

**THE EXTENT TO WHICH EDUCATORS ARE EMPOWERED TO
IMPLEMENT OUTCOMES-BASED EDUCATION WITH SPECIAL
REFERENCE TO THE MOTHEO DISTRICT**

by

CONSTANCE NOMBEKO PALI

Submitted

in accordance with the requirements

for the degree of

**MAGISTER TECHNOLOGIAE:
EDUCATION: EDUCATIONAL MANAGEMENT**

in the

**School of Teacher Education
Faculty of Management Sciences**

at

The Central University of Technology, Free State

Supervisor: Dr SN Matoti

Co-Supervisor: Dr SRS Litheko

BLOEMFONTEIN

2006

DEDICATION

To my late parents Thomas and Beauty Pali. Their spirit kept me going though the long journey of my dissertation.

ACKNOWLEDGEMENTS

I am profoundly grateful to the following people who assisted, guided and encouraged me in the course of this research:

- ★ My supervisor, Dr Sheila N. Matoti, for her professional support, patience and the calm manner in which she guided me through this project. Her high regard for both quality and professional work has impacted greatly on my personal growth. “I thank you, Doctor!”
- ★ Ms Nobalindi Mbaza (LF in Motheo district) for making it possible for me to distribute questionnaires.
- ★ Ms Nomboniso Madolo for her inspiration at a time when I appeared to be going up the hill.
- ★ Mr Mxolisi Sophazi for his words of advice and encouragement.
- ★ Petra Pretorius, my typist, for her neat and efficient typing.
- ★ The principals and educators of schools in which the study was done.
- ★ My sisters, especially Florence and Pindiwe, for their many prayers and comforting words motivated me tremendously.

- ★ My nephew Sibaliwe, thank you for the assistance you rendered to me when I was working on this project.

- ★ Finally, but most importantly, my late parents for bringing me up and giving me support, encouragement and showing interest in my progress.

- ★ My children, Kuhle, Mbasu and Chumani. They have contributed in more ways than I can identify. Their love and prayers, their firm belief that I could see this process through, gave me courage in times when I felt despondent and worn out.

DECLARATION

I, **Constance Nombeko Pali**, do hereby declare that this research project titled:

THE EXTENT TO WHICH EDUCATORS ARE EMPOWERED TO IMPLEMENT OUTCOMES-BASED EDUCATION WITH SPECIAL REFERENCE TO THE MOTHEO DISTRICT

submitted to the Central University of Technology for the Degree of Magister Technologiae: Educational Management is my own independent work; it complies with the code of academic integrity as well as other relevant policies, procedures, rules and regulations of the CUT and has not been submitted before to any institution by myself or any other person in fulfillment or partial fulfillment of the requirements for the attainment of any qualification. The product is the result of my efforts through professional guidance of the supervisor.

C.N. PALI

ABSTRACT

The change to the new educational system which hinges to outcomes that are an end, the researcher noticed that there are numerous outcomes-based problems that educators experience in its implementation. Therefore, the study sought to find out the extent to which educators are empowered to implement outcomes-based education in their schools and to find out whether the educator's level of educational training has a significant effect on the implementation of outcomes-based education and also to find out whether the experience of educators can play an important role in the implementation of outcomes-based education. Furthermore, the study examined the teaching strategies used in the teaching of outcomes-based education and the problems encountered in the process.

The research design used in this study is a quantitative survey. The use of quantitative approach had been justified.

Therefore, this study is a survey of schools in the Motheo district of the Free State Province. A researcher-designed questionnaire was used to collect data relevant to the research problem. These questionnaires were distributed in person by the researcher and were collected within seven days of their dispatch.

The sampling procedure are used in this study was a purposeful sampling. The sample for this study composed of one hundred and ninety eight (198) respondents chosen from educators of the primary school section, from all areas that form up the Motheo district, that is, educators were chosen from urban, semi-urban and rural areas. The purposive sampling from the outcomes-based educators of each of the schools was aimed at ensuring that the findings of this investigation are not dominated by educators from one school.

The data were organized in a way that would facilitate understanding of their meaning and significance. Also, the data was analyzed by generating categories, and searching for alternative explanations of the data and writing of the report. Frequency and percentage tables, as well as graphs were used starting with biographical data and extending to the data collected for each research question and open-ended questions were categorized to look for patterns.

The research findings proved that for successful implementation of outcomes-based education educators need thorough training, in-service training whether educators are less or highly qualified and/or experienced in teaching. The study also revealed that educators are not adequately qualified to implement outcomes-based education in their schools. The researcher recommends that outcomes-based education training should be followed by carefully planned and well-coordinated workshops which are conducted by well-trained facilitators and where short workshop are conducted there should be a series of these and should be arranged in a logical sequence that will promote understanding of outcomes-based education principles and concepts.

The findings of this study are based on the responses of a sample of 198 educators from 61 schools in the Motheo district. Therefore the sample is not representative of schools in the Free State Province and further research needs to be conducted in the entire province or all over South Africa.

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CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This chapter presents the statement of the problem, sets out the aims and objectives of this research and also indicates the key questions to which the study sought answers. In addition, the problems that tended to limit the scope of the study are indicated in the chapter. Lastly, the manner in which the entire study has been structured and organized has also been discussed.

1.2 BACKGROUND TO THE PROBLEM

With the advent of the new democratic government, South Africa has decided to shift from the existing education approach to a new approach of education called Outcomes-Based Education (OBE). The South African education system is currently undergoing a transformation process, from an education system, which encouraged the transmission of information, to an education system that supports the constructivist paradigm of thinking. The previous education system was mainly based on the principles of Christian National Education (CNE) which "... was used to divide and control, to protect white privilege and power, socially, economically and politically and to ensure Afrikaner dominance" (Hartshorne, 1989, cited by McGregor, 1992:20). This resulted in gross inequalities among schools in South Africa, which catered for different races (Department of Education, 2001a: 10; Education and Training Act, 1995:18). As such, there is an inadequate supply of resources to many schools and most educators in historically disadvantaged schools, such as black schools, have poor morale and low qualifications (Christie & Collins 1984:178; Harber 1989:184; Hartshorne 1992:70). A perusal of various studies indicates that this unfortunate state of affairs affects the practice of black educators who resort to survival teaching methods (Department of Education, 2001a: 10).

After the dawn of the new political dispensation in 27 April 1994, the South African government sought to address problems such as these through Curriculum 2005. Curriculum 2005 calls for the adoption of OBE. The adoption and implementation of curriculum 2005 is trying to affect a paradigm shift from a content-based education system to a system based on outcomes. This may imply a shift from a traditional product approach to a process approach. Hence OBE focuses on what learners understand and are able to do.

DoE (1997a:1), Bhengu (the first black South African minister of education) says, "Essentially, the new curriculum will effect a shift from one which has been content-based to one which is based on outcomes".

The above statement implies that within the OBE frame of reference, educators are required to teach the processes required by the learner for the construction of knowledge. Hence the researcher argues that, for educators to be able to do that, they need to be empowered in OBE implementation procedures. It is obvious from the proceeding section that the introduction of OBE in schools in South Africa confronts educators with completely new challenges, especially with respect to concepts and assessment (OBE Report, 2003: 4).

This change requires a complete mind-shift regarding the approach to teaching and learning, the learner, the contents, outcomes, learning areas, terminology, a changed learning environment and much more.

Educators' previous training and experiences have decreased in value, and this emphasizes the need for the in-service assessment training, development and empowerment of educators so as to enable them to face the new realities (OBE, Report 2003: 4).

Kanpol (1995:430) in support of the above, says that if all learners are to achieve high levels, then all of their educators must be competent. In view of

the above statement, competency involves new forms of professional development in terms of strategies used and also upgrading qualifications. Pennell and Firestone, as quoted by Kanpol (1995:430), emphasize the need for educator development. They recommend use of short workshops where experts tell educators how to teach. They also emphasize the essence of Educator networks for educators tend to address problems they are faced with. The focus hinges on teaching strategies in various learning areas.

1.3 STATEMENT OF THE PROBLEM

As highlighted above, South Africa has gone through a period of dramatic changes. The change to this new education approach is a process that has resulted in a paradigm shift in teaching and learning which is focused on outcomes that reflect learners' competencies. The traditional measures to teaching, which are still used presently, seem to defeat the purpose of OBE.

As a researcher, I was trained in a system of education and training that was educator-centered. The new Educational System hinges on outcomes that are an end, not means to an end, as it was the case in the Department of Education and Training (DET). It became crystal clear that OBE needs transformed educators in conjunction with methods to cope with its strength in classroom setting (OBE report 2003: 4). For educators to be able to do that, they need a clear conception of OBE and training in its implementation.

As an OBE educator, I have noticed that there are numerous OBE implementation problems that OBE educators encountered. Some of the problems are due to the failure of these educators to adapt to new curriculum changes. Furthermore, the Education Report (The National Department of Education: 1997c) reveals that: "Some educators did not fully realize that the learner materials were not prescriptive and that they could have expanded on the learning materials according to their individual needs", and the ability of educators to interpret the materials could not really be established as they were still in a process of change and in-service training.

In many cases the departmental officials were also not clear about the interpretation of the materials and they were therefore hesitant to give clear guidance.

The reasons stated above have made the researcher to realize that empowerment in terms of equipping educators with the necessary knowledge and skills when curricula changes are in place, is of the utmost importance and have thus motivated the researcher to undertake this study to investigate the extent of the problem in the Motheo District of the Free State where she is currently employed.

1.4 SIGNIFICANCE OF THE STUDY

1.4.1 The findings of the study has shed some light that will help curriculum planners on the following:

- ◆ Skills educators need to be able to implement OBE
- ◆ The problems they experience in implementing OBE
- ◆ The support and type of training they need

1.4.2 The findings will also make the authorities in the Education Department aware of the gravity of the problem in the Motheo District, and will therefore provide a sound hypothetical base for other researchers to investigate the issue of educator empowerment in OBE implementation in the greater Free State Province.

1.5 AIMS OF THE STUDY

The aims of the study were to investigate:

- ◆ extent to which educators are empowered to implement OBE in their schools;
- ◆ the level of their understanding of OBE principles and concepts;
- ◆ the ability to implement OBE in their teaching and learning;
- ◆ the problems they encounter in their schools; and
- ◆ the nature of support they get from the Department of Education (DoE) and their schools.

1.6 RESEARCH QUESTIONS

The research questions that inform this study were divided into two, namely, the broad question and the specific questions. The study sought to answer the following research questions:

1.6.1 Broad Question

To what extent are educators empowered or equipped with knowledge and skills to enable them to implement OBE in their schools?

1.6.2 Specific Questions

The study sought to answer the following specific questions:

- ◆ Do educators have the necessary skills to implement OBE?
- ◆ Are educators adequately qualified to implement OBE?

- ◆ Do educators have the understanding of OBE principles and concepts to be able to implement it in their classroom teaching and learning?
- ◆ Are there systems in place to monitor OBE implementation?

- ◆ Do their schools have the necessary resources to enable them to implement OBE?
- ◆ Is the DoE and school management team supportive of the educators' endeavours to implement OBE?

1.7 RESEARCH ASSUMPTIONS

This study addressed the following assumptions:

- ◆ Educators are not adequately equipped or skilled to implement OBE;
- ◆ Educators are not adequately qualified to implement OBE;
- ◆ Educators lack understanding of Outcomes Based Education, therefore are unable to implement it in the classroom teaching situation;
- ◆ Schools do not have the necessary resources to enable educators to implement OBE;
- ◆ Educators lack the necessary support needed to implement OBE; and
- ◆ There are no systems in place to monitor OBE implementation.

1.8 SCOPE OR FOCUS OF THE STUDY

The study has focused on the Primary school educators in the Motheo District. It is more concerned with the educators' knowledge and skills in OBE, the training they received, and how they perceive OBE and its implementation, the availability of necessary resources to supplement OBE implementation at schools and the role of departmental officials and school management teams in OBE implementation.

1.9 METHODOLOGICAL LIMITATION OF THE STUDY

The study is limited to one district only; that is the Motheo District in the Free State Province. The Motheo District is one of the five districts of the Free State Province. It has a total of 386 public schools' namely, 126 primary schools, 59 secondary schools, 67 combined schools (from primary to high school) and 122 farm schools. The schools that were involved in the study were 61. This number will make generalizations of findings to other districts and to other provinces of South Africa impossible.

Also, the honesty and sincerity of the respondents in answering the research questions cannot be guaranteed since respondents have a tendency of giving the researcher the answers they think he or she needs (Mouton 2004: 38). The researcher, however, has made attempts to avoid this by not divulging everything about the study to the participants, though this could be regarded as ethically unacceptable. Notwithstanding these constraints, the data obtained will be sufficient to enable the researcher to undertake the necessary analyses and draw the consequent conclusions.

1.10 CLARIFICATION OF TERMINOLOGY

This section attempts to define concepts that are used in the study. According to Mhlongo (1996:10), a given concept may have a different meaning to different people. Also, the same concept may evoke more than one meaning to the same group of people, depending on the time and the context in which it is used. Therefore, the following terms might be understood and used differently; for the purpose of this study the following terminology should be understood as follows:

1.10.1 Empowerment

Page & Czuba (1999:1) define empowerment as a process that challenges the way things are and can be. It challenges the basic assumptions about

power, helping, achieving and succeeding. They go on to define empowerment as a multi-dimensional social process that helps people gain control over their own lives. “It is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important” (Page & Czuba, 1999:3).

Empowerment is about having or taking more control over various aspects of life. On an individual level, we see empowerment as building confidence, insight and understanding, and developing personal skills, for example being able to analyse complex situations and communicate more effectively with others. Being empowered presupposes that individuals have access to appropriate information and know how. Within a group or community, empowerment can be taken to involve building trust, co-operation and communication between members, and a prerequisite for this is that there are appropriate structures, protocols and procedures in place, with effective sanctions against those that default or abuse the system. There must be opportunities for people to meet and exchange views and opinions (<http://www.powerfulinformation.org/page.cfm?pageid=pi-empowerment>)

Empowerment is also defined as having a number of qualities, as follows:

- ◆ Having decision-making power;
- ◆ Having access to information and resources;
- ◆ Having a range of options from which to make choices (not just *yes/no*, *either/or*);
- ◆ Assertiveness;
- ◆ Learning skills (for example communication) that the individual defines as important;
- ◆ Changing other’s perceptions of one’s competency and capacity growth and change that is never ending and self-initiated; and
- ◆ Increasing one’s positive self-image.

Sweetland and Hoy (2000:709) argue that educator empowerment is the process by which administrators share power and help others use it in constructive ways to make decisions affecting themselves and their work.

For the purpose of this study, the researcher aligns herself with the assertion that empowerment is a multi-dimensional social process that helps educators gain control over their own lives, their schools and their learners. This process of empowerment strives to teach educators skills and knowledge that will motivate them to take steps to improve their teaching and learning (Page & Czuba, 1999:5).

An important aspect of educator empowerment lies in the education, training and development of educators as professionals. The areas that need to be considered in this regard are the duration of educator training courses, in-service training of educators, educator internship, induction and development on the job, professional empowerment and curriculum concerns in educator education (Coutts, 1996:42).

Sweetland and Hoy (2000:704) argue that empowerment calls attention to the critical roles of educators, making professional decisions about the delivery of teaching and learning to their learners. They further state that, principals who view their educators as professionals, respect their expertise and support them, seem more likely to share and delegate power; that is to empower educators.

1.10.2 Outcomes-Based Education (OBE)

OBE is an education approach in which the curriculum, instruction and assessment are organized around and focused on outcomes. It is a learner-centered, results-oriented design, which relies on the assumption that all learners can learn (Department of Education, 2001b:17 & 1997a:17 and Spady, 1994b:9).

Van der Horst and McDonald (1997:7) define OBE as: "... an approach which requires educators and learners to focus their attention on two things:

- ◆ Firstly, the focus is on desired end results of each learning process. These desired end results are called the outcomes of learning and learners need to demonstrate that they have attained them. They will therefore continuously be assessed to ascertain whether they are making any progress;
- ◆ Secondly, the focus is on the instructive and learning process that will guide the learners to this end as focus when they make instructional decisions and plan their lessons. "Outcomes-based education is thus a learner-centered, results oriented approach to learning" (Van der Horst & McDonald, 1997:7).

There are three types of OBE. These are:

- ◆ Traditional OBE
- ◆ Transitional OBE
- ◆ Transformational (South African) OBE

Traditional outcomes-based programme would use the new methodology to teach traditional content areas like mathematics, history, and science. The state of Illinois is an example of this approach.

The notion of outcomes-based education (OBE) has been widely illuminated in the field of educational reform since the last two decades. Despite the differences within the proponents and opponents, OBE can be defined as an educational model in which decisions about curriculum, instruction and assessment should be taken according to the *exit outcomes*. Furthermore, the legitimate OBE model, according to its proponent, is the transformational OBE out of the prevailing OBE models – traditional, transitional and transformational OBE. Furthermore, according to Spady and Marshall (1991, 1994) the traditional OBE is guided by the curriculum-based objectives (CBO)

whereas the transformational OBE focuses on the role performances, which are essential for the hi-tech and competitive future life of the learner (Spady and Marshall 1991:3). The transitional OBE, a twilight zone between both traditional and transformational OBE, incorporates traditional OBE for planning the curriculum and transformational OBE for orienting the learner towards their future role (Spady and Marshall 1991:44). This study is based on transformational OBE.

1.10.3 Outcomes

These are the results of learning processes and refer to knowledge, skills, attitudes and values within a particular context. Spady (1994a: 18) and Spady and Marshall (1991:44) define outcomes as what learners are able to do at the end of the teaching-learning process. Spady (1994a: 18) maintains that outcomes are high quality, culminating demonstrations of significant learning in context. Demonstration is the key word - an outcome is not a score or a grade, but the end product of a clearly defined process that learners carry out. Outcomes are the results of learning processes and refer to knowledge, skills, attitudes and values within particular contexts. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain context (DoE, 1997a:32 & 1997b:4). Lessons' outcomes are demonstrated knowledge, skills and attitudes in a particular context or learning area (DoE, 1997a: 32).

1.10.4 Qualifications as defined for purpose of National Qualification Framework (NQF)

The South African Qualifications Act of 1995, Act number 58 of 1995, defines a qualification as the formal recognition of the achievement of a range of credits embodied in a 'coherent' ... emphasize the fact that a random cluster of achievements will probably not lead to a qualification granted by SAQA (Olivier, 1999:30). A qualification thus refers to a formal recognition of achievements of a required number and type of credits indicated at a specific NQF level. A qualification according to South African Qualifications Authority

(SAQA) is a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning. Also a qualification may be achieved in whole or in part through the recognition of prior learning, which includes, but is not limited to learning, outcomes achieved through formal, informal and non-formal learning and work experience.

1.10.5 National Qualifications Framework (NQF)

The NQF is a new approach to education and training in South Africa in that it provides for life-long learning, which means it provides the opportunity to learn on an ongoing basis (ELRC, 1997: 6).

Olivier (1997: 17) indicates that: “The NQF can also be described as a menu from which learners can choose to establish individual learning paths”.

1.10.6 Teaching Skills

According to Burton (1997: 29) a skill is something: “...that comes with practice”. It is the degree of efficiency with which you are able to perform your job. Some jobs demand a high degree of skill, which takes time to acquire. Teaching skills are skills related to verbal interaction, writing skills, posture and attitude. Attitude implies a vast level of inter-personal and diverse people knowledge. According to the ELRC (1997: 63) the ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life – long learning education and training of high quality. Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility which will ensure the building of human resource capacity. In

addition to the care duties and responsibilities that are covered during a formal school day (with or without contact with pupils and outside the formal school day) certain specialized duties and responsibilities may be allocated to staff in an equitable manner by appropriate representative of the employer.

1.10.7 Teaching Techniques

Hornby (1981:673) defines “technique” as “... technical or mechanical skill in/or music, etc. and method of doing something expertly ...” Teaching techniques would therefore assume techniques related to the implementation of OBE, classroom management and educator-pupil interaction.

1.10.8 Educator (School-based educator)

The term educator in this policy statement applies to all those persons who teach or educate other persons or who provide professional educational services at any public school, further education and training institution or departmental office. The term includes educators in the classroom, heads of departments, deputy principals, education development officers, district and regional managers and systems managers. The educator here referred to in this study is the school-based educator (teacher).

1.11 OVERVIEW OF CHAPTERS

This research investigation has been structured and organized systematically as follows:

Chapter one introduces the study by stating the problem and explaining the aims and objectives of the study. It also highlights the problem to be investigated. Chapter one also outlines the research questions to which the study seeks to find some answers. It also attempts to elucidate the research hypotheses that guide the study.

Chapter two covers the literature related to the problem investigated. This chapter also seeks to explore what other researchers say about the topic in question. Also, the problems encountered by educators in OBE implementation and how these problems can be solved.

Chapter three is about the description and practical implementation of the research methods and procedures that are used for the collection analysis and processing of data in the study. Also, in this chapter preference of certain research methods over others have been justified.

Chapter four reveals data presentation and analysis. Data acquired through each of the research procedures is presented and analysed in this chapter.

Chapter five presents the outcomes and analysis of the research study. This chapter discusses the overall research findings and implications of these findings for the education system in South Africa. Chapter five also seeks to offer proposals for improving the existing school-based educators' empowerment procedures in implementing OBE in their schools. The researcher's recommendations are in this chapter.

1.12 CONCLUSION

This chapter has presented the statement of the problem and outlined the aims of this investigation. Also, it has indicated the key questions to which the study seeks to find answers. It also indicates who is likely to benefit from this investigation and the ways in which the information will be gained. The next chapter looks at the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the literature review pertinent to the study. It covers the following: -

- ◆ Comparative perspectives;
- ◆ Outcomes-Based Education (OBE);
- ◆ The research on OBE in other countries or states that South Africa can learn from;
- ◆ Problems in the implementation of OBE in South Africa;
- ◆ Ways of overcoming the problems encountered when implementing the new Curricula;
- ◆ Conceptual framework/Lessons for South Africa; and
- ◆ Conclusion.

2.2 COMPARATIVE PERSPECTIVES

Countries such as Australia, New Zealand and the United States of America (USA) started to experience a shift to OBE in the 1980's (Killen 1999:4). The move towards OBE in Australia was a product of the competency based training (CBT) approach, which has its roots in a desire to take a more national perspective on education by politicians, business leaders and educators (Killen 1998:2). It seems as if the shift to outcomes based education in Australia was a result of community's pressure for accountability in education. For instance, Killen (1999:4) maintains that the shift rests on the simple notion that if

education is achieving predetermined outcomes, all is well with education and some also suggest, all will be well with the economy and future of society.

The shift to OBE has been experienced in the USA as well as Spady (1994:29) points out that three broad interrelated pressures affected the direction and intensity of school reform initiatives in the USA, namely:

- ◆ The nature of information age economy and workplace;
- ◆ The changing demographic of society; and
- ◆ The rate and intensity of change affecting all social and political institutions.

Subsequently, Spady (1994b: 28) states that this complex, technologically denominated, multicultural, constantly changing world demands for higher learning, more results from schools than they have ever produced. It is believed that OBE has the inherent potential to meet these demands. Analysis of various reports of the DOE indicates that educators, to meet these demands, need to be empowered (DOE, 1997a; 2001a & 2001b).

2.2.1 Professional educator empowerment

In-service education and training is essential to enable educators to cope with the educational transformation. The OBE approach of education demands new strategies in teaching and thus, courses, workshops, distance education and educator collaboration can help educators to cope with these demands. These programmes can be instrumental in acquainting educators with the desired standards of education needed. The courses are vital for upgrading and updating purposes. These have immediate benefits of feed-back and dissemination of information.

Bangwadeen (1993a:118) argues that courses are good because they have a small scale of experimental involvement of in-depth discussions of problems

experienced by educators. The workshops also play valuable in-service training activity. Workshops are fruitful because experts head them. For educators to be empowered professionally, they need to accept the dire need for professional development. Educators ought to see teaching as an art of what they are doing, which only becomes perfect because of their practice. Owing to developmental purposes, the in-service training need not only be a workshop, but a place where educators are given a chance to revisit their ideas and experiments with new approaches. In-service training ought to be a continuous process whereby the workshops conducted become functional and practical in solving difficulties experienced by other educators. There should be regular programmes that are handled by the experts in various fields. These regular in-service training programmes should involve all educators.

Barrowman, as quoted by Makara (2004:38), says professional developers of educators need to rethink and fresh programmes need to be engaged to cope with new challenges in the future. The workshops enhance teaching skills and enable educators to share experiences. Distance education is chiefly a supplement to college-based education that enables educators to develop their professional relevance whilst working.

Coutts (1996:184) lays more emphasis on educators as a source that needs to be put to optimum use in educational transformation because they are change agents. In view of what Coutts says, the only priority that stands above all others is to give the educator immediate attention with regards to his or her academic background and his or her professional training.

Coutts (1996:208) supports the use of in-service training (INSET) of educators who suffered from the apartheid ideology. Coutts further stresses a core point in professional development that the INSET is a central pillar to educator empowerment. Colleges of education need to move into the ambit of Universities and Universities of Technologies in order to represent the epitome

of academic and professional training. Empowered educators can put into effect child-centred programmes, provided they receive professional development in knowledge and skills.

Elliot (1998:76) also supports that the use of in-service training is the best to develop educators with relevant approaches, for example, sharing a day's course with other schools, visiting other schools to look at aspects of good practice, for example, the use of common scheming. The use of variety of in-service training activities can make educators more committed to different approaches in the classroom setting. The in-service training broadens the horizon of the educator.

Ruben, as quoted by Elliot (1998:136) says that, any attempt to improve children's learning depends upon some form of educator growth. Coutts (1996:69) suggests that through the advent of a new educational dispensation, induction programmes can be of great advantage to new beginners in the teaching profession. Through mutual support educators can help one another to develop.

It is clear from the above discussion that educators in South Africa are now faced with radical changes such as new terminology, a new education approach, new conceptions of learning and instruction, a change from an educator-centered approach to a learner-centered approach and new assessment methods etcetera. The need for empowering, retraining of educators for OBE implementation and for more specialized training in OBE assessment has emerged. There should be formal training models available to take South African realities into consideration and which could be used to prepare educators for the paradigm shift and the practical aspects of assessment as suggested by Curriculum 2005.

2.2.2 Educator development

There is an urgent need for OBE educators to be developed and exposed to teaching styles. Educators, as change agents, need to be trained to identify the learning and teaching styles to be used in classroom situation, in order to instill information that is relevant to their intelligence.

The South African Democratic Teachers' Union (SADTU) in The Teacher (2004) applauds the State President's emphasis on prioritizing delivery. The African National Congress (ANC) has a clear vision on policies for education. The task is now to implement priorities for education, which include the following:

- ◆ To get curriculum transformation back on track, particularly in relation to the Further Education and Training sector.
- ◆ To address continuing apartheid backlogs, in particular: inadequate school infrastructure, libraries, and etcetera.
- ◆ To put in place a national system of teacher development to support educators in the challenges they face in relation to curriculum change. Educators are also in the frontline of coping with the trauma of aids orphans in the community, and need to develop appropriate skills. This means that SADTU is committed to supporting South Africa's educational transformation programme.

Wilson (1998:94) categorizes the learning styles in four types, for example, action-based, theory-based, reflective and practical styles. In the action-based style, learners like new experiences and are always keen to know more and more. They like to solve their problems and prefer to work in groups. In theory-based style learners like theories that fit well with their thoughts, they like

detailed information, are logical in collecting views from other people and reacting thereafter, do not take quick decisions and dislike “Why” questions. Practical style learners are practical in whatever they do and they like problem solving.

Kanpol (1995:430) suggests that, if all learners are to achieve at high levels, then all of their educators must be competent. In view of the above statement, competency involves new forms of professional development in terms of strategies used and also upgrading qualifications.

Pennel and Firestone as quoted by Kanpol (1995:430) emphasize the need of educator development. They recommend the use of workshops whereby experts tell educators how to teach. They also emphasize the essence of teacher networks whereby educators tend to gather and address problems they are faced with. The focus hinges on teaching strategies in various learning areas.

Bester (1998:121) suggests that team teaching can solve the problem of integration. Educators for one phase need to settle down and decide about a common programme organizer (learning programme for a certain learning area), which is supposed to be familiar to the background of the learners, for example, water. The educators need to choose one specific outcome from the other learning areas and to integrate. Without common phase organizer and programme organizer integration can be impossible, with the result that the implementation of OBE might fail and become a failure.

Regardless, the educator must be prepared to adapt to the process of change and to make the best of it in order to maintain the good quality of work.

2.2.3 Professional development and the educator

Clement and van den Berg (1997:10) see professional development as a lifelong learning process that results from the continuous interaction between the individual (in this case the educator) and his/her professional environment (referring to the educator's colleagues, the pupils and the school management). The educator needs enough learning space in which he/she can come to terms with the challenges set by change and renewal in order to tackle them in a positive light.

The learning experiences, resulting from the interaction between the learning opportunities for the person concerned and the learning space created, lay the foundation for professional development. This process of renewal does not only refer to the change in the educator's behavioural patterns, but also to a change in his/her ways of thinking about the nature and purpose of his/her occupation as educator and the underlying reasons for the practice thereof. There is thus a positive correlation between the mentality and behaviour of the person concerned.

Van den Berg (1997:28) and Van der Berg (1992:2-3) recommend that professional developmental programmes should form an integral part of every renewal project that is undertaken in the school. They further identify the following characteristics of professional development, which are important for every educator:

i) Broadening of knowledge:

Specific reference here is made to context bound knowledge subject to specific criteria that determine the significance thereof.

ii) Opportunities to expand experience:

Here the educator's experience is converted into knowledge, capabilities and point of view.

iii) Process of socializing:

Professional development is seen as resulting from the interaction between the educator's personal experience and opinions on education, and the type of work situation and conditions educators find themselves in.

Educators and others concerned with education must view change and renewal as challenges. Endeavors at solving relevant educational problems, make it possible for every individual to fully realize his/her potential by applying his/her creativity, knowledge and problem solving capabilities in practice for the enhancement of school functioning (Mentz 1999:7).

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learning opportunities for the person concerned and space created, lay the foundation for professional development. Anon (1994:138) says this process of renewal does not only refer to the change in the educators behavioural patterns, but also to a change in his/her ways of thinking about the nature and purpose of his/her occupation as an educator, and the underlying reason for the practice thereof.

There is thus a positive correlation between the mentality and behaviour of the person concerned. Van der Vergt and Van der Berg (1996:20) support this when they say that professional development is such an important facet of the educator's career, it is of the utmost importance that the school provides the necessary facilities for programmes for renewal and occupational changes. Educators and others concerned with education must view change and renewal a challenges. Endeavours at solving relevant educational problems make it possible for every individual to fully realize his/her potential by applying his/her creativity, in knowledge and problem solving capabilities in practice, for the enhancement of school functions.

As quoted by De Villiers, (2004:310), the Norms and Standards Document, which contextualize teacher education for South Africa, states those competencies are supposed to serve as a description of what it means to be a competent educator. These roles and competencies are supposed to be integrated in the teacher education programme and should inform the exit level outcomes of a qualification and their assessment criteria. Furthermore the qualifications should reflect an applied and integrated competence (Government Gazette number, 20844, 4 February 2000).

De Villiers (2004:310) regards the professionally developed and qualified educator to be a person who embodies the principles and values of liberal democracy and is able through his/her example to serve as a positive role model for the learners. To fulfill this role, the educator therefore needs specific,

tangible abilities. These are listed below concisely. The qualified educator should:

- ◆ Be ethical and adhere to a professional code of conduct;
- ◆ Have sound knowledge of the subjects or learning areas that he/she teaches;
- ◆ Have knowledge and competency in citizenship education;
- ◆ Be familiar with active teaching and learning approaches; and
- ◆ Be in-serviced regularly to familiarize and to cope with new approaches in teaching.

Instructional strategies that prospective educators would need to be proficient in are strategies that favour active learners, such as co-operative group work, other forms of group work, role-play, discussion, exploration, and projects. These strategies that involve active learners are used also in educating for democratic citizenship.

2.2.4 Correlation between professional development and the school

Since professional development is such an important facet of the educator's career as educator, it is important that the school provide the necessary teaching and learning facilities for renewal and occupational training for the successful implementation of any educational changes (Van der Vergt and Van der Berg, 1996:20). According to Van der Vergt and Van der Berg and (1997:4) there is a strong correlation between professional development of the educator and the development of the school as a whole.

Malowski as quoted by Mentz (1999:9) supposes that school culture plays a very big role in the process of school improvement and effectiveness within the school environment. He defines school culture as the basic assumptions, norms and values and cultural habits collectively belonging to the members of the school. Because culture encapsulates the underlying value patterns and

traditions that have been firmly grounded in the school through the years, it is the natural cornerstone for change and renewal in the school. A culture of continuous adult learning and co-operation is essential in order for development to be successful on an ongoing basis.

Educators, who are encouraged to use their creativity in the classroom, adapt easier to change than educators who have to rigidly follow existing didactical procedures. The school culture plays an important role in the educator's view of leadership, especially in terms of the decision making process within the school. School leaders must bring their vision in balance with that of educators and the school community. The level of involvement of educators inside and out of their learning areas plays a big role in pursuing common objectives (Mentz, 1999:10).

In conclusion, change occurs more easily in the light of a school culture that is focused on organization building. Within such a culture a perspective of continuous action research as problem solving mechanism is maintained, which eases the process of transformation for both the school educator and the school manager.

2.2.5 Principals as culture builders and supporters

The principal is perceived as the culture builder and supporter that have to motivate and convince his subordinates (educators) of the correctness of the current culture of teaching. Acceptance of the culture is important because of its influence on the functioning of the school in terms of planning, good oriented decisions about resources, work procedures, delegation of tasks, rules and regulations, evaluation and control over the quality of work (Mentz, 1999:11).

Pretorius, as quoted by Mentz (1999:11), suggests that change in an organization must begin with a change in the culture of the school with specific reference to the change of objectives, structures and attitudes. Therefore, it is necessary that principals understand the dynamics of the organizational culture and the role thereof, as well as identify the positive aspects for the educator in order to make the change more acceptable.

2.2.6 Principals must demonstrate a commitment to educator development

Principals must make changes to ensure that higher standards for student learning are being met. While working with districts, principals should plan the best ways to construct the foundation for a strong professional development programme for their educators. Administrators and educators must also work in concert to develop ongoing learning experience for the teaching staff that will translate into improved classroom experiences (Education Journal: Burget, 2000:5).

Burget (2000:6) further says that principals, community leaders and policymakers cannot expect educators to teach according to higher standards, without helping them to acquire new knowledge and skills to do so. Systemic, career long professional development programmes for the principal's teaching staff must replace the current educational activities taking place in the form of one-day conferences. Principals are left to their own devices in seeking out opportunities for their teaching staff. They must design in collaboration with educators and university educators' programmes that share innovative tools and techniques, which enhance classroom instruction. A one-day workshop cannot provide educators with the learning experiences they need to be able to carry out this mandate.

Schools have begun to redesign their educational programmes around basic principles of school reform such as high content standards and expectations for all students, and authentic as well as standardized measures to determine whether students are achieving. Despite lack of agreement on the facets of quality staff development that espouse these and other ideals, some schools are implementing innovative changes. Principals should seek to answer four basic questions when creating quality staff development programmes:

1. What improvements in student learning do we seek?
2. What changes must be made to get these results?
3. What types of staff development are required to make these improvements?
4. How will we know if staff development has led to these improvements?

According to Burget (2000:6), the first question addresses the type of learning and knowledge students should demonstrate, and the answer varies with state policy and local curricular control. Since many educators seek out and design their own initiative for building and district-level planning, no matter the genesis of the change in or development of the educational standards of a particular programme, staff development must reflect the goal of increased student learning. Question two encourages planning based on the changes a school must undergo to ensure that higher standards for student learning are being met. As principals and districts begin to plan, they must also answer questions three and four, which seek to construct the foundation for an educator development programme while also providing for reflection and evaluation of the initiative. Before reflection and evaluation can occur, educators and administrators must work together to develop ongoing learning experiences for staff members that translate into improved classroom experiences. After accepting that change is inevitable, educators can become leaders in the development of training in many different ways.

Burget (2000:7) suggests that educators should be encouraged to:

- ◆ Work with content-area professional organisations to become familiar with new standards.
- ◆ Understand emerging standards and change practice accordingly.
- ◆ Initiate study groups to assess current efforts and plan new initiatives.
- ◆ Study exemplary plans in conjunction with administrators.
- ◆ Become leaders and “turnkey” staff developers in their own districts and buildings.
- ◆ Continually assess staff development programmes.
- ◆ Monitor student achievement.
- ◆ Collaborate with peers.
- ◆ Engage in self-reflection.
- ◆ Work with the local union to develop “educator centers” where learning opportunities can be offered.
- ◆ Use new technology.
- ◆ Become lifelong learners.

In contrast to the above Burget (2000:7) says, administrators must also demonstrate a firm commitment to staff development initiatives, and should provide leadership for such experiences to take place. Educational reformers suggest many ways in which administrators can improve instruction in their schools and districts by supporting staff development activities:

- ◆ Move away from past models, such as one-day workshops.
- ◆ Restructure the educator workday to create “mental space” for staff development activities.
- ◆ Assess how resources are being used and redesign as necessary.
- ◆ Develop strategies for convincing the public/parents that time spent on staff development is critical.
- ◆ Study exemplary plans and design professional development opportunities in conjunction with educators.

- ◆ Evaluate programmes to ensure outcomes.
- ◆ Measure success by monitoring student performance.
- ◆ Identify needs and develop a school-wide plan for educator development.
- ◆ Support individual educators in their drive to learn.
- ◆ Create a climate that encourages ongoing learning activities and self-reflection.

Initiatives should be taken hold nationwide that reflect the above principles of planning and design that are so vital to the success of school reform. The shift in national policy toward support for OBE and lifelong education has led to an emphasis on educator development. States such as New York have begun to set standards for ongoing educator learning by recently approving a mandate for all educators to complete substantive hours of consistent, organized professional development every five years (Burget 2000:8).

The next section deals with the developments of Outcomes-Based-Education.

2.3 OUTCOMES- BASED EDUCATION

The DoE (2000:6) states that OBE forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement (NCS) builds its Learning Outcomes for all grades (0 – 12) on the critical and developmental outcomes that were inspired by the Constitution and developed through a democratic process.

The critical outcomes require learners to be able to:

The Identify and solve problems and make decisions using critical and creative thinking;

- ◆ Work effectively with others as members of a team, group, organization and community;
- ◆ Organize and manage themselves and their activities responsibility and effectively;
- ◆ Collect, analyze, organize and critically evaluate information;
- ◆ Communicate effectively using visual, symbolic and/or language skills in various modes;
- ◆ Use science and technology effectively and critically show responsibility towards environment and the health of others;
- ◆ Demonstrate and understand the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- ◆ Reflect on and explore a variety of strategies to learn more effectively;
- ◆ Participate as responsible citizens in the life of local, national and global communities;
- ◆ Be culturally and aesthetically sensitive across a range of social contexts;

- ♦ Explore education and career opportunities; and
- ♦ Develop entrepreneurial opportunities.

According to the DoE (2003:8) all educators are key contributors to the transformation of education in South Africa. The NCS (Gr.12) visualizes educators who are qualified, competent, dedicated and caring, who will be able to fulfill the various roles outlined in the Norms and Standards for educators. These include being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and subject specialists.

2.3.1 New challenges to educators

The DoE (2003:10) argues that it is obvious that the introduction of OBE in South African schools confronts educators with real challenges especially with respect to concepts and assessment. Furthermore, educators have been used to a content based driven education system, while the new system is outcomes based driven. This change requires a complete mind shift or change with respect to the approach to teaching and learning, the learner, the contents, outcomes, learning areas, terminology, a changed learning environment and much more. Educators' previous training and experience have decreased in value and this emphasizes the need of in-service assessment training to be able to face the new realities.

Educators actually have to be retrained in order to be able to face the new challenges in assessment. The differences between the old and the new

education system (Curriculum 2005) are summarized by the National DOE (1997a) as follows:

Table 2.1: A comparison between the old and the new curriculum 2005

OLD	NEW
Passive learners	Active learners
Examination-driven	Learners are assessed continuously
Rote learning	Critical thinking
Syllabus is content based and divided into subjects	An integration of knowledge, learning relevant and related to real life situations
Textbook/worksheet-bound and educator centred	Learner-centred; educator facilitator; educator uses a variety of learning methods
Syllabus is rigid and non negotiable	Learning programmes seen as guidelines that allow educators to be innovative in designing programmes
Educators responsible for learning, motivation dependent on the personality of the educator	Learners take responsibility for their learning, learners motivated by continuous feedback and affirmation.
Emphasis on what the educator hopes to achieve	Emphasis on outcomes
Content placed into rigid frames	Flexible time-frames allow learners to work at their own pace
Curriculum development not open to public comment	Comment and input from the wider community is encouraged

a) Development of materials:

OBE argues in favour of adapting and developing learning materials by directly considering the needs of learners in their context. Although the initial ideal was that basic learning materials were to be supplied by the Education Department, not much has come of this and eventually it is the educator's task to produce his or her day-to-day learning materials according to the needs of the learners.

b) Educators are no longer educators only, but have become facilitators as well:

A facilitator is no longer the only source of knowledge and presenter of that knowledge to the child, but the one to structure the learning situation and activities in such a way that optimal learning can take place.

i) AN INTERGRATED, HOLISTIC APPROACH

In contrast to the subject-structured curriculum of the past, learning programmes must integrate with one another and relate to real life by using an integrated, holistic approach. This implies a basic knowledge by the educator of the outcomes expected from all eight learning areas of the applicable phase he or she is dealing with.

ii) LEARNER CENTREDNESS

In the previous Education System the emphasis in the classroom was on the educator as the only source of knowledge. In contrast to this situation, Curriculum 2005 places the emphasis on the child as an active partner in the learning process. It is not what the educator knows and what the learner does not know, but which pre-concepts, knowledge, skills and attitudes the learner has that the educators can build upon.

This poses a new challenge to educators to structure the learning environment so that the learner develops learns to the maximum of his or her potential.

iii) A CHANGED LEARNING ENVIRONMENT

The introduction of Curriculum 2005 also has had an effect on the learning environment. Up to now, the classroom has been the dominant physical environment where teaching and learning takes place. This changes with an OBE approach, as the learning environment can now also be outside the classroom. This may entail trips to relevant places such as museums, the dairy, the bank, the water works, and a nature reserve etcetera.

iv) LEARNING ACTIVITIES

The changes in the learning environment also have an effect on the learning activities (De Corte, as quoted by Burget, 2000:6). Learning activities are components of a unit of learning experiences and include activities by the facilitator and learners to reach the desired outcomes. Problem solving should be an integral part of the various activities. More creativity is thus expected from educators than before. Without a thorough knowledge of the various learning activities and the skills to apply them, no educator can implement OBE in the learning environment.

v) TIME AS A FLEXIBLE RESOURCE

Facilitators in a system of OBE should see time as a flexible resource, which they can use to help every student to do his or her very best.

Every child should be allowed to progress according to his or her own tempo, ability and needs.

vi) INTERPRETATION OF POLICY DOCUMENT

The draft policy document for consultation 1994 is an attempt to offer direction to the macro-level curriculum design process and to provide a framework around which provinces and schools may build their learning programmes. It identifies important components of education for South African learners and is descriptive rather than prescriptive. It does not provide a syllabus and a syllabus should not be used as such. It is intended that learning programmes will provide educators with the guidelines and detail necessary for curriculum development and application at school level. No educator can prepare a unit of learning experience without referring to and using the Policy Document. The assessment criteria, range statements and performance indicators for each specific outcome of each learning programme are listed. The new challenge for educators is to be able to interpret, master and apply these concepts when working out a unit of experience (lesson).

After the African National Congress (ANC) came into power in 1994, a new national ministry of education and nine provincial education departments were established. The national ministry of education sought to overhaul the educational system of the country.

In 1995, the DoE to embark on curriculum review instituted SAQA. One of its tasks was to establish the guidelines for education in South Africa. SAQA recommended the adoption of an education system that would promote lifelong learning. It was believed that the new education system would meet the economic and social needs of South Africa and its people (DOE 1997a: 2).

In order to meet these challenges, SAQA suggested the development and implementation of the new curriculum, namely, Curriculum 2005. The new curriculum advocated for a transformed educational approach which focused on what was learnt and whether learning was successful rather than on when and how learning took place.

The new educational approach is known as OBE. In its approach, learners demonstrate what they can do with what they know and understand (Spady 1994b: 49), which is a change in the education system from a content-based approach to an outcomes based approach (DoE, 1997a: 5).

In South Africa OBE has taken an approach that emphasizes outcomes that relate to learners' future life roles (Killen 1999:2). The new education system is required to break down class, race and gender stereotypes (DOE, 1997a: 2). It is believed that Curriculum 2005 would promote critical thinking, rational thought and deeper understanding through outcomes based education.

2.3.2 The nature of Outcomes-Based Education

Killen (1999:4) points out that in Australia the stimulus for OBE was political. The federal government wanted economic efficiency and accountability, which is a means of evaluating the quality and impact of teaching in a specific school (Jansen, 1997:1).

Spady (1994b: 28) also notes that some states in the USA implemented OBE, which demanded higher learning results from schools to give parents, politicians, educators, future employers and the general public an accurate picture of learner capabilities. Also, OBE has enabled these groups of people to determine whether their investment in public education is resulting in improved learning and achievement at higher levels. This implies that Australia

and the USA implemented OBE to enable taxpayers to hold educators accountable to higher learning results.

In outcomes-based programmes, the focus is on the learning results and performance expectations (Van der Horst & McDonald, 1997:7; Spady 1994b: 2). Learners are supposed to acquire and master knowledge, skills and values. What is of importance, is what the learners know, can do and the attitudes and values they display. Learners should be able to demonstrate their understanding of knowledge and transfer and apply the desired outcomes to new areas and context.

In OBE, the most important activity seems to be the use of content to perform a task. OBE has its foundation on competency-based learning and mastery learning. Competency education has all the elements of OBE. It is built around the integration of outcomes goals (in terms of skills), instructional experiences (to teach the outcomes) and assessment tasks to determine whether learners have mastered the outcomes (King & Evans, 1991:74; Van der Horst & McDonald, 1997:10; and Fraser, 1999:4).

Van der Horst & McDonald, 1997:10 argue that competency education supports the idea that all learning is individual and the individual (whether the teacher or the learner) is goal orientated. Furthermore, the teaching learning process is facilitated if the teacher knows what he/she wants the pupil to learn and if the learner knows exactly what he/she required to learn.

As it has already been mentioned, another root of OBE is mastery learning. The general aim of mastery learning is to ensure that learners are granted opportunities to be successful at most activities, by supplying suitable learning conditions, materials and back up guidance (Van der Horst & McDonald, 1997:11).

Students learn the subject matter in a class of 30 learners per educator. Subsequently, the educator provides learners with more learning time, different learning media or materials, or diagnoses the prerequisite knowledge or skill the learner should gain to master the content (Van der Horst & McDonald, 1997:11).

Killen (1999:4) defines outcomes as “statement of intent”, or statements of desired educational outcomes, and focuses attention on the purpose of instruction, rather than on the content of learning experiences that are the vehicles for instruction. OBE gets us to think about why we are teaching, what we are teaching, and why we are teaching it in a particular way. Therefore outcomes are statements of the significant things that learners should be able to demonstrate as a result of the period of instruction and learning. When planning a lesson, the educator should start by formulating outcomes for his/her lesson.

However, it is important to note that for all of the above to take place and succeed, the educators encounter plenty of problems. On the other hand, not all people are in favour of OBE (Schlafly, 1993:1-8 and Jansen, 1997:1-9).

Some researchers disagree with the outcomes that have been prescribed whilst others disagree with the OBE approach.

In outcomes-based programmes, the focus is on the learning results and performance expectations (Van der Horst & McDonald, 1997:7; Spady 1994:2). Learners are supposed to acquire and master knowledge, skills and values. What is of importance, is what the learners know, can do and the attitudes and values they display. Learners should be able to demonstrate their understanding of knowledge and transfer and apply the desired outcomes to new areas and context. In OBE the most important activity seems to be the use of content to perform a task. OBE has its foundation on competency-based

learning and mastery learning. Competency education has all the elements of OBE. It is built around the integrating of outcome goals (in terms of skills), instructional experiences (to teach the outcomes) (King & Evans, 1991:74; Van der Horst & McDonald, 1997:10; Fraser, 1999:4). Van der Horst and (McDonald, 1997:10) argue that competency education supports the idea that all learning is individual and the individual (whether the teacher or the learner) is goal oriented. Furthermore, the teaching learning process is facilitated if the teacher knows what he/she wants the pupil to learn and if the learner knows exactly what he/she is required to learn.

2.3.3 Shortcomings of Outcomes-Based Education

Other researchers such as Baron and Boschee 1994:195; Brandt 1994:74; Manno 1995:721; O'Neil 1994:8; and Zitterkopf 1994:78, argue that some OBE critics claim that most prescribed outcomes are too vague, attitudinal and relate to values that are not sufficiently academic. It is argued that OBE only emphasizes affective outcomes of academic skills such as reading, writing and arithmetic (Schlaly 1993:1). It is claimed that OBE is likely to lead to the lowering of standards and academic decline. Zitterkopf (1994:76) supports this when he says that schools whose focus is on the achievement of results are likely to attain the results and a higher level of quality in the process and the product.

O'Neil (1994:8) claims that outcomes describe learners as effective communicators or problem-solvers, are ill defined, nebulous and result in less academic rigor. Zitterkopf (1994:78) advises that affective outcomes should be integrated with academic outcomes to achieve the highest level of student learning in both areas, which implies that affective outcomes should be integrated with academic outcomes.

Boschee and Baron (1994:195), as well as Zitterkopf (1994:76), claim that OBE outcomes in social affective areas are value-laden, challenge traditional family values and take the role of parents in moral education. It is also claimed that some textbooks or learning materials are morally offensive as they condone homosexuality. Bonville (1996:2) claims that a critical outcome such as that read by members of a team, group, organization or community, conditions learners to be co-operative and pliable workers and citizens of the new world order.

Researchers who criticize OBE further contend that group problem solving and co-operative learning which are instructional vehicles of OBE, are flawed as they undermine children's values, individuality and commitment to personal responsibility (Baron, 1994:74). It is further argued that high achievers suffer as they must wait until their peers exhibit mastery of desired outcomes (Bonvil 1996:3). This indicates that researchers who oppose OBE favour a competitive model under which learners compete with each other. The ASCD update (1994:2) also note that critics of OBE claim that learners' motivation suffers, as they know that they have multiple opportunities to pass a test, hence there is no pressure to study.

Jansen (1997:1-9) has identified ten reasons why OBE will fail in South Africa:

- ♦ The language associated with OBE is too complex and inaccessible. Therefore most educators may not be able to give OBE's policy documents meaning through their classroom practices;
- ♦ OBE as curriculum policy is lodged in problematic claims and assumptions about the relationship between curriculum and society. Proposers of OBE in South Africa claim that its implementation could lead to a high economic growth. Jansen argues that there is no

evidence, which suggests that a change in school curriculum leads to an improvement in national economics.

- ◆ OBE will fail because it is based on flawed assumption on what happens in schools, classroom organization and the kinds of teachers who are within the system. The type of OBE implemented in South Africa requires highly skilled educators (who are in the minority in South Africa), hence educators' call for more time and more training before the implementation of OBE.
- ◆ OBE is undemocratic because outcomes are specified in advance. There is a fundamental contradiction when one insists that students use knowledge creatively, only to inform them that the desired learning outcomes have been specified already. There are important political and epistemological objections to OBE as curriculum policy. The motives of the ANC and its alliance that predicate their politics on the notion of process and organize their policies on a platform of outcomes are questioned. The educational and political struggle of the 1980's valued the processes of learning and teaching as ends in themselves. Few educators participate in OBE's committees. As a result, the majority of educators have little understanding of OBE.
- ◆ OBE with the focus on instrumentalism, what a student can demonstrate given a particular set of outcomes-sidesteps the important issue of value in the curriculum. Jansen (1997:6) emphasizes that core values such as combating racism and sexism, which are relevant to the South Africa transition, are not evident in the reports of learning area committees.
- ◆ The management of OBE will multiply the administrative burdens placed on educators. For instance, educators will be required to reorganize the curriculum, increase the amount of time allocated for monitoring

individual student progress against the outcomes, administer appropriate forms of assessment and maintain comprehensive records (Jansen, 1997:7).

- ◆ OBE trivializes curriculum content even as it claim to be a potential leverage away from content coverage, which besets the current education system.
- ◆ OBE requires trained and retrained educators and principals (school management teams). They should be able to implement OBE such as new forms of assessment, performance assessment or competency based assessment and performance appraisal, new forms of learning resources. Co-operation is a requisite for learning the process of implementing OBE;
- ◆ OBE requires a radical revision of the system of assessment, for example, the policy of continuous assessment, which is difficult to apply to matriculation. As a result of this, OBE's principles may not be realized.

The South African National DOE should seriously consider this criticism and attempt to retrain educators on OBE principles and teaching strategies.

2.3.4 The Need for further training of educators

It is clear from the discussion above that educators in South Africa are now faced with radical changes such as new terminology, a new education approach, new conceptions of learning and instruction, a change from a teacher-centred approach to a learner-centred approach and new assessment methods, etcetera. With OBE implementation, as well as the retraining of educators in OBE, the need for more specialized training in assessment has

emerged. According to the DoE (2003:12), it was clear by the end of 1997 that there were no formal training models available that took South Africa realities into consideration and which could be used to prepare educators for the paradigm shift and the practical aspects of assessment as suggested by Curriculum 2005.

2.4 THE RESEARCH ON OBE IN OTHER COUNTRIES OR STATES THAT SOUTH AFRICA CAN LEARN FROM

Schalfly (1993:4) regards OBE as a system, which destroys the basics of education. The education system, which has been used in the past years, starts the learner by using the three R's, that is. Reading, writing and reciting. According to him, this new system is destroying all what has been done before. Schalfly summarizes the experience and controversy that surrounds the outcomes based education in certain states as follows: OBE is converting the three R's to three D's, Deliberately Dumped Down.

Shanker (1993:4) President of the American Federation of Teachers (AFT), as quoted by Manno (1995:723), also argues that OBE is just a new system, which encourages business to certain authors but has nothing to do with students' achievement. He states that in Pennsylvania they assess OBE as a system, which is not academic. Spady (1988:6) acknowledges that in Pennsylvania problems arose when policy makers changed from the concept of judging the quality of education and focus on what learners learn, to the practical details of specifying results.

Spady & Marshall (1992:69) identify five problems with OBE, namely, segments of instruction, the content and structure of curriculum is the same except with clear focus, the curriculum is loosely aligned with exit outcomes at graduation and these outcomes tend to be narrow in scope. According to them OBE does

not challenge the time frame of schooling and “credentialing or placement”. Despite the foregoing criticism regarding OBE, various authors have acknowledged its successes, for instance as quoted by Capper (1992:9-10), Spady & Marshall (1992:70) whom all acknowledge the success of OBE, that it equips all students with the knowledge, competence and orientations needed for success after they leave school.

The document located on “The Christian Alert Network” which is listed in (Links and other Resources) notes that the problem is that OBE is a system that has been invented by inexperienced educators. When they investigated this system critically, they discovered that it is not education at all. “The Christian Alert Network” (1993:1-4) argues that:

- ◆ This system is brainwashing, not education;
- ◆ It challenges traditional family values by developing a morality of relativism based on what feels good in situation;
- ◆ It undermines academic excellence by de-emphasizing, eliminating of lowering academic standards such that all students can meet all requirements. It also adds other standards which are attitudinal and effective, political correct, verified by behaviors having nothing to do with academics;
- ◆ OBE focuses on changing behavior attitudes, values and feelings.

When linking the international perspective in OBE with the South African situation, the problem is that OBE changes the educator into a facilitator or coach in the place of conducting a directed learning environment. OBE increases the length of the school year and class duration. The approach de-emphasizes individual changes and decisions to the learning of self-reliance.

OBE hold top achievers back by making them wait for slower learners to be taught until all have met the behavioral standards. It encourages learners to achieve a small fraction of academic progress.

A critical challenge to improve the quality of teaching and student performance is to reconsider how all educators are initially trained and provided opportunities for professional renewal and re-tooling, throughout their career span.

Manyokolo in *The Teacher* (2001:4) says that the role of educators is central to the successful implementation of the new curriculum, but if we cannot take teachers along, if they feel disempowered and unable to teach the new curriculum, the whole thing will collapse. According to him, the evidence from New Zealand, which has implemented similar new learning approaches, have shown that teachers are resisting radical changes to traditional ways of learning.

2.5 PROBLEMS IN THE IMPLEMENTATION OF OBE IN SOUTH AFRICA

According to Garson's report (1997:4-5) on SADTU newspaper, *The Teacher* argues that educators may be tired of using outdated textbooks in the classroom, but educationists believe that educators are ill prepared for the new curriculum that the National Education Department has implemented since 1998. According to Garson's report (1997:6) in the newspaper, *The Teacher*, OBE has exposed itself too much criticism. He argues that many have criticized the planned introduction of Curriculum 2005 as "too much change, too soon". His concerns are based on the paper, entitled: "Why OBE will fail" written by Jansen from the University of Durban, Westville, which states:

"... because it is being implemented in isolation and ignorance of almost 80 years of accumulated experience with respect to curriculum change in both first world and

developing countries. Rather than spawn innovation, OBE will undermine the already fragile learning environment in schools and classrooms of South Africa.”

Garson (1997:6-7) acknowledges Jansen who accuses the Education Ministry of bowing to political pressure to gain credibility by bringing innovation to our classrooms when what we really need is real transformation. Jansen believes that the language associated with OBE is complex, confusing and quite simply inaccessible. He argues that the OBE notion of an educator as a facilitator of learning who mediates a whole new co-operative learning experience is a “clearly ridiculous over-sell of the policy”.

OBE clearly fails to look at what is really happening inside South African schools in assuming there are plenty of highly qualified teachers around firstly, to understand the new learning concepts and secondly, to apply them to different classroom contexts. In fixating so much on “ends”, the African National Congress has neglected the process of consultation in trying to introduce curriculum change. Jansen says, a small elite of educators has driven the process, often expert and white, while the majority of black educators have been excluded from participation.

Jansen stresses that managing OBE will give educators a far greater administrative burden than they already have given that the approach calls for continuous assessment of learners. Experience, in other countries, has shown that OBE has failed, owing to lack of time that educators do not have, support or small enough class sizes to make it work. The current climate of educator rationalization and larger class sizes further lessens OBE chances of success here. OBE trivializes content in favour of learning outcomes. The pre-occupation with these outcomes, shifts the focus away from the most pressing issues at hand; building a truly multi-cultural curriculum. An “entire re-engineering of education system” is needed to support OBE, says Jansen, including training and retrained educators, principals and manager, new forms

of assessment, new forms of classrooms organization, learning resources, etc. Re-engineering on such a large scale simply cannot take place.

According to Garson (1997:6) and Jansen (1997:17) a new kind of performance assessment of students, replacing traditional examination is called for in OBE. International experience has shown that assessment of students has not changed significantly to reflect the new outcomes. Jansen concludes that the fact that apartheid curriculum requires radical reconstruction is incontestable. It must be aborted if educational planners are serious about restoring the culture of learning in schools.

Rasool (1997:5) explains why South Africa needs OBE but in his argument he also highlights some criticism of a curriculum of innovation, with its outcomes based approach and gives a number of reasons why it will fail. He also indicates that the time is not right for implementing OBE. OBE is failing in other countries, no relationship exists between curriculum change and economic growth, the new curriculum will multiply teachers, workload, OBE will produce competent illiterates and the terminology is too complicated for the educator.

Rasool (1997:5) notes that there is no study that demonstrates a positive correlation between curriculum and economic growth, but the fact that researchers cannot demonstrate such a correlation does not mean it is non-existent. Rasool argues that schools lack the necessary human and material resources for the successful implementation of OBE. The shortage of funding for education is a problem we shall always have. Curriculum 2005 will increase educators' workload; force them to be more productive and accountable.

Siyakwazi (1998:10) argues that the implementation of Curriculum 2005 has shortcomings.

Such shortcomings are evidenced by the following:

- ◆ Lack of adequate finances to run orientation workshops for educators and other staff;
- ◆ Lack of sound strategic planning for in-service programme;
- ◆ Lack of relevant and adequate resource materials such as textbooks;
- ◆ The in-accessibility of libraries for the majority of educators;
- ◆ Lack of experience staff with expertise in in-service programme;
- ◆ Lack of finance for travelling to workshops;
- ◆ Lack of regular effective workshops and follow-ups;
- ◆ Lack of understanding of key principles of OBE and its implementation; and
- ◆ Lack of participation of all key stakeholders such as principals, lecturers, education officers, parents and others.

Siyakwazi (1998:10) stresses that the above observations are indicators of shortcomings of Curriculum 2005 OBE. According to Rensburg, the then Deputy Director General in the Ministry of Education, there is general acceptance that the existing curriculum is defective in major ways. He argues that, if we look at the time slot 1997 to 1998, there is much reason to be depressed about the implementation of the curriculum (Sowetan, June, 25:1998).

Rensburg in *The Teacher* (1998) further argues that the government has been unable to sufficiently prepare teachers, many of who have received only very basic orientation. According to him, another problem is the lack of textbooks. This is clear evidence that budgeting pressures over the past year have contributed to the problems with the phasing in of the new system. These statements confirm that Curriculum 2005 has shortcomings.

Bhengu (1997:11) acknowledges that the curriculum is to be planned by parents, teachers, education authorities and learners; in fact as many people as possible are encouraged to participate. This means that OBE will vary from

place to place and will respond to every specific community according to needs and wants. An analysis of the above statement recognizes that participation of all stakeholders is essential. Unfortunately, some of the stakeholders have been left out in the orientation programme, which has impacted negatively and created a backlog in the implementation of OBE.

According to Jansen's case study conducted in KwaZulu Natal and Mpumalanga schools, he discovered that in the world of grade one educators, the introduction of OBE creates opportunities for freedom, but also constraints in discipline and order. Noise levels disrupt learning of children. Most educators express discomfort with the disruption that result from creating an OBE environment within the grade one classroom.

“You find it very noisy, and when you're trying to teach- you're trying to be different, with different groups. The noise level ... it can be too high. Because then you can't work with others on a quieter level. So you've got to control that some way. I find that quite difficult. It is a very noisy OBE. It is quite stressful, not only for the educator, but also for the children” (Interview with grade one educators, KZN, 1998).

According to the findings of Jansen's research with some of the KwaZulu, Natal (KZN) educators, OBE is not successful. It is time consuming and educators are not trained to implement it. Some said they do not have enough time to implement it. They find OBE is not appropriate for black since they are not intelligent. Parents are not actively involved with their children's education. For example, when an educator gives learners homework, the parents do not help. Facilitators from the DOE are “not clear about OBE” themselves, classes are too large for the educators to effectively teach and monitor progress of the learners in the grade one classrooms. School management teams do not have adequate training to assist and monitor the OBE educators.

Educators argue that children at grade one level are not used to working together – they want to be top dogs. They feel that the policy document is too

cumbersome to work with. It is too big and used a lot of big words that even one of them, an English first language speaker had to consult a dictionary in order to cope with the language used in the document. They feel that group work was not successful because their children are also too small; they tend to fight and compete with one another. They argue that in OBE training there is too much news jargon that is confusing, that the educators in school have to cope with. Another problem they encounter is because of the large number of learners in classes, educators have to teach, not facilitate. Because of the severe situation, it is impossible to form social groups in the class. Black learners have language related problems in class. As a result of this, these learners do not contribute in class discussions. The language used in OBE is the main obstacle.

In the interview with Mpumalanga educators conducted by Jansen, the educators argue that there is lack of support from parents. Parents do not approve OBE owing to lack of knowledge and understanding. Pedagogically they have found that since the implementation of OBE, many sounds have been introduced to the learners at the same time, and this might be a hindrance learners are unable to cope with. Materials from the department arrive late at some of the schools. The educators' argue that there should be retraining of educators for OBE in In-Service-Training (INSET) courses. Learners expect to be given things and to go out and use their own imagination to bring about things. According to Mpumalanga educators, large classes impede the implementation of OBE.

Garson (1997:4) argues that the implementation of Curriculum 2005 is badly hampered by inadequate training of educators, a lack of material and poor communication between department officials and educators. According to him, educators say they need classroom-based training – not the theoretical training they received, often from trainers who lacked primary school teaching experience. Some educators feel that their own experience with primary school

teaching has been made use of. According to Garson (1997:4) educators are clearly intimidated and confused by the new terminology. The “terminology demotivates; it is far too complicated”. Most educators do not understand the high level of language used. Educators feel there are large class sizes, lack of key resources such as Photostat machines and inadequate and poor quality materials supplies/materials do not help (The Teacher, January, 1999:03).

In an interview with Kenosi Moshupi, Naidoo (1997:4) is concerned about the time of introducing the new curriculum. She thinks that its introduction needs to be well structured. She further stresses that educators need to be equipped properly before they introduce the new curriculum. According to her, the idea is good but to implement it within stipulated time is impossible. Sibiya in The Teacher (1997:4) emphasizes that teachers need to be trained so that they can impart skills to our children.

However, it is important to note that not all people are in favour of OBE (Schlafly, 1993:1-8; Jansen, 1997:1–9). Some researchers disagree with the outcomes that have been prescribed while other researchers disagree with OBE. Siyakhwazi (1998:10) argues that the implementation of OBE has shortcomings.

The next section looks into the possible way of overcoming problems encountered when implementing new curricula.

2.6 WAYS OF OVERCOMING THE PROBLEMS ENCOUNTERED WHEN IMPLEMENTING NEW CURRICULA

Educators need to be trained so that they can impart skills to our children (Sibiya, 1997:4). The researchers such as Naidoo (1997); Garrison (1994); Siyakhwazi (1998); Jansen (1999) criticize the DoE for bowing to political pressure and introducing the new curriculum without proper planning.

Provincial Education Departments simply do not have the capacity to train educators in new “skills-based” rather than “content based” learning approaches, which require a complete paradigm shift. Introducing a new curriculum as soon as possible will not give educational publishers enough time to produce quality material.

The in-service education and training is essential to cope with the educational transformation. The outcomes-based education approach of education demands new strategies in teaching and thus, courses, workshops, distance education and teacher collaboration can help educators to cope with these demands. These programmes can be instrumental in acquainting educators with the desired standards of education needed. These courses and workshops are vital for upgrading and updating purposes. These have immediate benefits of feedback and dissemination of information.

Bangwadeen (1993(b):117) argues that courses are good because they have a small scale of experimental involvement of in-depth discussions of problems experienced by educators. Those workshops also provide valuable in-service training activity. Educators ought to see teaching as an art of what they are doing, which only becomes perfect because of practice. Owing to developmental purposes, the in-service training need not be conducted as a workshop only, but at a place where educators are given a chance to revisit their ideas and experiments with new approaches. The in-service training ought to be a continuous process whereby workshops conducted become functional and practical to solve difficulties experienced by educators. There should be regular programmes that are handled by the experts in various fields. These regular in-service training programmes should involve all educators.

Coutts (1996:184) says more emphasis needs to be placed on educators being sources that need to be put to optimum use in educational transformation because they are change agents. In view of what Coutts says, the only priority

that stands above all other is to give the teacher immediate attention with regards to his or her professional training. Coutts (1996:208) supports the use of in-service training (INSET) of educators who suffered as a result of the apartheid ideology. Coutts further stresses that INSET is the central pillar to educators' empowerment in professional development. Empowered educators are able to put into effect child-centered programmes, provided they receive professional development in knowledge and skills.

Elliot (1998:76) argues that the use of in-service training (INSET) is the best to develop educators with relevant approaches, for instance, sharing a day's course with other schools to look at aspects of good practice, for example, the use of common scheming. Rube, as quoted by Elliot (1998:136) says that an attempt to improve children's learning depends upon some form of teaching growth.

2.7 THE REVISED NATIONAL CURRICULUM STATEMENT (RNCS)

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provides a basis for curriculum transformation and development in South Africa. The preamble states that the aims of the constitution are to:

- ◆ Heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights;
- ◆ Improve the quality of life of all citizens and free the potential of each person;
- ◆ Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

- ◆ Build a united and democratic South Africa able to take its rightful place as sovereign state in the family of nations (DoE, 2001a: 4).

Also the National Curriculum states that everyone has the right to further education, which the State, through reasonable measures, must make progressively available and accessible. The National Curriculum statement for Grades 0 – 12 (schools) lays a foundation for the achievement of these goals by stipulating learning outcomes, assessment standards and by spelling out the key principles and values that underpin the curriculum. The National Curriculum statement Grades 0 – 12 is based on the following principles:

- ◆ Social transformation
- ◆ Outcomes Based Education
- ◆ High knowledge and high skills
- ◆ Integration and applied competence
- ◆ Progression
- ◆ Articulation and portability
- ◆ Human rights, inclusiveness, environmental & social justice.
- ◆ Valuing indigenous knowledge systems
- ◆ Credibility, quality and efficiency.

Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications. The National Curriculum statement aims to develop a high level of knowledge and skills in learners. It sets high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by lack of knowledge and skills. The National Curriculum

statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high achievable standards in all subjects.

Training of educators in the Revised National Curriculum statement (RNCS) is currently in progress. The DoE (2004:3) reveals that the RNCS for grades R to 9 is the revision of Curriculum 2005. RNCS assumes that educators have the potential of handling every type of learner for example, paraplegics. The official implementation time-table is 2004 foundation phase; 2005-intermediate phase; 2006 – grade 7; 2007 – grade 8; 2008 – grade 9 (first GETC on revised curriculum). This does not mean that the good work done by teams of specialists should lie unused for many years; educators should study the new documentation and use it as a resource. By law, the 66 specific outcomes must be demonstrated until 2007, however the revised statement gives good indications of how these outcomes can be achieved in steady progression from grade to grade and is thus a useful resource.

Some stakeholders such as teacher's organizations, the Human Science Research Council and institutions of higher learning such as (South African Democratic Teachers Union(SADTU) have a special concern about how educators will cope with the New Curriculum statement, since educators have been qualified inadequately in OBE implementation.

On 17 April 2005, on SABC1, during the 18:30 programme, Asikhulume, let's talk programme, based on problems educators encounter, Vakalisa of Unisa stated that educators are inadequately qualified to implement the new curriculum, therefore the government should redress this problem of disempowerment on the educators' side.

Mbentse of SADTU supported this when he said that if educators are inadequately trained, how could they be expected to do much. Some were trained for two days only and then are burdened with problems they are fighting

alone. He further raised a concern about educators who teach in the rural areas where there are no resources such as electricity, for example, OBE needs designing of some teaching and learning materials such as worksheets, how do they make these since there are no photocopiers. How do educators like these cope in implementing OBE in their classrooms. He further stated that due to many frustrations that educators encounter in the teaching profession, educators have a tendency of leaving the teaching fraternity to look for greener pastures, especially those who are highly qualified and equipped with rare skills.

2.8 CONCEPTUAL FRAMEWORK (LESSONS FOR SOUTH AFRICA)

Countries such as Australia, New Zealand and the United States of America (USA) started to experience a shift to OBE in the 1980's (Killen, 1999:4). The move towards OBE in Australia was a product of the competency based training (CBT) approach, which had its roots in a desire to take a more national perspective on education by politicians, business leaders and educators (Killen, 1998:2).

It seems as if the shift to outcomes based education in Australia was a result of community's pressure for accountability in education. For instance, Killen (1999:4) maintains that the shift rests on the simple notion that if education is achieving predetermined outcomes, all is well with education and some suggest, all will be well with the economy and future of the society.

The shift to OBE was also experienced in the United States of America (USA). Spady (1994:29) has pointed out that three broad interrelated pressures affected the direction and intensity of school reform initiatives in the USA, namely:

- ◆ The nature of information age economy and workplace;
- ◆ The changing demographic of society; and

- ♦ The rate and intensity of change affecting all social and political institutions.

Subsequently, Spady (1994:28) states that this complex, technologically denominated, multicultural, constantly changing world demands for higher learning results from schools than they have ever produced. It is believed that OBE has the inherent potential to meet these demands. Analysis of various reports of the DoE indicates that educators, to meet these demands, need to be empowered (DoE, 1997a; 2001a and 2001b).

South Africa should have found out about the procedures of OBE implementation from the other countries that introduced OBE before her, before introducing this new curriculum to South Africa.

2.9 **CONCLUSION**

The literature reviewed proves that OBE in South Africa confronts educators with completely new challenges. Educators' previous training and experience have decreased in value, and this emphasizes the need for educator empowerment through in-service training and educator development. Educators actually have to be retrained in order to face the new challenges in OBE implementation. It has been revealed that educators are not adequately empowered to implement OBE. A critical challenge to improve the quality of teaching and student performance outcomes is to reconsider how educators are initially trained and provide opportunities for professional renewal and retooling throughout their career.

The next chapter presents the methods of research used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology that was used in the execution of this study. Methodology, which is a vital part of any research project, is defined as “the activity or business of choosing, reflecting upon, evaluating and justifying the methods you use” (Wellington 2000:22). The chapter has thus covered the following subsections: research approach, population of the study and the sample used, the research design, permission to use the chosen schools, data collection methods, pilot study, questionnaire administration, editing and coding, data analysis and conclusion.

3.2 RESEARCH APPROACH

Before outlining, the approaches that have been followed in conducting this research, it is imperative to first define research. Tuckman as quoted by Makara (2004:36) describes research as a task of the investigator, that of uncovering facts and then formulating a generalization based on the interpretation of these facts. The research approach that was used in this study is mainly the quantitative research approach. The qualitative approach is addressed through the use of open-ended questions, which required respondents to express their views regarding certain issues.

3.2.1 Research design

The research design used in the study is a survey. According to McMillan and Schumacher (2001:31) a research design describes the procedures for conducting the study, including when, from whom and under what conditions under which the

data will be obtained. This means that the research design indicates how the research is set up, what happens to the subjects and what methods of data collection are used. The research work is a survey study of schools from Motheo district. A survey was used because, surveys are usually employed to investigate attitudes, beliefs, values, demographics, behaviour, opinions, habits and desires of respondents (McMillan & Schumacher 2001:34-36). They also argue that the survey method should be seen as a way of exploring the field of collecting data around as well as directly on the subject of study, so that the points worth pursuing are suggested. Surveys mainly use the postal or self –completion questionnaires as a data collecting instrument. Mouton (2004:152) describes surveys as studies that are quantitative in nature and which aim to provide a broad overview of a representative sample of a large population.

A survey research as explained by Borg and Gall (1996:771) is the use of questionnaires or interviews to collect data about the characteristics, experience, knowledge or opinions of a sample or population.

According to Morrison (1993:35-39) the usefulness of using a survey is very helpful as it enhances our understanding of the validity of the use of the quantitative survey approach in a study. Amongst the other advantages of the survey, Morrison (1993:39) points out that it is useful in that it

- ◆ Represents a wide target population
- ◆ Generates numerical data
- ◆ Manipulates key factors and variables to derive frequencies
- ◆ Ascertain correlations for example to find out if there is any relationship between gender and scores
- ◆ Generates accurate instruments through their piloting and revisions
- ◆ Makes generalizations and law-like accounts of the objects of the study
- ◆ Gathers data which can be processed statistically
- ◆ Enable generalizations to be made about given factors

The use of the quantitative survey method in this study therefore has enabled the researcher to collect data from a widely distributed population through use of questionnaires which included both closed and open-ended questions.

This research is a survey study of schools from the Motheo district. As indicated in Chapter 1, the Motheo District is one of the five districts of the Free State Province. Bloemfontein, the capital city of the Free State is situated in this district. The survey was used because the aim of surveys is to obtain information which can be analyzed from patterns extracted and comparisons made. Also, a survey aims to obtain information from a representative selection of the population. From this sample representative findings of the population as a whole can be drawn (Bell 1993:10-11). In support of the above discussion Mouton (2004:152) describes surveys as studies that are usually quantitative in nature and which aim to provide a broad overview of a representative sample of a large population. McMillan & Schumacher (2001:34-36) argue that the survey method should be seen as a way of exploring the field of collecting data around as well as directly from the subject of study, so that the problem is brought into focus and the points worth pursuing are suggested. Surveys mainly use the postal or self-completion questionnaires as a data gathering device.

In this study, the researcher has distributed questionnaires to school-based educators to reveal their opinions about OBE implementation. As an educator, the researcher experienced some problems in OBE implementation and therefore wanted to know whether colleagues experience the same at their schools where they implement OBE. Prospective outcomes of this investigation could elucidate on the problems encountered by educators in implementing OBE in the classroom. The researcher finds it appropriate to choose the survey method for addressing the concerns of this investigation because it has the potential to reveal significant characteristics of the larger population.

3.2.2 Justification for using a Quantitative Research Approach

White (2003:10) argues that quantitative research is usually based on what is called the "logical positivist" philosophy, which assumes that there are social facts with a single objective reality separated from the feelings. Quantitative researchers collect facts and study the relationship of one set of facts to another. They use techniques that are likely to produce quantified and, if possible generalized conclusions. This study has been conducted mainly through the quantitative approach, using a survey as a research design which is explained in detail under the section, research design. Charles (1995:25) states that causal comparative research is used in attempting to suggest cause and effect. In this research study the data were organized in non-experimental quantitative terms and expressed in numerical measures as well as in narrative terms characteristic of qualitative research.

A quantitative approach was used because it makes it possible to establish the relationship between the training provided to OBE educators and the levels of competence/effectiveness as a result. The objective data obtained form the basis for the recommendations that are made. Furthermore, this approach contributes to improving the trustworthiness of the results of the study and the subsequent recommendations. The inclusion of the qualitative research aspect has yielded rich data which has provided more insight in the problem under investigation. Some information which were included in the structured questionnaire, was obtained through use of open-ended questions.

The next section deals with the data collection methods and procedures that were followed in this study.

3.2.3 Data collection methods

This section describes the data collection methods that were used in this study

3.2.3.1 Population and sample of the study

Population refers to all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of his or her research and which have common characteristics that are of interest to the researcher (Collins, 1999:48; 1989:216; Houser 1998:98). The target population for this investigation is all primary school educators because they are the educators who implement OBE.

Primary schools consist of three phases, namely, the Foundation Phase (Grades 0-3), the Intermediate Phase (Grades 4-6), and the Senior Phase (Grades 7-9). All three phases were included in the study. The phases were included because the researcher wanted to find out where the seventy of the problem occurred.

Having defined the population of the study, the sample thus used is described in the following section.

Sample means a small amount that shows what something is like; a specimen (Fowler 2002:805). Charles (1995:124) defines a sample as a small group of individuals, events or objects drawn from the accessible population and carefully selected to reflect the characteristics of the population closely. Care was thus taken to select subjects that come from all the different types of public schools in the Motheo district.

The sampling procedure used for this study was purposeful sampling. In the case of purposeful sampling the researcher selects particular elements from the population that will be representative or informative regarding the topic in question. On the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research (McMillan & Schumacher 1997:175). The sample for this study is composed of 198 respondents chosen from educators of the primary school

section from all areas that form up the Motheo district. Educators were chosen to represent the urban, semi-urban and rural areas. The analysis of questionnaires however, showed that the respondents came largely from schools in the townships and those that are in the informal settlements. 151 (76%) of the respondents teach in schools that are in the semi-urban areas whereas 47 (24%) of the respondents came from the rural areas, also classified as farm schools.

The sample was chosen from public schools. The purposive sampling from the teaching staff (OBE educators) of each of the schools was aimed at ensuring that the findings of this investigation are not dominated by educators from one school. The sample size was 198.

In all, the size of the sample was 198 educators chosen from public schools.

3.2.3.2 Data collection strategy

This section describes the instrument that were used to collect data.

3.2.3.2.1 *Instrumentation*

(i) *Questionnaire*

A questionnaire was used to collect data. A questionnaire is described by Bell (1996:75) as a measurement procedure that “usually contains questions aimed at getting specific information on a variety of topics”.

Mouton (2004:104) agrees and maintains that a questionnaire, if well structured, permits the collection of reliable and reasonably valid data relatively simply, cheaply and in a short space of time.

The purpose of the questionnaire was to elicit specific information with regard to the implementation of OBE. The first page of the questionnaire was the covering letter

which explained aspects such as the aim of the instrument, ascertained ethical considerations such as anonymity, the researcher's work address and telephone number where she could be easily reached. This was followed by a page designed to elicit demographic information or data. In this investigation, questionnaires were used to gather information from the respondents or educators, implementing OBE in their schools in the Motheo district. These questionnaires were distributed in person by the researcher and were collected within seven days of their dispatch. The questionnaire was used because the researcher wanted to obtain data as objectively as possible, as the questionnaire would be completed in her absence. The use of questionnaires made it possible for the researcher to collect data without interfering with the participants' privacy since the participants could work on the questionnaire at their own convenience and in the comfort of their private settings.

(ii) *Questionnaire Structure*

The questionnaire was developed to elicit data in the following categories:

- a) Biographical and background information – for example age, sex, working experience, qualifications, phase or level taught, etc.
- b) Section B questions were based on OBE training for example, did respondents receive training, what was the duration, who trained them, did the training enable them to implement OBE etc.
- c) Section C sought answers to availability or non-availability of resources in schools.
- d) Section D was about some constraints that affect the teaching and facilitation role of educators as implementers of OBE.
- e) Section D was concluded by open-ended questions where the research subjects were asked to state problems that they (educators) encounter in

OBE implementation in their schools. Patton (1998:109) argues that open-ended responses permit one to understand the world as seen by the research subjects. Therefore, the purpose of gathering responses to open-ended questions is to enable the researcher to understand and capture the points of view of other people without pre-determining those points of view through prior selection of questionnaire categories. In section D the subjects were asked at first to tick the problems they encountered at their schools. This was followed by two open-ended questions where the subjects were asked to give other problems not listed that they (educators) may encounter. Lastly they were asked to come up with their views on what they thought should be done to solve the problems they had mentioned.

The next section describes briefly the ethical issues that were taken into consideration in this study that is, gaining access to schools.

3.3 PERMISSION TO USE SCHOOLS AND REQUESTS FOR PARTICIPATION

In this research study the data collection process was preceded by the permission to use schools for the investigation which was granted by the Head of Education, Free State Education Department (Appendix C). Permission was subject to certain conditions. The researcher also sent letters to school principals and OBE educators requesting for permission of entry into their schools. The letters briefly explained the purpose of the study and assured respondents that the information gathered would be kept anonymous and would be used for research purposes only. To ensure confidentiality and to protect the identity of respondents, no names of schools or respondents were needed in the questionnaires.

Once the permission was granted, piloting of the questionnaires began.

3.4 PILOT STUDY

The questionnaires were first tested by administering them to ten educators. This was done to determine their usefulness and also their reliability. Corrections of errors on the questionnaires and the rephrasing of some questions were done where necessary before the questionnaires were finally administered to a larger population. This step will be discussed in the following section.

A pilot study is defined as a small-scale study conducted prior to the actual research (Anderson 1990:11). A pilot study is conducted in order to test the procedures and techniques to see that they work satisfactorily. It is necessary for the proper development of a questionnaire. Isaac and Michael, as quoted by Makara (2004:38) support this when they say, a pilot test is an essential step in research because it often provides the researcher with ideas, approaches and clues not foreseen prior to the pilot study.

A pilot study for this research was conducted between 27 June 2004 and 1 July 2004. The researcher piloted the questionnaires to check the clarity of the questionnaire items and instructions to gain feedback on the validity of questionnaire items, to eliminate ambiguities or difficulties in the wording and to check whether the questionnaire was too long or too short, too easy or too difficult. The analysis of the pilot study provided the means for checking the sustainability and the relevance of the questions and gave the researcher an idea about the type of data that is likely to come out of the main study.

The analysis of the pilot study further provides a means of checking the relevance of questions and gives an idea about the kind of data that is likely to emerge from the main study. After the necessary corrections and modifications were made after following the pilot test, the questionnaire was administered to the full sample of respondents.

3.5 QUESTIONNAIRE ADMINISTRATION FOR THE ACTUAL STUDY

The pilot provided practical training for the researcher to be able to engage effectively in the administration of the main questionnaire. The researcher, after having made an appointment with various school principals telephonically, delivered the questionnaires to those schools. The administration of questionnaires was done in stages. Initially 220 questionnaires were distributed to 12 schools in and around Bloemfontein. Of the 220 questionnaires that were distributed to these schools only 98 were returned. This was between January and May 2004. In the next stage questionnaires were distributed to 105 educators who had attended a workshop held by the Learning Facilitator (LF) ELITS & LR from the 27th to 29th June 2004 in Bloemfontein for the Motheo District. Out of the 105 questionnaires that were distributed 100 were returned. In all 350 questionnaires were distributed and 198 were returned. 198 questionnaires out of a total of 350 gives an overall return rate of 60.9% which is considered to be satisfactory.

The next section deals with the steps that were followed in processing the data provided by the questionnaires.

3.6 EDITING AND CODING

The purpose of coding was to summarize the data and classify the answers to the individual questions into meaningful categories to bring out their essential pattern. A set of coding frames or categories for each question was abstracted from the questionnaires. This was done to cover the range of information provided by the individual respondents for each question.

The researcher had to organize the data in a way that would facilitate understanding of their meaning and significance. This involves breaking down the data into units of meaning, topics or categories which the researcher could subsume under a general heading, bringing together diverse activities. The use of codes and categories

helped to break down the data into manageable pieces and allowed the researcher to identify the relationships between units of meanings. The primary task of this coding was to make the data more manageable (Cohen & Manion 1999:89).

In the following subsection the procedures that were followed to analyze and interpret data, are discussed.

3.7 ANALYSIS OF DATA

The aim of this subsection is to discuss the data analysis steps and procedures that were followed to analyze and interpret the obtained data. Analysis of data involves trying to sort out where the data involve. The findings that emerge in the analysis will form a basis for the recommendations that will be made.

With regard to the importance of this stage in research, Bell (1996:171) says that data collected by means of questionnaires, interviews, diaries or any other method, mean very little until they have been analyzed and evaluated. Eichelberger, as quoted by Makara (2004:43) agrees and insists that after data has been collected in a study, the researcher must analyze results to derive frequencies, means, standard deviations and other summaries of data. The data usually show differences on most variables studied. These differences must be analyzed to see if they represent meaningful differences and interpreted in order to answer the problem statement.

In the case of this research study, analysis of data involved organizing the collected data and generating frequency tables. During this process the researcher recorded all the data that was relevant and useful for the study. The researcher determined the dominant views and compared responses given by various respondents. This consisted of the recording of the numbers of similar types of responses in the appropriate categories. Frequency and percentage tables, as well as graphs, were used, starting with biographical data and extending to the data collected for each research question. Open ended questions were categorized to look for patterns.

3.8 CONCLUSION

This chapter has described the target population on which the study focused, described and justified the research methodology used in data collection. It also covered the coding and editing of data procedures. The next chapter will focus on data presentation and analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS RELATIVE TO THE RESEARCH ASSUMPTIONS AND QUESTIONS

4.1 INTRODUCTION

The previous chapter explained the quantitative research methods that were used in the collection of data and how the data were edited, coded and analyzed. This chapter presents data and findings on the problem under investigation, as obtained from administering the researcher-designed questionnaire to a sample of respondents from the Motheo District.

4.2 BIOGRAPHICAL INFORMATION

This section presents the biographical information emanating from section A of the questionnaire. The aim of the items in section A of the questionnaire was to gather general information about the professional details of the respondents. This information is presented so as to contextualize the findings of the study.

It is envisaged that the knowledge of the characteristics of the sample presented in this section will assist readers to understand the findings better.

4.2.1 Gender distribution

The gender distribution of the respondents is presented in Table 4.1.

Table 4.1 Gender distribution of respondents (n = 198)

	FREQUENCY	PERCENTAGE
MALE	91	45.9
FEMALE	107	54.0
TOTAL	198	100

Of the 198 educators who answered these questions, 91 (45.9%) were male educators while the rest were female educators. The majority of respondents were therefore female, 107 (54%).

This means that there are more female educators than male educators. The other reason could be that the foundation phase of the primary school is dominated by female educators; male educators handling the foundation phase may be few or none. Lastly, this may be because female educators outnumber male educators; if one looks at the number of educators at schools, one will notice that in most cases there are always a larger number of female educators than their male counterparts.

4.2.2 Age distribution of respondents

The age distribution of respondents is presented in Table 4.2.

Table 4.2 Age distribution of respondents (n = 198)

Category	Frequency	Percentage
Less than 30	10	5.1
30 to 40	144	72.7
40 and above	44	22.2
TOTAL	198	100

The information in Table 4.2 indicates that 5.1%, 72.7% and 22.2% of the respondents fall under the categories of less than 30 years, 30 to 40 and over 40 years of age respectively. This shows that the participants in this study are mature people – falling predominantly above 25 years of age. The advantage of this is that these educators may be very much experienced in teaching, but learning new things at their age also may not be easy. The shift from teacher-centredness to learner-centredness or from traditional teaching to OBE approach may cause confusion for them.

The next section looks into the type of school in which the respondents in the sample taught.

4.2.3 Type of school in which the educators taught

Table 4.3 presents the different types of schools in which the respondents taught.

Table 4.3 Type of schools in which respondents taught (n = 198)

Category	Frequency	%
Semi urban	157	79.2
Urban	23	11.6
Rural area	18	9.2
TOTAL	198	100

Table 4.3 indicates that a large number of educators (79.2%) taught in semi-urban schools (mainly township schools and schools in the informal settlements), while (11.6%) and (9.2%) taught in urban and rural schools respectively. This information is also illustrated in Figure 4.1.

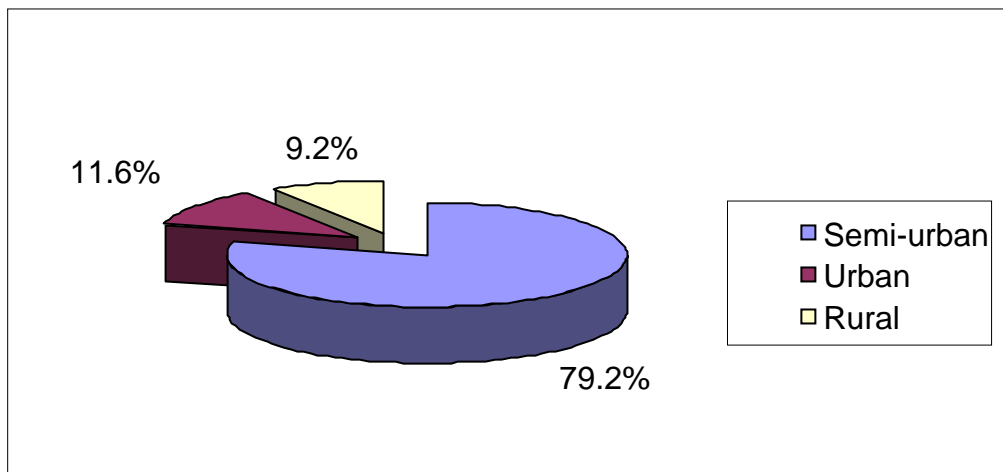


Figure 4.1 Types of schools where educators taught

The respondents therefore came largely from the semi-urban areas of the Motheo District mainly from the townships and schools in the informal settlements. Although questionnaires were also sent to schools in Bloemfontein

the return rate of the questionnaires was not satisfactory and the researcher concentrated mainly on township schools where the response was satisfactory. This is worth mentioning because the results could give a skewed distribution of schools and resources in the Motheo District.

The next section deals with the teaching experience of the respondents.

4.2.4 Teaching experience

Table 4.4 presents the teaching experience of respondents in years ranging from 0 to 10 years and above.

Table 4.4: Teaching experience of Respondents (n=198)

Category	Frequency	%
0 – 5	26	13.1
5 – 10	42	21.2
10 and above	130	65.6
TOTAL	198	100

Question 4 of Section A of the questionnaire wanted to find out about the total teaching experience of OBE educators. The responses revealed that 130 (65.6%) of the respondents had teaching experience of more than ten years, 42 (21.2%) had an experience of (5 to 10 years) and 26 (13%) an experience of between 0 and 5 years.

Except for the 26 educators (13%) who have teaching experience of 5 years or fewer, the majority of educators have much experience. Educators like these may have established teaching methods, which they have applied successfully over the years. Now, suddenly, they have to change from their traditional teaching methods to OBE, which may result in failure because these educators have to adapt to the new curriculum changes. These educators also may take time to get used to the new curriculum. Therefore they may resist change.

The next section deals with the different phases taught by respondents.

4.2.5 Phases taught by educators

Question 5 was intended to determine the phases in which these educators taught at the time of data collection. Table 4.5 shows the breakdown of the respective phases and grades.

Table 4.5 Phases in which educators taught (n = 198)

Category	Frequency	%
Foundation Phase (Grade 0-3)	52	26
Intermediate Phase (Grade 4-6)	122	62
Senior Phase (Grades 7-9)	24	12
TOTAL	198	100

From Table 4.5 we learn that 52 (26%) of the respondents taught in the Foundation Phase (grades 0 – 3), 122 (62%) in the Intermediate Phase (grades 4 - 6) and 24 (12%) in the Senior Phase (7 – 9). The majority of respondents therefore taught in the Intermediate Phase. It is the Senior Phase that is least represented.

The next section looks into the teaching experience of respondents.

4.2.6 OBE Teaching Experience

Question 6 required responses on the experience educators had on implementing OBE. Table 4.6 shows the breakdown of responses.

Table 4.6 Experience of educators in implementing OBE (n = 198)

Category	Frequency	%
Less than 3 years	44	22
From 3 – 5 years	130	66
More than 5 years	24	12
TOTAL	198	100

The educators who participated in this study can be categorized as follows in terms of their teaching experience: those with less than three years' teaching experience constitutes 44 (22%); those with experience ranging between three and five years constitutes 130 (66%); and those with more than 5 years' experience constitutes 24 (12%) of the total number of respondents. The experience is therefore varied and consequently their experiences of OBE will not be the same.

The next section deals with the academic qualifications of respondents.

4.2.7 Highest Academic Qualifications

In this investigation, the educator's highest qualification was included in the questionnaire in order to determine whether it could play a vital role in the implementation of OBE, because the researcher feels that educators' qualifications are related to or will have an influence or effect in the implementation of OBE. Respondents' understanding of concepts and OBE principles will differ. The document Norms and Standards for Educators (2000) lists a number of roles that educators should be able to perform. These include "Interpreter and designer of learning programmes and materials, and "Learning Area Specialists". To be able to do these one needs a solid education.

Table 4.7 shows the breakdown of the highest academic qualifications of respondents.

Table 4.7 Highest academic qualification of respondents (n = 198)

Category	Frequency	%
Standard ten	85	42.9
Bachelor's degree (BA, BSc,etc)	53	26.7
Senior degree(B.Ed, BSc Hons)	25	12.6
Other (ACE, NPDE, etc)	35	17.6
TOTAL	198	100

Table 4.7 indicates that there are still educators (42.9%) with Standard ten as the highest academic qualification. This is cause for concern as was indicated

earlier on that a solid education foundation is needed for educators. There are however, those who hold Bachelors degrees that is (26.7%) and senior degrees (12.6%). This is commendable for the Primary Phase. Teacher upgrading programmes are all collapsed under the category “Other” and constitute (17.6%). This shows that there is still a dire need for pursuing studies in this direction. The next section presents professional qualifications of educators.

4.2.8 Professional qualification

A wide range of professional qualifications were found here including the “old” post Junior Certificates (JC). For purposes of this study professional qualifications have been categorized into certificates, diplomas, four-year degrees and post-graduate diplomas.

Table 4.8 presents the professional qualifications of respondents.

Table 4.8 Professional Qualification (n = 198)

Category	Frequency	%
Certificates (PTC, HPTC, HETC)	16	8
Diplomas (PTD,)	112	57
BA. Ed; B,Comm Ed	52	26
Post Graduate Diplomas	18	9
TOTAL	198	100

Table 4.8 indicates that 18 (9%) educators hold postgraduate diplomas and 52 (26%) hold four-year degrees (degree plus teaching certificate). It also indicates that very few educators 16 (8%) still have the old teaching qualifications, that is, PTC. The majority of respondents 112 (57%) hold a diploma (that is m+3 qualification). Irrespective of the professional qualifications respondents have there was never training on OBE. There could be training on group work, class discussions and so on, but not within the context of OBE.

The next section present data on the learning area involvement of educators in their respective schools.

4.2.9 Learning area involvement at school

Question 9 was intended to determine the different learning areas in which the respondents were involved in their schools. The responses revealed that there were educators who taught only one learning area, while others taught two, three, four and some taught all of them. This is cause for concern as no single individual can be a specialist in all learning areas. Table 4.9 is divided into two sections to show a breakdown of respondents who teach only one learning area and the other one, the various combinations of learning areas. It should be noted that at the time of data collection there were eight learning areas. They have since been increased to nine.

Table 4.9 (a) Individual Learning Areas (n=35)

Learning Area	Frequency and percentage of (n=35)	Percentage of the Total number of respondents (n=198)
Natural Sciences	7 (20%)	4
Economic and Management Sciences	2 (5.7%)	1
Technology	10 (28.5%)	5
Literacy and Language Communications	9 (25.7%)	5
Life Orientation	3 (8.5%)	2
Human and Social Sciences	1 (2.8 %)	1
Arts and Culture	0 0	0
Mathematical Literacy and (MLMS)	3 (8.5%)	2
Total	35	17.6

Table 4.9(a) shows that only 35 (17.6%) of the respondents taught only one learning area. Educators are involved in a number of learning areas. The breakdown of the various combinations of these learning areas is shown in Table 4.9 (b).

Table 4.9 (b) Various combinations of Learning Areas (n=198)

Number of learning areas	Frequency	Percentage
One learning area	35	17.6
Two learning areas	54	27.2
Three Learning areas	25	12.6
Four learning areas	04	2.0
All	80	40.4
Total	198	100

Combinations of two learning areas constituted (27.2%), three learning areas (12.6%), four learning areas (2.0%) and all learning areas (40.4%). Teaching all learning areas is common in the Foundation phase because there is still class teaching and not subject teaching. This has to be changed.

The next section looks into the areas of specialization of respondents.

4.2.10 Learning area of specialization

Table 4.10 presents the learning areas in which the respondents said they specialized in during their basic training as educators. It should be noted that the old teacher qualifications such as PTD, JPTD, and SPTD prepared teachers to teach all subjects. It is therefore not surprising to find educators who claim to be specialists in a number of learning areas as reflected in Table 4.10.

Table 4.10 Learning areas of specialization (n = 198)

Category	Frequency	%
One learning area	36	18.0
2 learning areas	34	17.1
3 learning areas	15	7.5
Four learning areas	2	1.0
All learning areas	111	56
TOTAL	198	100

Table 4.10 shows that (36%) of the educators in the sample specialized in one learning area, (17.1 %) in two, (7.5%) in three, (1.0%) in four and 56% in all learning areas respectively. While educators claim to be specialists in certain learning areas that could be true in terms of content for that level, but not in terms of OBE teaching approach. Further, the learning content has also changed drastically since the curriculum was revised. This does not exclude the importance of training when a new curriculum and teaching approach is introduced. The next section analyses the nature of the institutions where the educators obtained their qualifications and when they obtained them.

4.2.11 Institutions where qualifications were obtained and when were they obtained

Table 4.11 presents the different institutions where the respondents obtained their teaching qualifications.

Table 4.11 Institutions where qualifications were obtained (n = 198)

Category	Frequency	%
Teacher Training College	128	65
Technikon	18	9
University	52	26
TOTAL	198	100

Table 4.11 indicates that fewer respondents received their last qualifications after 1998, at various training institutions such as Teacher Training Colleges, Universities and Technikons than those who received their qualifications before 1998, 18 (9%); and that the majority of educators, 128 (65%), received their qualifications from the various institutions before 1998. Therefore the training programme undergone by educators before OBE's existence is inadequate and fails to prepare educators for a complicated system such as OBE. In such a situation educators need prior extensive training before OBE is implemented in their schools.

4.2.12 Types of schools where respondents taught

Table 4.12 presents the types of schools where respondents taught.

Table 4.12 Types of schools (n = 198)

Category	Frequency	%
Government subsidized	3	2
Public schools	191	96
Not indicated	4	2
TOTAL	198	100

Table 4.12 indicates that a large majority of educators in the sample taught in public schools, 191 (96%). Very few teach in Government subsidized schools; that is 3 (3%); and four (2%) did not indicate their types of schools.

The biographical information as was indicated at the beginning of this section is used to contextualize the study, namely, the location of schools; the qualifications of respondents; the number of learning areas respondents are involved in and the different areas of specialization have implications for teaching and learning, and consequently OBE implementation. This argument will be followed up in the other sections of the chapter.

The next section presents data obtained from Section B of the questionnaire.

4.3 SECTION B

This section presents information emanating from section B of the questionnaire. It focused on the training of educators on OBE. The aim was to determine whether or not the educators received training in OBE, the duration of the training, the training providers, areas that were covered in the training sessions and whether the educators perceived the training as effective or not.

4.3.1 Training of educators in OBE

In response to question 13 of section B as shown in Figure 4.2, the majority of educators 162 (82%) have received training for OBE implementation, while only

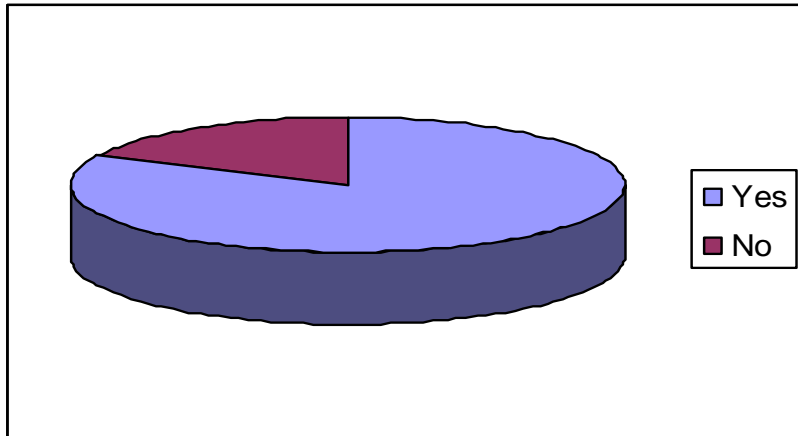


Figure 4.2 Respondents training in OBE

36 (18%) did not receive any OBE training. Responses to a follow-up question (question 15) however, revealed that the duration of the training was very short, as indicated in Table 4.13. The period of training varied from one day to three weeks. The three weeks duration come from the responses of respondents. It was not included in the questionnaires (see Appendix F and table 4.13). The implication of this is that the OBE training received by the majority of educators may not help them to be effective in their OBE implementation. The situation may be worse with educators who have not received OBE training at all. Hence intensive in-service training for educators should have preceded the implementation of OBE. Educators need to be trained so that they can impart skills to our children (Sibiya in The Teacher, 1997:4).

The next section presents data on the training providers.

4.3.2 Training Providers

Question 14 sought educators' responses on the training providers. The responses to this question as shown in Figure 4.2 indicate that the majority of educators 126 (64%) were trained by DoE officials, whereas very few received OBE training as part of their formal teacher training 28 (14%); eight (4%) were trained by NGO's (Non-government Organisations); and 36 (18%) did not receive any OBE training. Respondents have revealed that some workshop facilitators were never school educators, as they could not apply the information in the

practical classroom situation. Without adequate training or retraining of educators by experts in OBE implementation, there can be no proper OBE implementation.

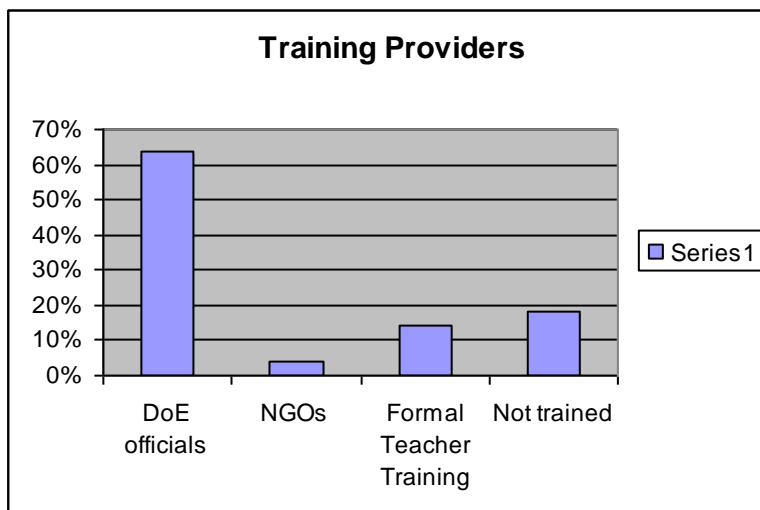


Figure 4.3 Training Providers

This argument is confirmed by Jansen (1998:12) who contends that educators cannot implement OBE because of their inadequate training, and also the fact that the learning facilitators from the DoE did not understand OBE.

4.3.3 Duration of training

Table 4.13 presents information on the duration of OBE training workshops. The duration of training was referred to briefly under training providers.

Table 4.13 Duration of training (n = 198)

Category	Frequency	%
One day	26	13
One week	114	58
Two weeks	22	11
No training	36	18
TOTAL	198	100

The response to question 15 in section B as indicated in Table 4.13 reflects that 114 (58%) of educators were trained for one week, while 26 (13%) of educators received training for one day. The implication as indicated by the data, is that the workshops intended for training educators on OBE is too short, and therefore may not help them to be effective in their implementation of OBE. In the educators voice on the implementation of OBE (Mayo:1999) argues that educators incompetence, poor instructions and explanations and inadequate training may lead to ineffective teaching which could result in inappropriate use of teaching strategies by educators. Lastly, some respondents indicated that, “they do not cope with OBE implementation because the time allocated for OBE training was very short”. The respondents indicated different time frames in which they received training, ranging from one day to three weeks and therefore these educators feel that the training did not prepare them for OBE implementation.

The next section presents data on the follow-up workshops on OBE training.

4.3.4 Follow –up workshops

Question 16 of the questionnaire needed information on the follow-up workshops. Table 4.4 shows the breakdown of the information obtained..

Table 4.14 Follow-up workshops or sessions of training (n=198)

Category	Frequency	%
Yes	50	25
No	112	57
No response	36	18
TOTAL	198	100

50 (25%) of the respondents indicated that there were follow-up workshops while 112 (57%) said there were none, (18%) did not respond.

The implication of this is that the majority of the respondents have to implement the complicated OBE system with no further assistance from the DoE. This may lead to inefficiency on the educator’s side.

4.3.5 Different areas that were covered in the training workshops

Question 17 needed responses on the different aspects of OBE that were covered in the training. Table 4.15 presents the areas or aspects of OBE covered in the training.

Table 4.15 Areas covered in OBE training (n = 198)

Categories		Frequency	Percentage
1.	OBE principles	177	89.3%
2.	Learning area content	147	74.2%
3.	Teaching methods	151	76.2%
4.	Use of policy-documents	144	72.7%
5.	Classroom management	135	68.1%
6.	Learning outcomes	169	85.3%
7.	No response	6	3.0%

The information in Table 4.15 indicates that all the areas of OBE that were listed in the questionnaire were covered in the workshops. 89.3% of the respondents attended the workshop on OBE principles, 74.2% on the learning area content, 76.2% on teaching methods, 72.7% on use of policy documents, 68.1% on classroom management, and 85.3% on learning outcomes. It is however important to note that out of 198 respondents 124 (62.6%) attended workshops on all aspects. The DoE is doing its level best to provide workshops for the educators. The important question to address is whether the workshops were effective or not. Question 18 of the questionnaire tried to address this concern as the next section will show.

It should be noted that although assessment as an aspect of OBE was not included in the list provided in Table 4.5, it came out strongly as a problem area from the respondents. This was another advantage of asking open-ended questions in the questionnaires.

4.3.6 Effectiveness of training workshops

Question 18 was intended to determine whether the educators perceived the OBE training that was provided for them as effective or not. The question was in two parts, firstly the respondents had to choose either “yes” or “no” and secondly, they were requested to expatiate on their responses. Table 4.16 takes care of the first part of the question.

Table 4.16 Training and educator effectiveness (n = 198)

Category	Frequency	%
Yes	62	31
No	100	51
No response	36	18
TOTAL	198	100

Table 4.16 shows that 62 (31%) perceived OBE training as having enabled them to teach effectively, 100 (51%) were of the view that the training did not help them.

Open ended responses to the second part of the question are divided into two categories, namely, those that see the workshops as effective and those that see them as ineffective.

4.3.6.1 Reasons cited for the effectiveness of the training workshops

Only 31% of the respondents saw the training workshops as effective as indicated in Table 4.16. However, within this category two subcategories have emerged. There are those who feel that they have gained the necessary skills and are now confident, and those who still have mixed feelings about having gained the necessary skills and confidence in the implementation of OBE.

The responses for those who felt that they had benefited from OBE included the following:

“The training I received prepared me for OBE implementation therefore I cope with OBE teaching.”

“I got everything that I needed to know about skills, teaching and knowledge.”

“The training I got enabled me to teach OBE effectively.”

“I can now prepare my lessons with confidence.”

“I have no problems with the OBE implementation and therefore I cope with the OBE implementation.”

“Yes, the training prepared me for OBE.”

“Yes I know how to use the policy documents.”

As indicated earlier on there were those who have mixed feelings about whether or not they are competent enough to handle OBE. The following responses illustrate the point:

“The training enabled me to teach OBE but I don’t think that I am competent enough to implement OBE.”

“The training enabled me to teach OBE although there were no follow-up workshops which are essential.”

“Training enabled me to teach OBE effectively but I still need more workshops.”

“I need in-service training in the form of workshops, and networking with other educators in their neighbouring schools.”

“Somehow it did help but I prefer an intensive training which could be the best for better results.”

The next section presents the reasons that were raised for the workshops to be perceived as ineffective.

4.3.6.2 Reasons for the ineffectiveness of the training workshops

100 (51%) of the respondents perceived the OBE training they received as ineffective as reflected in Table 4.16. Various reasons were given and they have been divided into a number of categories. Some responses appeared to

occur frequently than others. This however, does not mean that those which did not occur frequently are not important. In qualitative research the focus is not necessarily on numbers but on the severity of the concern.

The responses have been categorized as follows:

◆ **Duration of the Training**

The majority of responses (45%) fell in this category. The duration of the training workshops keeps on coming throughout the study and it appears to be a major concern to the respondents as they are at different levels of understanding OBE.

Responses included the following:

“The training period was too short”.

“I got little training as I was doing my final year of formal training at college it would be better if OBE training was provided for all the years I was at the college”.

“Explanation of concepts was not given because of limited time”.

“Explanation was not given because of limited time”.

◆ **Difficult Vocabulary/Language (40%)**

Respondents complained about the difficult language used in OBE and they link this to the duration of the training they received. The following are some of the responses:

“It is difficult to practice what I learnt from the training workshops”.

“There are lots of changes and these changes are confusing .“

“I am struggling when conducting the lessons”.

“I lack confidence in class”.

“Other aspects of OBE were not covered for example the use of policy documents, compilation of portfolios and work books”.

“I still have problems with other aspects of OBE”.

“Lack of understanding of policy documents which are too big”.

“Language associated with OBE is very difficult”.

“Terminology is difficult, learners’ books supplied by department do not match the age and grades of learners”.

◆ **Lack of Resources in relation to OBE implementation**

Respondents also complained about a lack of resources to implement OBE. This is also illustrated by Table 4.19 and Figure 4.2 respectively. Some responses included the following:

“Lack of resources hampers the OBE implementation”.

“There are 3 different classes in one class”.

“Lack of space does not accommodate group work”.

Lack of resources is dealt with again later on in the chapter at the relevant place.

◆ **No follow-up / No Monitoring**

Respondents also complained about a lack of follow-up after training. When they got back to schools they are on their own. This is in line with what is presented in Table 4.

“There were no follow-up workshops conducted after the training”.

◆ **Lack of coordination/communication**

Some respondents also complained about lack of co-ordination or communication between the schools, the DoE and learning facilitators as the following examples show.

“Lack of communication between the department officials and their schools”.

◆ Inexperienced / Incompetent trainers

There were also complaints about the inexperienced or incompetent trainers.

“Information was not enough, the OBE trainers were also not sure as they could not answer some questions imposed to them”.

From the foregoing exposition it becomes clear that while the DoE conducted useful workshops for educators the duration of the workshops is perceived as inadequate. The majority of educators complained that they do not understand the OBE terminology, cannot read the policy documents easily because of the difficult words used in it. This observation is in line with Burget’s assertion that “the government had been unable to sufficiently prepare teachers, many of whom had only received very basic orientation” (2000:11). This therefore calls for a thorough planning of the duration and content of the training workshops. The next section deals with the need for further training for OBE.

4.3.6 Further Training on OBE

Table 4.17 presents the respondents’ need for further training.

Table 4.17 Further Training on OBE (n = 198)

Category	Frequency	%
Yes	150	76
No	44	22
No response	4	2
TOTAL	198	100

150 (76%) of respondents saw a need for further training in OBE. This supports the argument that was raised earlier on in question 18 about the short duration of the OBE training workshops and consequently, their ineffectiveness in equipping the educators with the necessary skills to be able to implement OBE.

The reasons cited for further training are similar to the reasons given for the ineffectiveness of training workshops. There are also additional issues that are raised such as assessment outcomes. The breakdown is given below.

◆ **The duration of workshops is too short**

The responses included the following:

“I would like to receive further training in OBE because the training was short.”

“Because of time some aspects of OBE were not covered in the workshops.”

◆ **Use of Traditional Teaching Methods**

“I still need to know more about OBE because I am still using the old teaching methods because I cannot use the new ones.”

◆ **Assessment Outcomes**

“The training I got did not enable me to teach OBE effectively because I do not understand some aspects of OBE such as assessing my learner’s achievements.”

Again, lack of information, lack of follow-up workshops, lack of resources and the concern that facilitators were not clear about OBE themselves came out very strongly. The researcher as an educator has also been exposed to situations where facilitators could not answer some of the questions that are posed to them by educators. Trainers depend solely on the lecture notes that are prepared for them by external consultants.

In their responses the educators went further to suggest some solutions to some of the problems caused by short training periods. The responses included the following:

“I need training that will be done frequently”.

“I need more training”.

“I would like to get more training in OBE because the training I received was too short”.

“We need months (3-6) period of training in OBE “.

Section B of the questionnaire has presented data on the training of educators in OBE. Although the majority of the respondents (82%) received training in OBE, most of which were conducted by DoE officials, the majority of respondents (51%) perceived the training as ineffective in terms of equipping them with the necessary skills to be able to implement OBE with confidence. This has implications for the planning of the workshops and the effect on the teaching and learning that is taking place in the schools.

The next section presents data obtained from Section C of the questionnaire.

4.4 SECTION C: AVAILABILITY AND NON-AVAILABILITY OF RESOURCES

In section C of the questionnaire, educators were required to answer questions on the availability or non-availability of resources in their schools. Adequate resources and facilities are crucial for successful implementation of OBE.

4.4.1 Availability of Resources

Table 4.18 presents data on the availability of some resources of teaching and learning facilities in schools.

Table 4.18 Facilities at Schools (Teaching and Learning) (n = 198)

ITEM	Available	Not Available
1. Library	22 (11%)	176 88.8%
2. Laboratory	15 (8%)	183 92.4%
3. Relevant Textbooks written in OBE-format	98 (49.4%)	100 50.5%
4. Laboratory equipment relevant to your learning area	0	198 (100%)
5. Laboratory manuals	0	198 (100%)
6. Reading books	95 (48%)	103 (52.0%)

7. Activity books	28 (14%)	170 (85.8%)
8. Relevant furniture (tables and chairs to enable group activity)	13 (6%)	102 (51.5%)
9. Self evaluation manuals for learners	0	198 (100%)

Again it should be noted that the respondents in the sample came mainly from the township schools, schools in the informal settlements, and rural or farm schools. It is not surprising to see what is presented in Table 4.18 and Figure 4.3 regarding the availability and non-availability of resources in schools. The former DET schools are still not on-par with the former Model C schools as far as resources are concerned.

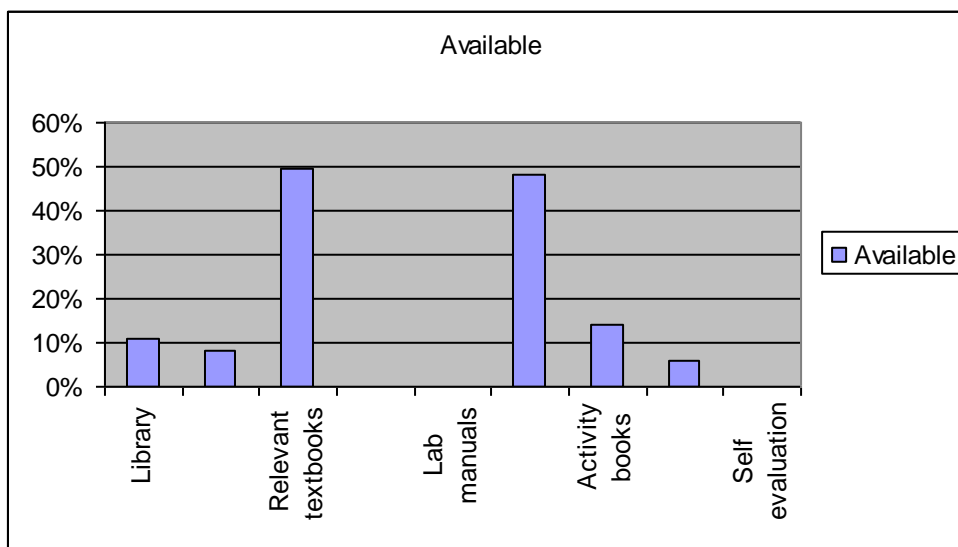


Figure 4.3 Availability of resources

Table 4.18 and Figure 4.3 points to a serious shortage of resources in schools. It is important to note that the majority of the schools in this investigation are in the townships and in the informal settlements. These are categorized under semi-urban schools and constituted (79.2%) of the schools in the sample. Libraries and laboratories in the senior phase of the primary school are very important. This is cause for concern.

Question 22 wanted to determine the way in which the availability of resources affected one's teaching. Responses to this question pointed to the need for

resources, and the importance of libraries and learning material in enhancing teaching and learning.

Some of the responses to this question are provided:

“Learners are able to read more books from the library to increase their reading skills and they are able to work independently by using activity books.”

“Resources assist learners to tackle problems experienced in class”.

“Effective teaching can take place with resources”.

“Availability of resources makes teaching a success”.

“They make my teaching even more easy and understandable”.

“Learners understand better when resources are available”.

“Activity books enable learners to choose the relevant activity for the phase organizer”.

Availability of resources as indicated by respondents will benefit both learners and educators.

The next section deals with the non-availability of resources.

4.4.2 Non-availability of Resources

Table 4.18 shows the availability and non-availability of resources in schools. This section concentrates on the non-availability part of Table 4.18. 88.8% of the respondents indicated that there are no libraries in their schools, 92.4% no laboratories, 50.5% no books written in OBE format, 100% no laboratory equipment, 52.0% no reading books, and 100% no self-evaluation manuals for learners. 51.5% indicated that there is no furniture which is OBE compliant in their schools. This is cause for concern because it means that as far as resources are concerned the schools are not ready to implement OBE.

To the question: To what extent is the non-availability of resources affecting your teaching, some responses were received which are presented in Table 4.19 and further categorization of open ended responses.

**Table 4.19 Extent to which non-availability of resources affect teaching
(n = 198)**

Category	Frequency	Percentage
Not affected	22	11.1
To a small extent	26	13.1
To a large extent	156	78.8
No response	04	2.0
TOTAL	198	100

22 (11.1%) of the respondents indicated that they were not affected by the non-availability of resources, 26(13.1%) were affected to a small extent while 156(78.85) were affected to a large extent. OBE is a system which entirely depends on facilities and resources. Without these resources it may be difficult or impossible to implement OBE and achieve the set outcomes.

Open ended responses to this question are categorized as follows:

◆ **Ineffective teaching**

The majority of responses fell in this category. Educators felt that they cannot teach effectively without the necessary resources. The following are some of the responses:

“ Non-availability of resources makes my teaching ineffective.”

“Books serve as reference material, without them teaching becomes a problem”.

“Non-availability of resources is not conducive to learning”.

“Learners are unable to do their given tasks”.

“It is very difficult to teach without resources”.

“Lack of textbooks hampers effective and efficient teaching and learning, the educator relies on textbooks supplied by the DoE, no variety of textbooks to choose from”.

“Time is wasted because there are no ready-made tasks for learners”.

“It takes time to explain the abstract concepts instead of showing them the map and help them to perform the task”.

✦ **Inability to do practical work**

“In a way it affects experiments that learners should do in science and art classes”.

“Learners learn through observation and perception. Other activities where they have to use their senses of smell, touch, taste, etc are not done therefore there is no way that an activity could be completed.”

“When activities are done learners cannot read, cannot see things happening because there is no material for experiments.”

“Lack of resources lead to learners only knowing the theory part and not the practical part of a lesson”.

✦ **Non-achievement of outcomes**

“I do not achieve what I am supposed to achieve at the end of the learning programme.”

✦ **Inability to do Group work**

“Grouping of learners is not effective enough. Other desks are too high for my learners. Grouping needs furniture and space. If these two are not available you will not do group work the way OBE requires.”

✦ **Inability to do research**

“Both learners and educators cannot do research without relevant resources”.

“The Absence of a library at my school affects projects given to learners”.

✦ **Quality of teaching is affected**

“I cannot give quality education”.

“The culture of teaching and learning cannot be promoted”.

“Learners do not get exposed to most resources and that will affect their performance”.

“Hampers and affect negatively the implementation of OBE”.

♦ **Makes Teaching dull**

“Non-availability of resources makes my teaching dull and ineffective.”

From the foregoing exposition it is clear that the lack of resources affects OBE implementation and consequently, teaching and learning.

Some respondents have turned the disadvantage of lack of resources into challenges, for example, “I always find ways of presenting my lessons.”

The next section deals with the support educators get from their principals in implementing OBE.

4.4.3 Support school-based educators get from school principals

Table 4.20 shows the breakdown of the responses on whether or not educators do get support from their principals..

Table 4.20 Support from principals in implementing OBE (n = 198)

Category	Frequency	Percentage
Yes	70	35
No	110	56
No response	18	9
TOTAL	198	100

70 (35%) indicated that do get support from their principals, while 110 (56%) did not get any support from them. 18 (9%) did not respond. This means that the majority of respondents had to implement the complicated OBE system with no support from their principals. This compounds the plight of educators who, having to do with little or no resources, very seldom get support from the principals who are expected to give expert guidance to the educators. This supports further the arguments raised in the preceding section about ineffective teaching and the quality of teaching that is compromised. As Burget (2000:6) argues, principals, community leaders and policy makers cannot expect

educators to reach higher standards without helping them to acquire new knowledge and skills to do so. Therefore help and support from the principals is very important for achievement of educational outcomes.

The educators indicated that they needed support. The following section presents the information on the kind of support that educators need.

Nature of support

Question 26 determined the kind of support the educators needed if they did not get support from their principals.

Respondents indicated that the principals should:

- ◆ Arrange relevant workshops for them.
- ◆ Arrange information sessions which are school based.
- ◆ Help them to seek help from fellow educators.
- ◆ Help them to solve problems.
- ◆ Give them the resources they need.
- ◆ Order relevant material.
- ◆ Organise regular meetings and feedback.
- ◆ Seek information from other schools.
- ◆ Display a positive attitude.
- ◆ Should not withhold new information.
- ◆ Give them OBE information letters.
- ◆ Assist by inviting learning facilitators and OBE experts to the schools.

In relation to the workshops they expressed the following views:

- ◆ Workshops should be longer than the ones they attended.
- ◆ They needed to be trained further in OBE.
- ◆ In-service training which is continuous.
- ◆ Follow-up workshops where educators will be able to voice out the problems they encounter in OBE.
- ◆ Professional development in the form of workshops, courses etc.
- ◆ Department officials to communicate with educators.

From the foregoing exposition it is clear that the educators need the support of the principals to be able to implement OBE effectively.

4.5 SECTION D

The following section looks into some of the problems that affect the teaching and facilitation role of educators as implementers of OBE.

4.5.1 Problems affecting the teaching and facilitation role of educators

Question 27 of the questionnaire was intended to determine what problems OBE educators encounter in their schools that could hamper the smooth implementation of OBE. A list of items were given to the respondents and they were expected to indicate the ones that affect them. Table 4.21 shows the results.

Table 4.21 Problems affecting the teaching and facilitation role of educators (n = 198)

ITEM	Frequency	Percentage
1. Overcrowded classrooms	122	62
2. Shortage of learning material supplied by course facilitators	117	59
3. Lack of knowledge on the part of course facilitators	98	49
4. Lack of follow-up workshops	138	70
5. Lack of communication between the DOE and schools	105	53
6. Inadequately qualified educators	92	46
7. Negative attitudes of educators towards OBE	72	36
8. Negative attitudes of principals towards OBE	115	58

22 (62%) saw overcrowding as a problem, shortage of learning material constituted 117 (59%), lack of knowledge of course facilitators (49%), lack of communication between the DoE and schools 138 (53%), inadequately qualified

educators 92 (46%), negative attitudes of educators 72 (36%) and negative attitudes of principals 115 (58%). Lack of follow-up workshops got the highest ranking. This is consistent with the information in Table 4.14 which shows that there were no follow-up workshops and Table 4.17 where respondents indicated a need for further training. The problem of overcrowded classrooms got the second ranking, the next in line being lack of communication between the DoE and schools. Negative attitudes of principals can really affect OBE implementation. It has to be addressed. This links with the lack of support that is shown in Table 4.20. Lack of knowledge on the part of course facilitators is also cause for concern. It comes up in the open ended responses given by respondents.

The problems listed in Table 4.20 need serious attention. The teaching and facilitation roles of educators are affected negatively.

The next section looks into some additional problems that educators might have regarding OBE implementation.

4.5.2 Additional problems on OBE implementation

Question 28 was an open ended question which called for some additional problems that educators might have regarding OBE implementation. The responses involved medium of instruction, lack of discipline, lack of parental support, departmental problems, administrative and teaching problems.

The following are examples of responses in different categories:

♦ Medium of Instruction

“The medium of instruction used is a problem to learners. It is easy for learners to understand their mother tongue.”

◆ **Lack of discipline**

“Cannot control my class because of the noise caused by learners when discussing.”

“Lazy learners.”

“Learners are not co-operative.”

◆ **Lack of parental support**

“Assessment is very difficult and parents are not fully involved when it comes to their children’s assessment”.

“Lack of community involvement”.

“Lack of support from parents regarding projects given to learners”.

◆ **Departmental problems**

“The Department takes a long time in convening workshops”.

“Lack of Departmental support”.

“Teaching and learning material arrive late or never”.

◆ **Platoon system**

“The problem of the platoon system where we spend less time with learners”.

◆ **Lack of teamwork at school**

“No team work among educators”.

“Principals tend to hide information from educators”.

“Educators do not help one another in planning lessons”.

◆ **Many changes**

“ Many changes lead to confusion”.

“Lot of changes confuse me”.

◆ **Teaching problems**

“The different stages of lesson plan using specific outcomes confuse me”.

“I still confuse the new curriculum with the old curriculum”.

The respondents, having identified the problems, went further to give some solutions to the problems. The next sections therefore describes such solutions.

4.5.3 Solution to the problems

In question 29 of section D of the questionnaire, educators were required to give their opinions on what they considered to be a solution to the problems raised in the previous question. Responses to the question are categorized as follows:

- ◆ Employment of more teachers.
- ◆ Educator development.
- ◆ Involvement of all stakeholders when a new curriculum is introduced.
- ◆ Some OBE aspects should not be rushed by DoE officials and implemented without taking the understanding of the educator into consideration.
- ◆ DoE should reduce the teacher pupil ratio.
- ◆ Help educators instead of blaming them as this is new to everyone.
- ◆ Simplifying the language used in policy documents.
- ◆ DoE to speed up delivery of resources.
- ◆ Provide more classes to reduce overcrowding.
- ◆ Revised National Curriculum Statement should be implemented as soon as possible.
- ◆ Curriculum planners should involve different stakeholders such as parents and educators before introducing the new curriculum.
- ◆ Train the facilitators.
- ◆ Enough funds should be allocated for the purchase of course materials and follow-up workshops now that the RNCS is going to be implemented in the intermediate phase in 2006.
- ◆ Preparation of educators by DoE every time a new curriculum comes.
- ◆ Knowledgeable and committed principals must be appointed.
- ◆ Twinning of neighbouring schools to share resources and expertise.

This section has identified the major problems educators experience in implementing OBE in their schools. These problems need to be taken seriously by the DoE. They have also provided some solutions to some of the problems raised. Important to note among the solutions is the preparation of educators

before a new curriculum is implemented, involvement of all the stakeholders, provision of funds and learning material and sharing of resources by neighbouring schools.

4.6 CONCLUSION

This chapter has presented research results and findings on the extent to which educators are empowered to implement OBE in their schools. The data include biographical data of respondents, the training they received in OBE, the availability and non-availability of resources, teaching and facilitation problems, additional problems they might have and what they perceived to be solutions to the problems.

The next chapter gives a summary of the findings, conclusions and some recommendations of the study.

CHAPTER FIVE

SUMMARY, DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the summary of the research, findings, recommendations and conclusions. It restates the aims of the study, the research questions, and research hypotheses. The chapter discusses the findings in line with the research questions and hypotheses. The chapter further presents some recommendations and makes suggestions for further research.

5.2 SUMMARY

5.2.1 The aims of the study

The aims of the study were to investigate:

- ◆ The extent to which educators are empowered to implement outcomes based education in their schools.
- ◆ The level of their understanding of OBE principles and concepts.
- ◆ Their ability to implement OBE in their teaching and learning.
- ◆ The problems the educators encounter in their schools.
- ◆ The nature of support they get from the Department of Education (DoE) and their schools.

5.2.2 Research Questions

Research questions for the study were divided into two categories, namely, the broad question and specific questions.

5.2.2.1 Broad Question

The study sought to answer the following broad question:

- ◆ To what extent are educators empowered or equipped with knowledge and skills to be able to implement OBE in their schools?

5.2.2.2 Specific Questions

The study further sought to answer the following specific questions:

- ◆ Do educators have the necessary skills to implement OBE?
- ◆ Are educators adequately qualified to implement OBE?
- ◆ Do educators have the understanding of OBE principles and concepts to be able to implement it in their classroom teaching and learning?
- ◆ Are there systems in place to monitor OBE implementation?
- ◆ Do schools have the necessary resources to enable them to implement OBE?
- ◆ Is the DOE and school management team supportive of the educator's endeavours to implement OBE?

5.2.3 The Research Assumptions

This study addressed the following assumptions:

- ◆ Educators are not adequately equipped or skilled to implement OBE.
- ◆ Educators are not adequately qualified to implement OBE.
- ◆ Educators lack understanding of Outcomes Based Education, therefore are unable to implement OBE in classroom teaching situation.
- ◆ Schools do not have the necessary resources to enable educators to implement OBE.

- ◆ There are no systems in place to monitor OBE implementation.
- ◆ Educators lack the necessary support needed to implement OBE .

5.2.4 Methodology

The research approach used in the study was mainly quantitative although it had some features of qualitative research in the form of open-ended questions that were included in the survey questionnaire that was used to collect data. The aim of the questionnaire was to solicit responses from both closed questions and open-ended questions where respondents were given an opportunity to express their views on certain issues. The responses yielded both quantitative data which have been presented in the form of tables and graphs, and qualitative data which have been divided into categories and subcategories.

5.3 DISCUSSION OF FINDINGS

The findings of the study are discussed in relation to the research questions and hypotheses that governed and informed the study. The broad question which informed the study was:

- ◆ To what extent are educators empowered or equipped with knowledge and skills to enable them to implement OBE in their schools?

The discussion that follows addresses the specific questions of the study.

5.3.1 Are educators adequately equipped or skilled to implement OBE?

The corresponding assumption to this research question was that:

- ◆ educators are not adequately equipped or skilled to implement OBE.

While the DoE is doing its utmost best to organize workshops for educators as indicated in Figure 4.2 where it is indicated that (82%) of the respondents had

received some form of training, the concern of the researcher coming from the concerns of respondents is the duration of the workshops. The one-day and 5 day workshops are perceived as too short. The implication of this is that the duration of the workshops makes it impossible for the educators to grasp all aspects of OBE. This is made worse by the lack of follow-up workshops as Table 4.14 indicates. 57% of respondents indicated that there were no follow-up workshops to consolidate or reinforce their understanding of OBE concepts and principles.

Concern was also raised about the training providers. The training providers were perceived as lacking the necessary knowledge and skills to facilitate OBE training workshops.

51% of the respondents perceived the workshops as ineffective as illustrated in Table 4.16. Respondents complained about the duration of the workshops which made it difficult to understand the difficult vocabulary and again the lack of knowledge on the part of the facilitators.

To the question: **Are educators adequately equipped or skilled to implement OBE?** The answer is that the majority of the educators in the study are not adequately equipped or skilled to implement OBE. *Therefore the assumption that educators are not adequately equipped to implement OBE is true.*

5.3.2 Are educators adequately qualified to implement OBE in their schools ?

The corresponding assumption was that:

- ♦ educators are not adequately qualified to implement OBE.

The findings of the study have revealed that the educators lacked the necessary skills to implement OBE. While among the respondents there were graduates, the majority of respondents (42.9%) had standard ten as the highest academic

qualification as indicated in Table 4.7. Some respondents still hold the “old” professional qualification and those need upgrading programmes.

The level of qualification of respondents could also be linked to the respondents’ lack of understanding of OBE principles and concepts. This is also worrying especially when one sees that the respondents are involved in more than one learning area in their schools as indicated in Table 4.9(b). Table 4.9(a) also shows that only 35 respondents taught one learning area, which constitutes only 17.6% of the total respondents.

The assumption that *educators are not adequately qualified to implement OBE* has been proven true. This concurs with the argument raised by Rasool (1997) that schools lack the necessary human and material resources for the successful implementation of OBE.

5.3.3 Do educators have the understanding of OBE principles and concepts to be able to implement it in their classroom teaching and learning

The corresponding assumption was that:

- ◆ educators lack the understanding of OBE and therefore are unable to implement it in the classroom teaching situation.

Table 4.16 indicates that the majority of respondents (51%) perceived the OBE training workshops as ineffective as they did not prepare them for the successful implementation of OBE. The major complaints for the failure to grasp the OBE principles and concepts revolved around the limited time allocated to the training workshops. Respondents therefore lack the confidence and self-esteem in planning and presenting lessons. The major concern here is the language that is used in explaining the OBE concepts. The language therefore is perceived as a barrier to the implementation of OBE. This came strongly from the open-ended questions as shown by the reasons cited. This is in line with Siyakwazi (1998)

who pointed out that there is a lack of understanding of key principles of OBE and its implementation.

Educators therefore lack the understanding of OBE and are therefore unable to implement it in the classroom teaching situation.

5.3.4 Do schools have the necessary resources to enable them to implement OBE

The corresponding assumption was that:

- ◆ schools do not have the necessary resources to enable educators to implement OBE

Tables 4.18 and 4.19 and Figure 4.13 point to a serious shortage of resources in schools. Only 11% of respondents indicated that they had libraries in their schools, 8% had laboratories, and 49.4% had relevant books written in OBE format. Lack of resources had affected teaching and learning to a large extent as shown by 78.8% of respondents. Some problems cited included ineffective teaching, inability to do the practical work, inability to arrange group work, inability to do research and projects and the fact that lack of resources contribute to poor quality teaching. This is in line with the observation by Siyakhwazi (1998) who argues that the implementation of Curriculum 2005 had a number of shortcomings including, lack of relevant and adequate resource materials such as textbooks and the inaccessibility of libraries for the majority of educators.

Schools therefore do not have the necessary resources to enable them to implement OBE successfully.

5.3.5 Are there systems in place to monitor OBE implementation

The corresponding assumption was that:

- ◆ there are no systems in place to monitor OBE implementation.

Respondents complained about the lack of communication between the DoE and the schools. The fact that there were no follow-up workshops, the educators did not get support from the principals indicate that there are no mechanisms in place to monitor the implementation of OBE in schools. This is in line with the arguments raised by Garson (1994), Jansen (1998), Vakalisa (2005).

5.3.6 Is the DoE and school management team supportive of educators' endeavours to implement OBE

The corresponding assumption was that the educators do not get the necessary support they need to implement OBE

110 (56%) of the respondents indicated that they did not get support from the school principals as indicated in Table 4.20. This is cause for concern. The principals do not support educators because they themselves do not understand OBE. The OBE training workshops should have involved principals as well, as they are expected to give instructional leadership and guidance to the educators. As Burget (2000:6) argues, principals, community leaders and policymakers cannot expect educators to teach according to higher standards, without helping them to acquire new knowledge and skills to do so.

The educators therefore do not get the necessary support they need to be able to implement OBE successfully.

In conclusion, to the question: **To what extent are educators empowered to implement OBE**, it would appear that they are not empowered enough. The DoE has to retrain educators, extend the duration and frequency of training

workshops, provide the necessary resources, provide the necessary support, train the trainers and monitor the implementation of OBE.

5.4 RECOMMENDATIONS

5.4.1 Recommendations related to specific question one

The respondents or educators' understanding of the principles and concepts of OBE is of vital importance. Therefore the DoE should make sure that the duration of the workshops should be extended as the one-day and week-long workshops are perceived as too short to make any meaningful impact on the educators' level of understanding

OBE training workshops should be followed by carefully planned and well coordinated workshops which are conducted by well-trained facilitators. This could help to alleviate the problems that educators currently encounter in the implementation of OBE.

Where short workshops are conducted there should be a series of these and should be arranged in a logical sequence that will promote understanding of OBE principles and concepts.

5.4.2 Recommendations related to specific question two

Current educators were never trained in OBE and this therefore calls for formal retraining of educators to equip them with the skills that will make them confident and be in control of their classes or learning areas. Page and Czuba (1999:1) argue that empowerment is about building confidence, insight, understanding and developing personal skills. Retraining of educators is therefore needed to empower the educators with skills that will help them to gain confidence and be

in control of their classes. Retraining however implies funding. The DoE while it is trying to give out some bursaries to upgrade educators, it appears as if it is not doing enough. It has to speed up the retraining of educators.

5.4.3 Recommendations related to specific question three

The respondents complained about the difficult language that is used OBE learning materials and policy documents. These documents should be revised and be written in a simple language and even translated to other languages as well. Language is a barrier to learning hence a low level of English compounds the plight of educators.

5.4.4 Recommendations related to specific question four

There is a significant shortage of resources in the schools which hamper the educator's endeavours in the implementation of OBE. The DoE should speed up resourcing of schools. Libraries, even if it is the mobile libraries, should be provided in schools. More classrooms and laboratories should be built. Schools should be provided with the relevant learning material and textbooks. These should be distributed to schools in good time so that the learning activities are not affected .

Collaboration of schools should be encouraged to enable participating schools to share resources, both human and physical resources. Sharing of expertise and resources is very crucial in trying to alleviate the shortage of resources, although this should be seen as a temporary measure.

5.4.5 Recommendations related to specific question five

The communication between the DoE and the schools should be improved. This was cited as a problem. This can be done by the DoE officials, especially

Learning Facilitators, visiting schools regularly, to find out about the problems the educators encounter, and help them in the real classroom context. The work of the Learning Facilitators should also be monitored as some educators complained that they do not visit schools.

Support is very important when an innovation or change is implemented. Assessing the educators' level of understanding of OBE should take place in the schools, assisting learners with lesson preparation and facilitation, helping them with setting and marking of tests and examinations. Rushing concepts and principles in a workshop which is held outside the real classroom context does not always help, especially in schools that lack the necessary resources to implement OBE.

5.4.6 Recommendations related to specific question six

In line with argument raised in recommendation five above, the principals should help and support educators as this is very important for the achievement of educational outcomes.

There are various ways by which principals can support educators. They should:

- ◆ give support to educators by arranging regular meetings and information sessions which are school-based.
- ◆ seek information from other schools where it is available.
- ◆ assist educators by inviting Learning Facilitators and OBE experts to schools.
- ◆ disseminate relevant information amongst educators.

5.5 SUGGESTIONS FOR FURTHER STUDY

This study has highlighted problems that are encountered by educators in OBE implementation with special reference to the Motheo District of the Free State Province. The findings of this study are based on the responses of a sample of 198 educators from 61 schools in the Motheo District. This sample is not representative of the schools in the Free State Province and further research needs to be conducted in the entire province or even all over South Africa. Such a large investigation may yield more comprehensive results, on the basis of which more far-reaching conclusions can be drawn.

Further, the study did not look into the actual content of each Learning Area and it would be advisable if further research could focus on the content and teaching facilitation of individual Learning Areas.

5.6 CONCLUSION

In conclusion there are many problems surrounding the implementation of OBE in South Africa. These problems include a lack of: adequate teacher training, facilities and resources, communication between the DoE officials and the schools, and lack of support from the school principals and DoE. The findings of the study have uncovered the extent to which educators encounter problems in the implementation of OBE in their schools. These problems need immediate attention if the educators are expected to implement OBE successfully. Schools should have been provided with the necessary resources before the introduction of a new system of education to make sure that the imbalances of the past were corrected and that all schools had enough resources. The same is true for educators. Educators should have been prepared or trained for OBE before the implementation and during the initial stages of the implementation.

Teaching involves a wide spectrum of skills, perceptions, knowledge and sensitivity, so educators need competence and knowledge which can be acquired through in-service education and professional development. Teacher education must seek to develop educators who can diagnose and solve problems.

There is a need for the inclusion of an initial training course in OBE at universities. The university lecturers training teachers and those involved in INSET should also receive training in OBE. All this should have been done before the implementation of OBE. Because it was not done it should be done as soon as possible. Principals, supervisors, and Learning Facilitators (LF's) should be trained because they are responsible for the supervision of educators in schools.

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APPENDIX A

Wongalethu Secondary School
P.O. Box 211
BETHULIE
9992
17 April 2004

The Principal

.....
.....
.....

Dear Sir / Madam

RE: APPLICATION FOR PERMISSION TO VISIT YOUR SCHOOL FOR RESEARCH PURPOSES

I would appreciate your considering my application for permission to visit your school for research purposes.

I am an M.TECH student at the School of Teacher Education of the Central University of Technology, Free State. I am undertaking a study on the extent to which educators are empowered to implement OBE in their schools, with special reference to Motheo district of the Free State Province.

It is hoped that the findings of the study will enable the Free State Department of Education to understand the problems educators encounter in implementing OBE and come up with possible ways of empowering them to implement OBE with confidence..

Thank you very much.

Yours faithfully

.....

Constance N. Pali (M.TECH Student)

APPENDIX B

Wongalethu Secondary School
P.O. Box 211
BETHULIE
9992
17 April 2004

Dear Respondent

Kindly complete the attached questionnaire and send it to me at the above address, soon after completion, using the stamped envelope provided.

I am an M.TECH student at the School of Teacher Education of the Central University of Technology, Free State. I am undertaking a study on the extent to which educators are empowered to implement OBE in their schools, with special reference to Motheo district of the Free State Province.

It is hoped that the findings of the study will enable the Free State Department of Education to understand the problems educators encounter in implementing OBE and come up with possible ways of empowering them to implement OBE with confidence.

You are kindly requested to answer every question in the questionnaire as precisely as possible. Kindly note that you need not mention your name and school in any part of the questionnaire, anonymity of those who provide data is fully guaranteed and the data you provide will be used for research purposes only.

Thank you very much.

Yours Sincerely,

.....

Constance N. Pali (M.TECH Student)

APPENDIX C

Letter of permission from education
department of Free State Province

FREE STATE PROVINCE



Enquiries : Mrs M V Wessels/
Reference no. : 16/4/1/30-2003

Tel : (051) 404 8075
Fax : (051) 4048074

2003-08-05

Ms CN Pali
Wongalethu Secondary School
PO Box 211
BETHULIE
9992

Dear Ms Pali

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **The extent to which educators are empowered to implement Outcomes-Based Education with special reference to Motheo District.**
3. Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Educators participate voluntarily in the project.
 - 3.2 The names of all schools and educators involved remain confidential.
 - 3.3 You consider making the suggested changes.
 - 3.4 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.
5. Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. Would you please write a letter accepting the above conditions? Address this letter to:

The Head: Education, for attention: CES: IRRISS
Room 1204, Provincial Government Building
Private Bag X20565, BLOEMFONTEIN, 9301

7. We wish you every success with your research.

Yours sincerely

MS Rakometsi
Chief Director: Education Development
And Professional Services

cc Director of District: Motheo

APPENDIX D

Confirmation of workshops attended

FREE STATE PROVINCE



Enquiries : Mrs NE Mbaza
Reference no. : Learning Facilitator: ELITS & LR

Tel. :051 404 4534
Fax. :051 404 4593
E-mail: mbaza@mweb.co.za

2004-12-01

The Study Leader
Department of Education
Free State Technicon

Dear Sir/Madam

I hereby confirm that I, Nobalindi Elsie Mbaza, a learning facilitator for school library services in the Motheo Education District, assisted Ms CN Pali in distributing some of the questionnaires for her study to teachers at schools and at my workshops on the 27 to 30th of September 2004.

I hope you find this in order.

N E Mbaza

Cell: 072 1803787

APPENDIX E

Request for conducting research in schools

Wongalethu Secondary School
P.O. Box 211
BETHULIE
9992

2004-06-11

The Head of Department
Department of Education
Room 1204
Provincial Government Bldg
BLOEMFONTEIN
9300

Dear Sir/Madam

**Re: APPLICATION FOR PERMISSION TO CONDUCT A SURVEY
RESEARCH IN CHOSEN SCHOOLS IN THE MOTHEO DISTRICT**

I hereby apply to be granted permission to visit certain schools which will be chosen from Motheo district to assist by answering the questionnaires pertaining my research topic: *"The Extent to Which Educators are Empowered to Implement Outcomes-Based Education with Special Reference to Motheo District"*

The information collected through the questionnaires will be revealed only to the investigator and will be used for research purposes. Your co-operation in this regard will be highly appreciated.

Yours faithfully



CONSTANCE N. PALI

APPENDIX F

Educator's Questionnaire

APPENDIX F

QUESTIONNAIRE TO EDUCATORS

The questionnaire is divided into sections. You are kindly requested to answer all the questions in all the sections.

SECTION A (BIOGRAPHICAL DATA)

INDICATE YOUR RESPONSE BY PUTTING A TICK [✓] IN THE APPROPRIATE SPACE
OPPOSITE YOUR CHOICE

1. Please indicate your sex.

1.1 Male

1.2 Female

2. What is your age range in years?

2.1 Less than 30 years

2.2 30 to 40 years

2.3 40 years and above

3. Where is your school situated?

3.1 Urban area

3.2 Semi-urban area

3.3 Rural area

4. What is your total teaching experience?

4.1 Less than 5 years

4.2 From 5 to 10 years

4.3 Ten years and above

10. What is your learning area of specialisation? Tick a space provided for each learning area which is your area of specialisation.

- 10.1 Natural Sciences
- 10.2 Economic and Management Sciences
- 10.3 Literacy and Language Communication
- 10.4 Life Orientation
- 10.5 Technology
- 10.6 Human and Social Sciences
- 10.7 Arts and Culture
- 10.8 Mathematics

11. **When** and **where** did you obtain your last qualification? (for example, 2001, UOFS) ?

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12. In which type of school do you teach?

- 12.1 Public School
- 12.2 State Aided / Government Subsidized
- 12.3 Private School
- 12.4 Other, specify

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SECTION B

The questions in this section pertain to training related to OBE. Please answer the questions as honestly as possible.

13. Did you receive training in OBE?

- 13.1 YES
- 13.2 NO

If your answer to 13.1 is YES, answer the following questions

14. Who trained you in OBE?

- 14.1 Department Officials
- 14.2 Non Government Organisations (NGO'S)
- 14.3 Other Educators
- 14.4 Other (please specify)

15. What was the duration of the training?

- 15.1 One day
- 15.2 One week (5 days)
- 15.3 Two weeks
- 15.4 Other, specify

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16. Were there follow-up workshops or session(s) of training?

- 16.1 YES
- 16.2 NO

17. Which areas were covered in your training of OBE? Tick a space for each area covered.

- 17.1 OBE principles
- 17.2 Learning area content
- 17.3 Teaching methods
- 17.4 Use of policy documents
- 17.5 Classroom management
- 17.6 Learning outcomes

18. Did the training you got enable you to teach OBE effectively? Explain your answer.

19. If your answer to 18 above is yes, would you like to receive more training in OBE? Explain your answer.

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20. If you did not get OBE training, what kind of training did you get?

Explain your answer.

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SECTION C

This section seeks answers to availability or non-availability of resources in your school. Please answer the questions as honestly as possible.

21. You are given a list of resources that are needed in a school to enable educators to implement OBE effectively. Place a tick where indicated to show whether or not your school has the resources mentioned.

ITEM	Available	Not available
Library		
Laboratory		
Relevant textbooks written in OBE format		
Laboratory Equipment relevant to your learning area		
Laboratory manuals		
Reading books		
Activity books		
Relevant furniture (tables and chairs to enable group activity)		
Self-evaluation manuals of learners		
Other (Specify)		

22. In what way does the **availability of resources** you have identified in 21, above affect your teaching activities? Explain your answer.

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23 (a) To what extent has the non-availability of resources affected your teaching activities?

Tick the relevant box.

Not affected	
Affected to a small extent	
Affected to a large extent	

23. (b) Explain fully the way in which you have been affected by the non-availability of resources. Be honest.

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24. Do you get support from your principal in your attempts to implement OBE?

24.1 YES

24.2 NO

25. If your response to 24 above is YES, what kind of support do you get? Explain your answer.....

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26. If your response to 24, is NO, what kind of support would you like to have? Explain your answer.

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SECTION D

27. The following are some of the problems that affect the teaching and facilitation role of educators as implementers of OBE. Tick the ones that you think are correct.

- 27.1 Overcrowded classrooms []
- 27.2 Shortage of learning material supplied by the course facilitators []
- 27.3 Lack of knowledge on the part of course facilitators []
- 27.4 Lack of follow-up workshops []
- 27.5 Lack of communication between the Department of Education and schools []
- 27.6 Inadequately qualified teachers []
- 27.7 Negative attitudes of educators towards OBE []
- 27.8 Negative attitudes of principals towards OBE []

28. Are there any other problems that you have regarding OBE implementation?

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29. What do you think could be done to solve the problems you mentioned in 27, above.

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Thank you for your co-operation.