

**AN INVESTIGATION OF THE IMPLEMENTATION OF OUTCOMES
BASED EDUCATION IN SELECTED SECONDARY SCHOOLS IN
BUSHBUCKRIGDE**

By

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I declare that **“An Investigation of the Outcomes Based Education in selected secondary schools in Bushbuckridge”** is 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

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SUMMARY

The study attempts to examine the implementation of Outcomes Based Education in selected secondary schools in Bushbuckridge, and to provide guidelines to enhance the implementation in the region. Findings reveal that the implementation of the curriculum is faced with challenges that hinder its effectiveness. Hindering factors such as lack of infrastructure, lack of school resources and inadequate teacher development programmes were identified through a literature survey and empirical investigation. Under the empirical investigation, qualitative approaches for data gathering, such as in-depth interviews were used. Participants were chosen from schools in the remote areas of Bushbuckridge, which are experiencing serious problems in the implementation of Outcomes Based Education. The research instruments used were validated and tested for reliability using experts' opinion and pilot testing. The challenges of educators, school management teams, learners and curriculum specialists in the Department of Education were highlighted and recommendations made.

KEY WORDS

Challenges, Outcomes Based Education, Curriculum 2005, National Curriculum Statement, curriculum, implementation, secondary school, educators, learners and Education Department

ABBREVIATIONS

C2005: Curriculum 2005

RNCS: Revised National Curriculum Statement

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CHAPTER 1

BACKGROUND, PROBLEM FORMULATION AND AIMS

1.1 INTRODUCTION

In this chapter the author presents a brief history of Outcomes Based Education to provide a background to the research problem. This is followed by the problem statement, the aims of the study, the research methods used in the data gathering and data analysis and a conclusion.

The process that led to the introduction of Outcomes Based Education into education systems commenced globally in the 1980s. By the 1990s a trend had emerged worldwide with a view to reform in curriculum development. The most significant changes introduced by Outcomes Based Education were changes in learning content, teaching strategies and assessment methods. Parallel to these reforms were changes in terminology. By 2003 Outcomes Based Education had become a world trend (Jacobs, Vakalisa and Gawe (2004a: 58)

Since the democratic election of 1994, the restructuring of the education system has been a top priority of education authorities in South Africa. The government has acknowledged that education and training are the central activities of South African society. It impacts on every family and contributes to the wealth of the country. Before 1994, South Africa had separate education departments for different racial groups with grave under-provisioning for black learners in terms of resources. Capital expenditure was unequal; schools in townships and other black areas were poorly resourced and different syllabi used by various groups (Mda and Mothata 2000:2).

According to Van der Horst and McDonald (2003:4), the attitudes and values of many adult South Africans of this decade were formed in the apartheid era. As a result of the divisions that existed, learners were not always taught to appreciate the different aspirations and perspectives of people from whom they were distanced. Moreover, many learners did not receive adequate

educational opportunities. Educational reform was, therefore, required to provide equity in terms of educational provision and promote a more balanced view by developing learners' critical thinking powers and their problem solving skills.

The democratic government aimed to create an education system which would open the doors of a culture of learning to all people. The overall aim of this vision was to serve the needs of the country and its entire people (DoE 1996:10). On the other hand, the South African government was under constraint to follow international trends according to developments in first world countries, such as Britain, the United States of America and Canada, as far as reforms in education were concerned. Such a premise required a dramatic turnaround from the principles of apartheid education (Jacobs, Vakalisa and Gawe 2004: 58).

To achieve these aims, the education system had to be thoroughly overhauled to ensure equal provision. Every aspect of the system therefore was modified to meet this ideal. The curriculum was changed from one that was subject and content based to one that is outcomes based (Mda and Mothata 2000:88). The proposed curriculum for South Africa was called Curriculum 2005 (C2005) because the intention was to reform the old system gradually until transformation was completed in 2005 (Jacobs et al 2004a: 58).

Outcomes Based Education in the form of Curriculum 2005 was introduced in South African schools in grade one in 1998 (Bisschoff, Grobler and Mestry 2002:13). It was state mandated and applicable to all schools in the country. The implementation of this curriculum received numerous critiques (Jacobs et al 2004: 59). People objected to the new curriculum because it was centrally developed and educators were not properly trained to implement it. Moreover, due to large classes and poor resources, black schools lacked the capacity to implement the curriculum (Jacobs et al 2004: 59)

Van der Horst and McDonald (2003:15-16) distinguished four limitations of Outcomes Based Education:

Problem Area 1

The vaguely worded outcomes in the curriculum document caused educators to retain the content driven instruction which did not contribute to raising the learners' achievement. Moreover, the educators were not always able to translate the vaguely formulated outcomes into practical learning activities with specific content since they were not properly trained.

The general criticism of Outcomes Based Education is that the outcomes which define what all learners should achieve often indicated behaviours and beliefs that were vaguely worded and were largely associated with emotions. Many outcomes did not focus on core academic content. However, a sound content base is always a prerequisite for critical thinking and problem solving which have been indicated as the heart of Outcomes Based Education. It was thus necessary for the Department of Education to provide educators with user-friendly and accessible guidelines in their learning programmes to make Outcomes Based Education successful in South Africa.

Problem Area 2

The government did not include parents in the prescription of outcomes that included values and attitudes. However, parents were supposed to be allowed to choose amongst a wide range of schooling options. In this way parents were subject to attitudes and values apparently forced upon them by the government in schools. As a result, some parents opted for different forms of independent schooling in an effort to provide their children with values which they thought the government would not be able to provide.

Problem Area 3

Outcomes Based Education retarded the progress of gifted learners, while the slower learners hindered class progress. Furthermore, schools using the outcomes based approach tended to lower their standards since all learners were expected to achieve the same learning outcomes. However, not all

learners had the same potential to reach the same high standards, did not work equally hard and were not equally motivated to learn.

Problem Area 4

Bearing in mind that South Africa is a developing country where the provision of basic human facilities and care, such as basic housing and health facilities, requires a large input from government resources, funds were to be prioritised in terms of all the financial needs of the country. Implementing Outcomes Based Education required a great deal of money as educators were to be retrained, curricula revised and new assessment criteria and procedures developed. Van der Horst and McDonald (2003) suggest that curriculum developers were to retain what was effective from the old system of education and help educators to adapt to a new way of thinking about teaching and learning, away from rote learning towards understanding and doing.

Consequently, the government opened consultations with a variety of groups involved in education. In 2001, a process of revision was begun with approximately 150 curriculum developers drawn from the education community. The end result of the negotiations was the approval of the modification of Curriculum 2005 into the National Curriculum Statement (RNCS) published in May 2002. The new system came to be typified as Outcomes Based Education (Jacobs et al 2004: 59). The curriculum was built on the vision and values of the South African constitution as well as Curriculum 2005. It tried to ensure that all learning area statements reflected the principles and practices of social justice, respect for the environment and human rights as defined in the constitution. In particular, the curriculum attempted to be sensitive to issues of poverty, inequality, race, gender, age, disability and other challenges such as HIV and AIDS (Van der Horst and McDonald (2003:16).

However, most obstacles experienced by educators during the implementation of Curriculum 2005 are still relevant today. Teaching and learning conditions in most black schools have not improved as is the condition in Bushbuckridge.

1.2 PROBLEM STATEMENT

Against the given background, the main research question is formulated: How effective is the implementation of Outcomes Based Education in secondary schools in Bushbuckridge?

The following sub-questions were formulated in attempt to address the main research question:

- What models of Outcomes Based Education exist and how are they critiqued?
- What are the prevailing conditions in selected secondary schools in Bushbuckridge in the light of the required implementation of Outcomes Based Education?
- What recommendations can be made to improve the implementation process?

1.3 AIMS OF THE RESEARCH

The aims of the investigation were:

- to investigate existing models and critiques of Outcomes Based Education,
- to determine the challenges experienced by educators in implementing Outcomes Based Education,
- to investigate the prevailing conditions in selected secondary schools in Bushbuckridge in the light of the required implementation of Outcomes Based Education and
- to make recommendations on how to improve the implementation process.

1.4 SIGNIFICANCE OF THE STUDY

Since the introduction of Outcomes Based Education, educators have encountered problems with its implementation. The researcher, therefore, decided to investigate obstacles to the implementation of Outcomes Based Education to extend the body of knowledge concerning improvement of the

practice of Outcomes Based Education in secondary schools, particularly in the Bushbuckridge area.

The aim of the study is to alert curriculum specialists about the importance of conducting continuous educator developmental programmes to develop new attitudes, behaviour and skills for implementing Outcomes Based Education among educators. Furthermore, the developmental programmes may help educators to maintain a balance between process and product approaches in order to curb time-consuming activities. Another aim of the study is to encourage curriculum specialists to persuade the Department of Education to address issues of learning resources in schools such as the availability of books, classrooms, laboratories and laboratory equipments. Moreover, the curriculum specialists should realise the need of developing materials and teaching strategies to provide adaptive services for gifted, disabled and talented learners.

Educators should devise new ways to implement Outcomes Based Education within unique school cultures and further be responsible for what is to be implemented. Moreover, the educators should strive to offer quality education to learners, thus enabling the schooling industry to produce people with skills and qualities needed in other industries to improve their performance, adapt flexibly to changing needs and conditions and to significantly increase the gross national product and reduce the national debt.

The school management teams should realise the need of creating structures, time and space to facilitate collaboration which is an integral part of planning Outcomes Based Education. In particular, collaboration among educators will assist them to reflect, deepen their understanding, develop planning skills and sharpen their will to persevere.

1.5 RESEARCH METHODOLOGY

The problem is investigated using a literature review as well as an empirical investigation. The literature survey entailed the analysis of documents containing information relating to the stated problem. These documents were

professional journals, books, educational legislation, reports of meetings and papers delivered at conferences. The aim of reviewing the literature was to provide a theoretical framework for the empirical investigation.

1.5.1 Empirical investigation

In the empirical investigation a qualitative approach was used to gain insight into the challenges experienced by educators in secondary schools in Bushbuckridge in the light of the implementation of Outcomes Based Education.

1.5.1.1 Selection of schools and participants

The study was carried out in three secondary schools in Bushbuckridge as well as in the Bushbuckridge district office. In order to get a broader picture of the situation relevant to the specific aims of the survey, inclusive targeting was done to obtain the input of members of school management teams, educators, learners and curriculum specialists. Only three curriculum specialists were selected in the district office. Two educators and three learners were selected in each of the three schools.

1.5.1.2 Criteria for sample selection

According to Caswell (1998:118), the search for data must be guided by processes that will provide rich details to maximize the range of specific information that can be obtained from the context. Therefore, the researcher selected participants who were experiencing challenges in the implementation of Outcomes Based Education.

a) The criteria used in the selection of schools

The researcher selected institutions

- which were experiencing challenges in the implementation of Outcomes Based Education
- which were easily accessible
- associated with the target group with which the researcher had a close working relationship.

1.5.2 Data gathering

Data was collected through interviews with the sampled educators, learners and curriculum specialists.

a) Measuring instruments

Interviews and a semi- structured questionnaire were used to elicit the informants' perspectives and understanding about the implementation of Outcomes Based Education in secondary schools.

b) Focus group interview

According to Krueger (1994:12), focus group interviews produce qualitative data that provide insight into perceptions and views of participants in a more natural environment than individual interviews because participants influence each other like in real life situations. Morgan (1997:6) sees the focus group interviews as a powerful means of exposing reality and investigating complex behaviour and motivation. Therefore, they are useful in understanding diversity and help in understanding a variety of other experiences. Morgan (1997) claims that focus groups have shown that people are more likely to self- disclose or share personal experiences in groups, because they feel that they are relatively empowered and supported in a group situation. Moreover, they are more likely to share personal experiences and feelings in the presence of people whom they perceive to be like themselves in some ways. However, Bogdan and Biklen (1992:100) warn against a situation where one participant dominates the interview.

The above issues were considered during the focus group interviews with learners.

c) Individual interviews

According to Van Dalen (1979:18), most people are more willing to communicate orally than in writing. This phenomenon results in data being provided more readily in interviews than by writing. Furthermore, in a face to face meeting, a researcher is able to encourage the participants to disclose more information by probing into the problem. It is this view that influenced the

researcher to use individual interviews for curriculum specialists and educators.

1.6 DATA ANALYSIS

Bogdan and Biklen (1998) define data analysis as the process of systematically searching and arranging the interview transcripts, field notes and other materials accumulated to increase understanding and to enable the researcher to present what has been discovered. According to Patton (1990: 374), the first task of analysis is description. In description one asks basic questions. Patton (1990) outlines the following strategies for analysis of data: the case analysis, in which a case study for each group being studied is described and the cross study in which answers from different people to common questions are grouped together. In this study, the researcher used both strategies, namely, the case analysis, where responses were studied then analysed per school, and the cross analysis, where answers were grouped according to commonality of questions.

1.7 ETHICAL CONSIDERATIONS

The researcher disclosed the following information to the participants:

- Information disclosed will be treated with strict confidentiality and will be used for research purposes only.
- All information disclosed will be equally treated and be used in the research.
- Participants have a right to withdraw from the investigation at any time without penalty.
- Support will be available after the investigation should the participants need to talk to someone.

1.8 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS

The research instruments used were validated and tested for reliability using expert opinion and pilot testing. According to McMillan and Schumacher (1997:404), qualitative researchers commonly use a combination of mechanisms to enhance reliability in collected data. Hence, the researcher

used the following capturing mechanisms to ensure reliability of the data that was collected:

- I. An audio recorder during interviews.
- II. Precise descriptions from interviews.

McMillan and Schumacher (1997) regard the validity of a qualitative design as the degree to which interpretations and the concepts have mutual meaning between the participants and the researcher; hence, the researcher and the participants should agree on the descriptions and the meanings of different occurrences. Therefore, the researcher used the following strategies to enhance validity:

- Participants' words were transcribed as they were spoken.
- Multi-data collection techniques were used.
- The collected data was compared to check its validity.
- Each participant was given a copy of the transcription of the interview to check if it was valid.

The researcher searched for patterns and similarities in the data. Words and phrases were recorded to represent the patterns. Bogdan and Biklen (1992:166) argue that words and phrases are coding categories. Taylor and Bogdan (1984:136) maintain that the coding process involves synthesizing and analyzing all the data while bearing in mind the themes, ideas, concepts, interpretations and propositions. Finally, the data were grouped according to the subsections in chapter two.

1.9 LIMITATION OF STUDY

One educator withdrew from participating in the study because the window period of data collection coincided with continuous assessment for schools. The educator was a cluster leader of Life Orientation for schools in the Mkhuhlu circuit. He asked to withdraw from participating in the study in order to monitor the implementation of assessment activities and recording. The withdrawal of this educator was a loss of important data of the study since he was the most experienced educator in the implementation of continuous

assessment.

1.10 CLARIFICATION OF TERMS

Outcomes Based Education

Outcomes Based Education is a kind of education that sets outcomes to be achieved at the end of the learning process. The outcomes encourage a learner-centred and activity based approach to education (National Curriculum Statement Policy for Schools 2002:1).

Learning Outcomes

This refers to the statement of the desired set of behaviours which a learner should be able to demonstrate at the end of a learning experience (Jacobs et al 2004:89).

Curriculum

Gultig, Hoadley and Jansen (2005:30) define a curriculum as a term that includes all aspects of teaching and learning experiences such as the intended outcomes of learning, learning programmes, assessment and methodology.

Curriculum specialist

Hunkins and Ornstein (2004:23) define a curriculum specialist as a technical consultant from the district level, regional or state Department of Education or university who provides advice or in-service assistance, sometimes in the classroom but usually at meetings, conferences or staff sessions. In this research, a Curriculum Specialist will be defined as a consultant from the Department of Education who provides advice and support to both educators and principals as the implementers of the curriculum. The support includes provision of technical methods and tools for implementing the curriculum and developing a programme for continuous curriculum development and evaluation.

Remote area

The South African Oxford Dictionary (2005:56; 988) defines a remote area as a countryside that cannot be easily accessed which is situated far from the main centres of the population.

1.11 CHAPTER DIVISION

The investigation is divided into five chapters:

In Chapter 1 the background to the investigation is presented including the problem statement, aims of the investigation as well as the research methodology that was used in the investigation.

In chapter two, a review of literature was presented to identify problems experienced by educators when implementing Outcomes Based Education at secondary schools. Ways in which the problems could be addressed was included in this chapter.

Chapter three provides details of the methodology that was used in investigating the implementation of Outcomes Based Education in selected secondary schools in Bushbuckridge. A rationale for the choice of a qualitative methodology used in the investigation is included. The final part of this chapter deals with the data collecting strategies that were used in the investigation.

Chapter four presents data analysis. This includes the description of the collected data and the results concerning the implementation of Outcomes Based Education in selected secondary schools in Bushbuckridge.

Chapter five includes a summary of the findings of the investigation, recommendations arising from the investigation and conclusion.

1.12 SUMMARY

The chapter attempts to investigate the challenges faced by educators in the implementation of Outcomes Based Education in selected secondary schools in Bushbuckridge. In the following chapter the background to the research is presented, together with an outline of the research methods used in the investigation. The research methods used were mostly qualitative.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, a relevant research literature study is undertaken to illuminate the implementation of Outcomes Based Education in secondary schools. The main aim for this literature review is to highlight the challenges faced by educators when implementing Outcomes Based Education as well as finding ways in which these challenges may be addressed.

2.2 A BRIEF HISTORICAL BACKGROUND OF THE SOUTH AFRICAN EDUCATION SYSTEM

Outcomes Based Education was first implemented in South African Schools in 1998 to replace apartheid education (Gultig, Hoadley and Jansen 2005:73). Previously, the South African education system was segregated according to race. White learners received superior education followed by Indian and coloureds, whereas the education for blacks was the most inferior. Gultig et al (2005) claim that white schools had a world class infrastructure and highly qualified educators. This was in contrast to Black schools which mostly lacked the necessary infrastructure, had educators who were least qualified and had to cope with a high learner ratio and minimal government funding.

When South Africa had its first democratic election in 1994, it was deemed essential to have a single education system for all South Africans. There was also the realisation that the apartheid education which was in place had to be replaced, hence Outcomes Based Education was introduced in South African schools.

According to Gultig et al (2005:10) the implementation of Outcomes Based Education in the form of Curriculum 2005 was regarded as key to transforming South African society. It was directed towards achieving a prosperous, united, democratic and a globally competitive country with

literate, creative and critical citizens who will lead a productive and self-fulfilling life in a free country. Gultig et al (2005) claim that the implementation of Outcomes Based Education was aimed at transforming the old school curriculum and developing a new one which reverses the authoritarian, racist and sexist content and processes of the past. Outcomes Based Education was put into practice in South African schools by means of Curriculum 2005. This curriculum was introduced into South African schools from 1998 in phases. This was aimed at addressing equity in education so that the quality of learning opportunities afforded to all learners is the equitable.

The main aim of the introduction of the new curriculum by the new South African Government was to normalise teaching and learning. This involved a paradigm shift from the traditional aims and teaching objectives to Outcomes Based Education. The key principles that guide curriculum development across all learning areas include: integration, holistic development, relevance, participation, accountability and ownership, a learner oriented approach, inclusion of learners with special education needs, quality standards and international comparability (DoE 1997:2).

Although it is a progressive curriculum and offers better opportunities to both educators and learners, many South African researchers such as, Gultig et al (2005), Jansen (1998) in Hoadley and Jansen (2005), De Clerq (1997) as well as Vally and Spreen (1996) have expressed their doubts about the success of such major curriculum reforms. Hoadley and Jansen (2005) for example, criticise it for its top down implementation plan. According to Hoadley and Jansen (2005), the Outcomes Based Education approach in South Africa can be traced to the pre 1994 democratic era when government started negotiating with all political parties and other stakeholders towards a smooth transition to democracy. Curriculum 2005 was intended to replace the apartheid curriculum with its offensive and outdated content.

Outcomes Based Education was introduced to displace an emphasis on content coverage. It makes explicit what learners should attend to, directs assessment towards specified goals, signals what is worth learning in a

content heavy curriculum and can be used as a measure of accountability at school level. However, there has not been sufficient evidence from countries such as Australia and New Zealand about its success. According to De Clerq (1997), the ideas of lifelong learning and integrated education were borrowed from these countries without an attempt by government to learn from the experiences of societies in transition with similar socio-political, democratic agendas and aspirations. Gultig et al (2005) claim that there is little chance of Outcomes Based Education becoming successful in poorly resourced schools.

According to De Clerq (1997:334), there is a need to revise the assessment policies and practices of Outcomes Based Education to be implemented in its intended form. There is insufficient motivation for alternative forms of assessment and progression. A complete overhaul of the curriculum is required. This is unlikely to happen within a short time frame. This further proves that Outcomes Based Education was ill conceived technically without adequate structures and mechanisms in place for its implementation.

2.3 EVALUATION OF CURRICULUM 2005

Gultig et al (2005:13-18) reveal that the emphasis on integration has led the non-mathematical body of knowledge to obscure the mathematical information that defines mathematics. This has resulted in a weaker grasp of the central skills and mathematical concepts.

There has been an under specification for the requirements for conceptual coherence across all the eight learning areas. This under specification has led to successive rounds of attempts to compensate for the under specified content, sequence and progression. Seemingly, each round of curriculum development was unable to provide the needed specification because of the strong integration logic that dominates the model (Gultig et al 2005). Consequently, there has been a proliferation of design features, but not enough clarity, resulting in a curriculum that is technologically over designed yet under specified.

The negligence on conceptual coherence, sequence, progression and pacing is disabling in the field of knowledge where attention to progression is structurally important, such as in languages, natural sciences, human and social sciences and mathematical literacy, mathematics and mathematical sciences. The knowledge base for these learning areas is derived from higher education and further education. There are concerns about learners failing to cope with the various learning areas (Gultig et al 2005).

Christie in Hoadley and Jansen (2005:200-203) criticise the National Department of Education for separating policy development from implementation. She claims that the Department vigorously pursued the policy without investigating the effects of such implementation on under resourced schools. Christie in Hoadley and Jansen (2005) argues that schools disadvantaged during apartheid have been further disadvantaged by the demands of the new curriculum due to their budgetary constraints, poor state and the poor training of many educators. Yet the well-resourced schools in more affluent communities had the capacity to adapt with ease to the demands of the new curriculum. She claims that the retrenchment and redeployment of educators further undermined individual schools capacities to implement the new curriculum.

2.4 THE REVISION OF CURRICULUM 2005

In 1998 the Gauteng Department of Education and the Gauteng Institute of Curriculum Development commissioned research in order to obtain feedback on the first implementation of the new Curriculum 2005. The report by the KMS (1999) revealed the following:

- Grade 1 learners were able to work co-operatively and had good learner educator relationships.
- Grade 2 learners' writing skills, information organisation skills and reasoning skills were below the expected levels.

In response to difficulties raised by the KMS (1999) report, a review committee was established to examine how to improve curriculum implementation in schools. The review committee was appointed by the

Minister of Education to investigate the structure of the new curriculum as well as the level of understanding of Outcomes Based Education. According to Chisholm (2000), the report committee found that the implementation of Outcomes Based Education was hampered by the burdensome structure and design of the new curriculum, a lack of alignment between the curriculum and the assessment policy, inadequate educator preparation and inadequate learning materials among other problems. In an attempt to address these problems, the committee suggested that:

- A number of learning areas should be reduced from eight to six in the General Education Band,
- The curriculum should be streamlined and simplified,
- Educators' education should be better coordinated.

2.5 THE IMPLEMENTATION OF OUTCOMES BASED EDUCATION IN THE FORM OF THE NATIONAL CURRICULUM STATEMENT

According to Spady in van Niekerk and Killen (2000:93), Outcomes Based Education focuses and organises everything in an education system around what is essential for all learners to be able to do successfully at the end of their learning experience. This means that instructions are designed, developed and documented in terms of its intended goals and outcomes.

Smith (1994:53) argues that the theme for Outcomes Based Education is success for all learners. Its programmes focus on the development of evaluation measures that relate directly to outcomes and openly specify the intended competences to be acquired. The goal of Outcomes Based Education is to establish conditions whereby all learners master the predetermined standards and outcomes that are adopted. Candidates will be credited after demonstrating competency on the outcomes specified for to graduate from high school.

Spady (1994:18) strongly advocates that a successful implementation of Outcomes Based Education requires major system changes at all levels from

classroom to higher education institution and the workplace. He further reveals that outcomes are high quality demonstrations of significant learning in context. This requires educators to contextualise the principles of Outcomes Based Education to suit their particular situation.

2.6 FACTORS THAT WOULD IMPROVE THE IMPLEMENTATION OF OUTCOMES BASED EDUCATION

2.6.1 Outcomes Based Education curriculum

The Ministry of Education introduced Outcomes Based Education as a system that would operate at all levels of the South African education. This was done to allow learners from all social and economic backgrounds to compete fairly in the market place.

However, Hargreaves and Moore (2000:41) argue that a major shortcoming of Outcomes Based Education is the lack of curriculum content as well as the lack of educator development programs. Smith (1994:56) claims that the implementation of Outcomes Based Education needs to be accompanied by the development of learning support materials and teaching strategies to provide adaptive services for disabled, sensitive and gifted learners. This means that adaptive education services that include the modification of instructional strategies, methods, learning support materials and development of new experiences that capitalise on individual student strength are essential.

Conversely, Guskey (1994:54) points out that educators have reported that little time and a lot of extra work, combined with inadequate experience, inadequate training and inadequate learning support materials. He then suggests that if a performance based assessment programme is to evoke more stimulating intellectual challenging task for learners, extensive professional development opportunities for educators are needed. These opportunities could offer ideas on how to design activities that promote authentic learning and further suggest instructional materials of quality to help develop learners' cognitive skills and make recommendations on classroom assessment designs that are more performance based. Since the challenge

involves the expansion of educators' expertise and instructional repertoires, regular follow-up and continuous support by the Department of Education becomes important.

Brady (1996:32) supports Guskey's view by stating that educators need to understand what Outcomes Based Education means and its implications for restructuring teaching in order to ensure commitment. This implies that there is a need to provide skills for implementing Outcomes Based Education and the understanding that it entails new ways of developing curricula in relation to content, method and assessment procedures. Brady (1996) warns against using outcomes as substitutes for objectives since that will lead to little change in planning and actual teaching. The challenge is to enable educators to understand that Outcomes Based Education represents new ways of thinking and schooling. He further claims that quality learning for all learners cannot be achieved until quality continuous development for all educators is attained.

Brandt (1994:28) validates Brady's view by stating that it is a mistake for the state to mandate outcomes since outcomes are to be developed by people in each community. Furthermore, people must first know what outcomes are and why education should be outcomes based. Moreover, Marzamo (1994:4) states that performance assessment includes technical advances that do not directly address the needs of many schools and districts. Marzamo (1994) further states that many outcomes identified by schools and districts address skills and abilities that are not usually addressed in traditional content domains. Consequently, outcomes based performance assessment incorporates skills and abilities not yet addressed in the research and theory on content. Hence, research is vital to determine validity and the conditions under which high reliabilities can be guaranteed.

Steyn and Wilkinson (1991:207) confirm that the perception of evaluation and assessment needs revision and investigation. However, the entire education community needs a reorientation on the purpose, methods and criteria of evaluation. The differences and implications of norm- based versus

continuous assessment need in-depth discussion. Steyn and Wilkinson (1991) further claim that communities expect the official education system to provide learners with values and creative skills. Nevertheless, it appears that in reaction against past overemphasis on moral and religious values, the official Outcomes Based Education programmes tend to ignore their role in this regard. This implies that a guiding principle for meaningful implementation is to handle values in Outcomes Based Education in accordance with the desire of the majority.

2.6.2 School attendance

The effectiveness of Outcomes Based Education is determined by the outcomes that learners display at the end of the learning period. However, if learners do not attend school regularly, the implementation of the curriculum becomes disrupted.

According to Hayward (2006:1), schools are faced with enormous dropout of learners in all grades coupled with high failure rates. Wagstaff, Combs and Jarvis (2000:21) add that various studies indicate that learners who exhibit poor attendance frequently display poor social skills and emotional functioning. Moreover, truants are unable to become part of the school social structures, they become bored and dislike school.

Wagstaff, Combs and Jarvis (2000:26) further reveal that educators do not feel empowered to deal with learners' absenteeism and tend to blame parents, cars, television, and student work schedule for it. The majority of learners blame their lack of interest in schooling on the unchallenging curriculum and the fact that they feel rejected by the schools. Rohman (1993) in Wagstaff et al (2000:27) states that learners who do not fit in the school and are confused about where to turn to for help tend to exhibit poor attendance. Lara (1999) in Wagstaff et al (2000:27) adds that learners who lack a sense of belonging at school are more likely to be dropouts.

Hayward (2006:2-3) points out that parents must be encouraged to guide their children to be positive at all times, while educators are persuaded to be

dedicated and show compassion to their learners. This implies that parents and educators must collaborate in order to make the school environment conducive for both learners and educators, thus improving the implementation of Outcomes Based Education. Furthermore, Hayward (2006) encourages educators to read publications issued by the South African Quality Institute, which are aimed at exposing educators to strategies that may improve their teaching, guiding and management skills. The South African Quality Institute (SAQI) and a team of educationists have designed a model consisting of five pillars which contribute to supporting quality school when implementing Outcomes Based Education. These are as follows:

Pillar 1: values

The educators and learners should be given opportunity to determine values that define the school. For example, educators should involve learners when designing classroom rules.

Pillar 2: leadership

Different situations require different leaders; hence, leadership roles are not confined to educators. Learners can be taught leadership skills such as being a class representative, a sport team captain and a counsellor. This may encourage learners who play truant to attend school regularly.

Pillar 3: School improvement plan

Improvements plan need to include all aspects of the school. Hence, special attention should be paid to areas such as educator development and transformation issues. Schools should ensure that these plans are implemented.

Pillar 4: Communication

The school stakeholders must be encouraged to interact with each other in order to promote collaboration and teamwork leading to effective communication. This includes face-to-face meetings, traditional weekly newsletters and term report cards. Communication should reflect integrity and professionalism.

Pillar 5: Techniques and tools

The school should ensure that the improvement plans are implemented by providing techniques and tools to be used, such as action research, benchmarking, flowcharts and Demings PDCA (Plan-Do-Check-Act) cycle (Hayward 2007:2-4).

2.6.3 Safety and security in schools

According to the South African Constitution (Act No.24 (a) of 1998), all educators and learners have the right to teach and learn in a safe environment. However, the South African Democratic Educators' Union (SADTU) report on safety and security in schools dated 23 November, 2007, states that educators and learners from various areas in South Africa experience violent attacks on their way to and from schools. Furthermore, learners are being enticed to alcohol and drug abuse. Such acts deprive the learners from reaching their full potential. The abuse of drugs and alcohol impedes their development and erodes the moral fibre of society. SADTU (2007) argues that such challenging environments cause stress to both educators and learners, and hinder effective implementation of Outcomes Based Education.

According to Black (1996:31), schools can become exemplary models of virtue and character by implementing the curriculum in such a manner that educators become sensitive and caring towards learners. Moreover, they should teach learners to develop self-discipline and involve parents and the community in their children's education. Furthermore, schools should teach learners to commit to good behaviour and practise positive morals.

Tirri and Puolimatka (2000:158) elucidate Black (1996:31)'s view by arguing that increased educator autonomy, cultural diversity and changes in the national curriculum result in more dilemmas for schools. Challenges facing educators' education include the creation of a new culture where educators and learners collaborate with each other to improve social justice and change society through better education.

Peters in Tirri and Puolimatka (2000:159) argues, however, that educators are unable to accomplish their task successfully unless social rules provide a framework in which their orders are obeyed and at least some of their pronouncements are regarded as binding. Tirri et al (2000:164) agree with Peters in Tirri and Puolimatka (2000) that educators have a strong content-based knowledge of their subjects. However, their training does not provide them with a theoretical understanding of the nature of legitimate authority. As a result, they feel hesitant to control the classroom situation based on explicit rules. Their training fails to prepare them to deal with concrete situations in which learners challenge their authority in the classroom.

Lake (2004:571) argues that schools are still controlling places for learners, and do not include learners' voices in drawing up of classroom rules. For instance, educators decide rules, routines and procedures. Lake (2004) cautions that controlling learners hinders their development of self-esteem and self-identity and reinforces the powerlessness they feel in adult environments; this could stunt their growth towards equality. Hence, the act of controlling learners is the act of oppressing them. This act leads to the increase of antisocial and violent behaviour in schools.

According to Harding (2000:12-13), educators can be firm disciplinarians while minimising learners' hostility by being sympathetic and non-hostile and by clarifying their responsibilities. Furthermore, educators must model the socially acceptable behaviour they expect from learners. Such actions include being on time for lessons, being respectful and fair. It is essential that educators demonstrate that they believe all learners can learn and behave appropriately and that they are committed to helping learners as required of them by the National Policy for Outcomes Based Education.

2.6.4 Educator apathy and burnout

Coupled with the threatening school environment, Bester and Swanepoel (2000:261) reveal that the longer educators remain in teaching, the more likely they are to experience burnout and their efficacy dwindles. Furthermore, Hallowell (2008:15) states that medical diseases like hypertension and

insomnia are environmentally driven versions of attention deficit disorder that is induced by hectic modern lifestyles. Moreover, the implementation of Outcomes Based Education has resulted in increased educator workloads to such an extent that some educators are kept busy attending to many inputs and outputs. Consequently, they have become increasingly distracted, irritable, impulsive and restless, which might result in their underachieving or failing to meet their goals.

Apparently the Department of Education has recognised the need to motivate educators to do their best in teaching. However, the National Educators Union (NATU) annual report (2008) reveals that the Department of Education has decided to address this issue by paying incentives to educators who render scarce skills subjects, as well as educators who work in schools whose environments are not conducive for learning. This implies that educators who do not teach scarce skills subjects, and whose teaching environments are not threatening will not receive incentives. Hence, they may remain discontented with earnings and become underachievers.

Moreover, Colleges of Education in this country have been converted to multi-purpose centres because there were too many educators (Interview with curriculum specialists, Bushbuckridge. 15 Jun. 2009). It was hoped that universities will produce highly qualified educators who would be able to implement educational reforms. On the contrary, most schools are currently experiencing shortages of educators especially for mathematics, physical science and technology.

Consequently, if government does not address educator apathy and burnout adequately, the present generation will not be attracted to the teaching profession, as is currently the case. This could imply that the implementation of Outcomes Based Education will continue to suffer, which may, in turn, disadvantage the country's economic growth. Lusier (1997; 390) validates this view by stating that many managers are so obsessed with the present that they spend too little time contemplating the future.

2.6.5 Literacy achievement

According to McConachie, Hall, Resnick, Ravi, Bill, Blintz, and Taylor (2006:9), one of the challenges of Outcomes Based Education is raising literacy skills among secondary school learners. Some schools tackle this challenge by training educators in generic reading and writing strategies to implement across the curriculum. However, many content area educators resist this solution because of the extra work required and limited time. This has resulted in a decline in literacy skills.

The Economist (2008:18-42) argues that one in five learners leaves primary school unable to read and write effectively. It further states that since the introduction of Outcomes Based Education, some schools have struggled to implement the curriculum effectively. Moreover, educators are not sure of the types of textbooks to use and the number of hours to devote to each topic. This is despite the fact that schools have to choose their own texts and divide the school day as they please.

2.6.6 Lack of infrastructure

According to The Teacher (Nov. 2006), the implementation of Outcomes Based education has not been easy for all educators. Lack of resources and inadequate professional development and training were and are still major challenges facing educators in transforming the education system. Lack of capacity to usher in changes at classroom level has led to anxiety, stress and tension within the teaching community.

In addition to the above mentioned challenges, reports from the Department of Education in the Mpumalanga Provincial Government (2008) revealed that South Africa's social and economic growth relies on skills in the area of maths and science, yet the pass rate in these subjects remains low. The Department of Education (2008) further revealed that in many schools, especially in rural communities, laboratory and teaching expertise are lacking, thus contributing directly to the alarmingly poor matriculation results across the country.

According to the Department of Education (2008:4), mathematics educators and learners are often criticised for poor knowledge. Furthermore, the maths curriculum for grade 10, 11 and 12 underlines the new approach and includes very recent topics that challenge educators and learners with regard to the underlying assumptions and goals, subject content, teaching approaches and methods of assessment in Outcomes Based Education.

Gultig et al (2005:228) argue that government has not managed to reduce education inequalities between the former white and black schools. For example, many black pupils are still learning under trees and in dilapidated buildings especially in rural areas. Hence, the quality of learning and teaching in the former Model-C schools is still far superior to that in black schools. If the Department of Education does not address this problem, the effective implementation of Outcomes Based Education in most schools for black learners will continue to be hindered. South Africa will continue to experience skills shortages that hinder the country's economic development.

In addition to the above mentioned challenges, the diminishing levels of safety in most schools have created fear amongst learners, parents and educators. The availability of drugs to school learners and the threats from gangs have increased the level of fear in the communities. Furthermore, educators will soon be required to prove their competencies in the classroom. Failure to do so will result in de-registration of educators as indicated recently in the policy framework document for educator education. Hence, educators fear being found incompetent to carry out their professional obligations in disabling educational environments (Educator's Voice, Nov. 2008:4).

The latter is compounded by poor support services from the Department of Education in terms of human resources. Evidently, the need for a paradigm shift among educators bound to traditional approaches is not taking place at anticipated levels (Jeevanatham1998:228). The Mpumalanga Democrat (2008:1) further reveals that schools in Mpumalanga have been without textbooks during the second term and that libraries are under-stocked.

2.7 THE CONTROVERSY ABOUT OUTCOMES BASED EDUCATION

According to The Blog Achieve for Remedial and Special Education in South Africa (2008:1) Jansen, former Chief Science Advisor and Examiner for the Department of Education, revealed that a year mark of 25% is promised upfront in science if learners do practical work and school projects. However, in most cases this mark is forged since many schools either do not have laboratories or do not use them. He further revealed that learners who attended his presentation were unable to:

- determine offhand t 8 x 7 or 39 x 10
- name a single acid
- give the formula for the area of a rectangle
- mention the topics in their textbooks.

According to The Blog Achieve (2008), these cases demonstrate how these learners have been let down by the South African education system. Jansen further points out that most developed country have rejected Outcomes Based Education because it is unworkable.

Despite such criticism, the former minister of the Department of Education, Pandor (2008) reported that the Education Department had no intention of abandoning Outcomes Based Education. Instead she revealed that the National Department of Education intended to set up a special curriculum implementation committee comprising of Department of Education officials, experts and educator union representatives to look at the following:

- expanding and improving educator training
- reducing the current eight learning areas for learners in grade four to seven
- improving classroom materials.

Pandor (2008) further reported that Outcomes Based Education was necessary to transform the South African education system. Pandor (2008) argues that scrapping Outcomes Based Education will create an educational crisis and suggests improvement of the implementation process. According to

Pandor (2008), inadequately trained educators misread Outcomes Based Education policies. Educators have interpreted these policies as saying that textbooks should not be used and learners should learn to read and write on their own. She cautioned that if the current curriculum is abandoned, something must be ready to replace it with.

According to The Blog Archive for Remedial and Special Education in South Africa (28 Nov. 2008), there is presently an intense debate about Outcomes Based Education. The Archive claims that the idea of Outcomes Based Education is sound, but its implementation in schools continues to be problematic. This has resulted in most educators intending to leave the teaching profession (Hayward 2006:1).

2.8 CONCLUSION

It is not possible to discuss all aspects concerning the implementation of Outcomes Based Education in secondary schools in this study. However, an attempt was made to capture the most important points that are relevant for this study.

The literature study presented in this chapter highlighted the implementation of Outcomes Based Education in secondary schools as well as the various challenges that are experienced by both educators and learners during its implementation. It further highlighted ways in which some of these challenges could be addressed.

Chapter 3 presents findings of a qualitative investigation conducted in selected secondary schools in Bushbuckridge and other relevant issues derived from the review of literature.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter, an attempt is made to gain insight into the challenges faced by secondary school educators when implementing Outcomes Based Education. This main aim influences the selection of research methods.

Two research methods are used in this study: The literature study which was presented in chapter two gave the theoretical context of this research. In the empirical investigation of the study a qualitative approach was used.

3.2 EMPIRICAL INVESTIGATION

In the empirical investigation a qualitative approach was used. The focus of the study was to gain insight into the challenges experienced by secondary school educators when implementing Outcomes Based Education.

3.2.1 Sampling

Three secondary schools were selected and Grade 9 educators and subject specialists participated in the investigation. A combination of two purposeful sampling strategies was used.

Purposeful sampling refers to the selection of information rich cases for an in-depth study, specifically, when the researcher wants to understand the phenomena without needing to generalise the results (Leedy 1993:201). Purposeful sampling was done on site selection. Three rural schools in Bushbuckridge area were selected. The criterion for site selection was the school's geographical context and its accessibility to the researcher.

According to Caswell (1998:118), the search for data must be guided by processes that will provide rich details to maximize the range of specific information that can be obtained from the context. Therefore, the researcher

selected participants who were experiencing challenges in the implementation of Outcomes Based Education. Furthermore, she selected institutions

- that were easily accessed,
- which she has knowledge of their location and
- in which she has a close working relationship with the target group.

3.2.2 DESCRIPTION OF SELECTED SCHOOLS

3.2.2.1 School F

School F is a rural school, which is located approximately 50 km away from the nearest town. It is built at the periphery of the settlement. The school does not have security guards to control entry into the school premises. Hence, outsiders sometimes enter and disturb both educators and learners in their classes. It is a not a fee-paying school; it has 1 315 learners, one principal, two deputy principals, four heads of department and thirty-two educators. Therefore, the educator learner ratio in this school is 1:45.

The medium of instruction at this school is English. However, educators and learners use Xitsonga or Siswati most of the time, as they are first language speakers for these languages. Educators in this school are committed to their work; they are always at school in time and are fully prepared to teach. In most cases, they use the educator-centred method of teaching, but have less interest in extra curricular activities. As a result, they do not support each other in extra curricular lessons. For example, music was conducted by one educator who was assisted by a learner. Four educators were responsible for training learners for athletic competitions. All the educators respect one another and treat learners accordingly.

Although the educators show commitment in their work, the majority of learners are always late for school. Some frequently absent themselves from school and do not do assignments; they even dodge classes and hide in the toilet or in the nearest bush. As a result, there is a high failure rate; for

example, the percentage pass of the grade12s in 2008 was 37%. The majority of the learners in this school, particularly grade 10, do not have textbooks. In other classes two or three learners share one textbook. Educators in general complain that most learners have difficulty in reading and writing effectively in all the languages.

Classrooms are overcrowded and insufficiently furnished. Some of the classrooms do not have windows. Some classes are conducted under trees. Grade eight learners do not have tables at all; they use their laps to support books when writing and reading. There are two blocks of toilets in this school. Each block consists of eight pit latrines; boys use one block and the girls use the other block. Educators have their own toilets. The staffroom in this school is overcrowded. The principals and the head of departments share the same classroom that is divided into four offices.

The school has three photocopiers. Heads of Department are assigned with the duty of photocopying for the educators that they supervise. Educators are generally satisfied with the way in which they access the photocopiers. The school has no library, telephone or laboratory. Educators and learners are unable to perform experiments.

3.2.2.2 School G

School G is a rural school, which is located approximately 70 km away from the nearest town. It is built on the side of the settlement. The school has a security guard who controls access into the school premises. It is a no fee-paying school. It has 1 801 learners, one principal, three deputy principals, five Heads of Department and 41 educators. Therefore, the educator learner ratio in this school is 1:36.

The medium of instruction at this high school is English. However, educators and learners use Xitsonga or Siswati most of the time, as they are first language speakers of these languages. Educators are committed to teaching. In most cases, they use the educator centred method of teaching, but have less interest in extra curricular activities. As a result, they do not support each

other in extra curricular lessons. For example, music was conducted by one educator who was assisted by a learner. Only two educators train learners in netball and soccer. Educators in this school respect one another and care for the learners.

The majority of the learners come to school late. Some frequently absent themselves from school and do not do assignments; they even dodge classes and hide in the toilet or in the nearest bush. As a result, there is a high failure rate in this school. The percentage pass for the grade 12s in 2008 was 29%. The majority of the learners in this school, particularly grade tens, do not have textbooks. In the other classes two or three learners share one textbook. Educators generally complain about the majority of learners who have difficulty in reading and writing effectively in all languages.

Classrooms are overcrowded and insufficiently furnished. There are two blocks of toilets in this school. Each block consists of eight pit latrines. Therefore, boys use one block and the girls use the other block. Educators have their own toilets. The staffroom in this school does not accommodate all the educators; hence some educators use the library as their staffroom. The principal has a small office. Deputy principals and Heads of Departments share the same office.

The school has one photocopier. Only one educator is assigned to photocopy for the entire school and also assigned with subjects to teach to the learners. This arrangement means that educators sometimes wait for the entire week for their tests to be photocopied.

The school has neither computers nor laboratory; as a result, educators and learners are unable to perform experiments. However, the school has a telephone and a library. Learners rarely use the library and research skills are not developed as a result.

3.2.2.3 School H

School H is a rural school, which is located at approximately 65km away from the nearest town. It is built at the centre of the settlement and is not a fee-paying school. The school does not have security guards to control entry into the school premises, due to insufficient funds. Therefore, entry into the school premises by outsiders is uncontrolled. Outsiders sometimes use force to gain entry into the school premises. This usually takes place during break times.

The school has 300 learners, one principal and nine educators. Therefore, the teacher-learner ratio is 1:30. The medium of instruction in this school is English. However, educators and learners use Xitsonga or Sepedi most of the time as they are first language speakers of these languages. Educators are committed to teaching. In most cases, they use the educator centred method of teaching, but have less interest in extra curricular activities. However, the principal encourages them to take part in extra curricular activities for the sake of obtaining points for the Integrated Quality Management Systems (IQMS). Educators in this school respect one another and care for the learners.

Few learners come late to school. However, some frequently absent themselves from school and do not do assignments; they even dodge classes. As a result, there is a high failure rate in this school. The percentage pass for grade 12s in 2008 was 18%. Grade ten learners share textbooks. Educators generally complain about the poor reading and writing skills, which is demonstrated by most learners in the school in all languages.

Classrooms are sufficient for all the learners and are well furnished. The principal and the educators are adequately accommodated. There are four blocks of toilets in this school. Each block consists of eight pit latrines; boys use two blocks and girls use the other two blocks. Educators have their own toilets.

The school has one photocopier, which is usually used at the beginning of the year when funds are still available to buy ink and photocopying paper. The

school has no library, telephone, computer or laboratory. Educators and learners are unable to perform experiments.

3.3 DATA COLLECTION STRATEGIES

Interviews and a semi-structured questionnaire were used to elicit the participants' perspectives about the implementation of Outcomes Based Education in secondary schools.

3.3.1 Focus group interview

According to Krueger (1994:12), focus group interviews produce qualitative data that provides insight into perceptions and views of participants in a more natural environment than individual interviews because participants influence each other like in real life situations. Morgan (1997:6) sees the focus group interviews as a powerful means of exposing reality and investigating complex behaviour and motivation. Therefore, they are useful in understanding diversity and a variety of other experiences. Morgan (1997) claims that focus groups have shown that people are more likely to self-disclose or share personal experiences in groups, because they feel that they are relatively empowered and supported in a group situation. Moreover, they are more likely to share personal experiences and feelings in the presence of people whom they perceive to be like themselves in some ways. However, Bogdan and Biklen (1992:100) warn against a situation where one person dominates the interview.

The above issues were considered during the focus group interviews with learners.

3.3.2 Individual interviews

According to van Dalen (1979:18), most people are more willing to communicate orally than in writing. This phenomenon results in data being provided more readily in interviews than by writing. Furthermore, in a face-to-face meeting, a researcher is able to encourage the participants to disclose more information by probing into the problem. It is this view that influenced the

researcher to use individual interviews for curriculum specialists and educators.

3.3.3 The questionnaire

A questionnaire was used to collect data based on the challenges encountered in the implementation of Outcomes Based Education in selected secondary schools at the Mkhuhlu circuit in Bushbuckridge, as well as the prevailing conditions in selected secondary schools in the light of the implementation of Outcomes Based Education.

The type of questionnaire that was used for the interviews was a combination of open and closed items. The combined form of the questionnaire enabled the participants to freely express their views in their own words, but where objective and discrete data was solicited, a list of alternatives was provided.

The questionnaire was divided into two parts:

- Part 1 was designed for educators and school management teams
- Part 2 was designed for curriculum specialists.

The purpose of dividing the questionnaire into two parts was to include questions on school attendance. The researcher believed that such questions would be best answered by educators since they deal with learners directly on daily basis.

Both parts of the questionnaire commenced with items dealing with the biographical details of each respondent such as age, gender and the present post level. The remaining questions were based on the challenges caused by the implementation of Outcomes Based Education and the prevailing conditions in selected secondary schools in the Mkhuhlu circuit in Bushbuckridge. An example of the questionnaire that was used is attached as appendix A.

Learners were required to provide information in response to only question 3.2.

3.4 PILOTING THE QUESTIONNAIRE

Questionnaires were initially drafted based on the objectives of the research. The draft was then given to a person who is familiar with the contents of the study to check for typing or language errors. This was done to determine if the potential participants would understand instructions and questions asked with relative ease. Based on the recommendations of the first pilot person, the draft was edited and adjusted accordingly. Two participants were then drawn from the research population and interviewed.

After each interview, a short discussion was carried out with the respondent to find out if:

- the instructions were clear
- the questions were clearly formulated
- the length of the interview
- The level of difficulty of the questions.

The feedback from these two pilot participants were analysed and used to adjust the questions accordingly. The revised and consolidated questions were then used to interview ten participants of the same target population as the final research instrument.

Three members of school management teams, three curriculum specialists, nine learners (three from each school) and four educators were each interviewed. Questions for the learners were based on school attendance only. An agreement upon time, dates and venues for the interviews was made. The interviews were conducted in English and they proceeded without disturbance. All the participants were eager to make contributions to the research, which took place in June 2009. All the questions were answered with ease. Therefore, valid deductions, analysis and interpretations could be made.

The learners, curriculum specialists and educators were interviewed in classrooms and offices. The settings provided adequate privacy and all the participants were able to communicate without disruptions. The interviews were recorded on an audiotape. Interview questions based on subsections of the literature study in chapter two were used as a guide to facilitate the thinking of the participants.

3.5 DATA ANALYSIS AND INTERPRETATION

Bogdan and Biklen (1998) define data analysis as the process of systematically searching and arranging the interview transcripts, field notes and other materials accumulated to increase understanding and to enable the researcher to present what has been discovered. According to Patton (1990: 374), the first task of analysis is description. In description one asks basic questions. Patton (1990) outlines the following strategies for analysis of data: the case analysis, in which a case study for each group being studied is described and the cross study in which answers from different people to common questions are grouped together. In this study, the researcher used both strategies, namely, the case analysis, where responses were studied then analysed per school, and the cross analysis, where answers were grouped according to commonality of questions.

The following themes emerged from the data analysis:

- 1 School attendance
- 2 Safety and security in schools
- 3 Educator work load
- 4 Educator- learner ratio
- 5 Educator development programmes
- 6 Benefits of staff development programmes
- 7 Educator support and attention to learners
- 8 Criteria for teaching Outcomes Based Education,
- 9 School resources,
- 10 Role of external stakeholders in the implementation of Outcomes Based Education.

3.6 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS

The research instruments used were validated and tested for reliability using expert opinion and pilot testing. According to McMillan and Schumacher (1997:404), qualitative researchers commonly use a combination of mechanisms to enhance reliability in collected data. Hence, the researcher used the following capturing mechanisms to ensure reliability of the data that was collected:

- i) An audio recorder during interviews
- ii) Precise descriptions from interviews

McMillan and Schumacher (1997) regard the validity of a qualitative design as the degree to which interpretations and the concepts have mutual meaning between the participants and the researcher. Hence, the researcher and the participants should agree on the descriptions and the meanings of different occurrences. Therefore, the researcher used the following strategies to enhance validity:

- I. Participants' words were transcribed as they were spoken.
- II. Multi-data collection techniques were used.
- III. The collected data was compared to check its validity.
- IV. Each participant was given a copy of the transcription of the interview to check if it was valid.

Patterns and similarities were searched through the data. Words and phrases were recorded to represent the patterns. Bogdan and Biklen (1992:166) argue that words and phrases are coding categories. Taylor and Bogdan (1984:136) maintain that the coding process involves synthesizing and analyzing all the data while bearing in mind the themes, ideas, concepts, interpretations and propositions. Finally, the data was grouped according to the subsections in chapter two.

3.7 CONCLUSION

In this chapter the researcher discussed the rationale for the empirical investigation into the challenges faced by educators when implementing

Outcomes Based Education. This was followed by the design of the empirical investigation and the research instruments. Findings are presented in the next chapter.

Trustworthiness of the data was also established by re-checking and comparing data from different sources. This was followed by data interpretation. This enabled the researcher to attach significance to particular results and put patterns into an analytical framework.

CHAPTER 4

ANALYSIS AND PRESENTATION OF THE DATA

4.1 INTRODUCTION

This chapter presents an analysis and interpretation of the findings and the results of the qualitative investigation into the implementation of Outcomes Based Education in selected secondary schools in the Mkhuhlu circuit in Bushbuckridge. The main objectives of the investigation were:

- To investigate, by means of interviews, challenges faced by educators in the implementation of Outcomes Based Education in selected secondary schools in the Mkhuhlu circuit in Bushbuckridge, and how these challenges could be resolved.
- To analyse and assess the prevailing conditions in selected secondary schools in the Mkhuhlu circuit in Bushbuckridge in the light of the implementation of Outcomes Based Education.
- To use the results and the analysis of the qualitative investigation to devise a strategic plan that could be used to effectively implement Outcomes Based Education in secondary schools, particularly in the Mkhuhlu circuit in Bushbuckridge.

4.2 INTERPRETATION AND PRESENTATION OF THE DATA

As discussed in chapter 3, the sample for this research consisted of learners, educators, curriculum specialists and school management teams. The results from the structured interviews are discussed. Firstly the biographical details of the research participants are discussed. The results of the structured interview are discussed and described according to the subtopics in the questionnaire.

4.2.1 Biographical details for research participants

The information contained in table 4.1 provides the context for the comments made by the curriculum specialists, educators and learners.

**Table 4.1 Biographical details for educators and curriculum specialists
(questions 1.1; 1.2; 1.3)**

RESPONDENT	POSITION HELD	GENDER	YEARS OF EXPERIENCE	AGE
A	Principal	Male	33	56
B	Principal	Male	10	38
C	Principal	Female	21	49
D	HOD	Male	18	39
E	HOD	Female	20	41
F	CSI	Female	18	42
G	SCI	Female	19	41
H	CSI	Male	15	36
I	CSI	Male	18	39
J	CS	Female	19	43
K	CS	Male	20	41
L	CS	Male	28	49

Key:

HOD: Head of Department

CSI: Educator

CS: Curriculum Specialist

Table 4.2 Biographical details for learners

Participants	Position	Gender	Grade	Age
A	Learner	Male	9	15
B	Learner	Male	9	15
C	Learner	Male	9	15
D	Learner	Male	9	16
E	Learner	Male	9	16
F	Learner	Female	9	15
G	Learner	Female	9	15
H	Learner	Female	9	16
I	Learner	Female	9	16

4.2.2 Safety and security in schools

Question 2.1 sought information about the degree of safety and security for both learners and educators in schools. The question was asked to find out if school environments encourage effective implementation of Outcomes Based Education.

Educators' responses

An educator stated, "We are not safe. There is no security guard at the gate to control in visitors. For example, about two years ago, a certain intruder came to the school and pretended as if he was coming for help. When realising that all educators were in their classes, the chap stole a learner's bicycle and freely went out with it as if there was an agreement between the learner and himself. Therefore, security guards from registered companies must be employed in our school to improve the degree of security".

Members of the school management team's responses

A head of department said, "Safety is very poor in our school, gates are always open. There's no one to control people who are coming in or going out. The only security guard whom I see is the one who works at night just to ensure that the school's property is not stolen. However, during the day, anyone can pick whatever and run away with it without being noticed. Hence, both educators and learners may be easily attacked. Educators' valuables like cars are at stake because there is no one who ensures that they are safe while educators are in their classes."

A principal stated that safety is not guaranteed in their school for the following reasons:

- i. There are no security guards to control access into the school premises. This enables outsiders to come into the school premises at any time and disturb learners in their classes. This causes disciplinary problems. The principal further said, "One cannot control the gate because the outsiders sometimes use power to get into the school premises".
- ii. Additional morning classes have ceased because bullies from other schools targeted learners who attended extra classes held early in the morning. Furthermore, parents did not see the reason for their children attending school at 6 am; hence they did not escort them to school. This made the learners vulnerable to harassment. Difficulties surrounding morning studies deprived the learners of the opportunity of catching up. As a result, the failure rate is high.
- iii. In many instances, thugs have targeted both educators and learners in the school premises and robbed them of their cell phones, money, jewellery and other accessories. When the police were called to intervene, they indicated a lack of transport and arrived two hours after the incident. This contributes to the high rate of learners' absenteeism.

Curriculum specialists' responses

A curriculum specialist stated that most schools do not have fences so learners are vulnerable to crime. Resources may be stolen at any time. Sometimes educators are afraid to discipline learners because the learners may attack them after school, during the weekends or on holiday. Moreover, learners have been kidnapped in schools. Therefore, trained security guards from a registered company should be employed in schools to ensure the security of learners, educators and assets. This will also reduce the incidence of learners with drugs.

4.2.3 School attendance

The aim of question 2.2 is to find out if schools are involving parents and the community at large in combating crime and learner absenteeism so as enhance the implementation of Outcomes Based Education.

Educators' responses

An educator felt that it is important for parents to be involved in the education of their children. But most parents are working far from their homes. However, parents have to show a greater interest in the education of their children. This will encourage learners to concentrate on their work; attend classes regularly and increase enthusiasm to produce the best results at the end of the year. Parents should attend meetings at school to get firsthand information about their children's performance at school, the conditions of school as well as changes that may be taking place at school.

Another educator stated that Outcomes Based Education necessitates the involvement of parents in every learner's work by encouraging regular school attendance, helping with work, keeping track of children's progress at school and by disciplining them. These factors create an environment for the enhancement of the implementation of Outcomes Based Education. However, only few parents turn up when called to school.

Members of the school management team's responses

A principal stated that if the parents, community and various stakeholders can cooperate in combating crime in their community, crime rates would decrease. However, attempts have been made previously to invite all the stakeholders in the community to come to school and join in a crime awareness campaign. However, only the induna, the municipal manager and parents who have learners in the school attended. The attendees have less influence in the community at large since the school enrolment is very low. Therefore, the greater part of the community was left out. Hence, efforts to combat crime through crime awareness campaigns have been futile; schools still experience a high rate of crime and learner absenteeism.

Curriculum specialists' responses

A curriculum specialist stated that it is compulsory to involve parents in the education of their children. Outcomes Based Education is designed in a manner that needs the attention of the parents because learners are always given work to do at home in the form of homework, projects and research, assignments. The aim of such activities is to ensure that parents also contribute to the education of their children. This will further assist the parents to track the progress of their children, identify difficulties that their children are faced with and resolve them jointly with the educators.

However, most parents are not available to assist their children. They are either working far away from home or are illiterate; some have passed away. As a result, most learners are breadwinners in their homes. These orphans are forced to work after school in order to provide for their families. Such learners do not have enough time to do their schoolwork, hence, they under perform.

The aim of this question was to elicit the various disciplinary measures that are used by educators in disciplining learners who challenge their authority during their lessons.

Educators' responses

Most educators revealed that they do not have an effective way of disciplining learners who challenge their authority in their classes because there are no appropriate policies in place. Therefore, they sometimes expel learners from their classes during lessons or report such cases to their principals who use their own discretion to determine the degree of offences committed by the learners. The principals sometimes send learners to call their parents for a disciplinary hearing, or warn them, depending on the type of offence committed. Learners whose parents do not turn up when called are suspended. Serious offences are usually recorded in misconduct registers.

Members of the school management team's responses

A head of department stated, "It is difficult to control learners because we don't have regulations to determine the kind of punishment that should be used when dealing with such situations. There is no code of conduct and classroom policies. Hence, such situations disturb the effective implementation of Outcomes Based Education. Learners challenge the educators' authority because they know that there is nothing in place to remedy such a situation. Hence, all stakeholders in the Department of Education must address this issue, because it makes teaching and learning difficult. It is another cause of educator apathy and burnout. Seemingly, the Department of Education is not playing its role in ensuring that all policies are formulated and implemented in schools for effective teaching and learning to take place".

The Head of Department further revealed that Whole School Evaluation has been conducted in his school and shortcomings of the school have been genuinely identified, but follow-ups and support have not been done to date or any intervention. Hence, all stakeholders are at fault in failing to implement the recommendations made during Whole School Evaluation. Seemingly, the Whole School Evaluation was conducted to fulfil the mandate of the Department of Education.

4.2.3 School attendance

Question 3.1 required information about school attendance. The information was sought to establish if learners:

- have a culture of learning,
- are assessed continuously in a way that encourages the effective implementation of Outcomes Based Education.

Learners' responses

Learners felt that the high rate of absenteeism in their schools is the cause of the high failure rate since there are no catch-up programmes in place.

Educators' responses

An educator also stated that learners' absenteeism is a problem because in Outcomes Based Education, learners should be assessed continuously. Therefore, absence from school hampers the effective implementation of the continuous assessment tasks. Moreover, learners who absent themselves frequently from school fail to catch up. Educators do not have time for catch-up programmes since they work according to time schedules. So they only instruct the learners to do the assessment tasks that they missed as assignments.

Another educator blamed the Department of Education for a policy that does not allow learners to repeat a phase more than once. The educator further revealed that learners who have not met the progression requirement fail to cope with the syllabus. They become truants and dodge classes, knowing that they will proceed to the next grade even if they do not attend school regularly. The educator pointed to the policy as the cause for the high failure rate of the grade 12s in their school because the effectiveness of the policy ceases in grade eleven.

Members of the school management team's responses

A Head of Department stated that learners miss a lot of work when absent. They are unable to cover all the work done in their absence on their own, so they fail.

A principal stated, "Learners absent themselves from schools these days more often. They don't even worry much about being absent from school. You punish them by giving them work to do, they seem to enjoy doing the work, so they fail to catch up".

Question 3.2 determined the causes of learners' absenteeism from school and its relation to the high failure rate that is experienced by most schools in Bushbuckridge.

Learners' responses

Learners mentioned that some learners, especially boys, are tempted to abuse alcohol and drugs on their way to school. They decide to stay away from school when they are drunk. They also mentioned the prevalence of divorce in their community as another cause of learners' absenteeism. If parents divorce, their children are afraid to go to school since other learners will humiliate them.

Moreover, learners who do not have the proper school uniform as well as money to buy food at school stay at home because other learners will humiliate them. Finally, the learners revealed that the lack of learning support materials, such as textbooks, calculators and equipments for practical experiments make learning difficult for them and they therefore resort to absenteeism.

Educators' responses

The educators presented the following causes of learners' absenteeism from school:

- i. Some learners, especially girls, leave their homes in the morning as if they are going to school in their school uniform, but deviate along the way to

their boyfriends. They join the other learners in the afternoon on their way home pretending to be coming from school.

- ii. Overcrowded classrooms encourage truancy among learners because they know that educators would not be able to identify them.
- iii. Parent teens usually go out to receive grants for their children once every month during school hours. Sometimes they go to clinics especially those who have children as well as those who are pregnant for checkups. Visits to clinics and the distribution points contribute to the high rate of absenteeism in schools.
- iv. Some learners are unwell; others take care of their parents who are ill.

Members of the school management team's responses

A principal indicated financial problems, malnutrition, assisting grandparents who are seeking pension payments as causes of learners' absenteeism from school.

A Head of Department stated that some learners act as guardians to their siblings after their parents' deaths. Moreover, other learners are sometimes bored since they do not understand the Outcomes Based Education approach, so they feel uncomfortable in class and dodge classes or stay away from school. Furthermore, overcrowded classes create problems for the learners because educators do not even know their names. So they know that nobody will notice that they are not there, unless a class register is used to call names of all learners in that particular class.

Question 3.3 asked if schools collaborate with parents in the implementation of Outcomes Based Education.

Educators' responses

An educator stated that both educators and parents should motivate learners to attend school regularly. However, most parents do not encourage their children to attend school. Educators are also inconsistent about encouraging learners to attend school. Learners also absent themselves from school because educators are also either late or absent or they come to class unprepared. Learners stay away from school because they know they are not missing anything.

Another educator added that educators should motivate learners to attend school regularly by presenting their lessons in a manner that will motivate them to learn more, giving them enough work and controlling it daily. Awards should be given to learners who meet the requirements of specific tasks, such as calculators, dictionaries, school bags and certificates. Moreover, learning environments must be conducive. Furthermore, learners must freely communicate with their educators to ensure that their problems are resolved, and to improve the learner-educator relationship.

Another educator stated that learners should be motivated by external factors such as television programmes such as Take Five. They should choose heroes from such programmes. Some of the television presenters are even younger than some of the secondary school learners. Moreover, they should be self-motivated to complete their secondary education at the right age. Parents should ensure that their children attend school regularly and supervise them when doing their schoolwork for better results.

Members of school management team's responses

A Head of Department stated that parents must check their children's work and liaise with educators to ensure that their children attend school and participate in classes as expected.

A principal revealed that "educators in class must motivate learners to attend school regularly by doing more than expected. It must be business unusual. The learner must be made to feel that if you are absent from school you miss

out”. However, the principal raised a concern that educators do not give enough work to learners, instead, they complain about their own workload.

4.2.4. Continuous educator developmental programmes

The questions were aimed at soliciting information about various aspects of educators’ empowerment.

Question 4.1 dealt with educator developmental opportunities in schools.

Both educators and management teams gave the following responses:

Their schools make provision for educator developmental programmes. They listed the following examples:

- i. Workshops
- ii. Clustered schools meetings
- iii. In-service courses offered by the Department of Education
- iv. Enrolment in higher education

Curriculum specialists’ responses

Curriculum specialists stated that they conducted developmental programmes for educators when the new curriculum was implemented. But they did not follow up in schools since the Department of Education has not yet provided them with transport.

Question 4.2 dealt with observable benefits derived from the educator developmental programmes. The question dealt with observable benefits regarding educators’ empowerment in the enhancement of Outcomes Based Education if any.

Educators’ responses

An educator said, “The benefits are not observable because only few educators are upgrading themselves. Moreover, the management team of this school does not make provision for educators to develop one another, in that way collaboration and teamwork is not promoted”.

Another educator said, Educators are not developing themselves in terms of the implementation of Outcomes Based Education in this school, however, the majority of them are developing their managerial skills in preparation for promotional prospects because management skills is one of the requirements for promotion. This clearly indicates that educators are not willing to remain in the teaching profession; hence they prepare themselves for promotion in any other spheres of life since they don't upgrade themselves in relation to the subjects that they teach. Those who are promoted use such opportunities to look for future careers outside the teaching profession."

Another educator stated, "Curriculum specialists who are monitoring the implementation of Outcomes Based Education are actually novice and therefore fail to monitor effectively and to provide support when required. They are able to detect mistakes but do not know how to correct these mistakes. Educators are therefore left confused not knowing whether what they are doing is right or wrong. Moreover, educators work according to their understanding of the intervention guide".

Members of school management team's responses

A principal listed the benefits as follows;

- i. Educators' knowledge and skills in the implementation of Outcomes Based Education is developed.
- ii. Educators' proficiency and efficiency in the teaching of Outcomes Based Education is improved.
- iii. Educators' competency in the execution of their professional duties is improved.

On the contrary, a Head of Department stated, "There are no observable benefits derived from the staff development programmes regarding educators' empowerment in the enhancement of Outcomes Based Education. This is due to the fact that when the curriculum specialists conduct workshops, they choose themes, forgetting that different schools experience different challenges. I believe that curriculum specialists are also not trained, so they choose themes that suit them. Some even struggle when presenting the

themes of their choices. This is because they were trained in the old system. So they need to be trained in the Outcomes Based Education style so as to be able to train educators as required of them.”

Curriculum specialists’ responses

A curriculum specialist stated that educators do not apply what they have learnt because they are trained by many specialists who confused them with different approaches. They find it difficult to apply what they have learnt. They therefore apply the old system of teaching. The situations that the educators encounter in their classes determine the kind of approach that they use. However, the old system of teaching will somehow be neutralised by the outcomes based approach since textbooks are also designed to suit the implementation of Outcomes Based Education. For example, educators are compelled to assess learners and keep a continuous record of the learners' performance.

Question 4.3 dealt with the role that is played by external stakeholders in the implementation of Outcomes Based Education in schools.

Educators’ responses

Educators stated that curriculum specialists only monitor the implementation of Outcomes Based Education in schools by moderating learners’ assessment tasks.

Members of school management team’s responses

A principal articulated that the business community does not contribute as expected particularly when it comes to buying and providing the needed facilities and resources that could foster the implementation of Outcomes Based Education. Moreover, the Department of Education and the business community are examples of stakeholders who should play a major role towards the implementation of Outcomes Based Education for the betterment of the country’s economy.

A Head of Department stated that curriculum specialists are not doing enough to support the educators. But the cluster leaders who are also educators support educators better than the curriculum specialists. Cluster leaders also design examination question papers.

Curriculum specialists' responses

A curriculum specialist stated that there is a shortage of transport in the Department of Education since they share the same transport with the administration staff, "Hence we compete for the same transport that should take us to schools to support educators. Consequently, we only depend on the information that educators give to us. Visiting schools is a real problem".

Another curriculum specialist stated that there is a shortage of curriculum specialists in Bushbuckridge, which has resulted in the increase of their workload. He further said, "My failure to visit all the schools monthly means that I am not supporting schools as expected. However, educators are supported in clusters. We only go to schools if we have identified a special problem that needs our attention".

Question 4.4 was to determine the amount of support and attention that learners receive from their educators in trying to adapt to the Outcomes Based Education approach. This question was designed for educators and school management teams only.

Educators' responses

Educators felt that the support and attention that they give to learners is not enough. They pointed to the following factors as the causes of their failure:

- i. Overcrowded classrooms prevent them from paying individual attention.
- ii. Insufficient time, since educators must work according to the pace set by clustered schools for the region to ensure that all schools progress at the same rate in preparation for common examinations.

Members of school management team's responses

A principal said, "We try to give learners as much attention and support as possible, but we are not happy about the results that we get at the end of each year because the failure rate is higher than the pass rate. Educators are also not doing enough apparently due to apathy and burnout. The learners on the other side absent themselves from school regularly and then fail to catch up".

A Head of Department revealed that insufficient time and a heavy workload prevent educators from giving sufficient support and attention to learners. He further said, "Our learners don't commit themselves to attending catch up programmes on Saturdays, as a result, educators have decided to stop coming to schools on Saturdays. Consequently, the amount of support and attention that learners receive from their educators in trying to adapt to the learning ways of Outcomes Based Education approach is not enough".

Question 4.5 was aimed at finding out if educators and curriculum specialists are doing something to remedy the learners' problem of reading and writing effectively.

Educators' responses

Educators felt that the number of learners in their classrooms does not allow them to pay individual attention to learners. According to the time schedule, they are not able to cope with the work that they are expected to do for the entire year.

Members of school management team's responses

A principal revealed that educators have a lot of work to do. The Department of Education considers only the educator- learner ratio without considering the number of subjects that are offered in the school, the paperwork, as well as the extra-curricular activities. This results in educators giving insufficient work to learners and therefore deprives the learners from developing the reading and writing skills as expected.

Curriculum specialists' responses

Curriculum specialists believed that the problem was caused by condoning learners who did not meet the requirements for progressing to the next grades. They mentioned that a circular was issued by the Mpumalanga Provincial Department of Education, which stated the requirements of learners' progression and promotion. The circular clearly forbid condoning learners who do not meet the requirements of progression. The aim of the circular was to solve the problem of reading and writing effectively.

4.2.5 Educator apathy and burnout

Question 5.1 was to determine the amount of support and attention that educators receive from the Department of Education as they try to adapt to the new teaching ways of Outcomes Based Education approach.

Educators' responses

Educators stated that the Department of Education should monitor their progress in terms of following the pace set so as to ensure that they cover all the essential learning outcomes on time in preparation for common examination through moderation of continuous assessment tasks.

Members of school management team's responses

A principal stated that the Department of Education has not done more than moderating assessment tasks for learners. Consequently, the Department of Education is not supporting educators.

Curriculum specialists' responses

The curriculum specialists concurred with the educators by revealing that they have not managed to do more than monitoring because the Department of Education does not provide them with transport to follow up. Moreover, there is a shortage of manpower in their department. Therefore, the support that they give to educators is not enough.

Question 5.2 dealt with the educator-learner ratio and educators' workload in schools. This information was sought to establish the extent to which schools consider the two strategic issues when distributing educators' responsibilities. The major aim was to find out if the two strategic issues are dealt with in a way that encourages effective implementation of Outcomes Based Education since they are specifically highlighted in the National Curriculum Statement policy document.

Educators' responses

Educators felt that the educator learner ratio does not support effective implementation of Outcomes Based Education because:

- i. Large numbers of learners make it difficult to do group work, yet one of the requirements of Outcomes Based Education states that learners should work together to develop a positive attitude towards one another and learn to appreciate cross cultural values.
- ii. Overcrowded classes are difficult to control and maintain discipline.
- iii. Outcomes Based Education promotes individual achievement of all learning outcomes. However, in their schools no individual attention is given to learners to ensure that they achieve the outcomes before progressing to the next learning outcome since classes are overcrowded and time is insufficient.

Members of school management team's responses

A principal stated, "The Department of Education is not doing enough to help us see through Outcomes Based Education. For example, it is looking at the number of learners not into what the school does to give weighting of how many educators must be there. The staff establishment is based on the number of learners without considering the subjects that are offered by the school. That on its own is a problem. Apparently, the Department of Education expects the educators to be in contact with learners for seven hours. However, educators get tired, and become ineffective. So if this experience is

daily, then they suffer from depression and then develop apathy and burnout. This is coupled with the meagre salary that they get".

Question 5.3 was asked to find out if schools have shortages of qualified educators. The question also aimed to find out if it has any effect in the educator-learner ratio and workload.

Educators' responses

Educators revealed that schools are already experiencing shortages of educators to teach physical science, mathematics, technology and other learning areas. They also felt that the shortage has led to the increase of their workload. Hence, they suggested that the Department of Education must re-consider opening the colleges of education as a way of meeting the demand for educators in schools.

Members of school management team's responses

A Head of Department stated that their school has been trying to find suitable candidates to fill three vacant posts for mathematics and physical science since January 2008. This has resulted in an increased workload for the available educators. Moreover, the shortage of qualified educators affects the effective implementation of Outcomes Based Education since the performance of educators is affected when educators are overloaded.

Curriculum specialists' responses

A curriculum specialist argued that most schools have shortages of qualified educators especially mathematics and physical science educators. The educators produced by the universities are too few when compared to those required by schools. Above all, school leavers do not opt for the teaching profession because of poor teaching conditions under which the educators work including the salaries. Moreover, the behaviour problems in schools further discourage the learners from opting for the teaching profession.

This view was validated by another curriculum specialist who felt that the shortage of educators will be worse in the future. The number of learners is

increasing, while the number of educators is decreasing among others due to death. Others are leaving the Education Department due to personal reasons.

4.2.6 Learning support materials

Question 6.1 was asked to establish the kind of resources available in schools in fostering Outcomes Based Education.

Educators' responses

The educators listed the following resources:

- Classrooms
- Educators and learners' textbooks and stationery
- Educators and learners' portfolios
- Photocopying machines
- Teaching aids in various learning areas

Members of school management team's responses

A principal mentioned that they have a telephone and a library. A Head of Department further said, "We have a laboratory that does not have resources".

Curriculum specialists' responses

Curriculum specialists listed the following resources: policies, guidelines, learning support materials, computers linked to the Internet in certain schools. However, the computers are not enough to be used by all educators and learners in the schools. Furthermore, the region also has computer centres to be used by learners as well as a laboratory. However, schools do not use them because of the shortage of transport from their schools to the centres.

Question 6.2 was aimed at providing information on how certain physical structures such as classrooms, laboratories, libraries, staffrooms and communication networks enhance the teaching of Outcomes Based Education in schools.

Educators' responses

An educator indicated that classrooms are insufficient and overcrowded. This deprives the learners from receiving individual attention and support from educators. This has led to truancy and absenteeism because learners know that it is not easy for educators to identify learners who are absent. This nullifies the effectiveness of group discussions because some learners do not participate if groups are too large. This results in educators giving learners insufficient work; learners tend to dislike educators who give them sufficient work.

The school management teams responses

A Head of Department stated, "There is no laboratory in this school, nor do we have equipments for practical experiments for learners despite the fact that practice is the core element in Outcomes Based Education. Moreover, the absence of a library has resulted in learners depending much on textbooks and on the information that they receive from their educators".

A principal felt that the privacy in his office is undermined as he shares the room with the Heads of Department. This deprives educators of the liberty to voice their grievances to the principal in private.

Curriculum specialists' responses

A curriculum specialist felt that computers are the pencils of the future in schools, which will ensure that South African education is competitive with education elsewhere. However, their lack in schools hinders the degree of our country's competition with the rest of the world. Moreover, the lack of safety and security in schools threatens the availability of resources, because many resources such as computers are stolen.

Another curriculum specialist stated that learners do not concentrate in overcrowded classes because educators cannot control them. Sometimes learners who have not done homework exchange books while the educator is checking other learners' work to avoid being punished and present work to their educator as if it is their own work. Lack of windows reduces air and light.

Shortage of libraries hampers the development of research skills. Availability of staffrooms encourages educators to exchange ideas about curriculum theory, problems they encounter in their classrooms and solutions, thus enhancing the implementation of Outcomes Based Education.

4.3 DISCUSION OF RESULTS

The results of the empirical investigation show that the schools' environments do not encourage effective implementation of Outcomes Based Education due to the absence of security guards to safeguard school resources and control influx into the schools' premises. As a result, equipment such as computers has been stolen from some schools; furthermore, outsiders disturb learners in their classes. Moreover, learners have been kidnapped from schools and educators and learners have been robbed of their possessions from the school premises.

The findings concur with the South African Democratic Educators' Union report on safety and security in schools (23 Nov. 2007), which states that educators and learners from various areas in South Africa experience violent attacks on their way to and from schools. Such challenging environments cause stress for both educators and learners (2.5.3). Attempts to involve parents and the community at large in combating crime and learners' absenteeism through campaigns have not been effective due to the poor attendance when community members were called upon to attend parents meetings.

The findings further revealed that educators do not have a proper way of disciplining learners who challenge their authority in their classes because there are no policies in place. This corroborates Peters in Tirri and Puolimakta (2000:159) and Tirri and Puolimakta (2000:164) as discussed in 2.5.3. The authors stated that the training of educators fails to prepare them to deal with concrete situations where learners challenge their authority in the classrooms.

The empirical study further revealed that poverty is a major factor that hinders the effective implementation of Outcomes Based Education. This fact was demonstrated by the learners' influx to the distribution points to receive grants, insufficient classrooms and toilets, as well as the absence of laboratories, libraries, staffrooms and communication networks in most secondary schools. The Educator's Voice (Nov. 2006) in 2.5.6 affirms the findings by stating that lack of resources and inadequate professional development and training were and are still major challenges facing educators in transforming the education system.

In 2.5.6 Gultig et al (2005:228) further confirmed the pervasiveness of poverty in schools: many black pupils are still learning under trees and in dilapidated buildings especially in rural areas. News from the Department of Education in the Mpumalanga Provincial Government (4 Nov. 2008) validated that in many schools, especially in rural communities, laboratory and teaching expertise were lacking, thus contributing directly to the alarmingly poor matriculation results across the country.

During the empirical study, educators revealed that the support given to learners is insufficient due to overcrowded classrooms and insufficient time. Moreover, curriculum specialists and educators also revealed that educators did not receive enough support from the Department of Education as they tried to adapt to the new teaching approaches as required by Outcomes Based Education. This view is confirmed by Guskey (1994:54) in 2.5.1 who found that educators have reported little time, a lot of extra work, combined with inadequate experience, training and learning support materials.

The findings further show a high rate of learner absenteeism in schools coupled with the learners' lack of reading and writing skills. Wagstaff et al (2000:21) in 2.5.2 suggest the cause of learners' absenteeism.

Teachers felt that the shortage of educators to teach physical science, mathematics, technology and other learning areas has led to the increase of their workload. They suggested that the Department of Education re-consider

opening the colleges of education as a way of meeting the demand of educator provisioning in schools. On the contrary, the Programme of Action (2008:7) in 2.5.4 has revealed that government is focusing on recruiting and training educators to teach scarce skills and ignoring the other learning areas. Moreover, the government ignores teacher attrition due to death and retirement.

4.4 SUMMARY

The general analysis and the interpretation of the situation in the selected secondary schools in Bushbuckridge indicate that the leadership in schools is ideal for leading the process of curriculum transformation. From the analysis, it is established that when and where necessary, all the stakeholders or relevant structures are reasonably involved in decision-making processes. This inclusive approach of relevant stakeholders in decision-making is essential for the following reasons:

- i. Tasks are usually performed well and enthusiastically if people own the planning process.
- ii. Formulated goals become realistic and attainable because they are a product of deliberate consultative process.

The analysis and interpretation of the issues entails that the provision of educator developmental and training programmes should provide a conducive environment in which various alternatives to the learners' problem of reading and writing can be resolved.

The analysis also shows that the environment in most schools is not conducive for the effective implementation of Outcomes Based Education and for effective teaching. The absence of security guards in controlling the influx into the schools premises coupled with the absence of disciplinary policies hampers the effective implementation of Outcomes Based Education.

The interpretation of the issues also suggests that school attendance, safety and security in schools, educator-learner ratios and workload, educators' support to learners, physical structures and learning resources are the most critical issues which need to be analysed further to determine ways in which

they could effectively influence the implementation of Outcomes Based Education in secondary schools in Bushbuckridge.

Serrao (2009:1) states that the General Secretary of SADTU, Thulas Nxesi has called for more resources, smaller class sizes, better development of educators and a major review of the system which would include strengthening areas that work. This view was validated by the President of the National Professional Educators Organisation of SA (2009) when he stated that it would not be possible to abandon the entire Outcomes Based Education curriculum, but rather to make changes to the areas facing serious challenges.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter gives a summary of the main findings arrived at from the literature review and empirical investigation. The findings are followed by conclusions, recommendations and suggestions for further research.

This study aimed to determine the challenges faced by educators in implementing Outcomes Based Education in selected secondary schools in Bushbuckridge. This main aim was addressed using the following sub aims:

:

- Determine the attitude of secondary school educators in Bushbuckridge concerning the implementation of Outcome Based education.
- Make recommendations on improving the attitude of the educators as they try to adapt to the new teaching ways of the outcomes based approach.
- Gain insight into the challenges experienced by secondary school educators when implementing Outcomes Based Education and to find strategies to address the challenges.
- Investigate the prevailing conditions in selected secondary schools in Bushbuckridge in the light of the implementation of Outcomes Based Education.

From the findings, it is evident that the abovementioned aims have been met.

5.2 SUMMARY

The first aim of the study was to identify problems that are experienced by educators when implementing Outcomes Based Education in their schools. Within this framework, the aim was to establish what Outcomes Based Education necessitates and what it can mean for education in Bushbuckridge.

As outlined in chapter two, a literature review was undertaken to gain an in-depth understanding of the implementation of Outcomes Based Education in selected secondary schools.

Findings from the empirical study in chapter 4 indicate that the aims have been reached. However, there are issues that have to be addressed to make the implementation effective. The final aspect of the aim was to provide strategies for improving the implementation of Outcomes Based Education in Bushbuckridge. This was successfully reached since a number of practical issues that seem essential for the success of Outcomes Based Education in the region were highlighted.

5.2.1. Continuous educator developmental programmes

The study in 1.1.1 indicated that policy makers need to recognise that changing established patterns and dynamics in schools necessitate a continuous learning process for educators in order to develop new attitudes, behaviour and skills for a radically new role (Gultig et al 2005:178). Therefore, ongoing support from the state department is essential to ensure that the effective implementation of Outcomes Based Education is attained in all schools (Brady 1996:26).

However, curriculum specialists in Bushbuckridge indicated that they only conducted educators' workshops when the new curriculum was implemented. They have not managed to follow up programmes in schools due to the lack of transport in the region. Instead they monitor the progress of educators by moderating the continuous assessment tasks for schools. Hence, the support that they give to educators is inadequate.

The absence of follow up in schools after developmental programmes indicates that curriculum specialists have not verified the effectiveness of the workshops that they conducted. This provides some explanation of the high failure rate of the grade 12s in Bushbuckridge. It seems as if the curriculum specialists have shifted the duty of developing educators to cluster leaders who are also educators and who also need to be developed.

For the implementation of Outcomes Based Education to be successful, educators require adequate training to deal with curriculum development and implementation in the classrooms. Follow up programmes to schools is essential to ensure that educators have received appropriate training. The Department of Education should therefore set aside funds to cover the cost of transport for curriculum specialists to schools.

5.2.2 Funds

A factor for the effective implementation of Outcomes Based Education is sufficient funding. Educators indicated that their schools have no security guards to control entry into school premises due to insufficient funds. Hence, classes are sometimes disrupted by outsiders. Moreover, in some schools, resources like photocopiers function only when funds are available which is usually during the first term.

The need for textbooks for learners in schools is urgent and is linked to the learners' poor reading and writing skills. This complicates the learners' understanding of the subject matter. Therefore, it is suggested that a considerable budget be set aside by the Department of Education to cover the cost of textbooks to help remedy the problem of reading and writing effectively.

5.2.3 Management of time and instruction

The empirical study further reveals that learners' absenteeism hampers the effective implementation of continuous assessment tasks. Furthermore, it is a major cause for the high failure rate in the region, because learners fail to catch up on their own. Moreover, educators disclosed that the support that they give to learners is not enough due to overcrowded classes and insufficient time.

In 2.5.1 Guskey (1994:53) corroborates that secondary school educators have reported that they are required to do more work and teach more without any increase in the amount of time allowed for instruction. Moreover, performance-based assessments require a lot more time to administer and

score. The perceptions of inadequate time and lots of extra work combined with insufficient experience, training and materials appear to keep most educators in the same instructional patterns that they had before the implementation of Outcomes Based Education. Consequently, bridging the gap between authentic assessment and authentic classroom practice will require substantial additional time, resources and training.

5.2.4 Discipline

The empirical investigation reveals that the absences of policies to govern disciplinary measures that should be used by educators in disciplining learners compromise the educators' authority. In 2.5.3.Peters in Tirri and Puolimatka (2000:159) concur with Tirri and Puolimatka (2000:164) that educators have a strong content-based knowledge of their subjects. However, their training fails to prepare them to deal with concrete situations where learners challenge their authority in the classroom.

It is suggested that all the relevant stakeholders in the Department of Education should design a policy that will determine the different kinds of disciplinary measures to be used by educators. This policy should be aligned with practice and be used as a basis for teaching and learning.

5.2.5 Educator-learner ratio and workload

Findings in 4.7.5.2 reveal that schools do not consider the educator-learner ratio and educators' workload when distributing educators' responsibilities. As a result, the two strategic issues do not encourage effective implementation of Outcomes Based Education. Educators disclosed that they do not pay individual attention to learners to ensure that they achieve the outcomes before progressing to the next learning outcome because classes are overcrowded and time is insufficient. Moreover, overcrowded classes are difficult to control and maintain discipline. Furthermore, in 2.5.4 Bester and Swanepoel (2000:261) reveal that the longer educators remain in teaching, the more likely they are to experience burnout and their efficacy dwindles. The Department of Education should, therefore, re-consider opening the colleges of education as a way of meeting the demand of educators in schools so that

principals could bear in mind the two strategic issues when distributing duties to educators.

5.2.6 Resources

In 2.5.2 the National Curriculum Statement policy (2002:3) states that the curriculum seeks to create a lifelong learner who is confident and independent, who also has the ability to participate in a society as a critical and active citizen. However, the absence of laboratories and equipment for practical experience as found in the empirical investigation deprive the learners from experiencing practical realities of certain fundamental issues which could improve their confidence and independence. This is contrary to the fact that practice is the core element in Outcomes Based Education. In addition, the absence of libraries deprives learners from developing the skill of learning independently and thus becoming lifelong learners.

in 4.7.3.2 learners revealed that the absence of learning support materials such as textbooks, calculators and equipments for practical experiments make learning difficult for them, and they therefore resort to absenteeism. Gultig et al (2005:178) in 1.1.3 argue that introducing a new curriculum in the context of extreme shortages of resources such as curriculum materials and lack of educator development have affected the implementation of Outcomes Based Education negatively. Consequently, the better-resourced schools manage the new curriculum better than the historically disadvantaged, that is, mainly black schools particularly the poor, rural, and marginalised schools.

Therefore, resources are a pre-requisite for the effective implementation of Outcomes Based Education. Consequently, the Department of Education should make provision for such needs in schools in order to motivate learners to attend school regularly. This will also improve the learners' performance.

5.3 RECOMMENDATIONS

5.3.1 Discipline

It is obvious from the findings that educators cannot implement Outcomes Based Education successfully if they do not have policies to use in maintaining discipline in their classes. The high rate of learners' absenteeism is also a discipline problem. Therefore, it is recommended that future investigations examine the extent of disciplinary problems in other regions in the Mpumalanga Province as well as in other provinces in this country. Discipline might be researched in terms of:

- Causes of disciplinary problems in secondary schools
- Educators, learners and parents' perceptions of discipline
- Ways in which discipline may be practised in secondary schools.

5.3.2 School funding

In the light of all the concerns raised around funding, it is recommended that further research on the topic be carried out to establish ways in which funds are generated and managed in other provinces in the country. This should include:

- learning support materials
- safety and security in schools
- educator developmental programmes.

5.4 LIMITATIONS OF THE STUDY

A qualitative research is a small sized sample which is limited to the topic for investigation. Therefore, the study was designed to be explorative and descriptive in nature. As a result, no attempt was made to generalise the findings.

The controversy around Outcomes Based Education in the country has led to unwillingness of some of the participants to be interviewed. Some participants did not have a clear understanding of Outcomes Based Education, and so did not want their lack of understanding to be exposed.

In spite of all the challenges faced during the data collection, the collected data yielded key areas that contributed to a better understanding of the problems experienced by educators implementing Outcomes Based Education in selected secondary schools in Bushbuckridge.

5.5 CONCLUSION

Outcomes Based Education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. It is essential in building the knowledge, skills and values that underpin a just and equitable society. It was introduced in South African schools in the form of Curriculum 2005. The implementation of the curriculum was plagued with problems and was reviewed and revised into the National Curriculum Statement, which proved to be clearer with simpler vocabulary.

The study attempts to examine the implementation of Outcomes Based Education in selected secondary schools in the Bushbuckridge region and to provide guidelines to enhance the implementation in the region. Findings reveal that the implementation process is fraught with challenges that hinder its effectiveness. Hindering factors include lack of infrastructure, school resources, educator development programmes, educators' work load, school attendance as well as safety and security in schools.

The Department of Education has the responsibility of providing guidelines in the implementation of Outcomes Based Education in schools so that there can be a measure of uniformity in all provinces. Significant factors dealt with in this research should be addressed in order to facilitate the provision of Outcomes Based Education in Bushbuckridge.

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APPENDIX A

SEMI-STRUCTURED INTERVIEW

TITLE: AN INVESTIGATION OF THE IMPLEMENTATION OF OUTCOMES BASED EDUCATION IN SELECTED SECONDARY SCHOOLS IN BUSHBUCKRIGDE

1. The information disclosed will be treated with strict confidentiality and will be used for research purpose only.
2. all information disclosed will be equally treated and be used in the research.
3. Participants have a right to withdraw from the investigation at any time without penalty.
4. Support will be available after the investigation should the participants need to talk to someone.

THE INTERVIEW SCHEDULE

The implementation of Outcomes Based Education in selected secondary schools in Bushbuckridge is faced with challenges.

The researcher is:

- Investigating problems that are experienced by educators when implementing Outcomes Based Education in selected secondary schools in Bushbuckridge, and strategies that may be used to address the problems.
- Investigating the prevailing conditions in selected secondary schools in Bushbuckridge in the light of the implementation of the Outcomes Based Education.

This has led to the formulation of the following questions

PART 1

SECTION A

QUESTIONNAIRE FOR SCHOOL MANAGEMENT TEAMS AND EDUCATORS

1.1 Your gender?

Male-----	1
Female-----	2

1.2 How old are you (in complete years)?

(E.g. if you are thirty five years then enter-----

3	5
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1.3. Which of the following best describes your present post?

Principal-----	
Deputy principal-----	
Head of department-----	
Educator-----	
Learner -----	

SECTION B

2. SAFETY AND SECURITY IN SCHOOLS

2.1 How can you define the degree of safety and security in your school? How does that enhance or hamper the effective implementation of Outcomes Based Education?

2.2 Is it necessary for teachers in your school to involve parents and the community in every learner's education? Clarify your view.

2.3 How do you deal with concrete situations where learners challenge your authority in the classroom?

3 SCHOOL ATTENDANCE

3.1. How does the learners' absenteeism affect the implementation of Outcomes Based Education in your school?

3.2. What are the causes of learners' absenteeism in your school?

3.3. Who should persuade learners to attend school regularly? How?

4.CONTINUOUS TEACHER DEVELOPMENTAL AND TRAINING PROGRAMMES

4.1 Is there a provision for staff development opportunities in your school? If yes, what types of developmental opportunities are offered?

4.2 Identify observable benefits derived from the staff development programmes regarding teachers' empowerment in the enhancement of Outcomes Based Education in your school.

4.3 What role do external stakeholders play towards the implementation of Outcomes Based Education in your school?

4.4 Do you give enough support and attention to learners as they try to adapt to new learning ways of the outcomes based approach? Are you satisfied with the results that you produce? Clarify your view.

4.5 What can you say about the fact that most learners in secondary schools cannot read and write effectively?

5. EDUCATOR APATHY AND BURNOUT

5.1 Do you get enough support from the Department of Education as you try to adapt to the new teaching ways of the outcomes based approach? How does this enhance or hamper the implementation of Outcomes Based Education in your school?

5.2 Do the teacher learner ratio and your workload encourage effective implementation of the Outcomes Based Education? Clarify your view.

5.3 Colleges of education in South Africa have been converted into multi-purpose centres because it was believed that the demand for teachers would not exceed the number that is produced by the universities. How does that affect the implementation of Outcomes Based Education in your school?

6. LEARNING SUPPORT MATERIALS

6.1 What kind of resources is available to both learners and teachers in fostering Outcomes Based Education in your school?

6.2. How do certain physical structures such as classrooms, laboratories, libraries, staffrooms and communication networks enhance or hamper the teaching of Outcomes Based Education in your school?

7. COMMENTS

Give any comment regarding the implementation of Outcomes Based Education in secondary schools?

PART 2

SECTION A

QUESTIONNAIRE FOR CURRICULUM SPECIALISTS

1.1 Your gender?

Male-----	1
Female-----	2

1.2 How old are you (in complete years)?

(E.g. if you are thirty five years then enter)---

3	5
---	---

--	--

--	--

SECTION B

2. SAFETY AND SECURITY IN SCHOOLS

2.1 How can you define the degree of safety and security in schools? How does that enhance or hamper the effective implementation of Outcomes Based Education?

2.2 Is it necessary for teachers to involve parents and the community in every learner's education? Clarify your view.

3. CONTINUOUS TEACHER DEVELOPMENTAL AND TRAINING PROGRAMMES

3.1 Do you provide staff developmental and training programmes for teachers? If yes, what types of developmental programmes do you offer?

3.2 Identify observable benefits derived from the staff development programmes that you offer regarding teachers' empowerment in the enhancement of Outcomes Based Education.

3.3 What can you say about the fact that most learners in secondary schools cannot read and write effectively?

3.4 What other roles do you play towards the implementation of the Outcomes Based Education in schools?

4 EDUCATOR APATHY AND BURNOUT

4.1 Does the Department of Education give enough support to teachers as they try to adapt to the new teaching ways of outcomes based approach? How does that enhance or hamper the implementation of the Outcomes Based Education in schools?

4.2 Does the teacher learner ratio and teachers' workload encourage effective implementation of Outcomes Based Education? Clarify your view.

4.3 Colleges of education in South Africa have been converted into multi-purpose centres because it was believed that the demand for teachers would not exceed the number that is produced by universities. How does that affect the implementation of Outcomes Based Education?

5. LEARNING SUPPORT MATERIALS

5.1 What kind of resources is available to both learners and teachers in fostering Outcomes Based Education?

5.2. How do certain physical structures such as classrooms, laboratories, libraries, staffrooms and communication networks enhance or hamper the teaching of Outcomes Based Education in schools?

6. COMMENTS:

Give any comment regarding the implementation of Outcomes Based Education in secondary schools.

Appendix B

P.O Box 85
HAZYVIEW1242
25 May 2009

The Regional Manager
Bushbuckridge department of Education
P.O.Box 1042
HAZYVIEW 1242

Dear Sir

REQUEST FOR RESEARCH AUTHORITY

I request you to grant me access to the schools and district office for the completion of my research. I am a student at the University of South Africa (UNISA), who is presently enrolled for the Masters Degree with specialisation in Curriculum Studies.

To complete the requirements for this Masters Degree, I have to do a research on the dissertation. The topic for the research is "The implementation of OBE in selected secondary schools in Bushbuckridge". This requires the co-operation of curriculum specialists in the district office and of school principals, educators and learners in schools. The result of the research will be reported anonymously, neither the school nor the respondent is identified in the project. The results will be kept confidential. If you want, I will give you feedback on the research.

You are welcome to contact my supervisor (Dr Manyike, Tintswalo) at 012 429- 3206 or (Manyitv@unisa.ac.za if you need more information about MED: Curriculum Studies.

I thank you in anticipation for your willingness to assist me.

Yours sincerely

Simelane Sisana Gladys

UNISA Student No: 0852-478-5

P.O Box 85
HAZYVIEW
1242
25 May 2009

The principal

REQUEST FOR RESEARCH AUTHORITY

TOPIC: THE IMPLEMENTATION OF OBE IN SELECTED SECONDARY SCHOOLS IN BUSHBUCKRIDGE REGION.

I am asking for permission to conduct a research in your school. I am a registered Masters of Education student at UNISA, who is conducting an important research in connection with the implementation of OBE in Selected Secondary Schools in Bushbuckridge.

The result of the research will be reported anonymously, and kept confidential. The names of the participants will not be identified. If you want, I will give you feedback on the research.

Your co-operation will be highly appreciated.

Yours faithfully

Simelane Sisana Gladys

