

## Towards Implementation Strategies of the Grade 6 Rumanyo Curriculum In Namibia's Kavango East Region

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**Abstract :** A Substantial Body Of Empirical Evidence Indicates That Educational Change And Curriculum Implementation Have Been A Hot Topic For Many Years, Not Only In Namibia, But Also Globally. The Purpose Of This Study Was To Establish Factors That Hinder Teachers From Implementing The Grade 6 Rumanyo Curriculum Effectively In Classrooms Of The Kavango East Region Of Namibia And Sought For Implementation Strategies To Ensure That Rumanyo Teachers Are Able To Implement The Curriculum With Ease. A Qualitative Research Approach Was Adopted For This Study Rooted In The Interpretivist Research Paradigm And A Case Study As A Research Design. The Study Used Semi-Structured Interview Guide, Focus Group Discussions Protocols And Classroom Observation Checklists As Data Gathering Tools. 10 (N=10) Rumanyo First Language Teachers From Rundu And Ndiyona Circuit Of The Kavango East Region Were Purposively Selected. Biographic Data Were Presented In Tables, Whereas Interview Data Are Presented Verbatim And In Themes And Analysed Thematically, And Themes Were Deduced From The Emerging Findings. The Findings Indicate That Teachers Adapt And Implement The Rumanyo Language Curriculum. Teachers' Capacity To Implement A New Curriculum Are Influenced By Factors Such As Availability Of Time Allocation, The Curriculum, And The Availability Of Resources.

**Keywords-**Curriculum Implementation, Kavango East Region, Namibia, Rumanyo, Rundu And Ndiyona

### I. INTRODUCTION

A Substantial Body Of Empirical Evidence Indicates That Educational Change And Curriculum Implementation Have Been A Hot Topic For Many Years, Not Only In Namibia, But Also Globally (Amadhila & Guest, 2022; Chirimana Et Al., 2022; Deveaux Et Al., 2022; Josua, 2022; Josua Et Al., 2022a; Josua Et Al., 2022b; Hakutumbulwa & Kadhila, 2022; Hamunyela Et Al., 2022; Haufiku Et Al., 2022; Hidiwakusha, 2022; Maswabi, 2022; Mungunda, 2023; Numbo Et Al., 2022; But There Seems To Be A Dearth Of Literature In Indigenous Languages Of Namibia, Especially The Rumanyo First Language About Factors That Influence Teachers' Ability To Implement The Rumanyo Language Curriculum In Grade 6 In The Rundu And Ndiyona Circuit Of The Kavango East Region Of Namibia.

Namibia Underwent Through A Variety Of Curriculum Transformations; Starting From The Bantu Curriculum During The Pre-Independence Era And The Learner-Centered Curriculum During The Post-Independence Era (Ministry Of Education, Sports, And Culture, 2004). The Bantu Curriculum Advocated For Teacher-Centered Education Where Learners Were Regarded As Empty Vessels And The Teachers Are The Sole Possessor Of All The Subject Matter. Whereas The Learner-Centered Curriculum Advocated For Teachers To Be The Facilitators Of Learning While Learners Are Active Participants In Their Own Learning. More Work Is Done By The Learners And The Teachers Take On The Scaffolding Role. Scholars And Policymakers Have

Struggled To Achieve An Agreement On What Learner-Centered Pedagogy (LCP) Genuinely Implies (Schweisfurth, 2021). The Study Of Bremner Et Al. (2023) Defines LCP As A Pedagogical Approach That Gives Learners, And Demands From Them, A Relatively High Level Of Active Control Over The Content And Process Of Learning," Whereas Jones (2017) Describes A Learner-Centered Classroom As "A Place Where We Consider The Needs Of The Students, As A Group And As Individuals, And Encourage Them To Participate In The Learning Process At All Times.

Palestina Et Al. (2020) Infers That Curriculum Implementation Entails The Actual Delivery Of The Curriculum Blueprint In The Classroom Setting. This Phase Demonstrates Both Teachers' And Students' Involvement In The Teaching And Learning Process. Furthermore, It Needs The Teachers' Level Of Dedication To Carrying Out What Has Been Planned In Order To Ensure That The Desired Results Are Attained. In A Study Conducted By Hafeni And Shaimemanya (2023) On Challenges Chemistry Teachers Face In Implementing The New Namibia Senior Secondary Certificate Ordinary Level Chemistry Curriculum During The Covid-19 National Lockdown In Otjozondjupa Region Of Namibia Focused On The Challenges Grade 10 And 11 Chemistry Teachers In Otjozondjupa Region Of Namibia Face During The Remote Implementation Of The Chemistry Curriculum Where The Study Adopted An Explanatory Sequential Mixed Methods Approach. The Findings Demonstrated That Chemistry Teachers Used A Variety Of Techniques To Provide Inclusive Education To Their Students Via Remote Teaching And Learning. However, They Encountered Challenges Such As Insufficient Resources And A Lack Of Technological Proficiency In Order To Properly Teach Chemistry Remotely. Other Difficulties Included: Difficulties Accessing And Communicating With Learners; Inability To Engage Learners In Virtual Lessons Due To A Lack Of Electronic Devices And Internet Connectivity, Particularly On The Learners' End; Non-Completion Of Practical Work; And Difficulty Assessing Learners During Remote Teaching. Several Recommendations Were Made In Light Of The Findings, Including The Recommendation That The National Government Provide Schools With Adequate Technological Facilities And Furnish Unequipped Science Laboratories, And That Chemistry Teachers Be Offered Pedagogical Training Programmes To Equip Them With E-Learning Teaching Skills. The Present Study Differs From Hafeni And Shaimemanya's Study (2023) In Terms Of The Research Approach, Design, Geographical Location, And The Aim Of The Study. The Present Study Adopted The Qualitative Research Approach, Using A Case Study Design, Embedded In The Interpretivist Paradigm And Its Research Site Is The Rundu And Ndiyonacicut Of Kavango East Region Of Namibia And Its Target Population Emanated From The Rumanyo First Language Grade 6 Teachers, And It Aimed At Unravelling Factors That Hinder Rumanyo Teachers From Implementing The Revised Curriculum Of Rumanyo As A Subject In Grade 6. While The Differences Between The Latter And The Former Are Evident, The Compared Studies Corroborate In Terms Of The Theoretical Frameworks That Have Informed The Studies. All Studies Are Informed By The Theory Of Rogan And Grayson (2003) Of Curriculum Implementation.

Congruent To The Above, The Study Of Hamukonda And Luneta (2023) Shares The Same Sentiment On The Factors That Impede Teachers From Implementing Curricula Fully. In Their Study On Instructional Strategies Used By Junior Primary Teachers In The Oshana Region Of Namibia To Teach The Number Concept To Grade 1 Learners, Exposes That Teachers Must Have Both Subject And Pedagogical Content Knowledge In Order To Instill Confidence And A Positive Attitude Towards Mathematics Instruction, Which Results In Mathematically Motivated Learners. The Goal Of This Study Was To Investigate The Instructional Strategies Utilised By Junior Primary Teachers When Teaching Different Components Of Number Concepts To Grade 1 Students. An Interpretative Design Was Employed To Analyse This Phenomenon In Detail And Help The Researchers Understand It In Depth In Order To Fulfil The Purpose Of This Study. The Study Discovered That Junior Primary Teachers Used A Variety Of Methodological Skills To Teach The Various Parts Of Early Numeracy But Lacked The Necessary Pedagogical Abilities To Do So Effectively. The Present Study Validate Hamukonda And Luneta(2023) Study's On The Research Paradigm (Interpretivist) They Have Used, But They Differ On The Context, Grade Phase, Subject And Aim. The Present Study Focusses On The Rumanyo Language Teachers In Kavango East Region Of Namibia, Whereas The Former Focused In The Oshana Region Of Namibia And The Findings May Not Be Generalised As Kavango East Region Is Regarded As One Of The

Poorest Regions In The In Namibia Compared To Oshana Region. Also, The Findings Of The Former Study May Not Be Generalised As The Mathematics Subject In Grade 1 And Its Pedagogies May Not Be Applied To The Rumanyo Language As Every Subject Area Has Its Own Teaching Strategies And Grade 1 Is A Junior Primary Phase In In Namibia, Whereas Grade 6 Is A Senior Primary Phase In Namibia. Thus, Their Pedagogies Could Not Be Used Interchangeably. The Junior Primary Phase Is Rooted In The “Learning While Playing Pedagogy”.

In Vietnam The Qualitative Data From The Semi-Structured Interview Protocol Of Pham Et Al. (2023) Shows A Positive Light, Where The Study Uncovers That The Teachers Claimed That They Understood The Fundamentals Of The New Curriculum And Attempted To Implement It. They Emphasised A Number Of Early Positive Benefits Of The Curriculum On Pupils And Themselves. However, The Teachers Faced A Number Of Obstacles, Particularly The Detrimental Impact Of The Covid-19 Pandemic, Which Prompted Them To Switch To Online Instruction. Furthermore, Due To Fundamental Discrepancies Between The Prior Curriculum And The New One, The Teachers Encountered Significant Difficulty In Developing The Long-Term Syllabus And The Objectives For Individual Courses. While This Is The Case In Vietnam, In Indonesia, Learning Techniques, Curriculum Authority, Learning Materials, And The Ambiguity Of Legal Learning Themes Are Four Problems That Impede The Quality Of Constitutional Law Teaching In Indonesia (Suntana& Priatna,2023). In The Philippines, A Comparison Of Curriculum Implementation Strategies In Countries Such As Ethiopia And Australia Found That (A) Taking Into Account The Results Of International Research In Curriculum Planning, (B) Organising Content Standards, (C) Testing And Trialling Of The Curriculum Design, And (D) Close Monitoring And Evaluation Strategies Facilitated Successful Implementation (Palestina Et Al, 2020).

However, The Structural And Organisational Problems Are Impediments To The Necessary Decentralisation Of The Discipline In Curriculum Implementation. While Rahman Et Al. (2018) Identified A Mismatch Between Curriculum Intention And Communicative Language Teaching Curriculum Implementation, Teacher Participation Was Not Considered In Curriculum Planning, And Teachers' Traditional Practises Were Considered Barriers To Implementation. Similarly, Lewis Et Al. (2019) Identified Teachers' Perceptions On Curriculum Mapping To Implement Standards-Based Instruction And Assessment In The United States As Hindering Factors, Which Included Teachers' Limited Capability In Implementing The Curriculum, Selected Participation In Curricular Programmes, Not Being Given Space To Engage And Create Content, And Not Being Given Time And Guidance To Make Decisions In Implementation. Furthermore, Nevenglosky Et Al. (2019) Identified Other Barriers To Curriculum Implementation As (A) Teachers' Need For Additional Information About The Importance Of The Programme And The Curriculum, (B) Demands On Additional Working Time For Teachers That Would Be Taken From Their Time, And (C) Development Of Fidelity Through Administrator Support. Palestina Et Al. (2020) Extrapolate That One Of The Primary Impediments To Curriculum Implementation In The Same Country Was Teacher Workload.

The Findings Of This Study Are Compared With Previous Research To Discover Whether They Corroborate Or Differ From Them, Especially With Regards To Factors That Inhibit Rumanyo Teachers From Implementing The Revised Curriculum In Rundu And Ndiyona Circuit Of The Kavango East Region.

### **1.1. RESEARCH QUESTIONS**

The Research Questions This Paper Endeavours To Answer Are:

1. What Are The Factors That Hinder Teachers' Effective Implementation Of The Grade 6 Rumanyo As A First Language Curriculum In Rundu And Ndiyona Circuit Of The Kavango East Region Of Namibia?
2. How Could The Factors That Hinder Teachers' Effective Implementation Of The Grade 6 Rumanyo As A First Language Curriculum In Rundu And Ndiyona Circuit Of The Kavango East Region Of Namibia Be Mitigated?

## **1.2. CONTRIBUTION TO THE LITERATURE**

This Study Investigated Factors That Hinder The Implementation Of The Revised Curriculum Of The Rumanyo As A First Language In Rundu And Ndiyona Circuit Of The Kavango East Region Of Namibia Barriers Therefore, It Augments To Literature Regarding Factors To Effective Implementation Of The Curriculum.

- This Is The First Empirical Study In Namibia To Investigate Factors Hindering Curriculum Implementation In The Context Of The Senior Primary Education Phase, Specifically In Rumanyo As A First Language.
- The Finding Of This Study Has Implication Not Only For Namibia's Indigenous Languages Taught In Senior Primary Schools But Also For Other Developing Countries That Need To Implement Their Revised Curricula Effectively In The Indigenous Languages As Subjects.

## **1.3. CONCEPTUAL GUIDANCE**

This Study Was Guided By Rogan And Grayson's (2003) Curriculum Implementation Theory, Which Is Underpinned By Three Major Theoretical Constructs: Support From Outside Agencies; Capacity To Support Innovation; And Profile Of Implementation. Rogan And Grayson's (2003) Postulate That Resources And Training Support Is Essential For Successful Curriculum Implementation.

## **II. MATERIALS AND METHODS**

This Section Presents The Methodology Employed To Collect Data.

A Qualitative Research Approach Was Adopted For This Study, Towards A Holistic Understanding Of Grade 6 Rumanyo First Language Teachers In Kavango East Region On The Factors That Hinder Teachers From Implementing The Rumanyo Curriculum Effectively. Qualitative Research Involves A Wide Range Of Theoretical Paradigms And Approaches, Methodology, And Research Tactics. To Mention A Few, These Are Case Studies, Oral Histories, Participant Observations, Action Research, Ethnography, Netnography, Autoethnography, Interviews, Grounded Theory, And Action Research (Creswell, 1998; Denzin & Lincoln, 2011; Lanka Et Al, 2021). However, Such Techniques Share Certain Crucial Characteristics.

Creswell (1994) Describes Qualitative Research As An Inquiry Process Of Understanding A Social Or Human Problem Based On Building A Complex, Holistic Picture, Formed With Words, Reporting Detailed Views Of Informants, And Conducted In A Natural Setting. Qualitative Research, According To Ylmaz (2013), Is "An Emergent, Inductive, Interpretive, And Naturalistic Approach To The Study Of People, Cases, Phenomena, Social Situations, And Processes In Their Natural Settings In Order To Reveal In Descriptive Terms The Meanings That People Attach To Their Experiences Of The World" (Ylmaz, 2013). Both Definitions Share An Understanding Of Qualitative Research As Encompassing Inductive, Subjective, And Interpretive Methods Of Data Collection And Analysis, With The Site Of Qualitative Data Collection Located In The Natural Settings Where The Phenomena Of Investigation Occur. They Also Emphasise The Social And Human Dimensions Of Research, With A Particular Interest In How People Perceive, Feel, And Make Sense Of The World.

The Present Study Is Also Rooted In The Interpretivist Research Paradigm And A Case Study As A Research Design. The Study Used Semi-Structured Interview Guide, Focus Group Discussions Protocols And Classroom Observation Checklists As Data Gathering Tools. 10 (N=10) Rumanyo First Language Teachers From Rundu And Ndiyona Circuit Of The Kavango East Region Were Purposively Selected Because Of The Qualities They Possess As Rumanyo Grade 6 Teachers. Permission Was Sought From School To Enable Researchers To Collect Data. Data Were Analysed Thematically, And Themes Were Deduced From The Merging Findings.

Biographical Data Were Presented Using Tables And Graphs. Participants Were Assured Of Their Voluntary Participation In The Study And That Their Names Would Not Be Used Nor Revealed. Rather, Each

Participant Would Be Assigned To A Pseudo. Again, An Informed Consent Was Read And Provided To The Participants Prior To Collecting Data.

### III. RESULTS AND DISCUSSION

The Data On The Demographic Characteristics Of The Participants Is Presented First, Followed By Data On The Actual Findings Of The Study Derived From Interviews And Focus Group Discussions. Data Is Given Using The Research Questions And The Researched Literature For The Objectives Of Structure And Organisation Of The Work.

**Table 1 Demographic Characteristics Of Participants**

Participants	circuit	Age	Gender	Educational qualification	Teaching experience
1	Rundu	50	Female	BETD	25
2	Rundu	26	Male	BED	2
3	Rundu	50	Male	BETD	26
4	Rundu	36	Female	BETD/ADEM	18
5	Rundu	42	Female	BED	17
6	Ndiyona	38	Male	BETD	7
7	Ndiyona	38	Female	BETD	2
8	Ndiyona	38	Female	BETD	16
9	Rundu	42	Female	BETD	22
10	Rundu	25	Male	BED	2

According To Table 1, Three Of The Ten Participants Were Male And Seven Were Female. Four Teachers Were Between The Ages Of 41 And 50, Four Were Between The Ages Of 31 And 40, And Two Were Between The Ages Of 25 And 30. One Teacher Had 26 Years Of Classroom Experience. Another Had 25 Years Of Classroom Experience. Seven Teachers Had A Combined Teaching Experience Of 18 Years. One Teacher Had 16 Years Of Classroom Experience. One Instructor Had Seven Years Of Teaching Experience, While Three Teachers Had Two Years Of Teaching Experience. 5 Teachers Held A bachelor's degree in education And 5 Held A Diploma In Education. This Data Depict That All Teachers Are Qualified, And The Majority Have Been In The Teaching Profession For Quite A Long Time, And They Are Aware Of The Many Curriculum Transformations That Have Taken Place In Namibia's Basic Education.

#### 3.1. IMPLEMENTING THE REVISED CURRICULUM: HINDERING FACTORS AND STRATEGIES TO EFFECTIVELY IMPLEMENT THE RUMANYO CURRICULUM

During Lesson Observations, It Appeared That In All The Lessons Participant 2 Has A Problem In The Integration Of The Four Language Skills (Listening, Speaking, Reading, And Writing). However, Participant 2 Only Concentrated To Teach The Listening And Speaking Skills Instead Of Combining The Four Skills In The Lessons. Following The Curriculum Guidelines Of The New Rumanyo As A First Language Curriculum (2015) The Designers Postulate That Skills Should Not Be Taught In Isolation, There Should Be Integration Among The Lessons. Students Are Expected To Listen, Speak, Read, And Write. Teachers Should Prepare Activities To

Integrate The Skills In Every Lesson Taught. Hence, During The Observation Teachers Developed Reading Fluency Through Correcting Mistakes. The New Curriculum Guide Teachers Should Make Note Of All Mistakes And Then Teach Them After Actual Reading. Participant 3 At Least Organised A Group Activity While Participant 1 And 2 Only Prepared An Individual Activity. However, It Is Good To Prepare Individual Activities Then Guide Learners To Interact With Each Other. For Example, Ask A Question And Then Individual Learners Give Answers, Add Or Comment On What The Other One Has Said.

A Key Finding Of This Study In Relation To Interpretation And Implementation Of The New Curriculum Was That The Teachers Used Incorrect Teaching Strategies That Enabled Them To Implement The Curriculum. This Finding Concur With Findings From A Study Conducted By Hamukonda And Luneta (2023) On The Factors That Impede Teachers From Implementing Curricula Fully. In Their Study On Instructional Strategies Used By Junior Primary Teachers In The Oshana Region Of Namibia To Teach The Number Concept To Grade 1 Learners, Exposes That Teachers Must Have Both Subject And Pedagogical Content Knowledge In Order To Instill Confidence And A Positive Attitude Towards Mathematics Instruction, Which Results In Mathematically Motivated Learners. It May Be Deduced That Rumanyo Teachers Devised Wrong Strategies To Implement The Curriculum Because They May Lack Knowledge Pertaining To How Rumanyo Syllabus Is Supposed To Be Interpreted And Eventually Sequence The Subject Content Correctly. In These Questions Participant 1 Said That “My Understanding On Rumanyo Language Curriculum Especially On The Newly Implemented Is Broad Or Vague, Because It Requires Teachers To Use Our Own Understanding To Interpret The Content And Even Go To An Extent Of Analysing It Before Teaching A Topic”.

One Participant Identified Skills That They Use To Teach Rlc. The Skills Include Listening, Speaking, Reading, And Writing. Each Lesson In This Curriculum We Always Integrate The Four Skills. Participant 1 Added That “I Implement Rlc By Making Sure All Learners Are Included And Involved In The Teaching And Learning Of The Curriculum.

Participant 3 Added That She Also Used The Same Teaching Strategies Whereby She Integrated The Four Skills Into One Lesson While The Focus Of The Lesson Depends On What Is Going To Be Assessed.

She Further Said That *“I Use The Following Strategies To Teach The Four Skills. In Listening And Speaking Learners Are Taught By The Use Of A Text. It Is Done In This Way “Before Students Listen To The Text, I First Introduce The Topic By Discussing Difficult Words With Them. Ask Individual Learners To Give The Meaning Of Identified Words Because By Doing So These Students Are Helped To Understand The Theme Of The Story”.*

Participant 2 Also Said *“ Apart From Discussing Difficult Words “I Teach Listening And Speaking By Asking My Student To Discuss The Heading Because It Always Helps Them To Guess What They Are Going To Listen To. “He Added That In Listening After The Introduction Is Done, I Always Read The Text Orally While Instruct Learners To Answer Questions On Written Or Orally.”*

Participant 1 Emphasised Again That In Speaking Skill *“I Make Sure That Learners Know The Correct Use Of Pronunciation Of Words, Sentence Structure, Grammar, Use Good Tone And Confidence In Speaking. For Them To Master These I Always Prepare Activities For My Learners In Order To Use Them In Class. The Activities In Speaking Can Be A Dialogue, Role Play Or Prepare A Speech That They Can Prepare Individual, Pairs Or Divide Them In Groups.”*

Participant 5 Added That, *“ For My Learners To Increase Their Vocabulary I Make Sure That They Know The New Words In The Text And Write Those Words With Meaning In Their Vocabulary Book This Helps My Students To Remember The Words And Use Them Correctly In Speaking.”*

Participant 4 Said That. *“ The Other Skills That Are Integrated In This Curriculum Are Reading And Writing. These Skills Are Also Important In The Learning Of Learners. However, I Prepare Text For My Students To Read In Class Or Sometimes’ I Give Them A Task For Each Student To Come Up With A Text Then Look For Someone To Edit The Text In Order For Me To Use Them During Reading Lessons Because The Prescribed Text Sometimes Cannot Attract Students Attention Because Some Students Might Have Read Them Before.”*Participant 4 Further Said That *“ I Read By Asking Learners To Identify New Words And Discuss The*

*Words With Them. Sometimes I Use A Picture That Goes Hand In Hand With The Text Because I Have Seen That When My Students Do Actual Reading, They Will Have An Idea On The Lesson Is All About."*

When Asked About How They Use Texts To Teach The Reading And Writing Skill, The Majority Alluded That The Text Is Divided Among Students To Read Aloud This Will Depend On My Preparation Whether It Was Prepared To Read Individual, Pairs Or In Groups. "During Actual Teach I Make Sure At The End Of The Lesson Students Are Able To Understand What They Have Read Because I Teach Them To Use Of Punctuation Marks, Meaning Of Words, Summary Writing As Well As To Get The Theme Of The Text." Participant 9 Also Agreed That He Also Uses The Same Strategies Then At The End Of The Lesson He Always Assesses His Learners Based On What They Have Learned. Participant 8 Said Writing Skills Is A Skill Whereby A Teacher Needs To Drill The Students To Master The Skill As It Has More To Do.

"I Teach My Students Writing Skills In Different Ways: My Students Are Always Monitored To Write Letters Correctly Because This Where Writing Skills Starts." She Further Added That, "Other Thing That I Do For My Learners To Master This, I" Teach Them The Use Of Punctuation Marks, Sentence, And Word Formation. "From The Beginning I Always Make Sure That My Student Identifies Simple, Complex And Compound Words."

Furthermore Participant 7 Concluded By Saying That, "It Is Important That All Skills Are Intergraded In Our Daily Lesson As It Was Stipulated In The Curriculum. He Further Emphasized That Omission Of one Skill In The Lesson Means The Lesson Is Incomplete. He Further Said That The Curriculum For 2014 Stipulated That All Four Skills Should Not Be Taught In Isolation Rather All Must Be Integrated."

#### **IV. CONCLUSION AND RECOMMENDATIONS**

Overall, The Study Was About Exploring Teachers' Adaptation And Implementation Of Grade 6 Rumanyo Language Curriculum In Kavango East Region. The Study Was Guided By The Reviewed Literature On The Adaptation And Implementation Of The Curriculum In Various Subjects That Include The Teaching Of Rumanyo. This Theory Believes That Learners Construct Knowledge From Social Environment Around Them. Piaget And Vygotsky Theory Of Social Cultural Development That Argues That The Speech Structures Mastered By The Child Become His/her Basic Structures Of Philosophy. Therefore, They Continued Clarify That Language And Thinking Can Only Develop If There Is A Social Interaction Between The Child And An Adult (Williams & Burden, 1997). In View Of This Believe The Researchers Attempted To Find Out From Teachers Teaching Grade 6 Rumanyo As A First Language On How They Adapt The Curriculum By Answering Two Research Questions. Based On The Participants' Responses It Could Be Deduced That The Majority Of Them Have Problems In Adapting And Implementing The Grade 6 Rumanyo Language Curriculum Because Of Certain Factors. However, Looking At Their Responses This Study Noticed That The Governments Are Challenged With The Problems The Participants Are Facing In Schools In The Implementation Of Rumanyo Curriculum In Grade 6 Classrooms. The Curriculum At (Senior Primary Especially The One For Grade 6 ) Need To Be Revisited And More Special Attention Are Needed In Content , Time Allocation And Text Book That Are Aligned With This Curriculum To Address The Problem Of Successful Implementation.

Also, The Participants Admitted That They Have Some Books, But They Are Outdated. For Quality Teaching And Learning To Take Place Teachers Need To Understand Clearly What Is Expected For Learners To Achieve At The End Of The Lesson And They Must Comprehend The Content In The Curriculum And Text Books They Are Using That Will Result In Them To Decide On What Teaching Aids They Might Use Per Topic Or Theme. With That Clear Conscious Of Understanding The Content, It May Also Help Them To Create Own Teaching Materials In Their Environment, To Make The Lesson Enjoyable To Learners.

Training Is One Of The Major Challenges Exposed By The Participants. The Study Revealed That Teachers Who Lack Training, Lack Skills Too Because He/She Will Not Have The Competence In That Area Of Teaching And Learning. They Will End Up Losing Interest And Learners Will Fail. However, The Government In This Regard Should Take A Step Forward In Organizing Workshop And Seminars To Train Teachers On The New Revised Curriculum Since This Study Found Out That There Was Not Enough Training Given. The Training They Receive At The Universities Where They Were Trained Is Not Adequate Since They

Were Not Exposed To Teaching Learners In The Classroom. Moreover, It Is Also Important For Institutions Such As The University Of Namibia To Work Closely With NIED To Align Their Language Curriculum. In The Absence Of This, Teachers Are Using More Teacher -Centered Than Learner-Centered Education (LCE) As It Is Required In The Namibian Curriculum. Yes, Innovations In Any Institution Have Various Impacts On Its' Organization. However, Teachers' View And Sentiments Should Be Taken Into Consideration As These Increases The Understanding Of Higher Education And Ministry Of Education To Assist The Implementers Of The Language Policy Satisfactorily. Apart From This, Teachers Need To Be Effectively Trained And Provided With Teaching And Learning Materials That Will Help Them To Teach Efficiently. Lack Of Teaching Materials Is One Of The Major Challenges Discovered In This Study. However, Teachers Are Facing Problems Regarding The Materials, But They Should Also Become Creative To Create Their Own Materials Than Relying To The Government To Give Them Materials.

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