



Challenges Encountered by Grade 10 Teachers in Implementing Selective Learning for Enhancing Learning Interest in Rural Schools in South Africa

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ABSTRACT

Given the existing teaching and learning challenges in South Africa's Basic Education system, selective learning will likely encounter implementation challenges as a method of enhancing effective learning interest in schools. Teachers have identified ineffectiveness and negative attitudes as some of the curriculum's implementation challenges in the past and present. Against this background, this study explored the challenges that Grade 10 teachers encounter when implementing selective learning in schools. A qualitative research methodology was adopted for the study through the grounded theory approach. It utilized grounded theory as a research design and interpretive paradigm to guide the researcher. Data was collected using semistructured interviews as a data collection instrument. The sample consisted of eight teachers as participants from rural and urban high schools in the Mangaung District in Free State Province in South Africa. The study adopted purposive sampling techniques to select participants. Participants were qualified and experienced teachers with teaching qualifications and more than two years of teaching experience. The data was analysed using thematic analysis as a method of analysis. The thematic results revealed that teachers experience various challenges in implementing selective learning to enhance effective learning interest among Grade 10 learners. These include lack of adaptation, confusion, lack of teachers' training, and shortage of resources. This study concludes that selective learning could be a helpful tool for enhancing compelling learning interest in South African schools regardless of the implementation challenges.

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INTRODUCTION

Implementing any curriculum can never be without challenges.¹ Thus, for a curriculum to be implemented effectively, some factors must be in place to guarantee successful implementation. Chaudhary has suggested that factors such as teachers, resources, learners, assessment, the interest of those involved, school environment, and other influencing factors play a significant role in curriculum implementation.² A change in curriculum puts pressure on the teachers and all those involved, such as government administration processes and funding, learners, and parents.³ Moreover, Ogah and Opor have highlighted that at any level, challenges of curriculum

¹ Kartika Yulianti, "The New Curriculum Implementation in Indonesia: A Study in Two Primary Schools," 2015.

² Gautam Kumar Chaudhary, "Factors Affecting Curriculum Implementation for Students," *International Journal of Applied Research* 1, no. 12 (2015): 984–86.

³ Georgina M Barton, Susanne Garvis, and Mary E Ryan, "Curriculum to the Classroom: Investigating the Spatial Practices of Curriculum Implementation in Queensland Schools and Its Implications for Teacher Education," *Australian Journal of Teacher Education (Online)* 39, no. 3 (2014): 166–77.

implementation could occur due to improper conduct and behaviours among certain stakeholders because a successful curriculum implementation calls for an understanding of power relationships, the traditions, roles, and responsibilities of those in the school systems.⁴ Additionally, challenges often occur due to professional learning barriers, such as technical and adaptive challenges to curriculum implementation, because teachers must understand the required changes to ensure the successful implementation of the new curriculum.⁵

Regrettably, South Africa does not have a good track record regarding curriculum changes and implementation. The education system has noted little improvement.⁶ The curriculum implementation challenge is not only a South African issue but also a global challenge, primarily due to challenges in teachers' training, adaptation, resources, and other factors.⁷ The current South African curriculum, CAPS, has been found to have faced some challenges with its implementation, such as quality and preparatory training, inadequate resources, increased workload, and the impact of the rapid pace of the curriculum on teaching and learning.⁸ Ramnarain has asserted that the inequitable distribution of resources across schools and inequality in South African schools play a critical role in how effectively a curriculum is implemented.⁹ Therefore, this study aims to explore the Grade 10 teachers' challenges in implementing selective learning to enhance learning interest in the Motheo district schools, Free State, South Africa.

LITERATURE REVIEW

Understanding Selective Learning at South African Schools

Selective learning is the learner's decision to select and learn relevant activities and subjects within the curriculum framework, guided by one's learning interest.¹⁰ Selective learning is implemented in a curriculum to encourage a self-directed approach to exploring different career paths and developing specific skills.¹¹ The selective learning concept was adopted in different nations by selectively making their curriculum flexible to various forms of intelligence.¹² Thus, selective learning aims to create a space for learners to use their understanding and knowledge, thus using their learning interests and developing their potential.¹³ For instance, some schools offer Science, Technology, Engineering, and Mathematics (STEM) curricula to cater to learners interested in those career fields.¹⁴ Thus, the learners' intellectual competence must be stimulated through effective learning outcomes and activities that embrace all intelligence types to realise their potential and move toward their interests.¹⁵ Selective learning also encourages teachers to create a unique mixture of intelligence and apply it to the curriculum.¹⁶ Therefore, it is also vital to consider the classification of intelligence and the types of school learners find themselves in because all these factors affect their learning abilities.¹⁷

⁴ Odey Edward Ogar and Frederick Awhen Opop, "Teachers Perceived Problems of Curriculum Implementation in Tertiary Institutions in Cross River State of Nigeria.," *Journal of Education and Practice* 6, no. 19 (2015): 145–51.

⁵ Katie Pak et al., "The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform," *AERA Open* 6, no. 2 (2020): 2332858420932828.

⁶ Mavhungu E Musitha and Mavhungu A Mafukata, "Crisis of Decolonising Education: Curriculum Implementation in Limpopo Province of South Africa," *Africa's Public Service Delivery and Performance Review* 6, no. 1 (2018): 1–8; Matshidiso Joyce Taole, "Towards a Meaningful Curriculum Implementation in South African Schools: Senior Phase Teachers' Experiences," *Africa Education Review* 12, no. 2 (2015): 266–79.

⁷ Moyahabo Rodgers Molapo and Venitha Pillay, "Politicising Curriculum Implementation: The Case of Primary Schools," *South African Journal of Education* 38, no. 1 (2018): 1–9; Pak et al., "The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform"; Chaudhary, "Factors Affecting Curriculum Implementation for Students."

⁸ Remeredzayi Gudyanga and Loyiso C Jita, "Mapping Physical Sciences Teachers' Concerns Regarding the New Curriculum in South Africa," *Issues in Educational Research* 28, no. 2 (2018): 405–21.

⁹ Umesh Ramnarain, "Understanding the Influence of Intrinsic and Extrinsic Factors on Inquiry-based Science Education at Township Schools in South Africa," *Journal of Research in Science Teaching* 53, no. 4 (2016): 598–619.

¹⁰ H. Miric, "Selective Learning in Adult Traumatic Brain Injury." (The University of Texas., 2018).

¹¹ Garrett E Schramm et al., "Implementation of an Interprofessional Clinical Pharmacology Selective Learning Experience for Pharmacy Residents and Medical Students," *American Journal of Health-System Pharmacy* 74, no. 6 (2017): 397–401.

¹² Grady Venville and Mary Oliver, "The Impact of a Cognitive Acceleration Programme in Science on Students in an Academically Selective High School," *Thinking Skills and Creativity* 15 (2015): 48–60.

¹³ Dian Fajarwati, Tri Joko Raharjo, and Samsudi Samsudi, "The Implementation of Multiple Intelligence-Based School Management," *The Journal of Educational Development* 4, no. 1 (2016): 31–36.

¹⁴ Barbara Means et al., "STEM-focused High Schools as a Strategy for Enhancing Readiness for Postsecondary STEM Programs," *Journal of Research in Science Teaching* 53, no. 5 (2016): 709–36.

¹⁵ Zahra Dolati and Abdorreza Tahriri, "EFL Teachers' Multiple Intelligences and Their Classroom Practice," *SAGE Open* 7, no. 3 (2017): 2158244017722582.

¹⁶ Yalda Delgoshaei and Neda Delavari, "Applying Multiple-Intelligence Approach to Education and Analyzing Its Impact on Cognitive Development of Pre-School Children," *Procedia-Social and Behavioral Sciences* 32 (2012): 361–66.

¹⁷ Irma Eloff and Estelle Swart, *Understanding Educational Psychology*. (Cape Town: Juta Legal and Academic Publishers., 2018).

THEORETICAL FRAMEWORK

This study utilised the grounded theory approach as a theoretical framework to guide this study. The grounded theory involves systematic data collection and analysis.¹⁸ Hence, grounded theory is a set of relationships amongst data generated through categories that propose a plausible and reasonable explanation of the study.¹⁹ The grounded theory best suits this study because of its method of theory development, moving from data collection to theoretical analysis.²⁰ This study used the grounded theory as a research design because it assists the researcher in accounting for relevant behaviour patterns by generating a conceptual theory for those involved, even though the grounded theory design may have the disadvantage of having limited generalisability.²¹ Kasture also highlighted that in grounded theory, the researcher selects the study phenomenon to generate the theory that explains the phenomenon by identifying and connecting themes captured from the collected data.²² This study applied this design by comparing the findings and letting data interact with the theory on several concepts. The grounded theory is relevant to this study because it allows the evolution of the study.²³ Thus, the study is shaped by ongoing research processes and theory development because it involves a formal educational curriculum and learning.²⁴

RESEARCH METHODOLOGY

A qualitative research methodology was employed for this study. Qualitative research offers the researcher an opportunity to describe or explain the phenomenon being studied by explaining why people behave a certain way or by sharing people's life experiences.²⁵ Hence, qualitative research in this study aimed to understand the Grade 10 teachers' challenges in implementing selective learning to enhance learning interest by elaborating teachers' personal experiences within their teaching and learning environments and addressing the 'how' and 'why' questions related to the challenges of implementing selective learning to enhance learning interest in rural schools in South African.²⁶ Furthermore, this study values a qualitative approach as it is flexible and allows the researcher to listen to the participants' complex experiences, thus enriching the data.

An interpretive paradigm was adopted for this study to guide the researcher to gain a deeper understanding of those affected by the study.²⁷ The interpretive paradigm enabled the researcher to understand and interpret the unique context and the unique social realities of the target population in this study.²⁸ The advantage of using the interpretive paradigm in this study is that it helped the researcher explore the challenges that Grade 10 teachers encounter when implementing selective learning in schools. There are 'socially constructed multiple realities' affected by backgrounds, experiences, etc.²⁹ This implies that there is more than a single notion of reality. Therefore, the relevance of this paradigm to the study is that it allowed the researcher to obtain an insider's view of the group under study by interpreting different realities through the diverse ways of seeing and experiencing the world through different contexts and cultures.³⁰

This study purposefully selected teachers as the target population for this study from both rural and urban schools in Free State Province within the Motheo education district. Given the nature of the study, teachers were relevant participants/population because they greatly impact how a new curriculum, particularly selective

¹⁸ Ylona Chun Tie, Melanie Birks, and Karen Francis, "Grounded Theory Research: A Design Framework for Novice Researchers," *SAGE Open Medicine* 7 (2019): 2050312118822927.

¹⁹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (routledge, 2017).

²⁰ Claire Wagner, Barbara Kawulich, and Mark Garner, *EBOOK: Doing Social Research: A Global Context* (McGraw Hill, 2012).

²¹ Chun Tie, Birks, and Francis, "Grounded Theory Research: A Design Framework for Novice Researchers"; Mohamed El Hussein et al., "Using Grounded Theory as a Method of Inquiry: Advantages and Disadvantages," *The Qualitative Report* 19, no. 27 (2014).

²² Kasture Padmaja. B., "Grounded Theory Designs a New Approach of Qualitative Research," *Journal for Interdisciplinary Studies* 4, no. 26 (2016): 2725-2729.

²³ Carley Turner and Felicity Astin, "Grounded Theory: What Makes a Grounded Theory Study?," *European Journal of Cardiovascular Nursing* 20, no. 3 (2021): 285-89.

²⁴ Julie A Bytheway, "Using Grounded Theory to Explore Learners' Perspectives of Workplace Learning," *International Journal of Work-Integrated Learning* 19, no. 3 (2018): 249-59.

²⁵ Patrik Aspens and Ugo Corte, "What Is Qualitative in Qualitative Research," *Qualitative Sociology* 42, no. 2 (June 27, 2019): 139-60, <https://doi.org/10.1007/s11133-019-9413-7>.

²⁶ Md Asadul Islam and Faraj Mazyed Faraj Aldaihani, "Justification for Adopting Qualitative Research Method, Research Approaches, Sampling Strategy, Sample Size, Interview Method, Saturation, and Data Analysis," *Journal of International Business and Management* 5, no. 1 (2022): 1-11.

²⁷ Lan Thi Mai Pham, "Qualitative Approach to Research a Review of Advantages and Disadvantages of Three Paradigms: Positivism, Interpretivism and Critical Inquiry," *University of Adelaide*, 2018.

²⁸ Ruth J Tubey, Jacob K Rotich, and Joseph K Bengat, "Research Paradigms," 2015.

²⁹ Adil Abdul Rehman and Khalid Alharthi, "An Introduction to Research Paradigms," *International Journal of Educational Investigations* 3, no. 8 (2016): 51-59.

³⁰ Tubey, Rotich, and Bengat, "Research Paradigms"; Pham, "Qualitative Approach to Research a Review of Advantages and Disadvantages of Three Paradigms: Positivism, Interpretivism and Critical Inquiry."

learning, is implemented and how they maintain their classroom teaching and learning experiences.³¹ A purposive sampling technique was used to select the relevant participants for this study. In this study, purposive sampling was chosen to yield relevant and valuable information from teachers to achieve the study's objective concerning the challenges that Grade 10 teachers encounter from implementing selective learning in schools.³² Hence, the researchers identified teachers as a suitable target population to ensure that specific characteristics are represented well because they have homogenous experiences that will benefit this study.³³

The participants or sample for this study comprised a selected small group of eight teachers, in line with the purpose of the study.³⁴ White and Black teachers (five Black teachers and three White teachers) and both genders (teachers: n=5, females, and n=3 males) participated in the study. Participants were selected from schools based in urban and rural demographic areas. The schools were identified as School A and School B; School A is a rural-based school in Botshabelo, and School B is an urban-based school in the Bloemfontein/Mangaung area (Motheo Education District). The teachers who participated in this study were chosen to assist the researchers in exploring the challenges that Grade 10 teachers encounter when implementing selective learning in schools. Moreover, suggested that teachers' ability to implement a new curriculum for learners effectively depends on their professional and experiential skills.³⁵ Thus, for this study, participants could give a clear perspective on challenges experienced by teachers when implementing selective learning in schools.

Semistructured interviews were utilized as the data collection instrument in this study. This instrument used open-ended questions, with thirteen questions for each interview, consisting of 9 main questions and four sub-questions to capture participants' views. This study's use of semistructured interviews was significant for the researcher to produce rich data that provides insightful experiences and the participants' perceptions of the study topic.³⁶ Individual interviews were conducted with the eight participants to understand and capture participants' unique views, which are also personal and sometimes sensitive.³⁷ Each interview lasted forty-five minutes and was completed in schools in the Motheo education district after teaching hours.

Thematic analysis techniques were utilized to analyse qualitative data in this study. Thematic analysis is a flexible means of identifying, analysing, and interpreting the patterns of meanings ('themes') within qualitative data.³⁸ Given the rich data grounded in the study, the researcher found thematic analysis warranted and flexible in analysing the data collected through face-to-face interviews.³⁹ Through thematic analysis, the researcher can address the study's objective, interpretative level, and elements of the subjective understanding of participants through data categorisation.⁴⁰ Initial data coding and categorisation were essential for this study, as it was used to understand data grounded in the study.⁴¹

Furthermore, it allowed the researcher to identify the critical words or groups of words in the data and classify them.⁴² Credibility was achieved in this study; the researcher reviewed the answers asked during the interviews with each participant to get respondent validation.⁴³ Thus, the researcher also utilized the processes of theory triangulation in this study to ensure validity and trustworthiness in interpreting the findings.⁴⁴ Theory triangulation is a point at which the researcher merges the current identified themes in the study with multiple and different sources of information to achieve validity.⁴⁵

³¹ Barton, Garvis, and Ryan, "Curriculum to the Classroom: Investigating the Spatial Practices of Curriculum Implementation in Queensland Schools and Its Implications for Teacher Education."

³² Steve Campbell et al., "Purposive Sampling: Complex or Simple? Research Case Examples," *Journal of Research in Nursing* 25, no. 8 (2020): 652–61.

³³ Anita S Acharya et al., "Sampling: Why and How of It," *Indian Journal of Medical Specialties* 4, no. 2 (2013): 330–33; Mohsin Alvi, "A Manual for Selecting Sampling Techniques in Research," 2016.

³⁴ Alvi, "A Manual for Selecting Sampling Techniques in Research."

³⁵ Pak et al., "The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform."

³⁶ Kath Peters and Elizabeth Halcomb, "Interviews in Qualitative Research," *Nurse Researcher (2014+)* 22, no. 4 (2015): 6.

³⁷ Melissa DeJonckheere and Lisa M Vaughn, "Semistructured Interviewing in Primary Care Research: A Balance of Relationship and Rigour," *Family Medicine and Community Health* 7, no. 2 (2019).

³⁸ V Victoria Clarke and Virginia. Braun, "Thematic Analysis.," in *Encyclopedia of Critical Psychology* (New York, NY.: Springer, 2014).

³⁹ Gareth Terry et al., "Thematic Analysis," *The SAGE Handbook of Qualitative Research in Psychology* 2 (2017): 17–37.

⁴⁰ Mojtaba Vaismoradi et al., "Theme Development in Qualitative Content Analysis and Thematic Analysis," 2016.

⁴¹ Melanie Birks and Jane Mills, *Grounded Theory: A Practical Guide* (Sage, 2022).

⁴² Birks and Mills, *Grounded Theory: A Practical Guide*.

⁴³ Susan M Renz, Jane M Carrington, and Terry A Badger, "Two Strategies for Qualitative Content Analysis: An Intramethod Approach to Triangulation," *Qualitative Health Research* 28, no. 5 (2018): 824–31.

⁴⁴ Renz, Carrington, and Badger, "Two Strategies for Qualitative Content Analysis: An Intramethod Approach to Triangulation."

⁴⁵ Yong Nie, "Combining Narrative Analysis, Grounded Theory and Qualitative Data Analysis Software to Develop a Case Study Research," *Journal of Management Research* 9, no. 2 (2017): 53–70.

The University of the Free State's Research and Ethics Committee issued ethical clearance to conduct the study. The Department of Basic Education (DBE) and the Motheo District Department of Education also permitted the study to be undertaken at the selected schools in Bloemfontein/Mangaung and Botshabelo. Thus, both schools were approached to obtain permission to conduct the research and access the targeted population, namely teachers. Participation was voluntary; thus, consent forms were given to each school to identify the interested participants. After identifying participants, the researcher set a date with each school to conduct interviews. The researchers ensured the interviews did not interfere with the normal tuition time or teaching processes. Time was set aside for the interviews, which took place after school hours with the interested participants in all the selected schools. Each participant's identification was protected to maintain confidentiality; the researcher used fictitious code numbers to label each participant. Participants were informed about their right to withdraw from the study, including their right to protection from reprisal and physical harm, and treated with the utmost respect and consideration. Participants were allowed to express themselves in their preferred, comfortable language (SeSotho and English), and each interview was recorded on an audio recorder and hardcopy interview template.

FINDINGS

Struggling to adapt to a new teaching method

The results have revealed that struggling to adapt to a new teaching method could be a concern in implementing selective learning for enhancing learning interest amongst Grade 10 learners in the Motheo Education District. Participants indicated that both learners and teachers might struggle to adapt. Adaptation is a significant issue for many teachers because some struggle with new teaching methods. Participants revealed that some teachers would resist change, and some aged teachers would feel they may not remember even if training is offered. For instance, it was stressed that some teachers would leave/quit employment when they could not understand a new curriculum. For example, teachers of Home Economics left when Consumer Science was introduced as a subject under the CAPS. The following responses from in-depth interviews help illustrate this point:

"Both teachers and learners will struggle to adapt; the difficulty of change. For instance, some learners will be used to CAPS from the lower grades, and some might find it difficult to change in Grade 10. Teachers struggle with change, so there will be a struggle with new teaching methods" (Participant 2).

"The challenges will involve the issues of time to adapt to the new curriculum. Both learners and teachers will struggle with adaptation; it will require constant in-depth training for us teachers to understand it because if we do not, it will affect how we will teach, then learners' effective learning will be at stake. It can also create confusion amongst learners. Parents at home will also find it challenging because we give learners homework, so it will burden teachers to teach everything because parents will not be able to assist their children" (Participant 8).

"Some teachers leave when they do not understand a new curriculum; they quit their jobs. Adaptation is an issue for many teachers. Some teachers say that we will not adapt well to a new curriculum because some are aged, and they feel like they will not remember well even if they are taken for training, so they leave. For instance, teachers teaching home economics left when consumer science was introduced as a subject under the CAPS. So, the school had to get new teachers, and such issues affect how learners adapt to new teachers. Some teachers still stay but struggle to adapt, affecting their teaching methods and influencing learners' learning. Learners will also take time to adapt, depending on the teachers' ability to deliver the curriculum" (Participant 3).

The adaptation for both learners and teachers may be a stumbling block in implementing selective learning. However, it will be a more significant challenge for teachers as they will be expected to readjust their teaching methods or practices in a fast-paced. Teachers are the most vital aspect of curriculum implementation, and their quality of teaching influences learners' learning.

Confusing Grade 10 learners

The results showed that confusion could challenge the implementation of selective learning for enhancing effective learning interest among Grade 10 learners in the Motheo Education District schools. Likewise, as the parents are the second point of contact for assistance when learners are given homework or tasks, parents and guardians might find selective learning challenging and confusing when they try to assist learners with homework that teachers have given them. As a result, teaching and learning would burden teachers, who would teach and assist in every task, while parents could not help learners even with homework. Consequently, learners

might also make mistakes in their choices regarding learning interests. Learners might believe that they like a particular field of study only to discover that it is not their genuine passion and not something they would like to use in the future. Participants emphasised that learners might get confused with selective learning because it was new, meaning they had to learn further information and ways to solve unfamiliar problems from the lower grades. Participants also stressed the impact of lack of understanding if teacher training is not offered constantly and the effect it would have on how teachers teach, that is, how they present the curriculum. Thus, learners' effectiveness in learning would be adversely affected. The following response from in-depth interviews helps illustrate this point:

"Learners might get confused with SLC because it is new. It means new information and ways to solve problems they are unfamiliar with from the lower grades. Older teachers might take time to adapt, affecting how they present the curriculum and learners learn. Due to lack of funding issues, which are always encountered, I believe many teachers might not get training. Workload will also increase because the curriculum will go into detail" (Participant 4).

Learners are also a matter of concern when implementing a new curriculum. Learners may struggle to understand the curriculum as recipients of the curriculum since it is unique with new activities and problem-solving strategies. Learners may also work to understand the curriculum due to teachers' teaching methods influencing their learning.

Misunderstanding of the Curriculum

The results revealed that a lack of understanding or misunderstanding of the curriculum could challenge implementing selective learning to enhance effective learning interest in the Motheo Education District schools. It might take time to understand and adapt it for effective learning. Since some learners may take time to adjust, they would depend on the teachers' ability to deliver the curriculum effectively. For example, learners would use CAPS from the lower grades and then change when they reach Grade 10. Some might find it difficult to adjust. Hence, the challenge in implementing selective learning would be workload, noting that the workload would increase because the curriculum would go into detail. The following responses from in-depth interviews help illustrate this point:

"Some teachers leave when they do not understand a new curriculum; they quit their jobs. Adaptation is an issue for many teachers. Some older teachers say that we will not adapt well to a new curriculum because they feel they will not remember well, even if they are taken for training. For instance, Home Economics teachers left when Consumer Science was introduced as a subject under the CAPS. So, the school had to get new teachers; such issues affect how learners adapt to new teachers. Some teachers still stay but struggle to adapt, which affects their teaching methods, influencing how learners learn" (Participant 3).

Selective learning could be challenging since some teachers may struggle to adapt and understand the curriculum. As a result, some teachers may encounter challenges with handling the workload as they try to adjust to the new ways of teaching and the curriculum.

Lack of teacher training

The results showed that the lack of teacher training could be considered a challenge in implementing selective learning for enhancing effective learning interest among Grade 10 learners in the Motheo Education District schools. Participants mentioned that training is always an issue within the Department of Education (DoE), and the need for intense training was often not fully met. Sometimes the DoE trained a few teachers instead of all the teachers. The following responses from in-depth interviews help illustrate this point:

"Mostly, it will be hard for teachers to adapt to change, meaning we will need to go for intense training, and training is always an issue within the Department of Education. Older teachers will take years before they can adapt. Another issue will be how we will group the learners; what if a certain stream does not have many learners: how will we handle that small group? This is the same with a bigger group; there will be a challenge of space, so it will need a lot of planning and finances because there will be an issue on how schools are managed due to different streams" (Participant 6).

"Lack of training; the training must be effective, interesting, and engaging. Some teachers may not attend the training, and sometimes the education department only sends one person for training instead of all teachers" (Participant 7).

The practical implementation of selective learning depends on the teachers' ability to deliver the curriculum effectively. Therefore, teachers would need intense training to implement selective learning effectively. Thus, the Department of Education (DoE) would have to train all teachers to avoid challenges in implementing selective learning to enhance effective learning interest among Grade 10 learners.

Shortage of Resources

The results reported that the shortage of resources could challenge implementing selective learning for enhancing effective learning interest among Grade 10 learners in the Motheo Education District schools. The following response from one participant illustrates this:

"Since our country has an issue of resources in schools, a stumbling block for such a curriculum would be the issue of resources because if we need to enhance effective learning interest, we need proper tools to help them learn and stimulate their interest. For instance, resourceful labs or drawing materials for Art learners are critical. There is also a challenge of adaptation; learners manage change better than teachers. Some teachers will take time, so adaptation becomes easier to deliver the curriculum well" (Participant 7).

This could indicate that a lack of resources can be a stumbling block to implementing selective learning. Suppose teachers want learners to master effective learning interests. In that case, there must be proper tools to help learners and stimulate that interest, for example, properly resourced laboratories or drawing materials for Art learners.

Inadequate Space

The results indicated that inadequate space could challenge the implementation of selective learning for enhancing effective learning interest among Grade 10 learners in the Motheo Education District schools. There was concern about how teachers would handle the small or big groups of different streams, which would require planning and finances. Thus, there would be a need for extensive and well-resourced classrooms to accommodate more significant numbers. The abstract from the following participant explains this:

"Another issue will be how we will group the learners: what if a certain stream does not have a lot of learners, and how are we going to handle that small group? The same applies to a bigger group: there will be a space challenge, so it will need a lot of planning and finances because there will be an issue of how schools are managed due to different streams" (Participant 6).

Implementing selective learning may be a challenge when it comes to the issues of capacity, learner groupings, and classroom spaces. Therefore, there will be a need for well-resourced classrooms that can handle bigger numbers of learners to implement selective learning successfully.

DISCUSSION

The findings revealed that Grade 10 teachers struggling to adapt to the new method could be a cause for concern when implementing a school curriculum. Hence, both learners and teachers struggled to adapt, as it is found that adaptation is a challenging issue for many teachers. Some teachers struggle with new teaching methods, affecting their ability to deliver the curriculum; some resist change, and older teachers find it difficult to learn new methods. Hence, older teachers tend to feel they may not remember what to do even if training is offered. As a result, some teachers would leave or quit their employment when a new curriculum is implemented because they struggle to understand it (as observed among Home Economics teachers when CAPS was first introduced). Thus, the gap between policymakers and teachers, who play a critical role in the implementation process, appears to be widening, resulting in adaptation issues during curriculum implementation.⁴⁶ Regrettably, when teachers are not well-equipped to implement the curriculum, learners become the victims of confusion and adaptation challenges.⁴⁷

The findings have indicated that there would be confusion in schools and at home with parents assisting learners with schoolwork when selective learning is introduced. This includes confusion among teachers due to insufficient or inconsistent training. As a result, this would impact how teachers teach and their curriculum presentation; thus, learners' ability to learn effectively would be at stake. This is consistent with findings from related literature, noting that teachers must be well-trained to ensure the effectiveness of curriculum

⁴⁶ Gudyanga and Jita, "Mapping Physical Sciences Teachers' Concerns Regarding the New Curriculum in South Africa."

⁴⁷ Lokesh R Maharajh, Thandi Nkosi, and Mbekelezi C Mkhize, "Teachers' Experiences of the Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Three Primary Schools in KwaZulu Natal," *Africa's Public Service Delivery & Performance Review* 4, no. 3 (2016): 371–88.

implementation.⁴⁸ Another author concurs that learners become the centre of learning when teachers present the curriculum, and thus, they are affected by inadequate dissemination of information.⁴⁹ It is thus vital to provide training and support to all stakeholders involved in learners' academic success, such as teachers and parents, to achieve effective curriculum implementation.⁵⁰ Parents also remain vital role players in the success of curriculum implementation.⁵¹ Overall, results show that confusion would result from learners using CAPS from the lower grades and then changing to a different curriculum in Grade 10. This would create confusion, and some might find it difficult. The findings have also revealed the significance of teacher training as a challenge in implementing selective learning to enhance effective learning interest among Grade 10 learners in the Motheo Education District schools. The results have shown that lack of teachers' training is always an issue with the DoE. This includes the issue of some teachers' resistance to attending training and the DoE's tendency to send only one person for training instead of all the teachers. Effective training would be needed to avoid selective learning implementation being challenging since learners depend on the teachers' ability to deliver the curriculum effectively. Related literature supports these findings, noting that teachers need training and workshops geared toward professional development to contribute to curriculum development and implementation.⁵² It is also argued that poor training and misconceptions about a curriculum result in poor implementation of a new curriculum.⁵³

The findings have revealed that the lack of resources makes implementing selective learning in the Motheo Education District schools challenging. South Africa has a challenge regarding resources in schools, particularly in public schools, and thus, lack of resources would be a stumbling block for selective learning implementation. If teachers want learners to achieve effective learning interest, there must be proper tools to help and stimulate interest. Resources, such as space, are also a challenge in implementing selective learning, raising concerns on how teachers will handle the small or big groups of different streams and the level of planning and finance that would be required. Thus, there would be a need for big, well-resourced classrooms to occupy bigger numbers of learners. These results are consistent with findings from related literature, revealing that there has been little improvement in South Africa's standard of education and learners' performance, even after 25 years of democracy in rural schools, with issues of insufficient funding from the state and lack of necessary physical resources and basic infrastructure as some of the barriers to effective education.⁵⁴ The shortage of resources has been identified as one of the most significant challenges to effective teaching. Resources are a prerequisite for successfully implementing a new curriculum, and the change process must be physically and financially well-resourced.⁵⁵

Moreover, improving the state of the school buildings and the availability of general school and Mathematics resources would have a positive effect. The current sizes of classes are not conducive to proper teaching and learning.⁵⁶ Furthermore, the classrooms are crowded, and learner-educator ratios are too high.⁵⁷ Thus, it is essential to understand that successful curriculum implementation requires using the proper resources and materials that teachers can use to ensure accurate curriculum implementation.⁵⁸

⁴⁸ nombulelo Dlova, "Examining the Challenges Experienced by Teachers with the Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 Physical Sciences in an Education District in the Eastern Cape Province," 2019.

⁴⁹ Mvikeleni Goodwill. Mbatha, "Teachers' Experiences of Implementing the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 in Selected Schools at Ndwedwe in Durban." (2016).

⁵⁰ Maharajh, Nkosi, and Mkhize, "Teachers' Experiences of the Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Three Primary Schools in KwaZulu Natal."

⁵¹ Taole, "Towards a Meaningful Curriculum Implementation in South African Schools: Senior Phase Teachers' Experiences."

⁵² Merfat Ayesh Alsubaie, "Curriculum Development: Teacher Involvement in Curriculum Development.," *Journal of Education and Practice* 7, no. 9 (2016): 106–7.

⁵³ DLOVA, "Examining the Challenges Experienced by Teachers with the Implementation of the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 Physical Sciences in an Education District in the Eastern Cape Province."

⁵⁴ Pierre Du Plessis and Raj Mestry, "Teachers for Rural Schools—a Challenge for South Africa," *South African Journal of Education* 39 (2019).

⁵⁵ Nompumelelo Mandukwini, "Challenges towards Curriculum Implementation in High Schools in Mount Fletcher District, Eastern Cape." (2016); C N Ejike and G E Oke, "Challenges of Curriculum Implementation and the Realization of National Philosophy of Education in Nigeria," *International Journal of Management, Social Sciences, Peace and Conflict Studies* 1, no. 1 (2018): 62–67; Pak et al., "The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform."

⁵⁶ Mariette Visser, Andrea Juan, and Nosisi Feza, "Home and School Resources as Predictors of Mathematics Performance in South Africa," *South African Journal of Education* 35, no. 1 (2015).

⁵⁷ Corinne Meier and Joyce West, "Overcrowded Classrooms—the Achilles Heel of South African Education?," *South African Journal of Childhood Education* 10, no. 1 (2020): 1–10.

⁵⁸ E. A. Nevenglosky, C. Cale, and S. P. Aguilar, "Barriers to Effective Curriculum Implementation," *Research in Higher Education Journal* 36 (2019); Neeta Pandey, "Barriers to Effective Curriculum Implementation," *Techno Learn* 8, no. 2 (2018): 65–69.

CONCLUSION

This study has explored the challenges that Grade 10 teachers encounter in implementing selective learning in schools at Motheo Education District in the Free State province. The study's findings provided evidence of the challenges teachers face: adaptation, confusion, lack of teacher training, and lack of resources. The possible reasons for teachers to identify such challenges could be based on experience and some current issues within the Basic Education sector. South Africa continues to face many challenges in delivering effective quality education due to the challenges identified in this study. Thus, this study acknowledges the identified challenges and believes that if addressed and attended to, selective learning can be used to enhance effective learning interest in school. The researchers recommend conducting a similar study nationwide using quantitative research methodology for future research. The study would yield significant results by bringing awareness and addressing some challenging aspects of South Africa's education system. The research would raise awareness of some of the new curriculum's implications. It will further outline how curriculum implementation sometimes fails if it is not implemented correctly with all necessary support, leaving learners and teachers in uncomfortable teaching and learning conditions.

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