

**PROBLEMS ENCOUNTERED BY EDUCATORS WITH THE  
IMPLEMENTATION OF CURRICULUM 2005 IN GRADE 8  
CLASSROOMS IN TOWNSHIP SCHOOLS IN THE BETHAL AREA**

**BY**

**SIMON KULLY FANI ZWANE**

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***SUPERVISOR: DR PJ DU PLESSIS***

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# CHAPTER 1

## ORIENTATION

### 1.1 INTRODUCTION

After the 1994 elections a number of changes were seen in education in Africa. The ministry of education headed by Professor SME Bhengu announced the introduction of a new education system. Called Curriculum 2005. The intention was to improve the quality of education in our schools and to improve standards of achievement at all levels. However, it came at a time when educators were not ready and hardly anticipating such a dramatic change to the traditional way.

There is therefore a need to undertake an investigation to determine the actual problems encountered by the educators with the implementation of curriculum 2005. This research sets out to uncover the problems that have resulted from the hasty introduction and implementation of Outcomes-based Education (OBE). South Africa instituted a new education and training dispensation, of which the South African Qualification Authority, National Standard Bodies and Education and training Quality Assures are the core drivers. To understand how to educate and train Outcomes-based Education we must know the concepts and terminology which came along with the dispensation which is called “SAQ’ISH” from South African Authority, (SAQA). The success of the Outcomes-based learning system will depend on the developing and maintaining of education

and training standards. The idea is to establish a paradigm shift towards outcomes-based learning as well as to disclose the basic principles supporting the outcomes based learning process. Also to give an overview of the legislative framework, which enables an integrated education and training system and the ability to assess outcomes-based learning. *Learners are at all levels to improve their level of competence and improve the cost effectiveness of training (Olivier, 1999:9-10). Regardless of education in mainstream schools, support services should be established or designed to meet the needs of persons with different disabilities and it should be provided (Naiker, 1999:42).*



The Republic of South Africa has implemented a new approach to the curriculum called Curriculum 2005. The government's intention is to raise the quality of education in our schools and to improve standards of achievement at all levels. In the old system, the standards are expressed unevenly for quality assurance which needs to be in place. *The government seeks to do this through a supported system of assessment which gives a clear picture of what pupils know, understand, value and can do per grade and per phase (Department of Education, 2002:2).*

The system is new and there is a lot of resistance on the side of educators.

Educators it seems, do not understand the approach. Perhaps the biggest barrier is inertia among the staff, community and administration (**Ormstein, 1998:306**). The national qualification framework (NQF) provides the means to enable each person who enters learning to *achieve national recognition and internationally comparable qualifications (Olivier, 1999:1)*.

Educators do not understand that a paradigm shift include people's thinking perceptions, evaluative judgements and critical practices. *The complexity of the shift is increased by the shift from the apartheid Education to Outcome-Based Education (O'Connel,1999:14)*.

There was a need to shift from traditional aims and objectives approach to outcomes-based education. The curriculum is then to *be restructured to reflect values and principles of the democratic society (Fono, 1994:74)*.

This study is in the sense that the researcher is restricted to five secondary schools which are: Ikhetelo, Lamile, A.D. Nkosi, Mzinoni and Vukanini Secondary.

## **1.2 PROBLEM STATEMENT**

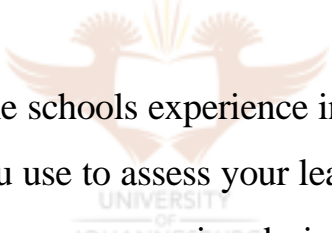
Lack of skills, training and expertise has resulted in township school educators experiencing problems with regard to the implementation of

outcomes-based education in grade 8. Problems of educators include the focus on how to manage the assessment in the outcomes-based education classroom. Educators appear not to understand the different levels of planning and assessment.

It is on this basis that an investigation has to be undertaken.

### **1.3 RESEARCH QUESTIONS**

This study will seek to answer the following questions:

- 
- What problems do the schools experience in teaching OBE?
  - Which criteria do you use to assess your learners in grade 8?
  - What type of resources are you using during your lesson and where do you get such resources?
  - What are the perceptions of educators teaching OBE?
  - How can these problems be solved?

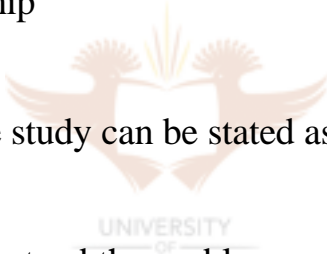
### **1.4 PURPOSE OF THE RESEARCH**

This research is aimed at investigating problems that educators are experiencing in grade 8 with the implementation of Outcomes-Based Education in township schools, in the Bethal area.

The researcher was confronted on a daily basis by a horde of unwilling and unmotivated teaching staff who claimed that they were unable to find their way through the labyrinth of the Outcomes-Based Education programmes. I thus set out to find the reasons why educators in township schools encounter problems with the implementation of grade 8 outcomes-based education.

Summarily, the purpose of this study is to suggest solutions to the problems encountered of the implementation of OBE of the five schools in the township

The objectives of the study can be stated as follows:

- 
- To analyse and understand the problems educators are experiencing in teaching out-comes based education.
  - To know how to assess the learners.
  - To understand the concept out-comes based education.
  - To be able to assist the educators in solving problems (O’Connel, 1999:17).

## **1.5 RESEARCH METHODOLOGY**

The qualitative research method will be used and the information will be gathered for the current implementation of Curriculum 2005 in Grade 8 in five secondary schools in the Bethal area.

The researcher will need to include individuals. We use qualitative research to give meaning to various practices and approaches which are even operating on various levels of research design. In qualitative research we bring the totality of who we are to the research process. In qualitative research, the research actors co-create newness in a dynamic interrelationship with each other and may find themselves doing things they have never done before. Regardless whether qualitative research is seen as uncovering, discovering or constructing, the act itself is creative and the process is creative, interactive and dynamic. Because qualitative research touches the total human beingness of all the sectors involved, it affects change in all who participate in such a process.

A qualitative research design was deemed most suitable for this study since it allowed the researcher to gain insight into the perceptions of principals and educators on the realisation of the current implementation of Curriculum 2005 in grade eight.

## **1.6 RESEARCH DESIGN**

The topic the researcher wants to explore is best suited to a qualitative research approach. The purpose of a qualitative study is to accumulate sufficient knowledge to lead to understanding. This qualitative approach involves sampling which is explored in depth and described in detail in the final report about implementation of

outcomes-based education to grade 8 learners in secondary schools (Schurink, 1998:240).

### 1.6.1 Basic steps of the research process

**Step one:** The first step would be for the researcher to choose the topic in which he preferred to conduct the investigation, such as the implementation of outcomes-based education. The topic and other related concepts would be explained in detail in chapter 1.

**Step two:** The literature review where the necessary information about the topic would be found, is discussed in Chapter 2.

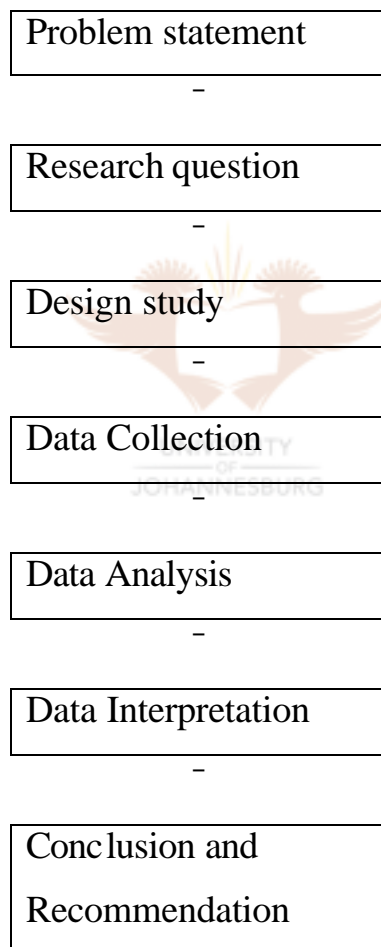
**Step three:** The third step involves the decision that is made by the researcher on how to conduct his study, which is the method of research. This information in Chapter 3 is given in details. The researcher would then be in a position to collect data by means of interviews with different individuals as shown in an interview schedule in appendix A. **This information is also given on a cassette (tape-recorded).**

**Step four:** This step for the researcher was to analyse and interpret the given data to ensure that the evidence supplied would solve the problems and give answers to the research question in order to support the purpose of the research. This is given in Chapter 4.



**Step five:** This is a final step where a researcher summarizes important issues and provide recommendations where possible. This is proven in Chapter 5.

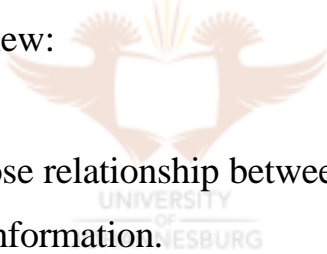
**Table 1.1 A FLOW CHART ILLUSTRATING A RESEARCH PROCESS:**



Curriculum is the heart of education and training system, therefore it should be implemented to show a prosperous, truly united democratic and international competitive country with literate, creative and

critical citizens leading productive lives. A paradigm shift is a necessary prerequisite for the achievement of the vision for South Africa

Therefore readers should acquire that knowledge and use it to incorporate what they have established to the knowledge that already exists. It is appropriate for one to read what already exists about the research topic before one can respond positively or negatively. The researchers' purpose is to read other studies to make comparisons, to respond to unanswered questions or criticise them. Then he has goals for conducting a review:

- 
- To demonstrate a close relationship between a body of knowledge and the truth about that information.
  - To link the new study with what was established by previous researchers.
  - To integrate any required knowledge.
  - To get more information from other researchers to enable one to establish new ideas about the study.

The main objective of this research is therefore to assess the implementation of Out-comes Based Education in grade 8 in five township schools in the Bethal area. The findings could be useful to curriculum development specialists like the National and Regional

Policy makers who are responsible for the implementation of Curriculum 2005.

## 1.7 PLAN OF THE STUDY

**Chapter one** orientates the reader of what is expected in the study. The study has introduced the topic and indicated the problem to be investigated, taking into consideration the research questions given. The purpose of the research is also described together with the research method that will be applied throughout the study.

**Chapter two** discusses literature review where the necessary information about the topic would be found. Literature on problems encountered by teachers with the implementation of Curriculum 2005 in grade 8 Secondary schools in the Bethal area. The major concern is the management of the classroom.

**Chapter three** deals with the method of research to be used. The data will be collected using of a qualitative approach where open-ended interview questions will be asked. Participants involved would be members of the different schools. Suggested stages of conducting an interview would be employed. The interview data would be recorded on a type-recorder and field notes be taken.

**In Chapter four** the researcher will analyse and interpret the data collected to enable one to draw conclusions about the study, analyse data from observations and interviews and other documents.

**Chapter five** is the last section that supplies (provided) the reader with findings, summary and recommendations of the whole study. Recommendations to be given will be directed specifically to give assistance and to improve the functioning of schools in the Bethal area with the implementation of Curriculum 2005 in grade 8 classrooms.

## 1.8 CONCLUSION



Educators must note that they are racing into a new universe and in fact, that a more descriptive word for it could be multiverse. In this chapter the researcher explained the topic. The purpose of the research is to find solutions to the problems regarding the implementation of outcomes-based Education in grade 8 classes. The method used to collect data was a qualitative approach. The following discussion in Chapter 2 gives the relevant literature and other related aspects with regard to Outcomes-based Education.

## CHAPTER 2

### LITERATURE REVIEW ON PROBLEMS ENCOUNTERED BY EDUCATORS WITH THE IMPLEMENTATION OF CURRICULUM 2003 IN GRADE 8 CLASSROOMS

#### 1.2 INTROCUCTION TO CLASSROOM MANAGEMENT

Curriculum 2005, also called Outcomes-Based Education has become an easy target of criticism for being new or unproven, even through numerous, examples which exist outside school. Classroom management is an important part of active teaching and is a managerial skill which involves planning, teaching, leading, controlling and supervising. The focus is on how educators should manage the assessment process in the Outcomes-Based Education classroom. There are therefore four areas for successful management of the assessment process in the classroom. These are:

- Planning assessment
- Using a variety of assessment methods, tools and techniques
- Recording learners performance
- Reporting learners performance

#### 2.2 CLASSROOM MANAGEMENT IN AN OLD SYSTEM

According to **Kruger (1998:1)** education is in such a “state” through out the world today that effective teaching and learning is not always

possible. Almost every week the media tells us about the sorry state of education. Both educators and parents are concerned about the future of learners. The question we need to answer in this research is not so much why education is in such a bad state but rather what can an educator do to ensure that effective teaching and learning takes place in the classroom so that he/she will feel good about the work he/she is doing?

### **2.2.1 What is classroom management?**

Classroom management is one of the educator's primary responsibilities. Educator's classroom management skills will, to a great extent, determine whether they will achieve effective learning in a teaching-learning situation.

**Educators' management actions may be defined as activities aimed at creating and maintaining the kind of classroom conditions necessary for effective teaching and learning.** Classroom management includes all the activities needed to support and fulfil the main purpose of the teaching and learning situation. Classroom management is a means to ensure that educators perform their educational and instructional task effectively in order to achieve the teaching objectives (**training manual for teachers, 2000:9**).

### 2.2.2. The goals of classroom management

The goals of classroom management according to **Kruger (1998:2)** are to:

- manage the complex teaching-learning situation in the classroom so that effective teaching and learning can take place;
- equip educators with skills to enable them to solve problems relating to teaching activities;
- equip educators with basic management skills to use in managerial positions in a school;
- make educators aware of the importance of their personal approach and attitude towards their teaching task;
- recognise and understand the interdependence of factors that make up the complex classroom situation;
- equip educators with knowledge and skills to enable them to handle different classroom situations effectively;
- sensitise educators to differences between various teaching-learning situations and enable them to adapt to the different situations;
- help educators to exercise their autonomy in the classroom responsibly;
- instil values in educators so that they will treat learners fairly and respect their human dignity;

Schools are difficult to manage. Potential controversy between different interests, and values are a constant threat to their peaceful operation. Schools consists of large number of learners whose views, habits and behaviour are different and might reflect a sample of the full range of interests in the community as a whole. The characteristics of the educators who have the difficult task of teaching the class as a peaceful and harmonious enterprise should be the ability to manage and to plan effectively. Management of time and space within the classroom makes it possible and necessary for careful distribution of staff, learners, equipment and materials. To be an educator, therefore, entails far more than being an instructor who can enforce discipline. The ability to “manage” is an essential characteristic of the professional standing and qualification of a good educator.



Once the educators have been allocated the classes they are going to facilitate. They can begin preparing their plan of work according to the school’s annual programme which will show the number of teaching weeks: *“Before pupils can start learning, they need their school day to be organised into a working pattern” (Walters, 1991:2).*

Control is needed to reach objectives. In the classroom the educator needs to control the learning content, the quality of learning, the sequence of learning and the pace of learning. This control is done through planning of work from the work programmes and through careful



lesson preparation for lessons aimed at the various steps of development of the learners. Control in this respect deals with learners and educators.

Control over the class and learning process is ultimately obtained by positively influencing the self-control of both learners and educators and by the manner in which the resources of the school are arranged and used. *Classroom management is an important part of effective teaching (Walters, 1991:45).* Good classroom management results in a good learning atmosphere in the classroom, with enthusiastic response, and generally is not just ensuring good discipline, or preparing and planning the lesson, or arranging desks in a different pattern. It entails every action that results in a good learning atmosphere in the classroom. Outcomes-Based Education needs an educator who will look at the curriculum as the tool to uplift the standard of a learner in the classroom.

### **2.3 CLASSROOM MANAGEMENT AND EFFECTIVE TEACHING**

The managerial skills of an educator can be expressed in four general groups namely; planning, organizing, teaching, and control.

#### **2.3.1 Planning**

It involves the complete process of lessons, preparation from the selected content of the curriculum, to the written lesson in the educators' workbook.

### 2.3.2 *Teaching*

A class needs to be led by an educator who shows special qualities to generate interest and motivation in the class by delegation of tasks and exercises, and by being in a position to understand and solve the various problems experienced by the learners.

### 2.3.3 *Control*

Learners are grouped together in outcomes-based education and control creates an environment of norms and values in the classroom, in which each learner knows exactly what is expected. In each group the line of communication between learners and the educator are created by the educator so that discipline is maintained by supervision, taught material is evaluated and learning problems are identified and corrected before the problems become serious.

## 2.4 **ELEMENTS OF EFFECTIVE CLASSROOM MANAGEMENT**

*Education and learning can only be successful in classroom through educators, classroom environment, resources and the library (media centre) (Walters, 1991:46).*

### 2.4.1 **The educator**

According to **Walters (1991:48)** educators should have:

- A clear objective which defines the reason for the lesson, gives an overview of the content to be taught, and indicates the result they hope to achieve.
- A well-structured plan which assists them in maintaining the direction they wish to follow during the period of instruction.
- A thorough knowledge of the class with reference to the level of development, level of understanding, language skills and intellectual ability.
- Skills of communication in which their language is clear and precise, while they maintain eye-contact with the pupils, and vary the time and pace of their voice.
- A control and understanding of their own, and the pupils', body language. For example, a smile or nod of approval conveys a positive attitude and atmosphere, while learners who slouch back to their desks or look out the window, create a negative atmosphere.
- Appreciation of the ability of pupils to concentrate. Since concentration begins to wane after a time educators, through knowledge of their class, should plan to vary the activities to prevent fatigue and boredom.

#### **2.4.2 The classroom environment**

A cold dark classroom is not a pleasant environment in which to teach or learn. Educators must do everything they can to make the room a

pleasant one in which to spend time. Pictures, charts and displays of work can be used.

Desks can be arranged in different patterns, depending on the lesson to be taught. If the educator has planned to use class discussion, the desks can be arranged to accommodate the discussion. If groups of four will be discussing a topic, the desks can be turned so that two learners face the other two or, if a debate is to ensue, the class can be divided into two by creating a wider aisle down the centre of the class.

### **2.4.3 Resources**



These are depending on the economic position of the school. However, even in a school which lacks financial resources, coloured chalk can be used to make lesson preparation more enjoyable. The greater the opportunity to use a variety of media the better. Most students or educators collect a wide variety of charts, models and specimens to use in class.

### **2.4.4 Individual teaching media**

Teaching media assists educators both by creating interest and variation, and by providing concrete representations of abstract explanations. They incorporate the visual and the auditory senses, i.e. they allow the pupils to see as they listen. The most common media

used in the class are the chalkboard, chalks, illustrations and the overhead projector.

#### **2.4.5 Learners**

The number of learners in the class often determines the approach of the educator. The atmosphere in a class with a small group of learners, or very young learners is more informal than that in large or senior groups. An atmosphere of tension results in resistance to the presentation of the lesson. The learners' pre-knowledge is an important determinant of lesson success. The link between new and old information leads to meaningful learning (Walters, 1991:47).

#### **2.4.6 Classroom organization to create the desired learning atmosphere**

The effectiveness of educators will be determined both by the kind and the degree of control they exercise over the total classroom situation. An educator learner relationship should be characterized by warmth, interest, friendliness and sincerity. Lessons should be planned so that they are interesting, purposeful and significant. The lesson must not start until the students are silent, attentive and ready. All teaching and learning media should have been prepared earlier so that it is available for use at the right moment. Educators should speak in clear, distinct and well-modulated tones and the pupils

should participate actively in lessons. When such an atmosphere prevails in the classroom, the learner will be able to learn effectively.

#### **2.4.7 Climate reaction**

According to **van der Westhuizen (1991:491)** the quality of human activities in an organisation is determined to a large extent by the spirit that lies at the basis of such activities. The spirit (environment, culture, atmosphere, ethos or climate) differs from school to school and classroom.

Within the management perspective it is in fact this spirit or climate that is one of the imperatives for invitational classroom management. In the first and in the last instance, what is important is the “feeling” that learners and educators have about their school.

The spirit or climate which reigns in the classroom depends mainly on the educator as manager and it is closely linked to the personality of the educator. It can thus be said that the educator has a unifying influence in the classroom. The educator therefore has to put everything in motion to create a supportive climate. It can only occur if he/she “live and let live” in an appreciative, supportive and benevolent manner.

The following variables (**van der Westhuizen, 1991:491**) are suggested for the establishment of good general classroom climate:

- Pupil involvement and responsibility.
- Recognition and rewarding of achievements.
- High expectations.
- Safe and orderly environment.
- Mutual support between home and school.
- Co-operation in the organisational process.
- Mutual support between staff and pupils.
- Encouragement towards support of participative decision-making.
- A mutual approach of empathy among those concerned (principal staff, parents and pupils).
- A believing, future orientated attitude to life.
- An attitude of service.

Climate creation therefore is essentially concerned with the improvement of work satisfaction and morale, in other words the measure in which the teacher and pupils experience the gratification of their personal needs in their work. If this matter is given the required attention it must lead to the creation of the required supportive climate.

Classroom climate is important because it directly involves the primary task of the teacher, namely educational teaching. A favourable

classroom climate results in better pupil achievement. Climate creation is not a single isolated act, but in fact implies the functioning of various other management laws. In order to create a classroom climate where educational teaching can reach its optimum the teacher has to continuously make decisions, solve problems, co-ordinate, delegate, motivate communicate, evaluate and act correctively, but then in such a way that it shows an attitude of empathy to the person and an invitation to participate.

A healthy flow of thoughts and fertilising inputs and feedback are essential for a healthy, open classroom climate. This means that communication channels should not be blocked and effective mutually fertilising interviewing should be allowed to take place.

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#### **2.4.8 Group management and group techniques**

The educator as classroom manager should be aware that group thinking and group activity are more effective than the best individual thinking or activity of the group members. In essence group management means that the learners in the class are involved in the decision-making process and in other matters which concern them directly. Learners who are consulted on matters will obviously be more motivated than those who are forced to act in a specific prescribed manner. For this reason it is essential that the educator as



classroom manager should make a thorough study of groups, characteristics of groups and group behaviour.

The educator should also be aware of the immense pressure of the peer group and of the learners' identification with the group. It should also be noted that the group usually has a moderating influence on the individual (but the opposite can also be true). The learner wants to be respected by his group and obtain status in the eyes of his peers.

The educator should in this regard pay serious attention to the following:

- The functioning of groups- the group aims, group techniques, group spirit and group loyalty.
- Group abilities and taking of group decisions.
- The characteristics of groups and group behaviour- the influence of endogenic and exogenic factors.
- Manner of conforming.
- Group effectiveness and group size.
- Group consensus, majority decision and group cohesion.
- Constant evaluation of group interaction and group productivity.

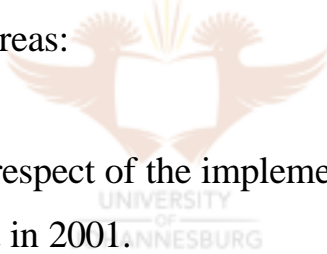
## **2.5 CURRICULUM 2005**

### **2.5.1 The name “Outcomes-Based Education”**

Curriculum 2005 is the name of the New National framework for schools based on the concept OBE (Outcomes-Based Education).

OBE regards learning as essentially an interactive process between and among educators and learners with the educator as facilitator. The focus is on what learners should know and do. It places strong emphasis on co-operative learning of especially group work on common tasks. Curriculum 2005 was introduced in grade one in 1998.

The Review committee was appointed in February and a three month deadline to conduct substantive review of the curriculum and its implementation. The main task of the committee was to investigate the following main areas:

- 
- Steps to be taken in respect of the implementation of the curriculum in grades four and eight in 2001.
  - Key success factors and strategies for a strong themed implementation of the curriculum.
  - The structure of the curriculum.
  - The level of the understanding of the OBE and Curriculum 2005. **(Year Book, 2000:434).**

The Review committee recommended that the department of education should revise and streamline the existing curriculum framework in such a way that the curriculum can be implemented and understood by all educators. There was a view to minimize disruption and confusion in schools where implementation has already begun

which is a problem to all educators. A revised structure and design should be phased in as soon as possible. *All stakeholders will be involved in the process and the department will play a co-ordinating role (Year book, 2000:435).* Outcomes-based education can be described as an approach which requires educators and learners to focus their attention on two things: Firstly, the focus is on desired results of learning and learners need to demonstrate that they have attained them. They will therefore continuously be assessed to ascertain whether they are making any progress.

*When learner pilots are required to demonstrate their ability to fly an aircraft (not merely to sit passively through the required instruction), learners would be required to demonstrate the outcomes of the learning in order to advance. A pilot has to demonstrate that he/she can fly the aeroplane at certain levels of proficiency before he/she is given a pilot's license (Training manual for teachers, 2000:12).*

Outcomes-based education is thus a learner-centered, results-oriented approach to learning which is based on the following underlying beliefs:

- All individual learners must be allowed to learn to their full potential. This means that both educators and learners must have high expectations for successful learning on the part of all learners, regardless of background, previous achievement, age, sex, learning

- style or other factors. It has been proved time and again that learners rise to their educator's expectations.
- Success breeds further success. In out-comes-based education, the saying "nothing succeeds like success" is a guiding principle. Every success which a learner experiences builds his/her self esteem and the motivation and willingness to strive for further successes. *This does not mean that all learners will achieve the same outcomes-rather than all learners should be granted opportunities to reach their full potential (van der Horst, 1995:7).*

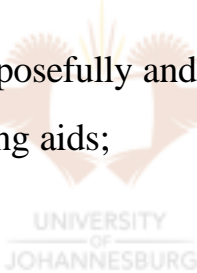
### 2.5.2 Classrooms are complex and dynamic

The expectations that educators should teach problem solving and critical thinking, and implement operative learning as a teaching strategy, demand more sophisticated classroom management than ever before. New methods of organization and management are required, and these methods must not only focus on the learner and settings.

However, it is important to keep in mind that classroom management and instruction are interrelated. It is impossible to totally separate the managerial and instructional functions of teaching. Each teaching strategy chosen by the educator to be used has its own social system. *The need for knowledge concerning classroom management and leadership is clearly expressed in the **Committee on Educator Education Policy (COTEP) report (1995).***

Educator education programmes should ensure that the educator will be able to:

- Adapt to the various classroom conditions in South Africa, e.g. very large classes;
- Create a healthy group dynamic where all learners will feel comfortable and safe that they belong and can benefit from learning together with their peers;
- Demonstrate a knowledge of the principles which underpin the maintenance of good discipline and the development of self-discipline;
- Manage his/her class purposefully and effectively in terms of:
  - time, teaching and learning aids;
  - people;
  - activities and space.
- act as a facilitator, monitor and resource person;
- Organize the learning environment to develop social and thinking skills;
- cultivate the skills of technology education;
- manage learner behaviour by the use of appropriate encouragement, credit and/or sanctions and be aware when it is necessary to seek advice and whom to consult;
- evaluate and justify his or her own actions in managing learners, and to (sic) sustain the interest and motivation of learners.



*Successful organization and management are, however, not a simple processes of setting down right rules and insisting on conformity to the rules (van der Horst, 1999:86).*

Classroom management must be a well-developed, flexible plan of operation which has limits but which also tolerates exceptions and variations when goals and circumstances warrant them. Classroom management must be a thoughtful implementation of the plan by the educator, who makes on-the-spot judgements about when to apply the rules and procedures and how to communicate those decisions of learners.



*Thus as an educators work with classes it is important that, by using appropriate classroom management strategies, they establish and maintain those conditions in which instruction can take place effectively and efficiently and in which their learners feel comfortable and unthreatened (van der Horst, 1999:88).*

### **2.5.3 Classroom management and reflection**

The implementation of Outcomes-Based Education will provide educators with a way to rethink how they view their professional practice. If educators will start reflecting upon, challenging and refuting, rather than accepting the structural conditions which envelop their teaching, they will embark on a process of becoming different,

by thinking critically and creatively to pursue meanings that will enable them to make increasing sense of their instructional and classroom management.

Educators' who implement the Outcomes-Based Education, need training to engage in four forms of action with respect to their instructional and classroom management. These actions can best be characterized by a number of sequential stages that can be linked to a series of questions.

#### **2.5.4 Work-oriented and learning-oriented classroom**

A clear distinction can be made between work-oriented and learning-oriented classrooms:

- According to Evertson and Randolph (**in Walters 1995**) work-oriented classrooms are those in which learners tend to be directed by an educator who values production. Learners are to follow directions closely, because by doing so they will complete the work efficiently.
- Learning-oriented classrooms are those in which learners are encouraged rather than directed, by an educator who values learning. Following directions in classrooms that are learning-oriented is important as well, but learners are encouraged to question directions and to explore possibilities.

An effectively managed work-oriented classroom is likely to be ordered and quiet, like a well-oiled machine. An effectively managed learning-oriented classroom is like to be noisy, a beehive of activity. Learners in a work-oriented classroom will be more likely to construct knowledge, and obedience is valued in these classrooms. Taking responsibility for one's own learning is valued in learning-oriented classrooms (**Training Manual Dept, 1997:14**).

### 2.5.5 Attitude of educators

The essential ingredient of learning-oriented classrooms and the foundation of **Foot and Brophy's (1994:15) in Walters (1999)** system of critical attitudes is an educator who values learning.

The first critical attitude is respect of learners. Educators' who successfully manage their classroom, like and respect their learners. **Foot and Brophy** emphasizes the importance of an educator's concern for the learners as individuals.

The second critical attitude is credibility. Learners perceive educators who manage their teaching and classroom effectively as credible, as people who do what they say they will do. In other words, educators who are credible, practise what they preach and they do that consistently.



Thirdly, educators who manage their teaching and classroom effectively hold themselves and their learners accountable for learning. Furthermore, in a learning-oriented classroom, educators encourage learners to develop an attitude of self-accountability. Educators who take an interest in their learners and who deal with them credibly must adopt the attitude that the most important outcome is what learners learn **McCowan, in Walters (1999:46)**.

## 2.6 CLASSROOM CLIMATE

Some educators create an atmosphere in their classroom that is supportive, comfortable, friendly and relaxed, others create a threatening, competitive, and tense climate.

An OBE classroom looks far more casual than the old style classroom, with desks in straight lines and rows. There is an emphasis on co-operative and group learning, so the arrangement of furniture and resources needs to be convenient for that way of working. This also allows educators to move more freely around the room and interact with individual learners and group more easily. Tables and chairs or desks will thus be arranged with all the available teaching and learning resources placed on shelves around the room where both the learners and educator have easy access to them.

The resources in the classroom will consist of tools like writing and art materials, textbooks and reference books, language materials, poster and other illustrations for teaching and learning activities. Keeping all this in order is not only the educator's responsibility. To learn best, learners need to own the learning process together with the educator. A good way to encourage this is for them to manage the classroom together with the educator. Discuss the arrangement of the room at the beginning of the year. Let them decide what the duties are which are needed to keep things running smoothly and let someone draw up a duty list so that all share the duties and responsibilities. *For some, this is the beginning of learning responsibility not only for themselves, but their group and community (Training manual Dept, 2000:16).*



### **2.6.1 Organizing learners for learning**

Now that the classroom is ready, the class of learners can be organized within it. The bigger a class is, the more carefully it needs to be organized. Again, if the learning programme is well structured and the methods of working are well planned, the learners themselves can share the responsibility for learning with an educator. In doing this, research has shown, they learn faster and better and become more self-confident and responsible. It is important for them to learn that the educator is not the only resource for learning.

*There are different ways of organizing learners in the classroom and this depends on the current teaching and learning activity. At different times, the same class will be organized differently. Some outcomes are achieved through group work. These are some of the ways the educator might want to organize the learners in the classroom for the best learning to happen (Manual Dept, 1997:18).*

### **2.6.2 Whole class teaching**

At the beginning of a new topic, it is a good idea to have an exiting stimulating activity with the whole class together. Once the learners are all feeling exited and curious, they can go off a small group to carry out research, write plays, do experiments, etc. For the class session, the learners can sit on the floor, or under a tree, or even in the classroom with the chairs or desks turned to face the front. The educator might also want to stand in front of the class while teaching basic skills like spelling. There are however, other ways of learning and teaching which are often more effective, especially when classes are large.

Consultation with the broader stakeholder forum is essential and must be encouraged where ever possible. Active participation of stakeholders in these processes must be encouraged. This plan needs to be advocated to the parent community.

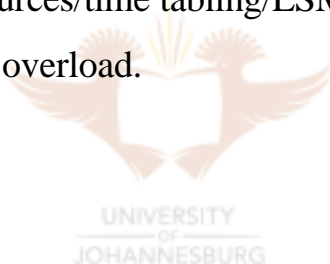
### 2.6.3 Meso planning

The MESO plan is an important tool and forms the basis for managing the curriculum. There is clarity of focus as the facilitators will be focussing on a certain number of outcomes within a programme like the following:

- Intergration of the outcomes are prevalent.
- Learning will be relevant to the learners context.
- Management of resources/time tabling/LSM.
- Prevents curriculum overload.

### 2.6.4 Macro planning

Note that we are now at a stage where the actual activity based on the planning process is possible. The opportunity for collaborative/team planning and teaching are possible. Educators now select the outcomes from the meso plan and design and create learning. Integration is more relevant and focused. Assessment strategies, techniques and tools are determined. If and when required, expanded opportunities are created to support learners for enrichment as well as for remediation (**Training manual Dept, 2000:100**). It is here that the competency of an educator in terms of an educator as a learning program developer is vital. The role of the educator as a mediator and facilitator of learning will inform the type of learning opportunities



that will be designed to develop the SKVA (skills, knowledge, value and attitude) in full. The actual practice of facilitating learning opportunities that uses different techniques to develop multiple intelligence and catering for LSEN learners is vital. They need to have a thorough understanding of the role and use and selection of learning support materials which are also crucial as a key competency. The educators' ability to demonstrate an understanding of this process is necessary and should form the generic component of any educator development program.

The dependency model to which our educators are so accustomed to will have to be eroded away. To ensure the successful planning, and management of a curriculum, requires educators that are creative, innovative and constantly responding to the needs of learners by making interventions and creating expanded opportunities. It has become increasingly clear that the emphasis of educator development initiatives must focus on actual classroom practice that is backed by a sound theoretical base (**Training Manual Dept, 2000:113**).

Planning for the delivery of the OBE curriculum must be centralized within the broader transformation process. The legislative framework includes the curriculum framework, policy documents for general education and training, national assessment policies and the South African Schools Act (SASA). The principle of outcomes based education of designing down and clarity of focus forms the basis for

the planning, delivery and management of the curriculum at various levels. The issue of macro planning is crucial to the introduction of OBE principles and practice at school level. This section should be prioritised as one of the areas fundamental to effective planning and delivery of new curriculum.

## **2.7 RESISTANCE TO CHANGE**

### **2.7.1 Introduction**

Whatever one is planning for change, every manager should always take resistance to change into account. Most constitutions like schools are running into some form of employee resistance to change. Educators sometimes do not accept change. When the government starts with changes in curriculum, most educators and unions felt and announced that curriculum 2005 will not work and this is one way of resisting change.

### **2.7.2 Reasons for resistance to change**

There are reasons why educators are resistant to change. It is because of the threatened self-interest, lack of trust and misunderstanding, different assessment and perceptions, low tolerant for change, educators attitude and peer pressure (**Brevis & Vrba, 1995:266**).

### 2.7.3 Threatened self-interest

Educators' care less about the importance of the curriculum and are only concerned about their own interest. Educators resist change, if they think it will cause them to lose something of value.

When threatened it will provoke resistance as in the following:

- Power over curriculum resources.
- Money in the form of current or future income.
- Prestige and respect from people responsible for living, promoting and firing.
- Convenience as far as personal effort is concerned.
- Security personal power, prestige or income.
- Professional competence including respect from people for knowledge and technical proficiency.
- Client service effectiveness in learners' service and delivery  
(Brevis & Vrba 1995:268).

### 2.7.4 Lack of trust and misunderstanding

Even when the government or department proposes change that will benefit even learner and educators, educators will still resist if they do not fully understand the purpose of changing the old curriculum to

Curriculum 2005. Such a situation is likely to occur when there is a lack of trust between the parties involved. *Distrust and suspicion often result in rumours and distorted information (Brevis & Vrba, 1995:266).*

### **2.7.5 Different assessment and perceptance**

Evaluation of the cost and benefits of a proposed change depend on what individuals think change will mean for themselves and their organization. Different assessments of the benefits of proposed change occur when information on the change is not properly disseminated. Educators are often exposed to different, often less, information from management and may not understand the full consequences of change.

### **2.7.6 Low tolerance for change**

Educators resist change because they fear they will not be able to develop the new skills necessary to perform well. Although individuals often understand the necessity for change they are emotionally unable to make the change.

### **2.7.7 General reasons**

There are also several general reasons why educators resist change, regardless of the actual content of the change:



Educators do not want to change the status. The old system or way of teaching was comfortable and easy for them, why change it?

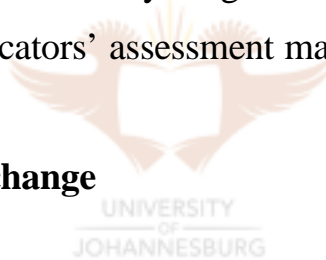
**Timing.** Educators fail to understand that time are changing therefore, change is resisted because of poor timing.

**Surprise.** Educators do not favour surprises. If the change is sudden unexpected or extreme, resistance will always be a reflex reaction.

**Unions Pressure.** Work union groups mostly resists new ideas because of anti-management attitudes (**Brevis & Vrba, 1995:266**).

Resistance to change is always regarded as an important signal for further inquiry. Educators' assessment may learners progress work.

### 2.7.8 Attitudes towards change



Educators are the people who make learning possible. Their own attitudes, beliefs, feelings with regard to what is happening in the school and the classrooms are of crucial importance. Change is challenging but educators perceive change as a threat and not an opportunity. Township schools are currently expected to make major changes in the way they understand Curriculum 2005, and the

experience is understandably stressful. Educators need time and psychological space to re-examine their general understanding of Curriculum 2005 (**Engelbrecht, 1999:170**).

## 2.8 CONCLUSION

The classroom situation does not simply consist of an arbitrary group of people and subjects within a building. There should be a formal framework within which all activities are structured in a specific way and placed within the formal structure of the school. Such structuring according to the classroom management framework has to be regarded as a means to the achievement of an aim, namely the realisation of educational teaching.

Successful management elements, instruments and strategies depend on the principle that tasks are performed successfully by people to ensure educational teaching. When management takes place in a willy-nilly fashion, insecurity is created. In such circumstances teaching cannot be expected to take place in an orderly and effective manner. The educator as leader who is not skilled in this regard can waste time and manpower to the detriment of educational teaching. Educators are there to manage classrooms and their attitude will determine the success of Curriculum 2005.

In **chapter three** the focus will be on the research methodology.

## **CHAPTER 3**

### **IMPLEMENTATION OF RESEARCH METHODOLOGY AND RECORDING OF RAW DATA**

#### **3.1 INTRODUCTION AND OVERVIEW**

This chapter describes the methodology procedures used in this study. The sample and the research design are described, followed by a section of data collection procedures. The information was obtained through the use of an interview process that was conducted by the researcher.

The main aim of the research was to find solutions to the problems encountered by the educators in implementation of OBE in grade 8 in secondary schools in the Bethal area. The other important factor was the involvement of educators and the department of education for the smooth implementation of Curriculum 2005.

The methodology preparation of questions and interviews are commented on in this chapter. Methods for obtaining the permission for the study as well as its limitations are discussed in this chapter in their settings as part of methodology. Chapter three explains and discusses the practical methodology used in the study. It presents the specific samples and the procedures of gathering data in five schools in the Bethal area. It is these modalities that provide the model for the

practical investigation by the researcher. The methodology, hypotheses and the preparation of interviews are commented upon in this chapter. Methods of obtaining permission for the study as well as its limitations are discussed in this chapter as part of methodology.

Chapter one and two of this study have already introduced major evaluative data and statements. The purpose of this chapter is therefore to discuss methodology and approaches as well as to report on the findings as constituted in interviews, and observations.

The study as a whole has a general case to prove. It is a survey intended to bring out the theoretical advancement of OBE in Bethal area schools. In short, the purpose of this study is to discover ‘what is happening’ so as to have a developing explanatory framework that will point to what has been achieved in this semi-institutionalised form of education as well as how this could gear and generate development in the region.

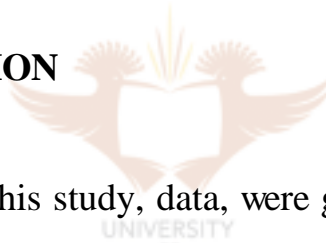
Within the context of bringing wide-ranging survey results, one needs to concentrate on **what, how and why**, for these are the theoretical tools of probing situations and settings.

Rightly, **Ruddock (1981:40)**, an established educationist, explains that “when we know **what** happens and **how** it happens we will be in a position to ask **why** it happens”. **Ary, Jacobs & Razavieh (1990:32)** pointed out that research method refers to the general

strategy followed on gathering and analysing the data necessary for answering the question at hand. It is the plan of attack for the problem under investigation.

The researcher will make use of a qualitative method for collecting data for the purpose of this study. The researcher observes persons or events in their natural setting. Its major purpose is to understand the influence of the particular context on the events. This methodology includes the interview approach.

### 3.2 DATA COLLECTION



For the purpose of this study, data, were gathered through a personal interview to find out the problems encountered by educators in implementing Curriculum 2005 in grade 8 in secondary schools in the Bethal area. The research design to be used by the researcher will include the following categories to describe the means of collecting data:

- Evaluate method
- Research design strategy
- Instruments

### 3.2.1 Interviews

In interviews, the respondents were assured of complete anonymity and requested that they refrain from providing any written identifying information, that is names, id's and reference numbers. To maintain anonymity of the respondents, no coding was used prior to the collection of the data.

According to **Ary (1990:22)** one of the most important aspects of the interview, is its flexibility. The interviewer has the opportunity to observe the subject and the total situation in which he or she is responding. Questions can be repeated or their meanings explained in case they are not understood by the respondents.

Personal contact increases the likelihood that the individual will participate and will provide the desired information. The low return rate typical for mailed questionnaires (40% is common) not only reduces the sample size but also may bias the results. Furthermore, the interviewer is able to obtain an answer to all or most of the questions. Missing data can represent a serious problem for the mailed questionnaire.

Another advantage is the control that the interviewer has over the order with which questions are considered. In some cases it is very important that respondents do not know the nature of later questions

because their responses to these questions might influence earlier responses. This problem is eliminated in an interview, where the subject does not know what questions are coming up and cannot go back and change answers previously given. For individuals who cannot read and understand a written questionnaire, interviews provide the only possible information-gathering technique.

The main disadvantage of interviews is that they are more expensive and time-consuming than questionnaires. Two basic types of questions, **open-ended or closed**, are used in an interview, according to the nature of the response desired from the respondent. **The open-ended** question permits a free response from the subject rather than restricting the response to a choice from among stated alternatives. The individual is free to respond from his or her own frame of reference.

### **3.2.2 The following are possible guidelines:**

- Be open and receptive to the contributions of others, their opinions and points of a view.
- Listen in a non-threatening way and with close attention.
- Regard the person with whom the interview is conducted as a fellow conversationalist and not only a listener.
- Show empathy.

- Be open to conviction- try to be as objective as possible.
- Be aware that all people have shortcomings but also talents.
- Be prepared to render a service as a professional.
- Be friendly and honest and treat the person with respect.
- Never breach confidentiality.
- Ensure at all times that the climate is open and supportive.

There is obviously no fixed recipe or formula for interviewing, as man is simply too unpredictable. The interviewer could however acquire a variety of strategies and techniques to be used during interviewing. It is for the interviewer to decide which strategies or techniques should be used in a given situation. Always provided that the strategy or technique is based on an honest desire to serve.

### **3.2.3 Interviewing process**

There are certain steps that need to be followed by an interviewer in order to conduct an effective interview.

- The first stage involves introduction by explaining the purpose of an interview and why the participants have been chosen.
- The second stage occurs whereby the interviewer asked questions and records the responses directly. Other questions might crop up while respondents give answers.



- Questions asked should be open-ended and the responses recorded should not be summarized as that could lead to distortion.
- The next stage is where the interviewer uses probing questions such as “please give other reasons” or “elaborate” in order to clarify ambiguous answers.
- The last stage would be after the completion of the session, where the researcher appreciated the relationship that was established with the respondents.

Thereafter, the interviewer would go to a separate place to edit and properly arrange the collected information.

Table 3.1 below indicates the differences between field research interviews and survey research interview.

Table 3.1

Typical survey	Typical field interview
1. It has clear beginning and end	1. The beginning and end are not clear. The interview can be picked up later.

<p>2. The same standard questions are asked of all respondents in the same sequence.</p> <p>3. The interviewer appears neutral at all times.</p> <p>4. The interviewer asks questions, and the respondent answers.</p> <p>5. It is almost always with one respondent alone.</p> <p>6. It has a professional tone and businesslike focus, diversions are ignored.</p> <p>7. Closed-ended questions are common, with rare probes.</p> <p>8. The interviewer alone controls the pace and direction of interview.</p> <p>9. The social context in which the interview occurs is ignored and assumed to make little difference.</p> <p>10. The interviewer attempts to mould the communication into standard framework.</p>	<p>2. The questions and the order in which they are asked are tailored to specific people and situations.</p> <p>3. The interview shows interest in responses encourages elaboration.</p> <p>4. It is like a friendly conversational exchange, but with more interview questions.</p> <p>5. It can occur in-group setting or with others in area, but varies.</p> <p>6. It is interspersed with jokes, asides, stories, diversions and, which are recorded.</p> <p>7. Open-ended questions are common and probes are frequent.</p> <p>8. The interviewer and member jointly control the pace and direction of the interview.</p> <p>9. The social context of the interview is noted and seen as important for interpreting the meaning of responses.</p> <p>10. The interviewer adjusts to the member's norms and language usage.</p>
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Data information was to be gathered through a method called ethnographic interviews. **Ary (1990:418)** regard this method as characterised by open-response questions which enable the researcher to decide how respondents construct their world and how they interpret events in their lives. The type of ethnographic interview used is called a standardized open-ended interview.

**For this study, forty secondary school educators were interviewed. All these educators came from schools in Bethal in the Mpumalanga province. Their teaching experiences ranged from 3 to 29 years. Twenty were male teachers and twenty were female teachers. The interviews took place either in the staff room, after school, or during a free period; and lasted approximately 30 minutes. All interviews were tape-recorded.**

The interview allowed the researcher to examine fundamental questions about the way educators perceived and interpreted the impact of the organisational role on their self-efficacies as educators. Particular attention was paid to data that bore on the question of the educator's professional role, peer relationships, presentations of self, and perceptions of the educator's relationship with others.

According to **McMillan (1993:123)** there is a direct verbal interaction between the interviewer and the subject. A **standardized interview** is an oral, in-person administration of a standard set of questions that

are prepared in advance. The questions are usually structured or semi structured. When asked a structured question the subject selects the response from alternatives provided by the interviewer. Semi structured questions are phrased to allow unique response for each subject. Regardless of the type of question, the responses are coded, tabulated, and summarized numerically.

### 3.3.3 Advantages and disadvantages of interviews


Interviews are regarded a process whereby the society is engaged in a form of interaction. This interaction may include two or more people who are the interviewer and the respondents with some rules and restrictions involved. An interview is one of the instruments that are used in the research process to collect data.

#### (a) Advantages

- Flexibility – applies whereby the researcher will have to use probing questions to get more specific answers.
- Response rates – exist where people who are unable to read and write will be able to answer questions.
- Non-verbal behaviour – the interviewer will be able to observe the respondent's behaviour and make assessment.
- Control over environment – the interviewer need to look for an appropriate environment for conducting an interview.

- Question order – the interviewer will be able to ask all the questions to ensure that the process is complete.
- Spontaneity – the answers given may be informative and less normative as they would be recorded immediately.
- Respondent alone can answer – answers come directly from the interviewee and no cheating can take place. Interviews gave the respondent a chance to share his reality.
- Time of interview and completeness – all questions should be answered at a particular time, date and place.

**(b) Disadvantages of interviews**

- 
- Costs for an interview are high and that can include training and travelling expenses.
  - Time used is very long especially if an interviewer needs to travel. Suitable time for the interviewer should be convenient.
  - Interview bias occur when the interviewer is recording data collected by making some error in trying to understand the response given by the interviewee.
  - No opportunity to consult records – the respondent will have to answer without consulting anybody.
  - Inconvenience may be caused by stress, fatigue and illness during the interview session and that can affect the responses of the participant.

- Less anonymity – the interviewer will have to talk face to face with the respondent as the name and addresses are given.
- Less standardised question wording – the interviewer may have to probe or to rephrase the question and at the end it would be difficult to get clear answers.
- Lack of accessibility to respondents – respondents may be too far to be reached thus making the process impossible or expensive.

(c) **Basic interviewing skills**

For the researcher to be successful in gathering the relevant data, skills, practice and creativity were important to match the questions used. It means that the questions to be asked by the interviewer in the study should be suitable for an interview process to promote effective results.

Another skill is based on the question of trust between the interviewer and the respondent. This honest relationship should be enhanced by both parties to receive true and reliable information and for the benefit of the readers. The term **reliability** is something that can be reliable, dependable, stable and can be trusted to work well or to behave in the way that one wants it to (**Schumacher and MacMillan, 1993:180**). Reliability is the technique applied often to the same object that would yield the same results over a period of time. It means the procedure to be used by the researcher to collect data should yield the same results

if it can be repeated. Reliability is also a method whereby an instrument or device used to collect the necessary information should supply the similar results irrespective of the conditions given. **(Schumacher, and McMillan 5:1993:181).**

Therefore researchers will then be able to select relevant questions for their studies in different fields of enquiry. The **validity and reliability** of this study was based upon the collection and recording of data as it was given in an audiocassette. All interviewees were asked the questions, though there were follow up questions to clarify what was said by respondents. The responses were also recorded without correcting grammar or slang. **(Schumacher and McMillan 5:1993:181).**



### **3.4 QUALITATIVE DESIGN**

The interviewer may use a general interview guide but not a set of specific questions worded precisely the same for every interviewee. The interviewee can shape the content of the interview by focusing on topics of importance or interest. In fact, the interview usually encourages the person to talk in detail about areas of interest to analyse common themes or results.

This study will concentrate on qualitative techniques to collect data in the form of words rather than numbers in qualitative techniques.

There is an in depth verbal description of phenomena. **Schmacher and McMillan (1993:127)** pointed out that there are different qualitative techniques that can be used to provide verbal descriptions and the goal of each is to capture the richness and complexity of behaviour that occurs in natural settings from the participants' perspective. Once collected the data are analysed inductively to generate findings.

In the methodology section, the researcher indicates the subjects, instruments and procedures used in the study. This section contains enough information so that researchers could replicate the study. Although there are basically six ways to collect data, the researcher chooses to use observation and interview as basic study or investigation in this research.

In the ethnographic study or design the researcher relies on observation, interviewing and document analysis, or a combination of these. The types of participants needed are identified as educators in secondary schools in Bethal area.

Analytical designs investigate problems through an analysis of documents. The researcher identifies, studies, and then synthesised the data to provide an understanding of events that may or may not have been directly observable.



### 3.5 OBSERVATION

**McMillan (1993:184)** stated that observations, are a particular kind of data-gathering, one in which the researcher directly observes, visually and auditorily, some phenomenon and then systematically records the resulting observations. Ethnographic observation has the distinctive feature of observing phenomena in naturally occurring situations over an extended time and writing extensive field notes to describe what happened. The researcher does not collect data to answer a specific hypothesis, rather explanations are inductively derived from the notes. Since the context of the observations is important, the observer is careful to document his or her role in the situation and what effect that may have on the findings. This type of observation is one in which many anthropologists engage to describe and analyse culture. It should be pointed out that some researchers use the term “ethnographic” to refer more generally to our definition of qualitative research.

Observation is a technique used to collect data and they explain three types of observations. The first one is simple observation or non-participant observation whereby the information is recorded by an outsider. But the weakness of this observation is that people can realise that they are investigated and they can change their behaviour or stop their activities. Secondly, the researcher becomes the

participant with the aim of hiding the real purpose of his/her presence. Its weakness is that researchers may risk losing their objectivity.

From the above discussion, the researcher had applied the second type of observation which is participant observation, whereby the researcher conducted his observation in a natural environment. **The researcher is part of one school, which is under investigation and is able to observe most of the activities occurring at school.** The situation is convenient for collecting information to be recorded for the study. But for this study the researcher does not believe that costs are involved and is not time consuming as the respondents were willing to co-operate with the researcher. They also agreed that the tape should be used. Appendix A indicates the transcription of the information given on tape.

### 3.6 METHODS

Qualitative method is the method given to provide an in-depth description of a particular practice. The researcher has studied the phenomenon in its natural state and tried to make sense and to interpret the data collected from the people. Qualitative approach is measured in terms of quantity or amount. It is concerned with nature of reality, the intimate relationship between the researcher and what is

From the above explanations, **qualitative research** mainly focus on reality because of the relationship between the researcher and phenomenon that is studied. The analysis of data collected is not measured in terms of quantity. Census data may be quantified but the analysis itself is qualitative. Researchers who statistically analyse quantitative data are said to be quantifying qualitative data.

Qualitative study is characterised by personal experience, interview observations, historical, case study and is associated with complexity, contextual, exploration, discovery and inductive logic. The inductive logic system needs the researcher to use the situation without imposing pre-conceived ideas on the phenomenon under study. The researcher would start with observations and allow the emerging categories through the progression of the study. Six characteristics of qualitative style of research is the importance of context to understand the social world. The qualitative researchers here are concerned with the process, meanings, primary instruments for data collection, fieldwork, descriptive and inductive research (**Schmacher, 1993:251**).

From the above characteristics it is clear that the authors descriptions support each other. Qualitative researchers do not assume that there is only one view of showing reality, but different methods can be applied to show different perspectives and at the end data may not converge into one consistent picture. Therefore, the study in question

consists of field notes which are based on documents, observations and interviews done with members of staff and the principal.

### 3.6 DESIGN/STRATEGY

The researcher will make use of an ethnographic design, which is characterised by observation to collect the necessary data. The data will be collected by asking questions to enable the researcher to understand the meaning of OBE in relation to the education department.

A qualitative research design was deemed most suitable for this study since it allowed the researcher to gain insight into the perceptions of principals and educators on the implementation of Curriculum 2005.

Research design is a programme that guides the researcher when collecting, analysing and interpreting the observed facts and this process is usually described as research management or planning (**Schumacher, 1993:252**). Research design is describing a flexible set of guidelines that link basic beliefs to strategies of investigation and methods of collecting empirical data. Research strategies that can be used involve the case study, phenomenological practices and ethnomethodological techniques with the use of grounded theory, biographical, historical, action and clinical methods. The next topic

discusses the form of sampling that is used by the researcher for the study.

Purposeful sampling was used. Against the background of the problems with Curriculum 2005, it was decided to select schools in the Bethal area to investigate the perceptions of the role players of Curriculum 2005.

The research was conducted at five secondary schools where participants are members of the school which includes staff members who represent the educator component. The members were chosen as the sample to be interviewed. But the problem of the study is that it is limited and confined to the five schools and we can generalize the results of the study within the area. The researcher was able to conduct his research successfully because the selected sample was relevant and they were willing to participate in the study (all the names of participants and the schools mentioned in this study are pseudonyms to protect their identity).

In the sampling a procedure is called statistical inference which allows one to estimate parameters to identify the characteristics of the population and that of the sample, because of the law of probability. The sample chosen for the study will represent the population of Bethal schools in grade 8 as it was drawn to enable the researcher to generalize with confidence. It is impossible to conduct research with

all the members of the entire population, because of the limited time frame. The importance of sampling is to identify the population to be represented in the study.

**Ary (1990:171)** gave types of sampling procedures as **probability and non-probability sampling**. They explained probability sampling as the sample where elements are drawn by chance. Its success depends upon knowledge, expertise and judgement of the researcher.

Basically the above methods will be determined according to the needs of the study and not the external criteria. Participants should represent the experience/knowledge under study and not selected according to demographic reflection of the population. The above guidelines can be used depending on the researcher's purpose of conducting the study.

### **3.7 VALIDITY AND RELIABILITY OF INTERVIEWS**

Guba's model for trustworthiness was used to ensure the validity and reliability of the research. The four strategies to ensure trustworthiness are credibility, transferability, dependability and confirmability (**Poggenpoel, 1998:351**).

Generally the term validity is explained as something such as the results or a piece of information that can be trusted or believed. To

validate something such as a statement means that one has to prove or confirm if it is true, correct or worthwhile.

### 3.8 CONCLUSION

This chapter gave an overview of the **qualitative method** that was used in collecting data for the study. The chapter gave a short description of how the data will be collected and the design used. Instruments and sampling that were used has also been explained in short. The description concerning the rights of respondents were also given.

There are two main options between which the researcher may choose. On the one hand is the “psychometric” perspective who allows the researcher to maintain their objectives and on the other hand the researcher becomes fully involved in the implementation of OBE in grade 8 classrooms.

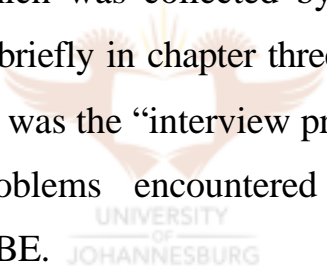
The next chapter will explain how the data was analysed and interpreted including the findings for this research.

## CHAPTER 4

### RESEARCH ANALYSIS, INTERPRETATION AND RECORDING OF FINDINGS

#### 4.1 INTRODUCTION

In this chapter the intention is to analyse and interpret the data and to report on the implementation of OBE. This chapter focuses on the analysis of data, which was collected by means of the qualitative method as indicated briefly in chapter three. The instrument that was used for the research was the “interview process”. Focus of the study was based on problems encountered by educators with the implementation of OBE.



Interviews were conducted with the principals and educators who were members of the staff at each school. The purpose of analysing data was to integrate all information gathered from all the sources and to gain more knowledge about the topic.

#### 4.2 AN OVERVIEW OF DATA ANALYSIS

In the preceding chapters we dealt with the various methods of data collection. Data analysis is obviously an important part of the whole research process. According to **Nel, Radel & Loubser (1990:71)** the



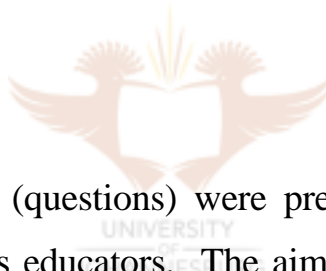
first step in analysing the data in completed interviews is data preparation.

Data preparation can hardly be over emphasised because the quality of the analytical results are dependent on the correctness of the raw data (Nel, 1990:332). The researcher is allowed to develop categories that suit the study and to make comparisons and contrasts where possible. This openness can be a disadvantage if not a problem for the researcher because he needs to synthesise the scattered information collected by means of open-ended questions in an interview.

Research study data was collected by means of an interview. A qualitative researcher may analyse data by means of organising information into categories derived from similar features, concepts or themes. The researcher may also develop new concepts with the categories and to examine the relationship among concepts. Data analysis can be explained in different ways because it is less standardised. Data analysis in a qualitative research employs the inductive approach whereby the researcher is not aware of the specific data at the beginning of the project. The data is not grouped according to predetermined categories but what becomes important to analyse emerges from the data itself.

The researcher in this study personally administered the interviews with the aim of encouraging respondents to take the investigations seriously. Respondents do not always show willingness to respond to questions posed to them in spite of the fact that researchers are open and friendly to them. Despite the fact that they were personally administered, interviews were explaining the purpose of the study to the respondents and assuring them that their information would be treated as strictly confidential.

### 4.3 INTERVIEWS



Interview schedules (questions) were prepared and conducted with principals, as well as educators. The aims of the interviews were to obtain information on the background, the implementation of Curriculum 2005, the objectives, curriculum content, curriculum development, attitudes, future plans, structure and development strategies caused by the practices of this system.

**Some of the questions asked in the structured interviews included the following:**

4.3.1 How do you plan your lesson in OBE?

4.3.2 How do you assess your learners?

- 4.3.3 What type of resources are you using during your lesson and where do you get such resources?
- 4.3.4 How do you feel about teaching OBE in grade 8?
- 4.3.5 Can you tell me how you were trained for OBE and by whom?
- 4.3.6 In your opinion, why do we have OBE in our country?

The research findings, analysis and interpretations about the interviews are presented in this section.

#### **4.4 RESEARCHER FINDINGS, ANALYSIS AND INTERPRETATION**



This chapter presents interpretations and findings of data obtained from interviews and other essential records. The purpose of the study was to discover what was happening in education and problems encountered by the educators with the implementation of OBE in grade 8 classes in secondary schools in the Bethal area. The respondents were requested to respond to the questions.

##### **4.4.1 How do you plan your lesson in OBE?**

Respondents were asked to explain ways in which they plan their lessons in OBE. Some respondents explain the importance of planning as the point of departure of the manager. One must

determine in advance which learning outcomes must be achieved. Mrs T.P. describes that planning lays a foundation for educators managerial task since it gives direction to his/her endeavours. Without planning all activities are done haphazardly and without direction. The literature review described planning for the delivery of the OBE curriculum as centralised within the broader transformation process.

Classroom management is done by the educator, using strategies of which they establish and maintain such conditions in which instruction can take place effectively and efficiently. Control is needed to reach objectives. Managerial skills of an educator can be expressed in four general groups namely planning, organisation, teaching and control. Mrs PS Felt planning involves the complete process of lessons, preparations from the selected content of the curriculum, to the written lesson in the educators' workbook.

#### **4.4.2 How do you assess your learners?**

Respondents were asked to explain how do they assess learners in OBE in their teaching at schools. They gave answers, which were not relevant to the question. Most of their answers were based on tests to be given to learners. Mr T. explained about the writing of tests, whereas Mrs P.B. explained about class work and homework to be controlled and marked regularly.

In the literature review in **chapter 2** classroom management pointed out that assessment in OBE is defined as the process of gathering valid and reliable information about the performance (evidence) of the learner, on an ongoing basis (CASS), against clearly defined criteria, using a variety of methods, tools, techniques and contexts, recording the findings reflecting and reporting by giving positive, supportive and motivational feedback to learners, other educators, parents and other stakeholders.

The general aim of assessing learners in OBE is for growth, development and support. The purpose of assessment is to monitor a learners' progress through an area of learning so that decisions can be made about the best way to facilitate further learning in terms of learning difficulties and remedial action necessary to support learners who may be experiencing learning difficulties. The purpose of assessment is not about promotion pass/fail/conditional transfer but about progression (**Department of Education, 2000:2**).

OBE is based on the achievement of outcomes. Assessment in OBE is the way that we gather information to gauge whether the outcomes have been achieved properly. Classroom management put assessment as the focus and evidence of achievement, based on performance indicators, which are elements of assessment criteria.

#### **4.4.3 What type of resources are you using during your lesson and where do you get such resources?**

Respondents were asked to verify and identify resources used during their lessons as well as where they get such resources. Mr K. mentioned charts and one chalkboard as their resources. Charts to make drawings and diagrams are also very expensive to buy.

Mrs PS explained that funds from school fees paid by the parents are used to buy resources such as chalk, charts, television and laboratory equipment. Books for the library were bought, using school fees.

The above problems can cause “dysfunctioning” within the school. Schools in the townships do not have funds to buy resources to teach learners. School fees are not paid by all parents and it is only R100 per annum. Town schools are paying R250 to R300 per month to cover all expenses incurred by the school. School fees are the only source of income to the township schools.

The literature review will describe the different resources used to help learners learn at a different pace and may therefore not be assessed at the same time. An educator should use a variety of methods; tools and techniques appropriate to learners needs when assessing.

#### 4.4.4 How do you feel about teaching OBE in grade 8?

The researcher spent most of his time on this question whereby the respondents started to raise their attitudes against OBE. Mr P.S. felt like leaving and resigning. He said that educators meet weekly to plan and discuss problems and activities, but nobody has the skills to plan or to assess the work of learners.

The literature review in **chapter 2** stated that the quality of human activities in an organisation is determined to a large extent by the spirit which lies at the basis of such activities. The spirit (culture, environment, atmosphere, ethos or climate) differs from school to school and classroom to classroom. With the management perspective it is in fact the spirit or climate which reigns in the classroom which depends mainly on the attitude of an educator as a manager and is closely linked to the personality of the educator. The educator therefore has to put everything in motion to create a supportive climate.

The **other respondents** pointed out that learners must be respected. Educators whom successfully manage their classroom, like and respect their learners. Educators who are credible, practise what they preach, and they do that consistently.

Mr K indicated that educators sometimes do not accept changes. When the government starts with changes in Curriculum, most educators and unions felt and announced that Curriculum 2005 will not work and this is one way of resisting change. Educators who manage their classes (even in OBE) effectively hold themselves and their learners accountable for learning. When the government, or department proposes change that will benefit even learners and educators, educators will still resist if they do not understand the purpose. Such situation is likely to occur when there is a lack of trust between the parties involved. Distrust and suspicion often result in rumours and distorted information (**Brevis & Vrba, 1995:266**).

#### **4.4.5 Can you tell me how you were trained for OBE and by whom?**

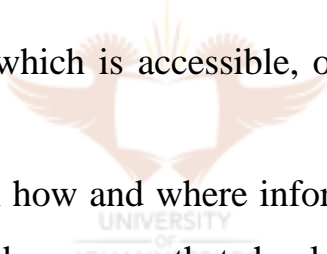
Mr K felt uncomfortable to answer this question. The tape recorder was switched off to make him more relaxed. The researcher explained to them that nothing will be exposed since nothing will be taped. Mrs S.M. explained that the two days training was too short and not enough. The new terms and vocabulary were new to them and still needed to be acquainted with.

Mr PS said training was done by facilitators who were not thoroughly trained to facilitate. Some of the things they did not know. They were educators from the local schools. Mr K said facilitators received only two days of training. He also added that educators and principals



were not trained in OBE and do not have the skills to implement OBE in the school. Outcomes are the knowledge, skills, values and attitudes that should be demonstrated by an individual in a given learning situation. This is everything learners can understand, do, appreciate and demonstrate. The emphasis is on the realisation of outcomes and the application of learning rather than simply working through the learning matter.

**OBE requires educators to do the following:**

- 
- Impact knowledge, which is accessible, or needs to be explained to learners.
  - Provide guidance on how and where information can be obtained on knowledge, skills and processes that should be followed.
  - Demonstrate whatever needs to be demonstrated.
  - Direct learners to capitalise on an acquired knowledge, skills and processes to construct and achieve outcomes.
  - Intervene on a continuous basis with learners to confirm progress and direction, based on ongoing assessment against performance indicators.
  - Mentor, assist, facilitate and guide: Problem solving, social interaction, progress, interpretation of information, align the world of learning with the world of work, identity and using opportunities and resources, methodologies adopted.

- Propagate and encourage learning by means of self – learning, self-developing, focusing on developing of higher order thinking, communication and decision making and cross – curricular thinking.  
**(Department of Education, 2000:8\_.**

#### **4.4.6 In your own opinion, why do we have OBE in our country?**

Respondents were not quite sure of their answers but thought media and information from newspapers, television and the SABC (South African Broadcasting Co-operation) were able to point out the starting point of curriculum 2005.

Mr T said OBE is an easier way to teach groups of learners and that all the learners can be involved in classroom activities. Mr K stated that the intention of the new system was to improve the quality of education in our schools and to improve the standard of achievement at all levels.

#### **4.5 CONCLUSION**

Participants and respondents acted differently on the set questions. This chapter described what happened at schools in the Bethal area. The data that was collected had been analysed and interpreted whereby all the respondents' views and opinions were presented in detail. The next chapter will provide a summary, recommendations and conclusion of the research study.

## CHAPTER 5

### SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 INTRODUCTION

This is the final chapter that gives a summary of the preceding chapters of the research study. Classroom observation suggests a number of pointers towards ways in which educator workshops could be improved by facilitators.

#### 5.2 SUMMARY

The process of change is always difficult for all the people who are involved in the change. In many countries in the world where OBE was introduced during the last decade or two, the advantages and disadvantages of OBE were hotly debated.

**Chapter 1** was an orientation of what is entailed in the study. The purpose of the study was an investigation into the problems with the implementation of OBE in secondary schools in the Bethal area. Its major aim is to add to the available knowledge regarding the implementation of OBE.

The method stipulated in this chapter is a qualitative research study which is used to gather information for the current implementation of Curriculum 2005 in grade 8 in secondary schools in the Bethal area.

**Chapter two** discussed the views of different authors concerning the literature review for the study. Classroom management is the basic and important part of active teaching and each educator should be in a position to plan, lead, control and assess the learners he/she is teaching in class. The chapter helps the investigation of classroom management and the study with contributions from different authors.

**Chapter three** discussed various methods that have been used to collect relevant data for the study. The qualitative approach has been selected to enable the researcher to obtain information directly from the people involved and affected by the situation where the study was conducted. Data was collected by conducting interviews with educators of the five secondary schools in the Bethal area.

**Chapter four** the data collected from various sources (interviews documents, observations) were analysed.

This chapter (**chapter 5**) focuses on analysis of data collected by means of the qualitative method. The interview process was the instrument used for the research.

The focus of the study was based on the problems encountered by educators with the implementation of Curriculum 2005.

**This chapter** also presents interpretation and findings of data obtained from interviews and other essential records.

### 5.3 IMPORTANT FINDINGS

Respondents were all explaining the importance of planning as the point of departure for most of educators and managers. Curriculum 2005 can easily be implemented if facilitators can thoroughly train all educators. There was strong evidence from the respondents that educators and principals who dealt with planning at school should be trained or should possess managerial skills. If it were possible, management as a course would be introduced in the school curriculum. The first level in planning is macro-planning which involves looking at the school as a whole. Whole school development is also determined at this level and included the vision, curriculum goals, and whole staff development plans.

Meso-planning involves planning across learning programs for each phase. All educators in each grade 8 do meet once a week to discuss and plan their current problems, activities and assess learners work across the grade. Based on the information received from the respondents the following findings were obtained form the data collected in chapter four.

**Finding 1**

There is a need for educators in grade 8 to be thoroughly trained on how to plan their lesson and to know what macro-planning and micro planning are.

**Finding 2**

All educators should be trained and work-shopped to assess learners on a daily basis. Educators should be taught that OBE is based on the advancement of outcomes which can be tested through assessment. Informative assessment involves a development approach and is designed to monitor and support learning progress. If educators are fully trained and are able to attend workshops on a regular basis the paradigm shift to implement OBE, will be easier.

**Finding 3**

There is a problem regarding resources. There is a need for the school governing body to budget for Curriculum 2005 in the previous year in order to buy equipment. OBE need funds to buy paper and other reference books for the educators and learners. Learners are expected to look for the resources outside the school and to be brought to the classroom and school.

**Finding 4**

Educators are poorly trained when it comes to recording the findings and to monitor the learners' progress throughout the area of learning, which aim at growth, development and support. Two days training was not enough.

**Finding 5**

The attitude of teachers has not yet changed. South Africa is therefore facing major changes in education and training to instil the paradigm, specifically in order to instil and implement OBE to all learners in grade 8.



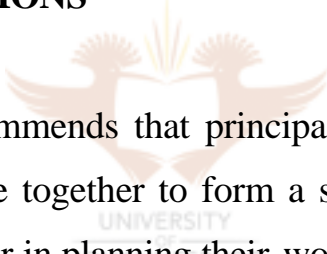
Educator's attitude will change as long as resources are available and more facilitators can be trained.

**Finding 6**

Classroom management is poorly administered by educators. Unions, politic ideologies have destroyed the love and enthusiasm of educators to have love for their classes. Classroom management is an important part of active teaching and is a managerial skill which involves planning, teaching, controlling and supervising learners.

**Finding 7**

There is no effective teaching and learning in the five secondary schools sampled in this research. Almost every day and every week the media tells us about the “sorry state of education”. Today teaching is a tough occupation. Learners are difficult to manage. Educators are to ensure that effective teaching and learning take place in the classroom.

**5.4 RECOMMENDATIONS**

The researcher recommends that principals and teachers of the five schools should come together to form a strong team. Such schools need to work together in planning their work. Educators of the Bethal area should plan their lessons every week to check on assessment and planning to update themselves, and jointly to do the same work. The policy should be distributed to all educators in all five secondary schools to enable proper management and the implementation of OBE in the area, to be more successful.

**Recommendation 1**

Educators are not equipped with the necessary skills to implement OBE. It is therefore recommended that all educators should acquire more and relevant knowledge by attending workshops and further



their education through institutions which are dealing with diplomas and degrees in (Curriculum 2005 like UNISA, RAU and others. Educators should also be provided with skills by arranging more workshops for them by the circuit office and Regional office.

### **Recommendation 2**

The educators must ensure that effective teaching and learning take place in the classroom so that learners feel good about their teaching and educators feel good about their work they are doing. Educators have to use appropriate classroom rearrangement strategies. Educators should be equipped with knowledge and skills to enable them to handle different classroom situations effectively.



### **Recommendation 3**

The spirit or climate which reigns in all five secondary schools in Bethal area depends mainly on the educators and principals as managers of schools and it is very closely linked to the attitude of educators and learners.

It is evident that there is a strong relationship between the secondary schools and the external community as they cannot operate effectively without the assistance of one another. It is therefore recommended

that communication between parents, educators and all stakeholders are encouraged in matters involving their children. Stakeholders should be committed in performing their tasks as individuals or as groups in order for the implementation of OBE to be more successful than before.

#### **Recommendation 4**

Schools should budget properly even in a disadvantaged school. The small amount the school receives from parents should be budgeted to buy resources. Poverty and unemployment has led to the non-payment of school fees. The government also condemns the system of admitting learners on the basis of non-payment of school fees and that led to the problem of poor budgeting. It is recommended that the school governing body should be empowered to cautiously enforce and convince parents to pay school fees on time for the school to render its services effectively and to buy more resources.

#### **Recommendation 5**

Educators do not accept changes. It is therefore recommended that whoever is planning for change, every management should consider or take resistance to change into account. In 1996, the government started introducing changes in curriculum. Most educators and unions announced that curriculum 2005 will not work and this is one way of

resisting change. Sometimes educators stated some reasons as threatened self-interest, lack of trust and misunderstanding, different assessment and perceptions, low tolerance for change and educators attitude.

### **Recommendation 6**

Educators in each school, plan their lessons without considering the other secondary schools in the Bethal area. Planning is the point of departure for all managers and educators. It is therefore recommended that schools in the Bethal area should come together each and every week to plan their OBE lessons and topics for that particular week.



Planning should be done in advance for what should be accomplished in the source of terms and weeks. Planning has a future perspective.

### **Recommendation 7**

It is recommended that educators should change to the new system of assessment. In a new system assessment must be continuous. Assessment is a way of finding out what a person knows, understands and thinks and what she or he can do. Continuous assessment is a matter of being constantly aware of how learners are developing.

Educators should therefore know that OBE is based on the achievement of outcomes.

## 5.5 REMARKS

The issues of progression of learners is still not clear as by now all learners are passing or progressing to the next grade. Educators are still not clear with SKVA (skills, knowledge, value and attitude). It is difficult to allocate marks for value and attitude, skills and knowledge.

This research study confined itself with the activities of a particular situation comparing with other institutions in the Bethal area. Curriculum 2005 may be implemented differently in other institutions outside the Bethal area compared to this area. The findings are found to be general only in secondary schools in the Bethal area and cannot be generalised in other areas. It means that other researchers may conduct a **further study** regarding this research topic, considering a wider scope and perspective that includes a number of areas with different institutions where the phenomena occur.

## 5.6 CONCLUSION

Education is not static but dynamic. Therefore people involved directly or indirectly in the educational system should expect to accept and learn new things. The educational leaders are in a process of

developing the culture of teaching and learning to enable educators, learners and parents to fit in the new education environment and to be able to satisfy the needs of changing the society.

OBE has a main focus which is a day to day assessment planning and implementation. Micro-planning ensures that assessment is integrated into teaching and learning. The school assessment policy should address what the macro planning implications are for reporting to parents **(Mpumalanga Department of Education, 2000:6)**.

It is the duty of the management to empower all stakeholders to act upon rather than accepting all instructions without questioning their relevance. Teamwork amongst the secondary schools in Bethal area should be encouraged.

Leaders should be committed to their actions, therefore helping others to learn how to implement curriculum 2005, what the best way is to improve organizational performance regarding planning, assessment and implementing of OBE and other activities of the schools. Parents are given powers to make decisions and encourage their learners or children's education. They might feel uncomfortable to be intruders but with OBE, they will realize the importance of parental involvement in schools e.g. checking and signing of progress report cards.

OBE can be implemented as a management task in a successful manner if it is done in collaboration with the needs and activities of the school. There should be a sound relationship between the secondary schools with grade 8 as a whole because schools depend upon the society for survival.



## SYNOPSIS

When democracy emerged in South Africa in 1994 after the election, education also changed its style of operation. A new approach in education called Curriculum 2005 was put in place. The old system had to be phased out and the new approach was put in place to improve the quality of education in schools as well as to improve the standards of education. The necessity for a shift from traditional aims and objectives approach to outcomes-based education was needed.

The purpose of the study was to investigate the problems encountered by educators teaching grade eight learners, with the implementation of Outcomes-based Education in township schools in the Bethal area. The aims and purpose is to find solutions to the problems of the implementation of Outcomes-based education of the five schools in the township. The purpose is to add to the available knowledge and skills the educators have regarding the implementation of Outcomes-based Education.

The research findings indicate that educators are not fully involved in the collaboration with the department of education for the smooth implementation of Curriculum 2005. Educators sometimes do not accept changes. Classroom management in Outcomes-based Education is still a difficult task for all educators.

Outcomes are what the learner can demonstrate the skills. From the findings of the literature review it shows that curriculum is the heart of education, therefore it should be implemented with great care. Educators are requested and obliged to implement OBE without fear any problems. Educators need good training from the department of education.

Classroom management is the basic and important part of active teaching with educators should be in a position to impart knowledge, skills, values, and attitudes to all learners in order to achieve tangible results. A strong relationship should be created between schools to operate effectively in order to achieve good results in the implementation of Curriculum 2005.





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## DEDICATION

**This work is dedicated to Nelly Solani Nkosi Zwane.**

My deceased Mom, I will remember you all my life because you have cultivated in me the inquisitiveness of looking forward to learn and not to rely on people in academic realms. You have laid the foundation to my education. One whose untimely death touched my soul very deeply indeed. By the way, you took exit so early before you saw your son stepping up the ladder of academic excellence..



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