionable whether this still applies to this day. In the report by the Human Rights Commission previously cited (Cohen, 2006), a number of factors are identified such as “teachers lack passion and a culture of learning and teaching” (p. 26), “teachers are unqualified or underqualified” (p. 26), teachers have not been trained to implement the new curriculum (p. 27), and others. Mention is also made that, “The policies and structures are not working. That is, policy and structures do not fit the communities” (p. 30). This pertains to the social participation of community members.

¹ The Education White Paper 6 on Special Needs Education was published in 2001 but is still under deliberation. This policy has, however, been introduced in some provinces such as the North West Province.

² *In loco parentis* is a legal term meaning “in place of the parents”, which defines the role of the educator as a parent to the child s/he teaches.

1.3 PROBLEM STATEMENT

There is a plethora of research work focused on a variety of factors that affect the morale of employees in different working contexts. There is also a great deal of work that has been done specifically in education, focusing on factors that have an effect on educators – factors such as low remuneration (Education Labour Relations Council (ELRC) Media Statement, 2005), poor discipline of children (Hayward, 2002) and poor working conditions (Hayward, 2002).

One area that does not seem to have received much attention is the influence of policy and curriculum changes on the morale of educators. It is for this reason that my study will focus on the rapid changes of policy and curriculum in S.A. in so far as educator morale is concerned.

From my observations as a school principal for the past six years and from my discussions with other principals as well as educators from various schools, the rapid changes in policy and curriculum seem to have brought about an extra dimension which affects educators and specifically their morale. These are the perceived added burdens of administrative duties that have been introduced by the introduction of the Revised National Curriculum Statement (RNCS) and Outcomes Based Education (OBE), as well as the new assessment techniques that are necessary for continuous assessment. Disciplinary measures at schools as well as the position of the educator in the community or the negative position of teaching in many communities, are also factors which seemingly contribute to the debate of whether to leave teaching or not.

A further factor is that educators do not seem to become the “masters” of their subject area as they once were, with the rapid changes taking place and the short periods of training that is given for the introduction of the new policies and

curriculum changes. Many factors that affected educators prior to the introduction of all the new policies and curriculum changes existed, and we appear to have had fewer educators leaving teaching. The study by Hall *et al.* (2005) mentions that 52% of the educators would consider “any job” offer that would give them more pay (p. 7). A study by Crouch and Perry (2003) mentions three scenarios that predict that about 25 000 new educators would be needed every year (p. 495).

At present only about 5 000 to 6 000 new educators are coming out of education institutions yearly and it is estimated by Couch and Perry (2003) that from 2006 onwards, there will be a shortage of 10 000 educators (p. 495). Therefore a shortfall of educators in schools will take place in the foreseeable future. The study by the Human Rights Commission (Cohen, 2006) states that “the Department [of Education], trade unions and other affected parties must urgently address issues of morale and seek to improve working conditions of teachers” (p. 43). The study by Hall *et al.* (2005) also says, “...it is important that the sources of frustration among educators be addressed urgently” (p. 26). Furthermore, the same study postulates that, “For the purpose of future workforce planning, more research is needed on the impact of these factors on job satisfaction and attrition” (p. 27). This thus warranted research to be conducted in order to provide confirming or disconfirming evidence about the role or effect of policy and curriculum changes on educator morale.

1.4 STATEMENT OF PURPOSE

The purpose of this study is to look into the real life experiences of primary school educators in the North West Province, since the change to a democratic dispensation and to determine and understand the effects that the changes in schools – such as the policy abolishing corporal punishment and curriculum change, Outcomes Based Education (OBE), or the Revised National Curriculum

Statement (RNCS) – have had on educators and their morale. In order to obtain the relevant data, a phenomenological research design, with in-depth interviews, was used in selected schools in the North West province.

1.5 DEFINITION OF KEY CONCEPTS USED IN THE STUDY

Morale as a factor, is seen as “how somebody feels emotionally: the general level of confidence or optimism felt by a person or group of people, especially as it effects discipline and motivation” (MSN Encarta Dictionary, 2006: pp. 1). Bolton (2006), on the other hand defines motivation “as a concept used to describe factors within an individual which arouse, maintain and channel behaviour towards a goal” (p. 1). She also mentions that it can also be said that “motivation is goal-directed behaviour” (p. 1).

Kleinginna and Kleinginna, (1981: 263-291) describe motivation as the:

- internal state or condition that activates behaviour and gives it direction;
- desire or want that energizes and directs goal-oriented behaviour;
- influence of needs and desires on the intensity and direction of behaviour.

Franken (1994) adds an extra component to his definition which is:

- the arousal, direction, and persistence of behaviour.

For the purpose of this study, my own working definition of motivation would be ‘the inherent capacity within each individual which drives each individual to achieve certain objectives which they have set for themselves to be able to reach job satisfaction.’ It should also be noted that for the purposes of this study, the two concepts, morale and motivation, are going to be looked at together, as it is felt that the factors that cause motivation or de-motivation have a direct bearing on the morale of people.

1.6 STATING A RATIONALE

In a statement read by the then Minister of Education in July 1999, Professor Kader Asmal mentions that he has “consulted virtually the entire leadership corps of the educations and training system” about the state of education in our country in order to give feedback to the President (Asmal, 1999: 1). He mentions that, “I was told repeatedly that the morale of teachers in all communities is low” (Asmal, 1999: 2). He also gives reasons or factors why this is so. He talks about the poor quality of learning and that there is “NO TIME TO LOSE” (emphasis in the original as part of a heading) (p. 3). Asmal (1999) also mentions nine priority areas which must be looked into with Priority 5 being: “We must develop the professional quality of our teaching force.” A number of real problem areas are pointed out that must be addressed and he mentions that they “will make a major impact on teacher’s morale and the quality of service they render” and also that “a long range plan for teacher development” will be implemented (p. 3). This does not appear to have had much effect or has not been done to date when one looks at the number of educators seemingly leaving teaching according to the studies by Hall *et al.* (2005), Hayward (2002) and the report by the South African Human Rights Commission (Cohen, 2006).

My focus in the literature study was on identifying factors that affect the morale of educators. The existing literature, some from America (Lumsden, 1998), England (Hubbard, 2003), and from South Africa (Hayward, 2002; and Hall *et al.* 2005), has given numerous factors that influence the retention of educators or the low morale of educators. Some of these factors are the workload of educators, bad discipline and poorly prepared learners, the remuneration of educators, career advances, working conditions, stress, restructuring, transformation and parents. However, to my knowledge, none of those studies mention the rapid

changes in policy and curriculum as one of the possible factors with an influence on the morale of educators.

In the South African context, studies by Hayward (2002) and by the Human Sciences Research Council (HSRC) (Hall *et al.*, 2005), focus on the stress caused by the workload of South African educators due to transformation as a contributory factor that causes job dissatisfaction, but do not fully investigate the effects that this has had on educators or how it has effected their morale.

I decided to do the study to see how the policy changes or transformation since 1994, have affected educators. I also wanted to see whether the policy changes that have taken place in S.A. since 1994 motivated or de-motivated educators; and to further explore the extent to which educators have been affected by these policy changes and the broad transformation that has taken place in SA.

1.7 SIGNIFICANCE OF THE STUDY

It is hoped that with this study, a remaining factor that can cause low morale or dissatisfaction among S.A. educators could be recognized and some recognition given to its significance in affecting the retention of experienced educators in the teaching field.

The findings could be used by:

- a) Principals and management of schools to try and help them reduce the number of educators leaving the teaching profession by implementing strategies that would minimize the effect of these changes on the motivation and morale of educators; and the
- b) Provincial and National Departments of Education and their policy-makers could use the information to try and introduce future policies and curriculum changes in a more meaningful and systematic way so that all

educators will benefit and learn from the experience without negatively influencing their morale.

1.8 IDENTIFYING CRITICAL QUESTIONS

1. What are the perceptions among educators, of changes that have taken place in education in North West schools?

Sub-questions:

- a) How do these perceptions of the changes that have taken place in North West schools influence the morale of educators?
- b) To what extent do these perceptions affect educators' inclination [decision] to leave or remain in the teaching profession?

1.9 THEORETICAL FRAMEWORK

The present study has strong links to Maslow's hierarchy of needs which describes the process by which individuals move from basic needs such as food and warmth, to the highest need which is that of self-actualization, which would be the realizing of one's greatest human potential. According to Maslow, human needs are ranked as follows: (1) physiological; (2) security and safety; (3) love/feelings of belonging; (4) prestige and self-esteem; (5) self-fulfilment or self-actualization (http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs).

Another study on motivation that also has ties to this study is that of Herzberg's Motivation-Hygiene theory (Van der Westhuizen, 1991) which lists motivators and dissatisfiers that have an influence on job attitudes. It lists factors that can cause dissatisfaction and satisfaction in a work situation, and factors such as achievement and work conditions are some of the mentioned factors. Herzberg's work ties in with what I would like to look at in my research.

In the HSRC study (Hall *et al.* 2005) mention is made of respondents who cite job satisfaction as a factor which causes them to choose teaching as a career (p. 15) and also factors which cause dissatisfaction (dissatisfiers) such as large class sizes. Other factors that are mentioned include factors such as career advancement, peer support, job security, discipline and respect (p. 17).

The work of McClelland *et al.* (1976) on motivation or achievement motivation, is also very relevant as these authors state that the need for achievement is a distinct human motive that can be separated from other needs as set out so clearly by Maslow. Elton Mayo in his “Hawthorne Experiments”³ also appears to have done relevant work as he saw work as a group activity which is similar to the climate in a school, while needs such as recognition, security and a sense of belonging were seen as more important in determining worker’s morale than the physical conditions under which they work (<http://www.accel-team.com/motivation/theory>).

Other theorists such as Vroom, Likert and Luthans have placed an emphasis on the effects of management styles on the motivation of staff, focusing on contingency and expectancy theories. However, for the purposes of this study, these theories would not have much relevance given the fact that my focus is on the theories of Maslow, Herzberg and McClelland *et al.* These latter writers’ theories tie in to my own research, in that Herzberg’s two factor theory of hygiene and motivation refers to the job environment firstly and the second part refers to what the people actually do on the job. It can be separated from other needs as described by Maslow and McClelland *et al.* McClelland *et al.* (1976) on

³ The Hawthorne Experiments refer to a number of studies that were conducted at the Western Electric Company in Chicago between 1924 and 1927 by George Elton Mayo, who was in charge. The studies found that the need for recognition, security and sense of belonging is more important in determining worker’s morale and productivity than the physical conditions under which s/he works. (http://www.accel-team.com/human_relations/hrels_01_mayo.html)

the other hand, felt that the need to achieve is a distinct human motive. I wanted to look at the actual effects of the changes taking place, instead of the effects of the management styles found in our schools, as already mentioned. However, management styles will probably also come into play as they have an effect, particularly given our diverse school cultures in S.A.

I believe that this study is linked to the studies mentioned above as it tries to give reasons for the behaviour of humans or better, the reason why they carry out some activity and also possibly, the manner in which they carry out particular behaviours. In humans, motivation creates drives which could be conscious or unconscious. This will thus determine whether they enjoy “teaching” or not. All the theories mentioned above appear to be relevant but my focus in this research was on some of the factors and the effects of the changes in policy and curriculum on our educators in the North West Province.

Looking at the theories mentioned above such as Hertzberg, McClelland *et al.*, as well as the hierarchy of needs from Maslow, I had a hunch that teachers have grown increasingly frustrated and de-motivated with each new innovation introduced by the national Education Department, which consequently leads to low morale. This was thus causing teachers to either not work as productively as they would normally have, or that they were not working and schools were becoming ineffective in teaching learners.

1.10 OUTLINE OF THE DISSERTATION

The study is divided into five chapters as follows:

Chapter 1: Orientation to the Study

This chapter will consist of an introduction as well as the background which speaks to the situation in education and what has led to the changes that have

taken place, the problem statement which addresses some factors which have previously been advocated for affecting of educator morale, the aims of the study with a definition of key concepts used, the rationale with special mention from existing literature giving numerous factors which affect the morale of educators, the critical questions and significance of the study. The theoretical framework covers studies on motivation by Maslow, Herzberg and McClelland.

Chapter 2: Literature Review

This chapter will contain the review of literature relevant to the study and will attempt to identify from existing literature, factors that affect the morale of educators.

Chapter 3: Research Design and Methodology

This chapter will concentrate on the research design and methodology used in the study. The research design used is that of a phenomenological research design with the object of looking at a lived experience, emphasizing textual descriptions of what happened and how the phenomena was experienced. The population, sample and data collection will also be addressed in this chapter.

Chapter 4: Analysis and Interpretation of Data

This chapter will contain the findings of the research and the explanation of these findings.

Chapter 5: Discussion of Findings and Recommendations

This chapter will discuss the findings of the research and also the analysis/ interpretation of data. The recommendations and the conclusion will also be presented in this chapter.

1.11 CONCLUSION

The change to a new democracy in South Africa in 1994 and the resultant changes to the Education System, with the many policies and the major curriculum changes, were seen to be the catalyst to change or a turnaround in the fortunes of all the people of the country. It brought in rights for learners and people from all spheres of life but also brought in frustrations. The differences in education systems prior to 1994 and the problems faced by the majority of educators in the many formally disadvantaged schools could not be eradicated simply by changes in policy and curriculum. It was a system that needed change but with its implementation, it brought in added factors that affected the major role players, the teachers, and especially insofar as their morale is concerned. The next chapter will attempt to identify and look at various factors that affect the morale of educators postulated by various authors and the literature that speaks to the various factors looked into by previous research studies.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 provided a broad overview of the study while also outlining the purpose and the significance of the study. The theoretical framework mentioned is one which speaks about the motivation or morale of educators and how this impacts on their work. Chapter 2 will look at some of the available research on the various factors that affect the morale of educators throughout various countries and also research that was conducted in South Africa.

Many sources that have been consulted as mentioned below, have dealt with factors that have an influence on whether educators stay in teaching or not. I have attempted to look at many sources in different countries, eventually focusing on the South African situation and the studies that have been conducted about the South African situation, as one of a few countries where recent changes have taken place; and also among a few countries where many and rapid changes in curriculum and policy have been introduced over a short space of time.

There is a perception, not only in South Africa, but also in other parts of the world such as America and England, that education and especially educators, are going through a period of job dissatisfaction and low morale. Various education departments, including the South African national Department of Education (DoE) and some teacher unions, such as NAPTOSA, have commissioned studies to investigate this worrying aspect and especially that of attrition in education. Other articles have also been written by Lumsden (1998), Hall *et al.* (2005) and

Hayward (2002), about job satisfaction and low morale as factors that cause attrition; while in support of this perception, more and more educators are leaving the teaching profession.

A media statement, issued by the Education Labour Relations Council (ELRC Media Statement, 2005), gives the results of a comprehensive survey of factors determining Educator Supply and Demand in South African Public Schools. The report was commissioned by the ELRC due to reports that educators were seemingly leaving the education profession in large numbers. Some reasons suspected were low morale, job dissatisfaction, AIDS and premature mortality. In one survey (Hall *et al.*, 2005), 55% of educators indicated that they had considered leaving the education profession due to inadequate remuneration, increased workload, lack of career development, professional recognition, dissatisfaction with work policies and job security.

There was also an increase in deaths but the largest cause of attrition was resignation which made up a whopping 53%, mostly in the scarce subjects. Absenteeism was also brought about by educators who had low morale at the institution, intention to quit teaching, low job satisfaction and high job stress. Many of the health related disorders reported for teachers were stress related illnesses. It would be interesting to see whether the new education policies are indeed an additional stress factor or not, and if so, to what extent.

2.2 FACTORS THAT AFFECT TEACHER MORALE

Below I will discuss the different factors that have been put forward by different authors such as Hall *et al.* (2005), Ediger (2003), Hayward (2002) and others in the different countries. I have divided the factors into the following categories:

i) socio-economic status, ii) educator training, iii) parental support and learner motivation, iv) low salaries, v) Departmental support and policies, vi) job satisfaction, and vii) educator workload.

2.2.1 Socio-economic status

Ediger (2003), mentions socio-economic status as one of the factors that causes failing schools and supports this claim by mentioning that most “failing” (not proficient) schools are from lower income groups or areas, have inadequately prepared educators, old books, poor school facilities and poor computer facilities. He also suggests that teachers must be enticed to teach in these areas and also that they must get involved in the community to educate the parents in these lower income groups as he feels that the learners from these lower income areas are at a disadvantage when compared to others from better resourced areas.

Colgan (2004) has argued that even if there is no cause for alarm yet, the National School Boards Association in America and school districts, are investigating, finding funding, debating and trying to find ways of keeping teachers in teaching and especially those that are working in struggling schools. He goes further to say that it is not that there is a lack of teachers, but that teachers are not being enticed to stay in teaching.

Both Ediger (2003) and Colgan (2004) mention poor schools (without resources) as schools where educators are not properly prepared or work in struggling schools (low standards) and are not enticed to stay in teaching and hence are leaving due to the conditions that exist at the schools. One can therefore argue that educators who work in difficult conditions – with poor facilities, communities from low socio-economic status, and so on – have low morale which may precipitate their departure from the teaching profession.

2.2.2 Educator training

In a study conducted by Beck-Frazier (2005) she attempts to highlight the experiences of three educators from different teacher training perspectives and the challenges that they experience as first year teachers. The training received by the educators is: i) a four-year teacher education programme at an accredited university or college, ii) an undergraduate academic degree and iii) an alternate licensure offering summer and weekend courses for a year.

Each teacher has different views of the challenges facing them and this ranges from lack of support from parents, being treated with disrespect, lack of interaction with students, lack of motivation from learners, the paperwork and administration. According to Beck-Frazier (2005), all the teachers in this study enjoy their teaching but the factors that cause them to want to leave the system such as support, poor salary, poorly disciplined children and so on, have to be carefully monitored and these young inexperienced educators have to be supported by their management and the system to stay in the profession that they enjoy. The same situation might exist in our country and could account for why so many educators are leaving the profession as pointed out by Hall *et al.* (2005).

2.2.3 Parental Support and Learner motivation

In the study by Beck-Frazier (2005), mentioned above, all teachers are dedicated to their teaching but their negative expectations include learners who are not motivated to work, parents who do not motivate learners and the lack of administrative support. Low pay is also seen as causing dissatisfaction in their teaching and could influence whether they stay in teaching or not. The author feels that school systems and teacher preparation programs preserve commitment in teachers in some way or other.

This study therefore cites the main causes of teachers leaving schools as a lack of parental influence on students or a lack of motivation by students to study. Beck-Frazier (2005) also cites the main frustrations of new teachers being student misbehaviour, classroom management and discipline issues.

2.2.4 Low salaries

The study by Beck-Frazier (2005) also cites low salary as a factor causing teachers to leave teaching. Other authors who mention low pay are Inman and Marlow (2004) and they say that although there are other factors, insufficient salaries is also a factor. Colgan (2004) also mentions low pay and mentions that many States in the United States of America (USA) are introducing pay structures to pay the best teachers or lure them to struggling schools with incentives of pay or tenure.

2.2.5 Departmental support and policies

Inman and Marlow's work (2004) cited earlier, also highlight the concern in the United States about the high rate of beginner teachers who leave teaching. Inman and Marlow (ibid.) also mentions that it is important to identify positive aspects that would lead to retention of teachers.

Inman and Marlow (2004) stress that the reasons given for teachers leaving, was not only primarily that of being due to insufficient salaries but a lack of professionalism, administrative support and to a lesser degree, retirement. Although reduction of school staff through redeployment was given as reported reasons for attrition, the more frequently cited reasons were family, personal circumstances, and job dissatisfaction (Voke, 2002 as cited by Inman and Marlow, 2004). Latest trends (McDonough, 2003 as cited by Inman and Marlow, 2004) have identified bad discipline from disruptive learners, uninvolved parents and meddling from bureaucrats, as demoralizing to teachers.

The study by Inman and Marlow (2004) also mentions the complexity of teaching as a profession, with new strategies, conditions and goals which also create problems for the beginner teachers. One of the factors mentioned for retaining of teachers, was that of job security as well as professional prestige from the community. Many teachers also mention dissatisfaction with not having private offices, no access to telephones and all the duties they must perform.

According to Johnson (2001), "South Africa needs to seek imaginative alternatives to the policies that have retarded education provision in sub-Saharan Africa" (p. 1). He contends that countries in Africa, particularly sub-Saharan Africa, spend less on education than the developed world. He mentions the amount of \$49 spent on a child in Africa and \$4 636 on a child in the West (mainly the USA).

Johnson (2001) also mentions a critic named Rita Abrahamsen, who wrote in her recent book, *Disciplining Democracy: Development and Good Governance in Africa* (Zed Press, 2000) about the dual criteria of economic liberalization and good governance to qualify for debt relief as Heavily Indebted Poor Countries (HIPC). Governments tended to be torn between trying to please the sponsor to get the aid and the dissatisfaction of the poor domestic majorities who needed the aid. The tension is thus often settled in favour of the donor at the expense of the poor people in the country. Johnson (2001) also mentions that newly elected governments usually reduced expenditure on teaching materials, had bad learner-educator ratios, less access to formal education, higher school fees and more private-enterprise training schemes. This is relevant to our new democracy as the debt repayments of the old order have to be serviced and this could affect the amount we have available for education.

In an article entitled, “Nurturing Teachers in the Famine of NCLB”, the author, Million (2005), speaks about the “No Child Left Behind” (NCLB) Act which was reauthorized by President George Bush from an earlier Act issued in 1965. She mentions that this new Act could be taking its toll on staff morale, as staff were working harder than ever before yet they could very well not be reaching the Adequate Yearly progress for schools under the NCLB Act.

In another article called “The Dynamics of coping with Curriculum change” by Hall (1997), a study was done where schools were monitored after a new Geography syllabus for High Schools was introduced at eight schools in New South Wales with 21 Geography teachers. The writer mentions that there are three dynamics that affect the change and they are the technical dynamic, the political dynamic and the cultural dynamic. The first involves planning or goal orientation of the syllabus while the second was mostly about the resources that were necessary around the implementation while the last was the shared beliefs, norms and values amongst the implementers. This study could be relevant to our situation here in South Africa as it pertains to the planning of all the relevant changes in policy and curriculum, which is a situation we have just undertaken with our new education policies and curriculum. It has links to our situation of inadequate resources at most schools due to the problems of redress that must be attempted at rural and formerly disadvantaged schools that did not receive adequate funding in the past. The issue of shared beliefs, norms and values of all participants also come into play, as new policies and curriculum must be “sold” to all participants, those who were advantaged and also those who were disadvantaged in the past.

A study by Smit (2003) mentions that, “teachers can no longer be overlooked” in the implementation of policy as “they are the most prominent persons mediating and implementing.” She mentions in paragraph 7 that, “ Policy debates and

policy processes that are removed or uninformed from a local teacher knowledge base, which consists of experiences and understandings, may run the risk of unsuccessful or inadequate implementation.”

Another study by Smit (2001) also mentions that the “non-participation in the shaping of the curriculum, impedes and hampers teacher’s enthusiasm.” She also mentions that the policy was implemented “top-down” which had its own problems. Her concluding comments mention, “That is why policy makers need to take cognisance of how teachers experience and understand policy change.”

2.2.6 Job satisfaction

According to Blaine (2006) “SA’s biggest problem is teachers” (p. 1). She mentions that all the problems stemming from education such as the low Matric endorsements, low mathematics and science results and poor English marks are due to lack of educator qualifications, low morale and lack of dedication. Blaine (2006), makes reference to an Education Labour Relations Council (ELRC) survey that showed that in 2005, educators were leaving the profession “due to low morale, job dissatisfaction and HIV” (ELRC Media Statement, 2005). More than half of the 21 000 educators asked said they would consider any job that offered a higher pay package. The report (ELRC Media Statement, 2005) mentions 55% of educators who have considered leaving. Pay is low (inadequate remuneration) especially if one takes into consideration that most educators have at least a first degree.

In the study by Hayward (2002), factors that influence job satisfaction were looked at. According to Hall *et al.* (2005: 26), more than half of the SA educators considered leaving education voluntarily, because of a lack of job satisfaction. Many felt that their work load was too heavy. Hall *et al.* (2005) argue that “it is important that the sources of frustration among educators be addressed urgently,

as many educators might feel trapped in their present positions and could embark on less extreme withdrawal options such as increased absenteeism or passive job behaviour” (p. 26). Hall *et al* (2005), further state that, “For the purpose of future workforce planning, more research is needed on the impact of these factors on job satisfaction and attrition, as well as on the career decisions of students” (p. 27).

2.2.7 Educator Workload

According to the ELRC survey (ELRC Media Statement, 2005), educators spend more time on work load (administration) of OBE than actually teaching (p. 29 and p. 57). Rural schools have it even worse off due to being so far from a town as it leaves very little time for planning lessons as educators have to travel to their place of work and they most often live far away from the towns. Professor Jansen of the University of Pretoria, urged the Department of Education to spend more on educator training, good textbooks and time spent teaching.

Another study that sums it all up was that of the HSRC called, “Potential Attrition in Education” (Hall *et al.* 2005). This study was presented to the Education Labour Relations Council by Hall *et al.* (2005), and listed most of the factors that cause teacher attrition as well as the impact of HIV and Aids on teacher mortality. The authors mention most of the factors such as job satisfaction, HIV, morale and attrition in the study.

2.3 TEACHER ATTRITION

In an article by Crouch and Perry (2003), the authors have a table of statistics showing that 5.3% of the educator workforce is leaving the profession while only 1,9% is joining the workforce. This is cause for concern particularly when compared to the claims by Vass (2003) that we shall need 30 000 educators a year, just to keep up with the current education. Crouch and Perry (2003) also mention

20 000 new educators needed every year, which is a great deal of people that need to be trained.

Hayward (2002: 27) states that, “For the purpose of future workforce planning, more research is needed on the impact of factors on job satisfaction and attrition, as well as the career decisions of students.” The arguments that the voluntary departure of teachers must be investigated to find out the result of actual attrition and the factors and processes that lead to attrition, is also mentioned. Hayward (2002), also mentions that due to the 41,5% of respondents who wanted to remain in the system as well as the 42% of respondents who wanted to leave the profession, “These statistics indicate that there is an urgent need to make the profession more attractive to those who are already in the state education system” (p. 53).

2.4 TEACHER SUPPLY AND THE EFFECTS OF HIV and AIDS

In an article by Vaas (2003), on the impact of HIV/Aids, mention is made that at least 30 000 educators a year will have to be trained every year, just to keep up with the current demand for educators (p. 201). It is in the age group of 15 to 25 where Aids is most prevalent. The supply and quality of education is thus likely to suffer. The factors that will negatively impact on HIV/AIDS will affect the supply of good students to higher education and other parts of the economy. It will thus be necessary to try and keep as many serving educators in the profession as possible by ensuring that their satisfaction levels and morale are high.

2.5 MOTIVATION OF EDUCATORS AND LOW MORALE

The authors, Rhodes *et al.* (2004), express the concern from England about retention of teachers and raising standards in schools. Rhodes *et al.* (2004) cite studies by Thornton *et al.* (2002) and Whitehead and Postlethwaite (2002), as painting a similar picture of declining teachers in both secondary and primary schools in England and therefore a tremendous shortage of good, quality teachers. Prospective students have grave concerns about pay, work load, media image, status, working hours, paperwork and stress (Thornton *et al.* (2002) as cited by Rhodes *et al.* 2004). These authors note that retention of teachers and demotivation of teachers will lead to less people entering the teaching profession. They also mention that one in three teachers do not expect to stay in teaching and say that something needs to be done to enhance the quality of teacher's professional lives, their job commitment and their wanting to stay in teaching.

They advocate certain ideas in their discussion of the findings that suggest factors that could lead to retention or prevention of teachers from leaving the profession. They also mention the importance of management in schools and the role that management can play in trying to keep teachers happy and thus serving in schools. According to Rhodes *et al.* (2004), morale and retention of teachers is part of effective leadership. The main barriers to teaching, they maintain, are initiative overload, pupil indiscipline, work load and administration. Discipline of students was seen as particularly prevalent in the secondary sector. These authors feel that it is especially up to good leaders to influence the climate of their organizations to motivate their staff.

In his work, Mercaldo (2005) highlights the confusion that exists in our education systems. He mentions that in many cases some innovative programs are introduced which supposedly will enhance and accelerate student achievement. He argues that the answer to our problems is in the morale of our teachers (p.1).

He says that it is educator morale that brings about a professional presence which is necessary for a dynamic working environment.

According to Lumsden (1998), teachers do not only teach but also function as “frontline social workers” (p. 1). Lumsden (ibid.), cites Parks (1993) who asks, “How does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance, increased duties, and the lowest salaries paid to highly educated personnel in the nation?” How does one lead a group in which morale is so low that over 40% of survey respondents would not again select teaching as a profession and 57% are definitely planning to leave, will leave if something better comes along, or are undecided about staying?” (p.1). Lumsden (1998), citing Mendel (1987), refers to morale as a feeling, a state of mind, a mental attitude, and an emotional attitude. Many factors are given for increased morale among teachers, including more administrative support and leadership, good student behaviour, a positive school atmosphere and teacher autonomy as well as good parental support. Stress is also a factor mentioned that can affect the morale of the educators. Lumsden (1998) mentions that, “feeling overly stressed can result in erosion of one’s idealism, sense of purpose and enthusiasm” (p. 3).

A study conducted by Hayward (2002), after NAPTOSA became aware of a perception that teacher morale is at an unsatisfactory level and that “conditions within schools be changed within reasonable timeframes” (p.6), is also relevant for this section of the literature review. This study focuses on the role of educator morale, with a mention that when educator morale is not good, it can have a bad effect on work performance. According to Hayward (2002), changes need to be implemented more effectively and the pace of educational change needs to be controlled. The main conclusions are that there is low educator morale in schools due to a number of factors such as salary packages, numbers of

learners in the class and others (p. 72). One of these factors causing this low morale was given as continuous change in educational policy.

However, although Hayward's (2002) study mentions continuous change in educational policy as one of the contributory factors for low educator morale, this factor is not discussed extensively beyond its identification. Therefore my study aims to plug the gap that exists with regard to our understanding of how the changes in educational policy, affects educator morale in North West schools. It thus appears that my study would be warranted as it is trying to determine the impact or effect of policy and curriculum changes, as one of the factors causing a lack of job satisfaction or low morale in teachers.

2.6 CONCLUSION

From the foregoing discussion it can be seen that there are many factors which have an apparent effect on the educators in education in many countries as well as our country, which would affect not only their morale but ultimately, also the way in which they teach those subjects that they are offering. A number of researchers identify many factors but it is the research conducted by Smit, Hall and Hayward that ultimately points to or alludes to the gap that I am trying to plug or the crux of what I am attempting in my research, that is, that it is the changes in policy and curriculum that ultimately must be looked at to determine their effect on the educators in the North West but then also to other parts of the country. The next chapter will focus on the research design, the population and the data, as well as the collection thereof as well as the limitations of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The research design is the way in which the research will be conducted to try and get the respondents to respond to the questions directed towards them. This “process of *operationalization* is critical for effective research”, according to Cohen, Manion and Morrison (p 75) (my emphasis). The general aims of the research must be moved into something more specific to enable the researcher to be able to arrive at more specific or concrete answers. McMillan and Schumacher (2001: 30) posit that, “A research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained.”

The purpose of this chapter is to present a description of the research process and to introduce the research design and methodology, as well as the limitations of the study. The chapter is organized around five areas of focus, namely the research design, the population, the sampling procedure and the sample, the data collection techniques through interviews, the recording and analysis strategies thereof, as well as the limitations of the study.

3.2 RESEARCH DESIGN

This study used a phenomenological research design. According to McMillan and Schumacher (2001), “Phenomenological studies of a lived experience emphasize textual descriptions of *what happened* and *how the phenomena was experienced*” (p. 490) (emphasis in the original). The experience is common to the researcher and the interviewees and the report includes descriptions of each participant’s experience, “followed by a composite description and the essence of

the experience. The essence of the experience is a highly synthesized and brief statement of the meaning of the common experience” (p. 490). Another way of putting it is that it is a “theoretical point of view that advocates the study of direct experience taken at face value; and one which sees behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality” (English and English, as cited by Cohen, Manion and Morrison, 2000, p. 23).

The phenomenological research design I used in this study was that advocated by Alfred Schutz (Cohen, Manion and Morrison, 2000, p. 24) which calls for the central concern of understanding the meaning structure of everyday life. The attribution of meaning is dependant on the people identifying the purpose or goal they seek (Burrell and Morgan, 1979 as cited by Cohen, Manion and Morrison, 2000, p. 24). The everyday knowledge by means of which we are able to typify other people’s behaviour and come to terms with social reality varies from situation to situation. The phenomenological interviews used, were in-depth interviews, which were used to study the meanings or essence of a lived experience among selected participants. The strategy may be a single long comprehensive interview with each person or separate interviews with each individual. The experiences studied were educators’ experiences with policy and curriculum changes in schools.

3.3 POPULATION

My population consisted of all principals and educators from schools in the North West Province who have been in the education system for at least five years prior to and since the advent of transformation in education. The focus of this population is due to the lived experience that these educators would have had with the policies and changed curriculum in South Africa, while teaching at public schools using these new policies and dealing with curriculum changes.

3.4 SAMPLING PROCEDURE

In this study I used purposive sampling procedures. According to Cohen, Manion and Morrison (2001), the researcher handpicks the cases to be included in the sample on the basis of their judgement of their typicality. S/he thus builds up a sample that is satisfactory to her/his specific needs.

I needed a sample of educators and principals who have at least five years experience and have been a part of the core of educators who went through the OBE and RNCS training and also taught before many of the current policies were introduced.

The sample was thus chosen for a specific purpose and that was to get meanings or an essence of a lived experience of those concepts as a selected participant. This sample did not pretend to represent the wider population and in fact is selective and biased towards it. This technique was preferred as it enabled the researcher to select participants who have the lived experience that was able to yield data about the specific problem that was being researched.

3.4.1 SAMPLE

The sample consisted of school principals and educators in three schools in the North West Province, who taught prior to the new policies and curriculum and were experienced educators with at least five years experience. They had to have experienced the training that was done for the new curriculum for OBE and RNCS. They were thus chosen specifically on that basis. At least three schools were selected from schools from a rural, township and urban perspective in an area around the capital of the North West Province, Mafikeng. The principal and two educators were chosen from each school. So, a total of nine participants formed the sample of this study.

3.5 DATA COLLECTION

Semi-structured, in-depth interviews were used as the data collection tool in this study. Semi-structured interviews allow exploration of information given from questions asked, and in-depth interviews are open-response questions to obtain data of participants' meanings – how individuals conceive of their world and how they explain or “make sense” of the important events in their lives (McMillan and Schumacher, 2001: 443).

According to Kvale (1996: 11, as cited in Cohen, Manion and Morrison, 2000), the use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations. Kvale, (ibid.), also sees an interview as an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.

It is for all the reasons stated above, that semi-structured interviews were the most appropriate for this study. Interviews were between 45 to 60 minutes for each of the nine participants, but unclear data or questions that cropped up during the analysis of the data were further explored with short interviews of about 30 minutes length.

Kvale (1996: 30, cited in Cohen, Manion and Morrison, 2001:272)), mentions key characteristics of qualitative research interviews that warrant repeating below:

- Life world – The topic of the qualitative research interview is the lived world of the subjects and their relation to it.

- Qualitative – The interview seeks qualitative knowledge expressed in normal language, it does not aim at quantification.
- Specificity – Descriptions of specific situations and action sequences are elicited, not general opinions.
- Focused – The interview is focused on particular themes; it is neither strictly structured with standardized questions, nor entirely “non-directive”.
- Change – The process of being interviewed may produce new insights and awareness, and the subject may in the course of the interview come to change his or her descriptions and meanings about a theme.
- Positive experience – A well carried-out research interview can be a rare and enriching experience for the interviewee, who may obtain new insights into his or her life situation.

Semi-structured interviews thus allowed for the theme or specific situation to be interrogated which enabled new insights into the life of the interviewee as they have experienced the new policies and curriculum changes.

3.6 CONDUCTING THE INTERVIEWS

The semi-structured interview was used to investigate what was experienced, how it was experienced and finally the meanings that the interviewees assigned to the experience. It is important to remember that the interview is a social, interpersonal encounter, not merely a data collection exercise. Kvale (1996: 125, cited in Cohen, Manion and Morrison, 2001), suggests that the interview follows an unwritten script for interactions.

In conducting interviews, I bore in mind that it is important to set the interviewee at ease and to establish a good rapport with the interviewee so that no hostility should develop. The ethical considerations of consent, was adhered

to. I also kept in mind that the interviewer must also ensure that the interview is kept going by probing, making encouraging remarks or introducing a new topic (Whyte, 1982, as cited by Cohen, Manion and Morrison, 2000: 280). It was important to try and introduce checks and balances in the form of certain questions which are introduced at specific times to ensure consistency of the responses. Patton (1980: 210, as cited in Cohen, Manion and Morrison, 2000: 280), mentions that it is “important to maintain the interviewees motivation, hence the interviewer must keep boredom at bay.”

3.7 RECORDING OF DATA

Semi-structured, in-depth interviews were tape recorded to tape the spoken words of the interview for transcribing and analysis at a later date. Tape recording could make the informants uncomfortable, so permission had to be sought and as an extra measure the pen and paper method was to be employed to record the data given as responses to the prompting from the questions asked. Transcription and analysis of the interviews was started as soon as the first set had been completed to enable any follow-up questions that needed to be asked as soon as possible while the conversation was still fresh in the minds of both parties.

3.8 DATA ANALYSIS

All collection of data via the semi-structured interviews culminated in the analysis and interpretation of the data. The recording or pen and paper data were to be used to break up the data into manageable themes, patterns or trends. The aim was to understand the various elements of the data through an inspection of the relationships between concepts and to see whether there were any patterns that could be isolated or identified. Data analysis commenced during the data collection process due to the huge amounts of raw or recorded

data that was envisaged. This reduced the problem of too much data by selecting relevant patterns, categories or themes for focus.

3.9 LIMITATIONS OF THE STUDY

A small sample of three schools was the focus of the research and was specifically selected according to set criteria. However, the small sample will not diminish the value of this study into the effects of the policy and curriculum changes on educators.

Another limitation was the fact that as a principal I started the research with preconceived ideas from my own experiences and those of my educators at my school. While acknowledging my biases, I took a leaf from Merriam's (2002:5) postulations that, "Rather than trying to eliminate these biases or "subjectivities", it is important to identify them and monitor them as to how they may be shaping the collection and interpretation of data."

3.10 CONCLUSION

This chapter focussed on the research design and methodology of the study. The educators, both principals as well as other educators were specifically selected due to their specific position of having been in education prior to the introduction of the new curriculum and policies as well as having the distinction of being from a rural, an urban and a township perspective. It also stated the limitations of the study which were that of a small sample but also the preconceived ideas of my own perceptions as a principal.

The next chapter, chapter 4, covers the findings from the data analysis.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter covers short biographical notes on the respondents from each school and the profile of each school. It also presents the constructs that have emerged from the interviews and also the responses from a variety of respondents to the questions that have been posed to them. Contact was made with each school and dates were discussed for possible visits to each school at a time which suited the relevant school without impacting on class or teaching time. The responses, with verbatim excerpts from each interview, are included to not only highlight the relevant point but also the lived experiences of the respondent. The findings of the interviews will have as its objective to look at the effect of policy and curriculum change on educator morale in the province, as originally stated in the title.

4.2 BIOGRAPHICAL INFORMATION

Interviewees/ Respondents will be categorized as per the school (A, B, C) they are from, namely, P1A or E1A. In each case the P will denote the principal and the E, an educator.

SCHOOL A

The principal is a white female in her late forties and the two other educators selected for the interviews are: a white male in his late thirties and a white female in her early fifties. All three have been teaching for over ten years each and have taught before the new policy and curriculum were introduced, as well as after the new systems were introduced.

SCHOOL B

The principal is a black male in his early forties while the other two educators interviewed are in their forties (black female) and early fifties (black male) respectively. All have been teaching for over ten years and have taught before and after the new policies and curriculum were introduced.

SCHOOL C

The principal is a black male who is nearing retirement age and is in his late fifties but is still committed to his school, staff and learners. The other two educators, a black male and a black female, are in their late thirties.

4.3 PROFILE OF SCHOOLS

SCHOOL A

URBAN SCHOOL – FORMER MODEL C

This school, found in the urban area of the town, is a former whites-only, model C school with established buildings, a hall and classes as well as sport fields. It has about 500 learners and at present caters for a multi-cultural mix of learners. The educators are mostly white but as the Department of Education had to replace educators at the school, a number of other cultural groupings were sent to the school. The principal and management are still white only, although the SGB is of all races.

SCHOOL B

TOWNSHIP SCHOOL

This school is situated in a township adjoining the main town and suburbs and has about 784 learners and 26 educators. It is run by a newly appointed male principal, after the tragic death of the former female principal and a number of other staff. Many of the staff are therefore new and have just been redeployed at

the school. It has mostly, as far as can be seen, black staff and most of the children as far as can be viewed, are black. It is not a privileged school and has no hall or sport fields. It has an administration block and classes, while its SGB are all black and from the township around the school.

SCHOOL C

RURAL SCHOOL

This school is a rural school, about 25 km from the main town of Mafikeng and is found in a small village. It is also not a privileged school and has no hall or sport fields or an administration block. The principal has an “office” which is in a converted class with panels, which simulate the walls of an office. It also does not have a staff room. It has about 8 black staff members and a learner roll of about 145 learners who are all black. The SGB is from the local village and many are not literate.

4.4 ANALYSIS AND INTERPRETATION OF DATA

4.4.1 New Policies and Curriculum

There appears to be a general feeling from most of the respondents, with exceptions here and there, that originally, the change in policy and curriculum was necessary and seen as very positive. This can be seen by P1A who speaks about agreeing with the “*learner centred part*” as well as E1A who indicated that, “...at first I thought it was a very, very good idea because it seemed to me like uh, we were gonna focus on the child”.

The above sentiments are again echoed by the latter respondent in a further question when he says, “*It is a good thing*” while referring to the changes that took place. It is also mentioned by E2A when she says, “*At that time I thought lots*

were necessary, although in my mind there were lots which they intend and which they did change" For instance, you know, there was a need for transformation."

Another respondent, P2B pointed out that, *"I think those were positive changes ...they were meant to build. They were meant to take us next to the global world ..."*

Another of the respondents, E2C, says almost the same thing in saying, *"I thought it would be a better curriculum as for the old one."*

One respondent from the rural school however, did not feel that the changes were necessary and this is seen in E1C when she argued that, *"I thought these changes were not really necessary because by then we were doing PEUP [Primary Education Upgrading Programme] that was sufficient, it was OK so I really did not think it was necessary by then."* Another respondent, P1A, indicated that she felt *"... that there was a lot more direction given to a P level 1 teacher which I was at that stage."* This is indicative of the feelings of abandonment felt by teachers as well.

Most of the respondents expressed reservations about the implementation and the way it was done as well as how it was done. This is seen in P1A when she pointed out that,

"...the way it was done because they have taken it from other countries where it didn't work and we aren't in the same position. It was not workable, planned in a workable way and I don't think it was researched, there was not enough research done in our situation to implement it. They first implemented it and then they realized it cannot work in our situation like that."

The above views are echoed by one of the educators from the urban school, E1A who indicated that, *“It was learner based, but when you actually started working with the system you discovered that there were loopholes.”* The respondent P2B expresses concern by arguing that:

“...it was not properly done, is more based to our history and customs, our environment, that is, if you take OBE, it has been taken from one country. The question is, Have you researched enough? That this OBE will work in South Africa or not. I don’t think much research was made in that.”

This is a concern felt by many of the educators in this study about the curriculum. It is shown further by another respondent, E2C, who says,

“ The new curriculum... it would be better if it was maybe better introduced by consulting all the stakeholders so that it can make this new curriculum a better one but only to find that people were not consulted, then something ...taken from I think overseas [is introduced in S.A]...”

Others, which include many of the educators, expressed concern at the way the curriculum or policy was introduced in that they feel that,

“...the teachers and educators, they are not being involved in these decisions that are being made. I think that if you go to ground level you will find people who actually work with these things every day.” (E1A).

There appears to be a perception that the policies are introduced by people that have not been in teaching. This is seen in E1A's when he argued that,

"The people that make these decisions... they either have not been involved in or actively involved in teaching for many years or they have never been involved in teaching before. So they don't really know."

There is a sense of despondency in E1A when the respondent says,

"They, they come with uh... what they want to introduce but they don't give us real ... solutions to the problem" as well as by "They tell you what to do, but they don't tell you exactly how to implement this. They, they everything is being thrown back to the teacher, to the educators."

E1A further states that, *"I think that the people that make these decisions they do not necessarily have all the information [on] how to do this."* Respondent P2B also mentions that the policy had to be looked into more thoroughly for matters which are of concern such as class sizes, implementation of OBE principles, learner educator ratios as well as to the *"reality of the situation world here"* in SA.

E2A argued that,

".... they don't have enough experience so they are trying to implement policies that are not workable in schools and I would like to have an inset in that, tell you that and I think you need to listen to people who are in schools."

One gets the sense that the respondent feels that people in schools have been marginalized and their experience or expertise is not utilized, which is seemingly a feeling shared by the majority of the respondents in this study.

There is a sense of desperation or resignation by the respondent in E1A when he says that,

“...with the new RNCS we have actually moved closer to what is happening uh, in the past in education so it seems to me that somewhere along the road, they have discovered that OBE cannot succeed the way they want it to succeed and now we are going back to more of the structures and things that we had when I was studying.”

He seems to feel that after all the trial and error, the old systems were being slowly reintroduced.

Two comments which seem to crop up in most of the interviews are mentioned by P3C when he says,

“...there were too many changes at one time ...[and OBE had a] negative impact to the curriculum because educators were, you know, frightened from pillar to post from various sources hence these changes tends to be a threat.”

Another comment in P2B says that the curriculum changes were “too rushed.”

Respondent E1C expressed quite strong views when he pointed out that,

"I think those changes have brought chaos especially to some of us who trained before, prior to the changes we enjoyed the previous education system so for now we have challenges in this because we cannot grasp all the concepts and all the policies which come about with this curriculum."

E2C also echoed respondent E1C's views when she argued that, *"I thought it would be a better curriculum as for the old one but only to find that it's a mess."* The feelings of despair and inadequacy are very noticeable in the views of these educators. What is going to happen to the education of the learners when educators describe the new curriculum as a "mess"?

Respondent E1A seems to sum it up with the words, *"The fact of the matter remains, I just think, that teachers were not really positive towards OBE."*

4.4.2 Training for new Policies and Curriculum

It is without a doubt that this change in policy was a huge change from the one which most of the educators were comfortable with, had studied and also had experience in.

This change in policy from the perspective of most of the respondents was too quick and the training given, too short. There appears to be a general consensus that the courses lasted from 2 to 4 days while some mention five days or a week. The feeling of P1A seems to be a general summary of the majority of the respondents when she says that the training was,

“...just enough to make everybody so confused. No goals. They were negative that was only enough to make them negative about the changes.”

This view is reiterated by numerous other respondents such as the comments of E2A when she said,

“Three days. It wasn’t enough, very confusing because it was a lot of new information. Should have done it very systematically, not one skat [all at once], because teachers were, even though experienced teachers, didn’t know what was going on at that stage.”

E1B mentioned that the workshop was for a period of four days and then adds, *“...workshopped over a thing that could take four years in an institution in a workshop four days, doing a work which could take four years in an institution.”* This is also mentioned by E2B when the respondent says,

“It was a short period something like a week and it was not enough for one to learn something that had to be applied, for years, to learn it in five, five, five days or ten days we had to go for a follow up ... it was not, ... it was not ...given enough time ... as I would expect it to be.”

A large proportion of the respondents mentioned the concepts which had to be learnt and that they were confusing, such as in P3C who pointed out that, *"...requires us [to deal] with a new concept and new terminology and then being expected to come and implement within a short space of time."* E1C mentioned that,

"...we needed more time to grasp all these concepts, because new things are not easy to grasp especially because the facilitators seemed to not know exactly what they are doing so how can we?"

The frustration and feelings of insecurity are nowhere more obvious than in the words of E2C when the following is said, *"We didn't... we were lost, we did not know what to do, where to start and how to start with the new curriculum."* These words are worrying when one realizes that the educators were required to go back to school and start implementing the new curriculum and policies. In most cases there was no extra training given as mentioned by P3C when he says, *"No extra training because we were not h-m-m-m fully informed to can develop us."*

There is only one respondent in this study, E1A, who expressed positive comments about the training:

"I actually think that these courses were sufficient. I think we are all intelligent people and we knew exactly what was expected of us after these courses."

This is mentioned at the urban school where extra training courses were done for the educators. Most of the respondents, especially those from the township and rural schools, appeared to be more confused about the concepts, the terminology and what to do after the training. It was only the education authorities from the former model C school who appeared to provide extra training courses for their

educators, which was not where the dire need for direction about the new curriculum policy appeared to be necessary.

4.4.3 Preparedness for new system

During the interviews, listening to the educators discussing their feelings about the new system or curriculum and their preparedness for it, brought to mind an idea or sense of a group of people who want to be professionals, but cannot claim to be such, as they were too unsure about themselves. Many of the respondents spoke of various factors, including the short duration of the course and the fact that *"...you are taken through a crash course. You cannot say when you get out of that course you know what to do"* as mentioned by P2B. One principal, P1A, mentioned that,

"We did not really know what to do. Kept a bit of the old system, we added the new system and we tried to do the best for the learner. What we studied is to bring information to the learners, now the learners are supposed to discover that very same information."

One of the educators, E2A, said that they had to *"read up a lot more, I had to go study the policies. The three days were not enough. It raised more questions than it answered answers."*

The uncertainty about the new direction to be followed is mentioned by a number of the educators in this study. For instance, P2B indicated that,

"...what you were taught at that time for instance ... myself I started teaching basically in 1993, in 1993 ... and the changes came in 1994... so there was a big gap from what I trained for and what the government says now is a policy so there was a radical change"

where I get confused I have been trained as a teacher to teach 1,2,3, now I am told I have been trained as a teacher or as a human being also, that ... if a child is doing something wrong, you should teach the child immediately I wake up in the morning and told it is a policy how do I adapt to that not only in that curriculum and policies, maybe you should have gone slowly, slowly such that then we know in terms of adapting to change."

This uncertainty, from a principal who is expected to give direction to his staff concerning policy and the new curriculum, is indeed cause for concern.

The educator, E1B pointed out that,

"Most of the educators which were trained before took it negatively... it was... there are ... in some cases e-e-e learners were not given sufficient work and the challeng[ing] work to do, they drill too much in group work activities which of course learners who are lazy e-e-e depended too much on group work. They could not perform anything independently. And then, as I've said already or indicated... tests were discouraged and the test is the only tool which can give an educator an insight and the background of the learner he is teaching."

Another educator, E2B, commented that,

"In OBE ... we have to ... as teachers ... we have to, learn the new terminology... I remember we were, instead of assessing like we have been assessing in the previous curriculum, we were introduced into these forms of assessment, where we applied learning outcomes, and

specific outcomes, with performance indicators... I have forgotten those others there were too many and as a result teachers were not able to cope with the learning in the class teachers themselves had to learn to understand this and at the same time we had to apply it so it was, it was not working for teachers and learners... it was not giving out good results."

This uncertainty is continued throughout the interviews and the costs of this uncertainty is clearly mentioned by P3C when the respondent posited that,

"...the OBE curriculum is, is, is now, ... it is still a guess, it has costs, hmm, hmm, you know... it is detrimental to, to, to, the manner ... in the sense that at the moment learners can hardly...can hardly read and write, it has done... done possible harm."

Words used by the educators in this study include that things were a challenge, they understood things differently, things changed drastically, the present ideology is totally different which all point to their confusion.

One disturbing point mentioned is that one educator, E1C, is that,

"...we have a problem of interpretations these policies or this e-e-e curriculum whereby you have to read and then come up with something from those LO's [Learning Outcomes] and so sometimes one does something but that is wrong but one does not realize it."

This is disturbing in that the learners would have borne the brunt of this doing *“something but that is wrong but one does not realize it.”*

Many of the respondents mention having studied something in college but that the new curriculum needed something completely different. An example of this is E2C's comments that, *“I think this new ideology is totally different to what I studied at college.”* This all points to the fact that few of these educators were prepared for this new curriculum and most were negative about it and appeared to still be negative towards it.

4.4.4 Pay/Salary

None of the respondents interviewed said that educators were paid enough. They all felt that educators needed to be paid more. One example of this is from P1A where the respondent argued that teaching is,

“Definitely not a half day job or a holiday off job. They really do not get paid because if you go to any cashier in any shop then more or less the same money is paid. They get paid more and they have got more benefits than education, educators.”

The idea is mentioned that educators are professionals and yet they compare themselves with *“cashiers”* in the example just given and with a *“secretary”* by E2A. The respondents give a variety of reasons and results for getting more pay or not getting enough pay. They mention the *“toyi-toying”* [protest action] (P2B) which is a result of the pay that is too little. They also mention the distance that educators have to travel to work, *“how many k's [kilometres] do you travel from your home to your place of work”* (P3C). Mention is also made of the fact that for,

“...principal teachers there is no subsidy... cars and are expected to be... to represent the government... on the spot but I’m not available for them to can represent the department fully.” (P3C).

They also cite the “work load” (E1B) that educators have as well as when they say, *“...as we usually say, teachers are doing a lot of work and they have to train kids and do all kinds of things, they are in the teaching profession many other professions in teaching”* (E1C) as well as the appearance that it is the educators who are making use of micro lenders: *“If you can go to the ... the micro lenders... people who are lining up there are teachers”*. (E2B)

A summary of the pay issue as well as the status of the job is given by E2C when the respondent suggested that,

“I don’t think teachers are paid enough as I compare teachers as the most important people in society they should be given recognition of what they are doing in society if you see the other professionals, doctors, nurses those professionals are produced by educators so teachers should be given enough salary to keep them in society.”

4.4.5 Work load

There has been a perception in teaching lately that the new curriculum has brought about a huge amount of “paperwork” and administration which was not found in teaching previously. This appears to be borne out by the comments made by the respondents in this study as well. One of the respondents in this study, P1A, argued that, *“People don’t have a passion for it [teaching] anymore because of all the extended paperwork and extra work.”* Another respondent, E1A, commented that, *“It [teaching] is a lot of administrative work.”*

Many of the respondents spoke about enjoying their teaching but E2B indicated that,

"...today, today we have to teach learners and at the same time you are faced with a lot of paper work, I will say office work because we do a lot of paper work which is expected to be done by a teacher who has a class to run with, to look at learners who are not catching up easily that does not give us a chance for such learners...."

The respondent (E2B) ends the above response by saying, *"We enjoyed our teaching"* which is a reference to the past way of teaching, before the advent of the new curriculum, which brought in so much paper work.

One of the respondents in this study, E1B, spoke about the issue of the workload by indicating that,

"the work load that they are handling ... is unacceptable, a lot of paper work just imagine handling 4 papers for one child in an over crowded class having a record of achievement progress record portfolio for you for an educator e-e-e and lot of paper work from the department that educators have to fill every day and then loaded, overloaded with... e-e-e overcrowding, overcrowding in the classroom, those are the main obstacles."

One respondent, E2B, spoke about being de-motivated: *"...when I wake up in the morning, knowing that I'm going to work, I'm not coming with an excitement like I used to."* This respondent also made mention of the challenges of having to cope with *"a big class"*, under age children *"according to the departmental policy."* In a nutshell, he indicated that, *"It is really de-moralizing us, not only me."*

Respondent E2B spoke about the Department of Education that sends things which have to be completed at short notice:

"I have to, to teach...then I have to... give attention to something that will be given to me paperwork like the department will send policies that maybe teachers have to complete and they never come ... in time where you will be given a chance to do at your own time. They put pressure on you from when you leave the class and attend to such maybe for example like the snap survey forms."

The respondent concludes with a statement which is disturbing in saying, *"Things are just not organized let me just ... I find the department not organized."*

4.4.6 Low morale and discontent

This section was arguably one which drew a large number of responses in the interviews. A large number of the respondents were very vocal about this issue of morale and were seemingly discontented with what has and is happening in the education system at present.

Without exception, all the respondents in this study indicated that they are de-motivated, as can be seen by the following comments:

"There are days when you are de-motivated ...there are days when you think, but uh, Listen, let me rather find myself another job because all these things are coming basically at the same time.... If you are a dedicated teacher, you really try your best" (E1A).

Respondent P2B simply put it that, “To be honest, one is de-motivated,” while E1B argued that,

“I am de-motivated, I am terribly de-motivated because first of all I’m doing what I’m not sure is right even the assessment strategies that are applying I’m not sure whether they are the correct ones or effective ones. Secondly coming to assessment standards that we get from the policy documents, they are not sure whether these assessments are relevant to the topics they are treating in the class or in the lessons.... even the learning outcomes... they are not sure whether they are relevant to the context or the content. Now, all these things ... they create negativity ... to a person who is handling and they create ... a certain feeling within ... an educator. The educators are no longer passionate ... or... enthusiastic about their jobs because of they are demoralized, they just come to work because they have to.”

A variety of reasons are also advocated for this negativity by the various respondents. However, a telling response is made by E1C who indicated that,

“I am de-motivated to tell the truth by these policies and this particular curriculum because one, it is not easy for one to change from one system to another and then to grasp e-e-e before one can speak so when one does take something and give it to the kids where as one is not sure of it, its chaos. So I’m de-motivated as a teacher because I used to know what I’m doing as a teacher but for now sometimes I have to do things because I have to do them ...but sometimes I become so hopeless.”

A serious indictment is made about the Education Department or the trust in the Department when E2C postulated that,

"I'll say I'm de-motivated by the changes, the thing is because in the education the department doesn't know what they are doing, today RNCS, tomorrow its something else, ha-ha-ha."

One respondent even hints at the fact that educators do not know what they are doing:

"... all the changes where teachers were not really trained properly and they were very unsure and they were, were not motivated. Where, if we think of the first changes, I would definitely say de-motivated because paperwork, that is what it was all about and you missed the opportunity to get to the learner or do what you are suppose to do and that is to teach" (P1A).

This respondent (P1A) argued that there was so much paperwork that she did not get to teach the learners, which is a serious indictment to make as the main aim or duty of the educator is to educate or teach the learner. The same respondent also argued that, *"Everybody is very negative and they don't want to hear about one change."* She also mentions that educators *"are not enjoying it [teaching] any more. People don't have a passion for it any more."* She went further to indicate that,

"I know of lots of teachers who left the profession because of the education problems and the sizes of classes and because everybody's morale is so low at the moment."

Respondent E1A also commented that,

“It looks to me like morale and team spirit has gone a bit out the window. It just seems to me like all the new things that have come into education uh, and the way it has been implemented has made people around me especially, your junior teachers, has made them very negative. Morale goes out the window and your team spirit is not what it should be.”

Another respondent, E2A, also mentioned that,

“Somewhere it should be uh, for instance, appointed according to ability and not for transformation sake or not equity sake and the same with the curriculum. Now they [the Department of Education] go to the other side, to the far extreme which is also not objective.”

The allegation is made that people are appointed based on transformation or equity but should rather be appointed if they can do the job properly.

The respondent P2B indicated that,

“...the aim was to bring equity, redress and all those things but without ...without resources, without e-e-e even classes, better salaries for teachers, you give them more work, more work but you don't consider their working conditions their morale goes down, toyi-toying [protest action] for three weeks.”

This principal clearly indicates that the new curriculum has brought about a heavier burden (administrative) on the educators teaching it.

Other reasons given for the drop in morale is the fact that learners just have to be *“pushed forward”* irrespective of their performance or that educators had just gone on, *“without knowing exactly what is really expected of them. In other words, I can say, they were just compromising because they were afraid of losing their job.”* Even more damning are the words of E1B who pointed out that *“if you do something that you are not knowledgeable with, you don’t do the correct thing... now what I think that the learners were not properly taught. They were just pushed forward.”* This is potentially fatal for the education system and the country in general, in that learners are seemingly being passed on without having the proper education.

E1B speaks about educators being demoralized as *“Even right now when coming to the new right now we are busy transforming to a new NPA - national policy on assessment - this is another change that teacher[s] are expected to... t-o-o change to now they are totally demoralized again.”*

As cited previously, one respondent, P3C, speaks about the fact that,

“There were too many changes at one time. To the extent that e-e-e they contributed a lot of contributions ...to teachers and to the curriculum e-e-e I mean it has a negative impact to the curriculum because changes were you know frightened from pillar to post from various sources hence these changes tends to be a threat.”

The same respondent later indicated that,

“The reason is that the teacher... is left, is left – alone. I mean, all these, these I mean changes and what, policies have most of them, have not empowered the educator... to the extent that he should be in a position to can handle the challenges say, say... what, the moral fibre gone down because... teachers are not more respected, the learners, there is no method. A simple thing like, you see, the dress code. Teachers are no more different you know teachers are no more identifiable, you cannot easily identify that this is a teacher because of appearance. I mean dress code and all those little things so one is highly de-motivated because you are left alone as a teacher- no support from the community, neither from the Department in the, in the form of how to deal with your daily confrontations” (P3C).

P3C spoke of teachers as “tired” and that “...it is a matter of having no choice they are not enjoying, you know, not proud of the job, it is just a means of earning a living.” He also likened the teachers to “workers in a factory” and the learners they are dealing with as “implements, tools, used during the day to perform one’s duties, after hours you, you knock-off.”

The whole series of interviews with the educators and principals speaks of being de-moralized for a variety of reasons, saying things like, “ previously they used to be energetic, they used to work full force but now it’s like they are dragging their feet when it comes to work” (E2C).

4.4.7 Leaving the teaching profession

Most of the respondents had very definite ideas about the issue of leaving the teaching profession. They cited different opinions about whether people were leaving the profession as well as the rate at which they were leaving. The majority of the respondents appeared to know people who were leaving or knew of people who were leaving or had left the teaching profession. They appeared to be unanimous in their thinking that they would leave teaching if they were offered anything out of teaching that would give them something better in respect of salary or job satisfaction. Only one respondent, E1A, indicated that, *"If I had to make an even break, I would stay in teaching because I am a teacher."* He did indicate that should he be offered more money he would have to think about it as he had to look at the future of his family.

Some of the respondents mentioned educators that have left their schools for a variety of reasons such as accidents, wanting their children in old model C schools because of the *"quality of education"* and then also because they have taken a retirement package or due to redeployment. E1A mentioned that *"...especially your male teacher uh, who have to provide for their families if they uh, if they are offered other jobs, and then I'm talking about very good teachers, they go!"*

Many of the respondents mentioned various reasons as to why they think that educators are leaving and also about the rate at which they are leaving. P1A mentioned that teachers leave because *"they no longer have the passion or are enjoying teaching."* The same respondent indicated that she would consider leaving the teaching profession even though she *"still has a passion for that, but at the end of the day, passion you cannot put on your bread every day."*

Other respondents, E1A, mentioned that leaving the teaching profession *"wasn't done just because of money ... all these new things that were introduced definitely played*

a part in [educators] leaving.” She argued that educators were leaving the profession,

“...because they uh, they feel that the amount of work and stress that teachers have to undergo these days, it’s just not worth it.”
Now they are leaving because they are unsure, they have a lot of stress and they have uh, actually become unhappy with the profession.”

E2A argued that money was one of the factors leading to the departure of educators from the teaching profession, but also added the issue of learners’ discipline as another contributory factor.

One principal, P2B, indicated that most teachers *“are demoralized given any opportunity to themselves they definitely would go... so the government has to look into this otherwise they are going to lose good teachers.”* The same respondent (P2B) also commented that: *“I think everybody really wants to go. If you say greener pastures one would leave but-but but- now they’re just going like nobodies business. Every teacher want[s] to see him [self] out of the class because they are not benefiting anything.”* One respondent in E1B mentioned that people left school *“after the introduction of this new policies”* while also mentioning that one teacher *“has just resigned because she said she was fed-up about policies introduced to school which she foresee it is not going to benefit the learners.”*

Some respondents used the terms *“because they were tired of teaching”* (E1B) or *“because they were tired of the system”* (E2B) to explain why some educators left, while others such as P3C indicated that, *“because of, you know, loss of interest in teaching falling for more I mean looking for jobs which have peace, which would give them peace of mind as compared to teaching.”* According to E2B, educators are

looking at *“the newspaper just for the ads in the newspaper while some are discussing leaving in the staff room during the break when they talk as colleagues.”*

Certain of the respondents such as E1C also mentioned that they would leave the teaching fraternity looking for something *“challenging”* and also *“whereby I will know what I will be doing.”* E1C further indicated that she would like to study in another direction and wants to *“deviate and do something, BA in educational psychology or clinical psychology or something.”*

Many of the respondents mentioned the “workload” as the motivational factor for leaving. E2C’s comments provide a good summary of the workload as the possible reason for leaving:

“I would leave immediately... because of the reasons I’ve mentioned the workload e-e-e teachers are overworked ... and also the understanding of this new curriculum, people who are uncertain what they are doing so I feel doing something that you are not sure of e-e-e is not good.”

4.4.8 Job satisfaction and status

Many people used to say that teaching was a calling in the past. It had its ups and downs but still people taught and did a good job of it. They did it simply because they were getting a great deal of job satisfaction out of it. They derived a great deal of enjoyment from the teaching in schools - which is clear from the many respondents’ responses during the interviews.

As some respondents commented, *"I have enjoyed it [teaching] tremendously"* (E2A); *"I enjoyed every bit of it over the years"* (P1A). E2B indicated that, *"I did enjoy my teaching, by then because ... what I was trained for was what I had to apply in the field of teaching and mostly time was given."* Another respondent, P3C, said,

"I was a teacher prior to the changes and eh. teaching was very enjoyable then ... because, one the morale, my morale, the morale ... of most teachers was quite, I mean was quite well on average whereby teachers enjoyed teaching e-e-e as you know as a profession... and teaching was, noble... then and teachers... were respected by both, one would say by the community, learners and the entire society. Then, it was ... you know, it was no trouble ...to be a teacher then."

The same respondent, P3C, continued by saying, *"By then teachers, to be a teacher ...one... it was a fulfilling profession....fulfilling respectful job whereby even though one would say you were earning a little, the salary was little, but, but fulfilment that's satisfactory"*. People (teachers) would not or cannot enjoy something if they cannot be masters of what they are doing.

4.4.9 Inclusive Education

The White Paper on Special Needs Education introduced by National Education in 2001 elicited concerns from many submissions. Submissions were made that argue for and against special schools and inclusion of learners with special needs into mainstream schools. The issue of inclusive education elicited a great deal of comment from the respondents as well, and even though it is an aspect that has not been decided upon by the Education Department authorities, it has been pending for a number of years and has been introduced in some provinces, with workshops done on it in N.W. Concerns were also raised by parents about the

kind of educational experiences that would be available to learners with moderate to severe disability in mainstream schools.

Educators in some mainstream schools share the concerns raised by parents in many respects. In the present study, it was very noticeable that the respondents had a variety of points of view as to the implementation and possibilities of the Inclusive Education policy in public classrooms. Below I focus on the respondents' views on the impending introduction of this policy.

One of the respondents, P1A, had a clear view as to the size or type of barrier that the learner for inclusive education would have. She feels that *"A small barrier it is something that can be overcome."* She feels that in this instance, *"inclusive education is a good thing because you can benefit."* She did, however, acknowledge that it would probably be better *"to put the learner in a special school where they can be trained."* She also pointed out that it can work in schools should they have *"extra professionals and very small classes – [you] cannot work in a class of 40. [It is] going to be disruptive, going to become behaviour problems, it cannot work."*

One of the educators, E1A, argued that,

"... inclusive education at this stage is failing us a bit ... the education department should really make sure that teachers uh, even when they train, to, to, to become teachers, should make this part of the course. You can't expect people to do a thing which they know nothing about. You can't tell teachers, 'Look, inclusive education is there. You deal with it...'"

The same respondent later also indicated that,

"I honestly believe the way forward is... go to ground level, go to the teachers that work hard and do the job on ground level, get them involved in decision making and planning. Do not just bring something from the top from people who know nothing actually of what is going on at ground level and try to force the schools to do that. It is just not going to work."

It is interesting to note that some educators expressed a preparedness to try and make inclusive education work, as reflected in E2A's comments,

"I have knowledge about teaching but not about special needs for instance. I will have to study them intensively and then handle it from there. Then just do my best although I don't believe I am the best person to handle it but I will do my best."

E2A argued that, *"no teacher can make as big a success as somebody that was trained to handle that child. So I believe that child is being handicapped by the system."* She went a bit further by indicating that, *"Like inclusive education, for instance. It's not workable. It is just not workable. It's not to the advantage of the child because the teacher cannot be a "Jack of all trades."* Later during the interview E2A also commented that, *"...they [Department of Education] have all these nice ideas, policies and things, which are not workable in schools. Like for instance, inclusivity, not workable!"*

Respondent P2B also echoed E2A's sentiments by indicating that, *"it's a nice policy ... on paper... but how to implement it when you do not have facilities"*. The example is also given in this response of learners who cannot see properly being in the same class as learners who can see properly. This is then coupled with a

class which is overcrowded or educators not trained to deal with it. The same respondent (P2B), in a follow-up question also cited examples of learners with special needs and argued that, *"We have got this other child, he cannot speak, come into the class, nothing, zero! Am I really e-e-e trained to deal with such a situation educators no. So it's a challenge or something"*. The same respondent also mentioned that, *"someone will say we have sharp educators on inclusive education. Is it enough? They think they can implement it as a policy. No, we can't!"*

Another respondent alluded to the challenges of dealing with physically challenged learners who have been included in the mainstream classes:

"I have, you know, at the moment, only one learner who is physically challenged ... I don't have ... I'm not trained, to teach such a child ... he needs special attention, a special way of teaching him, special way of treating him, as a result ... it demands too much time from me to give to this child and at the same time I'm, I'm taking ... I'm actually depriving these other learners time when I'm giving attention to this, this disabled child I don't ... I'm pressed in a class" (E2B).

The tone of her talk is one of resignation in not being able to deal with her other learners despite only having one special needs child in her class. The respondent, however, also states in the follow-up interview, that it might work if resources and teachers trained for inclusive education were given to schools.

Respondent E1B spoke about educators who have never been trained to handle learners with barriers in the mainstream and also cited certain examples of learners with special glasses and wheel chairs, *"I don't know how some technology should be used you see, hence our schools are not fit for such learners."*

The same respondent in a follow-up question also indicated that, *“... it won’t work unless educators are taken on board, are work-shopped like the OBE and the other policies. What I’m afraid of still the educators are going to be negative, they are going to react negatively....”*

Respondent E1B indicated that, *“I would urge the government to build...an institution and recruit ...e-e-e students who’ll go and study or who’ll go and train there to be educators who will run an inclusive education system.”*

Respondent E2C tends to think that educators would not cope as *“I have not been trained to do that. I don’t think I will be able to cope”* and *“that there should be specialists for proper teaching who would teach special education.”*

A worrying comment from one of the respondents, E1C, is where the following is said,

“With inclusive education I don’t think it can work because if we have a load of work with children who we consider normal so if we have to put learners, extra learners that have some defect then it will be chaos to the system because one will sort of be confused, sometimes one will be confused so I think I’m not for it in the new education.”

4.4.10 Consultation about policy and curriculum changes

It has been mentioned by most of the respondents that they were not consulted about the planned changes in policy or curriculum. The need to be consulted is spelt out by E2A with the words, *“We were not consulted. They never consulted and yes, I would like to be consulted because I have lots of ideas.”* Another respondent indicated that they were,

“...not consulted. I would have liked to give a few inputs. I think if you have 23 years of experience teaching different groups, most probably there is something that you can mention that can help others... the people thinking up the new policies don’t have that type of experience and they, some of them weren’t even in education or they did not study education but they are in those posts.”(P1A)

There is a definite dig here at the people who came up with the policies and also the people seemingly, who are in the posts mentioned.

Respondent P2B indicated that,

“My union.... tried everything in its power but it was not enough so we have been consulted, we will be told about for instance the I’m a[n] education convenor in the whole Molopo so we go to workshops about any changes that is coming and they will give you but they have to get sponsors, money but we are consulted.”

The same principal spoke about his training and what he was trained to do and what he had to do after the change in policy. He mentioned that,

“... so there was a big gap from what I trained and what the government says now is a policy so there was a radical change where I get confused I have been trained as a teacher to teach 1, 2, 3, now I am told I have been trained as a teacher or as a human being also, that ... if a child is doing something wrong, you should teach a child immediately I wake up in the morning and told it is a policy how do I adapt to that not only in that curriculum and policies, maybe you should have gone slowly, slowly so that then we know in terms of adapting to change.”

The words appear to contradict each other as he firstly *“was consulted”* and then he says *“I wake up in the morning and told it is a policy how do I adapt to that.”*

Other respondents reiterate the idea of not being consulted, for instance, E2B who indicated that,

“I don’t remember but we were not informed we were not consulted before any of these curriculum or policies were introduced and I would have liked to have been consulted ... Why? Maybe as one who is faced with the challenge in the classrooms put into practice in the school ... I would have ...made them aware of the classroom situation ... where I am. Because people who are introducing this policy and new curriculum to us they are not in the school... they are far from the schools they are in offices somewhere ... They don’t have the idea of a grade 1 class.”

Respondents in this study also alluded to the idea expressed by E2B that,

“while you are still struggling with just the behaviour of learners something new is introduced in a weeks time or in three weeks time that the department expects you to understand and put it to, into practice and make it successful and it is not easy for I believe if they were consulting people who would be applying the curriculum I think we would give out the challenges that we meet and maybe come up with something that would give a new direction a better direction taking from the past what was good in the past education and maybe a bit of what they’re trying to give in now to make it one thing.”

The idea of people, who are not experienced about the practical situation in schools and the disturbing idea that it is them that came with the idea of the curriculum change is again mentioned and surfaces in this section yet again.

One respondent, P3C, mentioned that had he been consulted about inclusive education,

“I would say its not a matter of them being excluded it’s a matter of them being created by the All Mighty in a different way therefore they would have ... I would recommend that they have, they are – their different institutions that would cover them, e-e-e would cover them, you know effectively based on their nature of creating.”

E2C also has definite ideas that had he been consulted,

“I would re-recommend that special education be ... be implemented because ... these learners they need a special care they need people with skills ... special skills who can educate them so I wouldn't say that they should be included in the main stream.”

Respondent E2C had definite ideas about the success of inclusive education and the fact that learners with special needs be kept in their own schools due to the fact that they need specialized education and educators.

4.5 CONCLUSION

It is clear from the foregoing discussion that the responses by the different educators about the themes that emerged from the interviews, speak to the lived experiences of the educators and principals in the different schools, from the urban to the rural schools. Their feelings of their experiences and situations in the schools, since the introduction of the new policies and curriculum, speak about issues of low morale, lack of job satisfaction, insecurity regarding what they are doing, feelings of not being appreciated for their expertise, as well as perceptions regarding the introduction of policies and the consultation processes that take place. Perceptions regarding the idea that the Education Department does not know what they are doing is worrying, but this could or should be investigated by the department or future researchers.

Educators are unsure and worried about the children that they are teaching and the curriculum that they are being taught. The salary they are getting is inadequate, they are not happy about having to toyi-toy (engage in protest action) to get better salaries and as such, they, including educators who can get

other jobs in the scarce subjects, appear to be doing the only thing that they can at the present, leave the teaching profession.

The next chapter will address the findings of the study, the recommendations as well as recommendations for any future studies.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will present a discussion of the findings and the recommendations of this study, and attempt to provide possible explanations of the effects of policy and curriculum change on the morale of educators in the North West Province. Recommendations for future research based on the findings, will also be provided in this chapter.

5.2 FINDINGS AND RECOMMENDATIONS

In an article entitled *“How primary school teachers experience education policy change in South Africa”*, Smit (2001) argues that it appears that in our education system, the formulating or production of policy appears to be more important than the actual implementing of policy. This seems to mean that the “top-down” approach, where policy is produced at national level and merely handed down to be implemented, is still in play and the actual implementers of the new policies and curriculum, the teachers, have been largely ignored. They have not really been granted an audience to air their views and give advice as to what will work on the ground level in the actual classes or class situation.

The training for this new policy (OBE) has been inadequate and in the words of many of the educators, they have been left virtually on their own or “alone” as one educator mentioned during the interviews. Only one of the schools had even attempted to do extra courses for the educators returning from the workshops provided by the Department of Education; this was school A which was a former model C school. Seemingly the other schools, which by their own admission did not understand the new curriculum and policy, did not do extra training. This by

itself could be indicative of the level of frustration or hopelessness that was experienced by the educators with the new policies but at the same time, throws doubts on the management of the schools as well as the support structures available from the Education Department.

This massive change from one education system to another was not only confusing as pointed out repeatedly, but also a huge change from the teaching that most educators studied and had experience in, to one which they were totally unfamiliar with at the time. The general feeling by most respondents was that the courses were too short and many mentioned that the courses only made them more “confused.” They also mention that many experienced educators did not know what was going on at that stage, after coming back from the short courses. There was a definite concern from the educators, that they studied one education system for four years and within the time frame of 3 to 4 days, they are expected to re-learn an entirely new concept in education, namely OBE, with all its new terminology. Many of the respondents also mention that the implementers of the new policies also appeared not to be sure or know what exactly had to be done.

The feelings of inadequacy in many of the educators was evident in their responses when they spoke about not knowing what to do, the training period was too short, they were lost or they needed more time to grasp the concepts. Taking away the security that a worker or professional has in knowing what is required in their job or in what they are doing or even that they cannot have pride in their ability to master their jobs, has serious implications for the morale of the educators and for teaching in our schools. Job satisfaction according to some responses was prevalent prior to the new curriculum and now appeared to be lacking or on the decline.

Educators in this study felt that they were not prepared for the new system and as one educator said, *"I wake up in the morning and told it is a policy how do I adapt to that not only in that curriculum and policies, maybe you should have gone slowly, slowly such that then we know in terms of adapting to change."* Respondents in this study speak about educators who have become negative and lazy and about the fact that the new curriculum *"was not giving out good results."* Looking at schools and their results, it is evident that the system is not producing the quality results that are desired by the parents, the government and the communities around schools. This is worrying as it could be due to the lack of adequately trained educators or learners that were not properly taught.

The issue of having learners who are adequately prepared by the educators in the new system is in doubt when one realises that according to some of the respondents, *"the learners were not properly taught"* and are *"just pushed ahead"*, while other respondents indicated that they did not get time to teach the learners properly due to the amount of paperwork that they had to deal with. The new systems were introduced in order to benefit the learners, but judging from the responses, this does not appear to be the case.

The issue of pay/salary and the status of the profession are still mentioned, which are factors which have surfaced even during the early literature studies but now it is continually mentioned in the staff rooms, and at school and educators cannot wait to get something better or be able to get out of the school system. One respondent mentioned that educators should be the best paid as they produce all the other professionals that we find in our society, which is true to a certain degree.

The question of the work load of educators that has seemingly increased and led to being likened to secretaries and workers in a factory is also very worrying. The

pride in the profession and the status of the profession appears to be lacking and also the expectation and job satisfaction that people previously had in the teaching profession seem to be on the decline. Teaching appears to have become *“a means of earning a living.”*

One or two damning responses levelled against the Department of education is that the department *“is not organized.”* This also has implications for our schools as they cannot function properly if the very Department that must run schools is perceived to be disorganized. Another respondent also mentioned that there is *“no support from the community, neither from the department in the, in the form of how to deal with your daily confrontations.”* This is also a worrying factor.

Smit's (2001) words about policy implementation in South Africa being “top-down” is very evident in the responses to the ideas of Inclusive Education and the idea of consultation about the introduction of new policies and curriculum. Many of the respondents in this study mentioned that they would love to make a contribution as they feel that with their experience they could make a valuable input into how and what is done in schools, but instead, have it forced down on a negative bunch of demoralized educators.

This would ultimately lead to people leaving as well as those who have already left the teaching profession, as mentioned by most of the respondents who were just waiting for something better to come along before they leave. This is especially worrying in light of the literature studies conducted, that indicate that we shall have a serious shortfall of trained educators in our schools at least by 2008 (Couch and Perry, 2003). The Department of Education needs to try and look at how these experienced and qualified educators can be kept in the system as a matter of priority.

The question of the success of the new curriculum and all its policies appear to be in doubt when one reads the responses given by most of the educators towards how they experienced the new curriculum, the length of the training and how they felt when they got back to their schools. Their despair is also seemingly evident in the fact that it is only one school amongst the three schools in the sample of this study that did extra training in an effort to better understand the new systems and was largely ignored by the other schools. One of the schools even resorted to teaching some of the old and some of the new syllabus according to one respondent, something which I have no doubt, is also happening in other schools in the province.

The words of caution from many respondents concerning the difficulty of teaching children with disabilities without properly trained staff and proper facilities in the mainstream, speaks from true classroom experience and must be heeded to ensure that this policy of Inclusion is not going to be a failure before it even gets off the ground. Buy-in to the whole idea of inclusion, providing the proper resources in staff and facilities and proper training, will be crucial with this new policy. Giving educators strategies to cope with their inadequacies must be thoroughly investigated.

5.3 CONCLUSION

The phenomenological approach used, appears to have brought out many of the lived experiences and also how the phenomena of policy and curriculum change was experienced by the educators who were respondents in the interviews. It was evident that the theories of Maslow on needs, with the needs of belonging, prestige and self-esteem as well as self-fulfilment, had a definite place when used in the situation that the educators found themselves in. Herzberg's theory on motivators and dissatisfiers definitely had an influence on the job attitudes in the work situation which was evidenced and brought out by the phenomenological

approach used. It is evident that educators' morale is not very good due to changes in policy and curriculum, according to the responses given and the serious concerns raised in most areas that are of interest to the educators in their sphere of teaching that will also ultimately affect their remaining in the school system for the foreseeable future.

5.4 RECOMMENDATIONS

1. The issue of policy implementation be investigated to ensure that educators on the ground have a larger say in the structure of school policy and curriculum as well as the implementation thereof in schools;
2. Urgent attention should be given to ways in which experienced educators can be retained in the system;
3. Pay structure of not only beginner educators but also experienced educators and principals should be thoroughly reviewed;
4. Efficiency at Education Departments should be investigated and in-service training be done to make facilitators more competent in what they are supposed to do;
5. Proper and thorough training of the facilitators and educators with the introduction of new policy and curriculum should be done;
6. Head hunting and appointment of the best subject teachers with proven track records, in positions as subject advisors, should be seriously considered;
7. The number of policies that are introduced in short spaces of time should be investigated and possibly reduced and introduced over a longer time frame;
8. The viability of the inclusive education policy should be thoroughly investigated at schools with the inclusion of input from serving educators at the grass roots level;

9. Methods of restoring the status of teaching to its former state be investigated;
10. A new system for the introduction of new policies, such as compulsory study leave for longer periods of time for intensive periods of study, should be investigated;
11. The practicality of the administrative load on educators should be investigated so that as much “Teaching time” as possible is available in every class.
12. A new system of monitoring should be introduced for schools, with subject advisors visiting schools and classes on a regular basis to ensure proper implementation of policy and curriculum reforms.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

1. The success or failure of the new policies and curriculum be looked into to determine a plan of action to ensure quality education for all our learners presently as well as for future generations;
2. The preparedness of the present crop of educators to teach meaningfully, using the new curriculum reforms with all its administrative functions, should be investigated thoroughly and rectified, if necessary;
3. The viability of introducing the new policy on Inclusive Education in the main stream should be investigated from a grass roots level point of view;
4. The effect of limited resources on the marginalized schools in the rural areas of our country should also be investigated.

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APPENDICES

APPENDIX A: PREPARING A DATA COLLECTION PLAN

Critical Question 1: What are the perceptions / attitudes among educators, of the changes that have taken place in Education in S.A?

<i>Questions for developing a data collection plan</i>	<i>A data collection plan</i>
Why must the data be collected?	To see what the perceptions of educators are towards the changes that have taken place in education or in schools in S.A.
What is the research strategy?	In-depth interviews will be conducted to collect information about the perceptions of the changes.
Who will be the sources of the data?	Currently serving educators will be asked to sit for an interview.
How many of the data sources will be required to complete the questionnaire?	A cross section of about 3 schools with 3 people from each school which will include the principal and 2 educators. It will be primary schools as they have been exposed to new policies and changes in curriculum the longest. Schools will be selected from advantaged to disadvantaged schools, as well as rural and urban schools.
Where is the data to be collected?	The schools will be selected from urban and rural schools in and around Mmabatho / Mafikeng in the North West Province.
How often will data be collected?	A once off interview will be required as this will give data pertinent to the question above. Follow-ups may be necessary
How will the data be collected?	Data will be collected via the interviews with principal and staff
Justify this plan for data collection. Why is it the best plan for collection of the data?	These interviews will give anonymous answers to questions, posed to the educators, that they can answer without any fear of reprimands from officials at the Department, hence “true feelings” would be obtained. This collection of data would represent a cross section of all educators, from all walks of life, in our schools in the North West Province.

Critical Question 2: How do these perceptions influence the morale of educators?

<i>Questions for developing a data collection plan</i>	<i>A data collection plan</i>
Why must the data be collected?	To see how these perceptions have influenced the morale / motivation of educators.
What is the research strategy?	Interviews that are conducted at 3 schools taken from a cross section of the schools around Mmabatho / Mafikeng.
Who will be the sources of the data?	Principals and staff will be interviewed from schools that are reasonably diverse, to try and see how educators are affected at different schools, according to the views of the principal and the staff members.
How many of the data sources will be required to complete the interviews and questionnaires?	Three staff members in each school, which will include the principal.
Where is the data to be collected?	The data is to be collected from the schools in and around Mmabatho / Mafikeng in the North West Province.
How often will data be collected?	Data will be collected on a once off basis through a face to face in-depth interview of about an hour with the principal and 2 staff members. It will involve participation and involvement on the part of the interviewees which enhances the chances of high construct validity, low refusal rates and “ownership” of findings.
How will the data be collected?	Data will be collected through face to face interviews with the principal and staff of the school with set questions as well as responses by educators.
Justify this plan for data collection. Why is it the best plan for collection of the data?	Principals at schools will have seen the reaction of the educators to the changes that are being implemented at schools and have first hand knowledge of how motivated the educators were or what it took to get them motivated and also whether they succeeded or not. Educators will also have direct responses to the questions as posed to them. Should the responses differ radically between the two sets of interviewees, this could be used to explore further questions.

APPENDIX B: INTERVIEW SCHEDULE

THE EFFECT OF POLICY AND CURRICULUM CHANGE ON EDUCATOR MORALE IN THE NORTH WEST PROVINCE

This interview is aimed at, *inter alia*, getting responses from educators at public primary schools concerning changes in education. Please answer all questions accurately and honestly. The information will be treated confidentially.

ANSWER EACH QUESTION AFTER THINKING CAREFULLY ABOUT YOUR RESPONSE. FIRST SECTION: TO BE COMPLETED BY INTERVIEWER.

PERSONAL DETAILS – First Section

Question 1: What is your gender?

Male	1
Female	2

Question 3: What is your age in completed years?

20-25	26-30	31-35	36-40	41-45
46-50	51-55	56-60	61-65	

Question 3: How many years have you been teaching?

No of completed years	
-----------------------	--

Question 4: What is your highest qualification?

Certificate/ Advanced Certificate/Diploma	1
Second Certificate/Advanced Certificate/Diploma	2
Degree	3
Honours Degree	4
Masters Degree	5
Doctorate	6
Other	7
If other, please specify	8

Question 5: Have you studied in another direction out of teaching since starting your teaching?

	Yes
	No

INTERVIEW SCHEDULE (Principal and 2 staff members of public primary schools doing RNCS.)

Many changes (Mention some) have taken place in education in the last 10/12 years. How have educators reacted to them?

1. You were an educator prior to any of the changes in curriculum or policy. How did you enjoy your teaching then? Explore the answer.
2. What did you think about the planned changes that were to take place in education at that time?
3. How do you perceive the above changes in education now? (Personal perceptions of interviewee).
4. How long was the training given with the introduction of new courses and changes? Follow up on the sufficiency and depth of the training.
5. Was the new ideology in policy and curriculum radically different from the one you studied in your initial training?
6. Did you and other staff know what to do when you got back from your training and how to go about doing it?
7. One of the changes in policy that is set to be introduced is that of "Inclusive education". How will you handle children from such diverse abilities in one class?
8. Are you motivated/de-motivated by the changes that are taking place? Give reasons for your views.
9. Have you personally viewed any changes in your colleagues concerning morale, when compared to education prior to all the new changes of policy and curriculum?
10. What is different between teaching then (before say 1994) and now?
11. Have you had good teachers leaving at your school? What were the reasons given for it, if you know or heard?

12. Do you believe that you would lose teachers at your school, should they be offered other jobs out of teaching? Full answer with reasons. Also as compared to before the change in policies and curriculum!
13. Would you leave teaching if you could find something equivalent to what you have now? Give reasons for your answer.
14. Do you believe that educators are paid enough? Give reasons. Not just yes/no!

APPENDIX C: ADAPTED INTERVIEW SCHEDULE

THE EFFECT OF POLICY AND CURRICULUM CHANGE ON EDUCATOR MORALE IN THE NORTH WEST PROVINCE

***NB:** Minor changes were made to the initial interview schedule following the first set of interviews that were conducted by the researcher, particularly personal details and some interview questions.*

This interview is aimed at *inter alia*, getting responses from educators at public primary schools concerning changes in education. Please answer all questions accurately and honestly. The information will be treated confidentially.

ANSWER EACH QUESTION AFTER THINKING CAREFULLY ABOUT YOUR RESPONSE. FIRST SECTION: TO BE COMPLETED BY INTERVIEWER.

PERSONAL DETAILS – Section A

Question 1: Gender

Male	1
Female	2

Question 2: Race

Black	White	Asian	Coloured	Other
-------	-------	-------	----------	-------

Question 3: Age eg. Mid thirties

Early	Mid	Late
-------	-----	------

Question 4: How many years have you been teaching?

Teacher – PL1	
HOD	
Vice-Principal/2IC	
Principal	
Total no. of completed years	

Question 5: What degree or diploma have you done?

Certificate/ Advanced Certificate/Diploma	1
Second Certificate/Advanced Certificate/Diploma	2
Degree	3
Honours Degree	4

Masters Degree	5
Doctorate	6
Other	7
If other, please specify	8

Question 5: Area of specialization

Question 6: Have you studied in another direction out of teaching since starting your teaching?

	Yes
	No

INTERVIEW SCHEDULE (Principal and 2 staff members of public primary schools doing RNCS.)

Many changes (Mention some) have taken place in education in the last 10/12 years. How have educators reacted to them?

1. You were an educator prior to any of the changes in curriculum or policy. Did you enjoy teaching as a career, prior to the changes and if so, what did you enjoy about it? Explore the answer.
2. What did you think about the planned changes to the new OBE curriculum that were to take place in education in the early or mid nineties?
3. How do you perceive the above changes to the new OBE curriculum in education now? (Personal perceptions of interviewee)
4. How long was the training given with the introduction of new courses and changes such as that of OBE, Curriculum 2005 and RNCS? **Follow up** on the sufficiency and depth of the training.
5. Did you and other staff know what to do when you got back from your training and how to go about doing it? **Follow-up** – Did your school do any extra training for its staff?
6. Was the new ideology or the new way of thinking in policy and curriculum radically different from the one you studied in your initial training?

7. One of the changes in policy that is set to be introduced is that of “Inclusive Education”. How will you handle children from such diverse abilities in one class? Eg. Down syndrome, partially sighted, hearing impaired etc. **Follow-up** - Would it work with added resources?
8. Are you motivated/demotivated by the changes such as OBE, RNCS and Inclusive education that are taking place? Give reasons for your views.
9. Have you personally viewed any changes in your colleagues concerning morale, when compared to education prior to all the new changes of policy and curriculum?
10. What is different between teaching then (before say 1994) and now?
11. Have you had good teachers leaving at your school? What were the reasons given for it, if you know or heard?
12. Do you believe that you would lose teachers at your school, should they be offered other jobs out of teaching? Full answer with reasons. Also as compared to before the change in policies and curriculum.
13. Given all the changes and issues in teaching you raised about the teaching profession, would you leave the education system if you were offered a job outside of education that paid the equivalent of what you are getting paid now. Could you please provide a reason for your answer.
14. Do you believe that educators are paid enough? Give reasons. Not just yes or no.
15. Were you, through your Union representation/Provincial education department, consulted in any way about any policy or curriculum changes that have or will take place in your sphere of occupation? Would you have liked to be consulted and what would you have said about for example, Inclusive Education?

APPENDIX D: REQUEST FOR PERMISSION

11 April 2007

North West Education Department
Mafikeng
2745

Dear Sir/Madam

REQUEST FOR PERMISSION TO DO RESEARCH AT THREE SCHOOLS IN THE NORTH WEST PROVINCE

I, Leonard Bremner (student number 25393678), am an enrolled MEd-student in the Educational leadership programme at the University of Pretoria. I have already completed two years of a course towards the degree, with different modules covered over those two years as part of our studies.

It is envisaged that my research will be conducted at three schools in the North West Province. I shall work only with the principal and two educators in a school context. Interviews will be conducted with each of them that will be about forty five minutes to one hour long, with some possible follow-up interviews, to clarify matters that are not clear.

I hereby request permission to do research at three schools in the North West province: Rankudu Primary School; Mafikeng Primary School and Diphatogo Primary School. The title of the dissertation is: *The effect of policy and curriculum change on educator morale in the North West Province.*

The interviews will be conducted in the school environment. All information gained from the schools will be handled within the ethical rules of research set by the University of Pretoria, with issues of anonymity and voluntary participation with the educators and principals involved. There will be no interference with the school activities or the curriculum.

My research is part of my studies towards my degree and it will help towards an understanding of the effect that policy and curriculum change has had on the morale of educators in the North West Province.

I hope that you will be able to accommodate me and give me the necessary permission to do the research at the selected schools.

I thank you in anticipation for your assistance in this regard.

Sincerely

Mr L. Bremner
(Student)

APPENDIX E: INFORMED CONSENT FORM

TITLE: THE EFFECT OF POLICY AND CURRICULUM CHANGE ON THE MORALE OF EDUCATORS IN THE NORTH WEST PROVINCE

17 April 2007

Dear Participant

You are invited to take part in a research project which is aimed at looking at the phenomena of policy and curriculum change and through this, the effect on the morale of educators in the North West Province.

As part of this research interviews need to be held with nine educators at three schools, one of which must be the principal. It must include educators who have undergone the OBE and RNCS training and is currently teaching and has been for at least 5 to 10 years.

Your participation in the project is *voluntary*. You will not be asked to reveal any information that will allow your identity or that of your school to be established. Follow-up interviews might be required to clarify some matters but this will also be voluntary and confidentiality will be guaranteed. You may withdraw at any time should you not wish to continue with any matter pertaining to the interview.

Your role as participant in this project will be to respond to questions put to you during the interview, and you may also ask questions of your own, to clarify any issue concerning the interview or a matter that may crop up during the interview.

Please be assured that your answers will be treated with complete confidentiality. Your name and that of your school will not be used in the final research report.

The results from the study will be used to determine what effect the changes in policy and curriculum have had on educators and their morale and what this holds in for educators, schools and the education department.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, ie. that you participate in this project willingly, and that you understand that you may withdraw from the project at any time. Under no circumstances will the identity of the interview participants be made known to circuit, district or provincial officials or their representatives.

PARTICIPANT

SIGNATURE

DATE

RESEARCHER

SIGNATURE

DATE

Yours sincerely

L. P. Bremner (Mr)

APPENDIX F: ETHICAL CLEARANCE CERTIFICATE

ANNEXURE D



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER : EM07/07/02

M.Ed (Educational Leadership)

The effects of policy and curriculum change on the morale of educators in the North West Province

Leonard P Bremner - 25393678

Education, Management, Law and Policy

13-06-2006

APPROVED

This ethical clearance is valid for 2 years from the date of consideration and may be renewed upon application

**CHAIRPERSON OF ETHICS
COMMITTEE**

Dr S Human-Vogel

DATE

20-07-2007

CC

Mr J S Chalufu
Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

APPENDIX G: PERMISSION TO DO RESEARCH FROM N.W. EDUCATION



**Lefapha la Thuto la Bokone Bophirima
Onderwys Departement van Noord-Wes
Department of Education**

10 Nelson Mandela Drive, Mafikeng • Private Bag X10, Mmabatho 2735 • Tel.: +27 (18) 397-2000 • Fax: +27 (18) 381-7322 / 381-7345
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CENTRAL REGION

Enquiries: E Jacobs
Tel No: 018 397 2018

24 April 2007

TO : MR L BREMNER
FROM : F H MASHIMBYE
**RE : APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN
THREE SCHOOLS IN THE NORTH WEST PROVINCE**

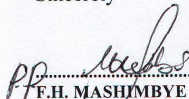
Thank you for your correspondence dated 11 April 2007.

Permission is hereby granted for you to conduct research in three schools in the Central Region, as requested by yourself.

A copy of your research findings must be made available to the North West Department of Education upon completion of your studies.

Best wishes with your research.

Sincerely


F.H. MASHIMBYE
EXECUTIVE REGIONAL MANAGER
FHM/ej

CC: Ms B B Tumane - CES: Professional Support
Mr S J Hlongwa - Regional Director

KEY WORDS

Attrition

Policy

Effects

Curriculum change

Rapid change

Educator morale

Phenomenological study

Experiences

Perceptions

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