

**COLLEGE LECTURERS' INVOLVEMENT IN  
CURRICULUM DEVELOPMENT**

by

**AIFHELI EDWARD MANAGA**

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## OPSOMMING

Dosente verbonde aan kolleges het 'n belangrike rol in kurrikulumontwikkeling en behoort op alle vlakke betrokke te wees. Die blote feit dat dosente altyd met studente en die gemeenskap te doene het, maak hulle deelname in kurrikulumbesluitnemingsprosesse baie belangrik. Die aanvaarbaarheid en doeltreffendheid van enige kurrikulum word bepaal deur die deelname van alle relevante rolspelers.

Hierdie studie beoog om te bepaal hoe kollegedosente hulle rol in die kurrikulumontwikkelingsproses ervaar. Alle literatuur wat geraadpleeg is, is dit eens dat kollegedosente geraadpleeg moet word in kurrikulumontwikkeling. 'n Aspek wat nog nagevors moet word, is in watter mate hierdie dosente betrokke moet wees.

Fokusgroeponderhoude wat met dosente gevoer is, bied antwoorde op bogenoemde twee vrae. Hierdie onderhoude is gevoer met dosente by onderwyskolleges in die Noordelike Provinsie.

Die navorsing verskaf ook sekere aanbevelings oor hoe kollegedosente betrek moet word by kurrikulumontwikkeling. Vir 'n aanvaarbare en bruikbare kurrikulum vir onderwyskolleges moet kommunikasie soos besprekings, konferensies, indiensopleiding en betrokkenheid by kurrikulumkomitees gebruik word.

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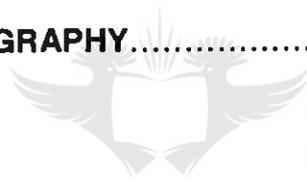
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## **CHAPTER 1**

### **GENERAL ORIENTATION, STATEMENT OF THE PROBLEM AND METHODOLOGY**

#### **1.1 BACKGROUND TO THE PROBLEM**

According to Ashley (1987:87), the demand for lecturers' participation in curriculum development at colleges of education had been there even before the dawning of the renaissance. The coming into place of a democratic South Africa seems to have brought relief and hope to many lecturers and their organisations. It is against this background that a well-organised and structured participation of lecturers becomes necessary to make curriculum development more inclusive, transparent, accountable and relevant to the realities of South Africa (Bolin & Falk, 1987:88) and the National Qualifications Framework document (Department of Education, 1996:63). In this way, lecturers and their organisations should be given a meaningful role in the decision-making processes concerning the development of curriculum at colleges of education in the Northern Province.

It is in this context that the topic: "The involvement of lecturers at Northern Province colleges of education in curriculum development", was chosen. Northern Province, as the province where this research is undertaken, has twenty-two colleges of education for the training of teachers. Only seven out of the twenty two colleges will continue training teachers, while the remaining fifteen will be rationalised and only enrol students who wish to undertake a one year bridging course in preparation for further studies at technicons, technical colleges or universities. The remaining seven (7) colleges of education will serve a population of approximately 4,5 million in the Northern Province. There are six regions in the Northern Province. This study will attempt to propose tangible suggestions and recommendations on the involvement of lecturers at colleges of education in curriculum development in the Northern Province. Even though organisations, experts and government share a common vision on the need to involve colleges of education lecturers in curriculum development, they however, both have not come out clearly as to what extent

colleges of education lecturers should be involved in curriculum development (Van der Heever, 1987:11; Doll, 1992:390; Hawthorne, 1992:2).

It is in these contexts that Hawthorne (1992:3) says that a lecturer, apart from being seen as a central figure in curriculum development, is portrayed by researchers in education as an active, autonomous agent, constructively involved in curricular decision making process. In this way, colleges of education lecturers, will be accorded opportunities to devise their own curriculum, taking into account the broad fields of study and practice (Department of Education, 1997:191, and Van den Heever, 1988:31). The colleges of education will then have the best chance of taking the curriculum, out of the realm of theory and/or judgement and translate it into practice (Ornstein & Hunkins, 1993:26/27). According to Steyn and Squelch (1997:01), closely associated with the process of decentralising the curriculum development process to institution level, is the empowerment of the lecturers. Though everybody seems to agree on the need to involve colleges of education lecturers in curriculum development, it is still not clear to what extent they (colleges of education lecturers) want to be involved. This is why this study becomes necessary to find out to the extent to which they want to be involved and how they should be involved.

## **1.2 STATEMENT OF THE PROBLEM**

The research will attempt to answer the following two central questions which will constitute the main focus of the study:

- To what extent do lecturers at colleges of education in the Northern Province want to be involved in curriculum development?
- What recommendations can be made for the involvement of lecturers at colleges of education in the Northern Province in curriculum development?

## **1.3 AIMS OF THE STUDY**

The aims of the study are as follows:

- To find out, through focus group interviews, the extent to which lecturers at colleges of education in the Northern Province want to be involved in curriculum development.
- To provide a set of recommendations for the involvement of lecturers at colleges of education in curriculum development in the Northern Province.

#### **1.4 RESEARCH METHODOLOGY**

This research is conducted with the assumption that the involvement of lecturers at colleges of Education in the Northern Province in curriculum development will promote effective teaching and learning. The qualitative method will be utilised in the study since findings would be obtained from direct collection of primary verbal data through interviews. The methodology will comprise of the following steps:

##### **Step 1:**

Identification of a problem, setting up of the aims and the description of the methodology will be done in this step. This also covers the definition of concepts. This information will be reported in chapter 1.

##### **Step 2:**

This step reviews relevant and recent literature which is pertinent to the research problem. Literature in curriculum development will be consulted. A theoretical framework on lecturers' involvement in curriculum development will be constructed. Chapter 2 will be devoted to this section.

##### **Step 3:**

Literature research on research paradigms and relevant methods will be done in order to select a suitable method for data collection. Data will be collected from college lecturers through interviews on why and how lecturers at colleges of education in Northern Province want to be involved in the development of curriculum. Chapter 3 will deal with this step.

**Step 4:**

Information received through focus group interviews will be analysed and interpreted. This information will be set out in chapter 3.

**Step 5:**

Data in chapter two will be interpreted and empirical data in chapter four will be integrated, and then recommendations on the involvement of lecturers in the development of curriculum will be made. These aspects will be discussed in detail in chapter 4.

**1.5 CLARIFICATION OF CONCEPTS**

Only a preliminary definition of curriculum development will be provided in this chapter. The concept curriculum development will be described in detail in chapter 2 of the study.

**1.5.1 Curriculum development**

According to Ornstein and Hunkins (1993:16), curriculum development shows how curriculum is evolved or is planned, implemented, and evaluated as well as what various people, processes, and procedures are involved in constructing the curriculum. Such development is usually examined in a logical step by step fashion, based on behavioural and managerial approaches to curriculum, and rooted in scientific principles of education. In this study, curriculum development shall mean, as put by Carl (1995:40) an umbrella and continuing process in which structure and systematic planning methods figure strongly from curriculum to evaluation. This means that curriculum development comprises of curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation. This definition by Carl (1995:40) implies that curriculum development is difficult to be a fixed position in regard to these phases because the progress from one phase to the other in reality implies change and development, and thus curriculum development is not static but continuous process. In this research therefore, curriculum development shall include all phases of curriculum development, from curriculum

design interacting through other phases of curriculum development to curriculum evaluation.

### **1.5.2 College of education**

The Concise Oxford Dictionary (1991) defines college of education as an institution where persons are joined together generally for the purpose of being trained as teachers. In this research the term shall mean an institution where the training of Primary and Secondary school teachers takes place.

### **1.5.3 Stakeholders**

According to Clandinin and Connelly (1988:128), stakeholders refer to a person or group of persons with a right to comment on and have input into the curriculum program offered in an institution. In this study, the concept shall mean college of education lecturers who are to participate in curriculum development.

## **1.6 SUMMARY**



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Chapter 1 gives a background to the problem under review. The statement of the problem, the aim of the research and methodology were outlined. This will then pave the way for the next chapter, which will give a review of relevant and recent literature on lecturers as participants in curriculum development.

## CHAPTER 2

### ROLE OF LECTURERS IN CURRICULUM DEVELOPMENT

#### 2.1 AIM OF THIS CHAPTER

The aim of this chapter is to review literature pertinent to the research problem. It will provide a theoretical framework for lecturer involvement in curriculum development, so as to compare it with the data to be collected during interviews.

#### 2.2 CURRICULUM DEVELOPMENT

As mentioned in paragraph 1.5 in chapter 1, there will be an in depth discussion of the concept of curriculum development before looking at the involvement of college lecturers in curriculum development. The need to develop effective curriculum is seen as obvious and necessary, but the problem is that, there are various ways to define curriculum development.

Curriculum theorists do not agree on what curriculum development is, or what is involved in this process. However, according to Ornstein and Hunkins (1993:265), a broad definition to allow the different views and interpretations to co-exist, is one which postulates that curriculum development draws on the principle (usually technical or scientific) and consists of those processes (humanistic, non-technical-non-scientific) that allow school and school people to realise certain education goals. Marsh (1992:28) contends that curriculum development has wide connotations and is used to describe the various curriculum processes of planning, designing and producing, associated with the completion of a particular set of materials. It also includes teaching activities associated with the implementation and evaluation of a set of materials.

Becher and Maclure (1988:13), on the other hand, believe that curriculum development has to be regarded as the responsibility of a much wider group of people than those specialists conventionally described as curriculum developers. According to Kelly (1989:20), curriculum development must be planned in such a

way as to take full account of all relevant rational and logical considerations, but at the same time take cognisance of those other pressures that are exerted directly and indirectly on such planning and to recognise those factors that are to be found within the situation for which the planning is being done. This implies that, the only three elements identified by Sowell (1996:31) which curriculum development can achieve are; rational, relevant and effective. This also suggests that the study of curriculum development calls for a genuinely interdisciplinary and integrated approach. Curriculum development as indicated by Jackson (1992:4) has various definitions because it is perceived differently by various curriculum experts. Cawell and Campbell in Jackson (1992:4), view curriculum development as a process that takes into consideration all experiences that children have under the guidance of teachers. Similarly, Jackson (1992:4) argues that curriculum development encompasses all learning opportunities provided by the school. According to Walker and Soltis (1992:01), curriculum development are the purposes, content, activities and organisation inherent in the educational program of the school and what teachers offer in their classrooms. Carl (1995:32) views curriculum development as a broad concept which includes all planned activities which take place in the school and after school activities, including societies and sport.

From the definitions provided supra, it becomes clear that curriculum theorists do not view the concept curriculum development in the same way. Some curriculum theorists limit the concept curriculum development process only to what goes on in the school or under the guidance of the teacher. This definition implies that the concept curriculum development should cover all of the “experiences” or “learning opportunities” that the school offers. This definition is too narrow and only focuses on the activities of school. It is, therefore, not relevant to the study.

The other category of definitions views the curriculum development process as consisting of different sets of experiences, which are experiences acquired in the school and those acquired from outside the school. This implies the entire range of experiences that constitutes curriculum development in its broadest sense. This second category of definition is, therefore, preferred for the study because the understanding of broader perspectives of curriculum development cannot be lost. Fransman (1991:145) supports this view when he says that curriculum development

must never be isolated from its institution and social contexts. To further support the view that curriculum development should not only focus on the activities of the school, Kallen (1996:44) contends that the curriculum development process indeed relates to educational and broader social and political aims that help to attain, and in their turn, shape their organisation and content. This is because, as McNeil (1996:23) puts it "the ideal activity curriculum development process requires the teacher to gain broader insights into the real world activities of learners as well as insights into the thinking and behaviour of students as they undertake classrooms tasks".

This then leads the researcher to the conclusion that a curriculum theory must, therefore, recognise that curriculum development must be a continuing and continuous process of evaluating and planning of the activities of the school and those outside the school.

It thus becomes apparent that real and effective curriculum development must go through all curriculum development levels inside and outside schools rather than by the creation of projects at central level very often detached from the realities of any actual school situations and the needs of the community. In that regard, the social origins and interests of the students, lecturers and parents must be considered in curriculum development. The most significant of the above factors as many different sources agree, are the attitudes of lecturers within the college, as regard curriculum development.

Hawthorne (1992:126) and Novak (1994:65) who assert that colleagues, administrators support this, and parents play no role in the development of curriculum unless expressly invited by the teacher involved. This statement further supports the idea that lecturers at tertiary institutions are central to curriculum development. It is with this idea that Bolin and Falk (1987:100) see the involvement of lecturers in curriculum development as being a pragmatic decision if one intends to bring about curriculum change. They further regard a concept of curriculum development that include both intention and action as realising the inclusion of the teacher as a curriculum thinker on more than pragmatic grounds.

According to Carl (1995:45), curriculum development is an umbrella and ongoing process in which orderliness and systematic planning feature strongly from curriculum design to evaluation. This process is characterised by various phases, such as design, dissemination, implementation and evaluation, which in their nature, are interactive and interrelated.

The definitions of curriculum development as postulated by different curriculum theorists, concur on the involvement of all those who are affected by a curriculum, in curriculum development. However, the definitions further recognise the involvement of lecturers in the curriculum decision-making processes. This, therefore, further strengthens the decision of the researcher to conduct research on the involvement of lecturers in curriculum development.

### **2.2.1 Levels of curriculum development**

There are three levels of curriculum development which indicate the responsibility of different stakeholders as regards curriculum development. These levels of curriculum development are according to Peshkin (1996:252-254) and Milburn (1989:133):

- Macro level which deals with the functioning of bodies like the state and provincial authorities as regards curriculum development.
- Meso level which gives the responsibilities of curriculum development to regional authorities and senior administrations as well as experts.
- Micro level which looks at the institution or college as responsible for curriculum development.

Macro level of curriculum development, according to Marsh (1993:123) refers to Head Office personnel in an educational system making decisions about what is to be taught, and often how it is to be taught and how it is to be assessed. Garner (1995:20) however contends that the top-down approach, leaves lecturers with little or no input in conceptualising and producing curriculum. This, therefore, leaves lecturers with limited understanding of the developed curriculum and little sense of commitment to or ownership for them.

It is possible to involve lecturers in the development of curriculum at this level. Lecturers can participate through different curriculum committees, either as individuals or as lecturers associations. At the macro level, a broad framework or guidelines on curriculum is developed and serves as guidelines for lecturers at colleges of education to develop the college curriculum, which will cater for both local and national needs. It therefore becomes imperative that lecturers be involved in curriculum development at this level. This level is relevant to the topic since lecturers will be involved in the development of curriculum at all levels. They also assist in developing a broad framework of the curriculum.

The meso level, as put by Leurs (1991:57), is the meeting ground of what is common at macro level and what is diverse at micro level. Administrators and supervisors do curriculum development at the meso level. They manage the curriculum development process remotely (Doll, 1992:396; Kallen, 1996:47).

At the meso level, lecturers can also be involved in curriculum development. This level also fits into the research topic because lecturers here also become curriculum developers and implementers of the curriculum they were involved in its development (Newble & Cannon, 1995:82).

At the meso level, as well as at the macro, though curriculum development does not only occur at the college of education level, lecturers can still be involved through participating in regional or district curriculum development committees, taking into account the needs of that particular region/district. As such, lecturers should be involved in curriculum development at this level. A regional curriculum committee comprising of lecturers and regional officers can be constituted to deal with curriculum development matters.

At the last level, which is the micro level of educational management, emphasis is on the role of the lecturers in curriculum development. Stenhouse (1993:55) who stressed the idea that those who implement curriculum should participate in its development also supports the involvement of lecturers at this level. Its users should develop the curriculum. Lecturers are, therefore, expected to begin the process of curriculum development at the micro level. Lecturers, because of their

situation are seen as implementers of curriculum, and as such should be involved in its development.

This last level, therefore, enables the lecturers to serve the needs of the individuals with whom they work and the society from which they come. This level emphasises shared decision making between lecturers and students. It also gives lecturers an opportunity to involve themselves in curriculum development at an institutional level.

It is also necessary to indicate that at each level of curriculum development, aspects of curriculum design are applicable. Carl (1995:83) supports this view by saying “while in school-phase planning for example, the broad curriculum is considered, the subject teacher in his classroom will be more involved with the micro curriculum development (objectives, contents, media, methods and evaluation of pupils)”. This is the level at which lecturers have direct interaction with students. It is where the lecturers must develop the curriculum of the college and prepare students to participate in the social life of their community (Peshkin, 1996:254).



The involvement of lecturers in curriculum development at different curriculum levels, finally as Tanner and Tanner (1995:624) put it, will make “teachers” see the curriculum as an articulated whole and in relation to educational development regardless of specialisation and deal with problems in the immediate situation in the light of curriculum as a whole.

In all the levels of curriculum development, i.e. macro, meso and micro, lecturers at college of education level should be involved. This, as pointed out by Costa and Liebman (1997:41), leads to an understanding that curriculum development is a continuous decision-making process at all levels of the educational establishment.

For the purpose of this study, it is necessary to explain the different curriculum development levels so that it can be clear why lecturers should be involved in curriculum development. It is in this context that the three curriculum levels (macro, meso and micro) are outlined. All these levels referred to, maintain that if curriculum

development is to succeed, there should be involvement of stakeholders, at all different levels of curriculum development. They only differ when it comes to the area of emphasis. The micro-level emphasises that for the involvement of lecturers, parents and students in curriculum development, there must be preparedness by the central administrators to allow democratic participation of other stakeholders. This implies that the state should devolve the curriculum development processes to the college level. The COTEP (Committee on Teacher Education Policy) document also acknowledges the need to involve different stakeholders in curriculum development. There must be preparedness by the state policy at macro level to allow democratisation of the decision making process on curriculum matters. The emphasis of curriculum development lies on the interaction between lecturers, parents, and students. If that democratisation of the decision making is done, the lecturers will be able to develop a curriculum, which meets the needs of the student.

Though an opportunity has been accorded to different stakeholders to participate in curriculum development, McNeil (1996:103) and Blake, *et al.* (1995:85) however, believe that people reading about curriculum get conflicting messages about curriculum changes because schools seem to be teaching the same thing in the same way as usual. It is further because the conflicting reports come from the curriculum of rhetoric, official proclamations, and a curriculum practice behind the classroom door. This proves that a curriculum developed at one level is not necessarily adopted or implemented as intended at another level. It is still, however, not known to what extent and how do lecturers want to be involved in curriculum development, thus the researcher aims to find out the nature of their involvement and how they should be involved.

There is, however, interdependency and interaction between all different curriculum levels, which determine the success of curriculum development. An example of this is the curriculum design which can take place during the design of the broad curriculum, also filled in further during syllabus design and developed by curriculum committees for a particular standard, which in turn leads to further design actions when the lecturers design course curricula. The participation of lecturers in curriculum development committees at the different curriculum levels, will result in

opening up communication within their own colleges as well as with lecturers of other colleges, the district offices and the national offices.

From the theoretical information given above, it seems clear that college lecturers can and should be involved with curriculum development in all the curriculum levels. This study will focus on the involvement of lectures in curriculum development in all the levels indicated. It will further look into how their involvement should be structured through all levels.

### 2.2.2 Phases of curriculum development

Curriculum development normally has different phases. However not all curriculum theorists agree on the phases of curriculum development. Saylor and Alexander in Ornstein and Hunkins (1993:269) present a systematic approach to curriculum development as follows:

- (a) Objectives, goals and domains
- (b) Curriculum design
- (c) Curriculum implementation
- (d) Curriculum evaluation

This Saylor and Alexander's curriculum development model can diagrammatically be represented as follows:

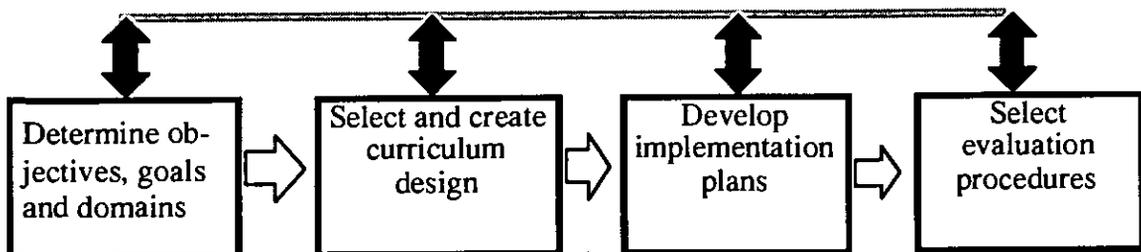


Figure 2.1: Saylor and Alexander's curriculum development model (Ornstein & Hunkins, 1993:269).

Saylor and Alexander's curriculum development model as indicated, includes objectives, goals, and domains as one of the phases of curriculum development. This model seems to be a linear model, which does not take curriculum

development as an interactive and ongoing process. The inclusion of objectives, goals and domains in this model reduces curriculum development to one phase of curriculum development, which is curriculum design. The exclusion of dissemination is a notable omission of this model because every curriculum so developed will need to be disseminated to all who have a stake in it. It is not even clear whether dissemination is implied in implementation.

Carl (1995:47), however, gives a different model for curriculum development. He regards curriculum development as an umbrella and ongoing process in which orderliness and systematic planning feature strongly from design to evaluation. He identifies four phases in his model of curriculum development, namely;

- (a) Curriculum design
- (b) Curriculum dissemination
- (c) Curriculum implementation
- (d) Curriculum evaluation.

Carl (1995:48) diagrammatically represents these phases of curriculum development as follows:

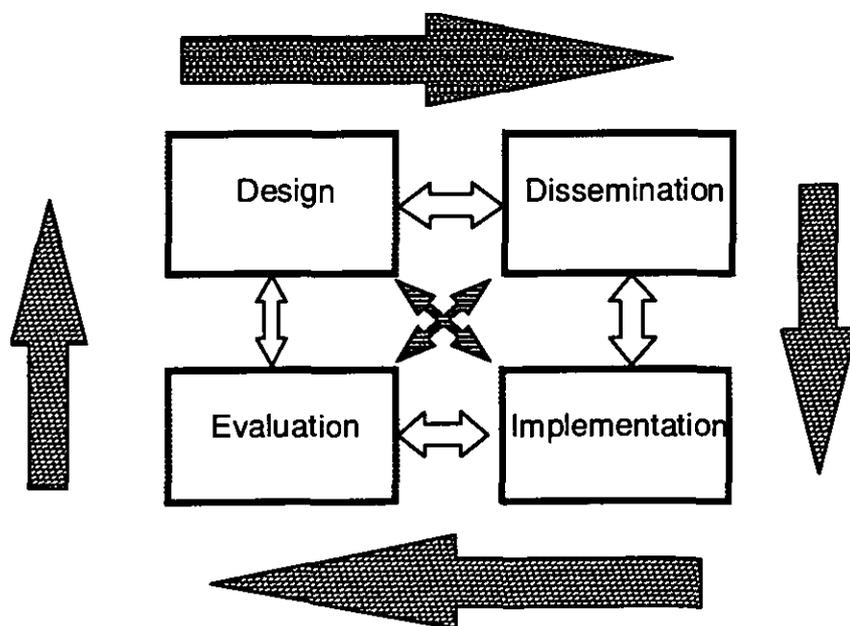


Figure 2.2: Diagrammatic representation of the phases of curriculum development (Carl, 1995: 48).

These phases of curriculum development seem workable because of their interrelated and interactive nature and as such the researcher prefers this model. Each phase of curriculum development gives an indication as to what is to be understood by each one of them. Carl's model sees curriculum development as the umbrella concept for the process, which is inclusive of phases such as curriculum design, dissemination, implementation, and evaluation. The diagrammatic representation of the model clearly shows the relatedness between these different curriculum development phases. The model further depicts curriculum development as an ongoing and dynamic process with which there is a variety of persons involved and role players. In other words, the model fits well with the definition of the curriculum development and the topic under review.

As the topic of the research deals with the involvement of lecturers in curriculum development, Carl's model, as represented through a diagram becomes more relevant to the topic than any other model. The reason for this is because of the depicted interaction of the different phases of curriculum development since curriculum development is influenced by the co-operative effort of groups or different stakeholders. The model shows clearly curriculum development as a dynamic and never ending process.

### **2.2.2.1 Curriculum design**

According to Fransman (1991:144) curriculum design refers to the arrangement of the elements of a curriculum into a substantive entity. The designer's curriculum approach and philosophical orientation influence mostly the curriculum design. This is the phase of curriculum development during which a new curriculum is planned, or during which the replanning and review of an existing curriculum is done after a full re-evaluation has been carried out.

According to Print (1993:94), curriculum design refers to the arrangement of the elements of a curriculum. Print (1993:94) further maintains that curriculum design usually takes place as part of the curriculum planning process. That is, early in the conceptualisation of the curriculum, decisions are made about the nature and arrangement of the various design elements, which are, situational analysis; aims,

goals and objectives; learning content; learning experience, learning opportunities and evaluation. Hawthorne (1992:108), however, regards curriculum design as a process, which identifies the elements of curriculum, their relationships with each other, and indicates the principles of organisations and the requirement of that organisation for the administrative conditions under which it is to operate. Curriculum design has largely to do with curriculum decision making process and flexibility. This phase can also take place at different levels. This implies that the nature and extent of decision making will also vary depending on the level at which the curriculum design is done (Carl, 1995:83; Koutselini, 1997:94).

It is clear that the nature and extent of curriculum design will differ, depending on the level on which a person functions. The nature of activities of a national curriculum developer with a curriculum committee will differ from that of the course lecturer curricula for specific students at micro-level. While in college-phase planning the broad curriculum is considered, the course lecturer in his/her classroom will be more involved with curriculum design. The fact that curriculum design can take place at any level of curriculum development indicates the importance of the involvement of lecturers in the curriculum design. This means that lecturer's involvement in curriculum design is the core of really successful curriculum development since the curriculum must be relevant in regard to the developmental level of student's interest degrees of difficulty and motivation aspects.

Lecturers should therefore, as indicated by Pratt (1994:29), in the design phase, become active participants in the development of curriculum by further defining and detailing curriculum in the light of contextual variables with which they are most infinitely familiar.

According to Doll (1996:206-209) the criteria which are essential for curriculum design are; the philosophy of life basis (of the community and the education authorities), the community, within which the school is situated and the particular claims and needs of this community, participation by all persons involved, promotion of creativity, needs and the development level of students.

According to Carl (1995:124), there are six components of curriculum design with which a teaching-learning program can comply:

**(a) Situational analysis**

Situational analysis is a detailed examination of the context into which a curriculum is to be placed and the application of that analysis to the curriculum being developed. This implies that a systematic analysis of the situation must be conducted in order for a curriculum to be developed effectively (Print, 1993:109). This therefore gives the teacher the power to define its purpose as being about learning, and marks it off as different from environments that are dominated by special interests or students (Reid, 1992:97).

During situation analysis, the needs of the learner are determined. This accords the lecturer an opportunity to recognise some of the college problems, which will become a point of departure for curriculum development. The needs will be diagnosed, that is, defining the needs and identifying them. The basis for this situational analysis is to set broad education which consists of the collection and interpretation of information which may have a bearing on curriculum development (Carl, 1995:97).

As Starfield (1996:16) puts it, this principle is a starting point, and can also be applied on an ongoing process so that adjustments to curriculum can be made. This therefore as Carl (1995:98) and Marsh (1992:78,6) contend, must comprise a detailed analysis of the whole terrain of curriculum studies. During situational analysis, the planning of an instructional unit offers the lecturer an opportunity to initiate a curriculum that is responsive to a local situation, individual students and the lecturer's own passion (McNeil, 1996:172; McKenna, 1997:49-51; Kogol, 1997:4-6).

Lecturers then create a curriculum by planning and transferring these plans into challenging vehicles for learning. This type of plan will allow the lecturers to create a curriculum that is responsive to the local situation. The situational analysis can take place at all levels of curriculum development, either at micro, meso, or macro

levels since it can involve a detailed analysis of several factors that relate to that context, albeit a college, group of colleges, region or central (Reid, 1992:95).

As situational analysis is an obvious commencement point for the development of a curriculum, lecturers at colleges of education, should therefore, be involved in that process because of their position within the society and college. The knowledge of needs of the society and students by lecturers is extremely useful in facilitating a situational analysis and for laying the foundations for an effective set of curriculum aims, goals, and objectives.

### **(b) Aims, goals and objectives**

Aims according to Bridges and Kerry (1993:53) and Eisner (1994:109) are general statements that provide both shape and direction to the more specific actions designed at achieving future outcomes. They indicate a vision.

Goals are, on the other hand, statements of purpose with some outcomes in mind . It should be emphasised that the researcher here refers to curriculum goals. Goals are specific statements written so that those responsible for program creation can use them as guidelines to achieve particular purposes. They provide lecturers and curriculum decision makers with broad statements of what they should accomplish in terms of students learning as a result of a particular educational program.

Objectives according to Ornstein and Hunkins (1993:215) indicate in more specific terms the outcome of the curriculum being developed. The objectives referred to are those that describe the college's wide outcomes.

These should be formulated because they indicate the educational instructional outcomes of curriculum development as exact statement of curriculum intent, which is medium term, and are directed to student achievements. Aims are broadly phrased statements, which are long term and are generally applied to systems than individual schools. Objectives on the other hand are specific statements, which are of short term and are direct at checking certain behaviours of the learner (Ornstein & Hunkins, 1993:299).

**(c) Learning content**

One of the first tasks facing a curriculum developer, having decided on the objectives and recommendations from a situational analysis, is to select appropriate content to meet those goals and objectives. Learning content is more than information to be learned for college purpose. It is information that relates to the concern of the learner and should be organised so that the learner finds information useful and meaning possessive (Marsh, 1992:121). Carl (1995:108) however, further argues that the content is a core aspect, which normally determines the nature and extent of the relevant curriculum. It is during the micro-curriculum development situation that a lecturer expands, refines and develops core contents to learning contents. The specific subject curriculum will also have a particular content.

The learning content can be selected according to certain selection criteria (Print, 1993:145) namely:

**(i) Significance**

This criterion applies where content is judged in terms of how essential or basic it is to the discipline or theme under study between concepts, ideas and facts. Where content is considered to be of value to the subject areas it is deemed to be significant and thus worthy of inclusion in a curriculum.

**(ii) Validity**

Content may be regarded as valid when it is authentic or true, and to a large measure this means whether the content is accurate. For the learning content to be valid, it must reflect the stated objectives and goals.

**(iii) Social relevance**

This criterion implies that content for inclusion in a curriculum, should be selected on the grounds of its relevance to the social development of the individual, taking into consideration a community oriented perspective.

(iv) **Utility**

When employed to select content for a school curriculum, the criterion of utility applies to the usefulness of content in preparing students for adult life.

(v) **Learnability**

Learnability refers to the content, which the students will be able to learn. The learnability criterion is particularly appropriate to curriculum that has to meet the needs of large numbers of students with differing background and a wide of ability range.

Since all these criteria are likely to be applied by lecturers during their contact with students, it becomes necessary, therefore, that lecturers should be involved in the determination of the learning content during curriculum design. Lecturers will therefore ensure the inclusion of these criteria when designing the learning content.

**(d) Learning opportunities**

Learning opportunities may be defined as activities offered to learners in the teaching-learning situation which are designed to enable them acquire the designated content and thereby achieve the stated objectives, and more broadly, the curriculum's intent. This, as put by Glasgow (1997:2) includes creating opportunities to learn within the pedagogical style most appropriate for student's abilities and intellectual talents.

The lecturers facilitate the learning opportunities. He/she designs and decides on what will be taught the next day. However, an opportunity is given to the student for appropriating learning contents in order to reach the goal, which has been set (Krüger & Müller, 1988:26). This requires the lecturer to appear on the scene and create a particular situation within which a particular active process is put in motion. After the decision has been taken as to the specific aims it becomes essential for the lecturer to consider ways or means which will acquaint the students with the contents in a way that will lead to learning. These means are regarded as broad criteria, which may help to identify the most suitable teaching method for a particular instructional learning situation (Carl, 1995:114).

The creation of conducive learning opportunities makes learning an active process in which pupils must be involved. The learning opportunity is created for the student to be also personally and actively involved with a view to derive meaningful experience from this involvement.

#### **(e) Learning experiences**

The learners control the learning experiences. Learning experiences shape the learner's orientation to the content and the understanding of it (Abramson & Bird, 1996:470). According to this component, curriculum is to consist of a planned, unplanned and ordered experiences, worked out through studies of the culture; drawing on knowledge domains, and devised as topics, units and projects. This implies that the meaning of curriculum must be applied according to experiences of the students (Glasgow, 1997:12). The learning experiences involve the instructional component of the curriculum. Instruction refers primarily to the human interaction that takes place between a lecturer and a student in order to achieve the goals of the course. This implies that it consists of teaching methods and activities that take place in the classroom for the purpose of attaining the college goals (Ornstein & Hunkins, 1993:283).

It needs to be indicated also here that there is a close connection between learning experiences, learning opportunities and teaching methods. This connection can be defined by means of instruction and learning actions between the lecturers and students respectively.

#### **(f) Evaluation**

Evaluation may be applied at various places or instances in the teaching-learning process, both for product evaluation and process evaluation. Print (1993:93) mentions three forms of evaluation, which are:

- **Formative evaluation**

This type of evaluation is directed towards providing information on learner performance at one or more points during the learning process.

- **Summative evaluation**

Summative evaluation is directed towards a general assessment of the degree to which the learning outcomes have been attained over the entire course or some substantial part of it.

- **Diagnostic evaluation**

Diagnostic evaluation is directed either at placement of student properly at the beginning of an instructional period or to discover the underlying cause of deficiency in student's learning as instruction unfolds. The feature of this evaluation is to provide useful information on student performance in order to address a perceived problem.

Realising that a lecturer is central to the evaluation of the performance of the students, he/she should therefore be involved also in this phase of curriculum development, particularly in the evaluation of what has been learned. Evaluation being the last component of curriculum design, focuses on finding out whether the curriculum as designed, developed and implemented is producing the intended outcomes (Krüger & Müller, 1988:27). Evaluation compels each lecturer to make a value judgement of the success of design. Evaluation tends to determine to what extent learning has taken place with students. Carl (1995:118) further argues that it is essential that the initial evaluation is thoroughly done and that curriculum designers have clarity as to where they wish to place the emphasis. Curriculum orientated evaluation seeks to find out to what extent the objectives of the curriculum have been changed.

Because curriculum evaluation is a process, it should therefore be an ongoing activity from design through all the levels (micro, meso and macro) to the implementation thereof.

The six principles of design imply that a lecturer should be able to design a teaching learning program to comply with the principles referred to. The principles can be diagrammatically be indicated as follows:

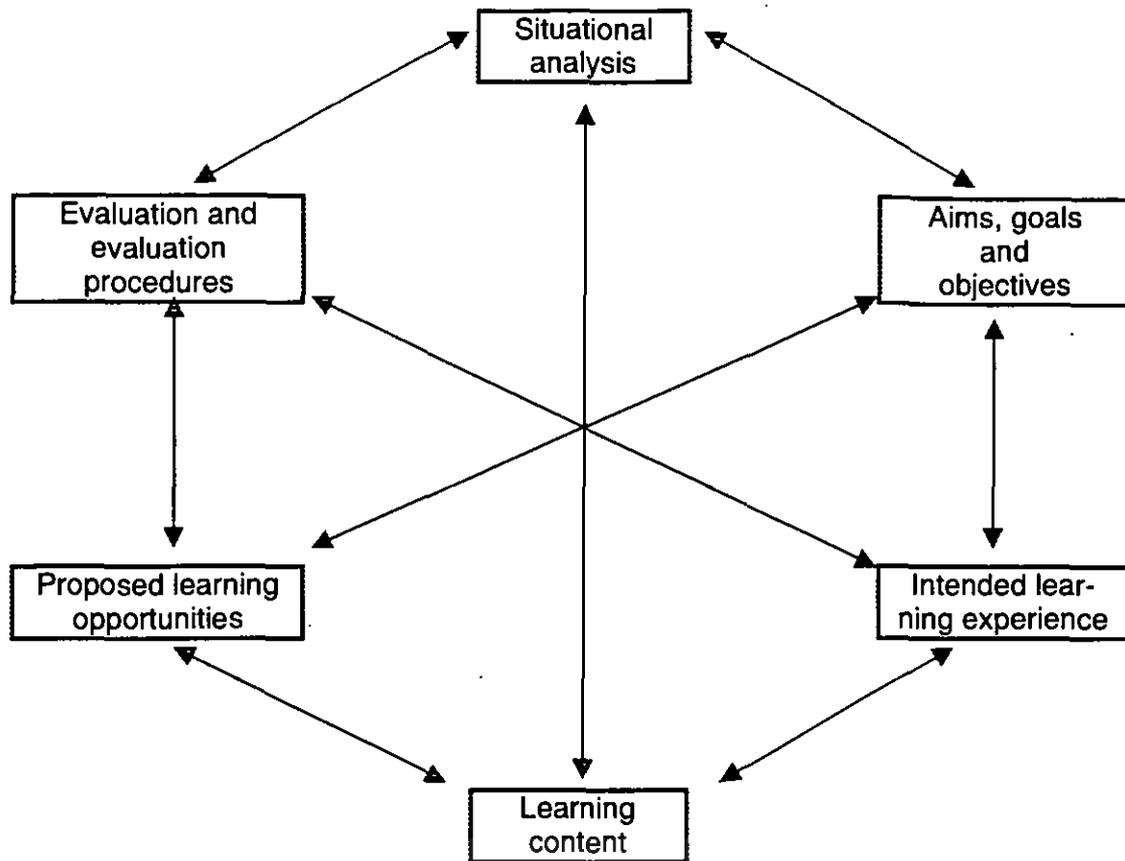


Figure 2.3: Curriculating cycle (Krüger & Müller, 1988:27)

The figure constitutes a cycle, which can move in all directions indicating the inter-relatedness of the principles of curriculum design. The study therefore will be based on the six components of curriculum design when looking at lecturers' involvement in curriculum development. It is important, in terms of the six discussed components that a lecturer be involved in the realisation of each one of them since they take place mostly at an institution level. The components also indicate clearly that curriculum development depends on the quality of the design. Therefore design at macro level or at micro-level needs thorough knowledge and skills. This compels that lecturers should be empowered to make a contribution towards relevant and dynamic curriculum development. This, in some way, demands that lecturers should be involved in curriculum design during all levels of the curriculum design. All of these design components are seen and utilised as interrelated. The involvement of lecturers is necessary because the lecturers as Dalton (1995:28) puts it, are frequently more closely aligned with their students than with other adults in the college. Reid (1992:97) further contends that the lecturer is the best source of

experience on how theoretical knowledge can serve practical interests in the world of classroom, and therefore should be a principal participant in the curriculum design.

The involvement of the lecturers in curriculum design will offer him/her an opportunity to initiate a curriculum that is responsive to a local situation, individual students, and the lecturer's own passion.

### **2.2.2.2 Curriculum dissemination**

The concept dissemination, according to Kelly (1989:125), indicates pathways to the transmission of new educational ideas and practices from their point of production to all locations of potential implementation. The intention towards this process is to lead to improvement in the channels of curriculum change, accelerating the speed of curriculum change and improving the quality of the curriculum. Rogers (in Carl, 1995:143), regards dissemination as a process of communication which takes place via certain channels for a period between members of the social system. In this context, communication refers to a two way process in which the exchange and sharing of information take place in order eventually to come to a clear understanding.

The dissemination phase normally follows the design phase. Carl (1995:137) further argues that curriculum dissemination comprises the preparation of the stakeholders with information, thoughts and concepts in order to make them aware of the envisaged curriculum. This process assists in implementing renewal and it is a prerequisite for meaningful and successful implementation.

Rogers (1997:530) stresses certain factors, which must be taken into account during dissemination because it may lead to resistance:

- Lack of motivation
- Not knowing what the new curriculum contains
- A lack of sufficient resource such as materials and administrative support
- Lack of clarity as to development.

These factors may lead to resistance to change when dissemination takes place. Dissemination also indicates change as its inherent part. The level of preparedness of those involved may therefore exercise a meaningful influence during the dissemination phase and this makes the challenge of successful implementation so much more complex.

All forms of resistance, must according to Carl (1995:140) be eliminated during dissemination so that implementation can be successful. Dissemination is also according to Longstreet and Shane (1993:36) regarded as a process of interaction between a potential source and consumer. Dissemination however, in a social system is primarily related to attitudes, tasks and responsibilities of individuals making up the organisation.

The manner in which information is disseminated often determines how acceptable the curriculum, which is being disseminated, will eventually be. Therefore it becomes necessary that when dissemination strategies are decided upon, note should be taken of attitudes of the consumers of curriculum as that may eventually determine the success of the implementation phase (Pratt, 1994:86). As lecturers should be involved in curriculum dissemination, their level of preparedness in that involvement, may therefore exercise a meaningful influence during the dissemination phase and this will definitely make the challenges of successful implementation so much more complex (Salmon & Woods, 1991:62). Curriculum dissemination strategies which can be used to ensure that implementation progresses successfully are; individual centred group centred, power and influencing strategies:

- Individual centred strategy would take into account personalities, homeostatic, security and variables.
- A group centred strategy would, however, concentrate mainly on social and psychological factors.
- A power strategy which comes from the macro level and the college and lecturers have little control over the decision-making process. Here lecturers may be characterised by passivity.

- An influencing strategy, strives to make curriculum more acceptable to all those involved, on the one hand with the help of subtle persuasion, on the other hand by manipulation. This in a way, implies that dissemination of materials, information and ideas should make informed decision-making at colleges possible (Carl, 1995:146/147) .

According to Human Science Research Council (1989:113), report on lecturers should actively be involved in the different dissemination processes. To support the argument Pratt (1995:40) states that dissemination of curriculum innovation could be influenced by the lack of motivation of the lecturer as a result of insufficient participation in decision making because of inadequate knowledge and training. Carl (1995:135) further says that curriculum change therefore endeavours, through dissemination, to get people involved with a view to satisfying their needs.

It should be indicated that dissemination is not always strictly planned and structured. Diffusion may also take place. However, the possibility of successful implementation decreases in the case of less planned and chance dissemination. Lecturers should therefore also be involved in the process of dissemination. It is important therefore that lecturers be motivated so that they can be involved in a purposeful manner. Lecturers should be involved in dissemination, in-service training orientation, and in supplying guidance in respect of syllabus interpretation and implementation. Since lecturers are positioned with students and the community, if they are involved in dissemination they will know aspects of curriculum which are not acceptable to students and community, thus ensuring that curriculum considers the needs of the society. This can only be possible if lecturers are involved in curriculum dissemination. If lecturers are involved in curriculum dissemination, they will be able to ensure that the curriculum meets the needs of both the student and society.

### **2.2.2.3 Curriculum implementation**

According to Marsh (1992:180), implementation refers to the actual use of a curriculum, syllabus, or what it consists of in practice. Implementation however, also involves attempts to change individual's knowledge. Implementation is develop-

mental and occurs at different levels. Successful implementation will need lecturers to be clear about the purpose, the nature and the benefits of the innovation. Carl (1995:156) goes further to regard curriculum implementation as a system of engineering that takes design through various channels to the lecturer and classroom. This suggests that curriculum implementation depends on the level/ field on which the initial design is made and for which it is envisaged.

This means that curriculum implementation can occur in all levels of all phases of curriculum development. It is also eventually implemented at college level. This strengthens the view that lecturers should be involved in curriculum implementation at all levels. In fact, this shows that it becomes too late to wait for implementation first before lecturers are involved. This supports the idea that a lecturer should be involved in all phases of curriculum development, even during curriculum implementation. It therefore becomes necessary for the lecturers to understand how to implement the curriculum so developed since the maximal involvement of all those having an interest in the curriculum is of cardinal importance. It also becomes clear that aspects and processes, which have started during curriculum dissemination, must be continued even during curriculum implementation. This then means that the involvement of lecturers in curriculum implementation should be seen as a continuation from the preceding curriculum phases, which are, curriculum design and dissemination. The implementation phase is determined by the quality of the planning design and dissemination done during the initial phases.

There are, according to Ornstein and Hunkins (1993:299), Slattery (1995:67) and Marsh (1992:182) criteria (factors) for effective curriculum implementation. These criteria are as follows:

**(a) Communication**

Clear communication assists in further explaining roles, to explain terminology, and possible means of evaluation. According to this criterion, there must be a two-way communication. Frequent discussions about new programs among lecturers and other stakeholders is key to successful implementation. All formal and informal channels of communication within

the college should take place for the implementation of the curriculum developed.

**(b) Support**

Curriculum developers must always be supported to facilitate rapid implementation. Support can be done in the form of in-service training of staff. This support service can be provided through supplying materials, setting one's own examples, creating a climate within which trust and security figure and through encouragement of teachers. To win people over, there is a need to assure them that there is recognition or reward in making the effort to change (Carl, 1992:126).

**(c) Resources**

These should always be available for the curriculum developers. Adequate financial support should be available to curriculum developers (Marsh, 1992:126).

To support what has been said in the preceding paragraph, Ornstein and Hunkins (1993:298) say "...effective implementation of curriculum innovations requires time, personal interaction and contact in-service training and other forms of people based support". This implies that for proper implementation of a program or curriculum to occur, changes must be made in the behaviours of all affected parties. Lecturers must be clear about the purpose, the nature and the benefit of innovation.

**(d) Time**

Lecturers need time to reflect on the new program in relation to the vision of the college. For a program to be successfully implemented, it must be key to the vision of the college. Implementation, therefore, does not occur all at once with all lecturers. Implementation process, ideally allows, sufficient time for pilot testing (Glasgow, 1997:92).

The purpose of curriculum development, regardless of curriculum levels, is to make a difference. As lecturers are reflective, they are aware of the assumptions behind the curriculum development process, and are involved in making the process of curriculum development and implementation even more effective. This indicates therefore that lecturers should also be involved during curriculum implementation phase.

These and other criteria for curriculum implementation should always be available if implementation is to succeed. Even lecturers should be supplied with all criteria that will help them implement the curriculum effectively. The state must always be ready to assist. Lecturers cannot be excluded since much of the implementation occurs in the classroom. However, their involvement in implementation should not mean that they should not be involved in other phases of curriculum development.

This information shows that lecturers' active involvement in curriculum implementation is a key factor. Thus curriculum implementation occurs at all phases of curriculum development, and lecturers, as found in the local level, should be accorded an opportunity to participate. A lecturer's participation and initiatives are high at this level. This is the reason why this study maintains that lecturers should be involved in curriculum development in all phases, including curriculum implementation.

#### **2.2.2.4 Curriculum evaluation**

Curriculum evaluation serves to identify the strengths and weaknesses of the curriculum before implementation. Evaluation is done in order to determine whether the expected or the planned for, has occurred or is occurring in relation to the intended (Boomer & Lester, 1992:68). According to Carl (1995:177), curriculum evaluation determines to what extent the goals of the curriculum have been achieved. It is therefore in this context that curriculum evaluation, amongst others, be regarded as a broad and continuous effort to enquire into the effects of utilising educational content and process according to well-defined goals. It therefore becomes clear that ongoing evaluation of curriculum is essential for dynamic curriculum development. This means that evaluation is a process of assessment

during which evaluators gather data in order to make decisions. That is the reason why McNeil (1996:134) contends that evaluation focuses on and results in decisions in one of three areas, which are, decisions about improvement, decision about individuals, lecturers and students and decisions about administrative regulations.

It is also necessary here to indicate the difference between evaluation and measurement. According to Ornstein and Hunkins (1995:327), measurement is defined as the assignment of numerals to objects or events according to rules. Measurement enables lecturers to record students' degree of achieving particular competencies. Evaluation, however, is regarded as a process or group of processes by which evaluators gather data in order to make decisions. Evaluation also relates to a qualitative broad value determination while measurement is more related to the quantitative value where tests and examinations are relevant.

Carl (1995:178) views curriculum evaluation as that process during which a value determination of the standard and outcomes of the appropriate curriculum is made. It is taken as a continuous process, which takes place during and after each of curriculum development phases: design, dissemination and implementation phases. This means that curriculum evaluation is the last phase of curriculum development, which occurs even during other phases of curriculum development. This ongoing evaluation helps in making timeous adjustments and determining success of curriculum development.

Carl (1995:178) goes further to regard curriculum evaluation as comprised of the descriptions and judgements of curriculum anticipations and curriculum realities. According to McNeil (1996:135) evaluation must provide information that is useful to decision makers and evaluative models should be chosen according to the kind of decision to be made. In this connection, therefore, a useful distinction is made between formative and summative evaluation: Formative evaluation is undertaken to improve an existing program while summative evaluations are done to assess the effect of completed program. It provides information to use in deciding whether to continue, discontinue or disseminate the programme. Another important purpose of evaluation is to decide on the long-term value of curriculum offerings.

It should, however, be emphasised as Marsh (1992:173) has put it, that curriculum plans, curriculum events, curriculum goals and curriculum outcomes are not the only aspects that influence the quality of a particular curriculum in which this quality is manifested and which can therefore be subjected to evaluation. A curriculum may as such, contain long term implications for individuals and communities in addition to immediate outcomes. This implies that curriculum anticipations and the anticipation of long term effect in particular, often emerge from a rationale for this curriculum. Rationale in this context means the philosophical background and basic purpose of the program, and as such every program has its rationale. Curriculum rationale on the other hand means the broad goals including the anticipated long-term effect. This indicates that the value curriculum does not only lie in the short-term outcome but also in the result of what curriculum has for individuals and the community in the long term. This simply means that short-term outcomes of the curriculum should not be regarded as a goal but as a means to the goal (Longstreet & Shane, 1993:48).

Moving from the text, which have been consulted, it becomes clear that lecturers should be involved in curriculum evaluation if the curriculum is to be effective. The involvement of lecturers in broader curriculum development will ensure that the content and nature of curriculum events at colleges of education are not determined by people based at Headoffice. This is because if lecturers are not involved, they will interpret the curriculum plans of the overall planners differently from the planners, and that will also affect their curriculum evaluation techniques. Involving lecturers in the curriculum evaluation is central to the curriculum development since lecturers will be able to adjust any curriculum, if the intended results are not achieved. In this way if the intended results are not achieved, the lecturers, will repeat all the phases of curriculum development till he/she achieves the expected results. All the planning of the curriculum will therefore be geared at attempting to reach certain goals.

The explanation of the curriculum evaluation, therefore, becomes relevant when the study on lecturers' involvement in curriculum development is undertaken. The lecturers will view the curriculum from a different perspective compared to others concerned with curriculum development, and will use the materials and ideas they produce to achieve their own ends rather than using materials produced by others.

There is then a reason to hope that given the right training, lecturers should be able to play an increasingly important role in curriculum evaluation.

This then brings the researcher to the conclusion that involvement of lecturers in evaluation is as important as their involvement in other phases of curriculum development. All what have been said about curriculum evaluation indicates that curriculum evaluation takes place continuously with the assistance of contextual information for effective curriculum development. This is possible since the lecturers are always found where curriculum implementation takes place and therefore curriculum evaluation becomes relevant to that situation.

The information provided in the preceding paragraphs indicates, as supported by Chitty (1993:41) that the lecturer is the final decision-maker concerning the actual learning opportunity to be provided to students. It is the lecturer who decides how each learning opportunity is presented, guided and evaluated for the particular learners involved. This seems to be a valid point because lecturers are always found where there are students. The interaction between students and lecturers becomes successful if lecturers play their guiding roles.

It is important to note from the discussions on phases of curriculum development that lecturers should be involved in all the phases. Their involvement will ensure that they understand that which is expected during each level of the curriculum development.

### **2.3 STAKEHOLDERS IN CURRICULUM DEVELOPMENT**

It is mostly believed that the curriculum of educational institutions should reflect the wishes of the people. These people have different backgrounds. It is commonly known by most people that people (grouped in different formations), have a right to make inputs on and comments about what goes on in the institutions. They have a stake in curriculum development. Because of their different locations, they will obviously have a stake different from one another. Students have one kind of stake in the curriculum, which is different from that of the parents and as much as the lecturers also have a stake in the curriculum (Clandinin & Connelly, 1988:124).

Apart from focusing on the research topic, an attempt will be made to indicate the roles of other stakeholders, for example, the lecturer in curriculum development. This is in line with the view of Clandinin and Connelly (1988:124) when they say that lecturers should be aware that their personal narratives are embedded within the historical and cultural narratives of the society. The Curriculum Framework for General and Further Education and Training document (1993:08) supports this idea when it states that the shift to developing national curriculum outcomes for fields or areas of learning rather than developing core syllabus may, further more, encourage a flexibility, which allows for the devolution of curriculum development and optimum lecturer participation.

This will accord colleges of education lecturers a greater flexibility in the content and development of any curriculum, which they may wish to offer. The degree of participation by colleges of education lecturers, students and community in curriculum development, allows democratic exchange of ideas possible. Since curriculum is a process which influences, and which in turn is influenced by social forces, failure to involve other stakeholders in curriculum development can severely constrict positive changes in classroom.

When it comes to parents, their participation in curriculum development is perceived as a three-fold process. Firstly as a partnership between parents and lecturers that is built over a period of time through intentional planning based on partnership and shared decision making. Parents, students, and programs then become part of the three-fold process (Morrison, 1993:442). Students on the other hand, must also be given an opportunity to contribute to and modify the curriculum so that they will have a real investment both in learning process and the outcomes (Salmon & Woods, 1991:55).

With the lecturers at college of education, their willingness to venture into new curriculum avenues is largely determined by the extent to which such a lecturer has had part in the selection and laying out of the curriculum. He/she can be expected to use curriculum innovations only in so far as he/she has had participative experience in the use in his/her training or in a directed apprenticeship soon after his/her entering service in this field (Hammesley & Hargreaves, 1993:208).

It then becomes necessary that lecturers should always be involved in curriculum development. This information leaves the researcher into believing that the involvement of stakeholders in curriculum development improves the quality of the education. But for the purpose of this research, lecturers, if involved in curriculum development, will take cognisance of the needs of the college society. Curriculum development is a partnership between various stakeholders, therefore there must be interaction between the different stakeholders when developing a curriculum.

Arnold (1988:138) believes that there is a need to create necessary conditions for all people to participate in the development of a curriculum.

For the purpose of the study, a focus will be on the involvement of colleges of education lecturers in curriculum development as one stakeholder. Attempts will be made at finding out how this stakeholder, college lecturers, perceive their involvement in curriculum development, to what extent they want to be involved.

### **2.3.1 Lecturers and curriculum development**

Though most of the people now agree on the need to involve lecturers in the development of curriculum, not much seem to have been written about to what extent do they want to be involved. It should however be stated that publications on the involvement of lecturers at college of education specifically, are not available, and therefore reference to teachers will be made use of, in this context meaning lecturers at colleges of education. It should further be indicated that a number of countries seem to be starting to recognise the need for lecturers' involvement in curriculum development process. There is increasing evidence that curriculum development cannot successfully be disseminated from above without attention to how lecturers at colleges of education may be involved (National Education Policy Investigation Document, 1992:48).

It should however be indicated as said by McNeil (1996:75) that a lecturer who takes on social reform, needs the support of their professional associates and others in the community. The involvement of lecturers in curriculum development

will therefore ensure that tendency for decision-making responsibilities are placed within the operational level.

### **2.3.1.1 Lecturers as curriculum conveyors**

Lecturers should be thinkers who always make a variety of decisions that help create the curriculum in classrooms. Due to the nature of their training, lecturers also have an important function in shaping what students have an opportunity to learn (Marsh, 1993:48). In most cases the lecturers at colleges of education are seen as the conveyors of the curriculum which has been developed at a higher level of authority than the classroom. They are normally only expected to memorise the curriculum and implement it faithfully. This concept of looking at the lecturers at colleges of education as conveyors of the curriculum is prevalent in most countries according to Fransman (1991:44).

This practice seems to be changing due to the challenges from the lecturers themselves as curriculum developers, as well as the acknowledgement by the authority for the need to involve lecturers in curriculum development. It is now agreed that for effective teaching and learning, college of education lecturers need to be empowered for their roles in developing the curriculum (Salmon & Woods, 1991:57).

In acknowledging the need to involve college of education lecturers in curriculum development, Clandinin and Connely (1988:147) have this to say, "We are interested in shifting the curriculum emphasis from the prescription outside developers, policy makers, academics, and others to the decision of teachers".

### **2.3.1.2 Lecturers as decision and curriculum makers**

College of education lecturers, because of their location at college of education levels, decide which aspects of the curriculum are to be implemented or emphasised in a particular class. They determine the time to be spent on a particular aspects( Ornstein & Hunkins, 1993:287).

According to Bishop (1991:191), lecturers are collaborative decision-makers, who participate fully and meaningfully in the broad spectrum of decisions relating to curriculum development. The purposes for this are:

- (a) to shift the location of curriculum decision making from outside the school;
- (b) to empower teachers as main curriculum decision-makers;
- (c) to ensure that curriculum development becomes more of a professional process;
- (d) to encourage collective decision making process between teachers, students and parents.

In the words of Ornstein and Hunkins (1993:288), lecturers should be involved with each and every phase of curriculum development simply because all lecturers by the nature of their role are involved in the implementation of the curriculum. That obviously necessitates the need for lecturers at Colleges of Education to be part of the total curriculum development process, from the formulation of aims and goals to the evaluation and maintenance of the curriculum.

Morrison (1993:147) suggests that teachers should be part of the decision processes, which involve decisions regarding skills or methods are to be used. It should also be remembered that curriculum is developed as it is implemented through the actions by the lecturers.

The information provided in the preceding paragraphs implies that there is a need for shifting the curricular emphasis from prescriptions outside developers, policy makers, academics, and others, to decisions of lecturers (Clandinin and Connely, 1988:147). It stands to reason that a college of education lecturer sees himself/herself as an authority in the areas of curriculum development, having the knowledge to judge a problem, to provide a correct solution and to arrange the subject matter to be learnt by the students. Research shows that the sources of information about lecturers, classroom curriculum practices, are mainly accounts of the curriculum developments developed by lecturers themselves (Taylor, 1993:16).

### **2.3.1.3 Lecturers as change agents**

Lecturers at colleges of education are change agents in that they are located where they are influential. Their location puts them in a situation where they become change agents. Whatever college of education lecturer's do, they should improve the quality of decision making. The competent college of education lecturers add substance in the recorded curriculum when in the process of interacting with the students (Doll, 1996:392). The willingness of the experienced lecturers at college of education to venture into curricular avenues is largely determined by the extent to which such a lecturers have had a part in selecting and developing such curriculum (Arnold, 1988:136).

At the classroom level, lecturers have the opportunity to define instructional objectives within an overall framework that indicates what is to be taught. They can often develop and order learning activities to achieve these ends. They make important curriculum decisions when they decide on group activities around organised project. Lecturers are expected to use their position (locations) in the interest of curriculum to exercise authority over such matters as textbook solution (McNeil, 1996:267).

The preceding information casts lecturers at colleges of education in the role of curriculum development and college reform agents due to the following empowering roles for lecturers:

- (a) The college reform and restructuring movement wants to change how colleges teach and how students learn.
- (b) College based management attempts to decentralise decision-making. This is vested within the powers of the local college administration, lecturers and students.
- (c) The professionalism by lecturers in the decision-making process. This practice wants lecturers of colleges of education to be actively involved in professional practice (Morrison, 1993,158).

From the information in the preceding paragraphs, it can be assumed that lecturers at colleges of education can solve their own curriculum problems if they can have centres where they meet and pool their collective ideas. It should further be noted that all curriculum theorists consulted agree that college of education lecturers should be involved in curriculum development. It is in this context that this topic was chosen so that attempts, to research on whether lecturers at college of education want to be involved in curriculum development, can be done. The reason behind this, is the consensus among the curriculum developers, that college of education lecturers should be involved in the curriculum development process. The question that follows from this general agreement by curriculum theorists, is whether these college of education lecturers want to be involved in curriculum development, and if they want to be involved, to what extent do they want to be involved? This therefore shows the relevance of the topic as far as the research problem is concerned.

It is further agreed, even by the government policy documents that college of education lecturers should be involved in every phase of curriculum development. This is the reason why it was also necessary to explain the different curriculum perspectives. The question then remains as to what extent and also the nature of this involvement? This research will attempt to answer the questions. From the information provided in this chapter, it is evident that lecturers and group of lecturers can develop curriculum in all phases of curriculum development. However, it becomes extremely necessary that they (lecturers) be empowered to face the challenges intelligently and successfully. It thus becomes crucial for the department of education to stay in close contact throughout the entire process of curriculum development with the lecturers who will eventual design, implement and assist in the evaluation of the curriculum. Lecturers' involvement in curriculum development, can ensure that lecturers see the curriculum as an articulated whole. The lecturers can be involved in curriculum development by participating in curriculum development committees formed in all levels of curriculum development. Steyn and Squelch (1997:01) support this views by contending that closely associated with this process of decentralising curriculum development process to lecturers, is their empowerment.

### **2.3.2 The actual role of college lecturers in curriculum development**

College lecturers are seen as very important stakeholders in curriculum development. They are change agents, in that they can bring improvement to any curriculum that is to be developed. As change agents, lecturers are capable of influencing any curriculum change to suit the needs of the students and community. Their role therefore, as change agents requires that they be involved in curriculum development as they are always interacting with both students and community. They are able to bring changes during curriculum design, implementation, evaluation and dissemination so that curriculum can cater for the environment of the community and students.

As conveyors of curriculum, college lecturers are able to ensure that the curriculum developed is able to reach students and community at operational level. They are able to convey and explain the curriculum developed. They should be involved in the curriculum development, so that they understand it and are also able to disseminate it correctly. Lecturers are therefore able to explain how curriculum is designed, implemented, disseminated and evaluated because they were involved in its development.

Thirdly, lecturers are able to take certain curriculum decisions. The fact that any curriculum must meet the needs of the people it is meant for, implies that lecturers play crucial roles in identifying issues which are relevant to the community and therefore should be included in the development of the curriculum. The role of lecturers as curriculum decision-makers ensures effective designing, implementation, dissemination and evaluation of curriculum so developed. As Reid (1992:99) has put it, lecturers, as the best source of experience on how theoretical knowledge can serve practical interest in the world, should be the principal allies of curriculum decision making levels so that the curriculum becomes responsive to the local situation. Lecturers must be allowed to take their own curriculum decisions with a view to making them contribute towards developing curriculum which will suit local conditions and needs.

Lecturers as change agents, should have the maximum opportunity to have input in the envisaged changes, because in this way their support during implementation phase may be obtained. Changes in the curriculum take place as a result of group involvement and decision making on curriculum matters.

Curriculum development as a decision making process, requires that lecturers should make curriculum decisions regarding the goals of that curriculum. The curriculum decisions taken by lecturers influence the quality of the curriculum development.

This indicates that it is through lecturer's participation, as change agents, in curriculum decision making and as curriculum conveyors, that the success of curriculum development is determined. Lecturers are able to operationalise the curriculum and therefore should always be involved in its development.

## **2.4 SUMMARY**

Chapter 2 concentrates on the review of the related relevant literature, focusing more attention on the involvement of lecturers in curriculum development. This chapter further gives a theoretical perspective on curriculum development. Though information consulted mostly relates to teachers, it is assumed, however, that lecturers have similar roles as teachers when it comes to curriculum development. This analysis of related literature has demonstrated that lecturers should occupy the central stage in curriculum development.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND DATA ANALYSIS**

#### **3.1 AIM OF THE CHAPTER**

The aim of this chapter is to present a review on relevant research literature and describe the process of much more data analysis on the involvement of lecturers at colleges of education in curriculum development. In this chapter, a suitable appropriate research method and paradigm will be chosen. Attempt will be made to develop a sound theoretical framework on research methodology. An empirical research will also be indicated in this chapter. In this chapter a description of protocol for data analysis in order to find out how lecturers at colleges of education perceive their involvement in curriculum development will be made.

The aim of the second section of this chapter is to report on the interviews, which were conducted with college lecturers. The collected data will be organised and analysed to prove whether college lecturers want to be involved in the improvement of the existing college course, and if they want to be involved, the extent to which they want to be involved. Data analysis will be done according to the protocol described in paragraph 3.2.3 of this chapter.

#### **3.2 RESEARCH METHODOLOGY**

Research is a systematic attempt to provide answers to research questions. During the process of collecting information to provide answers to research questions, various research methods are used. Different research methodologies will be outlined.

##### **3.2.1 Research paradigms**

Researchers of educational problems are directed by clearly accepted research paradigms for methods of inquiry into questions in education. Most of the researchers, Burgess (1993:77) and Keeves (1988:17), for example, believe that

educational research strategies can be classified into two main categories which are, qualitative and quantitative research paradigms. The research's choice of sampling procedure as put by Gall, *et al.* (1996:165), is important because it affects the extent to which the study's findings can be generalised to other situations. Gall, *et al.* (1996:165) further contends that the researcher's sampling logic depends upon whether a quantitative or qualitative study is being planned.

### **3.2.1.1 Qualitative research paradigm**

The qualitative research paradigm is that research strategy which uses any information that is not based on numbers, that is, information not in a quantified form, while on the other hand quantitative research relies on numbers as its basic source of its data (Rudestam & Newton, 1992:315; Keeves, 1988:30-31). In qualitative research, the researcher selects a case or cases that will likely yield significant insights about the phenomenon being studied (Gall, *et al.* 1996:165). Qualitative research can, according to Carspecken (1996:4), be defined as multimethod in its focus involving an interpretive, naturalistic approach to its subject matter. This implies that this research studies things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them. Marshall and Rossman (1995:111), however regard qualitative data analysis as a search for general statements about relationships among categories of data, it builds grounded theory.

However the qualitative research paradigm seems to be the most relevant paradigm in determining colleges of education lecturers' perspective in their involvement in curriculum development, because of the following reasons (Carspecken, 1996:05):

- (a) Quality research focuses on the importance of the socially significant findings than the statistically significant findings which quantitative research seems to focus on. Therefore, qualitative research paradigm is more concerned with the meaningfulness of the role of college of education lecturers in curriculum development.

- (b) Qualitative research allows the researcher to reduce responses or data into themes, and categories and then be evaluated. This process will assist in discovering those questions that are most probing and insightful.
- (c) Qualitative research is being used to discover themes and relationships at the case level. Qualitative research plays a discovering role (Gay, 1992:264).

For this study, therefore, a qualitative research paradigm for reasons indicated in (a), (b) and (c) above, will be utilised, because it strives to be objective and logical, applying every possible test to validate the procedures employed, the data collected and conclusion reached. The researcher attempts to eliminate personal bias.

### **3.2.1.2 Quantitative research paradigm**

According to Mouton and Marais (1988:155) quantitative research is grounded in the assumption that features of the social environment constitute an independent reality and are relatively constant across time and settings. Allison, *et al.* (1996:7) further contends that this research develops knowledge by collecting numerical data on observable behaviours of samples and then subjecting these data to numerical analysis.

Quantitative research relies on the use of numbers as the basic source of its data. Its data is analysed on the basis of statistical computation (Straus & Corbin, 1996:17/18). The emphasis of this research paradigm is on hypothesis testing and verification inherent in quantitative research. Qualitative research paradigm leans on the notion of objectivity in studying human phenomenon (Rudestam & Newton, 1992:31).

The strength of the qualitative research is that it aims to explore a problem or describe a setting, a process, a social group, or a pattern of interaction (Walford, 1994: 83).

### 3.2.1.3 Reliability and validity

Every research is expected to be reliable and valid. It is therefore necessary for this research to indicate what reliability and validity mean. Reliability and validity are discussed as follows:

#### (a) Reliability

Wiersma (1991:7) views reliability as referring to the consistence of the research and the extent to which studies can be replicated. However, this does not suggest that qualitative research paradigm does not have its problem. The first problem is the issue of reliability, which refers to the repetition of the same study under similar situations so that similar conclusions and results can be reached making the results not consistent (Hopkins & Antes, 1990:149; Gall, *et al.* 1996:264; Rudestam & Newton, 1992:38). Reliability therefore is focused on the consistency of the observation (Starfield, 1993:71). This is because as Gay (1992:161) views it "the more reliable data is, the more confidence will the readers be on the reliability of the research and its findings".

In this research however, the problem of reliability is likely to be addressed by taking the transcript from the tape back to members of the group interviewed. The interviewees will be asked to read carefully the typed transcript so that they can tell as to whether that is the true reflection of what was said. For further reliability check, the transcript will be taken together with the protocol to the external decoder whose data categorisation will be compared with those of the researcher. All these processes will likely increase the reliability of the study.

#### (b) Validity

The second likely problem to the use of qualitative research paradigm is the validity of the study, that is, the applicability of research findings to other contexts (Gall, *et al.* 1996:162). Validity as defined by Starfield (1993:69) refers to the assertion that is made about something in the empirical sphere. According to Wiersma (1991:4),

validity involves the extent to which the results can be accurately interpreted, and the extent to which the results can be generalised to populations and conditions.

Validity as put forward by Starfield (1993:69-70) can be divided into two broad principles, which are external and internal validity. External validity refers to whether the systematic relationships that have been identified and isolated in the study can be applied in other contexts, while internal validity refers to whether the factors (questions) that have been modified actually have a systematic effect in the research (McKenzie, et al. 1997:107).

With regard to the problem of external validity, the fact that literatures on the participation of college of education lecturers, are not easily available, texts that refer to the involvement of teachers in curriculum development will be used.

Concerning the internal validity problem, the same questions are asked during the various interviews to elicit similar responses or to eliminate varying interpretations and/or understanding of questions. Questions are also structured in the same format.



According to Gay (1992:155-156), different types of validity which are, content, construct, concurrent and predictive are classified as either logical or criterion related validity. Logical validity includes content validity and is so named, because validity is determined primarily through judgement. Criterion- related or empirical validity, on the other hand, includes concurrent and predictive validity and is so named because in each case validity is determined by relating performance on a data to performance on other criterion.

It is also necessary to point out that the researcher has also used a methodological criterion for data interpretation generally referred to as empirical validity whereby conclusion are reached logically on the basis of collected data and literature check as reported in this chapter of the study. The researcher therefore chose interview method because it is valid and reliable.

### 3.2.2 Research methods

Decision on the use of qualitative research method for the research was influenced by a reflection on the nature of the research problem, that is, the role of college of education lecturers in curriculum development. Usage of qualitative method was therefore necessary as to get direct responses from the interviewees in as far as their involvement in curriculum development is concerned.

Strauss and Corbin (1996:18) who argue that qualitative research demands certain requisite skills, which are “to step back and critically analyse situations; to recognise and avoid bias, to obtain valid and reliable data”, also support this. However, according to Burgess (1993:77-78), qualitative methods have various research strategies for data analysis and gathering.

#### 3.2.2.1 Interviews

Interviews are tools of communication that aim at getting to know points of view, interpretations and meanings in order to gain greater understanding of a situation. The key precondition for the success of an interview is to make it clear to the interviewee that what he/she has to say will be important in at least one or two respects:

- important for the interviewer: the interviewee should feel that his/her views will ‘count’ for the interviewer.
- important for the interviewer: the interviewer should believe that the outcomes of the interview may be useful for him/her.

According to Carspecken (1996: 21), the method that is chosen to collect data for research is determined by posing the problem and the objectives to be reached. An interview is, therefore, commonly described as the face to face conversation of an investigator with the subject (Allison, *et al.* 1996:34; McKenzie, 1997:61). An interview is therefore a research technique carried out with a definite purpose of gathering data by means of spoken word using a planned series of questions.

According to Wiersma (1991:192), interviews must be standardised so that the respondents receive as constant and identical interviews as possible.

Gall, et al. (1996:29) identifies several types of interviews as follows:

- (a) Structured interviews in which a set of questions is asked and answers recorded on a standardised schedule. Structure interviews tend to take the interviewers attention away from the interviewees and the dynamics of communication.
- (b) Unstructured interviews in which the interviewer is free to modify the sequence of questions, wording can also be changed. In this research, unstructured questions will be used because the researcher will exert little control over his subjects and the respondents will be afforded ample opportunity to express their views than merely agreeing to what the researcher says (Kember & Kelly, 1993:15). Though the respondents will be allowed to reveal their frames of reference, and give reasons to their responses, care will however be taken to safeguard the respondents from moving away the main essence of the interview to ensure high reliability and validity of the research tool (Gay, 1992:301; Carspecken, 1996:32). Unstructured interviews give interviewees room to develop their own concerns in answering the questions.
- (c) Group interviews are also instrumental to this study in that they are likely to be more effective during piloting, whereafter group discussions will be conducted in order to receive comments on the items.
- (c) Individual interviews, which are conducted in a private setting with one person at a time. The individuals feel free and are likely to express himself or herself truthfully.

For the purpose of this research, group interviews will be used because they are more economical in terms of resources and time. In this research, unstructured and

group interviews will be used as tools to obtain data on the role of college of education lecturers in curriculum development.

### **3.2.2.2 Advantages of using group interviews**

- (a) Lecturers group interviews are preferred in this study because the target group is comprised of individuals with both common and divergent backgrounds. In this case, lecturers at colleges of education, who have three years experience have a common experience on teacher training experience on one hand while on the other hand, the target group is scattered all over the Northern Province. Since the sample is comprised of members from various colleges, group interviews are likely to offer a valuable platform for collaborating the viewpoints from different groups, the various geographical and demographic perspectives. This is likely to increase reliability and validity of the research, if what all the different groups will say becomes the common understanding amongst them.
- (b) Hopkins and Antes (1990:263) indicate that several advantages can be derived from the friendly social interaction, which cannot exist in impersonal questionnaires. This will make an interviewer able to encourage subjects and help them to probe more deeply into a problem, particularly in an emotionally laden one like the one under investigation. Davidoff (1993:69), further also indicates that the interviewer is able to observe non-verbal behaviour as well as to assess the validity of the interviewees' response.
- (c) According to Davidoff (1993:82), during group interviews, participants may not only present a wide range of data but may also help one another to recall, verify or rectify items of information which is not possible when data is collected through questionnaires.
- (d) Other advantages, that apply to group interviews in general, like controlling the response rate and the environment by the researcher, ensuring that all items are responded to, also apply to group interviews (Rudestam & Newton, 1992:69).

Besides their advantages, group interviews also have weaknesses, which need to be briefly explained. Group interviews are greatly criticised in that some member of the group may refrain from expressing their views publicly in group, and that some members may dominate the group such that the reliability and the validity of the data is likely to be reduced. Secondly, group interviews like other interviews, pose the danger of personal intrusion by the interviewer. This limitation is likely to be avoided by adhering to the interview schedule. Although flexibility will be exercised, the purpose of the interview will not be sacrificed.

### **3.2.2.3 Sampling**

A selection of interviewees was done randomly without indicating preferences. Since the interviews were conducted during examination times, lecturers who were free, were requested to avail themselves for an interview. However a request was extended so that at least there should be a lecturer from each department of a particular college of education. Departments such as English, professional studies, Engineering, Social studies, Natural Science and Home Economics were represented during the interviews. Thus the sampling was random as Gerber (1995:285) put it, "in order to permit blind chance to determine the outcomes of the selection". The interview was conducted with four groups of college of education lecturers in four different colleges of education. In each group, there was an average of seven college of education lecturers who participated in each of the four interviews conducted. This research excludes lecturers at universities and technikons.

Though the majority of the interviewees were Africans, three Whites and two Indians participated in the interviews. The reason why Africans were in majority is because colleges of education in the Northern Province are historically only for Africans, and thus the African lecturers are in the majority. In each interview the majority of participants were males because the majority lecturers at colleges of education in the Northern Province are mainly males. The reason for that was that lectureship posts were regarded as promotional and only mainly males were appointed in promotional posts.

### **3.2.2.4 Data collection**

As recommended by Marshall and Rossman (1995:241) the following steps were followed in this research in order to collect data:

#### **Step 1:**

Permission to conduct interviews will be requested from the Department of Education, Arts, Culture and Sports as well as from the respective colleges of education in the Northern Province.

#### **Step 2:**

The interview schedule and programme will be set up in advance; and interviewees will be favoured with copies of the schedule in advance, so that they are aware of the dates for the interviews.

#### **Step 3:**

Dates of the interviews will be confirmed two weeks before the interview, and reminders will be sent a few days before the actual interviews.

#### **Step 4:**

The researcher will try to be prompt and follow the plan. At first the researcher is likely to be frustrated as most of the lecturers will be said to be busy with the examination matters. The interview session will most likely be delayed by fifteen (15) minutes before all lecturers arrive for the interview.

#### **Step 5:**

The interview responses will be tape-recorded after permission has been sought from the interviewees.

#### **Step 6:**

Each interview was decoded into a written script, typed and taken back to the interviewees for verification and acknowledgement. Permission was granted by the interviewees to use the data, and that was the first reliability check for the research as required.

### 3.2.3 Protocol for data analysis

After the collection of the data, a protocol will then be done to analyse and categorise data according to all the steps followed in treating data. The protocol followed in this research is based on the guidelines put forward by Strauss and Corbin (1996:62-69), as follows:

#### **Step 1:**

Read the transcript. All preconceived ideas will be put aside.

#### **Step 2:**

Read transcripts for the second time and underline relevant answers. This stage involves a line by line analysis, examination of phrases and single relevant and irrelevant responses are distinguished, and a complete list of relevant responses is made.

#### **Step 3:**

Labelling phenomenon: This step involves conceptualisation of data and this means giving each discrete incidents, ideas or event a name and similar incidents are given similar labels.

#### **Step 4:**

Determining categories: Discovering categories implies grouping concepts that appear to belong to the same phenomena. In this study categories are determined from the four interviews conducted.

#### **Step 5:**

The transcripts are taken to the external decoder for comparing the categories determined by the researcher with that of the external decoder. The two different categories are discussed by the researcher and the external decoder together so that a consensus is reached.

**Step 6:**

A thick description or what is called by Burgess (1993:80) the theoretical or analytical description of categories of each category is made. An in-depth discussion in clusters will be related to literature studies on lecturers' participation in curriculum development. The description of categories will be subjected to literature check.

**3.2.4 Pilot test report**

Two pilot interviews were conducted with lecturers at colleges of education in the Northern Province. These pilot interviews were conducted in the form of group interviews. The pilot interviews were valuable to the researcher since they provided opportunities for an orientation in interviewing techniques and skills to conduct group interviews (Doll,1996: 229).

At first college of education lecturers seemed not to clearly understand the interview questions and as such, they were uneasy when they (lecturers) responded to the questions. As a result interview questions were refined and reformulated so that the questions could be understood clearly by every lecturer at the college of education. Four interviews, based on the reconstructed questions were then conducted.

As an attempt to clarify interview questions, question one was then added to the interview questions. The purpose of the first question was to create an opportunity for easy interaction and relieve expectation of going to be interrogated during the interview process.

The new questions, which were finally included in the interview schedule, are the following:

**Question 1:** Discuss the problems you are experiencing in your college of education of courses.

**Question 2:** Would you like to be involved in the improvement of the existing college of education courses, and why?

Question 3: How would you like to be involved in the improvement of your existing college courses?

### **3.3 DATA ANALYSIS**

The purpose of data analysis is to find explanations that fit the problem under research. The analysis of both data and direct experiences should result in a deeper understanding of the situation and a “new” practical theory that can extend existing understanding. Critical analysis should consist of two activities: checking the reliability of any evidence that substantiates a finding, and searching for any evidence against it.

There are two kinds of data for the research, and these are, primary and secondary data. The primary data is made up of responses from the group interviews as conducted during data collection. The secondary data is made up of published studies, texts, unpublished dissertations, and thesis dealing with ‘teachers’ participation in curriculum development. The protocol, which has been described in chapter 3 of this study, has been adhered to, to interpret data as follow:

#### **Step 1:**

All four interviews are analysed line by line, question by question, taking what the interviewees said. A conscious effort to put all preconceived ideas aside is made. The transcripts are read a couple times.

#### **Step 2:**

All the interviews will be read through and all relevant responses distinguished from irrelevant responses.

#### **Step 3:**

A complete list of relevant responses as attached in Annexure A is drawn according to different interview questions. The first reliability check is done by taking back the transcript to the respondents for verification. A transcript is taken as true reflection of what happened and said during the interviews.

**Step 4:**

Categories will be grouped according to the three stated questions. This will be done by combining all the responses/phrases from all the interviews in three different summaries.

**Step 5:**

The grouped categories and sub-categories will be described and analysed against what the respondents would have said. A literature check will also be done to verify what the respondents said with what has been said by experts

**3.3.1 Identification of categories**

A meeting with an independent decoder was held in an attempt to reach consensus on the identification of categories. This step will be the second reliability check. Categories identified were not differing and as such a consensus was reached on the following categories and sub-categories.

**3.3.2 Description of categories and literature review**

The essence of this step is to give a 'thick description' of each category as reflected in 3.3, Step V, and considers what have been said, as put by; Straus and Corbin (1996:15) than being influenced by assumptions and experience.

**3.3.2.1 Category 1: Problems/needs related to curriculum development****QUESTION 1:**

**Discuss the problems you are experiencing in your college courses?**

This category arises from the question; "Tell about problems which you are experiencing in your college of education courses". Only relevant responses, which have an impact on the involvement of college lecturers in curriculum development, will be described. Problems/ needs relating to aspects which lecturers felt serve as obstacles towards their (lecturers) involvement in curriculum development will be considered. Though the first category, which arises from question one is not part of

the focus of this research, it is necessary to describe some problems that hinder participation of lecturers at college of education in the development of the curriculum. A number of areas that are problematic in the involvement of lecturers in curriculum development were discovered during interviews. Areas of problems that the respondents/lecturers indicated to be obstacles towards their involvement in curriculum development were resources/needs

**(a) Resources/needs related to curriculum development**

Problems are experienced concerning the lack of various types of resources/problems/needs, which are central to a successful curriculum development process. Most of the respondents feel that lack of resources hampers their effective involvement in the improvement of existing college courses . The respondents felt that the lack of resources has got a bearing on their involvement in improving college courses. They see themselves as people who know the needs of the students and community in general, and their (respondents) involvement is necessary. According to the respondents, the college courses do not meet the needs of the students and community because they are not involved in its improvement. Therefore, the availability of the resources and / or needs are seen by lecturers as very necessary for their involvement in improving college courses . "I think, ee.. the first problem which we are encountering, is, I .. lack of equipment at the college....".

Some respondents felt the curriculum is irrelevant because it does not meet the needs of students. They regard that as a problem, which can be avoided by involving them in curriculum improvement.

"Curriculum is not meeting the ... needs of the child who leaves the school, in other words, is irrelevant to the needs of the child". On the needs, Sekeleko (1997: 60), and Fern (1985:78) see identification of needs as part of situational analysis which comprises a detailed analysis of the whole terrain of curriculum studies. Goodyer (1997:61) further asserts that determination of learner's needs, accords the teacher an opportunity to recognise some of school problems which will become a point of departure for curriculum development. Lack of resources hinders the implemen-

tation of the curriculum. Mathe (1991:75) contents that resources should always be available for the curriculum developers. For curriculum to succeed, resources and other factors should be available. To support the importance of resources, Botha (1996:110) maintains that supporting factors such as finance and material resources, are important and should not be ignored for effective curriculum development.

The feeling of the college lecturers is that they should be involved in the improvement of college courses because they know the needs of the students. This relates to what curriculum experts call "situational analysis". It is against this background that lecturers should be involved as needs of both the students and society, are essential in improving college courses. The respondents felt that if they can be involved in the improvement of college courses, they will ensure that courses satisfy the needs of both students and society.

**(b) Irrelevance of subject content and personnel**

The relevance of subject content and personnel is viewed as essential during curriculum design. Availability of personnel is regarded as essential for the implementation of the courses. In their views, lecturers felt that the content of the courses at the colleges is irrelevant because they were not involved in its improvement. They also felt that the shortage of personnel to offer certain subjects is caused by their being not involved in the determination of the required personnel. They felt that if they can be involved they will ensure that the required number of personnel is provided for college courses.

Relating to subject contents and personnel, respondents also perceive the shortage of lecturers in their different subjects as an aspect, which is problematic to the implementation of curriculum. This aspects has already been described when discussing about resources. It should also however, further be indicated that respondents, perceive this shortage of lecturers as a results of their not being involved in determining personnel required for particular subjects. It is the feeling of the lecturers that if they can be involved in improving college courses, they will, to a large degree, ensure that personnel needed are provided for each subject.

“Now, at ... this particular college, one thing for sure, is that I ...eee ... have been teaching this particular subjects at this college for seven years, alone, ... I will repeat alone...”.

The mere fact that the respondent felt that he has been teaching the subject for a long time alone implies that if he was involved in determining personnel required for the subject, he would have proposed the addition of a lecturer. The second aspects on what respondents showed as problematic, is the relevance of the content of subjects in terms of the needs of the students. The reason why the subject content is perceived as irrelevant, is because lecturers are not involved in its improvement. The respondents maintained that their position at college level, makes them know the needs of the students. They felt the content of the subjects is irrelevant because it does not address the needs of the students and community. It is, therefore, the lecturers perception that if they are involved, they would make the contents of the subject more relevant. This is in line with what situational analysis requires from the curriculum development process, that is, the identification of the needs. This is relevant to this study because if lecturers are involved, needs of students and community will be catered for. The curriculum offered is irrelevant to the students and the situations they find themselves in.

“And... unless, if school management, is t...taught in a way that it will allow innovation... flexibility,... and a way of managing change our students will struggle when they. become leaders outside..”. Freeman and Cornwell (1993:80) also feel the same when they contend that contents should never be heaped up in a reckless and unplanned manner. They further indicate that by letting the stress fall on the formative value of the contents, while there is presently an enormous explosion of knowledge taking place, there should be a careful selection made as to what contains the highest priority value for the students' future life.

According to Sekeleko (1997:72), criterion for the selection of contents must take pupils' existing knowledge and needs into account. Hawthorne (1995:68) and Eisner (1994:137) in their criteria for the selection of contents, maintain that contents must be topical in regard to the needs of pupils, school, local community, broad community, broad community, country and the world.

The third aspects, also the last, which respondents showed as problematic, is the emphasis on the theory at the expense of the practical. Respondents felt that subjects, particularly technical subject contents, emphasise theory ignoring the practical aspects theory.

Respondents, as people with expertise in the subject, felt they should be involved in determining the learning outcomes, particularly in technical subjects. The lecturers felt that the fact that there is more emphasis on theory in subjects, is because the needs of both the students and lecturers have not been considered when developing the subject contents. It is therefore the feeling of the respondents that the emphasis of the learning should be on practice than theory. This in a way will make students innovative and reflexible in the application of their learning.

"Yes. I will be talking about technical subjects,... So far in our province, these subjects are mostly emphasised, but you will find that ... the syllabus emphasises theory on the expense of practice ..."

According to Noël (1994:65), contents must be functional and practical in the empowerment of learners to develop their full potential.

### **3.3.2.2 Category 2: Reasons for the involvement of college of education lecturers in the curriculum development**

#### **QUESTION 2:**

**Would you like to be involved in the improvement of the existing college courses: Yes or no? and why?**

The second question of the study requires the respondents to indicate whether they want be involved in the improvement of college courses and also give reasons as to why they perceived their involvement in the improvement of courses as essential. On this question respondents perceive their involvement as important. Respondents forwarded various reasons to justify their views on their involvement during interviews.

**(a) Relevance of lecturers' experience**

Respondents under this category indicated the relevance of their experience in assisting in the development of college curriculum. All respondents showed that their situation within the community and students, gives them an essential experience to be considered when developing the curriculum. Respondents indicated that lecturers have to participate as they have relevant and appropriate experiences as regard the needs of both themselves, the students and the community.

The respondents further felt that it is the lecturers who should decide how each learning opportunity is presented, guided, and evaluated for the particular learners involved. Lecturers in this way, because of their situatedness, are required to examine their particular areas of responsibility and make adjustments and improvements in order that the program better serves the needs of the students. This in a way will ensure that freedom of action and involvement of lecturers in the curriculum improvement process becomes the key to successes. One of the important reason why it is important to involve lecturers in curriculum improvement is because lecturers in their daily involvement in teaching, become more experienced with the needs of the students. It therefore becomes necessary that lecturers because of the relevance of their experience, always be involved in curriculum improvement. The category of taking the relevance of the lecturers' experience into account, has been sub-divided according to the following sub-categories:

**Sub-category one: Knowledge of shortcomings/problems of students and community**

Respondents felt they know the shortcomings of the curriculum in its various phases. They feel their knowledge of the shortcomings makes them better placed as regard the development of curriculum and, therefore, they should be involved in its improvement.

Lecturers, because of their training, interests, and occupation, are expected to have knowledge of the shortcomings and/or problems of the learning of the students. The lecturers who are involved in college curriculum improvement will also improve their powers of observation as they will become aware of the effect of different shortcomings. The involvement of lecturers in curriculum improvement will require him/her to examine his/her program and , develop specific plans for improvements. It is therefore, clear that lecturers, because of their experiences and knowledge of the student's needs should be involved in curriculum improvements so as to be able to improve the existing shortcomings in the college courses. This is based on the understanding amongst lecturers, that curriculum should be based on learners' needs.

"Yes ... I think it is of importance that we are involved in the process of improving, and changing the course, simply because we have experience with what ... is happening on the ground level and we know what the shortcomings are: What type of teachers are needed; and what topics are relevant to the student". From what lecturers have said, it is clear that they see themselves as having the necessary experience to be considered when improving college courses. They think that their position within the colleges makes them better placed to play a role in improving college courses. "We do not want a situation where curricula are just handed down to us, and without us having any contribution because we are experiencing problems here ..."

Richard (1996:32) supports this by indicating reasons for lecturers' involvement in curriculum development as being because of the teacher's location at institutional level, he decides which aspects of the curriculum are to be implemented or emphasised in a particular class. The reason for this is because lecturers know the shortcomings/problems of the curriculum. This also was pointed out as a reason for their desire to be involved in curriculum improvement at colleges of education.

### **Sub-category two: Lecturers as change agents**

Respondents during the interview felt they should be involved in the development of curriculum because they (lecturers) regard themselves as agents of change in curriculum development.

It is the lecturers' task to prepare himself and others for change and innovation. Lecturers as change agents, must synthesise the many opposing learning strategies inherent in the different curriculum materials from outside the classroom. Lecturers, at classroom level, make important curriculum decisions when they decide to group activities around particular organising centres. Lecturers as change agents, are expected to bring the college into closer relations with home and neighbourhood, to set objectives that will change the child's own life. As a results of this participation in curriculum development, lecturers will become better informed about the aim of education and better able to interpret programs for the people. Lecturers, therefore, play a dynamic creative role and become curriculum developers in their classrooms with a creative innovative function. This is why the respondents felt strongly during the interviews that lecturers should be involved in daily problem-solving and decision making on matters relating to curriculum development . " Other than that, one can say is that the teachers and lecturers are the most important agents of change. Without these people you can only talk of change without implementation ..."

The quotation indicates how lecturers view their roles in so far as curriculum improvement at the college is concerned. They felt they are the people who are best positioned to facilitate change on curriculum matters. This view, comes to them because they felt that they have close contact with the course itself and therefore, they are able to know where changes are needed with each particular course. They felt they occupy positions, which are influential on matters of curriculum improvement.

"I think it is necessary that ... we be involved in the improvement of the courses because... we are the people who have close contact with the course itself ..."

In support of this reason given by lecturers, Bothma (1994:57) and Ribbins (1993:37) contend that the willingness of the experienced lecturer at college of education to venture into curriculum avenues is largely determined by the extent to which such a lecturer has had a part in selecting and laying out the avenues. Mathe (1991:76) further asserts that lecturers at colleges of education are change agents in that they are located where they are influential. Their location therefore, puts them in a situation where they become change agents.

### **Sub-category three: Involvement with students**

The other reason why college lecturers felt they should be involved is that, they regard themselves as the best sources of experience on how theoretic knowledge can serve practical interests in order to realise educational benefits through co-operative curriculum development.

In an attempt to justify their need to be involved in curriculum development, respondents also gave their daily involvement with students as another reason. The respondents felt that they are always in contact with students and as such, it becomes imperative that they be involved in the improvement of college curriculum.

Due to the lecturers' daily contact with students, they should be involved in curriculum development because they know and understand the needs of students. They are the ones who determine learning materials for students and how these should be learnt. As respondents have indicated, it is imperative that lecturers' involvement with students be utilised in the development of the curriculum. Curriculum developers are advised to make use of the advantageous position of the lecturers and allow them to control instructional strategy through involving them in the improvement of college curriculum.

"I think we need to be involved since we are in daily contact with the students and we know their needs and that of the community ..."

Lecturers here feel that since they are always in contact with the students, they know their (students) needs. The reason being that they will be required to

implement the curriculum and are likely to do so more effectively if they are consulted to make inputs prior to the making of decisions that would affect them as professionals.

In support of this, Fern (1985:78) in his research report maintains that one of the important reasons why lecturers' participation is of a particular value in continuous curriculum work lies within the fact that the lecturer in his daily involvement with teaching, is conversant with the needs of the students.

“A teacher as a person is always involved with the students, so he knows what should be done and what should be included in the curriculum.” Fern (1985:79) and Mahlale (1995:30) supporting the statement by the respondents, feel that it stands to reason that college of education lecturer sees himself as an authority in the area of curriculum development, having the right and duty to judge a problem and to arrange the subject matter to be learnt by students. Imenda (1995:179) goes further to say that the competent lecturer adds substance in the recorded curriculum when in the process of interacting with the students.

#### **Sub-category four: Knowledge of the students' background**

Involvement of college lecturers in curriculum development offers them an opportunity to initiate a curriculum that is responsive to a local situation, individual students and the lecturers' own passion. Lecturers will be able to justify a curriculum to the extent that it is shown to help students fulfil one or more of their needs.

The respondents mentioned their knowledge of the background of students and community as another reason, which justifies their desire to be involved in curriculum development. The respondents see the experienced lecturer as the one who has the best chance of taking curriculum making out of the realm of theory into practice and utility. In essence the respondents will assist in developing a curriculum which will be useful and relevant. The involvement of lecturers in curriculum development can be the answer to the satisfaction of student's background. This means as indicated by respondents, the students' background will be accommodated.

"Lecturers should be involved in the improvement of the curriculum because they have the experience on that particular subject, and they know the background, unlike another person who is improving the curriculum somewhere else without any knowledge of the classroom situation ..."

This type of response from the lecturers implies that if lecturers are involved in the improvement of the college courses they will ensure that the curriculum so developed takes into account the background of the students. In that process as Tjali (1997:30) has put it, lecturers will be able to initiate pleasant interaction between students and the curriculum being developed.

"Yes ... we will like to be involved because we have experience with teacher training and we also have experience with outside world..." Here the lecturers felt that this experiences can be important tool during curriculum development.

To support what lecturers have said; Blom (1990:32) in his research report has this to say "'n onderwyser is 'n professioneel-opgeleide persoon wat sekere vaardighede en onderrigmetodes aangeleer het. Hy is gekwalifiseerd kragtens sy opvoeding en opleiding". Blom (1990:33) further contends "Onderwysers sien hulleself as een van die hoofbronne van kurrikulumstabiliteit."

This has also been confirmed by Botha (1996:53) who indicates that by the nature of their background and experience, lecturers should be involved in curriculum development, as they are involved in curriculum implementation. McCutcheon (1988:64) and Morrison (1993:164) also take a positive stance when they say that teachers are thinkers who make many decisions that create the curriculum in classrooms. They have an important function in shaping what students have an opportunity to learn. This shows that experience and background are seen as other reasons by lecturers for their involvement in curriculum development.

The researcher takes cognisance that all respondents said yes, to the lecturers' involvement in curriculum development. With the different reasons they forwarded, lecturers felt that they occupy a central position in curriculum decision making. They

see themselves as clearly the most powerful designers, disseminators, implementers and evaluators of curriculum. The reasons lecturers forwarded for their involvement in curriculum development show the inter-relatedness of the process of curriculum development.

### **3.3.2.3 Category 3: Ways (guidelines) for the involvement of lecturers in curriculum development**

#### **QUESTION 3:**

**How would you like to be involved in the improvement of your college courses?**

This category focuses on the views of the respondents regarding how their involvement in curriculum development should be structured. In this category, therefore, different sub-themes will be described. This category was mainly structured from the question, "How would you like to be involved in improving college courses?" This category presupposes that respondents will indicate some ways that can assist in ensuring that lecturers are involved in curriculum development.

#### **(a) In-service training**

Lecturers should be empowered to face the challenge intelligently and successfully. Unless the college lecturers are trained on curriculum development matters, the effectiveness of lecturers in curriculum development will continue to be suspect. This implies that for lecturers to be efficient in the development of curriculum, there must be empowerment.

Lecturers felt it is necessary that they be exposed to different curriculum matters for their effective participation in the development of the curriculum. They felt that steps should be taken to empower them. Though all respondents agree on the need to be involved in curriculum improvements, it is necessary that they should have a knowledge of the curriculum being designed as well as how it can be evaluated. It is being acknowledged here that, since participation in curriculum development

demands skills, lecturers, in order to play an effective role, must be trained. This is supported by Nkosi (1996:38) in his research report, when he argues that there can be no such thing as curriculum development without teacher development. This is because curriculum innovation requires more skills from the lecturers. Lecturers must therefore be in-serviced for their effective participation in curriculum development. Lecturers need in-service training to keep abreast with changes and innovation in the curriculum.

This therefore implies that the department should ensure that lecturers are trained on how to develop the curriculum. In order to participate effectively and meaningfully in curriculum development, lecturers should receive the necessary training on matters related to the curriculum. Therefore lecturers can act effectively as part of curriculum developers if suitably trained, and this means that, an extensive in-service education program is necessary.

"We need in-service training, we need some more information though there are things we already know." This is an indication of what lecturers need for their roles in curriculum development.



Mutshekwane (1992:11) for example, agrees with the need to empower lecturers for their active role in the development of the curriculum when he contends that empowerment is the development of greater professionalisation which goes with the granting of more authority, status and individual growth. This statement further confirms that empowerment is the process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it. According to the respondents, in-service training should therefore be organised for lecturers so that they become effective in developing the curriculum. In fact, in-service training can make curriculum development more successful and effective.

#### **(b) Workshops and seminars**

Respondents are of the opinion that workshops and seminars should be organised to give lecturers an opportunity to discuss matters related to the curriculum. They

feel workshops and seminars are some of the ways that can give opportunities to lecturers to share their views and /or opinions. Lecturers must insist on their training in curriculum studies, so that they can be properly equipped for the task of participating in the curriculum development. According to the respondents this can be done through organising workshops and seminars for lecturers. These workshops will serve as tools to empower lecturers in their roles of participating in curriculum development. “Just to add upon this workshops, ... you know, we can talk of involvement, we can talk of participation, we can talk of any way of contributing towards this curriculum development, but we also need to be workshopped, we need in-service training, we need some more information though there are things we already know”. Though lecturers acknowledge the need to be involved in curriculum improvements, they however also feel that in-service training to expose them to curriculum matters is necessary. This will ensure that they move with new curriculum demands. Lecturers feel that for them to participate meaningfully, and practically in curriculum improvements, they must receive the necessary training because of the changing nature of the curriculum. This training will ensure that professional growth of lecturers is promoted. Lecturers should be provided with opportunities to attend conferences concerning the development of curriculum.

“I .... think through workshops and seminars we can share views on how we can improve our curriculum unlike maybe some people sitting down drawing up a curriculum for us ...”

Botha (1994:119) also agrees with the views and indicates that discussions are crucial processes in high education. He further indicates that discussions provide interaction of minds and the testing of different ideas.

Mutshekwane (1992:12) and McCulloch and Fidler (1994:172) further indicate that lecturers can become increasingly empowered by sharing their experiences. Walker and Soltis (1991:194) also note that the precious time available for staff in-service meetings tends to be wasted by the individual teachers grappling with curriculum matters.

This serves, to confirm that lecturers (respondents) view their in-service training and seminars as crucial to their effective participation in the curriculum development. It is therefore necessary that lecturers be exposed to workshops and seminars.

**(c) Involving lecturers through research projects**

Secondly, according to the respondents, lecturers can be involved through researches so that they become agents of change. This will, according to the respondents, give lecturers an opportunity to research the needs of the school and the community in general. Lecturers can be involved in research through writing textbooks, collecting information, writing books, etc.

The teaching strategies can be worked out by lecturers working together in researches and a development framework to ensure that the emergent curriculum is grounded in the study of what happens in the classroom. Lecturers, if involved in curriculum development, can identify existing curriculum problems and needs which in future can serve as possible research themes for further curriculum innovation investigations. This identification of problems and needs, requires from the lecturer a research disposition and a genuine arriving towards the improvement of the curriculum development process/practice. This serves as the reason why lecturers feel they should also be involved in the curriculum improvements through researches.

“Through organising courses and by being given a chance to explore more and do research in the relevant direction ...” “In the form of writing course curriculum, writing books, and text books which cover the local conditions unlike taking books which are irrelevant to your situation ...”

Nkosi (1996:40) supports this when he says that it is sometimes necessary to extend the pool of knowledge by means of classroom research, especially when changes are envisaged. Again Richard (1996:51) says that the vital aspect is that teachers within the group take the responsibility for researching solutions to their problems.

According to Rhodes (1988:36), a lecturer who is involved with the activities of a research committee must be critical towards certain curriculum aspects in order to identify not only weakness and shortcomings, but also strong points, which are meaningful to the curriculum. The shortcomings must be pointed out to the research committee as aspects requiring improvement or correction.

This will in a way assist lecturers in being involved in curriculum development. It will also increase self-confidence for lecturers and also bring a feeling of empowerment. Through this process lecturers will start co-ordinating the curriculum development process. It is thus, necessary that lecturers should be accorded an opportunity to participate in research.

#### **(d) Establishment of curriculum committees**

Respondents further felt that as persons trained in subjects, they should be involved in the development of the curriculum. They felt that, to ensure that lecturers are involved, curriculum committees should be established in the form of subject committees, teacher organisations and individuals so that lecturers are given the opportunity to contribute in curriculum matters.

Lecturers are seen here as having dual roles in curriculum development. First, as a person who takes part in the planning of the total program of the school, at provincial level as a member of the curriculum committee, council and curriculum development groups. Secondly, as a decision-maker concerning the actual learning opportunities to be provided to students. This implies that lecturers should be involved in committees that are responsible for the planning and implementation of co-ordinated curriculum projects.

“To add upon to that, we could be involved individually, we can also be involved as a team or in the form of committees or we could also be involved as teacher organisations ...” “I think we can be involved in the development of the curriculum by means of curriculum committees which involve lecturers themselves and these committees will sit down and identify problems and come up with tentative answers...” “Jaa ... I think even the government when they plan the curriculum,

they have to consider the subject organisations (committees) like for instance, AMESA. This committee is for mathematics ...”

This will ensure that lecturers are involved in all levels of curriculum development, that are, micro, meso and macro levels. In terms of the perspective from lecturers, the establishment of official curriculum committees will ensure that they (lecturers) participate in group decision making, problem solving and making choices on curriculum matters.

Botha (1996:66) supports these views when he says that lecturers perceive that there is sufficient empowerment provided as a result of the delegation of curriculum development tasks. Tjali (1997:34) further argues that by establishing these committees the lecturers will effectively contribute to subject curriculum development and contribute to the process of empowerment, as well as to the success of broad curriculum development process.

Fern (1985:85) and Mosothwane (1995:184) argue that this position involves more elaborate efforts to have teachers participating in matter affecting them. According to Cooley (1997:56), the teacher takes part in planning the total program of the school, possibly at district and state levels as a member of committee, councils and other planning groups.

All the above reasons show that lecturers need to be communicated with when matters of curriculum development are dealt with. They show that communicating, as a factor of the implementation phase in curriculum development, should be in various formats, for example, in the form of different committees as indicated. This implies that participation of lecturers in curriculum development committees opens up communications within their own institutions, other lecturers and the department.

### **3.3.3 Relevance of data to curriculum development**

Issues raised in the interviews can be located within the different phases of curriculum development. In so doing the respondents reaffirmed the need to involve lecturers in curriculum development. The researcher will not repeat many quota-

tions as that will be a repetition of what has been done in other categories. The reason for that is that other categories show the relevance of involving lecturers in curriculum development. Only one quotation will be given as an example of what has been said.

"I do concur with the previous two speakers and having been pointed out by one of the speakers on the involvement in the planning phases, then in the evaluation and implementation." This statement shows that the respondents want to be involved in all phases of curriculum development even though they don't know all the phases.

Though from the data obtained from interviews, very few lecturers have any idea of what curriculum development entails. Their responses, however, show that they need to be involved in the curriculum improvement process. The reason being that statements they made during interviews, can be located within particular phases of curriculum development.

This view has been supported by Noel (1994:68) when he argues that there should be direct relation of state education, authority, local district, teaching group, and individual teacher with curriculum development plans in all the levels of curriculum development.

It is, however, imperative to indicate that an analysis of the interviews reveals that the role of the lecturers is interactive through different phases and different levels of curriculum development. This confirms what Mekgoe (1997:39) says when he regards teachers as the most important actors in the curriculum planning. Teachers have direct opportunity to influence and help students in their choices of learning opportunities and activities. Chitty (1993:38) argues that the teacher is the decision-maker concerning the actual learning opportunity to be provided to students. It is the teacher who decides how each learning opportunity is presented, guided and evaluated for the particular learners involved.

### 3.4 SUMMARY

From the interviews, it has been established that lecturers want to be involved in the curriculum improvement. Lecturers view their involvement as essential, not only for the institutional professional growth and curriculum development of a school, but also for the personal professional growth and empowerment of the lecturer himself.

The categories identified from the interviews show the inter-relatedness of the process of curriculum development. All categories overlap with each other and thus confirm that curriculum development cannot be seen as having different unrelated entities.



## CHAPTER 4

### RESEARCH OVERVIEW, CONCLUSION AND RECOMMENDATIONS

#### 4.1 AIMS OF THE CHAPTER

The aim of this chapter is to interpret similarities between the empirical data in chapter 3 with theoretical data in chapter 2, and comes to conclusions. Secondly, this chapter aims at attempting to provide certain recommendations on how lecturers at colleges of education can be involved in the improvement of their existing college courses. Thirdly, an overview on how lecturers perceive their involvement in curriculum improvement will be analysed. Lastly this chapter attempts to provide an analysis of the responses from the college lecturers based on the two main research questions in chapter 1.

- Why do college of education lecturers want to be involved in the improvement of the existing college courses?
- How do college of education lecturers want to be involved in the improvement of the existing college courses?

#### 4.2 INTEGRATION OF THE THEORETICAL FRAMEWORK AND EMPIRICAL DATA

In this section, the researcher attempts to compare the theoretical framework with what has been said by the respondents. The reason for the exercise will be to check whether what respondents said can be related with what is in curriculum development literature.

**Table 4.1: Comparison of theoretical framework and empirical data**

Types of data	Theoretical framework	Empirical data (Questions 1 & 2)	Conclusion
<b>Phases of curriculum development</b>			
<b>1. CURRICULUM DESIGN</b>	<p>Knowledge of needs of society and students.</p> <p>Have professional experience.</p> <p>Understand dynamics of the local situation.</p>	<p>Know the needs of community and the students.</p> <p>Expertise in the subjects.</p> <p>Having practical experience with the local situation.</p>	<p>Entails identifying the needs and interests of the community.</p> <p>Planned and ordered experiences is necessary for curriculum design.</p> <p>Knowing the dynamics of the total situation assist during curriculum design.</p>
<b>2. CURRICULUM DISSEMINATION</b>	<p>Teachers are change agents due to their influence.</p> <p>Should be empowered to face curriculum challenge intelligently.</p>	<p>Lecturers are agents of change.</p> <p>Needs for empowerment.</p>	<p>Dissemination indicates change as its inherent part.</p> <p>Lecturers are able to serve as change agents if empowered.</p>
<b>3. CURRICULUM IMPLEMENTATION</b>	<p>Seminars and workshops should be organised.</p> <p>In-service training should be organised.</p>	<p>Organising seminars and workshops</p> <p>In-service training.</p>	<p>Seminars and workshops serve as support, which is a factor for effective curriculum implementation.</p> <p>Effective implementation requires that lecturers be trained on curriculum matters.</p>

<b>4. CURRICULUM EVALUATION</b>	Researching solutions to the problem and to be involved in research committees.  Accord opportunities for discussions on curriculum matter.  Should participate in curriculum committees.	By doing research, writing books.  Arranging meetings and courses.  Lecturers should be involved in curriculum committees.	Research gives opportunity to lecturers to evaluate the curriculum.  These meetings allow the lecturers to evaluate and discuss the curriculum.  These committees will be able to evaluate the curriculum and lecturers will also be able to make inputs.
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Looking at Table 4.1, it becomes clear that college lecturers regard themselves as having expertise in the college subjects. This they regard as a reason for their involvement in curriculum development. Though, in terms of the theoretical framework, there was no mentioning of the expertise, it has however, been implied, when literature indicates that the lecturer is able to organise the subject matter to be learnt by students. In theoretical framework, there is a mention of professional experience, which include expertise. Theoretical knowledge of the lecturer might be inferred to include expertise in a subject. Therefore, this reason for the involvement of lecturers in curriculum development is supported by the theoretical framework on curriculum development.

The fact that college lecturers regard themselves as having the knowledge of students and community needs, serves as a reason for them to be involved in curriculum development. The theoretical framework also supports this, particularly during the design phase of curriculum development, where the needs of society and students become essential. This means that if the curriculum is to meet the needs of the students and community, lecturers should be involved in its development. Having practical experience with the local situation as mentioned by college lecturers, is an important aspects that justifies their involvement in curriculum development. Curriculum theorists also regard lecturers as the best source of

experience at an operational level. This also becomes important during the curriculum design phase, when college lecturers must be involved in curriculum development. The data obtained is necessary for effective and successful curriculum design.

College lecturers see themselves as agents of change because they influence the design, dissemination, implementation and evaluation of the curriculum. Even the theoretical framework indicates that lecturers are change agents, because the uniqueness of the lecturers' position makes them able to reconcile the institutional and practical aspects of curriculum. There is also a consensus here that college lecturers need to participate in curriculum development process. For lecturers to be able to play the roles of change agents, they should be trained so that they can play their role of being change agents more effectively. This is important as dissemination indicates change as its inherent part. Lecturers will be able to serve as change agents.

Though college lecturers feel that they should be involved in curriculum development, they, however, also feel that they need to be empowered to be able to develop curriculum work more efficiently. The theoretical framework data supports this idea for college lecturers to be empowered so that they can face the challenge of developing curriculum intelligently and successfully. Empowerment, according to the opinions of curriculum theorists, will facilitate professional advancement and training of lecturers. The respondents, during interviews also agree that lecturers should be involved in curriculum development. Their empowerment will also ensure effective dissemination of curriculum. Empowerment can be done through organising workshops for lecturers. Even in-service training can be used as another way of empowering lecturers.

As an attempt to provide solutions to how they should be involved, college lecturers feel that it can be done through organising seminars and workshops on curriculum matters. Also the data on theoretical framework view seminars and workshops as other ways that can enhance the involvement of lecturers in curriculum development. In other words, lecturers can be involved by organising seminars and workshops for them to make inputs on curriculum matters. These seminars and

workshops will facilitate effective curriculum implementation since lecturers will be supported to understand curriculum.

Lecturers also see doing research as an important way of involving them in curriculum development. This agrees with the view of the curriculum experts when they indicate that lecturers can be involved in curriculum development by researching solutions to the curriculum problem. This implies that lecturers can be involved through allowing them to do research on curriculum matters.

In the opinion of college lecturers, arranging meetings and courses where curriculum matters are discussed also serves as another way to involve them. Even the curriculum theorists agree that lecturers should be provided with opportunities to discuss curriculum matters during conferences where curriculum development matters are discussed.

In-service training also, is regarded as another way in which lecturers can be involved in curriculum development. This relates well with the view of the theoretical data since it is felt that lecturers must be trained on curriculum matters.

The last aspect to have been mentioned by college lecturers is that the establishment of curriculum committees at all levels of curriculum development, accords them with an opportunity to be involved. Also the theoretical framework data agrees to this assertion, and confirms that lecturers should participate in curriculum development. From this discussion it becomes clear that both the empirical and theoretical framework data agree on the involvement of college lecturers in curriculum development. These aspects researches, participation in curriculum committees and discussions, accord lecturers with opportunities to evaluate the curriculum.

### **4.3 RESEARCH OVERVIEW**

The responses in chapter III by the college of education lecturers show their desire to be involved in the improvement of the existing college courses. From the data obtained from the interviews, lecturers feel that they have a better understanding of

how the improvement of college of education courses can be effected because of their experiences. In most instances lecturers showed the inability to understand all concepts of curriculum improvement. However, what they said can be located within particular curriculum improvement processes. This section provides an analysis of the response of college lecturers to the question on: "Why do college lecturers want to be involved in the improvement of the existing college courses?" Though college lecturers in their responses showed no knowledge of curriculum phases, their responses however provide reasons for their involvement and these reasons can be located within particular curriculum phases.

#### **4.3.1 Curriculum design**

The respondent's feel that they should be involved in curriculum design through the determination of aims and objectives the selection of learning materials and the determination of the needs of the students. This is because respondents see themselves as being closer to the students and society. The respondents see curriculum design as the construction of teaching-learning programmes based on six integrated principles in a functional unity. In the opinion of the respondents the existing college courses does not meet the needs of the students and society in general. This can be related to what is referred to as situational analysis in curriculum design. Regarding the learning content, the respondents feel that because they are not involved in the selection of subject content, the content is irrelevant to the needs of both students and the society.

They are of the opinion that the relevance and appropriateness of experience are enhanced by selecting, or by creating the experiences against a background of ways in which to evaluate the students' attainments. This, in a way, implies that lecturers at colleges of education regard their involvement in curriculum design through all components, as essential. They also feel if they are involved, they will be able to create better learning opportunities for the students, as they know their needs and interests.

Curriculum design involves organising the curriculum around aspects or problems of community life - the community school concept, and the social action theory that

hold the improvement of society through direct involvement of the schools and their students, to a primary goals of the curriculum. According to the lecturers interviewed, curriculum design is an area of decision making to be shared by those immediately responsible for the curriculum of a particular college of education. This implies that lecturers at colleges of education should be involved in all components of curriculum design. Data in chapter 3 agrees with the answers of respondents on the first question of the study. Both data affirm that college of education lecturers should be involved in the curriculum design phase.

### **4.3.2 Curriculum dissemination**

Regarding the curriculum dissemination the feeling of the respondents to the interview questions is that because college lecturers are always involved with students and society, they are able to distribute curriculum information, thoughts and concepts. Through this process lecturers are able to make the students and society aware of the envisaged curriculum. This becomes evident when lecturers regard themselves as change agents. As change agents, lecturers are able to get people involved with a view to satisfying their needs. If lecturers understand the curriculum they will be able to disseminate it more effectively. Lecturers can be able to make the envisaged curriculum acceptable if they have been involved in its development since they will understand it. The literature consulted agrees that for the purpose of continuous improvement of the curriculum, lecturers, because of their positions at colleges of education, must be involved in curriculum dissemination. The responses of the respondents as mentioned in chapter 3, raised the aspect of communication on curriculum matters. Literature data mentioned in chapter 2 supports that idea because communication is regarded as essential since effective dissemination will depend on effective communication. According to data mentioned in chapter 2 there must be two-way communication with all those involved in curriculum matters. From the central government to the departmental curriculum committee down to the lecturers at a college of education, that communication should be well structured and defined.

It becomes clear that curriculum change can only be successful if lecturers are made to be effectively involved. Dissemination has as one of its major functions, the task of preparing lecturers in this way so that they will be purposely involved.

According to the views of the respondents mentioned in chapter 3, the creation of new subjects and the design of syllabi must definitely take the dissemination phase into account as the success of the later implementation and institutionalisation of curriculum will be determined by it. This has also been supported by data in chapter 2, as lecturers regard themselves as changed agents. Dissemination thus has a key role to play in the process of empowering lecturers as curriculum agents.

### **4.3.3 Curriculum implementation**

Thirdly, implementation is the application of not only core syllabi but also the colleges' broad curriculum, every subject curriculum and every lesson unit. The collective involvement of both the department and the lecturers determines successful and effective curriculum implementation. This implies that the success of implementation will to a great extent depend on the preparedness of the college of education lecturers to participate in the process.

Lecturers, as they have pointed out during interview sessions, are always in contact with the general community. They have a role to play during curriculum implementation at macro, meso and micro levels. They are able to facilitate the implementation of policy and curriculum determined at national level and meso level. At micro level they are able to influence the application in practice and the eventual institutionalisation of the developed curriculum. Therefore the information in Chapter 2 confirms the idea of how lecturers perceive their roles during implementation phase as reflected during interviews. Though lecturers could not indicate clearly what the nature of their involvement during this phase should be, they made reference to the shortage of resources, for example, personnel which is a factor for effective curriculum implementation.

The data given in chapter 2 agrees with the views of the respondents in chapter 3, because respondents feel that they are the people who determine learning

materials for the students. This means that lecturers should be involved in the curriculum implementation phase as well. The fact that data in chapter 2 supports that implementation also occurs at micro level, during which local decisions are taken, it means that core syllabi must be implemented at college and classroom levels by course lecturers. It is at micro level that lecturers' participation and initiatives are high. Macro implementation may also in practice include the implementation of a course curriculum or specific lessons in a particular classroom. This, as supported by the responses of the respondents in chapter 3, necessitates that lecturers also be involved in curriculum implementation, as they are the ones who implement curriculum at classroom level.

#### **4.3.4 Curriculum evaluation**

In curriculum evaluation where ongoing value determination of the standard of the learning outcomes is necessary in order to determine whether aims have been achieved, it becomes essential that the experiences of college lecturers be utilised. In terms of the given data in chapter 2, lecturers are regarded as the most important professionals to assume evaluation roles. According to literature, co-operative evaluation of the curriculum is such that a collective effort allows all involved to get a total curriculum picture. The respondents support the view because as they put it, what lecturers do is so important since lecturers choose details of the contents and also set the stage for students to learn in varied ways. This depends on how lecturers proceed in putting curriculum decisions into operation. Classroom lecturers see themselves as having additional set of evaluation questions to guide themselves in making decisions about students.

Curriculum evaluation requires lecturers to make use of a variety of methods of evaluation simultaneously either to determine learning outcomes or to evaluate the curriculum goals. Lecturers must be accorded full autonomy in aspects of curriculum so that they can check as to whether the evaluation process is within the broad aims and objectives of the curriculum. In data obtainable in Chapter 3, lecturers indicated explicitly that they have experience and they know the needs of both the students and community. Their involvement in the evaluation process will further ensure that these needs are satisfied.

This in essence, as reflected in both chapters 2 and 3, means that evaluation of curriculum like other phases of curriculum development also takes place at micro level where the lecturers are in direct contact with students. To give direction to curriculum development and to ensure that the curriculum still remains relevant and topical in order to meet the needs of the school and society, lecturers should be involved in the evaluation process.

It can finally be stated that college of education lecturers see themselves as important stakeholders that should be involved in all phases of curriculum development, namely curriculum design, dissemination, implementation and evaluation. The respondents' views are also supported by the literature as indicated in chapter 2. It becomes important that the department of education involves lecturers on matters of curriculum.

#### **4.4 RECOMMENDATIONS**

The recommendations of this study are based mainly on the last question. Since it requires the researcher to provide guidelines on how college lecturers can be involved in curriculum development. Question one was dealt with in chapter 3.

"How do college of education want to be involved in the improvement of the existing college courses?"

##### **4.4.1 Empowerment of lecturers**

The first recommendation regarding the involvement of college of education lecturers refers to the issue of the empowerment of lecturers meaning that lecturers need to be empowered so that they can effectively participate in curriculum development. It is imperative that lecturers should be empowered to face the challenge of curriculum development intelligently and successfully. Unless lecturers are trained on curriculum matters, their effectiveness in curriculum development process becomes a suspect.

The empowerment process should include aspects such as understanding curriculum development process (both theory and the work of curriculum development) if lecturing is to be a profession and if educational opportunities for lecturers are ready to be improved. This implies that curriculum development programs should be included during the initial pre-service preparation program. The process of lecturer's empowerment includes involvement in course development, college curriculum development, and even in the development of the broader curriculum. To be effectively involved, lecturers need skills. To participate in any form of curriculum related activity effectively, it is necessary that lecturers acquire a basic familiarity with the principle of curriculum design and development.

The reason for this empowerment is to ensure that lecturers are effective in the improvement of college curricula. Lecturers as professionals, are required to be accountable to everything related to the curriculum.

#### **4.4.2 Decentralisation of curriculum making process**

The second recommendation is that the curriculum making process must be decentralised so that lecturers can be accorded an opportunity to participate in its development. If the process is decentralised, parents and community members may be easily involved in meaningful curriculum planning. Decentralisation of the curriculum development process will ensure that the importance of clear national frameworks and appropriate institutional needs for curricular determination and implementation is not lost. Decentralisation has important implication for the shape and content of the curriculum and the social organisation of the college. Decentralisation will ensure that the department establishes a collaborative organisational structure with leadership positions whose responsibility it is to promote communication for curriculum improvement.

The National Department should in its attempt to decentralise curriculum development process, make sure that curriculum committees are formed, from the central level down to the institution level. This decentralised curriculum development process must be based on the national curriculum framework as guidelines. This process will ensure that the greater decision-making power is given to the individual

college and the individual lecturer, so that the curriculum can meet both the local needs and the national needs. This is crucial in determining the success of curriculum. This decentralisation can empower the lecturers to play their roles in designing the college curriculum in such a manner that the classroom activities become more meaningful and fulfilling. In this way, the lecturers will be able to increase their knowledge to practice and develop their skills, and to consider, debate and discuss matters of society's values in curriculum framework.

#### **4.4.3 Provision of support system**

The third recommendation is that the National Department should provide the necessary support system for efficient curriculum development. If lecturers are provided with the necessary resources for curriculum development they can be more efficient in their task.

Lecturers should be provided with all the support system required, such as libraries, printing or copying facilities and record-keeping systems. They should be provided with the resources needed to bring about a meaningful curriculum and thus empowering them. The resources such as adequate finances, sufficient staff and well-equipped buildings should be provided.

#### **4.4.4 Establishment of in-service centres**

Fourthly, the National Department must establish in-service centres where lecturers can be trained in how to develop curriculum matters. These centres must be equipped with all the necessary resources. These centres should be established throughout the whole country to accord lecturers an opportunity to discuss and share ideas on matters of curriculum. The National Department will need to support lecturers in their quest for relevant curriculum in-service training. This can increase the effectiveness of lecturers in dealing with curriculum matters.

In-service training is central to lecturers' empowerment and as such should be properly funded and planned to empower lecturers as professionals.

#### **4.4.5 Inclusion of curriculum modules in pre-service programmes**

The last recommendation is that curriculum modules need to be included in the training of teachers. All teacher education courses should incorporate modules, which conscientise student teachers in curriculum matters. This will ensure that the teacher education curriculum empowers the lecturers for the tasks and situations that are likely to encounter during his/her career.

If curriculum modules are included in the training of teachers, it can become easier for them to participate in the curriculum development process and it can also make lecturers understand curriculum matters as mentioned in data in Chapter 3. Very few lecturers have any idea of what curriculum development entails. It is very apparent that a need exist for curriculum studies to be included in teacher training programmes in order that the newly qualified teachers can be thoroughly equipped to enter the practice.

#### **4.5 LIMITATIONS OF THE STUDY**

The first limitation of this study is that literature on college of education lecturers is not readily obtainable and, therefore, literature on teacher involvement in curriculum development was used.

Due to time and financial constraints, interviews were only done in four colleges of education in the Northern Province.

The college of education lecturers involved in the interviews were mainly Africans possibly doesn't reflect the diversity of South Africa.

The study is limited to college of education lecturers in the Northern Province.

#### **4.6 STRENGTHS OF THE STUDY**

The study has proposals on how lecturers should be involved in curriculum development. Attempts were made to integrate what the interviewees said about their involvement in curriculum and what theorists say in relation to the research topic.

#### **4.7 RECOMMENDATIONS FOR FURTHER STUDY**

- It is recommended that any further study on the involvement of college of education lecturers be inclusive of all cultural groups in the province or in the country.
- The second recommendation is that further study on this problem should include the involvement of lecturers in curriculum development from all types of institutions of higher learning without focusing at colleges of education only.
- The third recommendation is that this type of study should not only be province-focused but should focus in the whole country.

#### **4.8 SUMMARY**

The chapter attempts to provide guidelines for the involvement of lecturers in curriculum development. An integrated approach for the involvement of lectures in curriculum development is done. The recommendations provided have been based on two main questions of the research topic. The chapter provides a brief summary of why and how college lecturers should be involved in the development of the curriculum.

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