

ABSTRACT

Principals', Teachers' And Students' Perceptions Of Certain Attributes Of The Rose Curriculum

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This investigation was designed to assess the perceptions that principals, teachers, and students had with respect certain attributes of the Reform of Secondary Education (ROSE) Curriculum.

For the study, 83 students and 36 teachers were assessed. Certain attributes of the Curriculum – Relative Advantage, Complexity, Compatibility, Perceived Change of Role – were measured with regards to the teacher sample and used as an index for the Criterion Measure. Factor analyses were carried out to determine whether the four components of the dependent variables were unidimensional. T-tests, Correlation and Multiple Regression Analyses were carried out for the total teacher sample and for the total student sample.

Overall, the teachers perceived the innovation to be advantageous in comparison to the previous curriculum. The findings also indicate that teachers believe that the ROSE is compatible with the hopes and aspirations of the students and that it was not too difficult to implement or for the students to carry out.

For the student sample, Compatibility and Complexity formed the dependent variable. The results of the tests carried out on the student sample suggest that the students displayed a positive attitude towards the curriculum with regards to its complexity and its compatibility with their ambitions and goals for the future.

Semi-structured interviews carried out with three principals served to underscore the findings as the principals in all viewed the ROSE in positive light.

The researcher seeks to examine the perceptions of principals, teachers and students of certain characteristics of the innovation. This research will prove useful in determining the adoption behaviour and the potential for successful system-wide implementation.