

Teachers' Perceptions of the Factors Affecting the Implementation of the National Curriculum Statement in the Mthatha Education District

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ABSTRACT The aim of this paper was to identify and expatiate on the factors affecting the implementation of the National Curriculum Statement (NCS) in schools in the Mthatha education district in the Eastern Cape Province of South Africa. The research was explanatory in design where the qualitative approach was adopted. Interviews comprising semi-structured questions were conducted face-to-face with ten sampled intermediate-phase teachers from ten randomly selected schools where each school was represented by one teacher. The thematic approach was adopted to analyse the data. The findings indicated that a lack of physical infrastructure and resources, textbooks lacking in content, teacher workload and high learner teacher ratio, slow redeployment process and union influence severely hampered the implementation of the NCS. It is recommended that the Department of Education work collaboratively with all stakeholders and put effective mechanisms in place to ensure effective support to teachers.