

**SECONDARY SCHOOL TEACHERS' RESISTANCE TOWARDS THE
IMPLEMENTATION OF OUTCOMES-BASED EDUCATION**

by

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RESEARCH ESSAY

submitted in partial fulfilment of the requirements for the degree

MASTER IN EDUCATION

in

TEACHER EDUCATION

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: DR M C VAN LOGGERENBERG

October 1999

ACKNOWLEDGEMENTS

My greatest thanks and appreciation is extended to all those who directly and indirectly participated and encouraged me to complete these studies. Without your support this research would not have been a success.

- ◆ I am deeply grateful to **Prof. R.I.M. MOLETSANE** for all his understanding and encouragement which he executed like a father.
- ◆ My countless words of gratitude are to my parents: **MHLUPHEKI JOHANNES** and **NOKWAZI GRACE** for their full support and caring. ‘You are everything to me, without you I am nothing’.
- ◆ A sincere acknowledgement is directed to my wife **NTOMBIZETHU NOMBALI** for her understanding and support when she could not receive the attention and ‘caring’ she deserves.
- ◆ A warm appreciation goes to my children: **NTOKOZO, THANDEKA, STHOKOZISO, SICELO** and especially **SIYABONGA** who remained unprotected and fatherless during most of my study time. He did not receive the attention and love he needed.
- ◆ Endless thanks to my supervisor, **Dr MC VAN LOGGERENBERG** for the kind of a person she is. “You are a true leader, reliable guide, director with motherly advice”.
- ◆ Above all I thank God for His unending mercy, love, courage and strength He gave me to achieve my success.

May His Mercy Dwell in You

SINOPSIS

UitkomsGebaseerde Onderwys word deur baie onderwysers as 'n krisis beskou, terwyl ander dit stem as 'n baie geskikte metode wat al lankal geïmplementeer moes geword het, veral met die oog op skoolverlating. Hierdie sisteem word tans stelselmatig geïmplementeer in S.A. skole.

Die doelstelling met U.G.O. is om die klem van inhoud-gebaseerde onderwys te verskuif na leerder-gebaseerde onderwys. Die behoefte vir hierdie verskuiwing is genoodsaak deur die algemene persepsie dat onderwys voor 1994 gegrond was op die onderwyser wat bloot inligting oordra aan passiewe leerders. Leerders is oor die algemeen weerhou van geleentheid om verstandelik deur kritiese denke gestimuleer te word. Kreatiwiteit is ook onderdruk. Die onderwyser was die belangrikste entiteit in die leerproses – sonder die onderwyser kon leer nie plaasvind nie.

Die hoop het bestaan dat U.G.O. teen die einde van 1999 minstens in graad een en twee in alle S.A. skole geïmplementeer sou wees. Tans ondervind die onderwysdepartement probleme met die implementering daarvan in sekondêre skole. Die redes vir hierdie probleme moet nog ondersoek word en dit is, met die oog hierop, dat navorsingsprojekte geloods word.

Daar sal onder andere gekyk word na die redes waarom onderwysers sogenaamd weerstand bied teen U.G.O. implementering. My hipotese is dat onderwysers aanvanklik nie betrokke was by besluitneming ten opsigte van U.G.O. nie. Die gevoel bestaan dat die regering van die dag hierdie stelsel aforseer het, voordat onderwysers deeglik ingelig was. Te min werkswinkels en indiensopleidingsessies is onderneem. Persone wat indiensopleiding gedoen het, was oor die algemeen ook onseker oor kritiese aangeleenthede. 'n Poging is aangewend om te bepaal wat sekere kenners se opinie is oor die onbetrokkenheid van onderwysers by U.G.O. Data t.o.v. bogenoemde is geanaliseer en aanbevelings vir die suksesvolle bekendstelling van U.G.O. word gedoen.

Sekere grondbeginsels en konsepte wat algemeen gebruik word in hierdie projek, word deeglik omskryf. 'n Opsomming volg na elke afdeling vir moontlike voorstelle. Aanbevelings wat moontlike oplossings kan bied word aan die einde gegee.



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SECTION ONE

1.1 INTRODUCTION

Teachers should be equal partners in curriculum and material development while employers and other stakeholders have a major responsibility in helping to determine how learners should be prepared for adult life, including the world of work (North West, 1997:9).

Vermeulen (1997:61) states that there is nothing that enhances the authority of the teacher other than the control of the curriculum itself. This further refers to the announcement of the project made by Bengu (National Department, 1997:1) when he stated that Curriculum 2005 or OBE is to be planned by parents, teachers, education authorities and learners; in fact, as many people as possible are encouraged to participate.

Despite all the efforts exerted by the government to change the educational system and enhance positive attitudes of teaching and learning, secondary school teachers resist towards the implementation of OBE. This argument rests on my personal observation I had when QwaQwa secondary school teachers were invited / called in 1997 by the Department representatives at Boitjhorisong for the introduction and explanation of OBE. Only about twenty – thirty teachers attended compared to plus minus a thousand teachers found in QwaQwa. The question is ‘What caused them not to attend?’ While teachers and learners may be given an opportunity to participate in the formulation of policy / curriculum, a great deal of resistance may exist as well. Their resistance may be attributed to many reasons such as the fear of the unknown, incompetence, and uncertainty about the end results in the future. Changes within an organisation should not be seen as static but as a balance of opposing forces active within it. Any existing situation within a school is in equilibrium as the result of driving forces and resisting forces working against each other. These forces can exist in the internal or adjacent environments of the school. Increasing the forces of change without reducing resistance will result in tension and conflict within a school. Reducing the resisting forces will result in reduction of tension and conflict (Theron, 1996:143).

If it is true that teachers are to play an important role in the designing of the curriculum and the development of material, it should hold the same for the designing of Outcomes Based Education (OBE) or Curriculum 2005. The opposite to the involvement of teachers in the designing of OBE would reveal that there is a conflict of ideas between the government and teachers. A conflict of ideas usually results in resistance. Power expressed as domination is countered by power expressed as resistance.

It is on this background that I am challenged to do research attempting to find out whether teachers were given an opportunity to play a role in the designing and approval of OBE. If they were, what role did they play in the designing and introduction of OBE and how active were they in the process? Why and what makes teachers resist the introduction of OBE?

1.2 PROBLEM STATEMENT

Since the democratic elections in 1994, the government became concerned about changing the education system from teacher - content-centredness (usually referred to as traditional teaching) to learner-centredness (transformational teaching). To change the education system, the government decided upon introducing a system called OBE which focuses more on the learner. "New flexible and appropriate curricula are needed that cut across traditional divisions of skills and knowledge, with standards defined in terms of learning outcomes and appropriate assessment practice" (Vermeulen, 1997, White Paper).

This shift is now away from objectives and towards outcomes. An outcome is the result of learning, hence we talk of outcomes-based education. It describes what learners should know, should be able to do and should value because of their learning experience. Teaching for outcomes develops the skills, knowledge and attitude of learners (Bertram et al, 1997:8). All of the above arguments are based on the former Minister of National Education, Bengu's announcement in February 1997 introducing the implementation of Curriculum 2005. Among his reasons, he included the following:-

“Essentially, the new curriculum will affect a shift from one which has been content-based to one which is based on outcomes”.

“This aims at equipping all learners with the knowledge, competencies and orientations needed for success after they leave school or have completed their training”.

Although OBE was believed to have been implemented in Grades 1 & 7 in 1998 and Grades 2 & 8 in 1999 respectively, many teachers seem not to understand it well and tend resorting to resistance. While some of the teachers at primary level would comment that they understand and find OBE worthy, others would say the opposite. Piek (1993:114) argues that primary education demands specially trained teachers who are well equipped with knowledge and skills which must be taught. The teachers must also be thoroughly trained in the best methods to bring the child in full contact with the subject matter.

At secondary schools, the situation would be even worse because teachers view the teaching system of secondary school subjects as a bit different from the primary system. How true this statement is, is questionable. Teachers would further argue that children at primary school most of the time learn by doing something which is the focus of OBE. At secondary school, critical thinking, formulation of ideas and ability to analyse are the main focus. Piek (1993:114) also states that in the secondary school phase, a choice of subjects is offered. This choice is limited by examination requirements, the availability of qualified teachers for specific subjects and other internal school administrative arrangements. A pupil can choose the course which is presented for a specific study or career direction. So, therefore, teachers at secondary schools may see no need for OBE because of the subject structure and purpose to be achieved at secondary school. This can result in them resisting the implementing of OBE. The above reasons may or may not be the cause(s) for secondary school teachers to resist OBE.

Personally, I am worried about whether teachers were given enough time for training to teach in an OBE style as opposed to the prior 1998 teaching style which was traditional. Also whether teachers were offered sufficient opportunity for the designing of the curriculum and development of material as addressed by the Minister of Education. Were they involved in the decision making and policy formulation? Did they get the required resources to be able to start with OBE? Raboroko (1998:3) asks further: “Do teachers know what OBE is all about and have they been well trained for proper implementation?”

Above it all, secondary school teachers in the Bethlehem district – QwaQwa, resist the introduction of OBE. Their claim amongst others is that the government did not consult them for the designing of the curriculum and did not involve them in the OBE decision-making process. For the government to succeed in implementing any new idea, it has to consult all the relevant stakeholders in education to find out more about their views before it could have implemented OBE. Had teachers been consulted, they would have contributed towards the better methods of introducing OBE.

As quoted by Piek, Van Wyk (1983: 43-44) writes that before the Minister of National Education establishes general policy, every Minister of Education and Training, the SACE, the Advisory Council for universities and technikons must be consulted. Through these bodies, all the partners in education, and other parties interested in education, have a voice in determining education policy. That teachers were not consulted for OBE decision-making, can be inferred from the Minister's announcement:

“Curriculum 2005 will be introduced only to Grade 1 (one) in 1998 because a task team has found that provincial education departments do not have the staff or money to go ahead with plans to introduce the curriculum to other grades as well” (Cooke, 1997:3).

Should the above be true, it may not be surprising to see secondary school teachers resisting OBE. Earlier on, it was said that a conflict of ideas usually results in

resistance. The problem of teachers' resistance is that those introducing OBE to them are themselves not clear about it. If teachers resist while expected to follow OBE procedures, how would aims and objectives of OBE be achieved? How will learners benefit from OBE, if it is beneficial?

1.3 MOTIVATION FOR DOING RESEARCH

The National Department of Education requires that learners be given opportunities to discover things for themselves and venture into different life spheres. Research findings and an introduction of OBE are attempts to provide learners with a better education which is hoped to enable them to be job creators. They are encouraged to be self employers even if they may experience financial difficulties before they go on to tertiary education. It is hoped that learners will have acquired skills of managing their lives through the practice of OBE at school.

Opposed to this are the teachers that resist the introduction of OBE. I keep on asking myself questions like: Do teachers resist the introduction of OBE because of the poor training they received under apartheid? Is it because they were not involved in the OBE policy formulation and in the decision-making process? Is it their below inflationary rate wages they receive at the end of the month? Is it the shortage of resources like books and other related equipment? Is it because they are not sure of how to implement the OBE system? Is it because they have fear of the unknown future or are they unfamiliar with the system? Are they just resisting for the sake of resisting with no reason for resisting?

Elliot (1992:55-56) distinguishes between two types of resistance. Of the two types of resistance, we don't know which one teachers fall in. According to Elliot one form of resistance is simply to engage in various kinds of oppositional conduct to protect the sense of esoteric expertise embedded in the culture. It is a "... no change protectionist scenario. Resistance based on professional conservatism and protectionism is on a hiding to nothing."

Another form of resistance which Elliot describes is creative rather than being simply oppositional. It involves the transformation of the professional culture into one which supports collaborative reflection about practice. And takes the perceptions of clients into account in the process. When teachers engage in collaborative reflection on the basis of common concerns, they develop the courage to critique the curriculum structures which shape their practices, and the power to negotiate change within the system which maintains them.

1.4 RESEARCH QUESTION

From the above discussion, the research question that will be investigated is: Why do secondary school teachers in the Bethlehem district – QwaQwa resist the implementation of Outcomes-Based Education?

1.5 AIM OF THE STUDY

The aim of the study is to try and find out reasons and causes why secondary school teachers in the Bethlehem district – QwaQwa resist the implementation of Outcomes – Based Education. To achieve the aim of the study, I will use the questionnaire, interviews and try to view opinions of other experts by referring to literature.

1.6 HYPOTHESIS

My hypothesis is that secondary school teachers in the Bethlehem district - QwaQwa in the Free-State Province, resist the implementation of OBE because they were not consulted about it. They were not involved in the decision-making process, the formulation and designing of OBE curriculum, and therefore, they feel they are not suitably qualified. They think their only solution to make the government realise their importance, is to resist the introduction of OBE.

1.7 METHOD OF INVESTIGATION

This study will be based on finding out what teachers' views are, and why they resist the implementation of Curriculum 2005 or OBE. Practical investigation will be done or conducted in the form of questionnaires and personal interviews in order to find the real problem. My research will focus only on the teachers from five (5) secondary schools out of 23 secondary schools in the Bethlehem district - QwaQwa in the Free-State Province, as my sample. Government officials from the Department of Education, especially the district managers, will be visited for interviews on the question of the system used when introducing OBE to teachers.

1.8 EXPLANATION OF CONCEPTS

The terms and definitions or explanations that will be used for the purpose of this research essay are now clarified:

Government: The Oxford Dictionary defines the term as a body of persons governing State, method or system of governing (Oxford Advanced Learner's Dictionary of Current English, 1985:374).

The Collins Dictionary refers to the term as authority, control, management, administrative body (Collins Pocket Reference Thesaurus 1991:218).

Education: This concept can be defined as the intervention of an educator in the life of a child to guide him on his way to adulthood (Stuart, 1987:4).

Elliot (1992:150) describes education as a process in which pupils develop their intellectual powers by utilizing public structures of knowledge in construction personal understanding of life situation.

Policy: This is a guide for action. It gives direction to the management of an organisation (Badenhorst, 1988:10).

The Oxford Dictionary defines the term as a plan of action, statement of aims and ideals, especially one made by a government, political party (Oxford Advanced Learners' Dictionary of Current English, 1985:646).

Teacher: The Collins Dictionary refers to the term as coach, educator, instructor, lecturer (Collins Pocket Reference Thesaurus, 1991:498).

The Oxford dictionary defines the teacher as a person who teaches (Oxford Advanced Learner's Dictionary of Current English, 1985:886).

Learner: According to the Oxford Advanced Learner's Dictionary of Current English (1985:481), a learner is a person who learns, a beginner.

School: The Oxford Advanced Learner's Dictionary of Current English (1985:761) describes a school as an institution for educating children.

Curriculum: The Oxford Advanced Learner's Dictionary of Current English (1985:212) defines the term as a course of study in a school or college.

Zais (1976:3) defines curriculum as a plan for the education of learners and as field of study.

Resistance: The Collins dictionary refers to the term as counteraction, defiance, fight, opposition, refusal (Collins Pocket Reference Thesaurus, 1991:426).

The Oxford dictionary defines the concept as opposing force (Advanced Learner's Dictionary of Current English, 1985:721).

Outcome: The outcome is an effect or result of an event or circumstances (Oxford Advanced Learner's Dictionary of Current English, 1985:596).

Base: The term "base" refers to the lowest part of authority, especially the part on which something rests or is supported, (Oxford Advanced Learner's Dictionary of Current English, 1985:65).

1.9 SUMMARY

Change can bring about either the good or the bad. Therefore, change for many people is not easily acceptable because of a number of reasons. Among these reasons is that people may just resist change because they don't want to part with what they already have and what they believe works best for them. This kind of people are usually known as conservatives. On the other hand, people may resist change because they have fear of insecurity in their jobs, fear of uncertainty about the future, fear of their ignorance being exposed. People who experience such fear and anxiety usually develop a sense of resistance.

In the case of OBE being introduced to schools, it is no doubt that different opinions about it will be raised. Not all teachers freely accept OBE. Reasons for this may be that some teachers have been in the teaching field for more than twenty years using a particular teaching system of teaching and eventually became used to it. Above it all is that they may not be well informed of and properly trained on the latest developments. The manner in which changes and developments are introduced to teachers might also be one of the contributing factors to OBE resistance by teachers.

1.10. THE STUDY PLAN

Section 1: Section one consists of introduction, problem statement, reasons for doing research, research problem statement, aim of the study, hypothesis, method of investigation, explanation of terms and summary.

Section 2 : This section will concentrate on the literature review involving the the theoretical background.

Section 3 : In the third part the focus will be on research design, methodology

used, theoretical evidence and sample group.

Section 4 : The last section will be based on the analysis and the interpretation of data, limitations and recommendations and summary.



SECTION TWO

2.1 INTRODUCTION

This section will focus on the literature review, trying to find out what other experts have to say about the introduction of OBE. It will also try to answer the questions: "What are the advantages and disadvantages of OBE?" "How does it differ from the traditional teaching and learning system?" and "Why are teachers resisting the introduction of OBE?" Children and adults have to be taught according to circumstances in which they find themselves and according to changes in technology. Quality of education given to learners must be in line with economic and social demands. In OBE teaching is organised to achieve predetermined results (Spady and Marshall, 1991:70). Teachers develop the curriculum from the outcomes they want students to demonstrate, rather than writing objectives for the curriculum they already have.

OBE focuses clearly and deliberately on student learning without ignoring major time constraints, but seeing time as a flexible resource to better match differences in student learning rates and aptitudes. In OBE all students are expected to be successful. Educators should deliberately allow students more than one uniform, routine chance to receive needed instruction and to demonstrate their learning successfully (Spady, 1997:Video).

I want to believe that it was for this reason that the Department of Education decided upon introducing a new system of education which is learner-based and at the same time motivating and training the educators very well making them fit to face any challenges. "We believe that quality public education requires well trained and motivated educators (Educator's Voice, 1999:1).

The aim of OBE was to get good quality teaching from well trained and motivated teachers who must teach children well. The government thought that the system was going to be most exciting for both the teachers and the learners. Perhaps, it was a

psychological exercise for the government to attempt to reduce a number of strikes and tremendous percentage of failures at schools by letting the focus point be on learners rather than on teachers.

An introduction of OBE system could be on line with the saying that 'to catch a thief you must send a thief.' The traditional teaching system offered learners more unfruitful used time because teachers had explained everything to them and left no room for critical thinking from the side of the learners. The teachers put emphasis only on the information that was found in the book and memorisation of the book content was regarded as hundred percent good learning.

On the other hand, while it was necessary for the government to change the education system, teachers developed negative attitudes and attached large varieties of interpretations to OBE. The necessity for the government to introduce OBE to schools was to develop learners' skills and abilities to be able to do things on their own. "The Educator's Voice" (1999:5) states that the recent President's Education Initiative conference presented depressing evidence on the poor training received by teachers under the previous dispensation. It becomes quite difficult for me as the writer of this research essay to come up with valid and convincing reasons or causes that make teachers resist an introduction or implementation of OBE. There may be more than one reason for teachers' resistance towards OBE. Based on the hypothesis, one reason may be that teachers were not involved in the initial stages of the decision-making about OBE.

For the involvement of teachers in the policy and decision making, Vermeulen (1997:49) has this to say: "Teachers are responsible for the ultimate development of curriculum for it is they who implement it by translating it into practice, preparing lessons, choosing learning activities and resources to meet the learners' needs and setting questions and tests to monitor the learners' progress." Teachers should be given the opportunity to participate in and contribute to the development of syllabuses for they are aware of their learners needs and of the constraints and possibilities that characterise the reality of classroom contexts. In an OBE system teachers play a much more important role in

curriculum development. "The Teacher" (1999:13) reports that "... the teacher's role runs the risk of being reduced to that of merely implementing something which she/ he has not taken part in developing. This implies that teachers should not be taken as instruments of implementing other people's ideas".

It is true that change is not easy and relocation brings with it the fear of the unfamiliar. Perhaps it is for this reason that "The Educator's Voice", (1999:5) reveals that one rumour, from reactionary quarters, is that "Indian" teachers are resisting redeployment. The roots of this lie in disparate apartheid structures. Redeployment of teachers is believed to be in par with the education policy and introduction of OBE. The two processes are causing sleepless nights for some educators for they remain unsure of what to do in teaching after so many years of their involvement in teaching. Redeployment and introduction of OBE are somehow believed to be the causes of resistance by teachers. If you are still at school, emphasis is on using the OBE system. Problems include: the majority of teachers and principals do not understand the guidelines and formulae used to declare excesses and to determine weights and post establishments - leading to incorrect declarations of excess teachers. Fear of retrenchment down the line rules that if you are not knowledgeable about OBE, you automatically fall out of the field of the teaching profession.

2.2 LITERATURE REVIEW

We get evidence almost every Sunday from television programs that a system of education demanded a change in its structure to accommodate all teachers and learners in the teaching and learning situation. This change is aimed at eradicating all inequalities and differences that were perpetuated by the traditional education system. The common differences were that rural pupils were academically far behind as compared to urban pupils, while farm pupils were out of question in terms of education achievement. It could be this concern that necessitated an implementation of OBE that focuses on the

learner, and teachers must be well trained and prepared for this system. The Minister of Education, therefore, announced that Curriculum 2005 would be introduced in 1998 encouraging learners to be job creators themselves, taking active initiative steps in changing the society.

On the other hand, it would be surprising to note that teachers who are expected to teach these children drastically resist any change hoped to help children to become better learners. Their resistance results in pupils getting poor results and remaining ignorant.

Two good examples are quoted from "The Teacher" (1999:5), where a second year library science student, when asked who Kader Asmal is, responded as follows: "Kader Asmal was a Boer. He died in the Anglo-Boer War that took place in Bloemfontein in 1968." Another example is of a student in Nigeria, who was asked who wrote Macbeth, and replied, "I do not know, but it was not me!" The paper reports that even the teachers and principal of that school also did not know who wrote Macbeth, but agreed that it was not their student! This all reveals the impact of the traditional education system and strong element of resistance from teachers who are not prepared to read and teach pupils properly. This also reveals the need of a change in education system. The question now is, if the teachers who are expected to promote reading, do not read themselves, how can they teach children to love learning?

"The Teacher" (1999:5) goes on to say that in his opening address to the conference, Kader Asmal said that millions of African children have been denied the right to basic education, of which literacy is the core. "The lack of access to education robs these children of their chance to develop their natural abilities of reasoning, problem solving and creative thinking, and thus lift themselves out of poverty and ensure a better life for their own children." To solve this problem, OBE is the answer. The above words emphasise what the Minister of Education said when announcing the implementation of the OBE approach: "An integrated approach to Education and Training ... will encourage creative work on the design of curriculum and the recognition of learning attainments wherever Education and Training are offered" (White paper, March 1995: 4).

According to Vermeulen (1997:30) this paradigm shift to “a competence-based curriculum” implies a new attitude to education where the emphasis is on learning, not teaching, or demonstrating competence, not cramming for examination, where competence is valued, not partial knowledge where the emphasis is on what learners are able to do, rather than what they cannot do. Teachers who resist this paradigm shift intend retaining their outdated skills and methods of teaching, although they are presently no longer applicable to the generation of the 90’s. By contrast, policies that seek to alter existing practices and institutions may create tension, resistance, confusion and uncertainty. It is usually worse, especially if people concerned were not part of the process in the formulation of policies. Confusion is also caused by the fact that many terms are introduced in OBE which perhaps need thorough clarification. Some of them are generally taken for granted to be understood, but when they are applied in their context, they reflect different meanings. This is the way in which teachers may also think of resistance when it comes to the understanding of the meaning of terms. In the previous examples, it has been shown that many teachers are not prepared to read and teach. For such teachers, Emilla Potenza in “The Teacher” (1999:12) says, “I sympathise with your confusion. All these new terms make it hard for any teacher to come to grips with (OBE) and to begin to implement this new approach in their classroom”.

What makes these teachers not to be knowledgeable about the meanings of the terms can be attributed to the fact that they are not part of the process of decision-making and policy formulation. A comment by Gabo, (Gauteng Department of Education in “The Teacher”, (1998:5) says that teachers should be the designers, not just the implementers.

For the support of the claim to resistance, Baloyi, (District C4, Gauteng) states in “The Teacher”, (1998:5) that Spady’s issue of context is crucial. Those without resources may be left alone and not reach higher level. Of course OBE is creating divisions. The rural people will never know the meaning of OBE because they will never afford to invite Spady. Unfortunately, we will remain divided for the rest of our lives.

From the above comments, it may become clear that OBE approach is not wholeheartedly accepted by all teachers. Those who seem to have the little understanding of it, can be those who are eager to know and ready to face challenges. For those to whom challenge is a laxative tablet, they will obviously fight tooth and nails not to see its success, especially education in the form of OBE. This will, therefore, strengthen the words of Baloyi (District C4 Gauteng) that teachers will unfortunately remain divided for the rest of their lives. The resistance is aggravated by the fact that those who are supposed to be knowledgeable about OBE are themselves not clear about it as said earlier on in section one of this research essay.

“The Teacher” (1998:5) witnesses this point on Spady’s presentation by saying that the most important thing is for education managers and those in leadership positions to understand and embrace the new educational approach before phasing it in. In case teachers experience some problems in implementing the OBE system, they must know that they have a backup support to turn to for help. Education managers must be the problem solvers for OBE so that teachers can be encouraged not to resist it but work towards making it a success.

Some curriculum experts privately say many of our education leaders do not understand the approach themselves. For this reason, teachers resisting an introduction of OBE may not carry much blame because people that they have to rely on for the help are unable to solve their problems. It goes back to a saying that ‘to catch a thief you must also send a thief.’ There can’t be production in an industry if there is no direction, what and how to do it. There is strong evidence that OBE was implemented too fast before everybody was ready for it. Teachers feel threatened about the imposition of OBE that they now get stuck in the process about something they have never been involved in when it was formulated.

For these reasons, the key question to address is whether teachers are prepared to work with Curriculum 2005 and OBE in general. A number of convincing arguments have been put forward by policymakers and teachers on the use value of OBE. Outcomes-

based approaches are closely linked to prevailing ideas around politics and the economy which need to be constantly questioned. These are some speculations, assumptions and feelings that OBE will not succeed because of the manner in which it was implemented.

2.3 CRITICISM ABOUT OUTCOMES-BASED EDUCATION

Jansen (1997:66) in his paper, "Why OBE Will Fail", argues that schools and their allies have been repeatedly warned by the National Department of Education that January 1998 is an 'absolutely non-negotiable' date for the implementation of what has recently become known as OBE. This statement alone indicates that there is danger of resistance from other educational stakeholders resulting from the kind of implementation. The phrase 'absolutely non-negotiable' tells us that many people, maybe including teachers, were not involved in the decision making process. Nor was their input or contribution invited for. This may be a reason that teachers are resisting because the OBE system was imposed on them. Jansen further asks some questions pertaining to OBE and this resistance could perhaps be addressed by answers to these questions:-

- ◆ Do outcomes in fact deliver what they claim?
- ◆ How do outcomes play-out in a resource-poor context?
- ◆ Do outcomes in different contexts mean the same thing?

He goes on stating the reasons why he feels OBE will fail. Among them is that OBE does not have any single historical legacy. OBE policy is being implemented in isolation and ignorance of 80 years of accumulated experience with respect to curriculum change. The language of innovation associated with OBE is too complex, confusing and at times contradictory, inaccessible for most teachers to give policies meaning through their classroom practices. A teacher attempting to make sense of OBE will have to come to terms with more than 50 different concepts and keep track of the changes in meaning.

OBE is destined to fail in the South African education system because it is based on flawed assumptions about what happens inside schools, how classrooms are organised and what kind of teachers exist within the system.

There is a strong philosophical rationale for questioning the desirability of OBE in democratic school systems. There are important political and epistemological objections to OBE as curriculum policy. OBE enables policymakers to avoid dealing with the central question in South African transition viz. What is education for?

The management of OBE will multiply the administrative burdens placed on teachers. It threatens to atomise and fragment curriculum knowledge. It overlooks the important cross-curricular and interdisciplinary demands encountered in learning a complex task.

Addressing an international conference on teacher education, Jansen said that the developments have created a new crisis in education with devastating consequences for teachers and teaching, "The Daily News" (July, 1998) reports. Jansen goes on saying that in SA, attempts to apply a class size norm of one teacher to 35 pupils for secondary schools and 1:40 for primary schools, created large scale chaos in the education system. Overcrowding at schools has been for some years a major concern for teachers that made them produce poor results. Teachers are at present extremely worried about retrenchment, redeployment and demands imposed by OBE that require a teacher pupil ratio of 1:8 as opposed to 1:50 that teachers have at schools. For them it is difficult to implement OBE procedurally with such a large pupil ratio. This kind of ratio is usually found at schools normally referred to as Black schools.

Responses received by Raboroko, (1998:53) in his research were as follows: "OBE can work if classes are smaller." "It will be almost impossible to implement OBE in a class of more than 30 learners." "How does one cope with group work when there are 40 pupils in a class room and limited space!" "I am very much worried about the number of children that we teach, especially in Grade 1".

Overcrowding is regarded as one of the main causes of teachers' resistance towards the implementation of OBE. Jansen argues further that implementation of OBE disregarded the working conditions in which the majority of teachers work. Apart from the above argument, Spady (1997:Video) says that teachers themselves do not develop positive attitudes for the success of the learners. Any new method introduced for teachers, does not work immediately. He argues further that he himself thought OBE was not going to work in the United States because the method only attracted researchers' attention and the person who developed the idea was unknown. On this note the basic question would be how could teachers be expected to meet the OBE demands while OBE itself does not take into account teachers' demands.

Because of various interpretations and understanding of OBE, it becomes necessary that we compare the traditional (old) education system and OBE (new) system. Vermeulen (1997:41) identified these differences as follows (see the next page):-



2.4 DIFFERENCES BETWEEN THE “OLD” AND “NEW” TEACHING APPROACHES

Table 2.1

<u>The Old Approach</u>	<u>The New Approach (OBE)</u>
Passive learners	Active learners
Exam driven	Learners are assessed on an on-going basis
Rote learning	Critical thinking, reasoning, reflection and action
Syllabus is content based and broken down into subjects	An integration of knowledge learning relevant and connected to life situations
Textbook and teacher centred	Learner centred
Sees syllabus as rigid and non-negotiable	Learning programs seen as guide that make teachers innovative and active
Teacher responsible for learning	Learners take responsibility for their own learning
Motivation dependent on the personality of the teacher	Pupils motivated by constant feedback
Emphasis on what the teacher hopes to achieve	Emphasis on outcomes
Content placed into rigid time frames	Flexible time-frames allow learners to work on their own pace
Curriculum development process not open to public comment	Curriculum developed and controlled by the department and public members.

From the above differences, it becomes clear that there are advantages and disadvantages of OBE.

2.5.1 Advantages of OBE

- ◆ Learners will be able to achieve their full potential, develop abilities and can be assessed on what they can do. OBE promotes critical thinking skills, motivate the teachers and learners.
- ◆ Learning is relevant and with purpose, learners use effective learning strategies, learners' efforts have an effect on their learning. It (OBE) encourages learners to accept challenging tasks (Killen, 1996:5).
- ◆ The learners' progress is measured against clearly defined outcomes rather than against their performance. Passing or failing will no longer exist because re-assessment can be done for those who do not meet standard criteria (Department of Education, 1997a:19 & 29).
- ◆ Teachers and trainers will no longer feel the pressure of having to be the 'source of all knowledge'.
- ◆ All learners can learn and succeed, success breeds success and schools control the conditions that determine whether or not learners succeed (Spady, 1991:68).

2.5.2 Disadvantages of OBE

- OBE does not take into account conditions of historically disadvantaged schools.
- It does not state clearly how teachers should implement OBE, i.e. which methods to be used, what exactly to teach in order to differ from traditional system.
- It does not state how to divide learners according to expected specific outcomes.

2.6 SUMMARY

It is advisable that education should be left in the hands of the professional people who are involved in the field of education, who know what is taking place in education, what is meant by education and what the purpose for education is. While doing so, it is also of great importance that other parties from other sectors like lawyers, doctors, business people and politicians should be invited during the educational policy formulation. Politicians are to play a minimised role in education because they specialised only in one line of education, if they did. Letting politicians be the controllers of education, I feel, is subject to a serious research because they are neither economists nor educators for the betterment of the country. I want to believe that it is for this reason that teachers resist introduction of OBE because it is deduced to have been formulated by politicians and imposed it on teachers for the protection of their aims and objectives.

OBE does not take into consideration the working conditions for teachers who are to implement it, that alone shows that it was drawn by people out of the field of education, people who do not know what is happening in education, don't feel any pain suffered by a teacher in the school situation. However, teachers' resistance towards implementation of OBE cannot be attributed to one factor as a cause for resistance until investigation has been conducted and analysed.

SECTION THREE

3.1 INTRODUCTION

This section deals with the methodology used in the research, motivation of the methodology used together with sample group. It further deals with the research plan giving an overview design of the investigation and the reason thereof; why sampling method, data collection and analysis were used.

3.2 CONTEXTUAL SETTING

The research was intended to take place in secondary schools of Bethlehem District - QwaQwa, in the Free-State Province. The reason why this place was specifically selected for this study is none other than accessibility. The research also will focus on the secondary school teachers putting forth their views why secondary school teachers resist implementation of OBE. Inspectors, presently referred to as SMD's will also be visited for some interviews. It was unfortunate that the researcher could not get hold of all the anticipated SMD's for the three districts. However, the information received from the two inspectors of the two districts was worthy for an interview to represent the district manager of the other district.

3.3 RESEARCH PLAN

In order to attempt accumulating an intensive and worthy information for the purpose of this research, I decided upon using two methods of investigation, that is, research questionnaire and interview. Both these methods carry value of equal importance. Following are the steps and procedures that are going to be followed when conducting this research in secondary schools of Bethlehem district - QwaQwa.

An initial visit to schools, randomly selected, will be made whereby permission from the principals will be asked for. Letters for asking permission will also be given to principals as a form of validating my request. For the purpose of speeding up the process and control of the questionnaire, at all the schools that were randomly selected for this research project, questionnaires will personally be handed to teachers. On the day of our first meeting with the teachers, teachers will be requested to fill in the questionnaires and told about the importance of this research. An orientation of how to fill in the questionnaire will briefly be explained. They will be told as to when they are expected to have completed and returned these questionnaires to the researcher, that is, a fixed date for collection will be stipulated. A covering letter of requesting and reminding teachers of the due date will accompany the questionnaire (Barker, 1988:368).

The reasons for handing research questions to teachers will be to allow them a chance of reading through them and have enough time to respond to the questions. The first appearance to and disappearance from the respondents may also encourage them to feel like speeding up the process of filling in the questionnaire. I also felt it was going to be easier for a number of respondents to give their responses freely when they don't see the researcher next to them. Others would even be tempted not to answer not according to their feelings and opinions in the presence of the researcher. They would endeavour to impress the researcher by giving the answers which they think would please the researcher. At the end this would invalidate the purpose of the research. It is worth mentioning here that even with the questionnaire that was sent and answered alone by the respondent, it is not always that the respondents answer all the questions honestly.

LIKERT SCALE: For the purpose of this research questionnaire questions are arranged in the likert scale form which sets up ordinal categories for degrees of agreement including five levels of Strongly disagree, Disagree, Agree, Strongly agree and undecided. Some other questions are arranged in levels of Poor, Fair, Good, Excellent and Don't know while others would differ slightly from these two levels depending on the nature of the question but still arranged in the likert scale. Scores are assigned to these score ranging

from 1 – 5. Barker (1988:378) says that if responses to each statement are equivalent, one can assign scores of 1 through 5 or 0 through 4.

According to Barker the Likert scale is in some ways an index of items with consistently scaled response categories. Categories will clearly be indicated in data analysis. Questionnaires will also be personally collected from all participating school teachers on the date indicated on the covering letter.

The problem of teachers' resistance may not just be something limited to teachers only but may have its origin far in the top education departmental structure. It is for this reason that I deem it necessary not to deviate but to go a step ahead by conducting an interview at a small scale with the inspectors of schools in the three educational districts of QwaQwa. In order to achieve this, I will first make an appointment with inspectors of schools currently known as SMD's and submit a letter of request obtained from the Rand Afrikaans University, hereafter referred to as Appendix A.

The purpose of this face-to-face interview is to supplement the information that will be acquired from the questionnaires sent to respondents. A focus will be based on three districts of QwaQwa. To put my research within the parameters of researchability, it will be important to interview only three district managers. On the date of interviewing district managers, I will find it proper to tape record their responses so that I don't miss a word which might be of great importance to the research. While interviewing them, brief notes will be scribbled on paper to have full information. When this data has been collected it will be analysed to see how it responds and helps towards the solution of my research problem. Questions of an interview are found in Appendix C.

3.4 SAMPLE GROUP

In order to attempt covering the scope of secondary schools in Bethlehem district - QwaQwa, I used the random sampling method to choose five secondary schools from three different sub-districts as my sample. One school from Bethlehem sub-district, one school

from Harrismith sub-district and three schools from Phuthaditjhaba sub-district. These schools were randomly selected and also guided by proximity and accessibility factors. It should be noted that I mentioned three districts represented by (5) five secondary schools all found and have district offices in QwaQwa. The reason for this is that before the 1994 elections, QwaQwa was regarded as a small homeland and had its own controlling powers. That helped it to have so many schools to an extent that they were to be divided into three different districts. This may become obvious why it was possible for me to do a research at schools from these districts.

From each chosen school all teachers were requested to participate in filling in the questionnaires. This would help to let them represent the researched teacher population of QwaQwa. Questionnaires were personally handed to teachers after obtaining permission from the principal of each school. The circumstances at schools necessitated the need for explanation for the importance of this research. Teachers were asked to follow the instructions and work independently, keeping their responses confidential as much as they could. Their responses will be utilised to achieve the purpose of the researcher's study. They were requested to complete the questionnaire within a week's time as time for the submission of the research report was too short.

As a representation for the secondary school teachers population in QwaQwa, the following schools were selected and fruitfully participated in the research project as a sample group:-

- | | | |
|------------------|---|--|
| Kgolathuto | - | representing the Phuthaditjhaba sub-district |
| Tsebo | - | representing the Phuthaditjhaba sub-district |
| Thokoana Makaota | - | representing the Phuthaditjhaba sub-district |
| Rantsane | - | representing the Harrismith sub-district |
| Dinare | - | representing the Bethlehem subdistrict |

A total of 52 questionnaires were given to teachers of the five randomly chosen secondary schools from 23 secondary schools. Out of 52 questionnaires handed out to teachers 43 questionnaires were returned and out of this 43, two were returned not attempted thus nine

(9) of the questionnaires were not returned. Put in percentage form, this left me with 79% of the well answered questionnaire, 4% returned but not attempted and 17% that was not returned. The main purpose of the study was to find out why secondary school teachers resist the implementation of OBE (Curriculum 2005). The responses would either nullify or verify my hypothesis that teachers resist OBE because they were not involved in the initial OBE decision-making process. The OBE system was only imposed on teachers.

3.5 DATA COLLECTION

To exercise major control over the information related to my research, a personal involvement will play a big part. Questionnaires that were sent to secondary school teachers have been collected by the researcher himself on the due date that teachers were informed about. It was indicated earlier on that schools were chosen because of proximity and accessibility. This made it possible for me to round off all the secondary schools in Bethlehem district - QwaQwa on the same date collecting data for analysis.

On the one hand, it is worthwhile to mention that while doing the initial parts of this research essay, I accidentally but fortunately happened to meet one of the lecturers of the Johannesburg College of Education and briefly discussed the success or failure of OBE. He said that it is possible to apply OBE at lower classes because of practicability of the subjects at that level, but at secondary schools, he put it point blank that this OBE will not materialise. He further said that OBE can only be applied to subjects like Accounting, Geography, Mathematics and subjects similar to these. He didn't see any possibility teaching a language subject and history using OBE. His reasoning was based on the fact that language subject is taught with existing concepts or words. There is nowhere children will be expected to create and think critically about formulating new concepts of the language showing the value of OBE.

On the other hand, I met a secondary school teacher on an informal basis in QwaQwa and again shared some views about implementation and success of OBE. It was surprising to realise that the teacher was not well informed about OBE. He said that he will not change

anything from the way he teaches his children because nobody thus far has explained to him what exactly OBE is and how it differs from the way he teaches. The teacher said that he has been working like he usually does and produced a number of marketable people who never stayed staling being unemployed. Even under the ever changing conditions of life and working, he believes that teaching can be adjusted to meet the demands of life. From the statement like this I was made to believe that there is a strong force of resistance towards OBE among teachers arising from not being well informed and trained about it.

3.6 DATA ANALYSIS

3.6.1 Questionnaires

Before I attempt analysing the data, I would like to show how questions were categorised and coded as said earlier that categories will be shown under the data analysis. For clear meaning and understanding this information should be used in conjunction with Appendix B. The following key index and table represent my categorising and coding:-

Figure 3.1 Key Index Data

- Personal involvement
- Personal feelings and attitude
- ❖ Departmental Support
- Value of OBE
- ◆ General views

Table 3.1 Categories of Data

Code	Questions	Category
•	1 - 7	Personal involvement
□	8 - 13	Personal feeling and attitude
❖	14 - 19	Departmental Support
▪	20 - 24	Value of OBE
◆	25 - 32	General views

- Questions 1 – 7 are based on personal involvement. The intention is to assess if teachers were involved in either the decision-making process or the running/ conducting of any workshop related to OBE. Responses received from five secondary schools revealed that teachers were not involved in the decision making process. This made one to deduce that the idea of OBE came about and descended from the Department of Education. One foresees some problems of major forces of resistance by teachers due to non-involvement of them at initial stages of OBE. This sounds like the government did not take into consideration a number of factors that might contribute toward OBE being resisted. This may be the reason why “The Teacher” of 10 October 1999, (Vol. 4) says “PHASING OBE IN AT THE SENIOR LEVEL IS STILL GOING TO TAKE SOME TIME.”

Of the 43 questionnaires returned, not one indicated that they were involved in the process of decision making nor in the running of any OBE workshop because of uncertainty. Although teachers were not involved in the decision making, 80% of them reported that they are informed about OBE, 69% reported that they are not yet ready for the implementation of OBE, while 10% was partially ready.

- Questions 8 - 13 are directed toward finding the feelings and attitudes of teachers towards OBE. From the responses received it is noteworthy to indicate that a great

percentage of teachers are eager to see change taking place. Their problem, therefore, might be that they are uncertain about what exactly is happening with OBE. Questionnaires revealed that 56% of the teachers are willing to be more educated on OBE, 15% of the teachers showed a complete disapproval of OBE and 8% reflected a sense of uncertainty.

From this perspective, one is tempted to draw a conclusion that irrespective of teachers' non- involvement in decision making, they are willing to implement OBE. They may need a full support from the government in the form of workshops conducted for them and specialists in the understanding of OBE to guide them.

- ❖ Questions 14 - 19 were questioning the support that the government could be rendering to teachers in support of OBE. Once more responses from teachers indicate that up to so far there hasn't been intensive workshops conducted for secondary school teachers in QwaQwa. Only initial meetings were held and circulars sent to schools whereby teachers are notified about the extent the OBE has reached and future hopes for its existence. Maybe one of the reasons could be that it started at lower classes and is on its way to secondary schools. Full concentration is still focused on lower classes. Responses from Phuthaditjhaba district revealed that workshops have been conducted for their district.
- Questions 20 - 24 refer to the value of OBE. From this category of responses, it looks like teachers value OBE differently from what is intended. 63% of the responses look at OBE as cause for uncontrollable learners at schools, while 26% says that OBE lowers the standard of education. 5% reports that OBE makes learners brilliant. This different understanding of OBE by teachers is a clear indication that teachers were not introduced to OBE with the same meaning and understanding following certain procedures like a syllabus. OBE does not have a syllabus, teachers have to teach according to the pace of their learners. This creates many problems that teachers collect and select what they deem fit for them to teach with no proper direction.

- ◆ Questions 25 - 32 were concerned with establishing general views of teachers about OBE. Within this category, teachers had to state how OBE has been introduced to them. Further, questions seek to find if people introduced OBE had full understanding of it or not. Could it not be the introducers themselves that make teachers resist OBE implementation? According to responses some teachers would not dare introducing OBE if they were principals because of its negative effects on learners concerning behaviour . It is surprising to note that 72% of responses indicated that introducers of OBE were most unsure of what they were doing.

3.6.2 Interviews

Coming to interviews of district managers, it is interesting to say that the two inspectors I found were aware of OBE and had a clear vision about it. Their problem is that they are not sure of the system used to introduce OBE to teachers. Asked how OBE differs from all the past years teaching system, one inspector said, “It makes the learner to be a center of focus unlike when the teacher had to explain everything to the learner.” Concerning resources, he further said, “For the learner to learn, teachers have to accumulate a number of materials at their disposal and teach the learners. A teacher is a source of information.” Concerning working conditions, both inspectors admitted that conditions are not conducive for learners at some schools but at other schools there’s no big problem. Problems that they mentioned are those of the lack of resources and overcrowded classes especially after the government policy of retrenchment and redeployment of teachers.

It is worth mentioning here that a semi-structured interview was conducted among certain staff members of Tshiya College of Education. The reason for conducting a semi-structured interview at this College was because it is fully involved with OBE. The system used at this College is all about OBE. The first year student teachers who arrived in 1998 were introduced to the OBE system. The purpose was to find out if the College lecturers were involved in the decision-making about OBE. There is a possibility that they might have been involved, specifically as College lecturers.

Asking whether teachers were involved in the decision-making process, interviewed lecturers replied by saying that teachers were represented by their unions in all the meetings that the government had. They went on further to say that it is the policy of this democratic government that if there is any decision to be made, the public must be fully represented, that is, all stakeholders involved in education must be present at the meeting of decision-making. That OBE had to be introduced, was through the consent of the unions and the government. This now raised a different picture of what I received from the respondents who answered the questionnaire sent to schools.

I further asked the question, "Do you think teachers / lecturers have sufficient knowledge and understanding of OBE that the College or schools can be proud of the results achieved by using OBE?" The answer was a big "NO". One of the lecturers said that there is still a lot to be done to improve quality of understanding of OBE among teachers. Not all teachers and lecturers fully understand OBE and no person can claim to know it hundred percent because the system has been inherited from other countries. It must be remembered that OBE failed in some countries because of a number of reasons known to them. Here in South Africa we are introducing OBE basing our efforts on the mistakes that were done by those countries in which it failed. We are still in the process of learning. If you want to be a life-long learner, it needs you to be a self-discoverer. That's what OBE is all about.

Answering the question of whether learning facilitators or people introduced OBE to teachers had full understanding of OBE or not, lecturers responded by saying that according to them, learning facilitators who introduced OBE to them (lecturers) did not have enough knowledge of OBE. Their presentation was arranged in blocks and pieces that could not be easily linked together to formulate a logical understanding. It all remained with individual lecturers what they wanted to make out of those blocks and pieces.

3.7 CONCLUSION

It appears teachers can offer an acceptable service to learners if they can be properly workshopped. From their responses it became clear that the government is accountable for the OBE introduction problem as it did not follow the necessary steps in introducing it and never took into account all possible factors which might lead to teachers resisting OBE. If it was well introduced, there would be no trouble of resistance. The success of OBE at schools depends on the government's input, that is, whether it is prepared to conduct enough workshops, provide needed resources to schools, inspectors prepared to pay regular visits to schools. I would conclude by saying that any approach to teaching and learning is possible only if there is a collaboration between educational department and teachers.



SECTION FOUR

4.1 INTRODUCTION

This is a conclusion section, which will try to bring about an overview of the research essay. It will conclude by looking at literature revisit, attempting to see if the research question did find an answer by referring to findings, stating limitations and recommendations for future research. This will try to come up with a final picture of the 'why secondary school teachers resist towards the implementation of Outcomes-Based Education?'

The basic purpose of this research was to attempt finding why secondary school teachers in Bethlehem district - QwaQwa resist towards the implementation of OBE. My hypothesis was that they resist because they were not involved in the initial decision-making process of OBE and thus being imposed on them. It is the concern of this section, therefore, to weigh and contrast the hypothesis against the research findings. Questionnaire questions were arranged according to categories of personal involvement, personal feelings, departmental support, value of OBE and general views.

4.2 LITERATURE REVISITED

It would appear impractical for the government or the Minister of National Education to allow all individuals involved in education to come and air their views when any educational decision is to be made. Despite a concern raised by Van Wyk as quoted by Piek (1983:43-44) that before the Minister of National Education establishes general policy, every Minister of Education and Training, the South African Council for Education, Advisory Council for universities must be consulted, possibly, only union and association representatives can be invited to meetings of amending educational policies. So, the issue that secondary school teachers resist implementation of OBE because they were not involved, is subject to discredit. Although the Minister of Education, Bengu

rushed for the implementation of OBE without perhaps considering the conditions prevailing at schools, that cannot be an excuse for secondary school teachers to resist OBE claiming that they were not involved. Teachers have to consider the fact that they were represented by their unions' representatives at initial stages of decision-making about OBE.

It should be noted that there are valid points in Bengu's willingness in rushing introducing OBE. He wanted to see an immediate change perpetuated by consideration of a learner after having completed training or school. To that extent, among his reasons, he even mentioned that this aims at equipping all learners with knowledge, competencies and orientations needed for success after they leave school or have completed their training. That's why OBE focuses mostly on the learner rather than the content. A tremendous number of people found it difficult to be employed in business sectors because of the lack of knowledge and competencies, skills and trade. Although one teacher claimed that he produced a number of marketable people who never stayed staling being unemployed, the validity of this statement demands statistics to be proved correct.

If learners have to benefit from OBE by acquiring the necessary skills, teachers must be well equipped with knowledge and methods of assisting learners. They must shift from concentrating on the content but to the abilities that can be displayed by a learner. Experts put it brilliantly by saying that learners come from home to school with more information and that they are not empty vessels to be filled in with content of information. It is for this reason that Minister of Education, Bengu among his reasons for introducing OBE said that essentially, the new curriculum will effect a shift from one which has been content based to one which is based on outcomes reached by the learner.

4.3 RESEARCH FINDINGS

On whether teachers were involved in the decision making process of OBE or not, answers of questions 2, 3 and 7 (personal category) revealed that teachers were not involved in the decision-making. Not one of the respondents was tempted to joke by saying that they were

involved. They could not even dare running the workshops for others, at some stage, because of little knowledge and uncertainties. Answers of questions 1, 4, and 5 stated that respondents were informed about OBE, but that was in theory. This is deduced from the fact that teachers have never been involved in any workshop or become involved where decisions are being made. That a person is informed cannot be a proof of knowing and that a person can apply that knowledge.

Responses referred to the above tend to verify my hypothesis that teachers resist introduction of OBE because of non-involvement in the decision making. It sounds clear, therefore, that teachers resist its implementation because they are not yet sure about it. It shows that they need more training on OBE to become ready for its implementation. This is revealed by the 56% of the respondents who showed their willingness to be more educated in OBE. I feel it will be wise to emphasise here that when teachers are trained in OBE, it must be done so by people who are well trained and understand it clearly, otherwise chaos will result.

Of the two types of resistance distinguished by Elliot (1992:55-56) (see paragraph 1.3:5), it becomes obvious now that teachers are falling in the second kind of resistance which is creative rather than being simply oppositional. This involves the transformation of the professional culture into one which supports collaborative reflection about practice. It further takes the perceptions of clients into account in the process. Elliot further says that when teachers engage in collaborative reflection on the basis of common concerns, they develop the courage to critique the curriculum structures which shape their practices, and the power to negotiate change within the system which maintains them.

A kind of this resistance suggests that teachers wanted the government to follow certain procedures which would eventually accommodate them. Unlike in the past years when the government had to do and impose everything on teachers, the set-up today requires the transformation of the professional culture into one which supports collaborative reflection about practice. A good reflection of this practice is the willingness of teachers to be more educated in OBE as revealed in the answers of questions 8 – 13.

A quick act by the government towards the implementation of OBE has done serious harm to OBE, teachers and learners. This stems from the fact that what teachers teach as OBE is in essence not OBE and learners are fed with mutilated information because of the incorrect introduction of OBE to teachers. While it entails good efforts of bringing about some changes in education, OBE was badly introduced to teachers and thus this resulted in resistance. Worst of it all is that the government conducts less workshops for teachers. According to research findings of questions 14 – 19, responses reflect that there hasn't been intensive workshops held for secondary school teachers in QwaQwa. Their verbal claim is that the government officials once held initial meetings whereby teachers were introduced to OBE and told about the extent it has reached as well as intentions of implementing it soon. There is no way in which teachers could be expected to implement something they are not yet clear about, especially that they are dealing with the nation.

4.4 LIMITATIONS

The study was limited to teachers of only 5 secondary schools of Bethlehem district - QwaQwa. It was mentioned earlier in section three that QwaQwa was a small 'homeland' but with many schools that they were to be divided into three districts. Now that the study was limited to five secondary schools only, the value of the study might have been hampered. More than five schools could have contributed to more information acquisition, although it would have been difficult to conduct a research on a broad scale like that. A sample group has been too small to be a proper representative of the entire teacher population group in the country. If teachers at other different places were to be researched, possibly, a variety of information would have been gathered, perhaps in counter to what I obtained. But for the purpose of this research, it was sufficient to focus only on five secondary schools.

One other point that may have an effect on the study is the time frame set for this research essay as well as the limited time for the questionnaire to be studied by respondents. At least two weeks would have been enough for them to leisurely complete the questionnaire.

For this reason, the returned questionnaires and responses may by no means be a true representation of secondary school teacher population. This develops a tendency for an individual to give the responses which s/he feels will impress the researcher. Out of the sample group, not all the questionnaires were returned. This may hamper the value and purpose of research as well. Although a close-ended questionnaire is analysed easily, it deprives the respondent of his/ her chance to express personal feelings and opinions. What could have been of value for the research if open ended questionnaire was used, becomes unobtainable.

4.5 RECOMMENDATIONS

One SMD of the sample group for interviews said that a teacher is the source of information. If this is true, I would like to recommend that teachers must be considered and involved in all decisions and activities pertaining to education. Piek (1993:115) says that there is nothing that enhances the authority of the teacher more than being involved in activities of decision making. Their involvement would help to let them understand that they are responsible for the learners' lives. Their involvement will make them become active in any idea or system or policy being introduced to schools because they will know that this is their effort. They will try their utmost best to see it succeeding. At all levels of decision making concerning education, the government must always involve teachers.

In addition to involvement, teachers must be introduced to a number of workshops, in-service training to equip them with the latest developments in OBE. With the help of workshops, in-service training, teachers who did not get a chance of being involved at initial stages of making policies and decisions will be able to catch up with later developments.

In order to fight against resistance, teachers must be properly trained, guided and shown the way of how to deal with the subjects in an OBE style. To say that OBE has been introduced and must be used by all teachers at schools when they teach, is not enough.

Adding to the above, I also recommend that everybody in the government line of education, especially ministers, inspectors of schools and any person closely related to education must be thoroughly trained. Reason for this being that it is them, in most cases, who introduce new policies or systems that the government deems necessary for them to be introduced at schools for the best interest of the learner. If they are themselves blank on what is being introduced, mentioning chaos and corruption on the side of the teachers need not be emphasised.

When the government has introduced a system, it must see to it that the necessary resources are well provided. One of the most mentioned reasons or causes for teachers resisting OBE is that there are no resources to accommodate OBE. Concerning this, I strongly recommend that the government must do everything within its power to provide necessary resources to schools. The issue of teacher pupil ratio, on the other hand must be seriously considered by the government. Those teachers who resist OBE have a grip on saying it is difficult to pay attention to each learner when you have a class of plus minus 50 learners. When close attention is derailed or not paid to all learners, the value of OBE is then curtailed.



4.6 CONCLUSION

For the introduction of any new system in education, the government has to be held liable for consultation with teachers in schools. This will help to find out if there are positive possibilities of making such an introduction of the system. On the other hand, if there are necessities that teachers see as of importance and worthy to be introduced in schools, they must also consult the government for thorough negotiations. Such negotiations will, in future, help to change ideas of those who are conservatives and remain traditionally endowed when they are faced with and involved in the process of change. Put simpler, there should, at all times, be a solid collaboration between the government and teachers for the smooth running of the education system and schools and to avoid unnecessary resistance from any party.

I believe that secondary school teachers will change their attitude, be prepared for the task if there is mutual understanding between teachers and the government. No party should blame the other party that it did not do this or that resulting in children suffering at school. I hope they will need a number of workshops and all sorts of help to benefit from OBE as well.



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QUESTIONNAIRE

APPENDIX B

RESEARCHER: MZOLO.....L.B.....

NAME OF RESPONDENT:

SCHOOL:.....

RESEARCH TITLE: “Secondary School Teachers’ Resistance toward Implementation of Outcomes-Based Education”

The following is a questionnaire designed by the researcher with the purpose of collecting information to assist him towards the fulfillment of the requirements of his studies. This questionnaire has nothing to do with politics, racism, religion or any form of discrimination.

You are kindly requested to fill in this questionnaire freely expressing your feelings to help the researcher in this regard. Information obtained will be handled confidentially as much as possible. Your response will highly be appreciated.

Instructions

- ◆ Please answer all the questions
- ◆ Keep your responses confidential, much as you can
- ◆ The questionnaire must be returned to the researcher not later than 8/10/1999.
- ◆ Please circle the number you choose. If you decide to change the already circled number, do the following: ③ ②

QUESTIONS

1. I was informed about the Outcomes-Based Education since 1994.
- | | | | | |
|------------------------|-----------------------|----------|-------------------|-----------|
| Not at all
informed | Partially
informed | Informed | Fully
informed | Undecided |
| 1 | 2 | 3 | 4 | 5 |
2. I was involved in the initial decision making process of OBE.
- | | | | | |
|------------------------|-----------------------|----------|-------------------|-----------|
| Not at all
involved | Partially
involved | Involved | Fully
involved | Undecided |
| 1 | 2 | 3 | 4 | 5 |
3. I took an active in the running of OBE workshops in the Free-State.
- | | | | | |
|------------|------------------|-----|--------------|--------|
| Not at all | Partially
yes | Yes | Fully
yes | Unsure |
| 1 | 2 | 3 | 4 | 5 |
4. An Outcomes-Based Education workshop was conducted by Departmental official(s) at my school.
- | | | | | |
|------------|-----------|-------|------------|--------|
| Not at all | Only once | Twice | Many times | Unsure |
| 1 | 2 | 3 | 4 | 5 |
5. I know what Outcomes-Based Education is all about.
- | | | | | |
|-------------|-------------------|-----------|-------------------|----------------------|
| Not exactly | Partially
know | know well | Know very
well | Don't know
at all |
| 1 | 2 | 3 | 4 | 5 |
6. I am now ready for OBE implementation at secondary school level.
- | | | | | |
|----------------------|--------------------|-------|----------------|--------|
| Totally not
ready | Partially
ready | Ready | Fully
ready | Unsure |
| 1 | 2 | 3 | 4 | 5 |
7. The OBE orientation program I was involved in was presented in an enjoyable manner.
- | | | | | |
|----------------------|----------|-------|-------------------|-----------|
| Strongly
disagree | Disagree | Agree | Strongly
agree | Uncertain |
|----------------------|----------|-------|-------------------|-----------|

1

2

3

4

5

8. If I were to run a school on my own, with the introduction of OBE, I would run it

Poorly

Fair

Good

Excellent

Not sure

1

2

3

4

5

9. My view is that OBE will work only at lower classes.

Strongly

Disagree

Agree

Strongly

Don't know

Disagree

Agree

1

2

3

4

5

10. I am encouraged and motivated that traditional teaching approach is now replaced by Outcomes-Based Education

Strongly

Disagree

Agree

Strongly

Don't know

Disagree

agree

11. My attitude towards OBE is

Strongly

Negative

Positive

Strongly

Uncertain

Negative

positive

12. My principal is

Autocratic

Democratic

Flexible

Strict but

Very

1

2

3

Fair

4

Flexible

5

13. How I regard OBE system

1. Complete new with changes but not practised

2. Old and lacked resources

3. A system that lacks direction

4. Complete new with changes practiced

5. A system that gives a correct direction

14. My opinions on how OBE should have been introduced to teachers are that
1. Learning facilitators must teach the learners
 2. Learning facilitators must know and understand OBE thoroughly
 3. The government must involve teachers in any decision making process
 4. The government must fully depend on learning facilitators.

15. OBE makes teachers become lazy

Strongly disagree	Disagree	Agree	Strongly agree	Uncertain
1	2	3	4	5

16. OBE lowers the standard of Education

Strongly disagree	Disagree	Agree	Strongly agree	Uncertain
1	2	3	4	5

17. OBE encourages learners to be uncontrollable as they do most of the work on their own.

Strongly disagree	Disagree	Agree	Strongly agree	Uncertain
1	2	3	4	5

18. OBE intends making South African standard of education compete with international standard.

Strongly disagree	Disagree	Agree	Strongly agree	Uncertain
1	2	3	4	5

19. With OBE every learner is brilliant or intelligent.

Strongly disagree	Disagree	Agree	Strongly agree	Uncertain
1	2	3	4	5

20. How do S.M.D's and your principal regard you as a teacher?

Active	Very active	Less active	Passive	Very passive
1	2	3	4	5

21. Staff training and development concerning the understanding of OBE at my school is

Very poor	Poor	Fair	Good	Excellent
1	2	3	4	5

22. Visit by Departmental official(s) to my school is

Never done	Done sometimes	Done regularly	Still to be done	Very often
1	2	3	4	5

23. My school receives sufficient support from the Department regarding OBE.

Strongly disagree	Disagree	Agree	Strongly agree	Unsure
1	2	3	4	5

24. My school is well equipped with OBE resources

Strongly disagree	Disagree	Agree	Strongly agree	Excellent
1	2	3	4	5

25. OBE is to be known by teachers only as learners' facilitators.

Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
1	2	3	4	5

26. There is no need for district managers to know OBE.

Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
1	2	3	4	5

27. OBE has only been imposed on teachers and there is no need to worry about it.

Strongly agree	Agree	Disagree	Strongly disagree	Unsure
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

28. I would not introduce OBE to my school if I were the principal because it makes learners undermine adults and teachers.

Strongly agree	Agree	Disagree	Strongly disagree	Unsure
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

29. People who introduced OBE to me were very clear about it.

Strongly agree	Agree	Disagree	Strongly disagree	Unsure
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

30. In-service training will still be necessary for more clarity on OBE.

Strongly agree	Agree	Disagree	Strongly disagree	Unsure
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

31. Conditions of service and working conditions are such that OBE can work excellently at my school.

Poor	Very poor	Good	Very good	Excellent
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

32. With regard to the introduction of OBE, my opinions are as follows:

DISTRICT MANAGERS - EDUCATION

- 1. There's this term called "OBE" commonly used in education and at school – can you please explain this term according to your understanding.**
- 2. How did you get to know about this term and eventually understood it?**
- 3. How does OBE differ from all the past years teaching system?**
- 4. How was it introduced to teachers at schools apart from teachers hearing it over the radios and reading from newspapers?**
- 5. According to your knowledge, were the teachers part of the process of decision making concerning OBE, i.e were they involved in the process?**
- 6. If they were, can you say how they were involved and if not, what could be the reason why they were not involved.**
- 7. If they were not involved in the decision making process, what effect do you think this can have on the success of OBE?**
- 8. I believe OBE is already in operation at schools. How do you make sure that teachers follow OBE system?**
- 9. There is a rumour that OBE is impractical without sufficient resources. Your comment**
 - 9.1 Which are these required resources?**
 - 9.2 How do you provide them to schools?**
- 10. Are the workshops conducted or any means done for those teachers who are still in the dark about Outcomes-Based Education?**
 - (i) Who are conducting those workshops?**
 - (ii) Do they have an intensive training on OBE?**
- 11. Are the service and working conditions conducive enough for OBE to materialise at schools?**

12. Is a 1:50 teacher pupil ratio a problem for OBE to operate properly?

13. From your personal point of view, how do you see the success of Outcomes-Based Education?

