

**THE IMPLEMENTATION OF OUTCOMES-BASED
EDUCATION IN THE FOUNDATION PHASE**

by

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MINI-DISSERTATION

submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS



CURRICULUM STUDIES

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

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NOVEMBER 2002

ACKNOWLEDGEMENTS

This work has been made possible by invaluable support from my family members, friends, colleagues and my supervisor through the will of God. I would like to formally thank all of you and I am happy that the work is eventually completed.

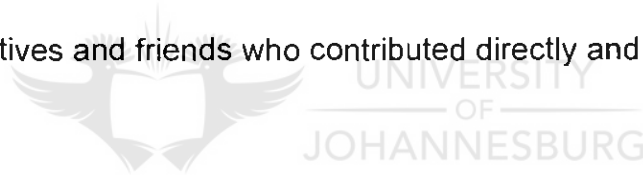
Special thanks to:

My husband, Joas and children who supported me with interest in my work during those busy times.

My supervisor, Dr MC Van Loggerenberg, whose professional guidance and support had made a success of this work.

My mother, Tsatsawani Nwa-Chavani and my late father Bandi Sithole.

My colleagues, relatives and friends who contributed directly and indirectly.



OPSOMMING

Die studie is onderneem in die Giyani distrik in die Limpopo provinsie. Die hoofdoel van die studie was om vas te stel of Uitkomsgebaseerde Onderwys (UGO) wel toegepas word by die Grondslag Fase (Graad 1 tot 3). Literatuur in verband met hierdie studie is ondersoek met die doel om kriteria te ontwikkel vir implementering van UGO. Kwalitatiewe navorsingsmetodes is gebruik vir hierdie studie. Hierdie kriteria is gebruik vir die ontwikkeling van onderhoudvoerings- en waarnemings-instrumente. Kwalitatiewe navorsing gekies as navorsingsmetode vir hierdie studie.

Die biografiese besonderhede toon dat die meeste onderwysers jonk is, en die algemene gevoel is dat hulle nie beroep sal verlaat vir 'n alternatiewe beroep binne die volgende tien jaar nie. Hierdie onderwysers is ook nie geneë om hulle kwalifikasies te bevorder nie, byvoorbeeld Graad 12 plus Junior Onderwys Diploma (JPTD). Met die ondersoek is gevind dat die skool infrastruktuur UGO implementering beïnvloed. Tydens die ondersoek is gevind dat skole nie telefone of elektrisiteit tot hulle beskikking het nie. Onderrig en studie is wel uitkomsgebaseerd, alhoewel slegs 'n paar werksessies vir indiensopleiding aangebied was. Lesse en voorbereiding word nie volgens UGO-riglyne en voorgeskrewe werksprogramme opgestel nie. Die skoolbestuur en ouers het nie 'n aktiewe rol gespeel in die implementering van UGO nie.

Data van die onderhoude en waarneming is aan die proses van triangulering onderwerp om die betroubaarheid van die uitslae korrek weer te gee.

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CHAPTER 1

ORIENTATION AND BACKGROUND OF THE PROBLEM

1.1 INTRODUCTION

The Limpopo Province is the fifth largest province with 10,2% area of the total area of South Africa. Its rural population is 89% of its total population. It was found that those without schooling aged 20 years or more on census day in October 1996, were 37% of the population. The results of the census showed that there is a tendency of the more urbanised Provinces to have more developed education facilities (Hirschowitz, 2000:5-53). The statistics highlight difficulties that might be envisaged when implementing Outcomes-based Education (OBE) in this province. For "South Africa is characterized by quick changes... school types are amended overnight and implemented without effective dissemination to schools and parent communities taking place" (Carl, 1995:158).

1.2 RATIONALE



According to Jansen (1998:565), research conducted in OBE lack a co-ordinated national INSET strategy and weaknesses in the cascade model of in-service training that is mainly used. He alleges that aspects of training may change as educators from the other phases undergo INSET. This has a direct impact on implementation of OBE in schools and it therefore warrants further research.

The findings and the recommendations of Chisholm (2000:1-6) about the problems in the training of educators and the implementation of C2005, show the need for further research. She cited the under supply of learning materials and other resources to schools, lack of an effective model of training, the negative attitude of both trainers and educators to OBE and C2005, the short training sessions and the lack of mastery of OBE and C2005 content by trainers. The reason for this research is to assess the implementation of OBE in the Foundation Phase in schools in the Limpopo Province, especially in the Giyani District.

1.3 ANALYSIS OF THE PROBLEM

1.3.1 Awareness of the problem

Giyani district is situated about 100km from Tzaneen and 150km from Polokwane respectively. Giyani town is found in this district. Most schools in this district are in rural areas. There are learners in this district who are attending school in shacks and there are no brick and mortar classrooms. "When Sowetan visited the school this week, some rickety pit latrines were found in a state of disrepair, while others had fallen apart" (Safara & Mabande, 2001:3). There are poor roads that make travelling to schools difficult. Most schools are over-crowded due to a high shortage of classrooms. In some schools there are no electricity, water and telephones. Some school buildings are in a bad condition with broken window panes, insufficient furniture, libraries and laboratories. Overcrowding in schools force some of the educators to conduct their lessons under trees with the result that learning is most difficult during harsh weather conditions. Some of the grades are forced to share classrooms. In most cases, learners in the Foundation Phase have to share one small table, use chairs without tables, sit and even write on the floor.

Most parents do not have a reliable source of income. They depend on dry land farming for cultivation of maize, which is their staple food. The few who are working are the migrant workers whose children remain alone at home and sometimes they remain in the care of one parent, the mother. "The problem was compounded by the fact that some of the children's parents died while crossing the border" (from Mozambique to South Africa) (Safara & Mabande, 2001:3).

Most educators travel to and from their schools from Giyani town on a daily basis. Some of them use public transport which usually arrives late. During rainy seasons, educators usually are unable to go to school because of slippery roads and flooded rivers. Local educators remain responsible for all learners, whom they usually send off home in early hours. Most schools also lack effective governance, administration and management (Dimmock, 1995:285).

1.3.2 Statement of the problem

The cascading method in the in-service training of trainers, coordinators and educators in OBE was used to introduce educators to OBE, except in pilot schools. This study examines change in the implementation of the old system of education to OBE which is driven by C2005. It is suspected that the move to OBE presents educators with a challenge significant enough to be called a 'paradigm-shift'. This paradigmatic shift might have led to some educators' lack of confidence and certainty as they grapple with the implementation that this shift holds for their lives and work (Lubisi et al, 1998:3). It is suspected that the language of OBE is too complex, confusing and at times contradictory. For example, to understand the concept of 'outcomes' requires understanding of competencies, unit standards, learning programmes, bands and phases, to mention but a few. The main problem with OBE is that it has constantly changed meaning (Jansen & Christie, 1999:147). Some researchers indicated that as stakeholders educators have been denied participation in formulating the policy of OBE. They further indicated that a small elite of educators were involved and the majority of educators do not have access to information on OBE to such an extent where they do not know where to get the relevant information (Jansen & Christie, 1999:150).

The problem with the cascading method is that the information is distorted as it is disseminated and above all little or no follow-ups are done. The problems might be worsened by changes of educators for a particular grade(s), lack of human and physical resources. These resources include curriculum advisers, transport, good roads and qualified staff.

In particular, the research problem in this study may be stated as follows:

How do Foundation Phase educators in the Giyani district accept and implement Outcomes-based Education?

1.4 AIM OF THE STUDY

The aim of this study is to assess the acceptance and implementation of OBE in the Foundation Phase. The objectives of the study are to assess the current OBE implementation in schools.

1.5 RESEARCH METHOD

The study intends to investigate the educators' acceptance and implementation of OBE in the Foundation Phase by educators in the Giyani District. Identification of problem areas will help educators, facilitators and coordinators in implementation of OBE.

The research methodology will be qualitative, adopting contextual and explorative approaches. This will be done by determining the descriptive characteristics of OBE implementation in Foundation Phase at Giyani district in the Limpopo province. The collected data will contain contextual realities, specific to Grades 1, 2 and 3 (Foundation Phase) educators in the Giyani district who are implementing OBE.

Qualitative research is defined as descriptive, interpretive, naturalistic, explorative, contextual and flexible. The explorative approach is used to explore the situation in order to shed light or uncover hidden aspects, or to provide further understanding about the situation under study. Grade 1 to 3 educators, as the key stakeholders in the implementation of OBE and C2005, will be interviewed. The views and experiences of educators in OBE implementation will be explored, described and interpreted in order to gain an understanding OBE as it is currently implemented. The interviews and observations will be conducted at their schools and classes.

The descriptive approach will describe and explain educators' emotions, feelings, events and processes of the illustrated context in an accountable manner. The contextual approach focuses the research on a specific situation, acknowledging its peculiarities to ensure that the results of the study are context bound.

The research programme of this study will therefore be as follows:

Step 1: Identification of the problem and background of the study. This step entails the identification of the problem setting, aim, methodology and the clarification of the key concepts. This is done in chapter one.

Step 2: In this step, the relevant literature will be reviewed in order to establish completed related studies and view points of researchers, critics and educators. This step will constitute chapter two.

Step 3: Methods of conducting this research will be clarified. Instruments of interviews and observations of teaching and learning will act as tools for data collection. This step will be discussed in chapter three.

Step 4: This will be devoted to conducting interviews with educators and observation of classroom activities. Collected empirical data will be analysed in order to describe and assess the implementation of OBE. This will be done by applying the criteria for OBE implementation developed in chapter two. This step will comprise chapter four.

Step 5: Findings, conclusions and recommendations. Strategies and effective implementation by educators will be suggested. This will be discussed in chapter five.

1.6 DEFINITION OF CONCEPTS

Before the literature review is done, however, some concept clarifications need to be made.

1.6.1 Outcomes

These are successful demonstrations of learning that occurs at the end of a set of learning experiences. That is the end products (results) of a learning process. This

states clearly what the learner should be able to demonstrate understanding of and an ability to apply appropriately (Van der Horst & McDonald, 1997:21).

1.6.2 Outcomes-based Education

Outcomes-based Education (OBE) is an approach for implementing C2005. This approach requires educators and learners to focus their attention on the desired end results of each learning process. These desired end products are called the outcomes of learning. The focus is on the instructive and learning process that will guide learners to those end results. Educators are required to use the learning outcomes as a focus when they make instructional decisions and plan their lessons (Van der Horst & McDonald, 1997:7).

1.6.3 Paradigm

It is a way of viewing things and a way of doing things consistently with that specific viewpoint. It shapes decision making and patterns of concrete action (Spady *et al*, 1994:9). Cresswell (1994:1) maintains that scientific knowledge, a commodity of the scientific community, is enshrined in rules and theory. Paradigm refers to a theoretical value-based model or a shared perspective of seeing and understanding reality.

1.6.4 Foundation phase

According to the Department of Education (1977:6) the Foundation Phase is the phase of the General Education and Training Band on the National Qualification Framework (NQF) which is made up of Grades R, 1, 2 and 3. In this study, Foundation Phase refers to Grades 1, 2 and 3.

1.7 CONCLUSION

This chapter revealed that there are many problems to be solved in order to implement Outcomes-based Education in the Foundation Phase in Giyani district. The main challenge is the paradigm shift from the traditional teaching method to

Outcomes-based Education. With this information, we now conduct the literature review in the next chapter in order to find the extent of completed research and theory of education points of view.



CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Successful implementation of OBE implies successful dissemination of the new curriculum, C2005. This is possible if educators' empowerment have been successful. Empowerment, according to Carl (1995:7) is that process of development and growth through which a person goes that enables him/her to take independent decisions and to act independently with a view to make a contribution towards the development of his/her particular environment. This process involves development of applicable skills, attitudes and knowledge within a positive and democratic climate. These persons are professionals in their own right as they are able to make a contribution to change through their particular power.

2.2 EARLY CHILDHOOD EDUCATION

Early childhood education prepares learners to enter the Foundation Phase with less learning problems. The access to early childhood education, according to Vilakazi-Tselane (1998:27), depends on the family's financial position and the availability of early childhood education centres in the community. Most early childhood education centres are not registered with the Department of Education, leaving the majority of the centres run privately with no control over the quality of the development programmes.

Where parents cannot afford Educare, older girls are often burdened with the responsibility of looking after their younger sisters and brothers. Vilakazi-Tselane (1998:27) found that 36,8% girls and 20,2% boys are absent from schools, in the Northern Province, because of lack of food, baby caring and sickness. The highest rate of absenteeism was from those children who lived on farms and in villages, indicating a relationship between poverty, unemployment and lack of essential facilities.

Some schools opted to introduce grade R in order to build a good foundation for their Foundation Phase learners. C2005 as a vehicle of OBE, which was introduced in schools in 1997, starts formally in grade 1 (Department of Education, 1997:2).

2.3 OBE AS A TEACHING APPROACH FOR C2005

According to the Joint Education Trust (JET) (1997:8), C2005 involves a shift in the focus of classroom activity. No longer will educator talk and authoritarian relations dominate classrooms. The emphasis will be on learner activity and collaborative learning. This shift, it is argued, will bring out the natural inquisitiveness and creativity of learners and develop their communication faculties.

OBE therefore demands provision of a variety of learning opportunities and teaching methods. The JET (1997:12) stresses that every method or approach has inherent dangers and needs careful handling. For example, learner centred approaches can lead to undirected learning. OBE sets out to give direction to the process of discovery through stated outcomes. It is argued that the methodology that will be used in any learning programme is suggested by both critical and specific outcomes to be achieved. In the OBE classroom, the educator's role is to exercise professional judgement when deciding on which method is appropriate for any learning activity. The JET (1997:12) also contends that the educator's role, as a facilitator, is to coach his/her learners towards the achievement of the outcomes. The educator's role is therefore compared to that of a soccer coach who does not offer the same coaching to all the players but provides help that is appropriate to each player, meeting the needs of the individual player. The Star Supplement (1997:15) states that the educator still occupies an important role, but as the provider of a stimulating environment rather than as an instructor. This implies that the educator's role involves the ability to recognise individual learner's needs.

2.4 CURRICULUM CHANGE

In thinking about curriculum change, it is essential to take into account the nature of the society we hope to build so that it can inform our educational aims.

According to Spady (1994:23), the philosophy of OBE emphasises success for all learners and educators. It recognises no limits on who or how many learners can be successful, how much they can learn or how rapidly they can advance. Spady further argues that this positive, learner centred philosophy, is reflected in OBE's two formal purposes, namely to ensure that:

- all learners are equipped with knowledge, competence and qualities that they need to be successful after they finish school, and
- structuring and operating schools so that all learners can achieve the proposed outcomes.

This is in accordance with the ideology of reconstructivism and what is important in education is the deliberate cultivation of rationally, problem solving procedures, adaptability, flexibility and generalised capacity to face the problem of practical life (Skilbeck, 1979:14).

The JET (1997:11), views C2005 as the boldest attempt at curriculum renewal in recent South African history. C2005 seeks to align what happen with both the demands of the global work place and the social and political aspirations of the new South Africa. According to JET, C2005 aims to develop citizens who are active and creative, inventors and problem solvers, rather than weak citizens and unthinking followers. It is also aimed to inculcate an appreciation for the diversity in the areas of race, gender and culture. JET also strongly argues in favour of making the knowledge learnt in schools or the content of the curriculum accessible and more relevant to the real world. It argues that locating school knowledge in the everyday activities of the learners makes it accessible and interesting. This could be done through linking classroom activities to economic, political and social issues.

2.4.1 Learning areas

C2005 takes a bold step in making the curriculum more relevant to the real world. The step taken is the redesigning of the way in which curriculum knowledge is organised. C2005 integrates knowledge from several traditional subjects. In C2005 the multitude of learning subjects have been reorganised into eight learning areas:

Languages, Literacy and Communication; Mathematical literacy; Mathematics and Mathematical Sciences; Human and Social Sciences; Natural Sciences; Technology; Arts and Culture; Economics and Management Sciences; and Life Orientation. According to Greenstein (1997:12), in their combination, these learning areas should allow learners to acquire an understanding of and ability to function in larger political, social and economic contexts. In the Foundation Phase, learning areas are Life Skills, Literacy and Numeracy.

2.4.2 Learning Programmes

OBE is based on the assumption that schools, educators and their organisations, NGOs and other programme material providers will be free to develop their own learning programmes according to nationally agreed outcomes. Each phase in the National Qualifications Framework (NQF) has its own set of curriculum documents in the form of learning programmes. There is a belief that learning programmes will guide the work of learners and educators in meeting the nationally agreed outcomes. They will include learning outcomes and assessment guidelines. They might also include specific learning contents, tasks and activities, range of support materials and advice on teaching approaches (C2005, 1996:18).

Each learning programme is divided into phase organisers and programme organisers. Phase organisers group all the sixty six specific outcomes from all eight learning areas together to help educators plan lessons. These organisers encourage integration across different learning areas and indicate where the teaching emphasis should be. Programme organisers are similar to what used to be called themes or topics. According to Marneweck (1998:33), they help educators to think of a range of activities around a common theme which can help learners to understand the specific outcomes being taught.

2.5 CURRICULUM DISSEMINATION

The dissemination of the curriculum cannot be a one-way process where outsiders prescribe to educators and pass on rules. It must be an interactive process in which outside organisations, outside persons, as well as the eventual consumers

(learners), are involved and work together on a team approach basis (Carl, 1995:141).

A more modern procedure is found in the role which educator centres play in dissemination, in-service training, orientation and supplying guidance in respect of work programme interpretation and implementation. In this way educators need not be passive participants, but the emphasis shifts to more active participation amongst others in discussion, in projects, dealing with media and in working groups. Educators must realise that they themselves have a specific role to play in a self-empowerment process. They must play an active role in their self-development (Carl, 1995:11).

Curriculum dissemination is a complex and sophisticated process which must be carried out carefully and purposefully to ensure success. All interested parties must be involved and effectively prepared. The creation of new subjects and design of work programmes must effectively take the dissemination phase into account, as the success of the later implementation and institutionalisation of curricula will be determined by it. This has a very big influence on teacher empowerment as the educators will have to be able to implement and develop the curriculum (Carl, 1995:158).

Curriculum dissemination from National Department of Education to the Provinces and schools is still too often defective and consequently curriculum initiative suffers. The more purposefully the educator is empowered, the more effectively this process can progress. Then only can there be a talk of dynamic and relevant curriculum development (Carl, 1995:159).

2.6 EDUCATIONAL RESOURCES

The success of teaching methods can be enhanced by the availability of educational resources. These resources include learning materials and adequate buildings. For example, the question whether there is adequate classrooms that will make the implementation of the curriculum and its proposed teaching methods practical, needs to be addressed when thinking about curriculum change. The

availability of libraries or class libraries where books and other printed materials can be kept, are fundamental. These could include everything from pamphlets to magazines and newspapers. Adequate classrooms also must have electricity for children to carry out some experiments (Fiske, 1995:23).

Many international and local studies point to the importance of learning materials in the provision of quality education. However, according to the JET (1997), the proposed role of learning materials in C2005 is unclear. The JET (1997:15) argues that the official policy on the development of detailed learning programmes and on the production and development of teaching and learning materials has not yet been spelled out. Since the Provinces allocate 70% to 90% of their educational budget to teacher salaries, very little funds are available to government for expenditure on learning materials. However, many proponents of C2005 do not see this as a problem, pointing out that once sets of learning outcomes have been produced, it is possible and desirable that individual teachers develop their own learning programmes and materials.

2.7 EDUCATORS' QUALIFICATIONS



According to Tema in the JET (1997:8), the present hue and cry about OBE stems from schools which have not experienced change in teaching practices. Walker, (1992:12) argues that the quality of schooling is heavily dependent upon the quality of staff, their motivation and leadership. He contends that whether the educators are ready to transform and how they could transform their current historically shaped practices, is something that cannot be ignored. The quality and readiness of educators for innovation is essential. Educators' quality allows them to use available materials effectively and develop materials that stimulate learning.

Walker (1992:12) also addresses the notion of the quality of educators in relation to apartheid education, and argued that it is essential to recognise the disabling reality of thousands of South African educators. He argues that while apartheid education has failed politically, it has been successful educationally by controlling and suppressing the intellectual and analytical abilities of learners and educators. This implies that thinking about curriculum change in South Africa, it is essential to

consider the impact of apartheid education on educators, particularly in relation to their motivation, confidence and skills.

The problem is that most educators find it difficult to understand what Outcomes-based Education is, let alone implement it. "Even worse, some are using it as an opportunity to escape the heavier demands of traditional teaching. The result is that pupils end up getting the worst of both" (Collings, 2000:8).

2.8 THE ROLE OF MANAGEMENT

According to Cowan (1997:33), the important ingredients for handling curriculum change successfully include leadership, vision and imagination. Without effective management of the change process, including careful planning and the sensitive handling of people involved, any innovation will fail to achieve its desired impact. This implies that to bring about curriculum change, educators and management structures of schools, as people responsible for change in schools, must not only be seen as objects of change, but as its subjects too. Active involvement of educators and managers of schools in the process of bringing about change can instil a sense of ownership and they can become committed to change. Innovation needs to be planned in a way that makes educators believe that they will benefit from it.

2.9 IMPORTANCE OF PARTICIPATION

Walker (1992:61) states that when change is imposed on individuals who do not take part in planning it, mechanisms must be in place to help them cope. To manage curriculum change without mechanisms such as INSET and workshops cannot succeed. Extensive and well resourced in-service and sympathetic support should be the understanding that educators, management of schools and learners are all participants in change rather than recipients of it. INSET must be conducted in such a way that educators feel they 'own' the educational project of change, even if they did not initiate it. Their involvement in defining their own needs and participation in shaping the project increases their commitment to the process of change. He also argues for the importance of continued support for educators and

advocates for staff development posts to be established in each school, especially in primary schools.

2.10 OVERCOMING RESISTANCE TO CHANGE

Cowan (1997:61) argues that change should be managed with support, sympathy and determination on the part of the higher authority, with highly motivated behaviour and a spirit of co-operation from lower levels. Such cooperation will exist when feelings of fear are channelled through systems of support and development. Since change brings fear, it makes individuals cling to the security of conditioned behaviour. People need to be 'sold' the idea that other possibilities might suit them better. He also states that adequate allocation of educational infrastructure needs consideration in order to manage change. Adequately equipped resources and staffed schools need to be a priority even if this means diverting resources from other sectors.

The above discussion points to the centrality of the educator in the process of educational change, in general, and curriculum change in particular. Walker (1992:32) states that until we address the starting point, the educator, we cannot really talk about change. He alleges that educators struggle to understand the theoretical framework within which a particular innovation is being located so they (educators) are trying to apply a method, often not understanding where that method comes from. He further states that primary school educators are not exposed to any basic theoretical understanding of debates surrounding educational development. There is no time spent at training colleges looking at how people learn and yet that is absolutely basic to any innovation.

Now the question is that how are Foundation Phase educators in Giyani district coping with these challenges?

2.11 TEACHING METHODS

In this approach, it is believed that the way knowledge is taught has an impact on attaining curriculum aims. According to Johnson *et al*, (1993:65), aims and

methods of teaching are closely connected. Rigid and abstract teaching methods cannot fit children for running their own lives, however correct the content of subjects taught. This view is also expressed by Walker (1992:28) who argues that the methods of teaching should provide learners with the opportunity to pose questions; to offer explanations; to predict and speculate. They must be encouraged to test their ideas through conducting experiments, undertaking inquiries, selecting and evaluating evidence, generating conclusions and curriculum change. The question of approach to teaching is also essential to learners. The approach of teaching is one of the central points which contributes to the attainment of the aims of education.

The learners will have to take greater responsibility for actively participating in the learning process and working hard. The educators and instructors will have to take full responsibility for careful planning and management of their learners learning environment, and parents will have to be more involved in motivating and facilitating their children to learn (Van der Horst & McDonald, 1997:5).

2.12 COMPLEX NATURE OF IMPLEMENTING CHANGE



The new curriculum is intended to overcome the outdated division between academic and vocational education and also between education and training. It is not characterised by the vocationalisation of education but by a sound foundation of general knowledge, combined with practical relevance. It is a curriculum that will offer the learner flexibility and choice, whilst ensuring that all programme and qualifications offer a coherent and meaningful learning experience (NCF, 2000:8).

On the face of it, this is a severe indictment of the implementation of educational change. It suggests either that the process is typically, even chronologically mismanaged or that beyond a certain level of complexity or ambition, it is fundamentally unmanageable or a combination of the two.

2.13 PROFESSIONAL DEVELOPMENT

While professional development used to occur in workshops and conferences, officials are recognising that teachers need more on-the-job dialogue, reflection and needs assessment on a regular basis. In fact, research has shown that effective professional development is ongoing, school-based and organised around collaborative problem solving (Mather, 2000:51).

The success of effective implementation depends largely on those who are expected to benefit from it (learners) and those who are expected to implement it (educators and managers). Thus, it is crucial that broad public acceptance and the win of educators and their organisations and the departments is reached to avoid unnecessary tension and conflicts (Mokgalane & Carrim, 1997:65).

It is an important means of achieving improvement in school effectiveness and learners learning. It indorses the value of visioning, goal setting, monitoring, evaluating and feedback as an institutionalised practice throughout the school (Dimmock, 1995:292).

It is believed that professional development and training opportunities enable the school to focus its development resources on strengthening teaching, management and problem solving skills of educators and stakeholders (Odden & Wohlstetter, 1995:32).

“Professional management refers to the day-to-day administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It includes the organisation of all the activities which support teaching and learning” (Potgieter *et al*, 1997:11). According to Crump (1992:424), the initiation of new educational policy, entails conflict between powerful vested interests within schools and between different levels of education and the system. However, educators should be optimistic, willing to take risks, be prepared to guess, refute, elaborate and philosophise on educational policy.

2.14 EDUCATIONAL RESOURCES

Research evidence confirms the economic benefits of delegating financial responsibility to schools. In maximising outcome effects of resources, a close knowledge of effective teaching and learning practices is indispensable in suggesting where money will have the greatest learning gains. Resource allocation is considered instrumental to the achievement of improvement in teaching, planning and learners outcomes. It is assumed that responsibility for resource allocation is best performed nearest to the point of delivery that is the classroom teacher where the needs of the learners are best known (Dimmock, 1995:292-294).

The school may buy, sell, hire or own property, enter into contracts and make investments only through the governing body and according to the schools act. If the school hires a photocopy machine, for example, the school is responsible for paying the rent through the governing body and not individual members of the governing body (Potgieter *et al*, 1997:12).



2.14.1 Human resources

This variable focuses on the importance of the human resource, in particular, the quality of educators and teaching to the achievement of improved pupil outcomes. The human resource function centres on hiring, retaining, developing and motivating in order to achieve best quality educators. It is argued that school site selection of staff as opposed to centralised placement is more likely to secure a match between the school ethos and educators attributes (Dimmock, 1995:292).

2.14.2 Material development

The importance of rooting learning to availability of manpower, money, materials and time is unquestionable. We have seen learners trying to learn book knowledge without books or educators attempting to teach what they cannot understand or classes trying to cover content which is by its very length and nature uncoverable. We then have no doubt about the educational carnage such actions lead to. Anyone with a sense of quality will readily realise that in such situations it is always

the learners from richer and more educated parents who stand a better chance of survival (Hawes & Stephens, 1990:54). When using textbooks we must pay heed to the way we use them and the way they use language. The language used must be understandable and can be used in juxtaposition to the learner's writings of direct observations and creative interpretations (Carre, 1981:80/81).

2.15 SCHOOL GOVERNANCE

School governance, as regards the governing body's functions, means determining the policy and rules by which the school is to be organised and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the particular school (Potgieter et al, 1997:11).

This is related to restructuring the school system. At the heart of the restructuring process is the act of shifting decision making responsibility closer to that level of the organisation charged with service implementation and delivery. Underpinning the push for restructuring in many systems is the desire for quality education provision based principles of equity, effectiveness, participation, responsiveness and public accountability (Dimmock, 1995:287).

The main structural difference between education systems is the extent to which they are centralised or decentralised. Case studies worldwide show that decentralisation has been undertaken for several reasons: political, educational, administrative and financial (Fiske, 1996:27). The participative nature of this structure encourages parents, educators, learners and others to gain commitment (Dimmock, 1995:292).

The decentralisation of education includes the idea that stakeholders such as parents, educators, learners and other people must participate in the activities of the school. Through representation on the governing body, all the stakeholders can share in the decision of that body. The members are also accountable to the stakeholders. That is, they must report back to them on what they have done to serve the best interests of the learners at the school. Stakeholders are expected to give whatever is necessary to ensure that schools provide good education and that

they function properly and they are expected to trust one another (Potgieter et al, 1997:6/7).

The governing body is responsible in deciding on the school's mission statement (goal setting) and adoption of code of conduct of learners which is aimed at establishing discipline and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process (SASA, 1996:8).

Most governing bodies need empowerment or capacity building. This entails the development of both the material and the human resources (knowledge, skills and attitudes) necessary for effective governance and management. The problems envisaged are due to high rate of illiteracy, mainly in South African (19%) and in the Northern Province (37%) rural areas (Hirschowitz, 2000:42). Few parents will be able to participate in restructuring the school system because the concept will be far beyond their understanding. This will lead to widening school differences because a school with literate governing body will flourish when compared to its counterpart. Equity in sharing government resources will also widen gaps because the school in need will never be on par with its counterpart in developed areas. A strategy in harmonising professionals and lay people who work together:

- Each party should have a vision of what its aims and roles are; difficult areas of conflicting or overlapping responsibility need to be clarified; good communications should exist between all parties and that training resources should be considered and used;
- Mapping the areas of expertise lay governors can offer, often show up unexpected strengths and may be unavailable in allocating tasks or working group membership;
- Breaking up big governing body meetings into small discussion groups from time to time can develop confidence in governors who might not speak much in a larger group (Deem, 1992:53-54).

A complete transformation was realised by the introduction of the South African Schools Act (SASA) no. 84 of 1996. Its main purpose is "to provide for uniform system for the organisation, governance and funding of schools; to amend and

repeal certain laws relating to schools; and to provide for matters connected therewith" (SASA, 1996:2).

The Act also requires that school education must be transformed or changed for the better and democratised according to values of the new constitution. The democratisation of education includes the idea that stakeholders such as parents, educators, learners and the people such as members of the community near the school must participate in the activities of the school. The governing body makes decisions on behalf of the school and it is also responsible for the proper administration of the school. "Through representation on the governing body all the stakeholders can share in decisions of that body. The members of the governing body are also accountable to those stakeholders. In other words, they must report back to them on what they have done to serve the best interests of the learners at school" (Potgieter et al, 1997:6).

2.16 SCHOOL ADMINISTRATION AND MANAGEMENT

Chisholm (2000:24-26) argue that since infrastructure has an impact on the climate and morale of the school, then the leadership, management and administration of the school is crucial in ensuring a tone and ethos conducive to learning and teaching. In their study, they found that many problems faced by schools were laid at the door of the principals and their management. Many principals were found to lack the social authority and skills to deal with problems. Heads of Departments also often existed on paper but quite often did not function in practice.

Implementation of OBE requires careful instructional planning, preparation and management. Effective implementation depends on the principal taking an 'active' role in initiating and/or responding to change efforts within the school (Doll, 1992:21).

2.17 ASSESSMENT

Learning, teaching and assessment are inextricably linked. Many assessment practices remain as valid today as they have ever been. However, new challenges

have arisen which traditional approaches to assessment are failing to address. There is also an increase in research and development, which supports the need for a new approach to assessment. An outcomes-based approach to learning and teaching requires that the focus of assessment must be on assessing learning outcomes and not learning inputs (NCF, 2000:34).

The role of assessment is to determine whether or not learning outcomes have been attained. Assessment has developmental and monitoring function, although its fundamental goal is to promote learning. It is through assessment that the efficiency of the teaching and learning process can be evaluated. Feedback from assessment informs teaching and learning, and allows for the critique of outcomes, methodology and materials (NCF, 2001:34).

2.18 CONCLUSION

The literature review has supplied information concerning school governance, management, physical and human resources, teaching and learning. The role of language of instruction, illiteracy, poverty and the role of the environment (rural or urban) is highlighted. With this information we move to the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The literature review (Chapter 2) provided information about OBE concerning completed and related studies. This information will be used to develop a research method containing interview and observation instruments for educators. Item questions in the instruments will be designed in order to respond to the research objectives (Chapter 1). The instruments will be used by the researcher, in order to be uniform and consistent in interviews and observations.

3.2 RESEARCH PARADIGM

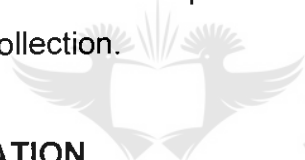
Research is a systematic process and is concerned with the collection and analysis of data. The purpose of this research is to discover and describe the problems with the implementation of OBE. The collection and handling of data to answer research question(s) will be regulated by a particular research paradigm. A research paradigm is a way of viewing and doing things consistently with that viewpoint. It shapes decision making and patterns of concrete action (Spady, 1994:9). Paradigms refer to a theoretically value-based shared perspective of seeing and understanding reality.

There are two research paradigms: qualitative and quantitative research. In this study, qualitative research will be used. The quantitative research paradigm is any kind of research that produces findings arrived at by means of statistical procedures or other means of quantification. It is characterised by the interpretative nature of data collected (Cresswell, 1994:1/2).

Cresswell (1994:1/2) further states that the qualitative research paradigm may be defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in natural setting.

3.3 WHY QUALITATIVE RESEARCH

The choice of this research paradigm is guided by the research problem and questions. This study focuses on a subjective, explorative and descriptive account of the particular educational context, the implementation of OBE. The educators' subjective views and understanding of implementation of OBE to disseminate C2005, is researched. Qualitative research is about the situatedness of persons and how these persons construct meaning out of their social interaction. The informants' subjective view of reality is considered to be the focal point of the research (Ertmer, 1997:155). According to Miles and Huberman (1984:15), the appropriateness of qualitative research is that the collection of data is confined to the context of study. In this case the findings will be applicable to OBE implementation in the Giyani District in the Limpopo Province. The bias and subjective nature of data is authenticated and made trustworthy by formulating protocols for data collection and analysis in advance by declaring the researcher's position regarding the research problem and by triangulating data from educators as source of data collection.



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3.4 TRIANGULATION

This ensures trustworthiness of collected data. Trustworthiness is addressed by having a focus group composed of Foundation Phase educators who are expected to implement OBE in their classes; use of instruments discussed item by item, with colleagues who are OBE trainers and coordinators. Some questions are from the literature review and NGO research questionnaires of similar projects. Sampling validity was achieved by random sampling and a high number of participants.

According to Baker (1999:225), triangulation is collecting research evidence from as many sources as possible, to answer the research question. These different perspectives on the same question will help to uncover similarities and differences in terms of describing the same reality, and will further encourage the researcher to seek proper explanation for the specific reality.

3.5 PERMISSION TO CONDUCT RESEARCH

In order to avoid problems with research instruments administration in schools and to increase the effort of respondents to give their views honestly, permission was asked from the Northern Province education authorities to do the investigation (Best & Kahn, 1993:240/241).

A list of schools with Foundation Phase grades was randomly sampled from the Giyani district. Folded pieces of papers were put in a cloth bag. Five pieces of folded papers were picked from the bag by the researcher. The names that appeared on the pieces of papers, denoted schools to be researched (Tuckman, 1978:104/441).

Borg and Gall (1989:179/180) stated that sampling bias is a factor that greatly weakens educational research more than any other factor. In order to minimise this influence, many educators were involved. Furthermore, a random sampling technique of selecting schools was used so that the sample is almost representative of the population from which it is chosen (Kerlinger, 1986:115; Tuckman, 1978:130).

3.6 DATA COLLECTION

The study will investigate Foundation Phase educators in the Giyani District in five randomly sampled schools. The study will examine responses of educators in five primary schools in the Giyani district with the aim of establishing as to whether the implementation of OBE is taking place in the Foundation Phase. The study includes probing into whether there is a:

- conducive climate for implementation of OBE in these schools, and
- what the challenges are when implementing OBE.

3.6.1 Interviews

According to Gay (1988:231), an interview is essentially the oral, in-person, administration of a questionnaire to members of a sample. The interview, if well

conducted, may result in more accurate and honest responses when compared with a questionnaire. The interviewer has a chance to explain and clarify the purpose of the study and even probe additional information by asking additional questions. Respondents can also give reasons for a particular response. The interview questions used in this study, will be drawn from the literature review. These will include questions on classroom practices, training, infra-structure and challenges facing school management.

Focus group interviews will be conducted with Foundation Phase educators. According to Morgan and Krueger (1993:15), the element which distinguishes the focus group interview from other forms of interviews is the dynamism of group interaction in response to the researcher's questions. During these interviews the researcher will be a facilitator, providing no clues or answers to the questions asked by interviewees. The facilitator will ask probing questions in order to get clarification in some answers or questions from interviewees.

The advantage of using this group interviews is that interviewees will not feel threatened because they will be asked about their own experiences concerning OBE implementation in their particular school. The size of the group will be between three and six educators because the Foundation Phase consists of three classes which may have one or at most two educators per class.

3.6.2 Classroom observations

Teacher effectiveness can be measured by indices of learner performance, learner knowledge, learner skills, learner attitudes and judgement of experts (Cohen & Manion, 1989:144). Foundation Phase educators will be observed conducting lessons in their classrooms. Schools will be allowed to decide on the class and learning area to be observed. The observer will sit amongst learners most of the time. The observer will record educators and pupils' activities using adjusted classroom observation schedule developed by Link Community Development (Undated). The observer will also use a tape recorder for data collection.

3.6.3 Influence of researcher in data collection

According to Baker (1999:251), the researcher has to declare his/her interests and position concerning the process of data collection because the researcher is a party in discussions during interviews. He further alleges that the data collected in this way will not be free from the researcher's influence.

As a curriculum adviser in the Giyani district, the researcher participated in the training of Senior Phase Technology educators in the implementation of OBE. Being one of the district officers, whose duties amongst others is to train and monitor the implementation of OBE in the district, the researcher might have a direct influence in the collection and interpretation of data. This submission is an add-on in trustworthiness of results.

3.7 PROTOCOL FOR DATA COLLECTION

The following steps will be used to collect data for OBE implementation in the Giyani district:

- Writing a letter to request for permission to conduct research in the Giyani district in the Limpopo Province.
- Random sampling of schools, whose Foundation Phase educators are involved in the research in the Giyani district.
- Informing the district manager of sampled schools and to request him to sign the letter which inform principals and Foundation Phase educators about the researcher's visit and intentions. For example, availability of the venue for interviews, classroom observations and class selection criteria.
- Informing participants that the researcher will start with observation in the class of their choice in a particular school.
- Observations are followed by focus group interviews, consisting of Foundation Phase educators.
- The researcher will introduce the discussion by reading the interview questions from the prepared questionnaire in order to ensure uniformity in question pattern.

- Conversations including further observations will be tape recorded. When satisfied by responses for a particular question, the researcher will suggest to go to the next question. When all prepared questions are treated, the researcher will conclude the discussion by thanking the participants and assuring them of anonymity of results and future contacts.

3.8 RESEARCH INSTRUMENTS

These are interviews and observation instruments. The items in the instruments are based on objectives. An item may respond to more than one objective.

3.8.1 Interview instrument item composition

Items on school management sometimes address the function of an educator for he is also a class manager. Item 1, personal questions, for example, contribute to facilitation of learning activities for an experienced, dedicated educator. He attends workshops (item 4), he teaches at least one learning area (item 1) and/or advises in all learning areas (item 3). He sees to it that there is discipline for the sake of conducive learning conditions (item 5 and 6). The educator uses appropriate teaching and learning aids (item 2) in order to facilitate learning activities effectively. A good educator enjoys his/her work (item 1), hence learners are always actively involved. A good teacher (educator) attends workshops for he would prefer to master his work (item 4) and he envies and seeks help from his colleagues (item 2 and 4) and he will abide by the policy of the school (item 3). He wants his/her school to excel (item 3 and 6) and his work to be recognised by stakeholders.

3.8.2 Observation instrument item composition

All items in the observation schedule are important in effectiveness of educator's implementation of learning activities. For example, accommodation, sitting arrangement, over crowded classrooms, wall displays and broken windows have a direct influence to learning activities (item 1). Item 2 is directly related to this objective. A well prepared lesson has a higher chance of influencing learning

activities positively (item 3). A good teacher will use proper and suitable teaching methods (item 4) and suitable language (item 5) in order to maximise learning activities. Motivated learners are good problem solvers (item 7) and they strive to cope with assessment standards (item 6).

3.9 PROTOCOL FOR DATA ANALYSIS

In this section the steps and procedures to direct research procedures to solve the research problem will be described. The identification of relevant data is guided by key concepts built into questions indicated in research instruments (see Appendices A & B). The questions and key concepts are guided by the criteria of OBE implementation developed in the literature review and guided by the specific aims of this study. The categories and sub-categories of concepts emerged as the researcher compared and contrasted the words used by the interviewees.

Analysis of data will be as follows:

- The tapes from the interviews and observations will be listened to repeatedly by the researcher and transcribed word for word.
- Responses will be recorded avoiding repetition. Sometimes tables will be used.
- The Literature review (Chapter 2) will be reviewed to check for supporting evidence to findings emerging from the research on the OBE implementation in order to provide a proper description of categories and sub-categories.
- The identified categories will be described. The description will be compared and assessed against the criteria for OBE implementation.
- Conclusions and recommendations will be made with regard to the status of OBE implementation in Giyani district.

3.10 CONCLUSION

This chapter stated clearly the research method for this study. It explained how information will be collected and the bases of trustworthiness of results. It also explained how data will be analysed. This information made construction of observation and interview research instruments possible. The next chapter will describe the findings and data analysis.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

In this chapter, the research results will be reported. This is important for their analysis and interpretation in Chapter 5. The results are recorded according to the sequence of items in the observation and interview instruments (see Appendix A and B). Tables are sometimes used to record research results.

4.2 OBSERVATION

4.2.1 Physical classroom environment

- In most schools learners were sitting in groups.
- There are classrooms where children are sitting in desks and in rows. The reason for this practice was a shortage of furniture.
- There was enough room for educators to make contact with individual learners or a group of learners.
- Nice and relevant wall displays were there.
- Most chalkboards needed repainting.
- One of the researched schools had cracked walls in all its classrooms.
- Most schools had broken windows.
- There were schools with damaged doors.
- Most schools are not fenced and they are without watchmen.
- Most rural area schools are without electricity.
- Water is a serious problem in most schools. Learners do not have water to drink or to clean themselves after visiting toilets.
- There is a shortage of toilet facilities.

4.2.2 Lesson activities

- The sequence of lessons were good.
- In one school, a lesson on pollution was introduced by allowing learners to pick polluting objects in their environment. Such objects were pieces of paper and plastic.
- Charts were used as teaching and learning aids.
- It was difficult to use charts as teaching and learning aids at a class which was learning under a tree because the wind was blowing.
- In some schools, learners sit on desks without tops and they write supported by their thighs.

4.2.3 Lesson preparation

- Lesson preparation were not uniform.
- The two intensive workshops which were attended late in the year, were eye openers to most educators.



4.2.4 Teaching methods

- Teaching methods were different from one school to another.
- In one school, slow learners were identified at the beginning of the lesson. They were given work which she claimed is a continuation of the previous work which they failed to finish.
- Learners used the chalkboard well.
- Educators improvise teaching and learning materials. For example, news papers and magazines were cut and pasted with porridge instead of glue.
- Some educators believe that OBE class activities are characterised by noise. Sometimes the noise is beyond control of the educator(s).

4.2.5 Communication

- Communication is mainly in the mother tongue, Xitsonga.

- In some schools, English is used as a medium of instruction in grade 3, in preparation for the intermediate phase.
- In these grades, English and the vernacular are used concurrently.

4.2.6 Accommodation

- Most rural area schools do not have enough classroom accommodation. The Foundation Phase classes are the ones that were accommodated outside.
- Some schools use shacks to accommodate their Foundation Phase learners.
- In some schools, phase brick buildings and toilets were available. In most schools toilets were not functioning because of a lack of running water.

4.3 INTERVIEWS

The following information was gathered through interviews.

4.3.1 Personal information



Most educators' academic qualifications were Standard 10 and the professional teachers professional qualifications ranged from Primary Teachers Course, Secondary Teachers Diploma and Higher Education Diploma. (Refer to figure 3.1).

Academic	Professional qualifications							
	PTC	JPTD	SPTD	HED	HDE	STD	SED	FED
Std. 10	1	5	1	2	1	2	-	-
BA	1	-	-	-	-	-	-	-
MA	-	-	-	-	-	-	1	1

Table 4.1: Educators' qualifications

There were some combinations of professional qualifications such as PTC and HED, SED and FED and HDE and ECD. Three educators mentioned that they were teaching classes or grades for which they did not train.

Five educators were not upgrading their qualifications. All educators were teaching the three learning areas: literacy, numeracy and life skills, except one who was teaching life skills only. All interviewed educators chose teaching because of interest. Experience or number of years teaching is reflected in Table 3.2.

Years teaching	7	8	9	12	15	16	17	24	30	31
Educators	1	5	1	1	1	1	1	2	1	1

Table 4.2: Educators' teaching experience

Age of educators is reflected in Table 3.3.

Age range	30-34	35-39	40-44	45-49	50-55
Educators	4	2	3	2	4

Table 4.3: Educators according to their ages

All educators indicated that they will still be in the teaching field ten years to come, except those who will be on pension

4.3.2 Classroom activities

Educators responded positively concerning change of methods at their schools, except one who responded negatively. Educators' responses concerning learner-centred methods were as follows:

Comment	Excellent	Good	Satisfactory	None
Educators	9	3	2	1

Table 4.4: Educators' responses to learner-centred approach

The preferential use of teaching methods by the fifteen educators interviewed, was as follows:

Teaching method	Educators
Teaching aids	5
Experiments	4
Group work	14
Problem solving	4
Team teaching	2
None	-

Table 4.5: Teaching methods preferred by educators

Some educators prefer to combine methods in their teaching:

- Two used all five methods;
- Two used a combination of three methods;
- Two used a combination of two methods;
- Eight used group work as their sole method and one claim to use only problem solving.

Teaching methods enjoyed most for use by educators were found to be as in Table 3.6.

Teaching method	Educators
Teaching aids	-
Experiments	-
Group work	11
Problem solving	3
Team teaching	-
None	-

Table 4.6: Teaching methods enjoyed most by educators

Reasons given for the use of group method were that learners enjoy to work in groups, they solve problems by themselves, and they are actively involved. Problem solving was associated with solving problems by learners themselves. Learners were found to respond most to the methods listed below.

Teaching method	Educators
Teaching aids	1
Experiments	1
Group work	11
Problem solving	1
Team teaching	-
None	1

Table 4.7: Methods to which learners respond most

When asked, which of the documents educators have, the following responses were given:

Documents	Educators
Syllabus	-
Scheme book	2
Subject policy	7
Work programme	6
No comment	2

Table 4.8: Documents used most by educators

Concerning OBE, what is enjoyed least/most was as follows:

Most	Least
Children's ideas	Lack of parental involvement
Skills acquired	Lack of physical facilities
Group work	Lack of workshops
Learners participation	
Work programme	
Learner centeredness	
Active involvement of learners	
Interactions with learners	

Table 4.9: What is enjoyed most/least about OBE

When asked what is impressive about a fellow educator, the following responses were received:

- ready to help;
- enjoys her work;
- hard working and friendly;
- motivates educators and learners;
- advises me with my preparation;
- she helps us with teaching problems;
- her work is very neat and
- she is a Christian.

When asked about the worst or best of being an educator, the following responses were received:

Worst	Best
No support from parents	In-service training or workshops
High teacher-learner ratio	Work with children
Misuse of words: abuse, rights	Interaction with learners
Poor physical resources	Success of my learners
Fail to achieve lesson goal/aim	Good supply of learner support materials
Getting salary increment after toy-toying	

Table 4.10: Worst and best about teaching

Only 47% of educators interviewed claimed that they are teaching in English as a medium of instruction.

4.3.3 The school

Six (40%) educators out of fifteen interviewed said that there is not enough accommodation for learners and educators. Three (20%) of educators said that there are no subject committees in their schools.

When asked the type of support educators need in their work, the following was mentioned:

- teacher assessment;
- management style;
- regular workshops/INSET;
- supply of learning material;
- parental support;
- teaching of slow learners and
- provision of enough accommodation.

The following assistance from principals of their schools were mentioned:

- supply of teaching and learning resources (12);
- none (1);
- evaluation (4);
- teaching methods (1) and
- material development(3)

Numbers in brackets are number of educators who responded out of 15 interviewed.

No educator claimed to use corporal punishment.

The following needs to be improved at researched schools:

- cleanliness;
- supply of running water;
- unity amongst educators;
- teaching and learning;
- discipline;
- physical facilities: classrooms, sanitation, ... and
- school uniforms

To be improved in learners and educators:

- dedication;
- punctuality;

- teaching methods;
- communication
- unity

Suggestions for implementation of change are as follows:

- workshops;
- visits by department officials;
- action by Department;
- supply of year plan;
- communication channels and
- principal's leadership.

4.3.4 In-service training

Responses on the items in this section were as follows:

Number of workshops	2	3	4	5	6	10	Many
Educators	6	1	3	1	1	1	3
Satisfaction	y/n	No	Yes	No	No	No	no

y/n = four educator's responded no and two responded yes

Table 4.11: In-service training responses

4.3.5 Management

When asked what would you like to see improved in your school, the following was said:

- Buildings (8);
- Teaching and learning (6);
- Governance (1) and
- Administration (1).

Responses to what must be improved in learners, educators and principal in order of importance were as follows:

Learners	Educators	Principal
Teacher-learner ratio	Staffing	Dedication
Dedication	Dedication	Administration
Commitment	Methods	Understanding OBE
Group work	Attitude towards OBE	School discipline
Punctuality	Punctuality	Financial management
Discipline	Classroom management	Management skills
Team work	Workshops attendance	Regular workshops
Team work	In-service training	None

Table 4.12: To be improved by learners, educators and principal

Suggested changes may be implemented as follows:

- additional educators;
- consultation with educators;
- OBE workshops for principals;
- discussion;
- strict management;
- unity and
- more official visits and intervention by the Department.

Recent change on how the school was run:

- read project;
- group work teaching method;
- feeding scheme and
- disciplinary committee

The response on how the decision was made was as follows:

- management style;
- organised meetings;

- poverty alleviation meeting and
- votes

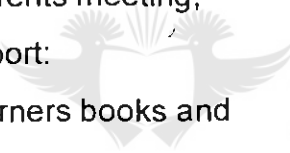
4.3.6 Parents

The role of community/parents was stated as follows:

- governance;
- none;
- cooperate with educators;
- encourage learners to attend school;
- supply educators;
- decision making and financial support.

Role not played by parents/community:

- teaching and learning;
- do not attend parents meeting;
- no financial support;
- do not check learners books and
- none.



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Role in decision-making of educators, parents and principal:

Rating	Other educators	Principal	Parents	Officials
Excellent	5	4	3	4
Good	8	7	7	5
Satisfactory	-	2	1	2
Fair	1	2	4	3
Poor	1	-	-	-

Table 4.13: Relationship of educators and their seniors

4.4 CONCLUSION

The responses received during the interviews needed to be probed and followed-up by probing questions. Though some educators tried to avoid some questions, further probing helped to clear the doubts or missing information. With this information at hand, the next chapter will deal with findings, conclusions and recommendations.



CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The collected results are interpreted according to the sequence of the format of interview instrument. Observations will be used to support or to counter the interview results. Interpretation according to research questions or hypothesis will be discussed. These discussions will be followed by concluding remarks and recommendations.

5.2 FINDINGS

Information collected is discussed per item.

5.2.1 Personal information

The majority of educators in researched schools have grade 12 (standard 10) as their highest academic qualification. This gives the impression that Foundation Phase educators do not need higher academic qualifications for their work. It was also found that most educators have Junior Primary Teachers Diploma (SPTD) as their professional qualification. This is acceptable because such training is required for grades they are teaching. There are exceptions because one educator had a Bachelor of Arts (BA) and another a Master of Arts degree. When asked about their achievement they said they enjoy reading and to collect more knowledge related to their work. We noticed that the educator with BA degree had PTC as her professional qualification and the one with MA degree had Secondary Teachers Diploma (SED) and Further Education Diploma (FED) as her qualifications.

Three educators trained to teach in secondary schools but they were given Foundation Phase learners. These educators allege that when looking for a job, they were accepted at those primary schools and they happened to enjoy teaching there. Most educators are improving their professional qualifications. This might

imply that educators at this level rate highly professional skills in order to do their work.

Most educators are between the ages of thirty to thirty four and they have been teaching for at least eight years. If trained in OBE, it will be to the advantage of Department of Education. These educators have no intention of leaving the system for alternative jobs within 10years to come. They are dedicated and committed to their work.

5.2.2 Physical facilities

5.2.2.1 Teacher-class ratio

In most of the researched schools, teacher-class ratio was about 1:35. Teaching and learning should be conducive because of available classroom accommodation. There was enough space for the educator to walk around facilitating learning.

5.2.2.2 State of buildings



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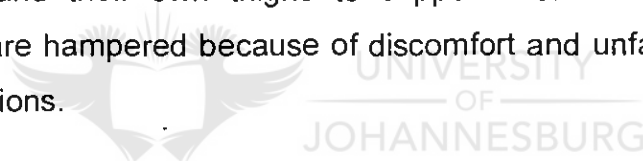
Schools visited had cracked walls. Some schools had broken doors. Some chalkboards needed repainting. Few classrooms showed signs of leaking when it rains. Some foundation phase learners were accommodated in shacks in one of the researched schools. One class was taught under a shade. For example, it was a windy day when the researcher visited a class taught under the shade. The educator failed to use a chart in her lesson. Classrooms without doors served as kraal for goats during the night. The smell of these animals stay on during the day. This hamper teaching and learning, for hygienic principles are not complied with. Toilet facilities are poor in most schools. Though some of these schools have beautiful toilet buildings, they are of no use because of shortage of running water. Learners spend most of their time walking to and from bushes in order to respond to nature's demands and it affects classroom control and activities.

5.2.2.3 State of windows

Windows are broken in most schools. Educators allege that the school cannot replace broken window panes because parents do not want to pay school fees. They also say that most windows are broken after school because parents lack ownership of the school. This means that if every member of community could act as watchman, there would be less vandalism and theft. They argue that the community ought to protect their school from vandalism. Almost all schools are build in the residential areas.

5.2.2.4 State of furniture

Furniture seems to be a problem in most schools. In some researched schools, learners sit on stones and the floor. Some learners sit in desks without tops. These learners experience difficulties when writing to an extent some of them use their classmate backs and their own thighs to support their books. Teaching and learning activities are hampered because of discomfort and unfavourable teaching and learning conditions.



5.2.2.5 State of surroundings

Most school yards are not fenced. Not all schools have a dire shortage of water. Though most surroundings are clean, no papers and littering, they are dusty and a health hazard. Educators use gravel roads to and from their schools. These roads are slippery during rainy season and some rivers do not have proper bridges. In Giyani district, there are many educators who travel to and from their schools using their own, common or public transport. This has a direct impact to teaching and learning programmes.

Most of the schools have feeding schemes and learners go to school with containers in order to collect their rations. This is intended to supplement food shortages to learners from poor families. The feeding programme though intended to contribute to good learning atmosphere, it is a health hazard because of dust and lack of water.

5.2.2.6 Communication

Telephone communication is poor in most schools. It is not easy for schools to communicate with their circuit and/or district offices. This result in some schools failing to get vital information on time. Principals are expected to visit their circuit and district offices at least twice per week in order to collect circulars and school information. Schools are encouraged to frequently visit the District Office in order to collect circulars.

5.2.2.7 Electrification

Most schools do not have electricity. Department of Mineral and Energy Affairs installed non-grid electricity in some schools. Electricity makes it possible for educators to develop and to use some of their teaching and learning materials.

5.2.3 Teaching and learning

5.2.3.1 Lesson activities



Lesson activities included numeracy, literacy and life skills. In numeracy learners were sorting, classifying, grouping, counting and colouring objects. In literacy learners were writing the number, names and colour of objects by selecting from the list of names. Learners were sometimes given a chance to go to the chalkboard to write a name, number or correct spelling.

During interviews, one educator commented that “continuous assessment is good but the problem is that it is difficult and time consuming to assess on regular basis. If properly implemented, it can give a true reflection of learners' performance and it can help you as an educator to scrutinise your teaching methods”.

5.2.3.2 Lesson preparation

Lesson preparations were not similar. Some educators allege that they get help from colleagues in schools in which OBE was piloted. There is no control of

preparations because principals were not workshopped in OBE. One educator commented that "the way work programmes are designed it demands proper guidance to an extent of running a workshop on lesson plans and how to select SoS". Some educators allege that most OBE workshops had nothing to do with lesson preparation. This results in lack of uniformity in their preparations.

5.2.3.3 Teaching methods

Teaching methods differed from one school to another. One educator said "but I believe that even if we had sound knowledge of OBE, we would not be able to implement it since we don't have materials". In sense, this educator's statement suggests that educators expect ready made things to be given to them. They tend to depend heavily on others without seeing the need to make any contribution on their own. This might have psychological implications and perhaps psychological support for educators to develop confidence might need to be considered seriously.

In some schools learners were sitting in rows while in some schools they were sitting in a circle. Discussion method prevailed in classrooms where learners were sitting in a circle while lecture or question and answer method prevailed in classrooms where learners were sitting in rows. In one of the researched schools, slow learners were selected at the beginning of the lesson. These learners were to be taught a different lesson. This means that learners were taught according to their pace of understanding and mastering of learning outcomes. This was not the case in other researched schools.

5.2.3.4 Use of medium of instruction

The medium of instruction seems to be problematic in the Foundation Phase. This is so because learners know their mother tongue and any other language is difficult to introduce. Some educators want to introduce English in grade 3 but it results in discomfort and misunderstandings to most learners. Most learners use Xitsonga as their first language. Educators were uncertain as to which language they are supposed to use. Few educators claimed to be using English as the medium of

instruction. This is so because mother tongue is the medium of instruction in the Foundation Phase. Schools and/or multilingual communities opt for English as a medium of instruction at this early level of formal learning. Observation of their lessons revealed that learners were uncomfortable for they could not express their views freely during the lessons.

5.2.4 In-service training

5.2.4.1 Educators workshops

Table 3.10, reflects that most educators who attended workshops are unsatisfied. Majority of educators attended two workshops and 20% claim to be satisfied with workshops attended. It was discovered during interviews that educators do not report or share their experiences when they return from workshops. This is so because school management teams seem to lack and to coordinate such reports. One educator commented that "I find these workshops useless as our problems remain unsolved. They fail to answer questions we raise in workshops which is discouraging and make us think that they have some problem with our understanding of OBE"

5.2.4.2 Team-work

Most educators claim that team-work exist in their schools. This is supported by existence of learning area/ subject committees (see item 4.3.3). Most schools failed to produce indicators such as minutes to support existence of such committees. This is not also supported by their methods of preparing lessons. Unity amongst educators was mentioned as one of the issues that need to be improved in researched schools.

5.2.4.3 Role of school management

Educators need to be supported by supply of learning material. When asked the type of support received from the principal, 80% of educators claim that they are

assisted with teaching and learning aids (see 4.3.3), 26,7% claim that they are assisted with evaluation and 20% are assisted with material development.

5.2.4.4 Role of parents

Educators believe that the role of parents is governance of school. This is so according to education policy as it appears in Schools Act of 1996. It seems they believe that the educator component influence is less compared to that of the parent component. This might be true because parent component is in majority in the SGB. They also expect parents to cooperate with educators. This is so because the educators' role is supplementary to that of the parents. They are expected to encourage learners to attend school regularly. Parents are one of the main stakeholders in education. They are expected to play their role by sending their children to school. It was also mentioned that parents should supply educators, for some schools' governing bodies afford to employ temporary educators. It was stressed that parents should participate in decision making and financial management of schools. Though educators are right, parents need to be capacitated in order to do so for most parents are illiterate in Giyani district.

5.3 CONCLUSIONS

The following conclusions can be made:

5.3.1 Personal information

- Most educators in Giyani district have grade 12 and JPTD as their highest academic and professional qualifications.
- The presence of educators with high qualifications such as masters degrees and those who trained for secondary education, might imply that placement in particular grades is not based on qualifications.
- Most educators might be improving their professional qualifications because they realised the existence of a challenge because of OBE implementation.

- The fact that educators are young and new in the teaching field and they have no intentions of leaving the system, might mean that training them in OBE might be a good investment on the side of the department.

5.3.2 Physical facilities

- Physical facilities impact on teaching and learning strongly during rainy seasons, cold days and windy days.
- Lack of furniture cause discomfort to learners and it does not encourage cleanliness.
- The surroundings are dusty and they are a health hazard for classes in the open air.
- Most schools have no running water with the result sanitation is poor.
- Though there are feeding schemes in most schools, they are poorly managed because of lack of water.
- Lack of toilet facilities impact highly to daily teaching and learning because some learners spend most of their time outside their classrooms and some even dodge lessons.

5.3.3 Communication and electrification

- Lack of telephones delay supply of information to and from the district and the school.
- Educators do not make use of electrical equipment in their teaching and learning.

5.3.4 Teaching and learning

- Most lesson activities in the researched schools were outcomes-based.
- There was a wide variety of preparations most of which was not according to the guidelines of OBE implementation.
- Medium of instruction in most Foundation Phase schools in Giyani district is Xitsonga, and it is according to departmental policy.

- Foundation Phase learners in researched public schools, in Giyani district have difficulties in expressing themselves in English.
- It was also noted during observations that most Foundation Phase educators were not good in English.
- Giyani district schools are mainly monolingual, Xitsonga.

5.3.5 In-service training

- Educators are not satisfied with the number and quality of workshops and INSET they attended.
- Training received is not based on their needs.
- Team-work does not exist in researched schools.

5.3.6 Role of school managers

- School management must be trained in OBE.
- They are expected to observe and to evaluate educator's lessons.
- They are also expected to keep discipline in their schools for the sake of conducive teaching and learning environment.

5.3.7 Role of parents

- Educators expect parents to support them financially and also in decision making.
- SGB, parent component need to be capacitated in school governing issues.

5.4 RECOMMENDATIONS

The following recommendations are based on the findings of the study:

- Educators must be trained in OBE. They must be sent for at least six months training or for a longer period in groups.

- The Department of Education must take issue of classrooms shortages seriously for it is doing more harm than good. Some buildings are a hazard to learners.
- School surroundings must be fenced, supplied with water and sanitation.
- Communication must be improved by installing telephones and even public phones. -
- Electrification of schools should be considered as an urgent issue. Teaching and learning is frustrating without this facility.
- OBE workshops must be based on educators needs. Educators must be requested to submit their problem areas and workshop programmes be based on prioritized educators submission.
- Trainers, coordinators and curriculum advisers must make follow-up visits to schools to observe implementation of training received by educators.
- School management teams must be included in OBE workshops. This would encourage them to support and to participate in its implementation.
- Parent's consultations at least once a quarter would motivate educators to work hard and to prepare properly for their daily activities.
- Communities must be instilled a feeling of ownership of their schools in order to minimize vandalism and theft.
- Capacity building for school governing bodies must be prioritised in order to encourage smooth implementation of programmes in schools. This would ensure financial support which was found to be a major problem in the study.

5.5 LIMITATIONS OF THE STUDY

This research was restricted by a few limitations:

- There were only female educators in schools researched.
- Giyani district has mainly Tsonga speaking schools which might have influenced the view of medium of instruction of the researcher.
- Interviews instruments should have been more focussed than to include a variety of questions. For example assessment, this item is too broad.

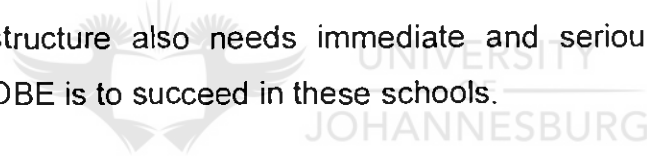
5.6 FUTURE RESEARCH POSSIBILITIES

Future research may concentrate on looking into

- Research in schools with only male educators or with both sexes is recommended.
- A research in a multilingual district in order to control language problems.
- Assessment in the Foundation Phase.

5.7 SUMMARY

The findings of this study suggests that implementation of OBE at the level of school management and teaching and learning practices in schools researched is confronted by a number of challenges which frustrate their implementation and realisation. School management and educators need to be made aware of what is expected of them in processes of implementation. There is a need for their continuous support, which should take into account their historical backgrounds. Provision of infrastructure also needs immediate and serious attention if the implementation of OBE is to succeed in these schools.



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Appendix A

OBSERVATION INSTRUMENT**SCHOOL:**..... **Grade:**.....**LEARNING AREA :**..... **PERSONAL NO:**.....**1. Physical classroom environment.**

- 1.1. Number of learners in class:.....
- 1.2. Seating arrangement (rows, groups, other):.....
- 1.3. Room for educator to visit learners:.....
- 1.4. Wall displays:.....
- 1.5. Condition and size of chalk board:.....
- 1.6. Condition of walls, windows and doors:.....

2. Lesson activities.

- 2.1. Length of lesson:..... Topic:.....

2.2.

Time	Educator activities	Learner activities
0-10min		
10-20min		
20-30min		
last 10min		

3. Lesson preparation.

- 3.1. Availability of written evidence (preparation).....
- 3.2. Preparation of resources/activities.....
- 3.3. Lesson planned with clear achievable objectives.....
- 3.4. Objectives articulated in outcomes based terms.....

4. Teaching method.

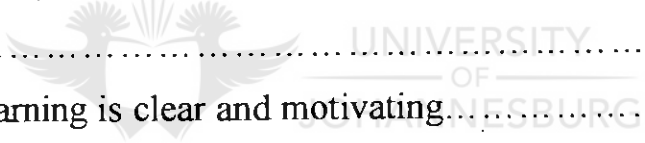
- 4.1. Teaching style: interesting, confident and /or motivating.....
- 4.2. Method appropriate to lesson.....
- 4.3. Clear effective use of chalkboard.....
- 4.4. Teacher circulates among learners.....
- 4.5. Method to check understanding.....
- 4.6. Teacher responsive, reinforces and calls learners by names.....
- 4.7. Facilitation of learning is clear and motivating.....
- 4.8. The use of learning aids/resources.....

5. Communication.

- 5.1. The use of OBE terminology.....
- 5.2. Learner participation.....
- 5.3. Example of questions asked to the class.....
- 5.4. Teacher response to incorrect questions.....

6. Assessment of learning.

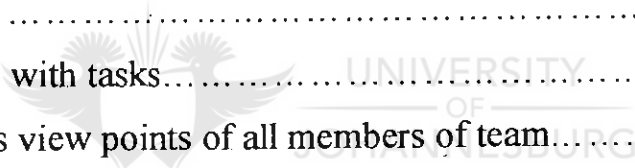
- 6.1. Assessment procedure during lesson.....



- 6.2. Type of written work set.....
- 6.3. Written work checked regularly.....
- 6.4. Difficulties revealed in written work are addressed.....
.....
- 6.5. Are portfolios kept

7. Problem solving.

- 7.1. Learners confident, open in attitude towards solving problems.....
.....
- 7.2. Learners consider various approaches when looking for solutions.....
.....
- 7.3. Learners are able to rationalize, reflect upon actions critically and
logically.....
- 7.4. Learners persevere with tasks.....
- 7.5. Groups considers view points of all members of team.....



Appendix B

INTERVIEW INSTRUMENT

SCHOOL:.....
 PERSONAL NUMBER:..... GENDER:.....
 POSITION IN SCHOOL:..... AGE:.....

1. Personal

- 1.1. How long have you been teaching? years
- 1.2. Which learning area(s) are you teaching?
- 1.3. What are your qualifications?
- 1.4. Are you upgrading your qualifications? Yes no
- 1.5. What made you to decide to choose teaching?
 Interest Security Pressure None
- 1.6. How long have you been teaching at the present school? years
- 1.7. Have you been teaching the learning areas and grades for which you
 have been trained? yes no
- 1.8. What do you intend to be doing ten years to come?

2. Classroom activities

1. Have teaching methods changed since you joined this school? yes no
- 2.2. What do you think about learner centred methods?
 Excellent Good Satisfactory Fair Poor
- 2.3. Which of the following teaching methods do you use?
 Teaching aids experiments group work problem solving team teaching
- 2.4. Which teaching method do you enjoy using most and why?

2.5. To which method do learners respond best/worst and why?

.....

2.6. Which of the following do you have?

Syllabus	Scheme book	subject policy	work programme
----------	-------------	----------------	----------------

2.7. What do you enjoy most/least about teaching OBE?

.....

2.8. (a) Identify your colleague whom you respect most as an educator.

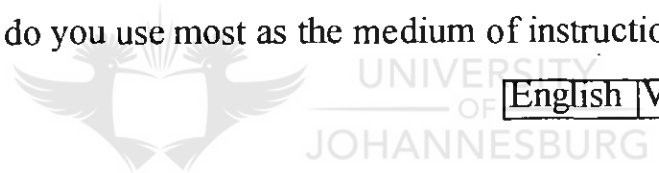
(b)What is impressive about him/her?

.....

2.9. What are the best and worst things about your being an educator?

.....

2.10. Which language do you use most as the medium of instruction?



English	Vernacular
---------	------------

3. The school

3.1. Is there enough accommodation for learners and educators in your school?

Yes	No
-----	----

3.2. Is there subject committees in your school?

Yes	No
-----	----

3.3. Which type of support do you need in your work?

.....

3.4. In which of the following do you get assistance from your principal?

Evaluation	Resources	Teaching methods	Material development
------------	-----------	------------------	----------------------

3.5. Do you use corporal punishment when maintaining discipline?

Yes	No
-----	----

3.6. What would you like to see improved in this school?

.....

3.7. What must be improved concerning learners and/or educators?

.....

3.8. How would these changes best be implemented?

.....

4. In-service training

4.1. How many OBE workshops have you attended? ...workshops

4.2. Are you satisfied with the number and effectiveness of OBE workshops you have attended?

Yes	No
-----	----

5. Management

5.1. What would you like to see improved in your school?

<i>Buildings</i>	<i>Teaching and learning</i>	<i>Administration</i>	<i>Governance</i>	<i>None</i>
------------------	------------------------------	-----------------------	-------------------	-------------

5.2. What must be improved in

5.2.1. Learners

5.2.2. Educators

5.2.3. principal

5.3. How would these changes be best implemented?

.....

5.4. Describe a recent decision or change in the way the school is run, for example project involvement.

.....

.....

.....

5.5. How was that decision made?

.....



6. Community/parents

6.1. What role do parents and community play in this school?

.....

6.2. Which role are they not playing?

.....

6.3. What was the role of educators, parents and principal in the decision making?

.....

.....

6.4. How would you describe relationships between educators and the following groups:

6.4.1. Other educators?

Excellent	good	satisfactory	fair	poor
-----------	------	--------------	------	------

6.4.2. The principal?

Excellent	good	satisfactory	fair	poor
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6.4.3. Parents and

Excellent	good	satisfactory	fair	poor
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6.4.4. Department officials?

Excellent	good	satisfactory	fair	poor
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LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
GIYANI DISTRICT OFFICE

Appendix C

Private Bag 9654
GIYANI
0826
Tel: 015 8121131/2/3
Fax: 015 812 3105

Ref: 81057466/PG43
Enq: Mashau S.D.

29 May 2001

The Regional Director
Department of Education
Private Bag X578
GIYANI
0826

**REQUEST TO CONDUCT OBSERVATIONS AND INTERVIEWS IN FIVE
SAMPLED SCHOOLS IN GIYANI DISTRICT:**

1. The above matter refers.
2. I hereby request to conduct observations and interviews in Giyani District in five sampled primary schools.
3. I am a registered part-time MED student at Rand Afrikaans University (RAU).
4. The study will be conducted in July/August 2001.
5. My research is focused on Foundation Phase (Grade 1-3) Educators.
6. My research topic is:

THE IMPLEMENTATION OF OUTCOMES BASED EDUCATION IN THE FOUNDATION PHASE.
7. Your co-operation will be highly appreciated.

Mashau
.....
MASHAU S.D.
hfh Interview 1

LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
GIYANI DISTRICT OFFICE

Private Bag 9654
GIYANI
0826
Tel: 015 8121131/2/3
Fax: 015 812 3105

Ref: 81057466/PG 43
Enq: Mashau S.D.

31 May 2001

The District Manager
GIYANI DISTRICT
0826

REQUEST TO CONDUCT OBSERVATIONS AND INTERVIEWS IN FIVE SAMPLED SCHOOLS IN GIYANI DISTRICT.

1. The above matter refers.
2. I hereby request to conduct observations and interviews in your district in five sampled schools.
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7. Your Co-operation will be highly appreciated.

Mashau
.....
MASHAU S.D.
/hfh Interviews

OBSERVATION INSTRUMENT

SCHOOL: ... Mhlangeni'sweni Grade: 2

LEARNING AREA : Numeracy. PERSONAL NO:

1. Physical classroom environment:

- 1.1. Number of learners in class: ... 37
- 1.2. Seating arrangement (rows, groups, other): ... rows
- 1.3. Room for educator to visit learners: ... good
- 1.4. Wall displays: ... none
- 1.5. Condition and size of chalk board: ... good
- 1.6. Condition of walls, windows and doors: ... satisfactory

2. Lesson activities.

- 2.1. Length of lesson: 35min ... Topic: ... ENTREPRENEURSHIP

2.2.

Time	Educator activities	Learner activities
0-10min	Telling a story about types of sandwiches and are shown	learners are divided into groups. The educator facilitate how to cut into different shapes.
10-20min	The educator interview other children about what to be sold.	Learners identify what could be sold at school. They bring magazines to the class. Cut pictures of
20-30min	The educator observe the counting of different types of shapes identified.	Sandwiches with similar shapes.
last 10min	Assist the learners in bring real products to the class e.g Resources Magazines, charts, bread knives, margarine etc	Role playing - they learn how to separate the products they practice the real sandwiches on the chart.

3. Lesson preparation.

- 3.1. Availability of written evidence (preparation)... *Yes*
- 3.2. Preparation of resources/activities. e.g. *Magazines, charts, bread, knives, margarine*
- 3.3. Lesson planned with clear achievable objectives... *Good*
- 3.4. Objectives articulated in outcomes based terms... *Yes*

4. Teaching method.

- 4.1. Teaching style: interesting, confident and /or motivating... *Motivating*
- 4.2. Method appropriate to lesson... *OUTCOMES BASED EDUCATION METHOD WAS USED*
- 4.3. Clear effective use of chalkboard... *MOST OF THE CHALKBOARD NEED TO BE REPAINTED BUT LEARNERS TRY TO USE THE BOARD*
- 4.4. Teacher circulates among learners... *THE GROUP METHOD ALLOWS THE EDUCATOR TO CIRCULATE*
- 4.5. Method to check understanding... *THE CUTTING PICTURES OF SANDWICHES FROM MAGAZINES WITH SIMILAR SHAPES WITH CHECK UNDERSTANDING*
- 4.6. Teacher responsive, reinforces and calls learners by names... ..
INTERVIEWING OTHER CHILDREN ABOUT WHAT TO BE SOLD REINFORCES THE WHOLE PROCESS
- 4.7. Facilitation of learning is clear and motivating... *KEEPING LEARNERS TO IDENTIFY, CUTTING PRODUCTS, COUNTING, BRINGING MAGAZINES MOTIVATES*
- 4.8. The use of learning aids/resources... *REAL PRODUCTS RELATED TO THE TOPIC MAKES LEARNERS ASSOCIATES LEARNING WITH THE REAL WORLD HENCE TO THEM LEARNING BECOMES A PLAY, THEREFORE THEY UNDERSTAND FAST*

5. Communication.

- 5.1. The use of OBE terminology... *ACTIVITIES BY THE FACILITATOR AND THOSE BY LEARNERS BRINGS ABOUT OBE TERMINOLOGY*
- 5.2. Learner participation... *LEARNERS LIKE TO PLAY, HENCE IF THE PRINCIPAL ORGANISER IS WELL PLANNED, LEARNERS BECOMES ACTIVE*
- 5.3. Example of questions asked to the class... ..
Identify what could be sold at school?
- 5.4. Teacher response to incorrect questions... ..
Interviewing the learners, in groups or as an individual

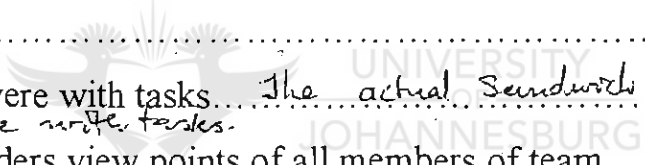
6. Assessment of learning.

- 6.1. Assessment procedure during lesson... *Learners identify the needs of the school*

- 6.2. Type of written work set. *Working with numbers that demonstrate an understanding about ways of working with numbers.*
- 6.3. Written work checked regularly. *The educator as a facilitator checks the work regularly*
- 6.4. Difficulties revealed in written work are addressed.....
The facilitator makes a followup to the slow learner, is either by remaining with the learner after school.
- 6.5. Are portfolios kept *Yes.*

7. Problem solving.

- 7.1. Learners confident, open in attitude towards solving problems....!
The interventions the cutting, identifying, counting, doing the actual sandwich will lead towards solving problems.
- 7.2. Learners consider various approaches when looking for solutions.....
The cutting mostly will lead the learners to looking for solutions.
- 7.3. Learners are able to rationalize, reflect upon actions critically and logically.....
- 7.4. Learners persevere with tasks. *The actual sandwich making makes learners to persevere with tasks.*
- 7.5. Groups considers view points of all members of team.....



INTERVIEW INSTRUMENT

SCHOOL: SAMSON SHIVITI PRIMARY SCHOOL

PERSONAL NUMBER: 81105959

GENDER: FEMALE (NEOGETHI M)

POSITION IN SCHOOL: TEACHER

AGE: 32

1. Personal

1.1. How long have you been teaching? 6 YEARS ...years

1.2. Which learning area(s) are you teaching? LIFE SKILLS

1.3. What are your qualifications? BA JPTD

1.4. Are you upgrading your qualifications? Yes No

1.5. What made you to decide to choose teaching?
 Interest Security Pressure None

1.6. How long have you been teaching at the present school? 5 years

1.7. Have you been teaching the learning areas and grades for which you have been trained? yes no

1.8. What do you intend to be doing ten years to come? TEACHING

2. Classroom activities

1. Have teaching methods changed since you joined this school? yes no OBE

2.2. What do you think about learner centred methods?
 Excellent Good Satisfactory Fair Poor

2.3. Which of the following teaching methods do you use?
 Teaching aids experiments group work problem solving team teaching
learners reveal their ideas, it motivate.

2.4. Which teaching method do you enjoy using most and why?

PROBLEM SOLVING, IT MAKES LEARNERS TO PARTICIPATE.

2.5. To which method do learners respond best/worst and why?

EXPERIMENTS- THEY LEARN BY DOING AND HENCE THEY GAIN EXPERIENCES.

2.6. Which of the following do you have?

Syllabus Scheme book subject policy work programme

2.7. What do you enjoy most/least about teaching OBE?

OBE CHALLENGES, MAKES EDUCATORS TO WORK HARD AND BE CREATIVE

2.8. (a) Identify your colleague whom you respect most as an educator.

MRS HLUNGWANI M.

(b) What is impressive about him/her?

SHE TEACHES ENGLISH AND SHE IS NOT SELFISH BUT HELPS PREPARE LESSONS.

2.9. What are the best and worst things about your being an educator?

INADEQUATE RESOURCES, DISCIPLINE IS LITTLE BIT LACKING.

2.10. Which language do you use most as the medium of instruction?

English Vernacular

3. The school

3.1. Is there enough accommodation for learners and educators in your school?

Yes No

3.2. Is there subject committees in your school?

Yes No

3.3. Which type of support do you need in your work?

THE LACK OF ACCOMMODATION, MAKES CLASSES TO BE OVERCROWDED

3.4. In which of the following do you get assistance from your principal?

Evaluation Resources, Teaching methods, Material development. ✓

3.5. Do you use corporal punishment when maintaining discipline? Yes No ✓ IT IS COMMON NOW.

3.6. What would you like to see improved in this school? OVERCROWDED CLASSES

DISCIPLINE SHOULD ALSO BE MAINTAINED

3.7. What must be improved concerning learners and/or educators?

RESOURCES

3.8. How would these changes best be implemented?

BY ADDING CLASSES

4. In-service training

4.1. How many OBE workshops have you attended? 3 workshops

4.2. Are you satisfied with the number and effectiveness of OBE workshops you have attended? Yes No

5. Management

5.1. What would you like to see improved in your school?

Buildings Teaching and learning Administration Governance None

5.2. What must be improved in

5.2.1. Learners DISCIPLINE, LATE COMING

5.2.2. Educators TEAMWORK BE EMPHASISED

5.2.3. principal ATTEND MORE WORKSHOP ON OBE TO BE UPDATED

5.3. How would these changes be best implemented?

REGULAR MEETINGS, FEEDBACK AFTER WORKSHOPS, SUGGESTION BOX

5.4. Describe a recent decision or change in the way the school is run, for example project involvement.

DECISIONS HAVE NOT YET BEEN MADE, OLD SYSTEM OF DOING THINGS STILL OPERATES

5.5. How was that decision made? NA

6. Community/parents

6.1. What role do parents and community play in this school?

THEY ATTEND PARENTS CONSULTATION WITH THE SGB'S BUT A LIMITED NUMBER

6.2. Which role are they not playing?

THEY DO NOT PAY SCHOOL FEES, DO NOT KEEP THEIR KIDS CLEAN.

6.3. What was the role of educators, parents and principal in the decision making?

MEETINGS ARE HELD BUT FEW PARENTS ATTEND

6.4. How would you describe relationships between educators and the following groups:

6.4.1. Other educators?

Excellent	good	satisfactory	✓ fair	poor
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6.4.2. The principal?

Excellent	good	satisfactory	✓ fair	poor
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6.4.3. Parents and

Excellent	good	satisfactory	✓ fair	poor
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6.4.4. Department officials?

Excellent	good	satisfactory	✓ fair	poor
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