

# **The perspectives of teachers about the incorporation of chess into the school curriculum in rural South Africa**

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## **Abstract**

Every country puts enormous effort to ensure quality education for its citizens to ensure economic sustainability. However, many challenges arise which result in good education being compromised, especially in middle and low-income neighbourhoods in South Africa. Many interventions are introduced by the Department of Education to serve as solutions to the challenges of deteriorating education standards in the country. Among other interventions, chess is used in South Africa as an aid to address the low academic results attained annually. The success of such programmes in schools depends on the teachers who are at the forefront in the implementation phase. Using observations and interviews with 14 teachers in King Cetshwayo District schools under the Tsogo Sun Moves for Life chess programme, data for this study was collected and analysed qualitatively. The teachers shared what they viewed as a successful chess programme drawing on their experiences and give suggestions for the chess programme they are currently involved in, the Tsogo Sun Moves for Life. The teachers feel that better preparation and unwavering support from the programme leaders and the Department of Education are of great importance in the successful of a chess programme. Findings of this study will help the Department of Education and other involved stakeholders in the improvement of the quality of education in South Africa, and in countries faced with the same challenge of low education standard.

**Keywords:** Quality education, chess-in-school, Tsogo Sun Moves for Life, chess programme