THE IMPACT OF THE ATTITUDES OF SCHOOL MANAGERS ON THE IMPLEMENTATION OF OUTCOMES-BASED EDUCATION (OBE) IN SECONDARY SCHOOLS

by

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DECLARATION: STUDENT NO: 521-304-5

I hereby declare that: The impact of the attitudes of school managers on the implementation of OBE in secondary schools, represents my own work and that all the sources that I have used, or quoted, have been indicated and acknowledged by means of complete references.

………………………………….                                      …………………

SIGNATURE DATE

(Mr M P ZULU)

DURBAN
DEDICATION

This work is dedicated to my wife, Thoko, my son, Nkosenhle, my daughters, Khalipha, Thabisile, Nqobile and my mom, Phikinkani, for their unfailing support in my academic career.
ACKNOWLEDGEMENTS

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SUMMARY

In South Africa Outcomes-based Education (OBE) has been adopted as the approach to education in a new educational dispensation. A point of departure is that school managers have a managerial responsibility to educators. The effective implementation of OBE in secondary schools is essential to the success of OBE. The study investigates the impact of the attitudes of school managers on the implementation of OBE in secondary schools and makes recommendations for the improvement of practice. The problem was conducted by a literature study and empirical investigation using a questionnaire and semi-structured interviews administered to a small sample of principals, deputy principals and heads of departments in selected secondary schools in the Umlazi South district of Kwa-Zulu Natal. Findings showed that school managers in the sample have negative attitudes towards the implementation of OBE. The Department of Education should develop school managers by means of empowerment programmes to equip them with new management skills.

Key terms:

School managers
School management
Outcomes-based Education
Implementation of OBE
School management teams
Attitudes
Kwa-Zulu Natal
Semi-structured interviews
Education transformation
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<tr>
<td>C2005</td>
<td>Curriculum 2005</td>
</tr>
<tr>
<td>CASS</td>
<td>Continuous Assessment</td>
</tr>
<tr>
<td>CAT</td>
<td>Continuous Assessment Task</td>
</tr>
<tr>
<td>DM</td>
<td>District Manager</td>
</tr>
<tr>
<td>ELSEN</td>
<td>Education for Learners with Special Educational Needs</td>
</tr>
<tr>
<td>FET</td>
<td>Further Education and Training</td>
</tr>
<tr>
<td>GET</td>
<td>General Education and Training</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>INSET</td>
<td>In-service Training</td>
</tr>
<tr>
<td>KZN</td>
<td>KwaZulu-Natal</td>
</tr>
<tr>
<td>NCS</td>
<td>National Curriculum Statement</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
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<td>OBE</td>
<td>Outcomes-based Education</td>
</tr>
<tr>
<td>PPN</td>
<td>Post Provisioning Norms</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>RNCS</td>
<td>Revised National Curriculum Statement</td>
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<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
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<tr>
<td>SGB</td>
<td>School Governing Body</td>
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<tr>
<td>SMT</td>
<td>School Management Team</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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