

# OBE-RELATED STRESS AMONG TOWNSHIP SCHOOL TEACHERS

M J MOTSEKE

B11081011



# OBE-RELATED STRESS AMONG TOWNSHIP SCHOOL TEACHERS

by

155. 904 2 mot

**MASILONYANA JACOB MOTSEKE**

submitted in fulfilment of the requirements for the degree

**DOCTOR PHILOSOPHIAE  
(PSYCHOLOGY OF EDUCATION)**

SE10  
MOTS

in the

**FACULTY OF EDUCATION  
VISTA UNIVERSITY**

**SUPERVISOR : PROF DR H M FREEMAN**

November

2000

Welkom



2001-07-24



## DECLARATION

I, declare that

**OBE-RELATED STRESS AMONG TOWNSHIP SCHOOL TEACHERS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of references.



.....  
**M J MOTSEKE**

24/05/2001  
.....  
**DATE**

This thesis is dedicated to my wife Ellah  
and my children Keke, Lerato and Lehlohonolo, and the late Makatleho.

## ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude and appreciation to all those who, directly or indirectly, assisted me in this project. May I acknowledge my indebtedness particularly to the following:

- My promoter, Prof H M Freeman, for her guidance and support.
- Mrs P Kellerman, for typing the manuscript under considerable pressure.
- The Department of Education, Free State province, for granting me permission to conduct the empirical research at their schools.
- The teachers who participated in the research.
- The management teams of the participating schools for their co-operation in handling the questionnaires.
- My colleagues for their advices.
- My friends and relatives for their moral support.

Finally, the greatest praise to my Creator whose grace enabled me to complete this work.

M J Motseke

November 2000

# **OBE-RELATED STRESS AMONG TOWNSHIP SCHOOL TEACHERS**

**BY** Masilonyana Jacob Motseke  
**PROMOTOR** Prof H M Freeman  
**DEGREE** PhD (Psychology of Education)

## **SUMMARY**

The aim of this study is to investigate the contribution of OBE to the stress experienced by township school teachers.

Based on literature study, a questionnaire, the Outcomes-Based Education Teacher Stress Questionnaire (OBETSQ) was developed. The questionnaire was administered to 185 teachers in the Free State Goldfields and surrounding areas. Interviews were also conducted. Data collected was analysed qualitatively and quantitatively.

The empirical research revealed that conditions in the township schools, including teacher training, were not conducive for the introduction of OBE. The introduction of OBE in these schools, therefore, contributed enormously to the stress situation of township teachers. Lastly, several recommendations were made, including the retraining of teachers and provision of resources and facilities.

## **KEY WORDS**

Outcomes-based education (OBE), outcomes, stress, teacher stress, stressors, theories, townships, township schools, teacher training and learners.

## CONDENSED TABLE OF CONTENTS

### CHAPTER 1 : INTRODUCTORY ORIENTATION TO THIS STUDY

	PAGE
<b>1.1 INTRODUCTION .....</b>	<b>3</b>
<b>1.2 SIGNIFICANCE OF THE STUDY.....</b>	<b>4</b>
<b>1.3 STATEMENT OF THE PROBLEM .....</b>	<b>6</b>
<b>1.4 AIMS OF THE STUDY .....</b>	<b>7</b>
<b>1.5 RESEARCH METHODOLOGY .....</b>	<b>7</b>
1.5.1 LITERATURE STUDY .....	7
1.5.2 QUALITATIVE AND QUANTITATIVE RESEARCH .....	8
1.5.2.1 Qualitative research .....	8
1.5.2.2 Quantitative research .....	8
1.5.3 RESEARCH INSTRUMENTS .....	9
1.5.3.1 Interviews : unstandardised.....	9
1.5.3.2 Interviews : semi-standardised .....	11
<b>1.4 AIMS OF THE STUDY .....</b>	<b>7</b>
<b>1.5 RESEARCH METHODOLOGY .....</b>	<b>7</b>
1.5.1 LITERATURE STUDY .....	7
1.5.2 QUALITATIVE AND QUANTITATIVE RESEARCH .....	8
1.5.2.1 Qualitative research .....	8

1.5.2.2 Quantitative research .....	8
1.5.3 RESEARCH INSTRUMENTS .....	9
1.5.3.1 Interviews : unstandardised.....	9
1.5.3.2 Interviews : semi-standardised .....	11
1.5.3.3 Questionnaires .....	11
1.5.4 POPULATION AND SAMPLING .....	12
<b>1.6 DEFINITION OF CONCEPTS .....</b>	<b>12</b>
1.6.1 OUTCOMES .....	12
1.6.2 OUTCOME-BASED EDUCATION (OBE).....	13
1.6.3 STRESS .....	13
1.6.4 STRESSOR.....	14
1.6.5 BURN.....	15
1.6.6 TEACHER AND FACILITATOR.....	15
1.6.7 PUPIL AND LEARNER.....	16
1.6.8 TOWNSHIP.....	17
<b>1.7 DELIMITATION OF THE ARES OF STUDY.....</b>	<b>17</b>
<b>1.8 LIMITATION OF THIS STUDY.....</b>	<b>18</b>
<b>1.9 RESEARCH PROGRAMME.....</b>	<b>19</b>
<b>1.10 CONCLUSION.....</b>	<b>20</b>

## CHAPTER 2: THEORETICAL BACKGROUND : STRESS AND OUTCOMES-BASED EDUCATION

	PAGE
<b>2.1 INTRODUCTION</b> .....	24
<b>2.2 MODELS OF STRESS</b> .....	25
2.2.1 THE STIMULUS-BASED MODEL OF STRESS.....	25
2.2.2 THE RESPONSE-BASED MODEL OF STRESS.....	27
2.2.3 THE INTERACTIONAL MODEL OF STRESS.....	28
2.2.4 CRITIQUE ON MODELS OF STRESS.....	31
<b>2.3 THEORETICAL BACKGROUND OF OBE</b> .....	33
2.3.1 TENENTS UNDERLYING OBE.....	33
2.3.2 THEORETICAL ASSUMPTIONS CONCERNING OBE .....	34
2.3.2.1 OBE and behaviourism.....	35
2.3.2.2 OBE and social reconstructivism.....	39
2.3.2.3 OBE and the complexity theory.....	41
2.3.2.4 OBE and pragmatism.....	42
<b>2.4 CRITIQUE</b> .....	44
<b>2.5 CONCLUSION</b> .....	45

## CHAPTER 3: OBE-RELATED STRESS AMONG TOWNSHIP TEACHERS: A LITERATURE REVIEW

	PAGE
<b>3.1 INTRODUCTION</b> .....	50
<b>3.2 THE TEMPO AT WHICH OBE WAS INTRODUCED</b> .....	52
3.2.1 OVER-HASTINESS IN INTRODUCING OBE.....	53
3.2.2 POLITICAL INTERESTS.....	54
<b>3.3 LACK OF ADEQUATE PREPARATION OF TEACHERS FOR OBE</b> .....	55
3.3.1 INADEQUATE TEACHER TRAINING.....	55
3.3.2 TEACHING EXPERIENCE.....	56
<b>3.4 INADEQUATE MATERIAL FOR OBE</b> .....	57
3.4.1 LACK OF MATERIAL.....	57
3.4.2 LACK OF FACILITIES.....	58
<b>3.5 OBE TERMINOLOGY AS A STRESSOR</b> .....	59
3.5.1 THE DIFFICULT TERMINOLOGY.....	59
3.5.2 REPORT CARDS.....	60
<b>3.6 TEACHER QUALITY AND DISCIPLINE</b> .....	60
3.6.1 POOR TEACHER QUALITY.....	60
3.6.2 POOR TEACHER DISCIPLINE.....	61
3.6.3 INABILITY TO DEAL WITH LAZY TEACHERS.....	63
<b>3.7 CLASS SIZE AND CLASS COMPOSITION</b> .....	63
3.7.1 CLASS SIZE.....	64

3.7.2	CLASS COMPOSITION.....	64
<b>3.8</b>	<b>INCREASED TEACHER WORKLOADS.....</b>	<b>66</b>
3.8.1	INCREASED WORKLOAD.....	66
3.8.2	TEACHER RATIONALISATION.....	67
3.8.3	QUALITATIVE WORK OVERLOAD.....	68
<b>3.9</b>	<b>THE ROLE OF PARENTS AS A STRESSOR IN OBE.....</b>	<b>69</b>
3.9.1	EXCLUSION OF PARENTS' VALUES IN OUTCOMES.....	69
3.9.2	BLACK PARENTS' ILLITERACY.....	70
<b>3.10</b>	<b>HOME BACKGROUND AS A STRESSOR IN OBE.....</b>	<b>71</b>
3.10.1	THE INFLUENCE OF HOME BACKGROUND ON LEARNING.....	71
3.10.2	THE INFLUENCE OF HOME BACKGROUND ON SCHOOLING IN THE TOWNSHIP.....	72
<b>3.11</b>	<b>OBE ASSESSMENT : A CONTRIBUTOR TO TEACHER STRESS.....</b>	<b>73</b>
3.11.1	ASSESSMENT IN OBE.....	73
3.11.2	ASSESSMENT AND EXAMINATIONS.....	74
3.11.3	ASSESSMENT AND TIME FRAMES.....	75
3.11.4	ASSESSMENT AND MENTAL EQUALITY.....	77
<b>3.12</b>	<b>DEMOCRACY AS A STRESSOR IN OBE.....</b>	<b>77</b>
3.12.1	THE VIEW OF DEMOCRACY IN OBE.....	78
3.12.2	DEMOCRACY AND THE SOURCE OF KNOWLEDGE.....	79
3.12.3	RELATIONSHIPS WITHIN DEMOCRACY.....	79

	<b>PAGE</b>
<b>3.13 BUREAUCRACY WITHIN THE OBE SYSTEM AS A STRESSOR</b> .....	81
3.13.1 DIFFERENT BODIES WITHIN THE OBE SYSTEM.....	81
3.13.2 POLITICIANS AND UNIONISTS WITHIN THE OBE SYSTEM.....	82
<b>3.14 THE FINANCING OF OBE AS A STRESSOR</b> .....	83
3.14.1 GOVERNMENT'S INABILITY TO FINANCE OBE .....	84
3.14.2 ROLE OF BUSINESS IN OBE.....	85
<b>3.15 BASIC KNOWLEDGE AND TEACHER STRESS IN OBE</b> .....	86
3.15.1 OBE AND VALUES.....	86
3.15.2 OBE AND INDOCTRINATION.....	87
3.15.3 OBE AND ACADEMIC EDUCATION.....	88
<b>3.16 CONCLUSION</b> .....	89

## **CHAPTER 4: RESEARCH DESIGN**

<b>4.1 INTRODUCTION</b> .....	94
<b>4.2 DEVELOPMENT OF THE QUESTIONNAIRE AND THE INTERVIEW</b>	
<b>SCHEDULE</b> .....	94
4.2.1 DEVELOPMENT OF THE OBE TEACHER STRESS	
QUESTIONNAIRE (OBETSQ).....	94
4.2.1.1 Aspects to consider when compiling a questionnaire.....	95
4.2.1.2 Structure of the questionnaire.....	96

4.2.1.3	Choice of items.....	97
4.2.1.4	Length of items.....	98
4.2.1.5	Evaluation of items.....	99
4.2.1.6	Choice of response alternatives.....	100
4.2.2	<b>DEVELOPMENT OF THE INTERVIEW SCHEDULE.....</b>	<b>100</b>
4.2.2.1	Outline and questions.....	100
4.2.2.2	Communicating effectively.....	101
<b>4.3</b>	<b>ADMINISTERING THE QUESTIONNAIRE AND CONDUCTING THE INTERVIEW.....</b>	<b>102</b>
4.3.1	<b>ADMINISTERING THE OBETSQ.....</b>	<b>102</b>
4.3.1.1	Experimental Application.....	102
4.3.1.2	Population .....	104
4.3.1.3	The sample and sampling technique.....	105
4.3.1.4	Permission to use schools and requests for participation.....	108
4.3.1.5	Instructions for the completion of the questionnaire.....	109
4.3.1.6	Delivery and collection of questionnaires.....	109
4.3.2	<b>CONDUCTING THE INTERVIEW.....</b>	<b>110</b>
<b>4.4</b>	<b>FOCUS GROUP INTERVIEWS .....</b>	<b>111</b>
<b>4.5</b>	<b>PROCEDURE FOR ANALYSING DATA .....</b>	<b>114</b>
4.5.1	TECHNIQUES RECOMMENDED FOR DATA ANALYSIS.....	114
4.5.2	TECHNIQUES USED IN ANALYSING DATA FOR OBETSQ.....	115
4.5.3	TECHNIQUES USED IN ANALYSING DATA FROM THE INTERVIEW	115

4.6	RATIONALE BEHIND THE DEVELOPMENT OF OBETSQ.....	117
4.7	RATIONALE BEHIND THE DEVELOPMENT OF THE INTERVIEW SCHEDULE.....	119
4.8	CONCLUSION .....	120

## CHAPTER 5: ANALYSIS DATA COLLECTED DURING EMPIRICAL RESEARCH

5.1	INTRODUCTION .....	123
5.2	SECTION A : BIBLIOGRAPHICAL DATA .....	124
	5.2.1 GENDER.....	124
	5.2.2 AGE.....	125
	5.2.3 MATERIAL STATUS.....	125
	5.2.4 TEACHING EXPERIENCE .....	126
	5.2.5 PROFESSIONAL QUALIFICATION.....	127
5.3	SECTION B.....	129
5.4	SECTION C.....	140
5.5	SECTION D.....	171
5.6	SECTION E : FOCUS GROUP INTERVIEW .....	187

	<b>PAGE</b>
<b>5.7 FINDINGS OF SECTION E .....</b>	<b>199</b>
<b>5.8 ANALYSIS OF DATA FROM THE INTERVIEW .....</b>	<b>201</b>
<b>5.9 CONCLUSION.....</b>	<b>221</b>

## **CHAPTER 6: CONCLUSIONS, FINDINGS AND RECOMMENDATIONS**

<b>6.1 INTRODUCTION .....</b>	<b>227</b>
<b>6.2 SIGNIFICANCE OF THE STUDY.....</b>	<b>228</b>
<b>6.3 STATEMENT OF THE PROBLEM .....</b>	<b>228</b>
<b>6.4 LIMITATIONS OF THIS STUDY.....</b>	<b>229</b>
<b>6.5 DELIMINATION OF THE AREA OF THIS STUDY.....</b>	<b>230</b>
<b>6.6 SUMMARISED FINDINGS FROM LITERATURE STUDY AND IMPLICATIONS.....</b>	<b>230</b>
<b>6.6.1 MODELS OF STRESS.....</b>	<b>230</b>
<b>6.6.2 TENETS UNDERLYING OBE.....</b>	<b>231</b>
<b>6.6.3 THEORETICAL ASSUMPTIONS CONCERNING OBE.....</b>	<b>232</b>

6.6.4	<b>SUMMARISED FINDINGS AND IMPLICATIONS OF OBE-RELATED STRESSORS AMONG TOWNSHIP TEACHERS</b> .....	233
6.6.4.1	The tempo at which OBE was introduced .....	233
6.6.4.2	Lack of adequate preparation of teachers for OBE.....	234
6.6.4.3	Inadequate material for OBE.....	235
6.6.4.4	OBE terminology as a stressor.....	235
6.6.4.5	Teacher quality and discipline .....	236
6.6.4.6	Class size and class composition.....	237
6.6.4.7	Increased teacher workloads.....	237
6.6.4.8	The role of parents as a stressor in OBE.....	238
6.6.4.9	Home background as a stressor in OBE.....	239
6.6.4.10	OBE assessment : A contributor to teacher stress.....	239
6.6.4.11	Democracy as a stressor in OBE.....	240
6.6.4.12	Bureaucracy within the OBE system as a stressor.....	241
6.6.4.13	The financing of OBE and teacher stress .....	242
6.6.4.14	Basic knowledge and teacher stress in OBE.....	243
<b>6.7</b>	<b>SUMMARISED FINDINGS AND IMPLICATIONS OF THE EMPIRICAL RESEARCH</b> .....	<b>244</b>
6.7.1	SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION A.....	244
6.7.2	SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION B.....	245
6.7.3	SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION C.....	246
6.7.4	SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION D.....	247
6.7.5	SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION E.....	248
6.7.7	SUMMARISED FINDINGS AND IMPLICATIONS OF THE INTERVIEW .....	249

	<b>PAGE</b>
<b>6.8 RECOMMENDATIONS</b> .....	250
6.8.1 PROVISIONING OF MATERIAL AND RESOURCES .....	250
6.8.2 ADAPT OBE TO SOUTH AFRICAN CONDITIONS .....	251
6.8.3 TRAIN TEACHERS IN OBE .....	252
6.8.4 STOP RATIONALISATION OF TEACHERS .....	253
6.8.5 DESIGN EXAMINABLE CONTENT .....	254
6.8.6 FINANCE OBE ADEQUATELY .....	255
<b>6.9 PROBLEMS EXPERIENCED WITH THIS STUDY</b> .....	256
6.9.1 PROBLEMS EXPERIENCED WITH THE LITERATURE STUDY .....	256
6.9.2 PROBLEMS EXPERIENCED DURING THE EMPIRICAL RESEARCH .....	257
<b>6.10 SHORTCOMING OF THIS STUDY</b> .....	258
<b>6.11 FUTURE RESEARCH</b> .....	259
<b>6.12 CONCLUSION</b> .....	260
<b>LIST OF SOURCES</b> .....	262
<b>APPENDICES</b> .....	274

## LIST OF TABLES

	<b>PAGE</b>
2.1 Learning areas and specific outcomes.....	38
4.1 Townships, schools and respondents visited.....	108
5.1 Gender.....	124
5.2 Age .....	125
5.3 Marital status.....	125
5.4 Teaching experience.....	126
5.5 Professional qualifications.....	128
5.6 Number of learners.....	129
5.7 Number of extramural activity hours.....	130
5.8 Number of after school hours.....	131
5.9 Teacher roll.....	132
5.10 School roll.....	133
5.11 Number of classrooms.....	134
5.12 Number of laboratories.....	135
5.13 Number of libraries.....	136
5.14 Size of classroom.....	137
5.15 Number of play areas .....	138
5.16 Number of staffrooms .....	139
5.17 Number of halls.....	140
5.18 Developing teaching aids.....	141
5.19 OBE terminology.....	142
5.20 OBE training.....	142
5.21 Official visit.....	143

5.22	Official help.....	144
5.23	Introduction too soon.....	145
5.24	Training programme .....	145
5.25	First day material.....	146
5.26	OBE card.....	147
5.27	Different learning abilities.....	148
5.28	Retrenchment workload.....	149
5.29	Parents' illiteracy.....	150
5.30	Democratic relations.....	151
5.31	Different bodies.....	152
5.32	OBE finance.....	153
5.33	Manual work.....	154
5.34	Basic reading.....	155
5.35	Poor thinking.....	156
5.36	Religious norms.....	157
5.37	OBE researchers.....	158
5.38	OBE change.....	159
5.39	OBE tests.....	159
5.40	Enough OBE material.....	160
5.41	Additional material.....	161
5.42	Slow and gifted learners.....	162
5.43	Teacher consultation.....	162
5.44	Different OBE approaches.....	163
5.45	Peer tutoring.....	164
5.46	Help slow learners.....	165
5.47	Talking a lot.....	166
5.48	Poor teacher discipline.....	167

5.49	Experience OBE.....	168
5.50	OBE business.....	169
5.51	Lazy teachers.....	170
5.52	Political interest .....	171
5.53	Departmental material .....	172
5.54	Develop own content.....	173
5.55	OBE assessment techniques.....	173
5.56	Learners help OBE.....	174
5.57	OBE methods and classroom size.....	175
5.58	Wait for learners.....	176
5.59	Poor home background.....	177
5.60	Involve learners.....	178
5.61	OBE examinations.....	179
5.62	Material not suitable.....	180
5.63	Teacher meeting.....	181
5.64	Poor school conditions.....	182
5.65	OBE workshops.....	183
5.66	Paperwork.....	184
5.67	Talk and chalk board .....	185
5.68	Needs.....	186

## LIST OF FIGURES

	<b>PAGE</b>
2.1 The stimulus-based model of stress.....	25
2.2 The response-based model of stress.....	27
2.3 The interactional model of stress.....	29

## LIST OF APPENDICES

Appendix A : OBETSQ .....	274
Appendix B : Letter of permission.....	289
Appendix C : Letter to the principals of participating schools.....	291
Appendix D : Letter to participating teachers.....	293
Appendix E : Confirmation of OBE workshop attended.....	295
Appendix F : Request for conducting research in schools.....	297
Appendix G : OBE interview schedule .....	300

# **CHAPTER 1**

## **INTRODUCTORY ORIENTATION TO THIS STUDY**

## CHAPTER 1

### INTRODUCTORY ORIENTATION TO THIS STUDY

	PAGE
<b>1.1 INTRODUCTION .....</b>	<b>3</b>
<b>1.2 SIGNIFICANCE OF THE STUDY.....</b>	<b>4</b>
<b>1.3 STATEMENT OF THE PROBLEM .....</b>	<b>6</b>
<b>1.4 AIMS OF THE STUDY .....</b>	<b>7</b>
<b>1.5 RESEARCH METHODOLOGY .....</b>	<b>7</b>
1.5.1 LITERATURE STUDY .....	7
1.5.2 QUALITATIVE AND QUANTITATIVE RESEARCH .....	8
1.5.2.1 Qualitative research .....	8
1.5.2.2 Quantitative research .....	8
1.5.3 RESEARCH INSTRUMENTS .....	9
1.5.3.1 Interviews : unstandardised.....	9
1.5.3.2 Interviews : semi-standardised .....	11
1.5.3.3 Questionnaires .....	11
1.5.4 POPULATION AND SAMPLING .....	12
<b>1.6 DEFINITION OF CONCEPTS .....</b>	<b>12</b>
1.6.1 OUTCOMES .....	12
1.6.2 OUTCOME-BASED EDUCATION (OBE).....	13
1.6.3 STRESS .....	13
1.6.4 STRESSOR.....	14
1.6.5 BURN.....	15
1.6.6 TEACHER AND FACILITATOR.....	15
1.6.7 PUPIL AND LEARNER.....	16
1.6.8 TOWNSHIP.....	17
<b>1.7 DELIMITATION OF THE ARES OF STUDY.....</b>	<b>17</b>
<b>1.8 LIMITATION OF THIS STUDY.....</b>	<b>18</b>
<b>1.9 RESEARCH PROGRAMME.....</b>	<b>19</b>
<b>1.10 CONCLUSION.....</b>	<b>20</b>

## CHAPTER 1

### INTRODUCTORY ORIENTATION TO THIS STUDY

#### 1.1 INTRODUCTION

Local and foreign research findings revealed that teachers experience a considerable amount of stress (Brown & Ralph 1992; Marais 1992). Factors contributing to teacher stress include poor student performance, workload, bureaucracy and lack of promotion. Research conducted among particularly township teachers attributed teacher stress to, among others, overcrowding, inadequate teacher training and lack of resources (Moodley 1995; Motseke 1998). In the past educational provision in South Africa was racially and ethnically organized, with inadequate financing of black education compared to that of other racial groups (Nasson & Samuel 1990 : 32). This poor financing of black education led to huge backlogs in the township schools. This negatively affected the quality of township education and may have promoted stress among township teachers.

The new government, in an attempt to address the problems of inequality and illegitimacy in education, introduced a single ministry of education and a new system of education. A new Curriculum 2005 was designed and a new teaching paradigm, Outcomes-Based Education (OBE) was introduced (van der Horst &

McDonald 1997 : 5). The various education departments were abolished and new teaching and assessment methods were introduced.

These changes brought about hope and fear among teachers in general and township teachers in particular. Township teachers hoped that the changes would address most of the problems in their schools (Killen 1999 : 20; The Teacher 1997 : 8); but they were also uncertain as to how the changes would impact on their teaching skills, job security and promotion opportunities (SAIDE 1998 : V; Tiley & Goldstein 1997 : 12). The subsequent redeployment and retrenchment of teachers confirmed their fears, and this may have contributed to higher stress levels.

## **1.2 SIGNIFICANCE OF THIS STUDY**

The establishment of a new government in South Africa led to drastic changes in all spheres of life. These changes were also apparent in education where a paradigm shift occurred. OBE was introduced as a new system of teaching and learning. The Ministry of Education believes that OBE will, among others, guarantee success for all, empower learners and make schools more accountable (Pahad 1998(a) : 4; Steyn & Wilkinson 1998 : 203). Furthermore it will reflect the new democratic constitution and advance the development of future-oriented citizens (Department of Education (DOE) 1997 : 10).

The introduction of OBE in South Africa, however, has serious theoretical and practical implications. The major theoretical implication of OBE is the tension or conflict that exists among theories on which OBE is based. These theories include behaviourism, social reconstructionism, critical theory, pragmatism and the complexity theory (Claassen 1998 : 36; Steyn & Wilkinson 1998 : 208). These tensions are discussed in detail in the next chapter.

The major practical implications of introducing OBE in South Africa include the adjustment that teachers have to make to their teaching, planning and assessment methods (van der Horst & McDonald 1997 : 18). This could be stressful to particularly township teachers due to their inadequate training. The government's inability to adequately finance OBE could also be a serious setback to its implementation in South Africa. Inadequate financing could lead to little or no in-service-training courses and material and/or resources (Jansen 1998 : 327). This may contribute greatly to teacher stress in the townships.

Finally, the argument whether OBE is propelled by politicians (Harber 1998 : 1; van der Horst & McDonald 1997 : 6) or really is a new strategy to empower citizens for the future (DOE 1997 : 108; Pahad 1998(b) : 6) needs to be addressed.

### 1.3 STATEMENT OF THE PROBLEM

From the preceding discussion it is clear that :

- the theoretical background against which OBE is based is characterised by tensions;
- township teachers experience stress due to problems already prevalent in their schools; and
- the government is unable to adequately meet the financial expectations of OBE.

In the light of these statements, the study will research the following questions:

- (1) How do the various theoretical assumptions of OBE impact on teacher stress?
- (2) To what extent do problems such as inadequate teacher training and inadequate material and/or resources aggravate stress in teachers who have to implement OBE in the township schools?
- (3) What influence does the implementation of OBE have on the stress already experienced by township school teachers?

The above problems imply that certain aims and objectives have to be realised by

this study.

## **1.4 AIMS OF THE STUDY**

Through this study, the researcher aims to :

- discuss the tenets and history of OBE in order to establish its relationship to teacher stress;
- identify factors that militate against the smooth implementation of OBE in township schools and therefore may lead to stress; and
- establish how the implementation of OBE impacts on the stress levels of township teachers.

## **1.5 RESEARCH METHODOLOGY**

### **1.5.1 LITERATURE STUDY**

A literature study was undertaken to provide a sound basis for the research. It should be noted that OBE is a fairly new concept in this country and therefore, very little has been written on it. Consequently most of the sources consulted, especially on the tenets and theoretical assumptions of OBE were foreign. However, the local sources were found to be relevant to South African conditions especially in matters such as lesson presentation, the classroom situation and the teaching

aids/material used.

## 1.5.2 QUALITATIVE AND QUANTITATIVE RESEARCH

### 1.5.2.1 Qualitative research

Supporters of qualitative research argue that human behaviour is always bound to the context in which it occurs, and that social reality cannot be reduced to variables in the same manner as physical reality (Ary, Jacobs & Razavieh 1990 : 445). This means that qualitative research seeks to understand human and social behaviour as it is lived by participants in a particular social setting (for example, a culture, a school or a community). Therefore, research approaches should make room for participants' subjective perceptions and intentions, which would be interpreted into theories (Ary *et al.* 1990:445).

Qualitative interviews were also conducted as a pilot study (unstandardised) and for the purpose of verifying the findings of the questionnaire (semi-standardised).

### 1.5.2.2 Quantitative research

Quantitative research involves measuring of things, usually numerical quantities or in numbers (Reaves 1992 : 16). Quantitative research also tends to adopt a

structured approach, in which all the issues to be focused upon are decided in advance (Bryman 1996 : 99). It also views statistics as a tool concerned with the collection, organisation, analysis and observation of numerical facts (Neuman 1994 :282). Information presented in numbers is, therefore, understandable and usable.

 For the purpose of this study, qualitative and quantitative approaches are used.

### 1.5.3 RESEARCH INSTRUMENTS

#### 1.5.3.1 Interviews : unstandardised

Unstandardised interviews do not use a schedule of questions, but allow the researcher to adapt to the interviewee's situation in order to establish a rapport (Berg 1998 : 61). It also allows the researcher to gain additional information about the phenomenon under investigation.

For the purpose of this study, principals, teachers, learners, parents and departmental officials (particularly school management developers(SMD's) and learning facilitators (LF's)) were interviewed as a form of pilot study. The following questions were asked to the relevant participants ( not in the same order as below)

:

- (a) What do you understand by OBE?(all participants)

- (b) How do you assess learners?(teachers)
- (c) Do you all have chairs and desks? (learners)
- (d) Do your schools implement OBE correctly? (principals, SMD's and LF's)
- (e) Do teachers benefit from the OBE workshops? ( principals, SMD's and LF's)
- (f) Does your child discuss his/her homework with you? (parents)
- (g) Do you buy some school material for you child?(parents)
- (h) Do SMD's and LF's help you with OBE problems at school level?  
(principals and teachers)

From these informal discussions the researcher gathered that

- the lack of resources, inadequate OBE training, overcrowding and lack of proper support from departmental officials may be some of the problems that hinder the implementation of OBE in the township schools; and
- parents' illiteracy, poverty and non-involvement in school matters may negatively affect the implementation of OBE in the township schools;

According to Ary *et al.* (1990 : 418) the flexibility of interviews allows the participants to express themselves freely, to provide additional information and to give answers to all the questions. This technique was particularly important for this study since it enabled the researcher to obtain information from and to know feelings of people

who do not form part of the population of this study (such as principals, learners, parents and departmental officials). The preliminary research also helped the researcher to design a questionnaire.

#### 1.5.3.2 Interviews : semi-standardised

These interviews involve the implementation of a number of predetermined questions, asked in a systematic and consistent manner; but the researcher is allowed to probe beyond the answers to the prepared questions (Berg 1998 : 61). The assumption here is that people may understand words differently, and therefore, the interview process should allow both the researcher and the respondent to clarify questions and responses - and thus go deeper into the phenomenon under investigation.

For the purpose of this study, a semi-standardised interview will be conducted in an attempt to verify the findings of the questionnaire.

#### 1.5.3.3 Questionnaire

For the purpose of this study, a questionnaire OBE TEACHER STRESS QUESTIONNAIRE (OBETSQ) will be developed. The questionnaire will be administered on township school teachers from the Free State Goldfields and

surrounding areas. Data obtained from the questionnaire will be analysed, conclusions drawn and recommendations made.

#### **1.5.4 POPULATION AND SAMPLING METHODS**

All teachers in the Free State Goldfields and surrounding areas, who taught in township schools and who are busy with the implementation of OBE in their groups or classes form the population of this study.

Simple random sampling will be used for the purpose of administering the questionnaire and conducting interviews

#### **1.6 DEFINITION OF CONCEPTS**

Certain concepts need to be defined to avoid confusion that could be brought about by different interpretations. The following concepts are defined : outcomes, Outcomes-Based Education, stress, stressor, burnout, teacher and facilitator, pupil and learner and township.

##### **1.6.1 OUTCOMES**

Outcomes are clear learning results that students are expected to demonstrate at

the end of significant learning experiences (Spady 1994 : 2). Olivier (1997 : 22) views outcomes as final end-products. For the purpose of this study, both definitions are acceptable.

### 1.6.2 OUTCOMES-BASED EDUCATION (OBE)

Spady (1994 : 1) views OBE as a means of “clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences”. van der Horst and McDonald (1997:7) view OBE as a learner-centred and results-oriented approach to learning. Both views are relevant for this study.

### 1.6.3 STRESS

Stress may be defined in a number of different ways. It may be defined as a stimulus, a characteristic of the environment, or as a response or a person’s reaction to a situation (Cardwell 1999 : 228), or a demand made upon the adaptive capabilities of the mind and body (Fontana 1995 : 391).

For the purpose of this study, stress is viewed as the individual’s perception or evaluation of events or situations as unpleasant, and which he/she believes that he/she may be unable to cope successfully (Gold & Roth 1993 : 16). Events or

situations on their own are neutral, but the meaning attributed to them by individuals determine whether such events or situations are stressful or not. Therefore, stress is not outside the teacher, but it is within his/her understanding of events or situations in the environment (Gold & Roth 1993 : 16; Gutmann 1998 : 5). The teacher's evaluation of events as stressful may trigger a stress reaction which may lead to intellectual, emotional and physical changes (Gold & Roth 1993 : 16; Gutmann 1998 : 5).

Stress, however, is not only negative (distress), but may also be positive (eustress). Stress is positive when the individual faced with a stressful situation views it as a challenge and not a threat (Brown & Ralph 1992 : 110; Fontana 1995 : 391). Selye, who is regarded as the father of stress, viewed stress as a spice of life and maintained that too little of it could lead to boredom (Selye 1974 : 83). Stress provide stimulation and challenge, without which no person can perform to the best of his/her ability (Gascoyne 1997 : 9; Harden 1999 : 247). Nevertheless, in this study the focus is on the negative effects of stress (distress).

#### 1.6.4 STRESSOR

Stressors are sources of stress (Gold & Roth 1993 : 17; Bryne 1998 : 88). According to Bryne (1998 : 87) stressors are sources of stress that are frustrating, anxiety-producing and promoting poor professional performance. Gold and Roth

(1993 : 17) distinguish, for teachers, between professional stressors and personal stressors. Professional stressors are work-related stressors such as disruptive students, excessive paper work and role ambiguity (Gold & Roth 1993 : 18). Personal stressors are related to the teacher's family and friends; and they include health, financial and relationship problems (Gold & Roth 1993 : 19).

### 1.6.5 BURNOUT

Burnout is a result of prolonged, intensive and chronic stress (Gold & Roth 1993 : 31). It is common to people in the helping professions such as attorneys, health workers and educators (Caputo 1991 : 2). Its key features include emotional, physical and mental exhaustion, a negative attitude towards work, life and people and a negative self-concept (Caputo 1991 : 7; Moodley 1995 : 9).

Teachers who experience burnout feel alienated, helpless, disillusioned, frustrated and depersonalised (Caputo 1991 : 38; Gold & Roth 1993 : 43).

### 1.6.6 TEACHER AND FACILITATOR

A teacher is a professional adult who intervenes in the life of the child in order to instil in the child norms, values and knowledge in a certain didactic method (Chipeta & Mannathoko 1993 : 9; Hunt 1990 : 87). In the traditional setup the teacher was

the main source of knowledge and a role model with regard to setting norms and standards (Olivier 1997 : 25). This system of learning is said to be teacher-centred, with the teacher in complete control of the methodology, direction and pace of passing information over to the learners (Olivier 1997 : 25).

According to the Oxford Dictionary the word “facilitate” means to make easy or to develop. For the purpose of this study “to make easy” is more relevant. A facilitator is, therefore, someone who enables learners to learn easily by, among others, setting learning outcomes, directing learning and providing criteria for assessment (Olivier 1997 : 58). Although the term ‘facilitator’ is in line with OBE, many local OBE writers still prefer the term ‘teacher’(Olivier 1997; van der Horst & McDonald 1997; Tiley & Goldstein 1997). Hence the concepts “facilitative role of the teacher” (Olivier 1997 : 61) and “teacher who acts as a facilitator” (van der Horst & McDonald 1997 : 13) are acceptable. For the purpose of this study also, the term teacher is preferred.

#### 1.6.7 PUPIL AND LEARNER

The Oxford Dictionary defines pupil as a schoolchild. To learn, according to the Oxford Dictionary, is to gain knowledge of, or skill in by study, experience or being taught. Cardwell (1999 : 132) views learning as a process of acquiring knowledge which results in a relatively permanent change in behaviour.

Cardwell's definition is appropriate for OBE, since the learner is not only expected to acquire knowledge and skills, but also to practice or apply these knowledge and skills in real life (Lubisi, Wedekind & Parker 1997 : 3). Hence van der Horst and McDonald (1997 : 13) describe a learner as an active and interested participant in the learning process.

#### 1.6.8 TOWNSHIP

A township is a residential area established exclusively for blacks in accordance with the Native (Urban areas) Act of 1923. These townships, in general, have poor infrastructure, are crime-ridden and are over-populated (Kok & Gelderblom 1994 : 128). The administration and results of township schools, as well as the stress levels and behaviour of township teachers and learners are largely influenced by these factors (Barron 1994 : 10; Sunday Times 1994 : 3).

### 1.7 DELIMITATION OF THE AREA OF STUDY

The teacher stress that results from the implementation of OBE in the township schools form the basis of this study. The implementation of OBE in township schools is likely to contribute to the stress already experienced by township teachers, considering that these teachers may be inadequately trained and poorly prepared for OBE. Because teacher stress is the main focus of research, the study

is limited to the field of Psychology of Education.

Secondly, the study is limited to schools situated in the townships of the Free State Goldfields and surrounding areas. For the purpose of this study, these areas are the following:

- (1) Allanridge (Nyakallong)
- (2) Hennenman (Phomolong)
- (3) Odendaalsrus (Kutloanong)
- (4) Theunissen (Masilo)
- (5) Ventersburg (Mamahabane)
- (6) Virginia (Meloding)
- (7) Welkom (Thabong) and
- (8) Wesselsbron (Monyakeng).

The findings of this study may be applicable to other areas of the Free State Province. The reason for the applicability of this study to other areas of the province is that the majority of the population of the province (62,5 %) live in the vicinity of an urban area (semi- and peri-urban)(Erasmus 1996 : 1). This is the case with the areas covered by this study.

## **1.8 LIMITATIONS OF THIS STUDY**

Firstly, the study is limited to schools in the townships. Schools in the suburbs and

those in the rural areas do not form part of this study. Results of this study may most probably not be applicable to schools in the suburbs and in the rural areas, because the conditions under which teachers in these schools work may differ from the conditions prevailing in township schools.

Secondly, the study is limited to experiences of teachers/facilitators. Principals, their deputies, departmental heads and learners were not included in this study. The stress teachers suffer is different from that of learners and people in positions of authority.

Lastly, the study is limited to foundation and senior phases( traditionally known as primary and secondary schools(std 6). Tertiary institutions such as colleges, universities and technikons were not included in this study. The reason is that tertiary institutions and schools differ in a number of aspects, among others, qualifications and teaching experiences of staff, teaching programmes and levels of complexity of teaching materials (Selaledi 1997 : 13).

## **1.9 RESEARCH PROGRAMME**

The programme of research is as follows :

Chapter 1 : Introduction to research, which includes significance of study,

statements of the problem, aims of the study, research methodology and definition of concepts.

Chapter 2: Literature study on OBE. In this chapter the tenets and the theoretical underpinnings of OBE will be investigated.

Chapter 3: In this chapter the implementation of OBE in township schools and the stress resulting from this implementation will receive attention.

Chapter 4: Data collection and analysis techniques. In this chapter the methodologies used in the sampling, and collection and analysis of data will be discussed.

Chapter 5: In this chapter data collected will be analysed. Results of the empirical investigation will be announced and elucidated.

Chapter 6: In this chapter conclusions are reached and recommendations are made. Topics for future research are also identified.

## **1.10 CONCLUSION**

The discriminatory system of education in South Africa made changes in education

urgent. The democratic government, the expectation of the black majority and the legacy of Bantu Education made these changes more urgent. Therefore, the introduction of a new system of education may have been long overdue.

In some American States, OBE was found to be effective for:

- low-achievers (Evans & King 1994 : 16);
- promoting co-operation among learners and workers (Frits 1994 : 81); and
- promoting the learners' ability to deal with realistic situations (McGhan 1994 : 70).

The South African education planners may have had some or all of the above aspirations in mind. The question is whether the local education system is prepared and equipped for an OBE system in order to achieve that success. Although this question was not directly addressed in this study; it, nevertheless, helps with the evaluation of OBE in South Africa.

In this chapter research methodology, definition of concepts, delimitations and limitations of the study received attention. In the next chapter the tenets and the theoretical underpinnings of OBE will receive attention.



# **CHAPTER 2**

## **THEORETICAL BACKGROUND : STRESS AND OUTCOMES-BASED EDUCATION**

## CHAPTER 2

# THEORETICAL BACKGROUND : STRESS AND OUTCOMES-BASED EDUCATION

<b>2.1</b>	<b>INTRODUCTION</b> .....	<b>24</b>
<b>2.2</b>	<b>MODELS OF STRESS</b> .....	<b>25</b>
2.2.1	THE STIMULUS-BASED MODEL OF STRESS.....	25
2.2.2	THE RESPONSE-BASED MODEL OF STRESS.....	27
2.2.3	THE INTERACTIONAL MODEL OF STRESS.....	28
2.2.4	CRITIQUE ON MODELS OF STRESS.....	31
<b>2.3</b>	<b>THEORETICAL BACKGROUND OF OBE</b> .....	<b>33</b>
2.3.1	TENENTS UNDERLYING OBE.....	33
2.3.2	THEORETICAL ASSUMPTIONS CONCERNING OBE .....	34
2.3.2.1	OBE and behaviourism.....	35
2.3.2.2	OBE and social reconstructivism.....	39
2.3.2.3	OBE and the complexity theory.....	41
2.3.2.4	OBE and pragmatism.....	42
<b>2.4</b>	<b>CRITIQUE</b> .....	<b>44</b>
<b>2.5</b>	<b>CONCLUSION</b> .....	<b>45</b>

## CHAPTER 2

### THEORETICAL BACKGROUND : STRESS AND OUTCOMES-BASED EDUCATION

#### 1.1 INTRODUCTION

The existence of stress among teachers, especially township teachers is no longer in doubt. Research conducted locally has revealed that township teachers experience moderate to high levels of stress. The common stressors include overcrowding, workload, poor relationship with parents and authority, inadequate training and inadequate material and resources (Motseke 1998 : 81 - 101).

In the previous chapter a definition of stress was given (cf 1.6.3). In this chapter an attempt is made to discuss the different viewpoints or models of stress. There are a number of these models, each based on a particular field of study. This variety of viewpoints led Kyriacou and Sutcliffe (1978 : 2) to believe that the term "stress" should not be used as a scientific concept because it is also used effectively by ordinary people. This is an indication of how confusing the stress phenomenon has become in the modern world.

Among the various models of stress, the following are briefly discussed:

- (i) The stimulus-based model of stress.

- (ii) The response-based model of stress; and
- (iii) The interactional model of stress (Sutherland & Cooper 1990 : 15).

These models are discussed in order to :

- establish each model's point of view;
- determine differences among them; and
- determine which model is most relevant to the stress of township teachers.

## 2.2 MODELS OF STRESS

### 2.2.1 THE STIMULUS-BASED MODEL OF STRESS

In this model stress is viewed as an independent variable, pressure exerted on the individual by the environment (Sutherland & Cooper 1990 : 15) also see figure 2.1.

**FIGURE 2.1 : THE STIMULUS-BASED MODEL OF STRESS**



Source : Kutame 1997 : 11

2.2 This model originated from the fields of engineering and physics, where stress is viewed as an external force or load exerted on the body. The aphorism: “it is the straw that breaks the camel’s back” applies in this case (Sutherland & Cooper 1990 : 16). An individual is perpetually bombarded with potential stressors originating from the environment. At some stage a balance between coping and total breakdown is disturbed and stress is experienced (Kutame 1997 : 11).

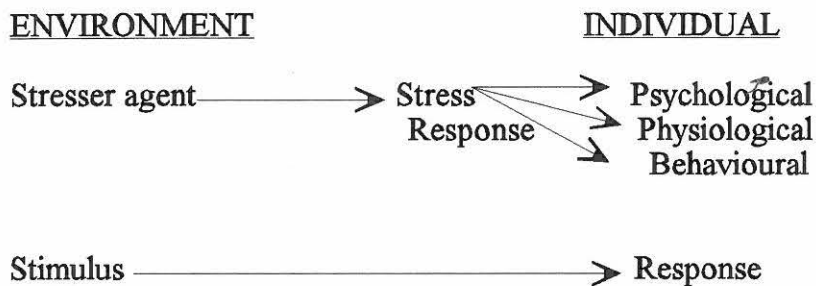
According to the stimulus-based model, environmental or organisational factors such as work overload, lack of job security and pressure to produce good results exert pressure on the teacher and thus cause stress (Roney & Cooper 1997 : 4). Goss (Kutame 1997 : 12) maintains that an individual can tolerate a certain amount of stress, but may suffer harm if that amount is exceeded just as a metal becomes damaged if a load placed on it exceeds its elastic limit. Therefore, the long hours teachers spend at school daily interacting mainly with learners, exert pressure on their ability to cope. This causes stress for these teachers.

Therefore, teacher stress, according to the stimulus-based model, arises when the level of external demand exceeds or threatens to exceed the teacher’s ability to cope with it (Cramwell-Ward 1990 : 7).

## 2.2.2 THE RESPONSE-BASED MODEL OF STRESS

According to this model, stress is viewed as a dependant variable, as something that happens within an individual due to the demands from the environment (Sutherland & Cooper 1990 : 11). Stress, therefore, is the body's (non-specific) response to disturbing stimuli from the environment (see figure 2.2).

**FIGURE 2.2 : THE RESPONSE-BASED MODEL OF STRESS.**



Source : Sutherland and Cooper 1990 : 11

The origins of this view of stress are found in the field of medicine, in which the identification and treatment of symptoms and not causes of illness are of the utmost importance (Coetzer 1995 : 11).

Selye (1956 : 115) introduced the notion of stress-related illness in terms of the General Adaptation Syndrome (GAS). The term "General" implies that the consequences of stress affect many different parts of the body. "Adaptation" refers

to the stimulation of defences designed to help the body to adjust or adapt to the stressor and “Syndrome” indicates that the individual parts of the reaction occur more or less together and are interdependent (Kutame 1997 : 10). This model of stress, therefore, focuses on the person’s response to the disturbing elements of his/her environment.

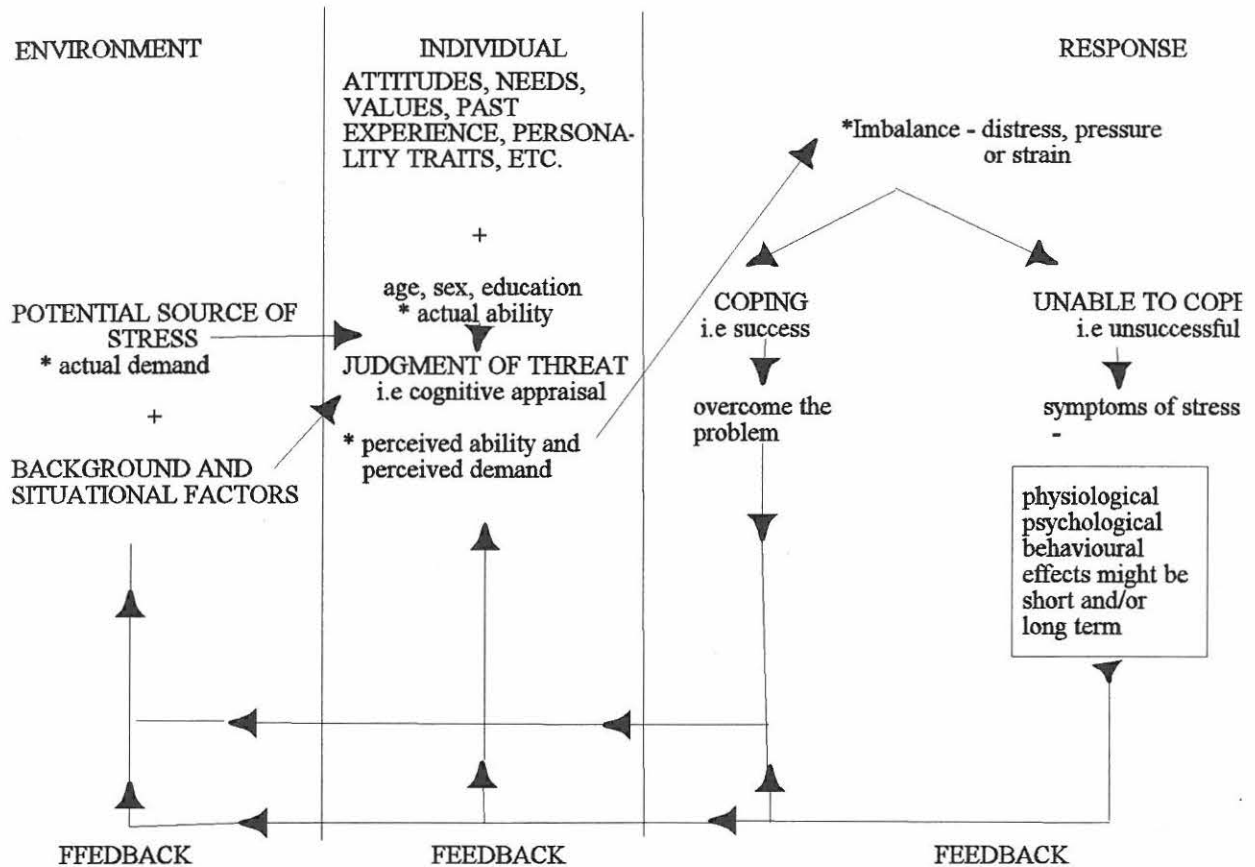
According to this model, the organisational or school-related factors are not in themselves stressful, but they only become stressful when the individual teacher responds or reacts to them (Brown & Ralph 1992 : 107; Cranwell-Ward 1990 : 8). This implies that stress will differ from teacher to teacher because of the differences in their circumstances, reactions and resistance (Dunham 1984 : 6). For example, change in curriculum may be perceived as new opportunities by some teachers, while others may see it as a threat, and therefore stressful. This view of different experiences of stress by different people is in conflict with Selye’s (1956) view that the stress pattern would always be the same in all situations (Cranwell-Ward 1990:8). Selye’s view would therefore disregard individual differences in terms of emotions, intelligence, experience and resistance (Sutherland & Cooper 1990 : 19).

### 2.2.3 THE INTERACTIONAL MODEL OF STRESS

The interactional model of stress incorporates both the stimulus-based and the response-based models of stress. In this model, stress is viewed as resulting from

a particular relationship that exists between an individual and his/her environment  
(Kutame 1977 : 13; Sutherland & Cooper 1990 : 19) (see figure 2.3).

**FIGURE 2.3 : THE INTERACTIONAL MODEL OF STRESS**



Source : Sutherland & Cooper 1990 : 19)

According to Sutherland and Cooper (1990 : 19) the interactional model is characterised by the following five issues:



- Cognitive appraisal

Stress is a subjective experience contingent upon the individual's perception of the situation. Therefore, stress is not simply out there in the environment, but it depends on the individual's perception and interpretation of the external or environmental stress situation (Krohne & Laux 1982 : 20). Krohne and Laux (1982 : 30) further explain this subjectivity in terms of other factors such as personality traits, anxiety, experience and stress-proneness - which have a profound impact on the individual's experience of stress. The implication here is that stress will always differ from person to person due to the differences in the above-mentioned factors.

- Experience

The way a situation is perceived depends on, among others, past experience, learning and training.

- Demand

Demand is a product of perceived demand and actual demand. Needs and desires influence the way a demand is perceived.

- Interpersonal influences

The absence or presence of others have an impact on the subjective influence of stress, response and coping behaviour.

- A state of stress

This is an imbalance between the perceived demand and the perceived ability to meet that demand. Successful coping restores the balance.

#### 2.2.4 CRITIQUE ON MODELS OF STRESS

Kyriacou and Sutcliffe (1978 : 4) in comparing and contrasting the various models of stress concluded that although terms may be used differently, the underlying principles in these models are very similar and may, *mutatis mutandis*, be reducible to each other. They maintain that teacher stress is the result of potential occupational stressors that are perceived by the teacher to constitute a threat to his/her self-esteem or well-being (Kyriacou & Sutcliffe 1978 : 4).

Kyriacou and Sutcliffe (1978 : 2) believe that the interactional model of stress is only physiological. Their view or model of stress emphasises the relationship between

- the teacher's appraisal of the demand;

- the teacher's individual characteristics (which include biographical details, personality traits and beliefs - attitude- value system); and
- the teacher's perception of the demand (Kyriacou & Sutcliffe (1978 : 4).

The above lack of uniformity in opinions and definitions attributed to stress is a further indication of the complex nature of stress. Nevertheless, the different views of stress should not be allowed to obfuscate the stress phenomenon, but should help to confirm that stress does exist. The various models of stress discussed above do not only confirm the existence of stress, but also highlight the human element in the stress issue, that stress is a result of the individual's perception and reaction to environmental demands. Teacher's environmental demands include the curriculum, lesson planning, changes in their work situation and relationships with learners, colleagues and authorities (Dunham 1984 : 5).

McDonald, Dale and Whitty (1987 : 20) maintain that a particular curriculum construction determines among others, the authority of teachers, the participation of learners in the lesson as well as the relationships between teachers and learners. In South Africa a new system of education, viz Curriculum 2005 was introduced with OBE as its model of teaching and learning. The change in the curriculum, particularly from the old teaching methods to OBE approaches, may greatly influence the teacher's relationships with learners and colleagues. This may be stressful especially for township teachers due to their particularly inadequate

training.

In the previous paragraphs the theoretical background of stress was discussed. In the paragraphs that follow the theoretical background of OBE is discussed. Such discussions will be of great help in establishing how the founding principles of OBE contribute to teacher stress.

## **2.3 THEORETICAL BACKGROUND OF OBE**

### **2.3.1 TENETS UNDERLYING OBE**

School education is generally ineffective, costly and irrelevant (Claassen 1998 : 34; Furman 1994 : 417). On the basis of this perception, the following factors influenced many countries to favour a form of OBE :

- OBE proceeds from the assumption that all learners can learn and succeed. Empowering learners to achieve success is the responsibility of the school and its teachers (Schwarz & Cavener 1994 : 327).
  
- Many school leavers do not possess the skills to meet the challenges of the real world. OBE, therefore, aims at meaningful outcomes that will help learners to become responsible and successful adults who are employable (Claassen 1998 :34; Fritz 1994 : 80)

- School education further failed to produce people who possess skills of production, who can think critically and who can work in co-operation with others (Fritz 1994 : 81; Schwarz & Cavener 1994 : 326). OBE is declared to meet these demands.
- Traditional learners were more disciplined and obedient compared to the current learners who are more aggressive, inquiring and indifferent (Fritz 1994 : 79). OBE is adopted to lead the learner's enquiring mind to discovering knowledge and skills for him/herself - while the teacher would become only a facilitator or a catalytic guide (Söhnge & Moletsane 1997 : 263).

It still remains to be seen whether OBE will live up to these expectations in South Africa.

### 2.3.2 THEORETICAL ASSUMPTIONS CONCERNING OBE

Educational models are based on theories (Steyn & Wilkinson 1998 : 203). OBE, also, has a number of theoretical assumptions underpinning it. For example OBE is associated with critical theory because of its emphasis on changing individuals from being regulated and indoctrinated to being critical and questioning (Audi 1996 : 170). It is also associated with constructivism because of its insistence on

the learners' construction of ideas on the basis of their own subjective experiences (Von Grasersfeld 1995 : 1). There are four theories that are regarded as most relevant to the South African version of OBE.

These theories are the following :

- behaviourism;
- social reconstructivism;
- complexity theory; and
- pragmatism.

The relationship between OBE and each of these theories is briefly discussed.

#### 2.3.2.1 OBE and behaviourism

Behaviourism is a theory that focuses on the external human behaviour. This behaviour is dependent on stimuli from the environment, it is also overt, observable and measurable (Audi 1996 : 67; Steyn & Wilkinson 1998 : 203). Behaviourists believe that the integral feature of behaviourism is to encourage new behaviours by formulating specific individualised behavioural goals or outcomes (Joyce, Weil & Showers 1992 : 294).

The fundamental issue regarding OBE is outcomes. Spady (1994 : 2)

describes outcomes as the specification of what learners are able to demonstrate at the end of a learning experience. Spady (in Manon 1995 : 20) further explains that outcomes imply demonstrating those behaviours that denote a positive social, emotional and physical well-being. Spady's idea is confirmed by Haack (1994 : 35) who defines outcomes in terms of emotional and behavioural changes that are associated with personal traits and characteristics.

The South African Qualifications Authority (SAQA) formulated the following 12 critical cross-field outcomes : Learners should be able to :

- identify and solve problems and make decisions by using creative and critical thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills

in various modes;

- use science and technology effectively and critically, showing responsibility towards the environments and health of others;
- understand that the world is a set of related systems by recognising that problem-solving contexts do not exist in isolation;
- reflect on and exploring a variety of strategies to learn more effectively;
- participate as a responsible citizen 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 (Tiley & Goldstein 1997 : 16; Van der Horst & McDonald 1997 : 42).

These critical or essential cross-field outcomes are broad, generic and cross-curricular. They are also compulsory and must give direction to the statement of more specific outcomes (Van der Horst & McDonald 1998 : 21).

The different learning area committees formulated 66 specific learning outcomes. These specific learning outcomes are firmly rooted in the critical cross-field outcomes. They are also formulated with the understanding that every learning area presupposes specific skills, knowledge and values that a learner needs to acquire in order to be allowed to progress to the next phase of learning (DOE 1997 : 21 - 238)

The 66 specific learning outcomes are distributed in the following numbers among the eight learning areas :

**TABLE 2.1 : LEARNING AREAS AND SPECIFIC LEARNING OUTCOMES**

<b>LEARNING AREA</b>	<b>NUMBER OF SPECIFIC OUTCOMES</b>
(i) Languages, literacy and communication.	7
(ii) Arts and culture.	8
(iii) Human and social sciences.	9
(iv) Economics and management sciences.	8
(v) Technology.	7
(vi) Mathematical literacy, mathematics and mathematical sciences	10
(vii) Natural sciences.	9
(viii) Life orientation.	8

The above discussion confirms that OBE is certainly based on behaviouristic assumptions. However, the close relationship between OBE and behaviourism may be characterised by conflicting ideas which may promote stress among teachers, especially township teachers. For example, behaviourism is essentially product-oriented and therefore makes little provision, if any, for the development of critical thinking processes and critical attitudes as emphasized by OBE (Steyn & Wilkinson 1998 : 206). Again the behaviouristic idea of breaking down learning or knowledge into bits/parts that must be mastered before a learner can proceed does not correspond with the integration of knowledge as inherent in OBE (Schwarz & Cavener 1994 : 332).

#### 2.3.2.2 OBE and social reconstructivism

The philosophy of reconstructivism is strongly oriented towards social transformation. Concepts common to this theory include, among others, empowerment, transformation and the emancipation of the suppressed (Steyn & Wilkinson 1998 : 204). During the apartheid era (1948 - 1994) in South Africa, particularly black communities, were oppressed and helpless; their education system was inferior and it promoted slavery and subjectivity (Coutts 1992 : 2). There was a strong need for the emancipation and empowerment of the oppressed people. Therefore, OBE with built-in

elements of social reconstructivism, is viewed as a model that will promote emancipation and empowerment of especially the historically disadvantaged learners in South Africa (The Teacher 1997 : 8).

The further relevance of social reconstructivism to South Africa is confirmed by the reconstructivists' view of the primary struggle in society as being between those who wish to preserve society as it is or with little change and those who believe that great changes are needed to make society more responsive to individual needs (Ozmon & Craver 1995 : 185). In the South African context the struggle may be viewed as being between blacks and whites, or between the rich and the poor or even between the historically privileged and the historically disadvantaged (Hartshorne 1992 : 28; Sunday Times 1999 : 16).

The other view of the reconstructionists is that knowledge and values are never final or universal, nor are they constructed by only elite theorists; but are social products (Pravat & Floden 1994 : 37). It is for this reason that reconstructionists view the teacher as a facilitator who enables the learners to make sense of their own world or to construct their own meaning and knowledge (De Corte & Weinert 1996 : 338; DOE 1996 : 11, 43).

OBE, therefore has strong links with social reconstructivism. However, the

relationship between OBE and social reconstructivism may be confusing and stressful for teachers due to the conflict that exists in their characteristics. For example, it is a fundamental contradiction to help learners to construct their own ideas - as required by social reconstructivism and still predetermine outcomes - as it is inherent in OBE. Again, the idea of struggle for power between two groups - as propounded by social reconstructivism is in conflict with the idea of co-operation and shared understanding as emphasised by OBE (Ozmon & Craver 1995 : 185; Steyn & Wilkinson 1998 : 206).

#### 2.3.2.3 OBE and the complexity theory

Complexity theory deals with the self-organisation and order that emerge from the chaotic and unpredictable (Brack & Brack 1995 : 200; Claassen 1998 : 34). It also rejects the emphasis on individualism and competition, but emphasises connectedness and co-operation (Claassen 1998 : 35).

In OBE teachers are not bound to a “curriculum”, but are free to create their own learning programmes, while learners are encouraged to develop their own insight and solutions (Claassen 1998 : 37). The “curriculum” is negotiated and learning programmes are open-ended; interaction with the environment and with each other is encouraged (Claassen 1998 : 37).

Therefore, there exists a close relationship between OBE and the complexity theory. However, this relationship could result in stress due to the conflict in the sentiments of the two matters. For example, OBE allows each learner to acquire learning outcomes at his/her own pace (individuality), while the complexity theory rejects individualism and emphasises connectedness and co-operation (Claassen 1998 : 35; Tiley & Goldstein 1997 : 5). On the one hand the complexity theory rejects the presupposition that reality and end-results of knowledge are predictable and controllable, on the other hand OBE emphasises the achievement of predetermined outcomes and affective behaviours (Brack & Brack 1995 : 200; Van der Horst & McDonald 1997 : 121).

#### 2.3.2.4 OBE and pragmatism

Pragmatism is a theory that emphasizes usefulness with the effect of underplaying the value of principles. Of utmost importance is that which is useful and can be implemented practically (Steyn & Wilkinson 1998 : 205). Ozmon and Craver (1995 : 121) believe that pragmatism encourages people to seek out processes and do things that work best to help them achieve desirable ends.

In the case of OBE, outcomes are explained as that which the learner must

be able to do or demonstrate at the end of a learning experience (Spady 1994 : 2). This implies learning activities that are mainly concerned with the application of rules and procedures as well as creative solutions to problems (Tiley & Goldstein 1997 : 5). Schwarz and Cavener (1994 : 326, 331) believe that OBE was designed to address the complaints especially from the business world, that workers cannot co-operate with one another, cannot perform and lack accountability. The above-mentioned problems of workers and citizens were attributed to the education they received at schools. Therefore, the education system had to be reshaped to meet the demands of especially the business world, and outcomes had to be tied to the economy (Furman 1994 : 417; Schwarz & Cavener 1994 : 331).

The pragmatic view of OBE also implies that the curriculum should take into consideration issues such as gender, race, class and experience; and the democratic participation of learners in the curriculum should be directly related to their personal and public life (Kanpol 1995 : 369). This view would be relevant to South Africa where the promotion of democracy, gender equality and tolerance is still a priority.

Therefore, the pragmatic usefulness of education and training is acknowledged in OBE. However, pragmatism and OBE may be in conflict. For example, pragmatism emphasises useful practical actions and hands-on

experience, it rejects the OBE's notion of critical attitudes and thinking processes that include emotions (Astin 1997 : 9; Van der Horst & McDonald 1997 : 217). The other point of conflict between OBE and pragmatism is that of competition and individualism. Pragmatism results in educational institutions producing fewer people who possess the required job skills, who will in turn occupy higher paying jobs and live a more comfortable and affluent lifestyle (Astin 1997 : 6). This implies individuals will be competing for higher paying jobs, which are, in most cases, fewer. This is indirect conflict with OBE's idea of co-operation and teamwork.

## 2.4 CRITIQUE

The various theories underpinning OBE are characterised by mutual reinforcements and contradictions. All four theories are opposed to

- (i) the central position of the teacher in the learning situation;
- (ii) the current evaluation system; and
- (iii) the view that values are universal and absolute truths (Steyn & Wilkinson 1998 : 205, 206).

There are also serious contradictions among the theories underpinning OBE. Steyn and Wilkinson (1998 : 206, 207) identified the following contradictions :

Firstly, behaviourism on the one hand, emphasises observable, measurable and

controllable behaviour as the ultimate behaviour of learning. Social reconstructivism, on the other hand, emphasises the construction of own meaning and knowledge.

Secondly, although the complexity theory rejects competition and emphasises co-operation, the insistence on demonstration and illustration of outcomes is based on behaviourism and pragmatism and are inherently competitive.

Lastly, behaviourism and pragmatism emphasise visible, practical and useful outcomes, whereas social reconstructivism emphasises attitudes.

The terminology associated with OBE has already confused many teachers (Garson 1999 : 6; Gray 1998 : 6). The tension and contradictions among the various theories may also contribute to this confusion and thus increase teacher stress.

## **2.5 CONCLUSION**

The view of stress from different standpoints, culminating in a number of models of stress, has only complicated the stress phenomenon. In reality, however, this complexity is oversimplified. This oversimplification enables ordinary people to realise that stress does exist.

The various theories underpinning OBE also emphasise the complex nature of OBE as an educational model. In fact, some academics believe that OBE has a number of versions and it is difficult to identify the specific version adopted by South Africa (Claassen 1998 : 39; Steyn & Wilkinson 1998 : 207).

The complexities of the two phenomena viz stress and OBE, will make this study extremely difficult. This scenario will be further compounded by the complex nature of, among others, administration, lesson presentation and discipline in the township schools. The researcher's experience revealed that schools situated in the same township may differ from "chaotic" to "well-organised" in terms of school administration. This may lead to completely different levels of stress among teachers in these schools.

Chapter three focuses on OBE-related stress among township teachers.

**CHAPTER 3**

**OBE-RELATED STRESS AMONG TOWNSHIP  
TEACHERS : A LITERATURE REVIEW**

## CHAPTER 3

# OBE-RELATED STRESS AMONG TOWNSHIP TEACHERS: A LITERATURE REVIEW

<b>3.1</b>	<b>INTRODUCTION .....</b>	<b>50</b>
<b>3.2</b>	<b>THE TEMPO AT WHICH OBE WAS INTRODUCED.....</b>	<b>52</b>
	3.2.1 OVER-HASTINESS IN INTRODUCING OBE.....	53
	3.2.2 POLITICAL INTERESTS.....	54
<b>3.3</b>	<b>LACK OF ADEQUATE PREPARATION OF TEACHERS FOR OBE.....</b>	<b>55</b>
	3.3.1 INADEQUATE TEACHER TRAINING.....	55
	3.3.2 TEACHING EXPERIENCE.....	56
<b>3.4</b>	<b>INADEQUATE MATERIAL FOR OBE.....</b>	<b>57</b>
	3.4.1 LACK OF MATERIAL.....	57
	3.4.2 LACK OF FACILITIES.....	58
<b>3.5</b>	<b>OBE TERMINOLOGY AS A STRESSOR.....</b>	<b>59</b>
	3.5.1 THE DIFFICULT TERMINOLOGY.....	59
	3.5.2 REPORT CARDS.....	60
<b>3.6</b>	<b>TEACHER QUALITY AND DISCIPLINE.....</b>	<b>60</b>
	3.6.1 POOR TEACHER QUALITY.....	60
	3.6.2 POOR TEACHER DISCIPLINE.....	61
	3.6.3 INABILITY TO DEAL WITH LAZY TEACHERS.....	63
<b>3.7</b>	<b>CLASS SIZE AND CLASS COMPOSITION .....</b>	<b>63</b>
	3.7.1 CLASS SIZE.....	64
	3.7.2 CLASS COMPOSITION.....	64
<b>3.8</b>	<b>INCREASED TEACHER WORKLOADS.....</b>	<b>66</b>
	3.8.1 INCREASED WORKLOAD.....	66
	3.8.2 TEACHER RATIONALISATION.....	67
	3.8.3 QUALITATIVE WORK OVERLOAD.....	68
<b>3.9</b>	<b>THE ROLE OF PARENTS AS A STRESSOR IN OBE.....</b>	<b>69</b>

3.9.1	EXCLUSION OF PARENTS' VALUES IN OUTCOMES.....	69
3.9.2	BLACK PARENTS' ILLITERACY.....	70
<b>3.10</b>	<b>HOME BACKGROUND AS A STRESSOR IN OBE.....</b>	<b>71</b>
3.10.1	THE INFLUENCE OF HOME BACKGROUND ON LEARNING.....	71
3.10.2	THE INFLUENCE OF HOME BACKGROUND ON SCHOOLING IN THE TOWNSHIP.....	72
<b>3.11</b>	<b>OBE ASSESSMENT : A CONTRIBUTOR TO TEACHER STRESS.....</b>	<b>73</b>
3.11.1	ASSESSMENT IN OBE.....	73
3.11.2	ASSESSMENT AND EXAMINATIONS.....	74
3.11.3	ASSESSMENT AND TIME FRAMES.....	75
3.11.4	ASSESSMENT AND MENTAL EQUALITY.....	77
<b>3.12</b>	<b>DEMOCRACY AS A STRESSOR IN OBE.....</b>	<b>77</b>
3.12.1	THE VIEW OF DEMOCRACY IN OBE.....	78
3.12.2	DEMOCRACY AND THE SOURCE OF KNOWLEDGE.....	79
3.12.3	RELATIONSHIPS WITHIN DEMOCRACY.....	79
<b>3.13</b>	<b>BUREAUCRACY WITHIN THE OBE SYSTEM AS A STRESSOR.....</b>	<b>81</b>
3.13.1	DIFFERENT BODIES WITHIN THE OBE SYSTEM.....	81
3.13.2	POLITICIANS AND UNIONISTS WITHIN THE OBE SYSTEM.....	82
<b>3.14</b>	<b>THE FINANCING OF OBE AS A STRESSOR.....</b>	<b>83</b>
3.14.1	GOVERNMENT'S INABILITY TO FINANCE OBE .....	84
3.14.2	ROLE OF BUSINESS IN OBE.....	85
<b>3.15</b>	<b>BASIC KNOWLEDGE AND TEACHER STRESS IN OBE.....</b>	<b>86</b>
3.15.1	OBE AND VALUES.....	86
3.15.2	OBE AND INDOCTRINATION.....	87
3.15.3	OBE AND ACADEMIC EDUCATION.....	88
<b>3.16</b>	<b>CONCLUSION.....</b>	<b>89</b>

## CHAPTER 3

### OBE-RELATED STRESS AMONG TOWNSHIP TEACHERS : A LITERATURE REVIEW

#### 3.1 INTRODUCTION

In this chapter literature is reviewed. The aim of this literature review is, among others, to establish a relationship between OBE and the stress experienced by township teachers. Township school education had been characterised by, among others, overcrowding, inadequate teacher training, lack of resources and facilities and lack of parental involvement (Motseke 1998: 81; Mpeta 2000:9). The introduction of OBE, therefore, may complicate these problems further and thus contribute to the stress of township school teachers. This chapter will indicate clearly that the introduction of OBE in South Africa, especially in the township schools, should have been preceded by :

- an intensive consultation of all stakeholders;
- an innovative preparation of teachers; and
- an adequate provision of material and facilities.

Failure to meet these requirements, as confirmed by literature consulted in this chapter, may lead to teacher stress.

Teacher stress has become topical in the recent years. Local and international research has revealed that the majority of teachers experience moderate to high levels of stress (Kutame 1997; Leupold 1994; Marais 1992 and Reglin & Reitzammer 1998). The stress experienced by teachers not only affects them and their families, but also affects learners, the community, the school and the education system (Rigby, Bennett & Boshoff 1996 : 38). Teacher stress has a number of sources. Common stressors include work overload, role overload, low salary and increased non-teaching tasks (Coetzer 1995 : 29; Harden 1999 : 246). In addition, there are stressors unique to township teachers. These include overcrowding, inadequate training, lack of facilities and learner indiscipline (Graham 1994 : 2; Teleki 1994 : 29).

In South Africa the introduction of OBE contributes greatly to the stress situation of teachers in general, and township teachers in particular. The democratic government was faced with a serious challenge of abolishing apartheid education and replacing it with a new and legitimate education system.

Apartheid education promoted racialism, inequality and authoritarianism. It had to be replaced by an education system that would promote, among others, non-racialism, non-sexism and democracy (Khobe 1999 : 13; Madisha 1999 : 12). This is in line with Evans and Shaw's (1995 : 4) view that a new education system in sub-Saharan countries is always designed or adopted in relation or in retaliation to the

existing one. Curriculum 2005, with OBE as its model of teaching and learning, appeared to be the most appropriate system of education to counteract discrepancies of the past and to promote reconciliation and democracy (van der Horst & McDonald 1997 :5).

The introduction of OBE can, however, never be smooth due to the inequalities of the past, inadequate teacher training and lack of resources and facilities. The legacy of apartheid education greatly influenced the implementation of OBE, especially in the township schools, with the result that more problems are experienced in these schools than it is the case in historically white schools (Sukhraj 2000 : 7).

The inadequacies of apartheid education have a negative influence on the implementation of OBE in the townships, thus increasing the stress level of township teachers. This chapter therefore, investigates factors that may militate against the smooth implementation of OBE in the townships and consequently, contribute to the stress of township teachers.

### **3.2 THE TEMPO AT WHICH OBE WAS INTRODUCED**

It is believed that OBE was hastily introduced in South Africa because of mainly political interests.

### 3.2.1 OVER-HASTINESS IN INTRODUCING OBE

The over-hastiness with which OBE was introduced was not acceptable to many stakeholders in education, especially teachers (Mulholland 2000 : 1; Venter 1997: 13). Dr Ihron Rensburg, a senior official in the education ministry, mentioned that almost 24 months were spent on the planning and implementation of OBE (The Teacher 1997(a) : 11). Although no fixed period can be allocated for the planning and introduction of a new education system, 24 months may have been too short a period for implementing OBE. Evans and King (1994 : 15) states that OBE requires a significant period of time since it involves the restructuring of the entire education system. Dedekind (1995 : 4) mentions that changes in education should never be done unilaterally, but should be a long process that is carefully planned and should involve politicians, national and local administrators, cultural groups, parents and teachers. Killen (1998 : 9) complains about the short period of time and the inappropriateness of the manner of changing education in South Africa.

The South African education situation was characterised by :

- fragmentation into many education departments;
- inequality in standards and in expenditure; and
- simple maladministration (Sukhraj 2000 : 7; Volksblad 1995 : 2).

In South Africa, therefore, adequate time was required to

- address the above-mentioned problems;
- involve all stakeholders;
- plan; and to
- implement the new education system.

The above implies that the quick adoption and implementation of OBE in South Africa may be very stressful for teachers, especially township teachers due to their inadequate training and resourcing backgrounds.

### 3.2.2 POLITICAL INTERESTS

Many observers fail to understand the reason for the education ministry's hasty implementation of OBE without the necessary planning and consultation (Venter 1997 : 13; Volksblad 1997 : 6). It is for this reason that Jansen (1998 : 327) and NAPTOSA (The Teacher 1996 : 7) believe that political interests only and the state's concern with its own legitimacy were the main forces behind this speedy implementation. The lack of planning and consultation are obviously stressful for particularly township teachers.

### 3.3 LACK OF ADEQUATE PREPARATION OF TEACHERS FOR OBE

The poor training received by particularly township teachers and their inadequate teaching experience may negatively affect the implementation of OBE.

#### 3.3.1 INADEQUATE TEACHER TRAINING

Many black teachers struggled to successfully present a lesson and develop the cognitive abilities of all learners while implementing the less sophisticated and inferior apartheid education (The Star 1999 : 6). The high failure rate experienced in the township schools bore testimony to these inadequate teaching strategies of black teachers (Killen 1999(a) : 21; Sukhraj 2000 : 7). Mboya (1993 : 38) states that black teachers were trained like animals that cannot do anything beyond the realm of their training. It is these teachers who are expected, in OBE, to :

- design their own teaching material;
- interpret and achieve the complicated outcomes;
- apply the subjective OBE assessment; and to
- adapt their teaching to suit OBE (Mulholland 2000 : 1; The Star 1999 : 6).

These activities may be far beyond the township teacher's training abilities.

Township teachers were trained mainly for chalk-and-talk (Sukhraj 2000 : 7).

Therefore performing OBE activities without training may be stressful. Despite the poor training township teachers received, the introduction of OBE was accompanied by little or no teacher training. The little OBE training that was provided was too short, too late and simply inappropriate (Garson 1999 : 6; Lorgat 1999 : 1; Mkhathshwa 1999 : 8). Many teachers felt that their teaching experience should have been used in preparing for the training courses or workshops. The main reason for this feeling, especially among primary school teachers, was that the course material was not relevant to their situation; and the facilitators had no primary school experience and their presentation was, therefore, too theoretical (Garson 1999 : 6). This situation may contribute seriously to stress among township teachers - who have no other knowledge or experience of OBE methods and, therefore, depend entirely on the training courses or workshops for OBE lesson presentations.

### 3.3.2 TEACHING EXPERIENCE

The other issue that also contributes greatly to teacher stress is teaching experience. More experienced teachers experience less stress than less experienced teachers (Bryne 1998 : 87; Dunham 1994 : 171). The majority of black teachers are younger than 40 years and have teaching experience of less than 10 years (Motseke 1998 : 145). Add to lack of experience the implementation of OBE, and it becomes a stress factor for the young and inexperienced teachers. OBE, because of its sophistication would only succeed if it were to be implemented by

highly trained teachers with vast experience and equipped with advanced technology and materials (Mulholland 2000 : 1). Therefore in-service training for teachers, especially township teachers, should become a priority (Rademeyer 2000 : 7; Volksblad 2000(c) : 7).

### **3.4 INADEQUATE MATERIAL FOR OBE**

Township schools have a long history of inadequate material and equipment such as textbooks, teaching aids, photostat machines and overhead projectors (Graham 1994 : 2; Mulholland 1999 : 1).

#### **3.4.1 LACK OF MATERIAL**

The introduction of OBE emphasises the problem of lack of material. During the first year of the implementation of OBE in Grade 1 in 1998, only a third of schools were supplied with OBE material by January 1998, while the rest received it between March and May 1998 (Naptosa 1998 : 3). Some schools complained that the material received was not only insufficient in terms of numbers, but was also not user-friendly (de Klerk 2000 : 2; Naptosa 1998 : 7). This implies that many teachers had to start with OBE without the necessary material. This obviously would be experienced as very stressful for these teachers.

The other complaint raised by teachers against the prescribed material was that it was poorly developed and therefore, not suitable for their learners and/or circumstances (Garson 1999 : 6; Naptosa 1998 : 8). This complaint confirms suspicions that the Learning Area Committees were dominated by people who never were teachers (The Teacher 1997(b) : 7; Volksblad 2000(a) : 1). Many teachers were forced to improvise their own material, with little or no guidance to meet the needs of their learners better (Naptosa 1998 : 8). The extra workload brought about by developing material contributed greatly to the teachers' stress levels.

### 3.4.2 LACK OF FACILITIES

The other problem facing township schools in particular, is the lack of facilities. OBE emphasises, among others, experimentation, group work, projects, individual observation and multiple opportunities to succeed (Spady 1994 : 83; van der Horst & McDonald 1997 : 141). All these activities require extra facilities, space and equipment which was not important with the old chalk-and-talk system (Sukhraj 2000 : 7).

Many township schools do not have sports grounds, laboratories, toilets, staff rooms, libraries and even classrooms (Vista 2000(a): 9; Educator's Voice 1999 : 1). Soyibo (1994 : 189) found that the difficulty in obtaining teaching equipment was regarded as the most stressful factor by Jamaican teachers. This may be applicable

in South Africa. This implies that for township teachers, the lack of equipment and facilities may make the implementation of OBE extremely difficult and may also increase their stress levels.

### **3.5 OBE TERMINOLOGY AS A STRESSOR**

The difficult terminology and its influence on report cards may negatively influence OBE in township schools.

#### **3.5.1 THE DIFFICULT TERMINOLOGY**

Concepts such as performance indicators, assessment criteria, range statement and unit standard are perceived as bewildering and demotivating (Grey 1998 : 6; Harber 1998 : 1). A teacher attempting to make sense of OBE will have to come to terms with more than 50 different concepts as well as their relationships to one another, to the different learning areas and to the different bodies like SAQA, NQF, NSB, SGB and ETQA; and to the eight phases and fields of study (Jansen 1998 : 324). This jargon may take time or years for teachers to clearly understand, especially if it is considered that black teachers received inferior education and that most of them have a poor command of English (Motseke 1998: 9). The other concern is that this terminology may change with time (Jansen 1998: 324) - implying that teachers may never have a full grasp of it and may thus never be able to give OBE policies

meaning through their classroom practices.

### 3.5.2 REPORT CARDS

Another issue is that the old report cards that indicated grades, subjects and scores have to be replaced by those that provide for values, outcomes achieved and learning areas (Cockburn 1997 : 15). The new report cards may be difficult for parents to understand. This implies that parents' contribution in motivating their children could decrease or disappear. This may be stressful for teachers, especially township teachers since they would have to work with learners without any help from their parents.

## 3.6 TEACHER QUALITY AND DISCIPLINE

OBE is a highly complex system of teaching that could demand more from both teachers and learners in terms of dedication, self-efficacy and a deep knowledge of teaching and learning techniques (Jansen 1998 : 324; The Star 1999: 6).

### 3.6.1 POOR TEACHER QUALITY

The fact that OBE is future-oriented (Spady 1994 : 97) implies that OBE does not only require the mere application of a skill (such as a learning style) but also a clear

understanding of and insight into the skill's intention and future impact on the learner and his/her environment. This exercise may require highly trained teachers. However, the majority of township teachers received inferior training that emphasised rote-learning (Mason 1999 : 140; The Star 1999 : 6). The implementation of OBE, without adequate OBE training, may be very detrimental to OBE teaching. It is for this reason that many teachers demanded adequate training prior to the implementation of OBE (Macfarlane & Mona 1997 : 2). The demand for training by teachers may have been genuine; and may have been prompted by a careful and honest analysis and comparison of their training and OBE expectations.

The continued calls for adequate teacher training ( Rademeyer 2000 : 7 ; Volksblad 2000(c) : 7) may be a clear indication that previous calls were not heeded by the education ministry. Many teachers, therefore, may feel inadequate to implement OBE in their classes. The feeling of inadequacy may be stressful.

### 3.6.2 POOR TEACHER DISCIPLINE

Apart from being inadequately qualified many township teachers are “severely under-prepared on a daily basis, under the influence of alcohol at work or absent altogether” (Mason 1999 : 138). Such poor dedication on the part of teachers has rendered many township schools dysfunctional (Citizen 1999(a) : 2). It also threatens the smooth implementation of OBE which depends entirely on teacher

dedication and teacher accountability (Cockburn 1997 : 23; Rasool 1997 : 7). Furman (1994 : 436) states that OBE depends on professional accountability. By professional accountability, Furman implies :

- the importance of a quality teaching force that is adequately prepared to make quality decisions;
- continued professional development through collaboration and consultation with other professionals; and
- a commitment to the standards of the profession and to the welfare of the client (Furman 1994 : 436).

The above-mentioned OBE requirements do not apply to township teachers. This is confirmed by, among others :

- the inability to discipline learners;
- non-completion of syllabi; and
- the general laissez-faire attitude prevalent in the township schools (Citizen 1999(a) : 1; Sunday Times 1999(b) : 18).

All these may let the implementation of OBE fail in the township schools, with stressful consequences for township teachers.

### 3.6.3 INABILITY TO DEAL WITH LAZY TEACHERS

The conspicuous feature of the country's educational quagmire is the inability or reluctance of the education ministry and its structures to deal effectively with lazy teachers and principals (Sukhraj 2000 : 7). Principals seem to be scared of teachers; governing bodies are undermined and dismissed as unsophisticated by many teachers and teacher unions have become a threat to the education ministry (Mecoamere 1999 : 9; Mkhathshwa 1999 : 8). The inability to discipline straying teachers may be the reason why township schools are chaotic and why failure rates are high. Such conditions may be detrimental to the implementation of OBE and to the stress situation of townships teachers.

### 3.7 CLASS SIZE AND CLASS COMPOSITION

Large classes of heterogeneously grouped learners are common in the township schools. Although OBE emphasises co-operation and group work (Fritz 1994 : 81; Potterton, de Beer & Pile 1998 : 5), it still cherishes the principle of individualism since it is learner-centred and learner-paced, and it also emphasises individual assessment and observation (Boschee & Baron 1993 : 2; Kanpol 1995 : 362).

### 3.7.1 CLASS SIZE

The problem with individual observation is that township schools are characterised by large classes - up to 65 per group (de Klerk 2000 : 2). Moreover, teachers complain that because of the big classes, it is difficult to divide learners into groups and to allocate different activities to these groups (Garson 1999 : 7). The inability to group learners militates against the fundamental principle of OBE teaching. This may be stressful for teachers who are often told to group learners (van der Horst & McDonald 1997 : 132).

Another problem associated with big classes is the difficulty to apply peer assessment and peer tutoring - whereby learners who have achieved outcomes are kept busy by working with slow learners (Schlafly 1993 : 3). Peer assessment and peer tutoring require strict supervision by the teacher - which may not be possible in a too large class.

### 3.7.2 CLASS COMPOSITION

Class composition further aggravates the situation of large classes. In many township schools, the learners' intelligence ranges from gifted to retarded (Motseke 1998 : 88). The teacher's main problem would be to meet OBE's basic principle which works towards all learners achieving the same level of excellence (Killen

1999(b) : 5; Spady 1994 : 9). The gifted would normally achieve outcomes quicker and get bored while the teacher helps slow learners; or they may be forced to help slow learners (Evans & King 1994: 16; Schwarz & Cavener 1994 : 329). Peer assessment and peer tutoring are not enrichment of the gifted as advocates of OBE believe (van der Horst & McDonald 1997 : 208), but are a monotonous repetition of the same skill since they do not involve higher-level thinking skills (Kokot 1997 : 17). It is for this reason that Smith (1991 : 54) calls for special outcomes for gifted learners to avoid boredom brought about by outcomes developed for regular learners. Kokot (1997 : 21) believes that OBE in South Africa was aimed at weaker learners. OBE, therefore, works for the slow learners since these are allowed sufficient time and multiple opportunities to succeed, while the gifted get bored (Evans & King 1994 : 16). To some teachers, a situation where the gifted are allowed to get bored while the teacher is busy with the slow learners may create feelings of discrimination against or neglect of the gifted. This may be stressful.

The preceding discussion indicates clearly that OBE will not succeed in large classes of heterogeneous learners. In fact Kokot (1997 : 18) believes that the present teacher : learner ratio of 1:40 in the primary school is too high since it would require a highly trained teacher to handle 40 learners. This implies more stress for the poorly trained township teachers.

### 3.8 INCREASED TEACHER WORKLOADS

Workloads among township teachers are directly influenced by the training they received and the present policy of rationalisation.

#### 3.8.1 INCREASED WORKLOAD

The implementation of OBE in South Africa leads to increased workloads for teachers. Teachers have to spend many hours towards :

- designing teaching content;
- planning activities for the stated outcomes;
- planning extra activities for advanced learners i.e. those who achieve outcomes quicker;
- planning for individual observation and attention;
- designing assessment criteria; and
- assessing and keeping records (Asmal 1999 : 23; Jansen 1998 : 326).

The major problems associated with performing the above tasks are the lack of material and equipment (such as paint, textbooks, teaching aids, computers and photocopiers) and lack of teacher training (Mkhatshwa 1999 : 8; SABC Radio & TV Talk 1999 ; 4).

In many schools the task of assessing learners has dramatically increased teacher

workloads. Continuous assessment, to many township teachers, means:

- assessing continuously;
- more tests and/or examinations; and
- assessing and reassessing (Jansen 1998 : 326; Khobe 1999 : 13).

Tests and examinations mean that the teacher has to set, to mark and to keep records every time a test or examination is written (Jansen 1998 : 326). In many township schools, all the above is done manually i.e. without the necessary equipment such as computers and photocopiers. Apart from doing the aforementioned manually, many township teachers still rely heavily on basic teaching (Garson 1999 : 6; Grey 1998 : 7).

### 3.8.2 TEACHER RATIONALISATION

Teacher workloads may further be adversely affected by the education ministry's policy of rationalisation and the directive to increase class sizes (Jansen 1998 : 326). Although the education ministry insists that there is an excess of teachers in the system, some educationalists believe that the main force behind the retrenchment and / or rationalisation of teachers is monetary constraints or budgetary cuts (Pretorius & Heard 1999 : 6; The Star 1999 : 6). The retrenchment may affect particularly township schools, since schools in the suburbs charge higher school fees and can thus afford to hire the teachers they need and pay them from

the school fund (Sunday Times 1999(b) : 18). The reduction in teacher numbers will lead to increased workloads (Jansen 1998 : 326) and this may become stressful for the township school teachers. There already is a shortage of teachers in the country, and the situation may worsen in three to five years due to, among others:

- a drop in the number of student-teachers;
- natural attrition as teachers retire or die; and
- resignations (Citizen 1999(b) : 3; Pretorius & Heard 1999 : 6).

The problem of teacher shortage, on its own, may be adequate to hold the whole education system to ransom; since it may lead to other problems such as

- shortage of material, resources and facilities,
- learner indiscipline, and
- overcrowding.

This implies that all efforts to improve conditions in particularly township schools would be nullified.

### 3.8.3 QUALITATIVE WORK OVERLOAD

Another form of work overload is experienced when a person performs duties that are beyond his/her abilities and understanding. Sutherland and Cooper (1990 : 36) refer to this as qualitative work overload. Black teachers were poorly trained and the shift to OBE may demand skills that did not form part of their training and

experience. This leads to lack of self-confidence, low morale and feelings of uncertainty among these teachers (de Klerk 2000 : 2; Duma 2000 : 7). The demands of OBE approaches may be too complicated for township school teachers. This may contribute to their stress situation.

### **3.9 THE ROLE OF PARENTS AS A STRESSOR IN OBE**

The active involvement of parents in the education of their children is of paramount importance in any education system. Parents can help with discipline, homework, subject choices and the general development of their children (Mpeta 2000 : 9).

#### **3.9.1 EXCLUSION OF PARENTS' VALUES IN OUTCOMES**

The above-mentioned contribution of parents in education may not be the case with OBE. The fact that the outcomes are unilaterally pre-determined by the state, implies that parents, especially local parents, are rendered useless in the education of their children; and state control of citizens, their nature and their destiny is enforced (Furman 1994 : 428). Generally, outcomes include values and attitudes that are based on religious and cultural overtones (Manno 1995 : 21). Not all parents belong to the same religious and cultural groups. If these outcomes are compulsory - as it is the case in many countries, including South Africa - then OBE becomes another undemocratic and oppressive system. Teachers may be forced

to instil into their learners cultures and beliefs to which learners and their parents do not subscribe. This may be stressful for teachers.

### 3.9.2 BLACK PARENTS' ILLITERACY

In South African townships the situation is complicated. Township parents are generally illiterate and poor, and are mainly concerned with survival (Mpeta 2000: 9). By implication it may be difficult for an average township parent to grasp the OBE terminology, to interpret education Acts and to help his/her child with homework or projects. These parents feel inadequate and reluctant to participate in educational matters (Mpeta 2000 : 9). The black parents' illiteracy and reluctance to be involved in education may have been viewed by state officials, unionists and politicians as an opportunity to develop outcomes without their (black parents') involvement. Attempts by white parents (and white teachers) to challenge OBE were rejected as an attempt to secure their privileges (Asmal 1999 : 23; Jansen 1997 : 8). Because of their illiteracy, township parents have little or no opportunity of influencing the development of outcomes and the direction of education. Consequently, they may feel unwelcome in education. This implies that teachers may have to do without parents.

Apart from illiteracy, the relationships between township parents and teachers are not always good. Many township parents do not want to help their children with

homework because they believe that teachers are paid a lot of money to teach their children - and they tell their children that (Steyn & van Wyk 1999 : 37). This may contribute to teacher stress.

### **3.10 HOME BACKGROUND AS STRESSOR IN OBE**

Home background plays an important role in education.

#### **3.10.1 THE INFLUENCE OF HOME BACKGROUND ON LEARNING**

OBE is realised fully if the relationship between the school and the home is good (Baron & Boschee 1996 : 577; Mpeta 2000 : 9). Although OBE assumes that all learners will benefit equally from the same educational experiences (van der Horst & McDonald 1997 : 14), research has indicated that home background cannot be standardised and will always influence how learners learn (Coetzee 2000 : 1; Sukhraj 2000 : 7). Sharratt and van der Heuvel (1995) compared white and Zulu-speaking learners and discovered that cultural background plays a very important role in learning; Sibaya, Sibaya and Mugisha (1996) found that black learners have problems in language processing abilities; Maree (1995) found that economic, educational and social circumstances of learners play an important role in their achievement, and Gilbert, van Vlaenderen and Nkwinti (1995) found that environmental circumstances have a great influence on the learning abilities and

conduct of learners. OBE does not cater for these differences; instead, it emphasises standardisation and egalitarianism in which achievement and excellence are kept to a level attainable by every learner (Muller 1998 : 180; Schlafly 1993 : 3). This principle may be very difficult for teachers to put into practice, and it may cause them stress.

### 3.10.2 THE INFLUENCE OF HOME BACKGROUND ON SCHOOLING IN THE TOWNSHIPS

In South African township schools, different home backgrounds can complicate the didactic situation more. Apart from the different cultural, religious and political groupings accommodated in the townships, the poor, the middle class, doctors, lawyers, taxi owners and company directors also live in the townships (Motseke 1998 : 47; Sonn 1994 : 22). Children from these vast differing backgrounds may be accommodated in the same class, demanding different teaching or facilitating approaches from the teacher.

The migration of black middle-class parents to suburbs and the transfer of children from township schools to former Model C schools by affording parents also influenced the cultural, economic and social background of township schools (Popenoe, Boulton & Cunningham 1998 : 312; Sylvester 2000 : 9). Thus, many parents of children who remain in the townships may be poor, and not able to buy

any OBE material if departmental supplies are insufficient. Most of + these parents are mainly concerned with basics such as food and shelter and do not always regard education as a priority. They will, therefore, not attend school meetings and functions (Mpeta 2000 : 9). This implies that many parents in the township schools may not only be financially poor, but may also be poor opinion-formers due to their illiteracy and/or inadequate environmental backgrounds. Township teachers, therefore, have to work with little or no support from parents. This is not conducive for OBE and may be very stressful for these teachers.

### **3.11 OBE ASSESSMENT : A CONTRIBUTOR TO TEACHER STRESS**

The complex nature of OBE assessment and the role of examinations in OBE may be problematic for township teachers.

#### **3.11.1 ASSESSMENT IN OBE**

Assessment is more than paper and pencil testing; it is a process of gathering information on the quality of a product; performance or demonstration (Spady 1994 : 189). Pahad (1997 : 5) describes assessment as a process used to decide if the learner has achieved the necessary skill, knowledge and ability to do something. The problem with this type of assessment is that it depends on the individual teacher - hence it is highly arbitrary and subjective (Muller 1998 : 180; Schlafly 1993

: 2). Because of lack of objective standards, such assessment may lead to different levels of competencies for the same outcome (Garson 1999 : 6). This the teacher may find very confusing.

### 3.11.2 ASSESSMENT AND EXAMINATIONS

The other issue associated with assessment in OBE is the role of examinations. While some writers believe that examinations and marks no longer have a role in the progress of learners (Grey 1998 : 6; O'Connor 1997: 11), others believe that examinations will become more important in OBE (Cockburn 1997 : 10; van der Horst & McDonald 1997 : 169). In this connection the Minister of Education, Kader Asmal, spoke of :

- state-controlled examinations at the end of certain exit points;
- standardisation of continuous assessment; and
- a common national examination system (Misbach 1999 : 2).

Although Kader Asmal (Asmal 1999 : 23) has stated that the “*system whereby everyone passes, willy-nilly, has never been considered*”, Killen (1999(b) : 11) states that “*the most important feature of outcomes-based education is that all students are expected to be successful*”. This contradiction within OBE has caused confusion among teachers. In fact many township teachers believe that in OBE learners do not fail, but automatically proceed from one grade to the other. This may be confirmed

by the belief that values, behaviour and creative thinking, as stressed by some OBE outcomes, cannot be examined, scored and standardised (van der Wagen & Ridley 1997 : 24). Hence teachers do not know how progress is supposed to be determined. This uncertainty may be stressful.

### 3.11.3 ASSESSMENT AND TIME FRAMES

The achievement of outcomes and progress within the OBE grading system are not time-bound (Pahad 1997 : 6; Schwarz & Cavener 1994 : 329). This lack of time-frames creates new problems for the schooling system in South Africa, especially in the townships. Without any form of time pressure, and with the knowledge that they will always have more opportunities for reassessment, learners may feel no obligation to work hard (Towers 1994 : 629). The lack of time-frames may create worse problems in the township schools where many learners (and teachers) demonstrate signs of absenteeism, laziness, stubbornness and “struggle attitude” (Hagen 2000 : 7; Motseke 1998 : 91). This may force many township teachers (and school authorities) to do a lot of begging, persuading and threatening just to see outcomes achieved - an exercise which may create tension between the staff and the school authority, and between teachers and learners.

The South African schooling system is still regulated by time. Time-tables, school calendars and quarterly reports are still relevant (Pretorius 2000 : 2). Killen

(1999(b) : 10) states that OBE cannot ignore major time constraints such as :

- the time available for teaching;
- the number of school days per week; and
- the number of hours teachers are paid for per week.

This time pressure implies that the teacher cannot teach and reteach outcomes in as many different ways and for as long as it takes until everyone achieves them, without violating some of the time-related principles.

The issue of age limit / restriction may be another time-related principle. The ministry of education re-introduced age restrictions, thus prohibiting learners of a certain age to be admitted to a certain grade ( Potenza 2000 : 2). This regulation is inconsistent or incompatible with the OBE principle of allowing learners multiple opportunities to do a task. It may force teachers to just push learners to the next grade, without achieving outcomes. These practices i.e. age limits and just pushing learners, may apply mainly in the township schools due to high failure rate and low teacher dedication in these schools (Mboyane 2000 :17).

The observation of time constraints and age restrictions may contradict the fundamental principle of OBE. This contradiction may promote uncertainty and stress among township teachers.

#### 3.11.4 ASSESSMENT AND MENTAL EQUALITY

The egalitarian nature of OBE also influences assessment negatively. By eliminating grading and competition, OBE forces the teacher to stifle individual potential by holding the whole class to the level of achievement attainable by every learner (Kokot 1997 : 21; Schlafly 1993 : 3). Faster learners are not allowed to progress at their own pace, but are kept busy by doing extra work and 'peer tutoring' (Schlafly 1993 : 3). Fast learners may, therefore, learn to slow down their pace to avoid this extra work or they may dominate group activities and just give correct answers so the group can proceed. It may be very difficult to strike a balance between the progress of slow learners and that of faster learners. If faster learners were to be allowed to progress at their pace, as OBE requires, 13 year-olds would be pushed through grade 12; while some slow learners would be at school for the rest of their lives - a good example of life-long learning. The incompatibility of OBE theory and practice as indicated above, may be too stressful for teachers in the township schools where learners fail repeatedly (Sukhraj 2000 : 7).

#### 3.12 DEMOCRACY AS A STRESSOR IN OBE

OBE was adopted with the promotion of democracy as one of its main objectives. However, the extent to which this objective will be attained is questionable.

### 3.12.1. THE VIEW OF DEMOCRACY IN OBE.

A democratic learning process in OBE is the one in which the teacher is committed to :

- introducing learning experiences in a non-authoritarian way;
- negotiating with learners as co-authors of authority, knowledge and instruction; and
- making learners aware of how the individual and the public are related to institutions of wealth, poverty, racism and gender - and how to transform these institutions (Kanpol 1995 : 370).

The South African OBE is also modelled along Kanpol's ideas since it is non-discriminatory, it does not view the teacher as the only source of knowledge and figure of authority, and it emphasises co-operation and co-existence (Popenoe *et al.* 1998 : 315; van der Horst & McDonald 1997 : 27). However, the practical implementation of the above democratic principles may not be easy. Kanpol (1995 : 367) believes that democracy during the learning process is limited to the four walls of the classroom and is controlled by or is dependent on the individual teacher. Killen (1998 : 7) states that since OBE in South Africa is imposed on teachers, the day-to-day classroom teaching practices will still reflect old practices with minimal change. This implies that traditional teaching, where the teacher disciplines and gives information and instructions is still followed in especially

township schools. Teaching in accordance with the official OBE policy may not be easy for teachers.

### 3.12.2 DEMOCRACY AND THE SOURCE OF KNOWLEDGE

The realisation of democracy in OBE learning in township schools may be difficult due to the historical and cultural backgrounds of both learners and their teachers. Firstly, black children are brought up to be humble and submissive, and to accept adult authority without challenging it (Gilbert *et al.* 1995 : 233).

Secondly, without other sources of information like libraries and knowledgeable people in the townships (Motseke 1998 : 28), learners may not be able to complete projects and acquire or discover knowledge on their own. This implies that the teacher may always remain the only source of knowledge and figure of authority in the classroom, which is the same as the old system that was not only authoritarian and teacher-dominated, but also viewed learners as empty vessels (Jacobs & Gawe 1998 : 2; Sharratt & van der Heuvel 1995 : 60).

### 3.12.3 RELATIONSHIPS WITHIN OBE

The view that OBE promotes democracy, especially in South Africa, is questionable because outcomes were developed by the state with little or no involvement of other

stakeholders, especially teachers and parents (Killen 1998 : 9; Volksblad 2000(b) : 7). This may have created a perception, among teachers and parents, that the government only deceives them by announcing that they are important players in the education system. The negative attitude towards OBE by both teachers and parents confirm this perception (Vista 2000(a) : 9; Volksblad 2000(c) : 7). This may lead to poor relationships between parents and teachers on the one hand, and the government on the other hand.

The teacher-learner relationships in OBE are also negatively affected. The pre-specified outcomes forces teachers to

- just channel learners towards them,
- see to it that all learners reach the same level of achievement;
- relate to learners in a particular way (e.g. co-authors of authority); and
- teach in a specific way (e.g. facilitation)(Muller 1998 : 180; Schwarz & Cavener 1994 : 330).

These stipulations may not only be undemocratic but they may also stifle natural and spontaneous learning and relationships between learners and teachers. The formalisation of relationships and teaching methodologies may also be stressful for teachers.

### 3.13 BUREAUCRACY WITHIN THE OBE SYSTEM AS A STRESSOR

Before 1994, education provision in South Africa was discriminatory and oppressive; education was provided in terms of racial, gender and physical differences (Cockburn 1997 : 5; van der Horst & McDonald 1997 : 5). Qualifications from the various education authorities were always recognised on the basis of the authority that granted it, with qualifications from the black education authorities being the least recognised (Popenoe *et al.* 1998 : 299). The new education system, therefore, aims at addressing these differences, hence concepts such as equity, access, redress and quality-assurance are stressed (Cockburn 1997 : 5).

#### 3.13.1 DIFFERENT BODIES WITHIN THE OBE SYSTEM

Despite the good intentions mentioned above, OBE is a highly bureaucratic system characterised by a number of controlling or monitoring bodies such as SAQA (South African Qualifications Authority), ETQA (Education and Training Qualifications Authority), the NSBs (National Standards Bodies) and the SGBs (Standards Generating Bodies)(Jansen 1998 : 323; Muller 1998 : 181). The unavailability of funds to maintain these bodies, together with the administrative inefficiency characterising the South African public service (Khobe 1999 : 13) may negatively influence the implementation of OBE. Already, there are problems such as shortages, non-delivery and poor development of material and an inconsistent

accreditation system (Muller 1998 : 180; Naptosa 1998 : 8). These problems may negatively affect the implementation of OBE and thus cause stress for teachers.

### 3.13.2 POLITICIANS AND UNIONISTS WITHIN THE OBE SYSTEM

One of the major complaints from the opponents of OBE is that it is a system that serves the interests of politicians and administrators better than those of teachers and learners (McKernan 1993 : 348). The main reasons for this view are that OBE:

- enables politicians, through 'politically correct' outcomes, to mould the behaviour and attitudes of learners and future citizens (a form of human engineering); and
- allows administrators to control credits or the accreditation system (Killen 1998 : 7; Mulholland 2000 : 1).

It is for this reason that most arguments in favour of OBE are from non-teachers and, especially in the case of South Africa, luminaries from elsewhere (McKernan 1993 : 348; Muller 1998 : 181). Teachers rightfully view OBE as a form of imposition (Killen 1998 : 7).

The influence of unions or the labour movement in education in South African cannot be overlooked. The involvement of the Congress of South African Trade Unions (COSATU) in the formation of SADTU and in the discussions around

development and training within OBE (Jansen 1998 : 322; Motseke 1998 : 40) are a good account of this influence. Many unionists, because of affirmative action, were appointed in or promoted to key positions in government, including the education ministry - what is believed to be rewarding 'comrades', regardless of their experience and level of education, for their role in the struggle against apartheid (Mulholland 2000 :1; Paton 1999 : 18). It is for this reason OBE

- subscribes to the ideas of social justice, egalitarianism, redress and empowerment ( areas encompassed by the unions) ;
- is work-oriented and emphasises group work, peer assessment, unit standard and product-orientation (concepts common in the workplace); and
- fails, through its accreditation system, to distinguish between mental (or academic) achievement and manual work (Muller 1998 : 187; van der Wagen & Ridley 1997 : 8).

OBE may, therefore, be more relevant to workers than to teachers and academics; and teachers may be involved with a system that does not appeal to their interests and abilities. This may negatively affect their job satisfaction and thus cause stress.

### **3.14 THE FINANCING OF OBE AS A STRESSOR**

OBE is a costly education system. The costs are brought about by :

- the training and retraining of teachers, principals and heads of department;

- allowing each learner to repeat until he/she succeeds;
- providing new material such as textbooks, teaching aids and teachers' guides;
- providing computers for the monitoring of the progress of each learner i.e. computer files;
- constantly monitoring and evaluating the implementation process (Jansen 1998 : 326; Schlafly 1993 : 2).

### 3.14.1 GOVERNMENT'S INABILITY TO FINANCE OBE

The government of South Africa is not able to adequately finance OBE; even the bare basics such as new textbooks and in-service training cannot be adequately financed (SABC Radio & TV Talk 1999 : 4; Volksblad 2000(c): 7). Without adequate funds for these basics, computers, extra classrooms and workshops would be a luxury. This implies that teachers, especially township teachers, would have to implement OBE with little or no positive change to their physical structures, learner numbers, training abilities and basic material. The decision by the education ministry that provincial governments should control their own budgets and determine their own teacher : learner ratios (Volksblad 2000(a) : 1) would worsen this situation. Because many provinces spend more money on personnel salaries than on buildings and equipment, they may decide to raise teacher : learner ratios in order to save on salaries. The present teacher : learner ratio of 1:40 at primary school is

already too high (Kokot 1997 : 18), increasing it may be detrimental. Therefore, the consequences of poor financing of OBE may become too stressful for teachers.

### 3.14.2      ROLE OF BUSINESS IN OBE

The inability of governments to finance OBE forces local and provincial education authorities to approach big business and donors for funding (Evans & Shaw 1995 : 5; Schwarz & Cavener 1994 : 331). These institutions may make certain demands on education as conditions for releasing funds. For instance, in Australia, New Zealand and the USA, OBE was influenced mainly by the business sector's demands of, among others, accountability, result - orientation, efficiency and predictability (Schwarz & Cavener 1994: 331). South Africa largely borrowed from these countries and its OBE policy, also, demonstrates the same trends (Killen 1998 : 1; Muller 1998 : 178). This implies that OBE has more economic significance than it has academic significance. This changes the ideology and discourse of teaching and schooling, turning learners into customers, teachers into producers and learning into products (Smyth & Dew 1998 : 293). This will have a danger of routinising and proletarianising teaching, and subjecting teachers to tighter control by outsiders (Smyth & Dew 1998 : 294). In South Africa, the call for the dismissal of teachers who do not perform is intensified by outsiders such as business people and journalists(Sunday Times 2000 : 14). This may stifle teacher creativity and cause stress.

The other flaw of OBE is that it is contradictory. For example, although it emphasises political and financial accountability and results, it offers no objective standards of achievement that are measurable (Schlafly 1993 : 2). This implies that it could take years and millions of rands before it is established whether OBE is economically viable or not, thus turning learners into guinea-pigs or subjects of experiment.

### **3.15 BASIC KNOWLEDGE AND TEACHER STRESS IN OBE**

The main aim of OBE is to prepare learners for life after school or simply for the work place - thus schools are turned into vocational skills dissemination centers (Killen 1999(b) : 6; McKernan 1993 : 344).

#### **3.15.1 OBE AND VALUES**

Values are mainly concerned with addressing behaviours; or with correcting behaviours that are perceived to be incorrect (Schlafly 1993 : 4). The problem with this is that South Africa is characterised by many ethnic, cultural and religious groups. This may lead to clashes in their norms and values. OBE may, therefore, be too inappropriate for a country with such vast differences in cultures, beliefs, norms and values.

In its endeavour to mould the learner to become a good citizen and a good worker, OBE emphasises affective outcomes based on values, attitudes, beliefs and behaviours (Schlafly 1993 : 4). In the case of South Africa Killen (1999(b) : 7) states that the outcomes in Curriculum 2005 are designed to focus schooling on knowledge, skills and values *“that should be possessed by all citizens of South Africa, regardless of their profession, status in society, age and sex”*. The main problems with this view are:

- the danger of cultural domination, whereby the values and beliefs of one group (normally the powerful group) are enforced on others; and
- the negligence of academic education and knowledge in favour of subjective and relative education or knowledge.

The next paragraphs will focus on each of these aspects.

### 3.15.2 OBE AND INDOCTRINATION

Regarding indoctrination, it is generally believed that school education or knowledge is never objective nor neutral, but always reflects values, cultures and beliefs of a certain group, commonly the ruling or the powerful group (Popenoe *et al.* 1998 : 24; Lubisi *et al* 1997: 121). State-mandated outcomes, therefore, imply knowledge that is consistent with experiences and beliefs of the regime. This is more applicable in South Africa where OBE is compulsory in public schools, with no

alternative public schools or alternative outcomes. Teachers may feel forced to promote a form of large scale indoctrination or cultural domination.

### 3.15.3 OBE AND ACADEMIC EDUCATION

Regarding academic education it is important to mention that OBE neglects basic academic education and subject knowledge (McKernan 1993: 344; Volksblad 2000(a) : 1). Firstly, Pretorius (2000 : 2) mentions that South African learners are not taught basic skills such as reading and writing because teachers implementing OBE either do not know how to teach these skills or just do not think that these skills should be taught. The Minister of Education, Kader Asmal, committed himself to stamping out illiteracy in five years (Pretorius 1999(a) : 2). OBE may not be the correct system to achieve this outcome.

Secondly, McKernan (1993 : 345) believes that a truly educated person is able to discover unexplored meanings and outcomes, and unanticipated and unpredictable directions. This open-ended inquiry is not provided for in OBE, since education is viewed as a means to achieving predetermined and known outcomes. This implies that learners may not be equipped with skills to research and to discover the unknown. It is for this reason that some educationists believe that basic subject knowledge should form part of Curriculum 2005 in order to lead to creative and critical thinking and to challenge the intellect of the learner (Kokot 1997 : 19;

Volksblad 2000(a) :1). Therefore OBE's failure to challenge learners may lead to boredom for both learners and their teachers. The philosophy and vision of Curriculum 2005 will not be understood and classroom teaching may lose direction (Volksblad 2000(b) : 7). This situation may be stressful for teachers, especially township teachers.

### **3.16 CONCLUSION**

There has always been a close relationship between change and stress (Brown & Ralph 1992 : 108). As a result, a relationship exists between teacher stress and the changes that are presently taking place in the education system in South Africa. These changes are seen by teachers as threatening their job security and professional performance - especially if such changes are unilaterally implemented by the employer. The redeployment and retrenchments of teachers, OBE and the transfer and dismissal of teachers and principals due to the poor performance of grade 12 learners deserve mentioning. These impact negatively on the stress of township teachers.

The implementation of OBE in South Africa may have not been properly planned. The changes in the teaching and learning situation or the schooling system may influence other spheres such as social life, the economic sector, the belief structure and future citizenry. Schwarz and Cavener (1994 : 330) confirm this view by stating

that changes to some aspect of the school may affect the whole in an unpredictable manner. The main problem with OBE in South Africa is that the extent to which the above-mentioned spheres would change may not be known until after many years. There is little evidence elsewhere in the world to suggest that OBE leads to economic progress, social stability and improved education quality (Evans & King 1994 :14 ; McKernan 1993 : 344). This uncertainty has to be addressed.

Killen (1999(a) : 21) believes that uncertainty would have been avoided in South Africa if OBE was not introduced as a paradigm shift, but as a refinement of the previous educational system. The first few years of implementation in South Africa have already suggested elements of OBE failure. It may be the reason why the Minister of National Education, Kader Asmal, has called for the review of OBE (Volksblad 2000(a) : 1). Dramatic changes would have to be effected to it if it were to be continued. The next chapter contains the methodology and techniques used in this study.



# **CHAPTER 4**

## **RESEARCH DESIGN**

# CHAPTER 4

## RESEARCH DESIGN

<b>4.1</b>	<b>INTRODUCTION .....</b>	<b>94</b>
<b>4.2</b>	<b>DEVELOPMENT OF THE QUESTIONNAIRE AND THE INTERVIEW SCHEDULE .....</b>	<b>94</b>
4.2.1	DEVELOPMENT OF THE OBE TEACHER STRESS QUESTIONNAIRE (OBETSQ).....	94
4.2.1.1	Aspects to consider when compiling a questionnaire.....	95
4.2.1.2	Structure of the questionnaire.....	96
4.2.1.3	Choice of items.....	97
4.2.1.4	Length of items.....	98
4.2.1.5	Evaluation of items.....	99
4.2.1.6	Choice of response alternatives.....	100
4.2.2	DEVELOPMENT OF THE INTERVIEW SCHEDULE.....	100
4.2.2.1	Outline and questions.....	100
4.2.2.2	Communicating effectively.....	101
<b>4.3</b>	<b>ADMINISTERING THE QUESTIONNAIRE AND CONDUCTING THE INTERVIEW.....</b>	<b>102</b>
4.3.1	ADMINISTERING THE OBETSQ.....	102
4.3.1.1	Experimental Application.....	102
4.3.1.2	Population .....	104
4.3.1.3	The sample and sampling technique.....	105
4.3.1.4	Permission to use schools and requests for participation.....	108
4.3.1.5	Instructions for the completion of the questionnaire.....	109
4.3.1.6	Delivery and collection of questionnaires.....	109
4.3.2	CONDUCTING THE INTERVIEW (SCHEDULE).....	110
<b>4.4</b>	<b>FOCUS GROUP INTERVIEWS .....</b>	<b>111</b>
<b>4.5</b>	<b>PROCEDURE FOR ANALYSING DATA .....</b>	<b>114</b>
4.5.1	TECHNIQUES RECOMMENDED FOR DATA ANALYSIS.....	114
4.5.2	TECHNIQUES USED IN ANALYSING DATA FOR OBETSQ.....	115
4.5.3	TECHNIQUES USED IN ANALYSING DATA FROM THE INTERVIEW	115

<b>4.6</b>	<b>RATIONALE BEHIND THE DEVELOPMENT OF OBETSQ.....</b>	<b>117</b>
<b>4.7</b>	<b>RATIONALE BEHIND THE DEVELOPMENT OF THE INTERVIEW SCHEDULE.....</b>	<b>119</b>
<b>4.8</b>	<b>CONCLUSION .....</b>	<b>120</b>

## **CHAPTER 4**

### **RESEARCH DESIGN**

#### **4.1 INTRODUCTION**

The previous chapter revealed that the practical situation in the township schools and the non-availability of facilities and resources may not be conducive to the smooth implementation of OBE in these schools. Consequently, township school teachers may experience stress due to the practical problems that exist in their schools.

In this chapter the methodological procedures used in this study are discussed. Among others, the development of the questionnaire and the interview schedule as well as population, sampling and the procedure for analysing data are discussed.

#### **4.2 DEVELOPMENT OF THE QUESTIONNAIRE AND THE INTERVIEW SCHEDULE**

##### **4.2.1 DEVELOPMENT OF THE OBE TEACHER STRESS QUESTIONNAIRE (OBETSQ)**

A questionnaire OBE Teacher Stress Questionnaire (OBETSQ) was designed and administered on township teachers.

#### 4.2.1.1 Aspects to consider when compiling a questionnaire

According to Steenekamp (1984 : 4) the following aspects should be taken into consideration when compiling a questionnaire:

- The purpose of the questionnaire. Requirements to which the questionnaire must conform should depend on the aim of the study.
- The experiential world of the respondents. The concepts, the theme and the structure of the questions must be familiar to the respondents.
- The means of data collection. The style or structure of the questionnaire should depend on whether it is to be completed by the researcher or the respondents.

Bailey (1987 : 107) stresses:

- the relevance of questions to respondents;
- the avoidance of ambiguous and double-barrelled questions; and
- the avoidance of sensitive and threatening questions.

For the purpose of OBETSQ, firstly, the aim of this study, viz the investigation of the influence of OBE on the stress of township teachers, gave direction to the construction of items and the design of the questionnaire.

Secondly, the practical situation in the township schools was used. Teachers are

always in this situation and they may be the only people who could determine precisely the extent to which OBE principles would be applicable in their schools.

Thirdly, because many township teachers were not familiar with research and questionnaires, the format of the questionnaire as well as the procedures for completing it had to be as user- friendly and non-threatening as possible.

#### 4.2.1.2 Structure of the questionnaire

The format of the questionnaire is very important because the structure of the questionnaire may:

- require more space;
- make the questionnaire look longer,
- cause some respondents to refuse to participate; and
- many influence responses (Baily 1987 : 123).

It is therefore important that the structure of the questionnaire invites its respondents to complete it.

For the purpose of this study:

- short and precise questions were asked;
- alternative answers were provided;

- the questionnaire was divided into 5 sections as follows (with the Section E as a form of focus group interview):

Section A : Biographical data (5 items)

Section B : Demographical data (12 items)

Section C : Teacher Observation (35 items)

Section D : OBE teaching (16 items)

Section E : Teacher opinion (6 items)

#### 4.2.1.3 Choice of items

It is generally believed that :

- the aim or purpose of study should determine the nature of items to be included in the questionnaire;
- the item pool should be much longer than the number of items to be incorporated in the final questionnaire (this would enable the researcher to eliminate items that may not be relevant to the study);
- existing questionnaires should be used to compile a list of items or the item pool; and
- a manageable number of items should be selected for the final questionnaire (Bailey 1987 : 111; Borg & Gall 1989 : 749).

For the purpose of the OBETSQ :

- items were chosen with due reference to the literature study;
- few items were derived from existing questionnaires due to the uniqueness of township schools, the scarcity of research in the stress of township teachers and the lack of literature on OBE in South Africa, and (consequently)
- the majority of items were newly formulated to ensure relevance to the township school situation.

#### 4.2.1.4 Length of items

Steenekamp (1984 : 4) warns against succumbing to the temptation to gain too much information from a single questionnaire by means of too long items . Olivier (1989 : 101) states that it is important to state the purpose of items succinctly i.e. with optimal verbal economy.

For the purpose of OBETSQ items were formulated as concisely as possible. The researcher avoided long items because of :

- poor command of English by many township school teachers;
- inadequate exposure to or experience of research an questionnaires; and
- the possibility of misinterpretations and respondent fatigue (Motseke 1998 : 124)

#### 4.2.1.5 Evaluation of items

After compiling the items, it is important to evaluate and reconsider their inclusion in the questionnaire. Olivier (1989 : 106) proposes a checklist that can serve as a yardstick to determine whether items comply with all the relevant guidelines and criteria. This checklist contains the following questions:

- Is the question necessary?
- Is the question clear and unambiguous?
- Will the respondent be able to answer the questions?
- Will the respondent be willing to answer the questions?
- Have ambiguous questions been eliminated or revised?
- Is the item as short as possible and yet clearly stated?
- Could the answer be readily influenced by the social predisposition of respondent? If so, can the question be reformulated to eliminate prejudice or partiality?
- Are sufficient options given?

The researcher used this checklist to evaluate the inclusion of items in the OBETSQ.

#### 4.2.1.6 Choice of response alternatives

The application of a questionnaire is often done with the help of different scales.

The most commonly used scales are :

- dichotomous scales (yes-no);
- four to eight-point numeric or Likert type scales;
- diagram scales;
- semantic differential scales;
- nominal scales; and
- ordinal scales (Fink 1995 : 4; Houser 1998 : 16).

For the purpose of this study nominal and ordinal scales were appropriate.

### 4.2.2 DEVELOPMENT OF THE INTERVIEW SCHEDULE

#### 4.2.2.1 Outline and questions

The objectives of the study, as well as the broad categories to be researched should guide any process of developing an interview schedule (Berg 1998 : 65). The researcher has to list all the aspects that his/her study has to cover; then develop sets of relevant questions for these aspects.

The specific ordering of questions, the level of language and the style of questioning or phrasing are also matters of importance in interviews. Chadwick, Bahr and Albrecht (1984 : 115) provide the following guidelines for formulating questions:

- questions should accurately convey the meaning to the respondent;
- they should be specific and precise;
- they should develop rapport between the researcher and the respondent;
- they should motivate the respondent to answer as honestly as possible; and
- they should correspond with the level or language of the respondent.

The interview schedule used in this study satisfies these requirements.

#### 4.2.2.2 Communicating effectively

When asking questions, words and ideas of these questions should be understandable to the respondent. It is important to allow special languages that certain groups may use (Berg 1998 : 89). In the case where many subjects have to be interviewed, survey questions should be simplified to the level of the least sophisticated of all potential respondents (Berg 1998 : 69).

Apart from linguistic considerations, social and personal aspects also play an important role in the interview. The respondent presents the self in a particular way (in accordance with linguistic and situational definitions) (Hithcock & Hughes

1994 :93). The researcher has to respect the presentation of the self and consider its implications in the interview. This situation becomes more delicate if the ethnicity and cultures of the researcher and the respondent are different.

In the case of this study, all teachers are familiar with the language and concepts used. The researcher's explanation also helped with clarifying certain questions. Identity and language were not a problem since the researcher is familiar with language used by teachers in the area covered by the study.

### **4.3 ADMINISTERING THE QUESTIONNAIRE AND CONDUCTING THE INTERVIEW**

#### **4.3.1 ADMINISTERING THE OBETSQ**

Some of the crucial steps or procedures followed in administering this questionnaire are discussed below.

##### **4.3.1.1 Experimental Application**

During the compilation of the questionnaire, a number of township school teachers, school principals, school management developers and learning facilitators were consulted regularly for information on among others:

- availability of facilities and resources;

- school and staff rolls;
- guidelines regarding the implementation of OBE;
- problems encountered in the practical situation; and
- feelings and responses of learners about OBE approaches.

After completion, the questionnaire was given to some teachers for their comments on especially terminology and understandability or clarity of items and instructions. Adjustments were made where necessary.

Some of the learning facilitators provided the researcher with books, handouts/pamphlets, policies and teacher handbooks used for the implementation of OBE especially in the township schools.

The researcher also attended a workshop for a week that dealt with, among others, the following :

- OBE assessment and assessment tools;
- critical and specific outcomes;
- preparing activities according to outcomes; and
- lesson planning.

The workshop enabled the researcher to get first-hand information on

- how departmental officials trained teachers,

- the type of questions asked by teachers and the learner facilitators' responses to those questions, and
- the way teachers tackled assignments or tasks at the workshop.

These enabled the researcher to have an idea of the problems experienced by teachers, especially township teachers, in the practical school or classroom situation.

#### 4.3.1.2 Population

Population refers to all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalise the results of his/her research and which have common characteristics that are of interest to the researcher (Borg & Gall 1989 : 216; Houser 1998 : 98). Researchers distinguish between *target population* and *accessible population*. The target population refers to all the individuals, events or objects in which the researcher is interested and to which the results of the study are applied; while the accessible population refers to all the individuals, events or objects that may be accessible to or within the reach of the researcher (Houser 1998 : 98).

The population for this study comprised of all the teachers who are :

- black or African;

- busy implementing OBE in their classes/groups;
- not holding any position of authority such as HOD; and who are
- working in the Free State township schools.

The researcher could not reach the entire target population due to among others, time and financial constraints A sampling had to be done.

#### 4.3.1.3 The sample and sampling technique

The sample is a small group (of individuals, events or objects) drawn from the accessible population and carefully selected to reflect the characteristics of the population closely (Charles 1995 : 124).

Simple random sampling was used in this study. Simple random sampling implies that every individual in the accessible population has an equal and independent chance of being selected as a member of the sample (Houser 1998 : 98). The simple random sampling method used in this study was the one encouraged for use in small groups, i.e. placing a piece of paper with the name of the members of the population in a container, mixing the slips thoroughly and then drawing the required number of names (Borg & Gall 1989 : 222). The principal or his/her delegate, which was the deputy principal or Head of Department, conducted this process in accordance with conditions of granting permission (see appendix B). However, not

all polled teachers participated in the study, since they were made aware that participation was voluntary.

Consequently, 230 questionnaires were delivered to 17 schools in 8 Free State townships. Of the 230 questionnaires, 185 were completed by township teachers and received back by the researcher. This implies a response rate of 80,4 %. According to Mertens (1998 : 131) a response rate of 70 % is generally acceptable, and in a case where respondents and non-respondents are similar, a response rate of 50 % is still acceptable. The response rate of 80,4 % is, therefore, acceptable.

Researchers, generally believe that volunteers differ from non-volunteers in terms of i.e., confidence, intelligence and co-operation (Bailey 1987 : 92; Houser 1998: 102). These researchers also believe that the findings from a study in which volunteers were used may not be applicable to the whole population due to differences in the characteristics of volunteers and non-volunteers (Bailey 1987 :92). However, Borg and Gall (1989 : 180-181) believe that:

- the use of volunteers in certain educational fields, such as teaching effectiveness, is appropriate and results from such a study are applicable to the population as a whole.
- because of legal and ethical constraints volunteers are the only human sample available for a number of studies (it is a choice between volunteers and no research); and

- findings from studies that used volunteers still have serious implications for the population as a whole.

In the case of this study, the use of volunteers is appropriate and the results of this study are applicable to the population as a whole because of :

- the high response rate;
- the similarity between respondents and non-respondents in terms of, among others,
  - professional training - inadequate for both groups;
  - facilities and resources - inadequate for both groups;
  - exposure to OBE - inadequate for both groups; and
- the sampling procedure, which ensured that all the respondents are part of the sample - although they are legally referred to as volunteers.

Lastly, the table below indicates the townships visited as well as the number of schools and respondents per township.

**TABLE 4.1 : TOWNSHIPS, SCHOOLS AND RESPONDENTS VISITED**

Township		No of schools	No of respondents
1	Allanridge (Nyakallong)	2	18
2	Hennenman (Phomolong)	2	21
3	Odendaalsrus (Kutloanong)	2	22
4	Theunissen (Masilo)	2	26
5	Ventersburg (Mamahabane)	2	18
6	Virginia (Meloding)	2	24
7	Welkom (Thabong)	3	28
8	Wesselsbron (Monyakeng)	2	28
		17	185

#### 4.3.1.4 Permission to use schools and requests for participation

Permission to use schools for the investigation was granted by the Head of Education, Free State Education Department. Permission was subject to certain conditions (see appendix B).

The researcher wrote a letter to the principals of participating schools to ask for their permission and co-operation ( see Annexure C).

A letter was also written to teachers to request them to participate ( see Annexure D).

#### 4.3.1.5 Instructions for the completion of the questionnaire

The purpose of these instructions were to make it clear to the respondents what was expected of them and how they were expected to complete the questionnaire. Each section had to be completed differently. An attempt was made to keep instructions as concise as possible. Instructions were also given verbally by either the researcher or the principal or his/her delegate.

The following information was also given:

- respondents were told that only their opinions were required, there could be no right or wrong answers;
- respondents were urged to be honest in their answers;
- confidentiality of their answers was emphasised;
- respondents were requested to answer all questions; and
- respondents were thanked in advance for their participation and co-operation.

#### 4.3.1.6 Delivery and collection of questionnaires

The researcher, after telephonically making an appointment with the various school principals, delivered the questionnaires to these schools. In some instances the staff members were brought together for the researcher to address, while in others the instructions and procedures were communicated to the principal or his/her

delegated, who in turn communicated it to participating teachers.

Questionnaires were handed to teachers, by the researcher or principal or his/her delegate. Teachers were clearly told that the completed questionnaires would be collected after seven school days.

After seven school days the researcher phoned the schools to establish whether the questionnaires were ready or not. In some cases an extra day or two would be requested. The researcher personally collected questionnaires from schools.

#### 4.3.2 CONDUCTING THE INTERVIEW (SCHEDULE)

The interview is a complex piece of social interaction. Hitchcock and Hughes (1994:88) identified the following aspects as of utmost importance in the interview:

- Researcher effect : The presence of the researcher will have an influence on the findings and data. The researcher has to minimise the significance and impact of his/her presence by not imposing his/her value and norms on the respondent.
- Characteristics of the researcher : The age, gender, class and ethnicity of the researcher will play a crucial role in the interview process. In some instances even the dress and appearance of the researcher are an important factor.

In the case of this study, the researcher shared a number of qualities/characteristics with the respondents. Among others, dress, language, ethnicity and profession. Moreover, the researcher worked among most of the respondents for many years. This, therefore, reduces problems such as suspecting the researcher as a spy/informer and being reluctant to reveal certain information about authority. Teachers interviewed felt free to answer all questions.

The researcher visited six schools in the Gold fields to conduct interviews. Teachers were met individually. Each was provided with the interview schedule. The researcher read the questions from the schedule and explained when necessary.

#### **4.4 FOCUS GROUP INTERVIEWS**

A focus group is a special type of group in terms of purpose, size, composition and procedures (Krueger 1994 : 6). A group is formed by about 7 to 10 people who have certain characteristics in common - these characteristics relate to the topic researched. According to Krueger (1994 : 17) a focus group has the following advantages:

- people are motivated to divulge information that they would not normally reveal;
- it is appropriate if people have to explain how they regard a certain

experience/idea/events;

- it saves costs;
- it provides qualitative data that provides insight into the attitudes, perceptions and opinions of participants; and
- it provides a more natural environment than that of an individual interview; because participants are influenced by and influence others as it is the case in real life.

The focus group can be one group, but it can also be several dozens of groups. Of importance in multiple groups is that participants must be similar (so as to form patterns and trends across groups)(Krueger 1994 : 17).

The reporting of data in the focus group interview may be in the following 3 forms:

- raw data reporting;
- descriptive summary reporting; and
- interpretive summary reporting (Krueger 1998 : 111).

Each group will be briefly discussed.

- Raw data reporting

In the raw data reporting, the actual comments or remarks of participants are

indicated (Krueger 1998 : 111). This is appropriate when:

- one focus group is summarised;
- the sponsor is interested in receiving a complete report; and
- when the researcher is inexperienced.

- Descriptive summary reporting

This style of reporting begins with a summary paragraph and then includes illustrative quotes (Krueger 1998 : 113). The quotes selected are intended to help the reader understand the way in which respondents answered questions.

- Interpretive summary reporting

The interpretive summary reporting builds on the descriptive report by including a section on what the data mean or imply (Krueger 1998 : 114).

For the purpose of this study, the interpretive summary reporting is more appropriate since it allows the researcher to motivate how stressful the situation is for township school teachers.

## 4.5 PROCEDURE FOR ANALYSING DATA

Data was analysed qualitatively and quantitatively.

### 4.5.1 TECHNIQUES RECOMMENDED FOR DATA ANALYSIS

The most important step in data analysis is efficient data management (Dey 1993:74), This implies that data collected must be of high quality and it must be fully and accurately recorded.

The following principles and practices are also of utmost importance in the analysis and interpretation of data:

- the analysis process is systematic and comprehensive, but not rigid. There is no test of statistical significance that can tell the researcher when to start analysis and when to stop it;
- jotting down notes in the margins of the text helps the researcher with summaries of events or observation; and
- reading all the data and dividing the data into smaller and more meaningful units or categories (Creswell 1998 : 140; Mertens 1998 : 350).

#### 4.5.2 TECHNIQUES USED IN ANALYSING DATA FOR OBETSQ

In accordance with the above recommendations, the following procedures were used in analysing data collected by means of OBETSQ:

- the headings used in the questionnaire were also used in the analysis of data;
- the various alternatives were presented in a table form;
- the number of responses per alternative was percentiled, in order to determine which alternative had the most responses;
- in Section E data was analysed qualitatively;
- data for each heading or category were analysed, and its implications for the stress of township teachers were discussed; and
- the general findings, recommendations and conclusions were discussed in Chapter 6.

#### 4.5.3 TECHNIQUES USED IN ANALYSING DATA FROM THE INTERVIEWS

Hitchcock and Hughes (1994 : 97) mentions the following as important guidelines for the qualitative analysis of interviews and conversational material:

- Familiarity with the transcript : Reading and/or listening (to tapes) over and over again will enable the researcher to have a thorough familiarity with interviews.

- Appreciation of time-limits : The reading and rereading of the interviews require a lot of time. It would therefore be advisable to pick a few interviews and analyse them well than to choose a large number and analyse them badly.
- Isolating general units of meaning : From the transcripts, there will be broad themes that recur frequently. The researcher should identify these broad themes and relate them to the focus of the research.

Morse (1994 : 100) identified the following criteria for analysing interviews:

- Credibility : This refers to the believability and truth of the findings.
- Confirmability : This means repeated situation or responses that confirm what the research has already observed or experienced.
- Recurrent patterning : This refers to instances of experiences that tend to be patterned and recur over time in designated ways and in different contexts.

For the purpose of this study the above guidelines (or criteria) for the qualitative analysis of interviews were followed or observed. For example :

- because the respondents and focus groups were fewer, the researcher had time to study the responses- over and over again for the sake of familiarity;
- many responses were the same, even if the respondents may be handling different grades and working at different schools; and
- the findings of the interviews confirmed those of the questionnaire.

## 4.6 RATIONALE BEHIND THE DEVELOPMENT OF OBETSQ

The literature review indicated that township school teachers already experienced a tremendous amount of stress due to the difficult circumstances under which they perform their duties. For example, their training has been inadequate, material and resources are often inadequate and overcrowding is common (Kutame1997; Motseke 1998). The introduction of OBE would certainly contribute negatively to these teachers' stress situation. The researcher became interested in the negative influence that the introduction of OBE would have on the stress of the township school teachers. OBETSQ was, therefore, developed to :

- determine conditions in the township schools;
- determine the possibilities of implementing OBE under those conditions, and the problems associated with such an implementation;
- establish a relationship between these problems and teacher stress, and
- to allow teachers an opportunity to express their opinions on the introduction of OBE in their schools.

Such a study would only be truly realised through the use of both qualitative and quantitative methods. Bryman (1996 :136) believes that

- both methods facilitate each other;
- a combination of the two methods produces a general picture; and
- both allow the researcher to learn from the subjects, and not come to a

situation with preconceived ideas.

The lack of OBE sources were also a factor in the development of OBETSQ. There were little or no local sources relevant to township situations; hence most of the sources used were from abroad. Moreover, the few sources that were locally published were written by people who were never teachers in the township schools. Therefore, most of what they wrote were impracticable in the township schools. It was for this reason that the designing of OBETSQ depended heavily on the contribution of people who had a regular contact with township schools, such as township teachers themselves, school management developers and learning facilitators. The OBETSQ is therefore an attempt by the researcher to have first hand information from people who are directly involved in the situation. Moreover, ordinary teachers were never afforded an opportunity to express their opinion on OBE (Killen 1998 : 9). OBETSQ affords them such an opportunity.

Lastly, there has never been an instrument to determine the relationship between OBE and the stress of township teachers. OBETSQ endeavours to expose conditions in the township schools and relate these to the stress of township school teachers.

#### **4.7 RATIONALE BEHIND THE DEVELOPMENT OF THE INTERVIEW SCHEDULE**

It is generally acceptable that conditions in the township schools are inadequate. The OBETSQ was developed to determine, among others, if the inadequate conditions under which OBE was introduced in the township schools really cause stress for township school teachers. The intention of the interview schedule is to confirm the findings of the questionnaire.

The questionnaire provided township school teachers with little or no opportunity to freely talk about their experiences with OBE in the classroom, the aspects of OBE that stress them most, the symptoms of their stress and their reactions when stressed. The interview schedule provided these teachers with this opportunity.

The other problem with the OBETSQ is that it is mainly qualitative in nature. Quantity only refers to the count and measure of a thing, whereas quality refers to its essence and ambience (Berg 1998 : 3). The interview schedule is mainly qualitative and thus maintains a balance between quantitative and qualitative research methodologies.

## 4.8 CONCLUSION

This chapter dealt with the procedures for :

- developing the questionnaire and the interview schedule;
- administering the questionnaire and conducting interviews; and
- analysing data.

It concluded with the rationale for designing the OBETSQ and the interview schedule.

The importance of both qualitative and quantitative methodologies for such a study was also highlighted. The population, sampling, the delivery and collection of the questionnaires as well as the conducting of the interviews were also discussed.

The next chapter deals with the analysis of data collected during the empirical research.

# **CHAPTER 5**

## **ANALYSIS OF DATA COLLECTED DURING EMPIRICAL RESEARCH**

# CHAPTER 5

## ANALYSIS OF DATA COLLECTED DURING EMPIRICAL RESEARCH

<b>5.1</b>	<b>INTRODUCTION .....</b>	<b>123</b>
<b>5.2</b>	<b>SECTION A : BIBLIOGRAPHICAL DATA .....</b>	<b>124</b>
	5.2.1 GENDER.....	124
	5.2.2 AGE.....	125
	5.2.3 MARITAL STATUS.....	125
	5.2.4 TEACHING EXPERIENCE .....	126
	5.2.5 PROFESSIONAL QUALIFICATION.....	127
<b>5.3</b>	<b>SECTION B.....</b>	<b>129</b>
<b>5.4</b>	<b>SECTION C.....</b>	<b>140</b>
<b>5.5</b>	<b>SECTION D.....</b>	<b>171</b>
<b>5.6</b>	<b>SECTION E : FOCUS GROUP INTERVIEW .....</b>	<b>187</b>
<b>5.7</b>	<b>FINDINGS OF SECTION E.....</b>	<b>199</b>
<b>5.8</b>	<b>ANALYSIS OF DATA FROM THE INTERVIEW SCHEDULE.....</b>	<b>201</b>
<b>5.9</b>	<b>CONCLUSION.....</b>	<b>221</b>

## CHAPTER 5

### ANALYSIS OF DATA COLLECTED DURING EMPIRICAL RESEARCH

#### 5.1 INTRODUCTION

Teacher stress, in general, has been investigated for some time and stressors for both local and international teachers are known (Gascoyne 1997; Coetzee 1995 : 35). However, the stress of township teachers in South Africa has been investigated on a small scale. Nevertheless their stressors are also known (Kutame 1997 : 39; Motseke 1998 : 84). The stressfulness of the teaching profession is, therefore, no longer in doubt. The aim of this study is to investigate the extent to which the introduction of OBE in the township schools contributed to stress of township teachers. In this chapter results of such an investigation, as well as their implications for teacher stress are discussed.

The results of the empirical research shed more light on the circumstances under which township teachers do their work. The research also allowed teachers to express their opinions regarding these circumstances and to indicate how these circumstances influenced their performance.

## 5.2 SECTION A : BIOGRAPHICAL DATA

### 5.2.1 GENDER

**TABLE 5.1 : GENDER**

	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>Number</b>	39	143	182
<b>%</b>	24,4	78,6	100

Of the 182 teachers who answered this questions, only 39 (24,4 %) were male while the rest (143 or 78,6 %) were female. The majority of the respondents, therefore, were female. In many black cultures women do not command much respect from especially boys (Motseke 1998 : 207 ). The few male teachers may be overloaded by responsibilities such as disciplining learners, especially boys, and supervising manual work. The female teachers may also be stressed by being undermined by learners as well as by being overlooked when filling senior or managerial posts - since these are male-dominated (Japhta 2000 : 10).

### 5.2.2 AGE

**TABLE 5.2 : AGE**

	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60+</b>	<b>TOTAL</b>
<b>Number</b>	12	85	75	10	0	182
<b>%</b>	6,6	46,7	41,2	5,5	0	100

Of the 182 teachers who responded to this item 12 (6.6 %) were between 20 and 29 years old, 85 (46,7 %) were between 30 and 39 years old, 75 (41,2 %) were between 40 and 49 years old and only 10 (5,5 %) between 50 and 59 years old.

The majority of the respondents (160 or 87,9 %) were between 30 and 49 years old. The advantage of this is that these teachers may be matured, may have a great deal of teaching experience and may be having children of their own. However, learning new things at that age may not be easy. The paradigm change in itself may be stressful for these teachers.

### 5.2.3 MARITAL STATUS

**TABLE 5.3 : MARITAL STATUS**

	<b>MARRIED</b>	<b>NEVER MARRIED</b>	<b>DIVORCED</b>	<b>WIDOWED</b>	<b>TOTAL</b>
<b>No</b>	129	33	12	8	182
<b>%</b>	70,9	18,1	6,6	4,4	100

About 129 (70,9 %) of the respondents were married, 33 (18,1 %) were never married and 12 (6,6 %) were divorced while 8 (4,4 %) were widowed.

The majority of the respondents were married. This implies that they may need time to be with their families and to attend to family matters. These family responsibilities may contribute to their stress situation.

#### 5.2.4 TEACHING EXPERIENCE

**TABLE 5.4 : TEACHING EXPERIENCE**

	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>21+</b>	<b>TOTAL</b>
<b>Number</b>	22	56	29	47	28	182
<b>%</b>	12,1	30,8	15,9	25,8	15,4	100

Of the 182 teachers who responded to this item, 22 (12,1 %) had 0 to 5 years of teaching experience, 56 (30,8 %) had 6 to 10 years, 29 (15,9 %) had 11 to 15 years, 47 (25,8 %) had 16 to 20 years and 28 (15,4 %) had more than 20 years of teaching.

Except for the 22 (12,1 %) teachers who have teaching experience of 5 years or less, the rest had a great deal of teaching experience. These teachers may have established teaching methods which they applied successfully over the years. Therefore, having to suddenly change from their old teaching methods to OBE

methods could be too stressful for them.

## 5.2.5 PROFESSIONAL QUALIFICATION

- SHORT EXPLANATIONS

- (i) HPTC (Higher Primary Teachers' Certificate) was done after Grade 7 (or old standard 6). It was later replaced by PTC.
- (ii) PTC (Primary Teachers' Certificate) was done after Grade 10 (old Junior Certificate). This qualification existed until the 1980s.
- (iii) Diploma. This implies any three year teacher training qualification after Grade 12 (or standard 10). A number of institutions (e.g. Vista University Distance Education Centre (VUDEC) and Randse Afrikaanse Universiteit (RAU) introduced study packages that enabled teachers to improve from HPTC and PTC to diploma level.
- (iv) Degree. This means any university (junior) degree.
- (v) Post-graduate. This means any qualification higher than a junior degree.

(vi) It should also be noted that township teachers understand these qualifications as they appeared in the questionnaire.

**TABLE 5.5 : PROFESSIONAL QUALIFICATIONS**

	<b>PTC/HPTC</b>	<b>DIPLOMA</b>	<b>DEGREE</b>	<b>POST GRAD</b>	<b>TOTAL</b>
<b>Number</b>	57	113	9	2	181
<b>%</b>	31,5	62,4	5	1,1	100

Only 2 (1,1 %) teachers were post-graduates, 9 (5 %) teachers had a degree, 113 (62,4 %) had a diploma and 57 (31,5 %) had a PTC or HPTC.

The majority of the respondents (113 or 62,4 %) held a diploma, which was recommended by the Department of Education as a minimum qualification. The 57 (31,5 %) teachers who still held PTC or HPTC may be under pressure to improve their qualifications. The introduction of OBE may not allow them adequate time to do so.

Although the majority of teachers held the recommended qualifications, their training may have been too inadequate to prepare them for the shift to OBE facilitation methods.

### 5.3 SECTION B

The primary aim of this section was to examine the physical conditions or structure of the school. The purpose of such a study was to establish a relationship between teacher stress and the physical conditions / structure of the school.

#### 1. Number of learners in your school (school roll)

**TABLE 5.6 : NUMBER OF LEARNERS**

	0-600	601-900	901-1200	1201-1500	1501+	TOTAL
<b>Number</b>	0	16	101	57	4	178
<b>%</b>	0	9	56,7	32	2,3	100

Of the 178 teachers who answered this question, 162 (91 %) were from schools with rolls ranging from 1 000 to 1 500 and above. Only 16 (9 %) teachers came from schools with less than 900 learners.

This implies that the majority of the respondents came from schools in which the levels of noise, movement, learner mischief and teacher-learner interaction were high. The high learner numbers may be the main reason for overcrowding and shortage of material - factors which will make the implementation of OBE problematic.

The implication of the above scenario is that the majority of the respondents may experience stress due to i.a. overcrowding in the corridors and classrooms, interacting with learners throughout the school day and mischievous behaviour that may warrant the teacher's attention (e.g. learner fights).

**2. No of hours on extra-curricular activities per week**

**TABLE 5.7 : NUMBER OF EXTRA-MURAL ACTIVITIES HOURS**

	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>	<b>11+</b>	<b>TOTAL</b>
<b>Number</b>	62	41	59	12	0	0	174
<b>%</b>	35,6	23,6	33,9	6,9	0	0	100

Of the 174 teachers who answered this question, 62 (35,6 %) spent 0 to 2 hours per week on extra-curricular activities, 41 (23,6 %) spent 3 to 4 hours, 59 (33,9 %) spent 5 to 6 hours and 12 (6,9 %) spend 7 to 8 hours.

The respondents can be divided into two groups, viz those who spend less than an hour a day for extra-mural activities and those who spend between one hour and one and a half hours a day for extra-curricular activities. The majority of the respondents (103 or 59,2 %) spend less than an hour a day at school for extra-curricular activities. If these teachers do not participate in sports outside the school, then they may be having too little exercise. This may be detrimental to their health and may promote stress. It may also deprive them of opportunities to get to know

their learners better.

### 3. Number of hours spent at school after normal teaching time per week

**TABLE 5.8 : NUMBER OF AFTER SCHOOL HOURS**

	0-2	3-4	5-6	7-8	9-10	11+	TOTAL
<b>Number</b>	75	17	58	18	11	0	179
<b>%</b>	41,9	9,5	32,4	10,1	6,1	0	100

Of the 170 teachers who answered this question 75 (41,9 %) spent 0 to 2 hours at school per week after normal teaching time, 17 (9,5 %) spent 3 to 4 hours per week, 58 (32,4 %) spent 5 to 6 hours per week, 18 (10,1 %) spent 7 to 8 hours per week and 11 (6,1 %) spent 9 to 10 hours per week.

The data indicates that 87 (48,6 %) of the respondents spent at least one hour per day at school after normal teaching time. This time may be used for i.a. preparing for the next lesson, recording observations or assessment and consulting with colleagues. However 92 (51,4 %) of the respondents spent no time or less than an hour a day at school after normal teaching time. These teachers may not have adequate time for interaction with colleagues to discuss for example, OBE outcomes - a very essential exercise in OBE because of its integrated nature. They may also be forced to take work home, thus being deprived of valuable time with family and friends - a factor known to be a mediator of stress (Sarros & Sarros 1992 : 57). One

of the reasons for not spending time at school after normal teaching time could be lack of buildings. Although the official government policy is that all teachers should spend at least one hour a day at school after normal teaching time, many cannot observe this rule because of the platoon system (a system where two schools or groups use the same classrooms).

#### 4. Number of teachers in your school

**TABLE 5.9 : TEACHER ROLL**

	0-10	11-20	21-30	31-40	41-50	51-60	TOTAL
<b>Number</b>	0	0	65	102	15	0	182
<b>%</b>	0	0	35,7	56,1	8,2	0	100

Of the 182 teachers who answered this question 102 (56,1 %) belonged to schools with 31 to 40 teachers, 65 (35,7 %) belonged to schools with 21 to 30 teachers and only 15 (8,2 %) belonged to those with 41 to 50 teachers.

The data indicates that 117 (64,3 %) of the respondents belong to schools with around 40 or more teachers. Large staff are characterised by overcrowding in the staffroom, experience lack of office space and form cliques (Motseke 1998 : 96) - factors that may promote/contribute to teacher stress.

## 5. (Average) number of learners per class per teacher

**TABLE 5.10 : SCHOOL ROLL**

	<b>0-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>51-60</b>	<b>60+</b>	<b>TOTAL</b>
<b>Number</b>	0	2	79	69	29	4	183
<b>%</b>	0	1,1	43,2	37,7	15,8	2,2	10

Responses to this question indicate that 2 (1,1 %) teachers taught 30 or less learners, 79 (43,2 %) taught 31 to 40 learners, 69 (37,7 %) taught 41 to 50 learners, 29 (15,8 %) taught 51 to 60 learners and 4 (2,2 %) taught over 60 learners. There are 81 (44,3 %) teachers who handle classes of 40 or less learners per class. The rest teach classes ranging from 41 to 60. Such big classes are characterised by problems of overcrowding, discipline and shortage of material. These problems may cause stress for township teachers.

Kokot (1997 : 21) mentioned that only highly trained teachers can handle 40 learners. Considering the poor training received by township teachers and the complex nature of OBE, the big township classes are very stressful for township teachers.

## 6. Number of classrooms in your school

**TABLE 5.11 :NUMBER OF CLASSROOMS**

	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41+	TOTAL
<b>Number</b>	0	0	7	91	73	10	0	0	181
<b>%</b>	0	0	3,9	50,3	40,3	5,5	0	0	100

Of the 181 teachers who responded to this question 7 (3,9 %) belonged to schools with 16 to 20 classrooms, 91 (50,3 %) belonged to schools with 21 to 25 classrooms, 73 (40,3 %) to those with 26 to 30 classrooms while 10 (5,5 %) belonged to those with 31 to 35 classrooms.

The majority of teachers, 164 (90,6 %) belong to schools with 21 to 30 classrooms, with 10 (5,5 %) belonging to schools with 31 to 35 classrooms and only 7 (3,9 %) with 16 to 20 classrooms. This implies that township schools are fairly big, with a number of buildings/structures. This may mean that teachers have to walk long distances from the staffroom, toilets and the principal's office to their classrooms. The walking may be time-consuming and thus stressful.

## 7. Number of laboratories in your school

**TABLE 5.12 : NUMBER OF LABORATORIES**

	00	01	02	03	04	TOTAL
<b>Number</b>	169	8	0	0	0	177
<b>%</b>	95,5	4,5	0	0	0	100

Of the 177 teachers who answered this question 169 (95,5 %) had no laboratories, and only 8 (4,5 %) had one laboratory at school.

The implication here is that there may be no experiments performed and almost everything in particularly the natural sciences may be theoretical. The lack of laboratory equipment may turn science teaching into a very stressful activity for township teachers, who may have to verbally explain or describe processes and reactions.

This situation may be further complicated by their inadequate training and poor command of English. It may also militate against OBE principles of self-discovery (by learners) and facilitation (by teachers). Furthermore, failure to practice self-discovery and facilitation in natural sciences may promote the traditional chalk-and-talk methodology, meaning that township teachers may never have a full grasp and practice of OBE.

## 8. Number of libraries in your school

**TABLE 5.13 : NUMBER OF LIBRARIES**

	<b>00</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>TOTAL</b>
<b>Number</b>	152	25	0	0	0	177
<b>%</b>	85,9	14,1	0	0	0	100

Of the 177 teachers who answered this question 152 (85,9 %) had no libraries and only 25 (14,1 %) had a library in their schools.

The implication of this is that the teacher remains the only source of information and can, therefore, not be able to give learners tasks and projects to work independently - a practice that militates against OBE's principles of self-discovery and group work. The other problem is that the teacher may not be able to adequately develop his/her own lessons, leading to lack of confidence during lesson presentation. The lack of adequate information and the subsequent lack of confidence may be very stressful for township teachers.

## 9. Approximate size of a classroom in your school

**TABLE 5.14 : SIZE OF CLASSROOM**

	4X4M <sup>2</sup>	5X5M <sup>2</sup>	6X6M <sup>2</sup>	7X7M <sup>2</sup>	8X8M <sup>2</sup>	TOTAL
<b>Number</b>	15	47	35	36	20	153
<b>%</b>	9,8	30,7	22,9	23,5	13,1	100

The low number of responses for this question (153) may imply a lack of knowledge of classroom measurements/sizes by many township teachers. Nevertheless, 15 (9,8 %) use classrooms of 4X4m<sup>2</sup>, 47 (30,7 %) use 5X5m<sup>2</sup> and 35 (22,9 %) use classrooms of 6X6m<sup>2</sup>. Bigger classrooms of 7X7m<sup>2</sup> and 8X8m<sup>2</sup> are use by 36 (23,5 %) and 20 (13,1 %) respectively.

The majority of the respondents, 97 (63,4 %) use classrooms 6X6m<sup>2</sup> and smaller. Although there are no standardised classroom sizes provided for OBE teaching, classrooms of 4X4m<sup>2</sup>, 5X5m<sup>2</sup> and 6X6m<sup>2</sup> may be too small and may not allow the teacher to form different groups for the 41 to 60 learners handled by the majority of the respondents (see question 5). This may be stressful for the majority of township teachers. Classrooms 7X7m<sup>2</sup> and 8X8m<sup>2</sup> are fairly big, but not big enough to allow a number of groups of teachers to work on a task simultaneously without distracting the attention of or hearing ideas from other groups. Group-work and co-operation are fundamental to OBE teaching and failure to adequately observe/implement them may confuse teachers and contribute to their stress.

Moreover, such big classes in such small classrooms may lead to higher levels of temperature, noise and mischief. Teachers may also be encouraged to neglected individual attention and embark upon mass teaching - an exercise which may frustrate many dedicated teachers.

## 10. Number of play areas at your school

**TABLE 5.15 : NUMBER OF PLAY AREAS**

	<b>00</b>	<b>01</b>	<b>02</b>	<b>03+</b>	<b>TOTAL</b>
<b>Number</b>	35	71	67	7	180
<b>%</b>	19,4	39,4	37,3	3,9	100

Of the 180 teachers who answered this question 35 (19,4 %) had no playgrounds, 71 (39,4 %) had one playground, 67 (37,3 %) had 2 and only 7 (3,9 %) had 3 or more.

The main advantage of a play ground is that it provides a space big enough to accommodate as many groups as possible. This space could do a lot in trying to address the common problem of big classes and smaller classrooms. However, the lack of this space may be a serious setback for 35 of the respondents.

Although the sizes of these playgrounds were not asked for, large playgrounds are required for the usually large number of learners in the township schools. The lack

of play areas may mean that learners would always be in or around the classroom or staffroom during breaks - implying that teachers never have time away from learners, even during breaks. Lack of time away from learners could be very stressful for township teachers.

#### 11. Number of staffrooms at your school

**TABLE 5.16 : NUMBER OF STAFFROOMS**

	00	01	02	03+	TOTAL
<b>Number</b>	71	105	6	0	182
<b>%</b>	39	57,7	3,3	0	100

Of the 182 teachers who answered this question 71 (3,9 %) had no staffroom, 105 (57,7 %) had 1 staffroom and 6 had two staffrooms.

Since the majority of township schools have 40 or more teachers, one staffroom may not be able to accommodate all of them. The situation is worse with the 71 teachers have no staffroom at all. Only 6 teachers may have adequate staffroom accommodation.

The lack of staffrooms and the possible overcrowding in one staffroom may force many teachers to do their work at home; this may increase their personal or non-school related stressors since it may limit the teacher's time for interacting with

friends and family.

## 12. Number of assembly halls at your school

**TABLE 5.17 : NUMBER OF HALLS**

	00	01	02	03+	TOTAL
<b>Number</b>	135	44	0	0	179
<b>%</b>	75,4	24,6	0	0	100

Of the 179 teachers who answered this question, 135 (65,4 %) did not have halls while 44 (24,6 %) had one hall each.

Such a hall could also provide extra space for group-work and other class activities. Without such a hall, the majority of the respondents had no alternative venue for these activities - given that their classrooms are commonly small. The lack of alternative venue may be stressful for township teachers.

## 5.4 SECTION C

The aim of this section was to establish how township school teachers experienced the introduction of OBE in their school or classroom situation. An attempt was made to establish a relationship between their experience of OBE in their

schools/classrooms on the one hand, and teacher stress on the other hand.

**1. Are you able to develop your own teaching aids and materials?**

**TABLE 5.18 : DEVELOPING TEACHING AIDS**

	YES	NO	TOTAL
<b>Number</b>	148	36	184
<b>%</b>	80,4	19,6	100

Of the 184 teachers who answered this question 148 (80,4 %) said they were able to develop their own teaching aids and materials, while only 36 (19,6 %) were unable to do so.

The indication here is that the majority of the respondents were able to develop their own teaching aids and material. The question is whether they were provided with equipment or necessities such as paper, cloth, glue, etc to develop these teaching aids - seeing that the education ministry is prone to non-delivery. If the necessary material and equipment were provided, teachers may have experienced overload from actually developing these teaching aids before lessons, or at home or during their leisure time. Therefore, developing teaching aids would be stressful, and this situation would be worse if the equipment and material to develop these are not provided.

schools/classrooms on the one hand, and teacher stress on the other hand.

**1. Are you able to develop your own teaching aids and materials?**

**TABLE 5.18 : DEVELOPING TEACHING AIDS**

	YES	NO	TOTAL
<b>Number</b>	148	36	184
<b>%</b>	80,4	19,6	100

Of the 184 teachers who answered this question 148 (80,4 %) said they were able to develop their own teaching aids and materials, while only 36 (19,6 %) were unable to do so.

The indication here is that the majority of the respondents were able to develop their own teaching aids and material. The question is whether they were provided with equipment or necessities such as paper, cloth, glue, etc to develop these teaching aids - seeing that the education ministry is prone to non-delivery. If the necessary material and equipment were provided, teachers may have experienced overload from actually developing these teaching aids before lessons, or at home or during their leisure time. Therefore, developing teaching aids would be stressful, and this situation would be worse if the equipment and material to develop these are not provided.

## 2. Do you understand OBE terminology easily?

**TABLE 5.19 : OBE TERMINOLOGY**

	YES	NO	TOTAL
<b>Number</b>	53	131	184
<b>%</b>	28,8	71,2	100

Of the 184 teachers who answered this question, 53 (28,8 %) understood OBE terminology easily, while a whopping 131 (71,2 %) did not easily understand it.

The implication here is that the majority of township teachers do not easily understand OBE terminology. It may be extremely difficult for these teachers to implement OBE correctly if they do not understand its terminology. Therefore these teachers are never certain of what they are doing. This uncertainty may lead to a lack of confidence and stress among township teachers.

## 3. Have you received any training for OBE?

**TABLE 5.20 : OBE TRAINING**

	YES	NO	TOTAL
<b>Number</b>	139	45	184
<b>%</b>	75,5	24,5	100

Of the 184 teachers who responded to this question, 139 (75,5 %) received some

training for OBE, while only 45 (24,5 %) did not receive any OBE training.

The majority of township teachers received some training for OBE. However, the major complaint from literature was that the workshops intended for training teachers on OBE were too short, and the workshop facilitators did not have teaching experience; thus their training was too theoretical (cf par3.3.1). The implication here is that the OBE training received by the majority of township teachers may not help them to be effective in their implementation of OBE. The lack of being effective in the classroom many contribute to teacher stress. The situation may be worse for the 45 township teachers who received no OBE training at all.

**4. Do OBE officials/facilitators from the Department of Education visit your school regularly?**

**TABLE 5.21 : OFFICIAL VISIT**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	30	154	184
<b>%</b>	16,3	83,7	100

Of the 184 teachers who responded to this question 30 (16,3 %) answered yes and 154 (83,7 %) answered no.

The above data indicates clearly that the majority of township teachers were not

visited regularly by departmental officials or facilitators. The implication here is that help is not readily available should teachers experience problems. A complicated system like OBE, especially if it were to be implemented by inadequately trained teachers like township teachers, would create problems on a regular basis. The lack of prompt help would only frustrate and stress teachers, especially township teachers.

**5. Are officials from the Department of Education able to help you with OBE problems?**

**TABLE 5.22 : OFFICIAL HELP**

	YES	NO	TOTAL
<b>Number</b>	55	128	183
<b>%</b>	30,1	69,9	100

Of the 183 teachers who answered this question 55 (30,1 %) answered yes and 128 (69,9 %) answered no.

The indication of the above data is that only 55 (30,1 %) were helped by departmental officials, while a whopping 128 (69,9 %) were not helped by departmental officials. The implication is that the majority of the respondents had to implement the complicated OBE system with no help from the departmental officials. This may be very stressful for township teachers.

**6. Do you think OBE was introduced to soon?**

**TABLE 5.23 : INTRODUCTION TOO SOON**

	YES	NO	TOTAL
<b>Number</b>	161	22	183
<b>%</b>	88	12	100

Of the 183 teachers who responded to this question only 22 (12 %) believed that OBE was introduced at the right time, while a whopping 161 (88 %) believed that OBE was introduced too soon.

The fact that the majority of the respondents (161 or 88 %) believed that OBE was introduced too soon may imply that township teachers were generally not ready for the implementation of OBE. The government, therefore, just imposed it on them. This may have contributed to teacher stress among township teachers.

**7. Did the teacher training programme you followed at college/university prepare you for OBE?**

**TABLE 5.24 : TRAINING PROGRAMME**

	YES	NO	TOTAL
<b>Number</b>	21	164	185
<b>%</b>	11,4	88,6	100

All 185 respondents answered this question. Only 21 (11,4 %) felt that their teacher training programme prepared them for OBE, while 164 (88,6 %) felt that their training programmes did not prepare them for OBE.

The data revealed that the majority of township teachers received training that did not prepare them for OBE teaching. Failure to embark on an intensive OBE training programme prior to the implementation of OBE may have not only dealt the introduction of OBE a severe blow, but may have also contributed to teacher stress.

**8. Did you receive OBE material from the Department of Education before the first day of the school year?**

**TABLE 5.25 : FIRST DAY MATERIAL**

	YES	NO	TOTAL
<b>Number</b>	27	158	185
<b>%</b>	14,6	85,4	100

All 185 respondents answered this question. Only 27 (14,6 %) of the respondents received their OBE material before the first day of the school year, while a whopping 158 (85,4 %) received it weeks or months thereafter.

The data implies that problems such as the complex nature of OBE and the inadequacy of teacher training were further complicated by the lack of OBE material

on the first day of the school year for the majority of township teachers. This situation may lead to confusion and uncertainty, which may be stressful for township teachers.

**9. Do parents understand the new OBE cards?**

**TABLE 5.26 : OBE CARDS**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	26	157	183
<b>%</b>	14,2	85,8	100

Of the 183 teachers who answered this question 26 (14,2 %) said that parents understood the new report cards, while 157 (85,8 %) said they (parents) did not understand the new report cards.

The data indicates that the majority of the respondents dealt with parents who did not understand the new report cards. This implies that parental involvement in education was not promoted.

It is a fact that the rate of illiteracy among black township dwellers is generally high (cf par.3.9.2). Considering this fact, it would only be normal to expect that many of them would not be able to interpret educational Acts and procedures, as well as to understand OBE report cards. This may lead to poor parental involvement, and

may also promote teacher stress.

**10. Do the different learning abilities of your learners hinder the teaching-learning progress?**

**TABLE 5.27 : DIFFERENT LEARNING ABILITIES**

	YES	NO	TOTAL
<b>Number</b>	126	51	177
<b>%</b>	71,2	28,8	100

Of the 177 teachers who responded to this question 126 (71,2 %) agreed that the different learning abilities of their learners hinder the teaching-learning progress, while only 51 (28,8 %) did not agree.

The heterogeneous grouping of learners may not be conducive for OBE, especially when considering OBE's principle of allowing each learner to progress/continue at his/her own pace. This implies that the teacher may handle different topics/lessons at more or less the same time due to the different progress levels of his/her learners. This may be stressful.

OBE may require homogeneous grouping to enable learners to grasp at more or less the same time - but this may be viewed as discrimination on the basis of ability. The situation may be worse when inclusive education is implemented - a system in

which all learners, including i.e. the cerebrally palsied, physically disabled and the gifted, are grouped and taught together. The stress of handling learners with different learning abilities may be unbearable for township teachers.

**11. Do the retrenchment and redeployment of teachers increase your workload?**

**TABLE 5.28 : RETRENCHMENT WORKLOAD**

	YES	NO	TOTAL
<b>Number</b>	165	19	184
<b>%</b>	89,7	10,3	100

Of the 184 respondents who answered this question only 19 (10,3 %) answered no, while 165 (89,7 %) answered yes.

The implication of this data is that the majority of township teachers believed that the retrenchment and redeployment of teachers increase their workload. An increase in workload may lead to teacher stress.

The retrenchment and redeployment of teachers may be based on numbers only, and may thus fail to consider practical situations such as learners accommodated in the same class but splitting for certain subjects such as for example, vernacular and religious instructions. It is for this reason that some schools, especially those

in the suburbs, employ another teacher to replace the retrenched or redeployed one - paying the replacement from their school fund (cf par 3.8.2). Township schools cannot afford to privately pay a teacher. Hence the overcrowding of classrooms and overloading of teachers - practices not conducive for OBE.

**12. Does the illiteracy of parents negatively affect the learning of your learners?**

**TABLE 5.29 : PARENTS' ILLITERACY**

	YES	NO	TOTAL
<b>Number</b>	173	11	184
<b>%</b>	94	6	100

Of the 184 teachers who responded to this question 173 (94 %) answered yes and only 11 (6 %) answered no.

The implication here is that the majority of township teachers cannot send their learners to their parents with projects as required by OBE. This further implies that all the work had to be done by teachers at school. This may not only increase their workload but may also retard class or group progress. This may also contribute to teacher stress.

### 13. Is it possible to maintain democratic relationships with learners?

**TABLE 5.30 : DEMOCRATIC RELATIONS**

	YES	NO	TOTAL
<b>Number</b>	109	73	184
<b>%</b>	59,9	40,1	100

Of the 182 teachers who answered this question, 109 (59,9 %) said it was possible to maintain democratic relations with learners, while 73 (40,1 %) answered no.

If this question described democratic relationships further, a better interpretation of data would be arrived at. For example, it is not clear if the respondents who maintained democratic relationships with learners negotiated with them matters such as discipline, teaching methods and content - as understood by some writers(cf par 3.12.1). However, it may be difficult to involve learners in major decisions such as on teaching methods and teaching content, especially in the townships where the background of learners and their exposure to facilities and resources are inadequate.

**14. Do you know the different bodies such as the NSBs, SAQA and NQF?**

**TABLE 5.31 : DIFFERENT BODIES**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	57	125	182
<b>%</b>	31,3	68,7	100

Of the 182 teachers who answered this question 57 (31,3 %) answered yes and 125 (68,7 %) answered no.

The indication here is that only 57 (31,3 %) of the respondents knew the above-mentioned bodies. As many as 125 (68,7 %) of the respondents did not know them. The implication is that the majority of township teachers do not know these bodies and, probably, their functions. This may be an indication of the township teacher's lack of adequate knowledge of OBE (or Curriculum 2005). It also implies that they cannot direct questions or concerns to these bodies for the sake of clarity. The lack of knowledge may lead to uncertainty and confusion, and may be stressful for township teachers.

**15. Do you think the government has the resources to finance OBE?**

**TABLE 5.32 : OBE FINANCE**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	34	151	185
<b>%</b>	18,4	81,6	100

All 185 respondents answered this question. Only 34 (18,4 %) answered yes, while 151 (81,6 %) answered no.

The majority of the respondents (151 or 81.6 %) could see for themselves that the government was not able to finance OBE. The shortage of material, facilities and equipment and the lack of adequate in-service training may be perceived as indications of the government's failure or inability to finance OBE. Township teachers may be concerned with whether the government will ever be able to finance OBE or will their situation deteriorate further. These concerns may cause stress for township teachers.

**16. Does OBE prepare learners for mainly manual work in their adult life?**

**TABLE 5.33 : MANUAL WORK**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	86	95	181
<b>%</b>	47,5	52,5	100

Of the 181 respondents who answered this question 86 (47,5 %) believed so, while 95 (52,5 %) did not believe so.

Although 95 (52,5 %) of the respondents did not believe that OBE prepared learners for mainly manual work, the 86 (47,5 %) teachers who believed so were too many to be neglected. The implication of this data is that almost half of township teachers did not believe that OBE would produce professionals, scientists and researchers. This view may negatively affect these teachers' perception of and attitudes about education. The negative attitudes may be revealed in their teaching of and interaction with learners. This may be stressful since it may not correspond with the teachers' sense of professionalism. Teachers are intrinsically rewarded when their products occupy important positions in the society (Sonn 1994 : 22). This intrinsic reward may also be lost if teachers do not view their learners as future professionals. This may lower teacher morale and contribute to teacher stress.

**17. Does OBE provide for the teaching of basic reading and writing?**

**TABLE 5.34 : BASIC READING**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	85	100	185
<b>%</b>	45,9	54,1	100

All 185 respondents answered this question. Of these teachers 85 (45,9%) answered yes an 100 (54,1 %) answered no.

The majority of the respondents believed that OBE did not provide for the teaching of basic reading and writing. The implication of this is that the majority of the respondents may not be pleased with teaching that does not include or emphasise basic reading and writing, especially in the elementary (or junior) phase. Thus, teachers may produce people who cannot read and write - an exercise that may not correspond with their conscience and spirit of professionalism.

The other issues that the data raises is the differences demonstrated by township teachers in their understanding of OBE. If some teachers emphasise reading and writing and others do not, then, it could be concluded that township teachers do not know and understand OBE in the same way, do not apply OBE techniques in the same way and do not produce the same products. This promotes uncertainty among township teachers.

**18. Do you think OBE will successfully address poor thinking and feelings of inferiority promoted by apartheid education?**

**TABLE 5.35 : POOR THINKING**

	YES	NO	TOTAL
<b>Number</b>	100	82	182
<b>%</b>	54,9	45,1	100

Of the 182 respondents who answered this question 100 (54,9 %) answered in the affirmative while 82 (45,1 %) answered in the negative.

While 100 (54,9 %) of the respondents believed that OBE would successfully address negative influences of apartheid education, 82 (45,1 %) did not believe so. The implication of this is that as many as 45,1 % of the respondents were not convinced that OBE would deal adequately with problems created by apartheid education. It may mean that these teachers still came across problems such as poor thinking and feelings of inferiority among their learners. It may also imply that to some teachers, some of the reasons for which OBE was adopted, such as the promotion of democracy, equality and critical thinking (cf par 2.3.1), may not be valid. These teachers may doubt the viability of OBE and question reasons for its adoption.

**19. Can the norms and values emphasised by OBE be relevant to all religious and cultural beliefs?**

**TABLE 5.36 : RELIGIOUS NORMS**

	YES	NO	TOTAL
<b>Number</b>	83	95	178
<b>%</b>	46,6	53,4	100

Of the 178 respondents who answered this question 83 (46,6 %) answered yes and 95 (53,4 %) answered no.

The majority of the respondents (95 or 53,4%) did not believe that the norms and values emphasised by OBE can be relevant to all religious and cultural beliefs. This implies that some township teachers may be forced to emphasise norms and values not relevant to their learners' cultural set-up. This may be stressful to teachers.

**20. Can learners who are taught OBE style become scientists and researchers?**

**TABLE 5.37 : OBE RESEARCHERS**

	YES	NO	TOTAL
<b>Number</b>	126	57	183
<b>%</b>	68,9	31,1	100

Of the 183 teachers who responded to this question 126 (68,9 %) answered in the affirmative and 57 (31,1 %) in the negative.

The indication of this is that the majority of the respondents 126 (68,9 %) believed that it may still be possible for OBE-taught learners to become scientists and researchers. This could mean that township teachers do not view OBE as a completely poor system, provided that all the necessary equipment and material are supplied. However, in the case of South Africa, the conspicuous inadequacies may make this goal unattainable. The discrepancy between the potential of their learners and what may actually be attained may be stressful for these teachers.

**21. Do you think OBE in South Africa will change in 2 or 3 years from now?**

**TABLE 5.38 : OBE CHANGE**

	YES	NO	TOTAL
<b>Number</b>	87	94	181
<b>%</b>	48,1	51,9	100

Of the 181 teachers who answered this question 87 (48,1 %) answered yes and 94 (51,9 %) answered no.

Almost one half of the respondents believed that OBE would change in 2 or 3 years from now, and the other half did not believe so. The implication here is that almost half of the respondents did not believe that OBE was a long-term or permanent teaching-learning system in South Africa. This may negatively influence their dedication to and support for OBE, and may also contribute to their stress levels.

**22. Does continuous assessment in OBE mean more tests than before?**

**TABLE 5.39 : OBE TESTS**

	YES	NO	TOTAL
<b>Number</b>	114	67	181
<b>%</b>	63	37	100

Of the 181 teachers who answered this question 114 (64 %) answered yes and 67

(37 %) answered no.

The indication here is that the majority of the respondents believed that continuous assessment in OBE meant more tests and/or written work. This implies that 114 (63%) of the respondents had a vague or unclear knowledge of continuous assessment - since continuous assessment in OBE does not mean "pencil and paper tests" (Spady 1994 : 87). It also implies that the majority of the respondents do a lot of setting, marking, controlling and scoring (mark sheets). These teachers, therefore, suffer stress due to uncertainty and the test related duties.

**23 Is the OBE material such as handbooks and teaching aids from the Department of Education enough?**

**TABLE 5.40 : ENOUGH OBE MATERIAL**

	YES	NO	TOTAL
<b>Number</b>	20	163	183
<b>%</b>	10,1	89,1	100

Of the 183 respondents who answered this question, only 20 (10,1 %) answered in the affirmative and a whopping 163 (89,1 %) answered in the negative.

It is only 20 (10,1 %) teachers whose material or teaching aids were enough. The rest 163 (89,1 %) indicated that their material or teaching aids were never enough.

The data confirms information from the literature study that the main problem with OBE in especially the township schools is the lack of material and resources. The lack of material implies that some of the OBE's aims, such as the promotion of skills and self-discovery, cannot be realised. This, once more, casts doubts on the viability of OBE in, especially, the township schools. The lack of OBE material, and the accompanying doubts, may greatly contribute to teacher stress.

**24. Are parents able to buy additional material for their children?**

**TABLE 5.41 : ADDITIONAL MATERIAL**

	YES	NO	TOTAL
<b>Number</b>	13	170	183
<b>%</b>	7,1	92,9	100

Of the 183 respondents who answered this question only 13 (7,1 %) answered yes, and 170 (92,9 %) answered no.

It is only 13 (7,1 %) of the respondents who handled children whose parents were able to buy additional material for their children; while as many as 170 (92,9 %) of the respondents handled children whose parents were not able to buy any material. With inadequate departmental supplies (cf. item 23 above), and many parents unable to buy any material, then teachers are not able to smoothly implement OBE. This may contribute to their stress situation.

**25. Do you think slow learners should be taught separately from gifted learners?**

**TABLE 5.42 : SLOW AND GIFTED LEARNERS**

	YES	NO	TOTAL
<b>Number</b>	91	90	181
<b>%</b>	50,3	49,7	100

Of the 181 respondents who answered this question 91 (50,3 %) agreed and 90 (49,7 %) declined . The closeness of the two figures may imply that half of the respondents viewed teaching slow and gifted learners together as stressful, while the other half did not.

**26. Do you think teachers were consulted before OBE was adopted?**

**TABLE 5.43 : TEACHER CONSULTATION**

	YES	NO	TOTAL
<b>Number</b>	17	167	184
<b>%</b>	9,2	90,8	100

Of the 184 teachers who answered this question only 17 (9,2 %) said teachers were consulted while 167 (90,8 %) said teachers were not consulted before OBE was adopted.

Because of not being consulted, township teachers may feel alienated, and they may view OBE as an imposition and a hindrance to their profession (cf par 3.2.1). This may promote a negative attitude towards OBE, and teacher stress.

**27. Are you confused by the different OBE approaches used by the different departmental officials or facilitators?**

**TABLE 5.44 : DIFFERENT OBE APPROACHES**

	YES	NO	TOTAL
<b>Number</b>	167	14	181
<b>%</b>	92,3	7,7	100

Of the 181 teachers who responded to this question, only 14 (7,7 %) answered in the negative while a whopping 167 (92,3 %) answered in the affirmative.

The majority of the respondents had a serious problem with the different approaches of the different departmental officials. This implies a lack of uniformity among the different departmental officials as well as a lack of co-ordination of the various workshops and in-service sessions. This may confuse teachers and cause them stress.

28. Do you use learners who have understood the topic to teach those who have not yet understood it (peer tutoring)?

**TABLE 5.45 : PEER TUTORING**

	YES	NO	TOTAL
<b>Number</b>	142	41	183
<b>%</b>	77,6	22,4	100

Of the 183 teachers who answered this question 142 (77,6 %) answered in the affirmative and 41 (22,4 %) answered in the negative.

The indication here is that most of the respondents applied peer tutoring. Peer tutoring requires strict supervision. These teachers may not be able to provide this strict supervision due to the big classes that may require a number of groups. Peer tutoring may also be used as a means of keeping some learners busy while teachers are busy with other learners(cf par. 3.7.1). In this way peer tutoring may not benefit learners and may, instead, create problems such as noise and poor discipline. This may be stressful for these teachers.

**29. Are you forced to stay behind after school or during break just to help slow learners?**

**TABLE 5.46 : HELP SLOW LEARNERS**

	YES	NO	TOTAL
<b>Number</b>	108	75	183
<b>%</b>	59	41	100

Of the 183 teachers who answered this question 108 (59 %) were forced to stay behind after school or during break to help slow learners while 75 (41 %) were not.

The implication of the above data may be that the problem of learners not achieving specified outcomes as expected may be so serious or frequent that the majority of the respondents were forced to stay behind and address it. Doing what they did before all over again may be an overload, and it may also be stressful.

Lack of achieving outcomes at the set time by the majority of learners may be an indication of OBE's approaches not mastered by teachers and/or content not clear enough for learners.

**30 Do you do a lot of talking in order to explain work or give information?**

**TABLE 5.47 : TALKING A LOT**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	113	69	182
<b>%</b>	62,1	37,9	100

Of the 182 teachers who responded to this question 113 (62,1 %) did a lot of talking while 69 (37,9 %) did not.

Facilitation, in OBE context, implies only giving learners direction and basic knowledge required for self-discovery (Van der Horst & McDonald 1997 : 13). This may imply less talk. Talking a lot by the majority of the respondents may imply that they still use the old/traditional teaching approaches (which may imply failure of OBE approaches).

Talking may also confirm the view that many township teachers still rely on basic/traditional teaching, in which the teacher is the only source of information and learners only have to listen. This talking may be stressful.

**31. Is poor discipline among teachers a serious problem in your school?**

**TABLE 5.48 : POOR TEACHER DISCIPLINE**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	73	109	182
<b>%</b>	40,1	59,9	100

Of the 182 respondents who answered this question 73 (40,1 %) were from schools where teacher discipline was a serious problem, while 109 (59,9 %) came from schools where it was not.

Although the majority of the respondents came from schools where teacher discipline was not a serious problem, 73 (40,1 %) was big enough to indicate that teacher discipline in township schools was a problem. The problem of teacher discipline may negatively influence other teachers during staff meetings, sport matches and workshops. This may contribute to the stress of other staff members. This situation may be worse for OBE, since teachers have to meet on a regular basis to jointly discuss outcomes. Regular absence of and lack of co-operation by ill-disciplined staff members may derail the process of achieving outcomes.

**32. Does your teaching experience help you to easily implement OBE?**

**TABLE 5.49 : EXPERIENCE OBE**

	YES	NO	TOTAL
<b>Number</b>	94	83	177
<b>%</b>	53,1	46,9	100

Of the 177 teachers who responded to this question, 94 (53,1 %) answered yes, while 83 (46,9 %) answered no.

The majority of the respondents (94 or 53,1 %) were helped by their teaching experience to easily implement OBE. However, teaching experience did not help 83 (46,9 %) of the respondents when it came to the implementation of OBE. It implies that 83 (46,9 %) of the respondents experienced stress as they could not easily implement OBE.

It also implies that for the many young teachers who have just joined the profession, teaching OBE may be very stressful - since experience does not seem to be that helpful. It may also imply that the experience township teachers acquired may not be relevant for OBE teaching.

### 33. Does OBE satisfy business more than academic education?

**TABLE 5.50 : OBE BUSINESS**

	YES	NO	TOTAL
<b>Number</b>	127	53	180
<b>%</b>	70,6	29,4	100

Of the 180 teachers who responded to this question, only 53 (29,4 %) believed that OBE did not satisfy business more than academic education. A whopping 127 (70,6 %) believed that it did.

The implication here is that some township teachers view OBE as preparing learners only for their roles as workers and customers or clients. They may feel deprofessionalised and not involved with the real education. These feelings may contribute to teacher stress. The data also confirm the view that OBE was influenced by business more than it was influenced by educational concerns (cf par 3.13.2).

**34. Are lazy teachers among your staff closely checked by the principal/HOD's?**

**TABLE 5.51 : LAZY TEACHERS**

	YES	NO	TOTAL
<b>Number</b>	114	68	182
<b>%</b>	62,6	37,4	100

Of the 182 respondents who answered this question 114 (62,6 %) agreed and 68 (37,4 %) denied.

Although the majority of the respondents (114 or 62,6 %) came from schools where lazy teachers are closely monitored, the 68 (37,4 %) teachers who came from schools where lazy teachers are not closely monitored may be negatively affected by these lazy teachers. The negative influence of the lazy teachers on the dedicated teachers may be more serious in OBE set-up than in traditional set-up. The reason for this is that in OBE teachers need to meet regularly to discuss outcomes, and secondly, the achievement of outcomes is not the responsibility of the sole teacher - which is not the case in traditional teaching( cf par 3.6.2).

**35. Does OBE in South Africa promote political interests and unionism?**

**TABLE 5.52 : POLITICAL INTEREST**

	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>Number</b>	96	79	175
<b>%</b>	54,9	45,1	100

Of the 175 teachers who answered this question 96 (54,9 %) answered yes and 79 (45,1 %) answered no.

The implication here may be that the majority of township teachers feel that the decision to adopt OBE was politically motivated, with little educational benefit for learners. The thought that they may be not educating children but promoting party politics may contribute to stress for the majority of especially township teachers. The teachers' stress situation may be worse if they do not affiliate to the political ideology that is being promoted. The fact that OBE depends on unilaterally formulated outcomes, or politically statements (cf par. 3.13.2), may confirm the teachers' thought. This may be stressful for these teachers.

**5.5 SECTION D**

This section attempts to establish the relationship between teacher stress and teacher expertise. This means that the teacher's ability to apply OBE techniques in

the practical classroom situation, and the problems encountered in this process are investigated.

1. **I only use the material supplied by the Department of Education when I teach.**

**TABLE 5.53 : DEPARTMENTAL MATERIAL**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	15	71	31	65	182
<b>%</b>	8,2	39,1	17	35,7	100

Of the 182 teachers who answered this question, 71 (39,1 %) answered sometimes, 65 (35,7 %) answered always, 31 (17 %) answered often and only 15 (8,2 %) answered never.

Although 96 (52,7 %) teachers often or always use material supplied by the Department of Education, 71 (39,1 %) sometimes did not use this material, while 15 (8,2 %) never used it. The implication here is that almost half of the respondents did not always use the material supplied by the education ministry; the material from the ministry of education may not always be available nor relevant. The situation may be more serious if parents do not buy material for their children. Implementing OBE without materials may be stressful.

**2. I am able to develop my own curriculum content for set outcomes.**

**TABLE 5.54 : DEVELOP OWN CONTENT**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	25	76	47	32	180
<b>%</b>	13,9	42,2	26,1	17,8	100

Of the 180 teachers who responded to this question, 76 (42,2 %) answered sometimes, 47 (26,1 %) answered often, 25 (13,9 %) answered always. While 79 (43,9 %) teachers are always or often able to develop their own curriculum content in order to achieve the set outcomes, 76 (42,2 %) are not always able to develop their own contents and 25 (13,9 %) can never develop their own content. The implication here is that township teachers were not adequately trained to develop OBE content. This may cause them stress.

**3. I am apply OBE assessment techniques with confidence.**

**TABLE 5.55 : OBE ASSESSMENT TECHNIQUES**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	44	95	26	17	182
<b>%</b>	24,2	52,2	14,3	9,3	100

Of the 182 teachers who answered this question, 44 (24,2 %) answered never, 95 (52,2 %) answered sometimes, 26 (14,3 %) answered often and 17 (9,3 %) answered always.

answered always.

It is clear that only 43 (23,6 %) teachers can often or always apply OBE techniques with confidence, while the rest (139 or 76,4 %) can sometimes or never apply OBE techniques with confidence. The implication here is that the majority of the respondents experienced stress due to their inability to apply OBE techniques with confidence.

**4. The number of learners in my class enables me to easily implement OBE.**

**TABLE 5.56 : LEARNERS HELP OBE**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	84	60	18	21	183
<b>%</b>	45,9	32,8	9,8	11,5	100

Of the 183 teachers who answered this question 84 (45,9 %) answered never, 60 (32,8 %) answered sometimes while 18 (9,8 %) answered often. Only 21 (11,5 %) teachers answered always.

It is only 39 (21,3 %) teachers who handled classes that enabled them to often or always implement OBE with ease. As many as 84 (45.9%) were never able to easily implement OBE due to their class rolls, while 60 (32.8%) were barely able to

implement OBE. This implies that the majority of township teachers cannot adequately implement OBE due to the high number of learners in their classes/groups.

5. **The size of the classroom allows me to use any OBE method (e.g. group work).**

**TABLE 5.57 : OBE METHODS AND CLASSROOM SIZE**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	68	48	23	43	182
<b>%</b>	37,4	26,4	12,6	23,6	100

Of the 182 teachers who answered this question, 48 (26,4 %) answered sometimes, 23 (12,6 %) answered often and 43 (23,6 %) answered always. As many as 68 (37,4 %) of the respondents answered never.

From the above it could be concluded that only 66 (36,3 %) of the respondents worked in classrooms big enough to enable them to often or always apply OBE techniques such as group-work, while 48 (26,4 %) could not always do so and 68 (37,4 %) could never do so due to the sizes of their classrooms. The implication here is that the majority of township teachers cannot apply OBE techniques due to the smallness of their classrooms. These teachers may be forced to resort to traditional mass teaching. This may be stressful.

6. I wait until all my learners have achieved the set outcome before I proceed with the next lesson.

**TABLE 5.58 : WAIT FOR LEARNERS**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	41	60	25	57	183
<b>%</b>	22,4	32,8	13,7	31,1	100

Of the 183 teachers who answered this question 41(22,4 %) answered never, 60 (32,8 %) answered sometimes, 25 (13,7 %) answered often and 57 (31,1 %) answered always.

The indication is that only 82 (44,8 %) of the respondents often or always wait for all their learners to achieve the set outcomes before they proceed with the next lesson. As many as 41 (22,4 %) teachers never wait and a whopping 85 (46,4 %) hardly wait for all their learners to achieve the set outcomes. The implication of this is that the majority of township teachers just proceed with their lessons, one after the other, regardless of whether all learners have achieved the set outcomes or not. The OBE's principle of learner-paced learning is violated.

It is not clear as to what forces teachers to proceed before all learners achieve set outcomes. It could be that teachers still have syllabi or work programmes to adhere to - a form of time frame, which is not recognised by OBE theory. The conflict

between OBE theory and classroom practice may contribute to the stress of township teachers.

**7. The poor home background of my learners hinders their progress.**

**TABLE 5.59 : POOR HOME BACKGROUND**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	0	26	29	128	183
<b>%</b>	0	14,2	15,8	69,9	100

Of the 183 teachers who answered this question, 26 (14,2 %) answered sometimes, 29 (15,8 %) answered often and a whopping 128 (69,9 %) answered always. No teacher answered never.

The indication here is that all the respondents agreed that the poor home background of their learners had a negative influence on their academic progress. While 26 (14,2 %) believed that this happened sometimes and 29 (15,8 %) believed that it happened often, as many as 128 (69,9 %) of the respondents believed that this hindrance of progress always happened. The implication of the data is that the poor home background of the learners may have a negative influence not only on the progress of learners, but also on the facilitation of teachers, the quality of outcomes achieved as well as the pace at which outcomes are achieved. Backgrounds that are characterised by poverty and inadequacy may militate against

self-discovery, critical thinking and the acquiring of life skills - matters basic to OBE in South Africa. Therefore, facilitating for children from poor backgrounds may be too stressful for township teachers.

**8. I involve learners in deciding what I teach, how I teach it and how I assess them.**

**TABLE 5.60 : INVOLVE LEARNERS**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	56	63	16	46	181
<b>%</b>	30,9	34,8	8,8	25,5	100

Of the 181 teachers who responded to this question 56 (30,9 %) answered never, 63 (34,8 %) answered sometimes, 16 (8,8 %) answered often and 46 (25,5 %) answered always.

If the item attempted to establish which grades were involved, how they were involved and the extent to which they were involved, may be a better interpretation of the results/data would be made. Nevertheless, the 56 (30,9 %) of the respondents never involved their learners, while 63 (34,8%) hardly involved them. The implication here is that the majority of the respondents (65,7%) were undemocratic - in terms of OBE democracy (cf par. 3.12.1). However, practical considerations such as the poor background of learners and their lack of information

and knowledge may have played an important role in such decisions. On the other hand, the 62 respondents who often or always involve learners in these decisions may risk being derailed from the topic/lesson, being limited to common and not so educational topics, as well as lowering the assessment criteria. This may frustrate teachers and contribute to their stress situation.

## 9. Examinations at the end of every year still have a place in OBE.

**TABLE 5.61 : OBE EXAMINATIONS**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	98	35	14	34	181
<b>%</b>	54,1	19,3	7,7	18,8	100

Of the 181 teachers who answered this question, 98 (54,1 %) answered never, 35 (19,3 %) answered sometimes, 14 (7,7 %) answered often and 34 (18,8 %) answered always.

Although 98 (54,1 %) of the respondents believed that examinations no longer had a place in OBE, 83 (45,9 %) believed that examinations still had a place in OBE - although they differed in terms of frequency. The vast differences in the responses of these teachers imply that township teachers possess inadequate knowledge of OBE and how it is implemented. This leads to different implementation and procedures at different schools or areas. These differences lead to uncertainty and

stress.

The uncertainty also has a negative effect on written tests/examinations. Township teachers are not sure if they should give more written tests than before or not; and whether scores or symbols from written tests/examinations weigh the same as assessment from observation and other forms of informal assessment.

**10. The teaching aids or material from the Department of Education are not suitable for my learners.**

**TABLE 5.62 : MATERIAL NOT SUITABLE**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	39	97	22	21	179
<b>%</b>	21,8	54,2	12,3	11,7	100

Of the 179 teachers who responded to this question 39 (21,8 %) answered never, 97 (54,2 %) answered sometimes, 22 (12,3 %) answered often and only 21 (11,7 %) answered always.

The indication here is that only 21 (11,7 %) of the respondents found the material supplied by the Department of Education always suitable for their learners, and only 22 (12,3 %) found it often suitable. As many as 97 (54,2 %) of the respondents found the material hardly suitable, while 39 (21,8%) found it not suitable at all for

their learners. The finding confirms the teachers' concern that some OBE course facilitators were never teachers (cf par.3.4.1). The implication of these findings are that the majority of township school teachers are unable to use the OBE material supplied by the education department due to its unsuitability for their learners. The main concern is how do teachers handle OBE lessons if the material is hardly or never suitable for their learners. Considering that township teachers were inadequately trained and were poorly prepared for OBE, the lack of suitable material may be one of the major stressors associated with OBE.

**11. Teachers of different learning areas in my school meet to plan/discuss specific outcomes.**

**TABLE 5.63 : TEACHER MEETING**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	12	47	38	85	182
<b>%</b>	6,6	25,8	20,9	46,7	100

Of the 182 respondents only 12 (6,6 %) answered never, while 47 (25,8 %) answered sometimes, 38 (20,9 %) answered often and 85 (46,7 %) answered always.

Although the majority of the respondents, 123 (67,6 %) always or often meet to discuss the specific outcomes, the integratedness of OBE is negatively affected by the 59 (32,4 %) who scarcely or never meet. The lack of regular meetings by all

teachers in a school implies that there may be different approaches to OBE teaching within the same school. These differences may lead to uncertainty, which may be a stressor for township teachers.

Again, although reasons for lack of regular meetings were not asked for, it could be a problem of poor school administration or poor collegiality, or lack of OBE knowledge adequate enough to share with others.

**12. The poor conditions in the township schools make it difficult for me to achieve the set outcomes.**

**TABLE 5.64 : POOR SCHOOL CONDITIONS**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	8	50	29	94	181
<b>%</b>	4,4	27,6	16,1	51,9	100

Of the 181 teachers who responded to this question only 8 (4,4 %) answered never, 50 (27,6 %) answered sometimes, 29 (16,1 %) answered often and 94 (51,9 %) answered always.

The above data indicate that only 8 (4,4 %) teachers always achieve the set outcomes despite the poor conditions in the township schools, while 50 (27,6 %) sometimes achieve these outcomes. As many as 123 (68%) of the respondents

scantly or never achieve the set outcomes because of the poor conditions in the townships schools. The implication here is that the majority of township teachers may never achieve the set outcomes due to the poor conditions in the township schools. Then, the decision to continue with a system that has such a low rate of success is questionable. The failure to achieve set outcomes may be very stressful for the township school teachers.

**13. The information and approaches I acquired from OBE workshops were possible to apply in my classroom.**

**TABLE 5.65 : OBE WORKSHOPS**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	39	94	28	22	183
<b>%</b>	21,3	51,4	15,3	12	100

Of the 183 teachers who responded to this question 39 (21,3 %) answered never, 94 (51,4 %) answered sometimes, 28 (15,3 %) answered often and 22 (12 %) answered always.

The data indicate clearly that only 40 (21,9 %) of the respondents could often or always apply the information and approaches acquired from OBE workshops in their classrooms, while 94 (51,4%) could hardly do this and 39 (21,3 %) could not do it at all. The implication here is that it is not possible for the majority of township school

teachers to use the information and approaches acquired from the OBE workshops. This may be due to problems such as overcrowding, poor teacher expertise and lack of material and facilities. Attending these workshops may demand a lot of sacrifice in terms of time and effort, but inability to use the information from these workshops may frustrate these teachers, and contribute to their stress.

#### 14. OBE has too much paperwork/administrative work.

**TABLE 5.66 : PAPERWORK**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	8	21	19	135	183
<b>%</b>	4,4	11,5	10,4	73,8	100

Of the 183 teachers who answered this question, 8 (4,4 %) answered never, 21 (11,5 %) answered sometimes and 19 (10,4 %) answered often. A whopping 135 (73,8 %) answered always.

There is no doubt that the majority of the respondents viewed OBE as involving a lot of paperwork or administrative work. It may be possible that OBE requires clerical skills that township teachers do not possess. Without proper training for this administrative work, OBE may cause a tremendous amount of stress for township teachers.

15. Because of the lack of material and facilities in my school, I am forced to teach by only talking and writing on the chalkboard.

**TABLE 5.67 : TALK AND CHALKBOARD**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	20	52	37	73	182
<b>%</b>	11	28,6	20,3	40,1	100

Of the 182 respondents who answered this question, 20 (11 %) answered never, 52 (28,6 %) answered sometimes, 37(20,3 %) answered often and 73 (40,1 %) answered always.

It is only 20 (11 %) of the respondents never resorted to talk-and-chalk due to the lack of material and facilities; 52 (28,6%) resorted to it at some stage, while 110 (50,4%) applied it often or always. The implication here is that chalk-and-talk is more popular among township school teachers than OBE. Without the necessary material and equipment, efforts and money put into workshops are not only wasted, but also contribute to teacher stress.



**16. In OBE learners can be taught according to the needs of our school and our community.**

**TABLE 5.68 : NEEDS**

	NEVER	SOMETIMES	OFTEN	ALWAYS	TOTAL
<b>Number</b>	26	43	40	74	183
<b>%</b>	14,2	23,5	21,9	40,4	100

Of the 183 teachers who answered this question 26 (14,2 %) answered never, 43 (23,5 %) answered sometimes, 40 (21,9 %) answered often and 74 (40,4 %) answered always.

Although 114 (62,3 %) believed that in OBE learners could often or always be taught according to the needs of their schools and communities, 43 (23,5 %) believed that this may not be always possible while 26 (14,2 %) believed it to be impossible. There may be correspondence between OBE outcomes and the needs of schools and communities, hence a fair number of teachers believed that OBE could help to achieve these needs. However, the problems related to the implementation of OBE and the resultant failure to achieve these outcomes may be a source of stress for many township teachers.

## 5.6 SECTION E : FOCUS GROUP INTERVIEW

For this section focus group interviews were done. Because of the number of teachers (109) to be interviewed, individual interviews would not be feasible. Groups of 8 to 10 teachers were brought together for group interviews. A total of 10 groups were formed. The interpretive summary reporting was used.

### 1 Which factors contribute negatively to the implementation of OBE in South African townships?

Many township school teachers identified the major cause of OBE failure in the township schools as the lack of material, resources and facilities. Other causes of OBE failure included poverty, unemployment of parents and lack of teacher training.

#### GROUP A

- (i) Lack of resources and facilities.
- (ii) Poverty and unemployment of parents.

#### GROUP B

- (i) Lack of resources and facilities.

- (ii) Poor environment and home background of learners.

#### GROUP C

- (i) Lack of resources and teacher training.
- (ii) Parents' illiteracy.

#### GROUP D

- (i) Lack of facilities and material.
- (ii) Overcrowding in the classroom.

#### GROUP E

- (i) Lack of resources and facilities.
- (ii) Poverty.
- (iii) Lack of teacher training.

#### GROUP F

- (i) Lack of teaching training.
- (ii) Lack of resources and buildings.

## GROUP G

- (i) Lack of facilities.
- (ii) Lack of teacher training.

## GROUP H

- (i) Lack of facilities and resources.
- (ii) Poor home background.

## GROUP I

- (i) Lack of facilities and resources.

## GROUP J

- (i) Lack of resources and teacher training.

Many township schools are generally inadequate in terms of physical structure, resources and material. Introducing OBE under these circumstances would not be conducive. This situation is further complicated by lack of OBE training. OBE is likely to fail and teacher stress is likely to increase..

## 2 How do you teach slow and gifted learners in your class?

Most of the township school teachers indicated that they are unable to group learners into small groups, nor to attend to them individually due to too big numbers.

Typical comments included the following:

GROUP A : Teach them all at once. Classes are too big for grouping or individual attention.

GROUP B : Divide them into groups and give work to the cleverer while busy with slow learners.

GROUP C : Teach them at the same time. Too many in class.

GROUP D : Group them according to ability, also pay individual attention.

GROUP E : Teach them all at the same time. It is not possible to have groups due to time and big classes.

GROUP F : Teach them together. No time for individuals.

GROUP G : Mass teaching. Not possible to attend to them individually, not even in small groups.

GROUP H : We try to group them, but this is difficult because of big numbers.

GROUP I : Basically teach them at once. We try to explain for those who may not understand something.

GROUP J : There is not enough material for individuals or small groups - so we teach them all at the same time.

Most of the township school teachers cannot form smaller groups nor attend to individual learners due to too big classes. They just teach all learners at the same time. This implies that they cannot even identify those who have not yet achieved outcomes. This is stressful.

### **3 What do you understand by continuous evaluation?**

Many township school teachers understood continuous evaluation to mean assessing or evaluating learners' performance daily and/or after class activity. Some spoke about checking learners' performance after a written test or after teaching of a lesson.

Comments included the following:

GROUP A : Assessing learners' performance daily or continuously.

GROUP B : To check learners daily on what you taught.

GROUP C : Recording or giving points for certain activities.

GROUP D : Assessing the performance of learners on every aspect of the work.

GROUP E : Assessing skills, attitudes, values and knowledge on a daily basis.

GROUP F : It means to give learners some work, like tests, then check their performance.

GROUP G : It is to observe learners do something and evaluate it. This has to happen daily or every now and then.

GROUP H : Continuous evaluation means assessing your learners after each and every task or activity, and deciding if the task of activity has to be repeated or it has been understood.

GROUP I : Assessing learners on daily basis on tasks given.

GROUP J : Assessment of learners on all tasks or activities performed and at all times.

A considerable number of township school teachers is not certain as to the learning of continuous evaluation. In fact most groups omitted the recording of observations, which is stressed in OBE literature (Pahad 1998(b) : 12; Van der Horst & McDonald 1997 : 10). This uncertainty may contribute to their stress situation.

#### **4 Do you think OBE pleases politicians more than it pleases teachers?**

An overwhelming majority of these township school teachers felt that the introduction of OBE in South Africa was a political decision with no teacher consultation.

Some of the comments were as follows:

GROUP A : Yes. Politicians decided on OBE and introduced it without consulting us.

GROUP B : Yes, OBE is liked by politicians and not teachers.

GROUP C : Yes, teachers were never involved in it.

GROUP D : Yes, if teachers had a say, they would not agree with OBE.

GROUP E : No, OBE is good for the country and teachers.

GROUP F : Yes, politicians brought it into this country.

GROUP G : Yes, OBE is a political decision.

GROUP H : No, although teachers were not involved in its introduction, they enjoy its implementation.

GROUP I : Yes, OBE pleases politicians more than teachers.

GROUP J : Yes, politicians imported it, not teachers.

From these responses it could be concluded that township teachers perceive OBE as something of interest to politicians, and not to them. They are also unhappy with their exclusion in decisions on OBE. This may imply problems such as negative attitudes towards OBE and lack of determination and dedication. In fact, many see it as something that has been pushed down their throats by politicians.

**5 What do you think can be done to address problems associated with OBE in the township schools?**

Retraining of teachers and the provision of materials and resources were perceived by many respondents as possible solutions to OBE problems in the township schools. Involvement of parents in school matters and improving learners' living circumstances were also mentioned by some respondents as possible solutions.

Their comments included the following:

**GROUP A**

- (i) Train teachers.
- (ii) Involve parents in education.

**GROUP B**

- (i) Retrain teachers by means of in-service-training.
- (ii) Consult teachers.

## GROUP C

- (i) Train teachers for OBE
- (ii) Provide materials and equipment.

## GROUP D

- (i) Retrain teachers.
- (ii) Employ more teachers.
- (iii) Provide materials and facilities.

## GROUP E

- (i) Supply materials.
- (ii) Retrain teachers.

## GROUP F

- (i) Retrain teachers for OBE.
- (ii) Improve parental/community involvement in education.
- (iii) Provide material and resources.

## GROUP G

- (i) Employ more teachers and lower teacher :learner ratios.
- (ii) Supply material.
- (iii) Employ parents and improve their economic situation.

## GROUP H

- (i) Retrain teachers.
- (ii) Supply OBE material.

## GROUP I

- (i) Retrain teachers.
- (ii) Supply material and resources.

## GROUP J

- (i) Provide schools with the necessary materials for OBE teaching.
- (ii) Train teachers.
- (iii) Involve parents in education.

From these responses it could be concluded that lack of teacher training and lack of material and resources/facilities are perceived as problems for OBE in the township schools. Without proper OBE training and supply of OBE material teachers may experience stress.

## **6 General remarks (if any).**

Some respondents felt that more time was needed before the implementation of OBE, others indicated that it should be dropped or simplified, and yet others indicated they were frustrated with OBE as compared to the old education system.

Typical comments included the following:

GROUP A : OBE is expensive.

GROUP B : Allow enough time before OBE is implemented.

GROUP C : Old system not completely bad like OBE.

GROUP D : Teachers are no longer confident in the classroom.

GROUP E : Replace/drop OBE.

GROUP F : OBE is difficult and needs to be simplified.

GROUP G : Introduction was too soon, if time can be allowed before introducing it.

GROUP H : Give teachers time to grasp OBE styles before introducing it.

GROUP I : We are just frustrated.

GROUP J : There is no money for OBE needs.

The implication here is that township school teachers are generally not pleased with OBE or the way in which it was introduced. This means their job satisfaction, self-confidence and attitudes towards the education system/school/authority may be negatively affected. This may be stressful.

## **5.7 FINDINGS OF SECTION E**

The following were the main findings of section E.

- The lack of materials and resources and the lack of teacher training are perceived as contributing negatively to the implementation of OBE. Both problems are also perceived as causing stress for the township schools teachers. Hence the call to retrain teachers and to supply the relevant OBE material.

- The unemployment of parents, as well as poverty or poor home background are also indicated as creating problems for teachers in their implementation of OBE. It may be stressful for township teachers to deal with learners who experience effects of poverty such as hunger and failure to provide certain materials that cannot be supplied by the school.
  
- Parental involvement is also encouraged. It may be stressful for township teachers to work with learners without the involvement of parents, or to play the role of parents such as doing homework with the child.
  
- Township schools have too big classes. Consequently, teachers cannot attend to individual learners, nor form smaller groups. It is for this reason that teachers teach all learners at the same time. This violates the basic principle of OBE since teachers will not be able to see learners who have not yet achieved outcomes.
  
- Lastly, very few teachers understand assessment to mean recording of findings. They may be aware of assessing or evaluating continuously, but if nothing is written down, it may not mean much. Without proper assessment, the basic principle of OBE is not realised. This may be stressful for township school teachers.

## 5.8 ANALYSIS OF DATA FROM THE INTERVIEW SCHEDULE

1 Did you undergo any OBE training? If yes, does information from these workshops help you to implement OBE with ease? If not, how does the lack of OBE training contribute to your stress?

A : Yes, the information was, to a large extent helpful. The problem was that there were too many workshops within a short space of time and sometime with differences in the approaches of the course facilitators.

B : Yes, the information did not help me that much because the course facilitators were also not sure of some OBE principles, and they also did not help us with our individual problems - it was just a general presentation.

C : Yes, information helped me a lot, although not 100 %.

D : Yes, the information helped me with, maybe 80 %. I still experienced problems after the workshops.

E : Yes, although the information did not help me fully, but to a great

extent it made my job a little easier.

F : Yes, I still have problems after these workshops.

Regarding the issue of OBE training or workshops the following conclusion can be drawn:

Township teachers underwent some OBE training. Although this training helped them to a certain extent, it was not adequate to help them master OBE teaching skills and to implement these with ease. They may be lacking self-confidence.

## **2 How does the lack of OBE material affect your teaching?**

A : Without materials such as resource books, it becomes difficult to teach learners to be creative.

B : I try to teach with some material, but my teaching is not effective and interesting.

C : It is difficult to teach certain skills if there is no material.

D : My teaching becomes negatively affected if there is no material. I

cannot teach creativity in children.

E : It is difficult to teach.

F : Teaching is not effective.

The conclusion that can be drawn from these responses is that the lack of material makes it difficult for teachers to teach as they please and to develop certain skills in their learners. This may be frustrating these teachers.

**3 Do you understand the OBE terminology? If not, how confusing is your lack of understanding of this terminology?**

A : Yes.

B : No. I am not sure of the meanings of some OBE concepts or terms.

This is confusing.

C : Not all of them, since I hear new concepts regularly or always, I confuse their meanings.

D : Not completely, but most I understand. It is not so much confusing.

E : Yes.

F : Yes.

The conclusion here is that not all teachers understand OBE concepts. This lack of understanding may confuse them and negatively affect their teaching.

**4 Are all your colleagues well-disciplined and hard-working? If not, how do ill-disciplined and lazy teachers in your school affect your OBE activities?**

A: Not all my colleagues are disciplined and hardworking. Group preparation/planning is disturbed.

B: All colleagues are co-operative.

C: Although there are problems here and there, they are all trying to do their best.

D: Teachers are co-operative.

E: All are co-operative. We support each other.

F: All are co-operative.

Regarding teacher discipline and hard work, it seems most teachers are dedicated. However, those that do not co-operate with the team disturb group planning and

thwart group effort.

**5 What role does your class size (number of your learners) play in OBE teaching?**

A : I have 45 learners and this make my OBE teaching extremely difficult.

B : 39 learners. I cannot attend to individuals - this can take a long time.

C : 51 learners. I cannot attend to individuals since time is limited.

D : 45 learners. The group is too big. I cannot attend to slow learners individually.

E : 35 learners. The size of the classroom is too small to allow enough groups. There is just no space.

F : 60 learners. It is not possible to teach OBE in such a big class.

From these responses, the following conclusions can be made:

- the class sizes are too big for OBE teaching;

- classrooms are too small;
- there is generally no individual attention of especially slow learners; and
- OBE activities are still regulated by time-frames or periods, not achievement of outcomes.

The implication here is that township teachers are stressed by working with too big numbers and by failing to make all learners achieve set outcomes.

**6 How do the different levels and paces of understanding of your learners affect your teaching?**

A : This poses a serious problem for my teaching. I try to use flexi time to bring all to the same level of understanding.

B : It disturbs me a lot. I need extra time for those who are slow. I hardly have this time.

C : I sometimes have to lower my standard, or over-simplify teaching content to accommodate slow learners.

D : I take too long on one phase organiser because of the slow learners. Advanced learners also give me more work since I have to give them

extra work to avoid boredom.

E : I have to group slow learners separately and deal with them, while others are given extra work. Sometimes I stay after school to help slow learners. This strains me.

F : It is difficult to reach all learners. I use flexi time or the extra hour to help slow learners. This is stressful and increases my workload.

The conclusions that can be drawn from these responses are that :

- the different levels and paces of understanding of learners are a serious problem for OBE teaching;
- teachers have to do extra work;
  - extra work with slow learners to bring them on the same level with others
  - plan and assess extra work for advanced learners
- teachers need extra time for slow learners.

This situation may be stressful for township teachers.

**7 Does OBE involve more work for teachers than the old system of education did? If so, how does this contribute to your stress?**

A : OBE involves too much work, especially paperwork since everything has to be recorded. This paperwork is stressful.

B : OBE has more work than the old system. It is stressful but I sacrifice.

C : OBE has too much paperwork. This is stressful.

D : OBE has too much work. I have see to it that all learners are at the same level, unlike in the old system. Taking learners to the same level is very stressful.

E : OBE has more work and needs more time. I stress.

F : OBE has less work because it is less teaching.

The implication of these responses is that OBE involves more work than the old system. The major reason for this is that OBE has a lot of paperwork. This workload is stressful for township teachers.

**8 How does the parents' inability to help their children with school work contribute to your workload?**

A : It increases my workload, and it also makes it difficult for me to identify the learner's problems.

B : It increases my workload dramatically.

C : It increases my workload.

D : It increases my workload since I have to cover even the parent's role.

E : It increases my workload and causes me worry.

F : It increases my workload.

From these responses it becomes clear that teachers' workload increases since they have to take over the role of parents and help these learners with homework.

This role overload may be stressful for township teachers.

9

**How do learners from poor home backgrounds (e.g. shacks) influence your lesson?**

- A : I have to lower the standard of my lessons because these learners lack broad insight and knowledge.
- B : I have to over simplify my lesson to accommodate them.
- C : They make it very difficult for me to go on with my lesson.
- D : I have to lower my standard. They can also not provide material like toothpaste caps (they do not have/use toothpastes) and paper plates.
- E : I have to use many different methods and examples to reach them.
- F : The lesson becomes very difficult because I do not know where to start with them.

The responses indicate that learners from poor or inadequate home backgrounds make OBE teaching very difficult. Their lack of broad general knowledge implies that self-discovery and building on what the learner already knows are difficult to practise.

**10 Are you certain of what to do when you assess learners in OBE? If not, how does the uncertainty affect your self-confidence?**

A : I am still learning. I do not worry myself about what I do not know. I just do what I know.

B : I do not know assessment. I am worried. I have not done any assessment. This may increase my workload when I have to cover up in future.

C : Not always sure. It makes me feel small.

D : Yes.

E : Yes.

F : Not certain. I feel bad.

The implication here is that many township teachers do not know exactly what to do when they assess learners, and this negatively influences their confidence.

**11 Do you also understand democracy to mean allowing your learners to be involved in decisions on what to teach, how to teach and how to assess them?**

A : No. They may choose among given topics. In assessment I do it, they cannot choose.

B : No. I work according to my plan.

C : No. I follow my preparation.

D : No, I just follow my programme in association with the environment.

E : No. I just teach according to my plan.

F : No. As a school team we decide what to teach and how to assess.

The implication here is that teachers proceed according to their plans/programmes.

Learners do not have a say in choosing content, methods of teaching and assessment criteria.

**12 How does the lack of halls, laboratories and libraries influence your OBE teaching?**

- A : It makes learners stereotyped and it is not possible to broaden their minds and give them activities.
- B : I cannot perform certain activities.
- C : It is difficult to teach certain lessons.
- D : Class theory cannot be put into practice e.g. the use of library. This would broaden their minds and improve their reading skills.
- E : It is difficult to teach. Learners do not have broad minds.
- F : It is difficult to teach without facilities.

The lack of facilities makes it difficult for township teachers to deliver effective lessons and to broaden the minds of their learners.

**13 As an OBE teacher, do you teach basic reading and writing in your class? If not, how does this worry you?**

- A : Yes, to a certain extent. I do not worry much if my learners can't read and write since they will still catch up.

- B : Yes, I teach reading and writing. I worry a lot when Grad 4 learners cannot read and write.
- C : Yes, I do it as remedial work. I worry if they cannot read and write.
- D : Although OBE does not prescribe so, I teach reading and writing because I feel learners need to master these skills.
- E : I do it out of free will. I worry if learners cannot read and write.
- F : Yes, I teach these skills. There are many problems with these skills and this is worrying.

Regarding reading and writing skills, township teachers become too much concerned or worried if learners do not have those skills - hence they just teach these skills even if OBE does not prescribe so.

**14 Does OBE in general cause you stress? If so, which parts of OBE cause you more stress?**

- A : Yes, too much work, too much paperwork, assessment that is done daily, keeping portfolios and 43 profiles. This is stressful.

B : Yes, assessment.

C : Yes, preparation or planning for an OBE lesson.

D : It is generally stressful, helping learners to be creative, collecting materials and lack of parental co-operation.

E : No.

F : Yes, it is stressful and confusing. The writing of answers and learners' not doing homework.

From these responses it could be concluded that township teachers generally experience OBE-related stress. A number of OBE activities contribute to their stress levels.

**15 What symptoms of stress do you generally experience?**

A : Headache.

B : Tiredness, headache.

C : Headache, tiredness.

D : Headache, stiffness of nerves and shoulder muscles. Every month I have to see a psychotherapist and/or general practitioner.

E : Headache - I worry if learners cannot achieve set outcomes.

F : Headache, tiredness and sometimes I just feel discouraged and hopeless.

Headaches and tiredness seem to be the most common symptoms of teacher stress.

**16 How do you normally behave or react when you are stressed?**

A : I scream to my learners, and even to my family.

B : I try to keep my cool, I even sleep.

C : I become angry or furious.

D : I just keep quiet at school, at home I scream to my family members.  
I just want to be alone.

E : I try to do normal work such as washing dishes and sweeping floors after school - just to lower stress I try to keep cool.

F : I sit down quietly.

The conclusion that can be drawn from these responses is that township teachers, when stressed try to keep their cool at school, but my scream at family members. Trying to keep cool when angry may be very stressful.

**17 Which time of the day do you generally feel more stressed? Do you have a reason why do you normally feel stressed at that time?**

A : At 14:00 or after school. After having done a lot of individual assessment.

B : After school, schoolwork.

C : During the last two school periods, I have experienced a lot of noise and mischief.

D : From about 11:00 to school out (12:30), because I have done too much work and have attended to many learners individually.

E : After school. Mainly if my outcomes for the day are not achieved.

F : After school. Schoolwork.

The conclusion from these responses is that township teachers feel stressed after school due to school work or OBE activities, especially working with individual learners.

**18 What are the problems associated with changing from your old teaching style to OBE style and how does this change affect your personality?**

A : My problem was to change from speaking a lot to listening a lot. This has made me to learn to listen to others, not only learners.

B : Reducing my talking was difficult. I managed ultimately and this made me a good listener.

C : The main problem was lack of material. In my old teaching I could go on without material, not in OBE. The constant non-availability of materials made me always angry and frustrated.

D : Group teaching was a problem to me - since it was not there in my old

teaching style. I felt could not teach or was not an effective teacher.  
This influenced my profession negatively.

E : Lack of necessary material was a great problem. (No change in personality).

F : OBE was new and I struggled to master its teaching/facilitation skills.  
I felt inadequate as a teacher.

From these responses, it becomes clear that township teachers struggled with reducing their talking - since this was the main activity in the old system. They also struggled to teach without the necessary material - unlike in the past when they could go on without it. The lack of material may be stressful for these teachers.

**19 What do you do to alleviate or relieve stress?**

A : I rest or sleep.

B : I sleep, or I ask learners to massage me at the back.

C : Gym.

D : I sleep, sometimes I use tablets.

E : I do manual work. Sometimes I ask my learners to chat about anything  
I just sit and listen.

F : I do garden or physical work.

The conclusion here is that many township teachers just sleep and do manual work to relieve stress.

**20 What do you think can be done to make your OBE teaching enjoyable?**

A : Supply material and reduce class sizes.

B : Supply material.

C : Learning facilitators (education officials) should tell us exactly what to do, and not change now and then.

D : Reduce learner members in class.

E : Supply material.

F : Supply material.

The two main factors that many township teacher perceive as solutions to their stress problems are supplying material and reducing class sizes. The implication here is that township schools, in general have big classes and do not have adequate material for OBE teaching. These shortcomings may be stressful for township teachers.

## 5.9 CONCLUSION

In this chapter results of the empirical investigation were presented. The outstanding features of the quantitative research are as follows:

- married women comprised the majority of the respondents;
- township schools were overcrowded and lacked classrooms, resources and facilities;
- township teachers had a serious problem in implementing OBE due to lack of knowledge, material and parental support;
- the structure of OBE as well as some of its key principles were difficult to understand and implement in the township school system; and
- political interests and deficient home backgrounds made the implementation of OBE difficult in the township schools.

The findings of the qualitative survey are briefly mentioned below.

- OBE teacher training is inadequate.
- Lack of OBE material is a serious problem.
- Township school classes are too big.
- OBE has increased the workload of township teachers, and this demands extra time.
- Parental involvement is not adequate.
- Poor home backgrounds make OBE teaching very difficult since learners from these backgrounds do not have the necessary skills and knowledge from which the teacher can proceed.
- Assessment is not understood by many township teachers. This implies that it is not done correctly. Since assessment forms an important part of OBE, its wrong implementation negatively affects the spirit, the products and the intended goals of OBE.

The survey also confirmed that township teachers generally experience stress. Headaches and tiredness were found to be common stress symptoms.

The supply of adequate teaching material and the reduction of class sizes were recommended as solutions to OBE problems. The above-mentioned findings correspond with those of the questionnaire. There is, therefore, no doubt that

township school teachers experience stress due to the introduction of OBE.

In the next chapter these results will be summarised and their implications discussed.

# **CHAPTER 6**

## **CONCLUSIONS, FINDINGS AND RECOMMENDATIONS**

## CHAPTER 6

### CONCLUSIONS, FINDINGS AND RECOMMENDATIONS

6.1	INTRODUCTION .....	227
6.2	SIGNIFICANCE OF THE STUDY.....	228
6.3	STATEMENT OF THE PROBLEM .....	228
6.4	LIMITATIONS OF THIS STUDY.....	229
6.5	DELIMITATION OF THE AREA OF THIS STUDY.....	230
6.6	SUMMARISED FINDINGS FROM LITERATURE STUDY AND IMPLICATIONS.....	230
6.6.1	MODELS OF STRESS.....	230
6.6.2	TENETS UNDERLYING OBE.....	231
6.6.3	THEORETICAL ASSUMPTIONS CONCERNING OBE.....	232
6.6.4	SUMMARISED FINDINGS AND IMPLICATIONS OF OBE-RELATED STRESSORS AMONG TOWNSHIP TEACHERS .....	233
6.6.4.1	The tempo at which OBE was introduced.....	233
6.6.4.2	Lack of adequate preparation of teachers for OBE.....	234
6.6.4.3	Inadequate material for OBE.....	235
6.6.4.4	OBE terminology as a stressor.....	235
6.6.4.5	Teacher quality and discipline .....	236
6.6.4.6	Class size and class composition.....	237
6.6.4.7	Increased teacher workloads.....	237
6.6.4.8	The role of parents as a stressor in OBE.....	238
6.6.4.9	Home background as a stressor in OBE.....	239
6.6.4.10	OBE assessment : A contributor to teacher stress.....	239
6.6.4.11	Democracy as a stressor in OBE.....	240
6.6.4.12	Bureaucracy within the OBE system as a stressor.....	241
6.6.4.13	The financing of OBE and teacher stress.....	242
6.6.4.14	Basic knowledge and teacher stress in OBE.....	243
6.7	SUMMARISED FINDINGS AND IMPLICATIONS OF THE EMPIRICAL	

<b>RESEARCH</b> .....	244
6.7.1 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION A.....	244
6.7.2 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION B.....	245
6.7.3 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION C.....	246
6.7.4 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION D.....	247
6.7.5 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION E.....	248
6.7.6 SUMMARISED FINDINGS AND IMPLICATIONS OF THE INTERVIEW SCHEDULE.....	249
<b>6.8 RECOMMENDATIONS</b> .....	250
6.8.1 PROVISIONING OF MATERIAL AND RESOURCES.....	250
6.8.2 ADAPT OBE TO SOUTH AFRICAN CONDITIONS.....	251
6.8.3 TRAIN TEACHERS IN OBE .....	252
6.8.4 STOP RATIONALISATION OF TEACHERS.....	253
6.8.5 DESIGN EXAMINABLE CONTENT.....	254
6.8.6 FINANCE OBE ADEQUATELY.....	255
<b>6.9 PROBLEMS EXPERIENCED WITH THIS STUDY</b> .....	256
6.9.1 PROBLEMS EXPERIENCED WITH THE LITERATURE STUDY.....	256
6.9.2 PROBLEMS EXPERIENCED DURING THE EMPIRICAL RESEARCH.....	257
<b>6.10 SHORTCOMING OF THIS STUDY</b> .....	258
<b>6.11 FUTURE RESEARCH</b> .....	259
<b>6.12 CONCLUSION</b> .....	260

## CHAPTER 6

### CONCLUSION, FINDINGS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

Local and international research on teacher stress has revealed that teachers in general experience a considerable amount of stress due to work overload, role ambiguity and time pressure (Harden 1999 : 246). Local research revealed that teachers working in the township schools experience stress due to problems unique to the townships, such as overcrowding, lack of resources, inadequate teacher training and deficient learner backgrounds (Motseke 1998 : 83-85). The aim of this study was to investigate the contribution of the implementation of OBE in the township schools to the stress of township teachers i.e. how OBE and the changes it has brought about, contribute to the stress already experienced by township teachers.

In order to realise this aim, an extensive literature study on stress, OBE and stress among township teachers was undertaken in chapters 2 and 3. In chapter 4 the empirical research was conducted and the reporting or analysis of data were done

in chapter 5. This chapter gives a summary of these findings and their implications, recommendations are made and problems experienced, shortcomings of the research and subjects for future research are discussed.

It is important to recapitulate on the significance of this study, the statement of the problem, the delimitations of the area of this study and the limitations of this study.

## **6.2 SIGNIFICANCE OF THIS STUDY**

The new government had to introduce a system of education that would be perceived as legitimate and democratic. OBE was introduced as a teaching-learning system that would not only be perceived as legitimate and democratic, but would also guarantee success for all learners and make schools more accountable.

However, the introduction of OBE was characterised by serious theoretical and practical problems. The theoretical implications were the conflict within the various theories on which OBE is based; and the practical implications were the problems prevalent in the township schools such inadequacies in resources and teacher training. The view whether OBE was propelled by politicians, or whether it really is a new strategy to empower citizens also needed to be addressed.

## **6.3 STATEMENT OF THE PROBLEM**

From the preceding discussion, it could be concluded that, firstly the theoretical basis of OBE is characterised by conflicts and this may impact negatively on the stress of township teachers. Secondly, the inadequacies in resources and material and in the training of township teachers may impact negatively on the implementation of OBE. Thirdly, the government's inability to address inadequacies and finance OBE would also present a major problem in the implementation of OBE.

This study endeavoured to investigate how the above-mentioned impacted on the implementation of OBE, and in turn, on the stress of township teachers.

#### **6.4 LIMITATIONS OF THIS STUDY**

- (i) This study was limited to township school teachers who were implementing OBE in their groups/grades. These were found to be in grades 1, 2 and 3. Teachers from grades 4 to 8 also attended OBE workshops, but did not form part of this study since they would implement OBE in their groups the following year.
- (ii) Teachers from the rural schools, tertiary institutions, principals and departmental heads were excluded from this study.

## 6.5 DELIMITATIONS OF THE AREA OF THIS STUDY

The study was confined to the townships of the Goldfields and the surrounding areas. Nevertheless, the findings of this research would be applicable to other areas of the Free State Province due to the similarities in the demographics of the townships mentioned in Chapter 1 and those of other townships in the Free State Province.

## 6.6 SUMMARISED FINDINGS FROM LITERATURE STUDY AND IMPLICATIONS

### 6.6.1 MODELS OF STRESS

In the *stimulus-based model of stress*, stress is viewed as an independent variable, an external pressure that is exerted on the individual by an environment. For example, organisational stressors such as overcrowding, work overload and job security exert pressure on teachers and may cause stress (cf par. 2.2.1).

The *response-based model of stress* views stress as a dependant variable, something that happens within the individual due to demands from the environment, or the body's response to the environmental stimuli. For example, change in curriculum may be viewed as an opportunity by some teachers, while others may

view it as a threat, and thus stressful (cf par. 2.2.2).

The *interactional model of stress* views stress as something that results from a particular relationship between the individual and his/her environment, as well as the individual's needs, expectations and experiences (cf par.2.2.3).

Kyriacou and Sutcliffe (1978 : 4) reject all the above-mentioned problems and maintain that teacher stress is the result of potential occupational or organisational stressors that are perceived by the teacher to constitute a threat to his/her self-esteem or well-being. Their model of stress emphasises the relationship between the teacher's appraisal of the demand, his/her personality traits (e.g. belief) and his/her perception of the demand (cf par.2.2.4).

The different theories or models of stress do not only imply lack of uniformity of opinion regarding stress, but also imply the complex nature of the stress phenomenon. The different definitions and usage of concepts on stress complicate study of teacher stress, since some teachers may not recognise that they may be suffering from it.

## 6.6.2 TENETS UNDERLYING OBE

Many countries favoured a form of OBE because the traditional school education

was perceived as ineffective, costly and irrelevant. It also failed to prepare children for their future roles as co-operative and skilled workers and responsible citizens. Many countries, including South Africa, viewed OBE as a system that would address these concerns (cf par.2.3.1).

The implication of these viewpoints is that education should prepare workers and citizens, and not education for the sake of knowledge.

### 6.6.3 THEORETICAL ASSUMPTIONS CONCERNING OBE

OBE was found to be based on a number of theories. A close relationship was established between OBE and the following theories:

- behaviourism;
- social reconstructivism;
- complexity theory; and
- pragmatism.

Behaviourism focusses on the external, observable and measurable human behaviour. OBE also emphasises the achievement of outcomes that are demonstrable and observable (cf par.2.3.2.1).

Social reconstructivism stresses reconstruction and transformation, as well as the

empowerment and emancipation of people. In OBE teachers are mere facilitators who enable learners to construct their own meaning and knowledge (cf par.2.3.2.2).

In the complexity theory individualism and competition are rejected in favour of connectedness and co-operation. In OBE egalitarianism and group work are emphasised (cf par.2.3.2.3).

Of importance to pragmatists is that which is useful and can be implemented practically. In OBE learners are encouraged to perform or demonstrate outcomes and to create practical solutions to problems (cf par.2.3.2.4).

Although contradictions and conflicts exist between OBE and some aspects of these theories a close relationship, however, exists. The implication of this is that OBE, together with its outcomes, may be based on ideologies to which some sectors of society do not subscribe. Teachers may, therefore, promote oppression and/or discrimination. This may be stressful.

#### 6.6.4 SUMMARISED FINDINGS AND IMPLICATIONS OF OBE-RELATED STRESSORS AMONG TOWNSHIP TEACHERS

##### 6.6.4.1 The tempo at which OBE was introduced

Many stakeholders in education, especially teachers, felt that OBE was introduced too hastily. Because of this over-hastiness of changing from the old system of education to OBE, there was no consultation and the ministry of education/the government unilaterally introduced OBE. Many observers believed that political interests only and the state's concern with its own legitimacy were the main forces behind the speedy implementation of OBE (cf par.3.2.2).

The lack of adequate time for consultation, planning and implementation of OBE may imply a haphazard and inappropriate implementation of OBE.

#### 6.6.4.2 Lack of adequate preparation of teachers for OBE

The training programme underwent by township teachers during the apartheid era was inadequate and it, therefore, failed to prepare them for a complicated system like OBE. Some township teachers are inexperienced, while others have teaching experience that is not relevant to OBE. Hence intensive in-service training for teachers should have preceded the implementation of OBE (cf par.3.3).

Township teachers, therefore, may be lacking the necessary training, skills and experience to adequately handle an OBE teaching-learning situation.

#### 6.6.4.3 Inadequate material for OBE

During the first year of implementation the majority of township teachers received the OBE material between March and May 1998. The material received was insufficient in number and lacking in quality. In addition to the problem of material, many township schools lack equipment, space and facilities (cf par.3.4).

The implication here is that township schools lack basic material and facilities required for the smooth implementation of OBE. Without the required material, township teachers may not be implementing OBE, but another accidental system whose results are not known yet.

#### 6.6.4.4 OBE terminology as a stressor

Curriculum 2005 and OBE are characterised by difficult concepts such as performance indicators, assessment criteria and range statement. They are also characterised by many bodies such as SAQA, NQF and ETQA. These may be too difficult for teachers to understand within a short space of time, and to be able to use them on their daily interaction with learners and on the

report cards. Such report cards may also not be understood by parents, most of whom are illiterate. Thus reducing the influence of parents in education (cf par.3.5).

The difficult terminology implies that teachers may need a longer period of time before they fully grasp OBE and practise it in the classroom. The situation may be worse should these concepts change.

#### 6.6.4.5 Teacher quality and discipline

Many township teachers were trained for an inferior system of education. The complicated OBE system, with its difficult concepts and unfamiliar approaches, may be beyond these teachers' level of understanding. Added to the poor quality of these teachers is the poor discipline and dedication demonstrated by some of them. The latter problems are difficult to tackle because teacher unions are a threat to the school governing bodies and the ministry of education (cf par.3.6).

Township school teachers may not be able to adequately implement OBE because of its complex nature only, but some may also be just ill-prepared and ill-disciplined.

#### 6.6.4.6 Class size and class composition

Township schools are characterised by large classes of up to 65 learners each. This makes group-work, peer assessment and peer tutoring - important aspects in OBE - very difficult to implement and monitor. The situation becomes more difficult if the learners' intelligence is heterogeneous. The gifted may achieve outcomes quicker while the average (or below average) may take longer. The teacher may not be able to proceed with the faster learners until slow learners reach the same level of achievement - in accordance with OBE's principle that all must achieve the same level of success (cf par.3.7).

It implies that township teachers are expected to teach large classes of heterogeneously grouped learners until all achieve the same level of success, at each learner's own pace. This may be improbable for township teachers, and may cause them stress.

#### 6.6.4.7 Increased teacher workloads

The introduction of OBE in South Africa has dramatically increased the teachers' workloads. Additional duties for teachers included continuous

assessment, designing teaching content and planning extra lessons for advanced learners - duties for which they were not trained. Despite the increased workloads, the ministry of education insisted that teachers were in excess and thus continued to rationalise them. This further increased the teachers' workload (cf par.3.8).

The implication of this is that township teachers are not only expected to do too much work, but they are also expected to do work that is too advanced for them. This may lead to failure to perform and may be stressful.

#### 6.6.4.8 The role of parents as a stressor in OBE

OBE outcomes were unilaterally pre-determined by the state without consulting parents or cultural groups. These outcomes are compulsory in all state schools. Many observers believe that the high rate of illiteracy among black parents was perceived as an opportunity by unionists and politicians to introduce OBE without their (parents') involvement (cf par.3.9).

The lack of parental involvement in education implies that their contribution and influence are lost. The South African system of education may be foreign and unpopular with the majority of black parents. Township teachers may have to work with children whose parents are not involved in education.

This may be stressful to these teachers.

#### 6.6.4.9 Home background as a stressor in OBE

Research conducted by a number of educationists locally revealed that the different home and social backgrounds of learners play an important role in their achievement at school. Because home and social backgrounds cannot be standardised, children's achievements will always differ (cf par. 3.10).

The implication here is that OBE's notion that achievement and excellence should be kept to a level attainable by all is not valid. Striving for a form of equal achievement could be stressful for township school teachers.

#### 6.6.4.10 OBE assessment : A contributor to teacher stress

Assessment in OBE is a process of gathering information on the quality of a product, performance or demonstration. It depends on the individual teacher and this may be arbitrary and subjective. Although OBE stresses that all students are expected to be successful, there may be examinations at certain exit points in South Africa. Examinations implies that there may be failures - this may be in conflict with the OBE principle that all learners can succeed, although at different times.

Lastly, assessment in OBE is not time-bound. Learners have to be given multiple chances to learn and to be assessed until they reach the level of others (cf par.3.11).

The problem of the subjective assessment is that both teachers and learners may not be prepared for it. Teachers on the one hand may not be properly trained to do this type of assessment, they may also have reservations about assessment done by some of their colleagues - especially those perceived to be lazy or negligent. Learners, on the other hand, may abuse the many chances provided to them knowing that they will always have a chance to do the work. This situation may be stressful to teachers.

#### 6.6.4.11 Democracy as a stressor in OBE

OBE was viewed as a system that would promote democracy. Democracy in OBE implies, i.a., that the teacher is not the only source of knowledge and figure of authority, but learners should also have a say in what they learn, how they learn and for what purpose do they learn (cf par.3.12).

The implication here is that the status of teachers and that of learners are equivalent or equal. The teacher may feel undermined and deprofessionalised. Secondly, the democratic nature of OBE depends on

individual teachers and may thus differ from teacher to teacher. Although OBE dictates that teachers have to teach and relate to learners in a particular way, there are no mechanisms to monitor this. The differences in the practice of democracy by teachers, especially in the townships where some teachers may have unprofessional relationships with learners (e.g. gangsters) may expose other teachers to danger or gossip (Teleki 1994 : 57), and may create tension among colleagues and between teachers and learners.

#### 6.6.4.12 Bureaucracy within the OBE system as a stressor

OBE is a highly bureaucratic system that is characterised by a number of controlling or monitoring bodies such as SAQA (South African Qualification Authority) and SGBs (Standard Generating Bodies). The inefficiency characterising the South African public service, coupled with lack of funds to maintain these bodies, may render these bodies dysfunctional and confusing. Moreover, most of these bodies are not administered by academics, but by particularly politicians and unionists (Muller 1998 : 181). It is for this reason that many opponents of OBE in South Africa believe that it is a system adopted by politicians and unionists with the purpose of looking after their political and workplace interests (for example, manual work and academic work may earn the same credits)(cf par.3.13).

The administrative infrastructure established to oversee the implementation of OBE may render the (OBE) system impracticable. The many bodies for standards, for credits and for qualifications may obfuscate the whole OBE system. It is a general trend that educational change is driven by political forces (Beare & Lowe-Boyd 1993 : 3) but it is a farce if these political forces - in the form of unionists and politicians - proceed to the administration of education, designing standards, determining credits and even conducting workshops for teachers. This situation may only contribute to teacher stress.

#### 6.6.4.13 The financing of OBE and teacher stress

The cost of introducing OBE is high. It may involve computers, new textbooks, teaching aids, training and retraining of teachers ( principals and departmental heads). The South African government cannot afford these costs and teachers may be forced to implement OBE without basic resources. Provincial governments may be forced to increase teacher-learner ratios as well as to approach big business for funding. The business sector may make demands as conditions for releasing funds (as it is the case in other countries), thus making OBE more of economic significance than it is of academic significance (cf par.3.14).

It is still not clear why the South African government went ahead with the implementation of OBE when it did not have the necessary funds to do so. Parents may also not be able to finance it, and the role of big business in education may be suspect. The view that the government may only be concerned with its own legitimacy - and not educating learners - may be valid. This may be stressful to particularly township school teachers.

#### 6.6.4.14 Basic knowledge and teacher stress in OBE

OBE is mainly concerned with values. South Africa is characterised by many ethnic cultural and religious groups - all these with different and sometimes conflicting values. Basing outcomes on values of one group may be tantamount to indoctrination or cultural domination. Moreover, OBE's emphasis of values may be at the expense of basic academic knowledge and skills such as reading and writing, and may also neglect open-ended inquiry and research (cf par.3.15).

The implication of the above is that OBE is not mainly academic nor educational, but mainly vocational and political. It enables people to dominate others through political or cultural statements called outcomes. It also enables politicians to run education because they may not deal with real academic issues (cf par.5.5.4.12).

## 6.7 SUMMARISED FINDINGS AND IMPLICATIONS OF THE EMPIRICAL RESEARCH

### 6.7.1 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION A

Females comprised 78,6 % of the respondents. These female teachers may look towards male teachers for the disciplining of, especially, boys. Thus overloading the few male teachers. The female teachers may also be stressed by having to do duties normally done by males, such as supervising manual work. The other problem is that in many African cultures women cannot have authority over men or boys (Japhta 2000 : 10). This may lead to the majority of teachers lacking influence in the control of the school and the discipline of learners.

The majority of the respondents (87,9 %) were between 30 and 49 years old, while 6,6 % were younger than 30 years of age and 5,5 % were above 50 years of age. Although these teachers may be fairly experienced and matured, their family responsibilities may be contributing greatly to their stress situation.

The majority of the respondents (70,9 %) were married, while 18.1 % never married and 11 % were divorced or widowed. Family matters, once more, may contribute to their stress level of the majority of the respondents.

Teachers with 6 to 20 years of teaching experienced comprised 72,5 % of the

respondents. Only 12,1 % had less than 5 years and 15,4 % had more than 20 years of teaching experience. A vast teaching experience may help the teacher to handle a number of situations. The problem could be that such an experience is not OBE related and it may be difficult to get rid of it and learn new OBE teaching or facilitation techniques.

Teachers with a 3 year teaching diploma comprised 62,4 % of the respondents, while those with the old PTC or HPTC comprised 31,5 % of the respondents. Only 6,1 % of the respondents had a degree or post-graduate qualification. With the raising of teacher qualifications, all but 6,1 % of the respondents may have to improve their qualifications. Many (or most) may do this while working, thus increasing their stress.

#### 6.7.2 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION B

Firstly the majority of the respondents came from schools with school or learner rolls ranging from 1 200 to 1 500, staff rolls from 30 to 40 and class rolls from 45 to 60. These learners are accommodated in 25 to 30 classrooms of an average of 6 x 6 m<sup>2</sup>. This implies that township schools are generally big and classes overcrowded. This is not conducive for OBE.

Secondly, the majority of the respondents also came from schools with no

laboratories, no libraries, no assembly halls and no staffrooms. This lack of facilities may imply lack of space and material for OBE projects and group-work.

Lastly, the majority of the respondents spent 4 to 6 hours per week on extra curricular activities, while a fairly big number spent 0 to 2 hours per week on extra curricular activities. Most of the respondents also spent 0 to 2 hours at school after normal school hours per week. This implies that the departmental policy of that teachers should spend at least 7 hours at school per day (or one hour after normal school hours per day) was not observed by many teachers. It may be unfair to the many teachers who observed that policy. The latter group may feel punished or discriminated against. This double standard may also promote further violation of departmental rules/policies.

### 6.7.3 SUMMARISED FINDINGS AND IMPLICATION OF SECTION C

In this section it became clear that for the majority of the respondents there was:

- no training for OBE and thus no understanding of it;
- no help from departmental officials;
- no material;
- no parental involvement; and
- no consultation with or involvement of teachers in the planning and adopting of OBE.

The rationalisation of teachers and parents' illiteracy were also indicated as major stressors.

The implication here is that almost nothing was prepared for the implementation of OBE. The lack of teacher training, the lack of understanding of OBE terminology and its approaches and the lack of material may be a clear indication of OBE failure or its poor implementation. The situation may be too stressful for teachers who have to face learners empty-handed and empty-headed. The danger here may be that township teachers may not be implementing OBE, but each may be doing what he/she finds practicable under the given circumstances. This implies lack of uniformity; it also implies that the envisaged results of and intentions with OBE may not be realised since the planning of OBE is different from its practice. It may take many years and millions of rands to realise the actual results of what is practised in the township schools. The uncertainty involved may be very stressful for township school teachers.

#### 6.7.4 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION D

In this section the respondents' inability to implement OBE with certainty was indicated. A lot of uncertainty and rare or scarce achievement of results with OBE were indicated. This implies that the respondents rarely

- used departmental material only;

- developed their own material;
- applied OBE assessment techniques with confidence;
- waited until all learners have achieved set outcomes;
- involved learners in deciding what they taught and how;
- received suitable teaching aids from the department ; and rarely
- applied the information and approaches from workshops in their classrooms.

The majority of the respondents indicated that :

- the poor home background of their learners hinder their progress ;
- examinations still had a place in OBE;
- the poor conditions in the township schools make it difficult for them to achieve outcomes ;
- OBE has too much paper work.

The implication of these results is that the respondents were uncertain about OBE and that conditions at home and in the townships were not conducive for OBE. Such a situation is likely to cause stress for township teachers.

#### 6.7.5 SUMMARISED FINDINGS AND IMPLICATIONS OF SECTION E

In this section, lack of facilities and resources were indicated by most respondents as the main cause of failure of OBE in their schools. Poor home background and

(parents') unemployment were also ranked high. The majority of the respondents also mentioned that they teach all learners at once, implying little or no attention for slow and gifted learners. This practice violates the fundamental principles of OBE viz each learner to progress at his/her own pace, and group-work. Lastly, an overwhelming majority of the respondents (85,5 %) believed that OBE pleased politicians more than it pleased teachers.

From these results it becomes clear that without resources and facilities there would be no OBE. Again, poor conditions at home would make OBE difficult. The question is why should the government go ahead with the implementation of OBE? The answer may be that politicians want it. This is the view shared by 85,5 % of the respondents. This confirms an earlier view that OBE is not necessarily an academic system but a political one. It may be enabling politicians to control the type/nature of citizenry of the future - regardless of the feelings and beliefs of others, especially teachers and parents. This may be stressful.

#### 6.7.6 SUMMARISED FINDINGS AND IMPLICATIONS OF THE INTERVIEW SCHEDULE

In this interview, the lack of adequate teacher training, big classes and the lack of OBE material were mentioned as major stressors of township school teachers.

Headaches and tiredness were indicated as major symptoms of stress experienced

by townships school teachers.

The supply of adequate material and the reduction of class sizes were mentioned as possible ways of improving OBE teaching, and consequently, if reducing teacher stress.

## 6.8 RECOMMENDATIONS

The following recommendations, if considered, could go a long way in addressing the problems of OBE in the township schools, as well as the consequent stress among township teachers.

### 6.8.1 PROVISIONING OF MATERIAL AND RESOURCES

OBE is a system that depends almost entirely on material such as activity books, teacher handbooks and other teaching aids. Without these materials it may be difficult, if not impossible, to implement OBE and achieve set outcomes.

The provisioning of computers and photostating machines has become essential. OBE, as confirmed by the respondents in Section E, is characterised by a lot of paperwork. This may be for recording assessment results, for duplicating worksheets and for compiling reports. Without computers the keeping of

assessment records may involve a lot of handwriting and may be fraught with mistakes and inconsistencies.

Most township schools do not have materials and resources. It may imply that teachers in these schools are not doing OBE - since this is impossible without materials and resources.

### 6.8.2 ADAPT OBE TO SOUTH AFRICAN CONDITIONS

The South African version of OBE was mainly adopted from the western countries such as America, Australia, Canada and New Zealand. However, there are major differences between South Africa and these countries. These differences include

- funds : South Africa does not have adequate means of funding OBE as compared to these countries
  
- teacher quality : South African teachers, especially black teachers, were poorly trained and others are simply lazy and irresponsible - with little or no measure of enforcing discipline from the ministry of education.
  
- home background : South African learners come from very poor home backgrounds - many without books, television sets and radios. Thus, they go to school not as mentally developed as learners from developed

countries.

- ethnicity : South Africa is characterised by many cultural and ethnic groups, implying different languages, values, norms and religions - which is not the case in some of these countries.

Therefore, the South African version of OBE should be designed in such a way that

- it is not costly to implement;
- it can be easily understood by the inadequately trained teachers;
- it is relevant to the deficient home backgrounds of especially township learners; and
- it accommodates the different value and belief structures of the different cultural groups.

This may imply a complete shift from the current OBE. It was for this reason that Killen (1999(a) : 20) maintained that OBE would work in South Africa only if it were used to supplement another system of education.

### 6.8.3 TRAIN TEACHERS IN OBE

Teachers, especially township school teachers, were not trained for a system like OBE. Therefore, a form of training or in-service training for these teachers would

be essential for the smooth implementation of OBE. The major complaints against the current workshops are that

- many workshop facilitators were never (primary) school teachers;
- the workshop information cannot be easily applied in the practical classroom situation due to poor school conditions and lack of material; and
- the duration for the workshops is too short. Some respondents recommended months or at least weeks for these workshops (cf Section E).

Without adequate training or retraining of teachers by locally experienced teachers or former teachers, there can be no proper implementation of OBE.

#### 6.8.4 STOP RATIONALISATION OF TEACHERS

The OBE system requires smaller classes that would enable the teacher to easily implement

- group work;
- individual attention;
- individual observation and assessment; and
- record keeping.

Township teachers, because of staff rationalisation, are forced to handle too big groups. In fact, the introduction of OBE should have been accompanied by the

employment of additional teachers to enable the formation of smaller groups. This could have enhanced facilitation, assessment and group work. In many private and former Model C schools, learner numbers per teacher are smaller. The reason being these schools charge higher fees than township schools and can, therefore, afford to pay teachers from their school funds.

Without lowering teacher-learner ratios to about 1:30 or less in the township schools, township teachers may be always overloaded and their learners may never fully achieve set outcomes.

#### 6.8.5 DESIGN EXAMINABLE CONTENT

In OBE the emphasis is on the achievement of observable outcomes. Outcomes are determined in advance and each teacher develops his/her own content to achieve these outcomes. He/she also decides the level of achievement of these outcomes. This does not only imply a lack of standards, but also a lack of universal or national content. Learners who went through the same grade in different schools/areas may not have learnt the same content, and may not have reached the same level of achievement. This system also depends on teacher dedication: less dedicated teachers may lower levels of achievement.

To address this inconsistency, a syllabus or curriculum content should be designed

and a form of testing or examining should take place to ensure standards and uniformity. Outcomes should not be based on observable behaviour only, but also on knowledge of facts/content. Progress of learners should be determined by a minimum level of achievement of both facts and behaviour.

Observable behaviour may be difficult to define due to differences in cultures and values. This may imply different sets of value-laden outcomes for different cultural groups. In such a case, the part of curriculum that deals with values and behaviour could be regionalised, or decentralised. The decentralised part of the curriculum could be designed in consultation with local teachers, parents, business and other interest groups/stakeholders - thus addressing the complaint that teachers and parents were not consulted in the design and adoption of OBE.

#### 6.8.6 FINANCE OBE ADEQUATELY

OBE is generally a costly system of education. Changing from apartheid education to OBE could further increase the cost of OBE. The government, therefore, has to pledge millions of rands for, among others,

- training of teachers;
- employment of additional teachers;
- supplying resources such as computers and duplicating machines;
- providing teaching aids;

- building additional classrooms or more schools; and
- monitoring progress and providing support for teachers.

Without the above-mentioned resources and services, there can be no proper implementation of OBE. The concern of many observers is : Why did the government go ahead with OBE when it did not have adequate funds? This question was raised several times before, even in this study. The answer may be political legitimacy - as mentioned earlier.

The government chose to continue with OBE, despite stern warnings from academics. The only alternative is to find money and finance OBE adequately.

## **6.9 PROBLEMS EXPERIENCED WITH THIS STUDY**

A number of problems were experienced with both the literature study and the empirical research.

### **6.9.1 PROBLEMS EXPERIENCED WITH THE LITERATURE STUDY**

The problem here was the lack of literature. Firstly, OBE in South Africa is a completely new system and thus very little has been written on it. Although there were many international studies and sources, these were not relevant for the South African OBE. Most of the few local sources available were compiled by officials

from the ministry of education, SADTU or its members and other pro-OBE people such as consultants, journalists and some academics. It was therefore, very difficult to form an objective opinion of OBE. Moreover, these writers only theorised about OBE in an ideal situation, and never bothered to consider the practical situation of township schools. It is for this reason that workshop information and some teacher handbooks are not relevant to the township school situation.

Secondly, literature on the stress of township teachers was not adequate. The few researchers that were available were done before the adoption of OBE, thus emphasising stressors during apartheid education. Surely OBE, teacher rationalisation, the quality of departmental officials and their management styles, as well as the new laws governing education (such as the abolition of corporal punishment) have changed the stress situation of especially township teachers. Older sources, although they may be relevant in a number of instances (such as overcrowding, lack of facilities, etc), do not reflect the impact of these changes on the stress situation of township teachers. For example, job security was never a stressor for township teachers in the past, but this is one of the major stressors among township teachers.

## 6.9.2 PROBLEMS EXPERIENCED DURING THE EMPIRICAL RESEARCH

The major problem here was some teachers' reluctance to complete questionnaires.

A number of reasons were advanced. Among other the following were mentioned:

- too many questionnaires. Some post-graduate students from the local Vista University Campus were conducting researches at these schools;
- no time. Some teachers said they did not have time to complete questionnaires, since these were too long and thus required a lot of time.
- teachers felt that completing these questionnaires would be a waste of time since no government officials read these documents, and thus no change would be brought about by these documents.

The other problem was some township teachers' poor command of English. Although the researcher considered this in the designing of the questionnaire (by using simple language) some teachers still misunderstood items, they also did not know or understand some OBE concepts such as continuous assessment and peer tutoring. Regarding the interview, the researcher explained each question thoroughly. The teachers' vernacular, particularly Sesotho, was used to clarify questions where necessary.

## **6.10 SHORTCOMINGS OF THIS STUDY**

The following shortcoming of this research were identified:

- the study was limited to the stress of teachers who implemented OBE, the stress of learners who do OBE were not investigated;
- the impact of OBE on the stress of the school's management team (i.e. principal, deputy principal and departmental heads) was also not investigated.
- the questionnaire used was not standardised; and
- the study concentrated only on the township teachers' organisational/school stressors, their personal and social stressors such as health, family problems and violence in their communities were not investigated.

## **6.11 FUTURE RESEARCH**

A number of aspects regarding OBE and the stress of township teachers still have to be investigated. These include the following:

- the impact of OBE on learners' behaviour and performance;
- the township teachers' stress handling techniques;
- the implementation of OBE in the secondary schools;
- the manifestations of OBE-related stress on township teachers; and
- the influence of OBE on the stress of white teachers (teachers in former

Model C schools).

## 6.12 CONCLUSION

Earlier research has revealed that township teachers experienced stress due to the poor or inadequate conditions under which they performed their duties. Stressors such as overcrowding, inadequate material, lack of facilities and inadequate professional training were identified as unique to township school teachers (Kutame 1997; Motseke 1998; Ngwezi 1989; Reeves 1994). The aim of this study was, therefore, to establish the influence of OBE on the stress of the township school teachers.

It should be mentioned that the above-mentioned stressors were not addressed prior to the introduction of OBE in the township schools. This implies that a complicated system like OBE was introduced in schools where

- teachers were poorly trained;
- materials and facilities were lacking;
- funds were inadequate; and
- overcrowding was common.

Such a system would not succeed in the township set-up. Its failure would contribute negatively to the teachers' self-confidence. This may be stressful.

The attempt by the government to replace Bantu Education with an education system that would be legitimate and future-oriented, like OBE, may fail, since conditions in the township schools do not allow the introduction of such a system. In fact, products of OBE may not reach the envisaged intellectual, moral and emotional levels of development. The government and/or the ministry of education when deciding on OBE, may have based their predictions and expectations on an ideal situation, but the system of education that is being implemented in the township schools may not be really OBE. Its products, therefore, may not be the same as those expected by the authorities. The real products of that system may be known only after many years.



## LIST OF SOURCES

- ARY, D., JACOBS, L.C. & RAZAVIEH, A. 1990. Introduction to Research in education. Fort Worth : Holt, Rinehart & Winston, Inc.
- ASMAL, K. 1999. Mulholland way off mark. Sunday Times, 17 October : 23.
- ASTIN, A.W. 1997. Liberal education and democracy : The case of pragmatism. Liberal Education, 39(3) : 200-208.
- AUDI, R. 1996. The Cambridge Dictionary of Philosophy. Cambridge : Cambridge University Press.
- BAILEY, K.D. 1987. Methods of Social Research. London :The Free Press.
- BARON, M.A. & BOSCHEE, F. 1996. Dispelling the myths surrounding OBE. Phi Delta Kappan, 77(8) : 574-577.
- BARRON, C. 1994. A child's view of daily horror of life in the township. Sunday Times, 16 October : 10.
- BEARE, H. & LOWE BOYD, W. 1993. Restructuring Schools: An International Perspective on the Movement to Transform the Control and Performance of Schools. London :The Falmer Press.
- BERG, B.L. 1998. Qualitative research methods for the social sciences. London : Allyn and Bacon.
- BOSCHEE, F. & BARON, M.A. 1993. Outcome-Based Education : Developing programs through strategic planning. Lancaster : Technomic Publishing Company.
- BORG, W.R. & GALL, M.D. 1989. Educational Research : An Introduction. London : Longman
- BRACK, C. & BRACK, G. 1995. How chaos and complexity theory can help counsellors to be more effective. Counselling & Values, 39(3) : 200-208.
- BROWN, M. & RALPH, S. 1992. Towards the identification of stress in teachers. Research in Education, 48 : 103-110.
- BRYMAN, A. 1996. Quantity and Quality in social studies. London : Routledge.

- BRYNE, J.J. 1998. Teacher as hunger artist : Burnout : Its causes, effects and remedies. Contemporary Education, 69(2) : 86-91.
- CAPUTO, J.S. 1991. Stress and burnout in Library Service. Phoenix : Oryx Press.
- CARDWELL, M. 1999. The Complete A-Z Psychology Handbook. London : Hodder & Stoughton.
- CHADWICK, B.A., BAHR, H.M. AND ALBRECHT, S.L. 1984. Social Science Research Methods. New Jersey : Prentice-Hall, Inc.
- CHARLES, C. 1995. Introduction to Educational Research. White Plains, N.Y. Longman.
- CHIPETA, D.P. & MANNATHOKO, C.E. 1993. Teaching practice evaluation. Gaborone: University of Botswana.
- CITIZEN. 1999(a). Teachers at rock bottom - Asmal. 27 September : 1-2.
- CITIZEN. 1999(b). Teachers 'soon in short supply'. 28 October : 3.
- CLAASSEN, 1998. Outcomes-Based Education : some insights from complexity theory. South African Journal of Higher Education, 12(2) : 34-40.
- COCKBURN, P. 1997. Building a brighter future. Pretoria : C.T.P. Books.
- COETZEE, G. 2000. S.A. Onderwys storm dalk op afgrond af. Volksblad, 20 January : 1.
- COETZER, P.F.R. 1995. Die hantering van stres deur junior primêre onderwyseresse in Bloemfontein - 'n Psigopedagogiese ondersoek. Unpublished MEd dissertation. Bloemfontein : University of Free State.
- COUTTS, A. 1992. Multicultural education : The way ahead. Pietermaritzburg : Shuter & Shooter.
- CRANWELL-WARD, J. 1990. Thriving on stress. London : Routledge.
- CRESSWELL, J.W. 1998. Qualitative Inquiry and Research Design. London : Sage Publications, Inc.
- DE CORTE, E. & WEINERT, F.E. 1996. Instructional Encyclopaedia of developmental and instructional psychology. Oxford : Elsevier Science.

- DEDEKIND, N. 1995. "Verandering in onderwys nie eenvoudig". Volksblad, 23 February: 4.
- DE KLERK, E. 2000. Toepasbaarheid van 2005 beperk. Volksblad, 20 January : 2.
- DEPARTMENT OF EDUCATION (DOE). 1997. Curriculum 2005. Specific Outcomes, assessment criteria, range statements. Grades 1-9. Discussion document, April 97. Pretoria : Department of Education.
- DEPARTMENT OF EDUCATION (DOE). 1996. Curriculum framework for general and further education and training. Draft document, July 1996. Pretoria : Department of Education.
- DEY, I. 1993. Qualitative Data Analysis : A user-friendly guide for social scientists. London : Routledge.
- DUMA, M. 2000. Discipline helps schools beat tough times - MEC. Sunday World, 2 January : 7.
- DUNHAM, J. 1984. Stress in teaching. London : Croom Helm.
- DUNHAM, J. 1994. A framework of teachers' coping strategies for a whole school stress management policy. Educational Management and Administration, 22(3) : 168-174.
- EDUCATOR'S VOICE. 1999. Comment. 3(9) : 1.
- ERASMUS, J. 1996. Free State : A human development profile. Johannesburg : Development Bank of Southern Africa.
- EVANS, K.M. & KING, J.A. 1994. Research on OBE : What we know and don't know. Educational leadership, 51(6) : 12-16.
- EVANS, D.R. & SHAW, C.P. 1995. Formulating educational policy in sub-Saharan Africa: A working paper for discussion of DAE's 1995 biennial plenary meeting. Tours (France): 1-25.
- FINK, A. 1995. How to sample in surveys. London : Sage Publications, Inc.
- FONTANA, D. 1995. Psychology for teachers. London : Macmillan.
- FRITZ, M. 1994. Why OBE and the traditionalists are both wrong. Educational leadership, 51(6) : 79-83.

- FURMAN, G.C. 1994. Outcome-Based Education and accountability. Education & Urban society, 26(4) : 417-438.
- GARSON, P. 1999. The rocky road to 2006. The Teacher, 4(1) : 6-7.
- GASCOYNE, J. 1997. Why are some teachers affected by stress more than others? Association of Professional Teachers, 3(4) : 8-9.
- GILBERT, A., VAN VLAENDEREN, H. & NKWINTI, G. 1995. Planting pumpkins : socialisation and the role of local knowledge in rural South Africa. South African Journal of Psychology, 25(4) : 229-235.
- GOLD, Y., & ROTH, R.A. 1993. Teachers managing stress. London ; The Falmer Press.
- GRAHAM, W. 1994. Shock report on schooling. Weekend Star, 31 December : 2.
- GREY, J. 1998. A new point of view. The Teacher, 3(1) : 6.
- GUTMANN, J. 1998. The stress workbook. London ; MacMillan.
- HAACK, M.K. 1994. Defining outcomes for guidance and counselling. Educational leadership, 51(6) : 33-37.
- HAGEN, H. 2000. NNP in call for more discipline in schools. Citizen, 17 January : 7.
- HARBER, C. 1998. IPT and the new changes in education. Conference paper : Department of Education. University of Natal.
- HARDEN, R.M. 1999. Stress, pressure and burnout in teachers : Is the swan exhausted? Medical Teacher, 21(3) ; 245-247.
- HARTSHORNE, K. 1992. Crisis and challenge : Black education 1910 - 1990. Cape Town : Oxford University Press.
- HITCHCOCK, G. AND HUGHES, D. 1994. Research and the teacher. London : Routledge
- HOUSER, R. 1998. Counselling and Educational Research : Evaluation and Application. London : Sage Publications
- HUNT, F.J. 1990. The social dynamics of schooling : Participants, Priorities and Strategies. London : The Falmer Press.

- JACOBS, M. & GAWE, N. 1998. Teaching-learning dynamics : a participative approach. Johannesburg : Heinemann.
- JANSEN, J. 1997. Professor stands by his OBE paper. The Teacher, 2(9) : 8.
- JANSEN, J. 1998. Curriculum reform in South Africa ; A critical analyses of outcomes-based education. Cambridge Journal of Education, 28(3) : 321-331.
- JAPHTA, M. 2000. Gender Campaigns. Educator's Voice, 4 (5) :10.
- JOYCE, B., WEIL, M. & SHOWERS, B. 1992. Models of teaching. Boston : Allyn & Bacon.
- KANPOL, B. 1995. Outcome-Based Education : Reform and Curriculum process. Education Policy, 9(4) : 359-376.
- KHOBE, J. 1999. Tragedy if labour problems undermine educational objectives. Educational Voice, 3(7) : 13.
- KILLEN, R. 1998. An Australian perspective on outcome-based education. OBE conference paper. Pretoria : Vista University.
- KILLEN, R. 1999(a). It's an OBE world. Vista Voice, 10(8) : 20-21.
- KILLEN, R. 1999(b). Outcomes-based education in South Africa : Some guidelines for programming. Unpublished manuscript. University of Newcastle, Australia.
- KOK, P. & GELDERBLOM, D. 1994. Urbanisation : South Africa's challenge. Pretoria : HSRC Publishers.
- KOKOT, S.J. 1997. The gifted child-consigned to the demolition heap? Educare, 26(1 & 2) : 15-23.
- KROHNE, H.W. & LAUX, L. 1982. Achievement, stress and anxiety. Washington : Hemisphere Publishing Corporation.
- KRUEGER, R.A. 1994. Focus Groups : A practical guide for Applied Research. London: Sage Publications.
- KRUEGER, R.A. 1998. Analysing of reporting focus group results. London : Sage Publications.

- KRUGER, A.C.M. 1992. Identification of stress in adolescence : A psycho-educational perspective. Unpublished DEd thesis. Pretoria : University of South Africa.
- KUTAME, A.P. 1997. An investigation into sources of teacher stress in rural secondary schools. Unpublished MEd dissertation. Cape Town : University of Cape Town.
- KYRIACOU, C. & SUTCLIFFE, J. 1978. A model of teacher stress. Educational studies, 4(1) : 1-7.
- LEUPOLD, E.M. 1994. Demands from all sides. European Education, 26(10) : 112-121.
- LORGAT, H. 1999. Get set for 2000. Voice, 3(9) : 1.
- LUBISI, C. WEDEKIND, V. & PARKER, B. 1997. Understanding outcomes-based education : knowledge, curriculum & assessment in South Africa. Johannesburg : SAIDE.
- MACFARLANE, D. & MONA, V. 1999. Training needed for OBE. The Teacher, 2(8) :1-2.
- MADISHA, W. 1999. Preparing for action. Educator's Voice, 3(8) : 12.
- MANNO, B.V. 1995. Educational outcomes do matter. Public Interest, 119 : 19-29.
- MARAI, J.L. 1992. Faktore wat stres veroorsaak by onderwysers in die Oranje Vrystaat en Kaapprovinsie. Suid-Afrikaanse Tydskrif vir Opvoedkunde, 12(3) : 305-312.
- MAREE, J.G. 1995. Kritieke toestand van Wiskunde - onderwys in swart skole in die Republiek van Suid-Afrika. South African Journal of Psychology, 25(1) : 47-52.
- MASON, M. 1999. Outcomes-Based Education in South African Curriculum reform : A response to Jonathan Jansen. Cambridge Journal of Education, 29(1) : 137-142.
- MBOYANE, S 2000. Education system needs a total overhaul. City Press Plus, 29 October :17.
- MBOYA, M.M. 1993. Beyond apartheid (The question of education for liberation). Cape Town : Esquire Press (Pty) Ltd.
- McDONALD, M., DALE, R. & WHITTY, G. 1987. The curriculum. Schooling and society, 8 : 20-33.
- McGHAN, B. 1994. The possible outcomes of outcome-based education. Educational leadership, 51(6) : 70-73.

- McKERNAN, J. 1993. Some limitations of outcome-based education. Journal of Curriculum & Supervision, 8(4) : 343-354.
- MECOAMERE, V. 1999. A campaign to improve education. Sowetan, 31 December : 9.
- MERTENS, D. M. 1998. Research Methods in Education and Psychology : Integrating Diversity Without Quantitative and Qualitative Approaches. London : Sage Publications.
- MISBACH, W. 1999. Poor results : Asmal will crack whip. Sowetan, 31 December : 2.
- MKATSHWA, S. 1999. S.A. education on track. Sowetan, 30 December : 8.
- MOODLEY, K. 1995. Physiological and behavioural consequences of teacher burnout. Unpublished MEd dissertation. Cape Town : University of Cape Town.
- MORSE, J.M. 1994. Critical issues in qualitative research methods. London : Sage Publications.
- MOTSEKE, M.J. 1998. Factors contributing to teacher stress in township secondary schools. Unpublished MEd dissertation. Pretoria : University of South Africa.
- MPETA, C. 2000. Homework won't ever be the same. Saturday Star, 8 January : 9.
- MULHOLLAND, S. 1999. What will make us succeed is action - any action. Sunday Times (Appointments), 28 March : 1.
- MULHOLLAND, S. 2000. Inevitable chaos of social engineers' unrealistic dream. Sunday Times (Appointments), 23 January : 1.
- MULLER, J. 1998. The well-tempered learner : self-regulation, pedagogical models and teacher education policy. Comparative Education, 34(2) : 177-184.
- NASSON, B., & SAMUEL, J. 1990. Education : From poverty to liberty. Cape Town : David Phillip Publishers.
- NATIONAL PROFESSIONAL TEACHERS' ORGANISATION OF SOUTH AFRICA (NAPTOSA). 1998. A synoptic analysis of the initial implementation of outcomes-based education in Grade 1 in South Africa. Arcadia : NAPTOSA.
- NEUMAN, W.L. 1992. Social Research Methods. London : Allyn and Bacon.

- NGWEZI, A.P. 1989. Stress levels and coping styles. Unpublished M.A. dissertation. Pretoria ; UNISA.
- O'CONNER, M. 1997. Eksamens word iets van die verlede, sê kenner oor Kurrikulum 2005. Volksblad, 25 November : 11.
- OLIVIER, A. 1989. Vraelyste vir Spesiale Emperiese Opvoedkunde (B.Ed). Pretoria : UNISA.
- OLIVIER, C. 1997. Outcomes-Based Education and Training Programmes. Pretoria : OBET Pro.
- OZMON, H.A. & CRAVER, S.M. 1995. Philosophical foundations of education. Eaglewood Cliffs : Merril Publishing Company.
- PAHAD, M. 1997. Assessment and the National Qualifications Framework. Johannesburg : Heinemann.
- PAHAD, M. 1998(a). Implementing OBE -4 : Philosophy. Pretoria : Department of Education.
- PAHAD, M. 1998(b). Implementing OBE -2 : Assessment. Pretoria : Department of Education.
- PATON, C. 1999. The benevolent dictators of political redeployment. Sunday Times, 29 August : 18
- POPENOE, D., BOULT, B. & CUNNINGHAM, P. 1998. Sociology. New Jersey : Prentice -Hall.
- POTENZA, E. 2000. Answers to your school questions. Sunday Times (City Metro), 30 January : 2.
- POTTERTON, M., DE BEER, A. & PILE, K. 1998. Learners in the Landscape. Cape Town : Francolin Publishers (Pty) Ltd.
- PRAVAT, R.S. & FLODEN, N. 1994. Philosophical perspectives on constructivistic views of learning. Educational Psychology, 29 : 37-48.
- PRETORIUS, C. 1999(a). Asmal must learn the pitfalls of education. Sunday Times, 1 August : 2.

- PRETORIUS, C. 1999(b). Matrics in last-ditch bid to succeed. Sunday Times, 26 September : 11.
- PRETORIUS, C. 1999(c). Big stick for bad headmasters. Sunday Times, 17 October : 1.
- PRETORIUS, C. 2000. Asmal to name members of curriculum review committee. Sunday Times, 6 February : 2.
- PRETORIUS, C. & HEARD, J. 1999. Shock teacher shortage looms. Sunday Times, 9 May : 6.
- RADEMEYER, A. 2000. 'Goeie onderwysers die grootste gebrek'. Volksblad, 20 January : 7.
- RASOOL, M. 1997. Outcomes-Based Education will prepare us for the 21<sup>st</sup> century. The Teacher, 2(8) : 6-7.
- REAVES, C.C. 1992. Quantitative research for the behavioural sciences. Washington: John Wiley and Sons, Inc.
- REEVES, C. 1994. The struggle to teach. Cape Town : Maskew Miller Longman.
- REGLIN, G. & REITZAMMER, A. 1998. Dealing with the stress of teachers. Education, 118(4) : 590-597.
- RIGBY, C.J., BENNET, H.F. & BOSHOFF, A.B. 1996. Teacher stress interventions : a comparative study. South African Journal of Education, 16(1) : 38-45.
- RONEY, A. & COOPER, C. 1997. Professionals on workplace stress. New York : John Wiley & Sons.
- SABC RADIO & TV TALK. 1999. Education for a new world. 12(2) : 4.
- SARROS, J.C.L. & SARROS, A.M. 1992. Social support and teacher burnout. Journal of Education Administration, 30(1) :55-69.
- SCHLAFLY, P. 1993. What's wrong with outcomes-based education? The Phyllis Schlafly Report, 26(10).

- SCHWARZ, G. & CAVENER, L. Outcome-based education and curriculum change : advocacy, practice and critique. Journal of Curriculum & Supervision, 9(4) : 326-339.
- SELALEDI, D.K. 1997. Teachers' sense of efficacy in schools in the major urban centres of the Free State Province after May 10, 1994. Unpublished DEd thesis. Welkom : Vista University.
- SELYE, H. 1956. The stress of life. London : McGraw-Hill Book Company.
- SELYE, H. 1974. Stress without distress. New York : Lippincott.
- SHARRATT, P.A. & VAN DEN HEUVEL, E. 1995. Metamemorial knowledge in a group of black South African school children. South African Journal of Psychology, 25(2) : 59-73.
- SIBAYA, P.T., SIBAYA, D.C. & MUGISHA, R.X. 1996. Black secondary school pupils' problems with mathematical concepts. South African Journal of Education, 16(10) : 32-37.
- SMITH, S.J. 1991. Outcome-based education and the gifted learner :theory. Practice and challenges. Gifted Child Today, 4(1) :52-56.
- SMYTH, J. & DOW, A. 1998. What's wrong with outcomes? Spotter planes, action plans, and steerage of the educational workplace. British Journal of Sociology of Education, 19(3) : 291-304.
- SÖHNGE, W. & MOLETSANE, R.I.M. 1997. Curriculum perspectives and issues, in Lemmer, E., & Badenhorst, D. : Introduction to education for South African teachers. Cape Town : Juta.
- SONN, R.A. 1994. The teacher's role : A sociological analysis. Educamus, 40(1) : 21-23.
- SOUTH AFRICAN INSTITUTE FOR DISTANCE EDUCATION (SAIDE). 1998. Understanding outcomes-based education. Cape Town : Oxford University Press.
- SOYIBO, K. 1994. Occupational stress factors and coping strategies among Jamaican High school science teachers. Research in Science & Technological Education, 12(2) : 187-193.
- SPADY, W.G. 1994. Outcome-Based Education : Critical issues and answers. Washington D.C. : American Association of School Administration.

- STEENEKAMP, G.S. 1984. *Praktiese riglyne vir vraelyskonstruksie*. Geleentheidspublikasie, 16. Pretoria : HSRC.
- STEYN, G.M. & VAN WYK, J.N. 1999. Job satisfaction ; perceptions of principals and teachers in urban black schools in South Africa. South African Journal of Education, 19(1) ; 37-43.
- STEYN, P. & WILKINSON, A. 1998. Understanding the theoretical assumptions of outcomes-based education as a condition for meaningful implementation. South African Journal of Education, 18(4) : 203-208.
- SUKHRAJ, P. 2000. 12 Years of schooling ends in failure for most. Sunday World, 2 January : 7.
- SUNDAY TIMES. 1994. A country of criminals. 6 November : 3.
- SUNDAY TIMES. 1999(a). A time to learn and teach. A time to rethink. 1 August : 16.
- SUNDAY TIMES. 1999(b). Government is about to fail another matric examination. 26 September : 18.
- SUNDAY TIMES. 2000. Knowledge must boost parents. 16 January : 14.
- SUTHERLAND, V.J. & COOPER, C.L. 1990. *Understanding stress ; A psychological perspective for health professionals*. London : Chapman & Hall.
- SYLVESTER, E. 2000. Closing the gab between public and private. Saturday Star, 8 January : 9.
- TELEKI, C.J. 1994. *Management of overpoliticised secondary schools for blacks*. Unpublished MEd. dissertation. Potchefstroom : PU for CHE.
- THE STAR. 1999. Efficient schooling seen as a major challenge. 15 June : 6.
- THE TEACHER. 1996. Critical curriculum concerns. 1(8) : 7.
- THE TEACHER. 1997(a). Clarifying the curriculum. 2(3) : 11.
- THE TEACHER. 1997(b). Education officials stand firm on new curriculum. 2(8) : 6-7.
- THE TEACHER. 1997(c). SADTU answers criticism. 2(9) : 8.

- TILEY, J. & GOLDSTEIN, C. 1997. Understanding Curriculum 2005. Johannesburg : Heinemann.
- TOWERS, J.M. 1994. The perils of outcome-based teacher education. Phi Delta Kappan, 75(8) : 624-629.
- VAN DER HORST, H. & McDONALD, R. 1997. OBE : A teacher's manual. Pretoria : Kagiso Publishers.
- VAN DER HORST, H. & McDONALD, R. 1998. Outcomes-Based Education : an illustrative orientation. Educare, 27(1 & 2) : 18-28.
- VAN DER WAGEN, L. & RIDLEY, B. 1997. Training and assessment in the National Qualifications Framework. Johannesburg : Kagiso Publishers.
- VENTER, M. 1997. Mixed reception for OBE internationally. The Teacher, 2(11) : 13.
- VISTA. 2000(a). Lemotso's children are rape victims. 10 February : 9.
- VISTA. 2000(b). 'Onderwysers nie positief genoeg.' 17 February : 6.
- VOLKSBLAD. 1995. Gelyke onderwys is die doelwit. 1 March : 2.
- VOLKSBLAD. 1997. Minister moet luister na waarskuwings - NP. 18 November : 6.
- VOLKSBLAD. 2000(a). Onderwys sal deur komitee hersien word. 24 January : 1.
- VOLKSBLAD. 2000(b). Leerkragte met onvoldoende opleiding 'n groot leemte van 2005. 24 January : 6-7.
- VOLKSBLAD. 2000(c). NNP vra stigting van krisisfonds vir onderwys. 24 January : 7.
- VON GRASERSFELD, E. 1995. Radical constructivism : Reform and curriculum process. Education Policy, 9(4) : 359-376.

# APPENDIX A

OBETSQ

## OBE TEACHER STRESS QUESTIONNAIRE

### SECTION A

Indicate data applicable to you by making a cross on the relevant number.

#### BIOGRAPHICAL DATA

1 Gender

Male	1
Female	2

2 Age

20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60+	5

3 Marital status

Married	1
Never married	2
Divorced	3
Widowed	4

4 Teaching experience

0 - 5	1
6 - 10	2
11 - 15	3
16 - 20	4
21+	5

5 Professional Qualifications

PTC/HPTC	1
Diploma	2
Degree	3
Post-graduate	4

## SECTION B

Indicate data applicable to you or your school by crossing the appropriate number

### DEMOGRAPHICAL DATA

1 Number of learners in your school (school roll)

0 - 600	1
601 - 900	2
901 - 1200	3
1201 - 1500	4
1500 +	5

2 Number of hours spent on extra curricular activities per week

0 - 2	1
3 - 4	2
5 - 6	3
7 - 8	4
9 - 10	5
11+	6

3 Number of hours spent at school after normal teaching time per week

0 - 2	1
3 - 4	2
5 - 6	3
7 - 8	4
9 - 10	5
11+	6

4 Number of teachers in your school

0 - 10	1
11 - 20	2
21 - 30	3
31 - 40	4
41 - 50	5
51 - 60	6

5 (Average) number of learners per class you teach

0 - 20	1
21 - 30	2
31 - 40	3
41 - 50	4
51 - 60	5
61+	6

6 Number of classrooms in your school

0 - 5	1
6 - 10	2
11 - 15	3
16 - 20	4
21 - 25	5
26 - 30	6
31 - 35	7
36 - 40	8
41+	9

7 Number of laboratories in your school

00	1
01	2
02	3
03	4
04	5

8 Number of libraries in your school

00	1
01	2
02	3
03	4
04	5

9 Approximate size of a classroom in your school

4 x 4m <sup>2</sup>	1
5 x 5m <sup>2</sup>	2
6 x 6m <sup>2</sup>	3
7 x 7m <sup>2</sup>	4
8 x 8m <sup>2</sup>	5

10 Number of play areas at your school

00	1
01	2
02	3
03+	4

11 Number of staff rooms at your school

00	1
01	2
02	3
03+	4

12 Number of assembly halls at your school

00	1
01	2
02	3
03+	4

### SECTION C

Answer the following questions by crossing 1 (Yes) or 2(No), according to your own personal feeling or experience or observation

1 Are you able to develop your own teaching aids and materials?

YES	1
NO	2

2 Do you understand OBE terminology easily?

YES	1
NO	2

3 Have you received any training for OBE?

YES	1
NO	2

4 Do OBE officials/facilitators from the Department of Education visit your school regularly?

YES	1
NO	2

5 Are officials from the Department of Education able to help you with OBE problems?

YES	1
NO	2

6 Do you think OBE was introduced too soon/hastily?

YES	1
NO	2

7 Did the teacher training programme you followed at college/university prepare you for OBE?

YES	1
NO	2

8 Did you receive OBE material from the Department of Education before the first day of the school year?

YES	1
NO	2

9 Do parents understand the new OBE report cards?

YES	1
NO	2

10 Do the different learning abilities of your learners hinder the teaching-learning progress?

YES	1
NO	2

11 Do the retrenchment and redeployment of teachers increase your workload?

YES	1
NO	2

12 Does the illiteracy of parents negatively affect the learning of your learners?

YES	1
NO	2

13 Is it possible to maintain democratic relationships with learners?

YES	1
NO	2

14 Do you know the different bodies such as National Standards Bodies (NSBs), Standards Generating Bodies (SGBs), South African Qualification Authority (SAQA) and National Qualifications Framework (NQDF)?

YES	1
NO	2

- 15 Do you think the Government has the resources to finance OBE?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 16 Does OBE prepare learners for mainly manual work in their adult life?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 17 Does OBE provide for the teaching of basic reading and writing?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 18 Do you think OBE will successfully address poor thinking and feelings of inferiority promoted by apartheid education?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 19 Can the norms and values emphasized by OBE be relevant to all religious and cultural beliefs?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 20 Can learners who are taught OBE style become scientists and researchers?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 21 Do you think OBE in South Africa will change in 2 or 3 years from now?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 22 Does continuous assessment in OBE mean more tests than before?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |
- 23 Is the OBE material such as handbooks and teaching aids from the Department of Education enough?
- |     |   |
|-----|---|
| YES | 1 |
| NO  | 2 |

24 Are parents able to buy additional material for their children?

YES	1
NO	2

25 Do you think slow learners should be taught separately from gifted learners?

YES	1
NO	2

26 Do you think teachers were consulted before OBE was adopted?

YES	1
NO	2

27 Are you confused by the different OBE approaches used by the different departmental officials or facilitators?

YES	1
NO	2

28 Do you use learners who have understood the topic to teach those who have not yet understood it (peer tutoring)?

YES	1
NO	2

29 Are you forced to stay behind after school or during break just to help slow learners?

YES	1
NO	2

30 Do you do a lot of talking in order to explain work or to give information?

YES	1
NO	2

31 Is poor discipline among teachers a serious problem in your school?

YES	1
NO	2

32 Does your teaching experience help you to easily implement OBE?

YES	1
NO	2

33 Does OBE satisfy business more than academic education?

YES	1
NO	2

34 Are lazy teachers among your staff closely checked by the principal/HOD's?

YES	1
NO	2

35 Does OBE in South Africa promote political interests and unionism?

YES	1
NO	2

## SECTION D

Answer the following questions by choosing one of the following options : Never : 1, Sometimes : 2, Often : 3, Always : 4

Only make a cross on the appropriate number. No answer is right or wrong.

1 I only use the material supplied by the Department of Education when I teach.

Never	1
Sometimes	2
Often	3
Always	4

2 I am able to develop my own curriculum content for set outcomes.

Never	1
Sometimes	2
Often	3
Always	4

3 I can apply OBE assessment techniques with confidence.

Never	1
Sometimes	2
Often	3
Always	4

4 The number of learners in my class enables me to easily implement OBE.

Never	1
Sometimes	2
Often	3
Always	4

5 The size of the classroom allows me to use any OBE method (e.g group work).

Never	1
Sometimes	2
Often	3
Always	4

6 I wait until all my learners have achieved the set outcome before I proceed with the next lesson.

Never	1
Sometimes	2
Often	3
Always	4

7 The poor home background of my learners hinders their progress.

Never	1
Sometimes	2
Often	3
Always	4

8 I involve learners in deciding what I teach, how I teach it and how I assess them.

Never	1
Sometimes	2
Often	3
Always	4

9 Examinations at the end of every year still have a place in OBE.

Never	1
Sometimes	2
Often	3
Always	4

10 The teaching aids or material from the Department of Education and Culture are not suitable for my learners.

Never	1
Sometimes	2
Often	3
Always	4

11 Teachers of different learning areas in my school meet to plan/discuss specific outcomes.

Never	1
Sometimes	2
Often	3
Always	4

12 The poor conditions in the township schools make it difficult for me to achieve the set outcomes.

Never	1
Sometimes	2
Often	3
Always	4

13 The information and approaches I acquired from OBE workshops were possible to apply in my classroom situation.

Never	1
Sometimes	2
Often	3
Always	4

14 OBE has too much paperwork/administrative work.

Never	1
Sometimes	2
Often	3
Always	4

15 Because of the lack of material and facilities in my school, I am forced to teach by only talking and writing on the chalkboard.

Never	1
Sometimes	2
Often	3
Always	4

16 In OBE learners can be taught according to the needs of our school and our community.

Never	1
Sometimes	2
Often	3
Always	4

**SECTION E**

Answer the following questions in your own words.

1 Which factors contribute negatively to the implementation of OBE in South African townships?

(a) .....

.....

(b) .....

.....

.....

(c) .....

.....

.....

2 How do you teach slow and gifted learners in your class?

.....

.....

.....

3 What do you understand by continuous assessment?

.....

.....

.....

4 Do you think OBE pleases politicians more than it pleases teachers?

.....

.....

.....

5 What do you think can be done to address problems associated with OBE in the townships?

.....

.....

.....

.....

6 General remarks on OBE (if any)

.....

.....

.....

.....

.....

.....

.....

.....

.....

# **ANNEXURE B**

Letter of permission



## **APPENDIX C**

Letter to the principals of participating schools

Ref no:3/00  
Enq: M.J. Motseke  
Cell:082 2022510

P O Box 11042  
MERA FONG  
9483  
31<sup>st</sup> May 20000

The Principal

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

**RE : PERMISSION FOR RESEARCH**

- 1 I kindly request you to allow your teachers to voluntarily participate in a research on teacher stress.
- 2 The aim of the research is to investigate OBE-related stress among township teachers.
- 3 A short questionnaire will be handed to teachers to complete at their own time or after school hours.
- 4 These questionnaires will be collected after one week.
- 5 Confidentiality is guaranteed. No name is required on the questionnaire.
- 6 Your co-operation is high appreciated.

.....  
**M.J. MOTSEKE (MR)**

## **APPENDIX D**

Letter to participating teachers

Ref no:3/00  
Enq: M.J. Motseke  
Cell:082 2022510

P O Box 11042  
MERA FONG  
9483  
31<sup>st</sup> May 20000

Dear Colleague

- 1 I kindly request you to spend a little of your time on the accompanying questionnaire.
- 2 The aim of the questionnaire is to investigate the stress that is related to OBE among township teachers in the Free State province.
- 3 The findings of this study could be of significance in influencing the planning and provision of education in the province and/or country.
- 4 Your co-operation is appreciated. I thank you in advance.

.....  
M.J. MOTSEKE (MR)

# APPENDIX E

Confirmation of OBE workshop attended



## **APPENDIX F**

Request for conducting research in schools

P O Box 11042  
**MERAFONG**  
9483

25 April 2000

The Head : Education and Culture  
P O Box 521  
**BLOEMFONTEIN**  
9300

Dear Sir

**RE : REQUEST FOR CONDUCTING RESEARCH IN SCHOOLS**

1 I kindly request for permission to conduct research at some township schools in the Goldfields and surrounding areas (i.e. Welkom, Odendaalsrus, Virginia, Allanridge, Theunissen, Ventersburg, Hennenman and Wesselsbron).

2 My personal demographics are as follows :

Title and name : Mr M J Motseke  
Employer : Vista University, (Welkom Campus)  
Degree : PhD  
Promoter : Prof H M Freeman  
Thesis Title : OBE-related stress among township school teachers.

3 The research details are briefly as follows :

**3.1 RATIONALE**

The study intends to investigate the impact of OBE on the stress levels of township teachers. An attempt will be made to establish from teachers' perspectives how OBE cause them stress, and what can be done to alleviate their stress situation. Killen (An Australian perspective on outcome-based education 1998 : 9) states that it is common for politicians to overlook teachers in the introduction of educational changes. This study is, therefore, an attempt to allow teachers to air their views.

2/...

### 3.2 POPULATION

The population for this study is all township teachers who are busy with OBE in their groups/classes/grades in the Free State province. However, because of accessibility and financial constraints, the following townships will be considered:

Thabong (Welkom)  
Kutloanong (Odendaalsrus)  
Meloding (Virginia)  
Nyakallong (Allanridge)  
Masilo (Theunissen)  
Mamahabane (Ventersburg)  
Phomolong (Hennenman); and  
Monyakeng (Wesselsbron).

### 3.3 RESEARCH INSTRUMENT

A questionnaire will be administered. Strict confidentiality will be observed at all stages of the study. The questionnaire will be given to teachers to complete at their own convenience, and will only be collected after one week.

### 3.4 RESULTS

Once results are available, a copy of the thesis will be provided to the department.

- 4 I worked co-operatively with your department during my MEd study. I hope for the same co-operation with this study.

Thanking you in advance

**MR M J MOTSEKE**

**PROF H M FREEMAN**

# **APPENDIX G**

OBE Interview Schedule

## OBE INTERVIEW SCHEDULE

Answer these questions as honestly as possible.  
No answer is right or wrong.  
All information will be treated with confidentiality.

Gender.....

Grade taught.....

1. Did you undergo any OBE training? If yes, does the information from these workshops help you to implement OBE with ease? If not, how does the lack of OBE training contribute to your stress?
2. How does the lack of OBE material affect your teaching?
3. Do you understand the OBE terminology? If not, how confusing is your lack of understanding of this terminology?
4. Are all your colleagues well-disciplined and hard-working? If not, how do ill-disciplined and lazy teachers in your school affect your OBE activities?
5. What role does your class size (number of your learners) play in OBE teaching?
6. How do the different levels and paces of understanding of your learners affect your teaching?
7. Does OBE involve more work for teachers than the old system of education did? If so, how does this contribute to your stress?
8. How does the parents' inability to help their children with school work contribute to your workload?
9. How do learners from poor home backgrounds (e.g. shacks) influence your lesson?
10. Are you certain of what to do when you assess learners in OBE? If not, how does the uncertainty affect your self-confidence?
11. Do you also understand democracy to mean allowing your learners to be involved in decisions on what to teach, how to teach and how to assess them?
12. How does the lack of halls, laboratories and libraries influence your OBE teaching?
13. As an OBE teacher, do you teach basic reading and writing in your class? If not,

how does this worry you?

14. Does OBE in general cause you stress? If so, which parts of OBE cause you more stress?
15. What symptoms of stress do you generally experience?
16. How do you normally behave or react when you are stressed?
17. Which time of the day do you generally feel more stressed? Do you have a reason why do you normally feel stressed at that time?
18. What are the problems associated with changing from your old teaching style to OBE style, and how does this change affect your personality?
19. What do you do to alleviate or relieve stress?
20. What do you think can be done to make your OBE teaching enjoyable?

**THANK YOU FOR YOUR CO-OPERATION**

