

**OUTCOMES-BASED EDUCATION AND UNDER-RESOURCED SCHOOLS:
AN EVALUATIVE STUDY**

BY

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DECLARATION

I, YVONNE NTOMBIZANELE NYUSWA, do hereby declare that this dissertation which is submitted to the University of Zululand for the Degree of Master of Education has not been previously submitted by me at any other University, that is represents my own work in conception and in execution and that all the sources that I have used and quoted have been indicted and acknowledged by means of complete reference.

SIGNED BY ME *Yvonne Nyuswa* AT DURBAN *Camrus* ON
THE *30TH* OF JANUARY 2002.

DEDICATION

This work is dedicated to my late parents Mr Archie Siphon and Mrs Beatrice Ntombi Ziqubu (MaDumakude) who brought me up and who more than any other human beings, not only made my success possible, but have brought honour and inspiration to whatever I do, even today.

"NILALE NGOKUTHULA NIWENZILE OWENU UMSEBENZI".

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SIGNATURE:



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TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION	(i)
DEDICATION	(ii)
ACKNOWLEDGEMENTS	(iii)
 CHAPTER 1	
1.1 INTRODUCTION	1
1.2 PROBLEM ANALYSIS	1
1.3 STATEMENT OF THE PROBLEM	7
1.4 AIMS OF THIS STUDY	8
1.5 DEFINITION OF TERMS	8
1.5.1 OUTCOMES-BASED EDUCATION	8
1.5.2 UNDER-RESOURCED	9
1.6 ORGANISATION OF THE STUDY	9
 CHAPTER 2	
 HISTORICAL BACKGROUND OF UNDER-RESOURCED SCHOOLS IN SOUTH AFRICA	
2.1 INTRODUCTION	11
2.2 PRIVATE SCHOOLS	17
2.3 RURAL SCHOOLS	22
2.4 RESOURCE-BASED LEARNING AS A CHALLENGE FOR RURAL SCHOOLS.....	25
2.5 WHY IS THE CURRICUUM CHANGE A CONCERN OF THE NEW SOUTH AFRICA	31

2.6	PHILOSOPHICAL FOUNDATIONS OF OUTCOMES-BASED EDUCATION	32
2.6.1	PROGRESSIVISM	33
2.7.	CRITICAL THEORY	37
2.8	ESSENTIALISM AS COUNTER PROGRESSIVISM	40
2.9	NEOESSENTIALISM	42
2.10	RECONSTRUCTIONISM	45
2.11	BEHAVIOURISM	49
2.12	CURRICULUM MODEL IN LINE WITH OBE MODEL	53
2.13	OBE MODEL-BASED ON COMMON GROUND	54
2.14	COMMON GROUND MODEL	55
2.14.1	INPUTS ARE DIFFERENT FROM OUTCOMES	56
2.14.2	LEARNING OUTCOMES	58
2.14.3	GOVERNMENT DESIGN OUTCOMES, SCHOOLS AND EDUCATORS DESIGN INPUTS	60
2.15	A FOCUS ON DIFFERENCES MODEL	62
2.16	MENTAL MODEL FOR OBE	65
2.16.1	CREATING SHARED DISION	66
2.16.2	ALL LEARNERS CAN LEARN	67
2.17	SYSTEM MODEL	69

CHAPTER 3

	OUTCOMES-BASED EDUCATION AND UNDER-RESOURCED SCHOOLS	72
	METHODOLOGY FOLLOWED IN THE RESEARCH	72
3.1	INTRODUCTION	72
3.2	RESEARCH DESIGN	72

3.3	MEANING OF RESEARCH	73
3.4	PERMISSION TO CONDUCT RESEARCH	74
3.5	THE RESEARCH INSTRUMENT	75
3.6	CONSTRUCTION OF THE QUESTIONNAIRE	77
3.6.1	CHARACTERISTICS OF A GOOD QUESTIONNAIRE	78
3.6.2	ADVANTAGES AND DISADVANTAGES OF THE QUESTIONNAIRE	80
3.6.3	ADVANTAGES OF THE WRITTEN QUESTIONNAIRE	81
3.7	TYPES OF QUESTIONS	85
3.7.1	OPEN-ENDED QUESTIONS	85
3.7.2	CLOSED QUESTIONS	85
3.8	SAMPLING	86
3.8.1	TYPES OF SAMPLING	87
3.9	VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE	88
3.10	PILOT STUDY	94
3.11	ADMINISTRATION OF THE QUESTIONNAIRE	96
3.12	THE PROCESSING OF THE DATA	96
3.13	PROCEDURE TO DATA COLLECTION	97
3.14	DIFFICULTIES EXPERIENCED IN COLLECTING THE DATA	97
3.15	CONCLUSION	98

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF..... 99

4.1	INTRODUCTION	99
4.2	TABLING ANALYSIS AND INTERPRETATION OF DATA ..	99
4.2.1	GENDER TABLE RESPONDENTS	100
4.2.2	AGE OF RESPONDENTS	101
4.2.3	TYPE OF SCHOOL RESPONDENTS TEACH AT	102

4.2.4	ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF OF THE RESPONDENTS	103
4.2.5	YEARS OF COMPLETED SERVICE OF RESPONDENTS	104
4.2.6	POST LEVEL OF RESPONDENTS	105
4.2.7	POST HELD BY RESPONDENTS	106
4.2.8	FAVOURABLE EDUCATOR-LEARNER RATIO	107
4.2.9	EMPLOYMENT OF THE RESPONDENTS	108
4.2.10	DURATION OF TRAINING	109
4.2.11	EDUCATOR-OBE-RELATED IMPLEMENTATION	110
4.2.12	MATERIAL USED DURING WORKSHOP	111
4.2.13	EQUIPMENT AND MATERIAL THAT WAS USEFUL	112
4.3	CONCEPTUAL UNDERSTANDING	113
4.3.1	UNDERSTANDING OF OBE TERMINOLOGY	113
4.3.2	SUPPORT FROM SCHOOL MANAGEMENT	114
4.3.3	SUPPORT FROM NEIGHBOURING SCHOOLS	115
44.	RESOURCES	116
4.4.1	LEARNING MATERIALS USED IN CLASSROOM	116
4.4.2	SPECIFIC RESOURCESFOR OBE	117
4.4.3	TYPES OF RESOURCES USED BY RESPONDENTS	118
4.4.4	EDUCATOR-LEARNER-RATIO CONDUCIVE TO RESPONDENTS	119
4.4.5	SITTING ARRANGEMENT BY THE RESPONDENTS	121
4.4.6	FAVOURABLE EDUCATOR-LEARNER RELATIONSHIP.....	122
4.4.7	LEARNER'S INVOLVEMENT IN CLASSROOM	123
4.4.8	GROUPING OF LEARNERS IN CLASSROOM	124
4.5	FACILITIES	125
4.5.1	IS THERE ENOUH FURNITURE FOR THE SITTING ARRANGEMENT? YES/NO	125
4.5.2	PHYSICAL FACILITIES	126
4.5.3	UTILISATION OF RESOURCES	127

4.5.4	CONDITION OF RESOURCES	128
4.6	OVERVIEW OF FINDINGS	129
4.7	CONCLUSION	130

CHAPTER 5

	FINDINGS, RECOMMENDATIONS AND CONCLUSION ..	131
5.1	INTRODUCTION	131
5.1.1	FURTHER STATEMENT OF THE PROGRAMME OF STUDY	131
5.2	SUMMARY OF FINDINGS	133
5.3	SUGGESTIONS FOR IMPROVEMENT	135
5.3.1	THE NEED FOR INTENSIVE OUTCOMES-BASED EDUCATION TRAINING	135
5.3.2	RESOURCES VARIABLE IN QUALITY AND OFTEN UNAVAILABLE	136
5.3.3	THE NEED FOR IMPROVISATION	137
5.3.4	THE NEED FOR CARE AND HANDLING OF RESOURCES..	138
5.3.5	THE NEED FOR MULTISKILLING	139
5.3.6	THE NEED FOR BUILDINGS, SITES AND TRANSPORT IN SCHOOLS	140
5.3.7	THE NEED FOR SUPPLY AND DEVELOPMENT OF EDUCATORS IN UNDER-RESOURCED SCHOOLS	142
5.3.8	PACE AND SCOPE OF IMPLEMENTATION	145
5.4	RECOMMENDATIONS FOR CLASSROOM PRACTICE	145
5.5	THE NEED FOR FURTHER RESEARCH	147
5.6	CONCLUSION	148
	BIBLIOGRAPHY	149
	ANNEXURES	162
	QUESTIONNAIRE	

CHAPTER 1

1.1 INTRODUCTION

Outcomes-based education, like all other systems, need love, interest, background knowledge to learners as well as educators and proper resources for backing up the learning process. Educators' success in OBE depends on conditions of the country and circumstances like geographical locations that lead to imbalance of changes accompanied by problems such as overcrowded classrooms and inadequate of educational resources in rural and urban area.

1.2 PROBLEM ANALYSIS

Historically, South Africa has been known for separate education systems which have operated in more or less total isolation from each other except at the level of top management. There were imbalances and inequalities among the various departments.

Prior to 1994, the curriculum was divided into subjects, each with its own tightly defined syllabus. Gulting (1998:24) says most syllabi prescribe content to be covered, rather than prescribe the sort of learning that must be achieved. The past curriculum did not meet the needs of learners. It did not

help learners to develop their attitude, knowledge and skills that could enable them to participate competently in society.

The curriculum was too academic by nature and did not keep in touch with the requirements of the sphere of work and possible future needs of both learners and the wider community. Educationists, highlight the following problems with the traditional education model in South Africa:-

- The curriculum was structured and prescriptive not easily adaptable with little room for educational initiative.
- Traditional curriculum process was too restricted and without stakeholder participation in the decision-making process.
- The accent fell on academic education, while skill education remained behind.
- A large gap existed between education in the formal education sectors and training by employers.
- The curriculum was content-based, the educator instructed and learners memorised.
- It was educator-centred, rather than learner-centred.
- Learner's achievement was compared to that of other learners and led to excessive competition.

Traditional education was so designed that it channeled people into one pipe (stereotyped) because learners were to obey the instructions only even if they were wrong. There was no time for discussion and raising their own points of view.

There was a sense that the education system could be transformed in order to produce learners who can contribute to the vision of a transformed society. Petrus Fanie (1998:122) confesses that an important reform in South African education system is of vital importance. Present policy documents reflect that a shift from past bureaucratic quality control mechanisms to a quality assurance model have been regarded with considerable the substantial inclusion of OBE resources. This implies an integrated approach in which quality control is linked to quality improvement with the emphasis on schools which are under-resourced.

According to Gulting (1998:25) there has been little support for rural (under resourced) schools from the education department in terms of improving their resource capacity. Previously the department depended upon the publishers for the production of books that were inadequate and below the standards.

It was thus essential to transform the apartheid based education system of the past into an outcomes-based education system of the present. The fact that South Africa now has one education department, does not mean that all

problems of the formerly fragmented system are something of the past. The system is plagued by the problems as before because the same educators are still teaching in under-resourced schools. The insufficiency of learning resources in schools is still an issue of concern.

Many of the schools are in a state of disrepair. Many are in ruins. Furthermore, many lack basic furniture, storage, space, electricity, a safe water supply, toilets, a school library, laboratories or recreational facilities.

The department of education has not yet catered for schools with enough teaching resources. It spends a lot of rands a year on salaries, maintenance and materials and this keeps under-resourced schools as they are, not changing them. Change demands additional resources for training, for new space and above all for time. Gulting, (1999:82) points out that change is “Resource – hungry because of what it represents that is, developing solutions to complex problems, learning new skills, arriving at new insights, all carried out in a social setting already overloaded with demands. Such serious personal and collective development necessary demands resources.”

Curriculum change also raises concern. Few schools appear to have actually reorganised their curriculum and overhauled their assessment and reporting schemes to reflect new higher outcomes. This will mean to move from the “old to the new” is to move from the known to the unknown. It is known from

experience that when people have different knowledge they are more likely to disagree and argue. Although the old approach was the official policy of the government, it still had to be interpreted by the educators in the classroom. In other words, although the old approach gave a blueprint for the curriculum, many educators were able to interpret it in ways that produced good teaching and learning in the classrooms. The fact remains that the educators were disempowered but nevertheless, they did achieve some of their objectives.

The researcher can summarise the problem as follows:

Looking at the commencement of a new OBE curriculum in South African schools during 1998, a new page was turned all over the country. The organisational structure of schools has come under the absence of the necessary infrastructure particularly books, stationery, overhead projectors, computers, etc, need to be addressed. There are even schools, especially in rural areas that do not even have walls let alone plugs and electricity. There are educators that for all their devotions, lack teaching skills and full knowledge of their subjects and there is a huge body of grades one and two learners that dwarfs the rest of the schooling system. Just to improve the infrastructure to acceptable standards the government needs to spend billions of rands.

Therefore there are strong philosophical rationales for questioning the desirability of OBE in South African school system.

Due to backlogs in the education system the important factor is that philosophical theories are shaped and directed by historical events. Rauche (1985:5) argues that it is important to analyse philosophical theories in a historical content so that man's permanent striving for truth becomes meaningful. The various philosophical streamlining theories and perspectives must be well understood because of conflicts existing in the new system. Nevertheless the design of the curriculum needs at some level, to be informed by the needs of the economy. This means that there is a very clear focus on the "Gateway" learning areas.

In the first attempt at designing a new curriculum, insufficient attention was given to technical coherence across learning areas. This resulted in certain features of the curriculum being interpreted in different ways by learning area committees. The managers of this process would do well to appoint a further working team to pay attention to these and other matters of coherence across learning areas. Since learning areas like arts and culture, technology, economics and management sciences appear to be here to stay, immediate and urgent attention needs to be given to developing educators who can implement these learning areas skillfully and creatively. Therefore, the secret to success in OBE different learning areas is the exceptional commitment from learners and educators alike. This is in addition to the time everyone puts in for extra classes using outcomes-based education materials.

Since outcomes-based education is a new dimension which has a new paradigm, some educators still lack the skills and techniques of teaching. It is a fact that educators were not given enough time for training and assimilation of the concepts. It can sometimes result in lack of motivation and interest to learn more about OBE as educators left classes for workshops that cover only 5 days whilst the complete training of educators takes 3 years. This has teaching implications for the educators achievement and performance.

Mckerman, 1992 argues that outcomes-based education might be antidemocratic. It is sufficient to argue that this policy offers an instrumentalist view of knowledge of a means end nature which violates the epistemology of the structure or certain subject and discipline and cultural orientations (Mckerman, 1999:2).

1.3 STATEMENT OF THE PROBLEM

The problem of this study is primarily based on the following questions:

- What are the educators conceptual framework of outcomes-based education?

- What kind of resources and methods are used by educators with regard to outcomes-based education?
- How do educators cope with the implementation of outcomes-based education in their classes?

1.4 AIMS OF THIS STUDY

- To find out what the educators conceptual framework of outcomes-based education are.
- To determine what kind of resources and methods are used by educators with regards to outcomes-based education.
- To establish how educators cope with the implementation of outcomes-based education.

1.5 DEFINITION OF TERMS

In this study the following terms will be used and they are defined as follows:-

1.5.1 DEFINITION OF TERMS

Outcomes-Based Education

There are many definitions of OBE stated by different researchers in the field. Gulting et al (1998:24) define outcomes-based education as focussing

and organising an education system around what is essential for all students to be able to succeed at the end of their learning experiences.

In this study, outcomes- based education will mean a curriculum to teaching and learning that requires a shift from input through syllabuses to a focus on learner outcomes. OBE is a term used to imply that everything will be designed and organised around the intended outcomes, which a learner needs to demonstrate at the end of a learning programme.

1.5.2 UNDER-RESOURCED

Oxford dictionary (1990:502) states the term under-resourced as something which is poor in reserves or in natural resource that is lacking resources. Refer to all schools lacking equipments or resources that are utilised as aids to assist in achieving outcomes and end results in OBE schools.

1.6 ORGANISATION OF THE STUDY

The study was organised as follows:-

Chapter one contains the general introduction and orientation to the problem.

Chapter **two** deals with the historical background and philosophical foundations of outcomes-based education with regard to under resourced schools.

Chapter **three** details research design and methodology of the study as well as data collection. Also discussed in this chapter is how data was collected and analysed.

Chapter **four** involves presentation of data and analysis of the data gathered from the empirical study through questionnaires.

A summary, findings and recommendations will be given in chapter five.

CHAPTER 2

HISTORICAL BACKGROUND OF UNDER-RESOURCED SCHOOLS IN SOUTH AFRICA

2.1 INTRODUCTION

The educational system of South Africa cannot be studied to any purpose without reference to the people and the history that have helped to shape it. The purpose of this chapter is to look at the historical background of under-resourced schools and the philosophical foundations of OBE in South Africa.

During the apartheid system, education in South Africa experienced a crisis. The crisis was characterised by, among other things, the major inequalities, high drop out and failure rates, relatively poorly qualified educators, examination orientedness with a major emphasis on learning by rote and unimaginative teaching methods. Nassou and Samuel (1990:30), describe South African education as characterised largely by an inequitable allocation of resources, overcrowded classrooms, and as generally considered by Africans to be inferior and designed to confine them to lower-class occupations.

There were differences even with African education showing the greatest degree of under-development. The discriminatory patterns in education could be discerned from on the data relating to state expenditure on education, enrolments at schools and universities, educator-pupil ratios and the output of the education system in terms of matriculants and graduates. Literacy and adult education was also considered as the relationship between education and employment. The term 'Black' referred collectively to all those South Africans classified as Africans, Coloureds and Indians. South African education system was considered as a single geographic entity and it was placed in a state of 'Siege'. The anger of South African citizens' inferior qualifications, under-staffed schools, equipment shortages and overcrowded classrooms but against the apartheid and capitalist social order as a whole. Employers themselves were putting the blame for stagnant productivity and falling profitability on the failure of the education system to adapt itself to the changing and increasingly complex skills requirements of the labour market.

Education in South Africa was provided on a small scale until well into the second half of the 19th century. The history of education in South Africa reflects the educational adaptations of a changing society. The Africans were guided to serve their own community in all spheres whereas the Europeans community could not absorb. Various administrative measure had to be adapted to provide education to a scattered rural community. These measures ranged from bringing the school to the child through the itinerant

educator and the one-educator school in the bush, to bringing the child to the school without transport and boarding hostels. In the present era the school system has to be adapted in order to provide adequate facilities for pre-primary schools, primary schools, secondary schools, high schools, technical schools and university education. Educational facilities were previously provided separately for the groups by race Africans, Coloureds, Indians and Whites. The Whites constituted themselves the people of South Africa, the concept of separate development (also referred to as apartheid).

The policy of separate development was introduced by Dr H.F. Verwoed in his capacity as Minister of the Department of African Affairs from 1950 to 1958. There was confusion between the Education Department of the African States and the Department of Education and Training (DET) which was responsible for the education of African residing within the borders of the Republic of South Africa.

An own affairs matter was discussed by the house of the population group concerned, and if the proposed legislation was adopted, it was sent to the State President for signature. If approved by him it became a law for that group, and its implementation was entrusted to the referent Minister of the Minister's Council of the House concerned.

However, education was designated partly an own affair and partly general affairs. The aspects of education that fell under the category “own affairs” were given instructions at all levels, including instruction by way of correspondence, the training of adults in trades and the training of cadets at school and official school sport. The aspects that fell under the category “General Affairs” were norms and standards for the financing or running and capital costs of education, salaries and conditions of employment of educators; and norms and standards for syllabi and examinations and for the certification of qualifications.

An anomaly was the handling of the ‘own affairs’ matters relating to the education of Africans within the geographical borders of the Republic of South Africa (i.e. those not within the ambit of the self-governing national states). This was the responsibility of a Minister in cabinet to the House of Assembly.

The primary school curriculum was seriously overloaded. It wanted the size maximum enrolment of 450 pupils in African schools only. On the other hand, whites were admitting more than what was required. They received a very high level of education, which was comparable with the best in the industrialised world. Control of education was fragmented under 17 Departments of Education. 11 for Africans (one in each of the 10 homelands and the Department of Education and Training (DET) for Africans in the

'White' or common area), 4 for Whites and 1 each for Coloureds people and Indians. Nassou and Samuel (1990:30) state that education for Whites is controlled by the four provinces with the except of advanced Technical and University Education which fell under the Department of National Education. Coloured Education was controlled by the House of Representatives and Indian Education by the House of Delegates. The pattern of state expenditure reflected the huge inequalities between African and White Education. According to Nassou and Samuel (1990:31), Table 1 below shows the per capital expenditure on school pupils for various years in the 1970's and 1980's and expenditure on African Education as a percentage of White Education.

Table 1 : State for Capital Expenditure on School Pupils by Race (Rand per Annum)

Year	Africans		Coloureds		Indians		Whites
	Per Capital Expenditure (PCE)	% of White (PCE)	(PCED)	% of White (PCE)	(PCE)	% of white (PCE)	(PCE)
1971-2	25,31	5,5	94,41	20,5	124,40	27,0	461,00
1973-5	39,53	6,5	125,53	20,7	170,94	28,3	605,00
1975-6	41,80	6,5	139,62	21,7	189,53	29,4	644,00
1976-7	48,55	7,5	157,59	24,5	219,96	34,2	654,00
1978-9	71,28	9,8	225,54	31,2	359,15	49,3	724,00
1979-80	91,29	7,8	234,00	20,0	389,66	33,3	1169,00
1980-1	176,20	17,3	286,08	28,0	N/A	N/A	1021,00
1981-2	165,23	13,5	418,84	34,3	798,00	65,7	1221,00
1982-3	192,34	13,9	593,37	42,8	871,87	63,0	1385,00
1983-4	234,45	14,2	569,11	34,4	1088,00	65,8	1654,00
1986-7	476,95	19,0	1021,41	40,7	1904,20	75,9	2508,00

Sources: Blignaut Statistics on Education in South Africa, 1968-1979.

SAIRR, 1981, 1982, 1983, 1984, 1985, 1988.

Estimate figures for African pupils in the 'common' area only i.e. excluding the home land.

The above figures in table 1 illustrate the large discrepancy in per capita expenditure between African and White education. African per capita expenditure was in particular low and actually decreased in 1979/80 and 1981/2. This led to African schools being under-resourced.

As the separation of departments promoted inequities and inequalities, at present most African schools still have limited physical infrastructure, therefore they will need to remodel their existing facilities in order to meet the new demands and needs of OBE for effective learning and teaching. This calls for educators and learners to be creative and try to solve the above problems regarding scarcity of resources in the best possible way.

This is important because learning resources can contribute towards positive learning experiences as they offer the individual learner an opportunity to develop to his/her full potential. This can be achieved through satisfying personal and individual interests and needs. Efficient use of learning resources often requires special motivation, guidance and assistance (Gulting 1997:45).

2.2 PRIVATE SCHOOLS

The policy of separate development accommodated private schools which had unique experiences. According to Macherbe (1977:282), private schools

are schools which receive no financial assistance from the state or provincial administrations. Recent moves towards racially integrated private schools are obviously a half-measure which is determined in part by the parameters set by the government policy.

According to Dekker and Lemmer (1993:113), Private Education (in one form or other) or the need for the institutionalisation thereof, grows when an excess demand develops which cannot be financed from government sources, as is the case in most developing countries. A reason for private schooling is where extensive subsidisation to ensure equity exists. Private schooling also develops in case of the need for an alternative type of education, for example, on the basis of ideological or religious differences, or pedagogical systems. Another reason for private education is more effective in generating resources and more efficient because it is more directly accountable. Private education is viewed as essentially elitist in its effect. More recent studies have started to indicate the extent of the private financing of education and found that this source could be substantial; that education in the rural areas was grossly neglected; that some 9000 children were attending private schools ; and that the state-aided mission schools were being attended by children of all races.

Some people think that private schools have better standard of education than government schools. However, examination performance, which is generally accepted as a pointer to standards in a school, does not show that

there are inferior standards in government schools. For example, in 1992 results showed that some of the highest pass rates were found in the government schools.

Most schools have had to stretch their resources to cope with enrolments which doubled the school's capacities. On the other hand, some private schools increased fees and levels, in most cases as a mechanism for keeping enrolment low. The consequences are that only well-off parents can send their children to these schools, with the result that pupils are fewer, with a healthy teacher-pupil ratio, leading to better and more personal instruction. Yet despite of all the advantages private schools have over public ones, there is not spectacular difference in their standards.

Most people see the private schools as the only place where there are enough resources and learners can be given individual attention. Many have decided to leave the government schools where they have been for so many years and they are joining private schools which still have a majority of white students. They do not want to leave their marvellous kids at the government schools. The majority of parents have their own opinion that the government has a responsibility to provide a suitable and satisfactory education, and one needs to make use of whatever facility they provide. They have a feeling that if a person is privileged enough to live close to a school, so that their children can cycle or walk there, then they think it is sensible to make use of the

opportunity. Other parents are not happy that their children are getting education in the government schools.

They feel there have been teacher problems, provision-of-facilities problems. There are a lot of new private schools which have been established purely because Whites do not want their children to go to government schools, but their children are not good enough academically to get into the existing private schools. The academic standards at some of the newly-hatched private schools are not high at all. Parents say, "The government school will be going downhill so we will take our children out." "Then you have a lot of children being bussed into the school", and the educators say, "We can't cope any more," because then they have less parent support. Educators in government schools feel they are not getting the support from the parent community, and they go off to private schools, where they have high salaries, few children in the class, fewer periods in the week, and more parental support.

It happens to the parents, and it happens to the children, the social gulf is there between those who go to private schools and those who go to the government schools. Most people cannot afford to pay for the private schools, they say the private schools prevent people leaving the country, and in a lot of towns where private schools have arisen, it is industries and farming communities which have supported them. Nassou and Samuel

(1990:63), suggest that, some private schooling initiatives may increasingly seek legitimacy for its privileged education on the grounds of having assisted places for sponsored poor pupils.

At one stage people decided to make concentrated effort to support the government schools. One basic thought was that people equated privileges and standards, with the highest classes of multicultures which really mean loss of privileges and standards. Where they talk about dropping of standards, they really mean loss of privileges. They put their children in government schools because they feel they are getting the best of everything, they are near home, and they are with all different kinds of children – some from the lower class, some from the middle class. The only thing they would like to see is the number of pupils per teacher reduced, because government schools tend to take many children. However, critics of private schools argue that the growth of private schools would drain off the most talented and highly motivated pupils from government education and would increase separatism.

This is already happening in many townships and rural areas in South Africa, where parents disenchanted with the state's failure to uplift their local under-resourced schools, are choosing to send their children to former model C schools. The flight from township and rural schools has caused some intakes in African schools to drop by 40-60% a year (Lewis and Bot 1998:6). Some of these schools are in the brink of being closed down.

The migration of learners from their communities also means that parents take their capacity and expertise elsewhere, which decreases parental support and community involvement in the local schools. Likewise, parents are unlikely to establish close contact with their children's new schools because of the distances between these and their homes. This spells disaster for the concept of democratic governance as laid out in the South African Schools Act of 1996.

However, parents and learners prefer resourced schools, thus the continued exodus to these schools.

2.3 RURAL SCHOOLS

Schools situated in rural areas often reflect the characteristics of the area, especially the rural government schools. This frequently necessitates coping with problems of the communities these schools serve. Due to isolation and low population density in rural communities, rural schools are typically small compared to schools in more populated communities. Several researchers have suggested that rural budgets are small and do not adequately cover the considerable costs of operation, especially for the new curriculum which is Outcomes-Based Education. This could lead to limited curricular and programme offerings, and a lack of resources.

Many small rural schools are unable to provide the types of workshops needed for OBE to prepare learners for the new curriculum. Programmes and extra-curricular activities offered in rural schools are limited, affecting pupil's opportunities to learn. Likewise, most rural schools do not have access to technological resources. Educator experience and the recruitment and training of educators are frequently cited as major problems in rural areas. Educators who teach in rural schools are typically less likely to have a Master's degree than their counterparts in urban and suburban schools.

In rural areas there are higher poverty rates, a higher percentage of poor school districts, and fewer dropouts who return to finish high school as compared to urban areas. On the other hand, small class size, personable atmosphere and a nurturing environment are seen as strengths. Thus the potential of schools becoming highly effective exists in most rural area.

The above however, is true only of schools in developed or industrial countries. In the developing world the high population growth, the lack of infrastructure and resources, and the overcrowded classrooms typically found in rural areas place a severe strain of educational provision. Students in rural areas in general, and in poor rural areas in particular, may face a unique mix of obstacles to gaining a sound education.

The flight of the middle class from rural areas to city areas has left many rural areas with a high concentration of 'poor' individuals who have extraordinary needs. This is reflected by high poverty rates, unemployment and low per capita income growth found in rural areas. In some developing countries, such as China, the large number of urban poor reflect the traditional migration of rural poor to the cities in search of a better life. This is also true of South Africa, people migrating from rural areas tend to settle in 'squatter camps' (informal housing) on the fringes of the bigger cities and towns.

Schools in rural areas face tremendous challenges in providing successful schooling experiences for the economically disadvantaged students they serve as students who attend rural schools are disproportionately poor. They have few positive role models who demonstrate the link between excellence in academic performance and personal fulfillment, gainful employment and career opportunities. Thus most schools found in rural areas are constant reminders of the previous government's failure to provide resources for the under privileged ones. Problems faced by rural schools include the following:-

They have the :

- Old facilities
- Highest number of students per school.
- Lowest numbers of qualified educators.

- Tendency to place the greatest demand on educator's time and energies in terms of discipline, instruction, lesson planning and class sizes and
- Highest absentee rates among school personnel.

2.4 RESOURCE-BASED LEARNING AS A CHALLENGE FOR RURAL SCHOOLS

According to National Curriculum Framework document (2000:24), resource-based learning provides the opportunity to increase both the quality and effectiveness of programmes. It is therefore important to enable programme developers to employ their creative abilities to the fullest in providing high-quality and relevant learning resources for utilization in guided self-study, distance and face-to-face learning situations. Resource-based learning ensures that all learners, including previously excluded and disadvantaged groups, are given every opportunity to succeed. It helps learners to open up to reality by using resources to help the learner grasp and interpret reality.

However, the state itself does not provide schools with enough teaching materials. This is noticed by looking at rural school infrastructure. The educators also remain in short supply of teaching and learning resources. Educators are receiving fewer books for their entire class each year. On the other hand the scarcity of instructional material may inadvertently strengthen the state's authority over what legitimate knowledge is presented to pupils.

Educators in rural schools rely heavily on written textbooks, since this is often the only written material available. With this questionable level, teacher quality and extreme shortage of resource materials, OBE might have less chance of being successfully implemented.

When the educator is actually faced with 50-70 children in a classroom, how does he/she comply with curriculum 2005. Will he/she respond to this structure? The problem of overcrowding in classroom is exacerbated by the fact that the senior education bureaucrats and ministerial advisers have little experience on what is happening inside the classroom. The educator workloads have risen dramatically. The Educators' Voice (January/February 2000:9) states that "A recent survey of primary teaching educators found that they work an average of 61 hours per week. As many as 40% said that if they were able to make the choice, they would leave teaching.

When dealing with the implementation of OBE in rural schools the following questions need to be attended: If the Department of Education is unable to cater for resources in a classroom of 70 pupils, can educators in general be able to develop their own materials? Are educators properly trained or do they lack the knowledge resources? Other questions are related to a lack of time and support resources structure e.g. libraries, textbooks, computers, etc. The Educators' Voice 2002:19 states that there has been little time on the preparation of Curriculum 2005 and that resources are needed to give this

curriculum a chance to be well introduced and that the educators at rural schools are not enough for its implementation.

Education is a human right, for this reason the Government must bear the primary burden of meeting the educational costs. The Department must lead the warnings of other countries that funding of schools is a slippery slope to privatisation that will kill the dream of quality public education system.

Graduated educators who have been trained in this OBE and who know it have been unemployed for up to five years since graduation. Some of these graduates have taken out loans to study and they are unable to repay them. Some of the unemployed graduates have taken other courses, other than those relating to teaching. These educators are not financially rewarded for such qualifications as they are deemed irrelevant to the profession and because of that educators often do not declare their qualifications to the department.

Teacher (February 2001:14) states clearly that "The Department must take cognisance of multiskilling in educators and need not regard them all as "mere" educators. Educators must be disposed to their services needed in schools since there has been a shift from an old economy to a new one.

Education's Voice (10 January/February 2000), is not in favour of the redeployment scheme. It assumes that educators are moved from one place to another like furniture. This will cause weakness in the OBE implementation chain.

The principals and the heads of department must be multi-skilled so that they lead effectively in schools. The principals, deputy principals and their HOD's are to have management skills. Education like all other businesses, has been influenced by technological and demographic changes and more especially in South Africa, political change. This has to influence the educator make-up. That is why I stress the importance of multi-skilling with the teaching profession. Outcomes-Based Education as a new system needs skilled and well educated educators. If the educators run short of these skills, our education will reach a crisis characterised by non-delivery. Teachers will have to engage themselves in the culture of multi-skilling. This will help schools to reach their desired goal, educators will not only be empowered or provided with alternate jobs for themselves but they will also transfer multi-skilling qualities to pupils that is a plus for the South African Economy.

For more than a century, educationists and researchers have understandably, lamented the poor performance of many schools in South Africa. Educators Voice January/February (2000:11) confesses that "attempts to improve the quality of education in many of the 'failing/struggling' schools have taken

different forms, such as minimal resource provisioning, management development and in-service educator training. Regardless of these interventions, and long lists and convincing descriptions of effective and improving schools, the quality of education in many schools remains a cause for concern.

Chisholm and Vallery (1996), highlight the fact that “there are many contributory factors to this worrying state of affairs, and these include the socio-economic background of the learners, resource inputs, processes of learning and teaching and the general environment within which schooling operates”. The poor quality of education is made by not taking some of the fundamental issues into consideration.

The purpose of the above is not to show the debatable issue but to reflect, from a research perspective on why the quality of education has remained poor after six years of reform initiatives and transformation processes. It argues that one of the main reasons why performance for OBE initiatives are not well preached and well followed is because of the insufficient supply of resources and limited information about what is really happening in most of the schools especially the schools in rural areas. The rural schools have not been well studied for decades, their successes and conditions under which they succeed are mainly depending on the availability of teaching and learning materials.

Thus the Department of Education has a key role to play in ensuring the success of the OBE system in the following ways:

- By ensuring the good support for a culture of learning and teaching (COLTS)
- By implementing quality education
- By equipping educator with better training programmes to deal with the challenges of the new curriculum.
- By upgrading under-qualified educators and to improve classroom skills generally.
- By ensuring the timely delivery of learning materials.
- By continuing to ensure a more equitable distribution of educational resources in favour of poor working class and rural schools and communities and
- By providing support and training to educators to ensure quality teaching and learning takes place.

The personal mastery of the above will, mainly depend upon the departments abilities and willingness to work with educators positively by realising their vision about the learners future, coping with educators emotional tensions and fears as current reality, considering educators qualifications accordingly and cultivating a way of thinking that gradually leads to personal mastery.

This will mean that the educators will not only produce good results or outcomes but also master the principles that underline the way an individual produces those results.

2.5 WHY IS THE CURRICULUM CHANGE A CONCERN OF THE NEW SOUTH AFRICA

It is a project that is necessary for the intention of South Africa's democratic agenda to build South Africa as "One democratic sovereign state founded on the following values:

- Values that are referred a relational, life principles held in common.
- Values referred to human needs to live in community and in relationship with others.
- Values that are more "desirable"
- Values that are not static but dynamic.
- Values that have force to the extent that they present a set of norms and standards.
- Values that are part of those rules of life which all justifiably take for granted and no one finds reason to prove or demonstrate.
- Values that respond to and reflect the changing mores of a society.
- Values a society seeks to uphold.

Without these values there cease to be human without common shared values. School success will depend on presented values. This, however, will require educators to become more creative in their presentations in order to ensure that the curriculum in South Africa is equally accessible to all learners. Programmes presented are supposed to enhance learner achievement to produce valuable outcomes. Educators' role is to keep on implementing this prescribed curriculum in a systematic logical and value-neutral fashion (Jacobs, N. :101). OBE guided by these values and these attract more than its fair share of resources, but is supported by public funds.

2.6 PHILOSOPHICAL FOUNDATIONS OF OUTCOMES-BASED EDUCATION

Education in South Africa is not a neutral phenomenon, but it is based on a particular philosophy and it is important to understand this as basis for approaching this subtopic. Every society is held together by a common faith or "philosophy" which serves its members as a guide for living a good life. The following discussion will focus on progressivism, critical theory; essentialism, neoessentialism, and reconstructionism as philosophies underlying OBE. These are the principal philosophical sources on which OBE is drawn.

2.6.1 PROGRESSIVISM

Progressive education started in the 19th Century and it was part of a general movement to reform American life and institution. Ornstein and Levine (1989:221) recognise political progressives like Robert La Follete and Woodrow Wilson and they wanted to make the system of political democracy truly operative in order to improve living conditions in urban areas. They believed that such an educational program aimed at meeting the needs of the growing child. This philosophy was rooted in the philosophy of Jean Jacques Rousseau, who encouraged and emphasized the interests and needs of a child (child-centred curriculum). Learner-centered approach as in OBE is of paramount importance. Progressive education like OBE gives impetus to the learner-centred education which different needs of learners are incorporated into the curriculum and intringle motivation is resulted. This does not mean that the learner-centered approach is dictated by the whims of the learners, but progressivists believe that learning is more successful if the interests and needs of the learners are taken into consideration.

As early as in 1902 a man called John Dewey, who was the chief advocate of the learner-centred curriculum, attempted to establish a curriculum that balanced, learning content with learners' interests and needs. Early progressive educators in the United States adopted the same notion of

learner-centred schools, starting with Dewey's organic school and including many private and experimental schools. These schools were best known as Columbia University's Lincoln School, the OHIO State's Laboratory School, the University of Missouri Elementary School, the Prati Play School New York City, the Parker School in Chicago and the Fair Hope School in Alabama (Ornstein and Levine 1989:542 stated) that these schools had a common feature:

- Their curricula stressed the needs and interests of learners,
- Some stressed individualization
- Others grouped learners by ability or interest.

Learner-centred education as in OBE is presented today by programs for such special groups as the academically talented, the disadvantaged, dropouts learners with handicaps, and minority ethnic groups. The target of progressivism system that is relevant, just and accessible to all, addressed that every learner has the right to learn, therefore he has the right to learn happily at a pleasant place. Progressive curriculum reformers adopt the ideas of progressive education in the sense that its ideas were translated from this movement into community and career-based activities which intend to prepare learners for adult citizenship and work into courses that are in opposition to certain traditional school practices. Practices that are generally condemned are the following:

- The authoritarian educator;
- Exclusive reliance on bookish methods;
- Passive learning by memorization of factual facts.
- The four-wall philosophy of education that attended to isolate education from social reality and,
- The use of fear or physical punishment as a form of discipline.

Education in South Africa in 1994 proposed the same paradigm shift from an educator and content-driven curriculum to an outcomes-based and learner-centred curriculum which is OBE. Progressive education like OBE maintains that it is not the duty of the educator to design a syllabus, but it is the twining of the learning areas that is mostly targeted. It will help to know that in progressive education, there is a number of principles which are unifying principles. Among them are the following:-

- To develop freely and naturally interests stimulated by direct experience;
- The best stimulus for learning;
- The educator being a resource person and guide to learning activities;
- A close cooperation between the school and the home and;
- The progressive school being a laboratory for pedagogical reform and experimentation.

Ornstein and Levine (1989:221) state it clearly that some progressives keep on insisting on an inseparable linkage among the above principles and stress as well the education that is focussed on the learner as a child. As a result, educational programs for groups or for individuals are designed to upgrade occupational needs and professional skills to assist and to serve family needs and personal development. Vakalisa (1994:181) supports this when she states that it is necessary in the South African content to make it clear to use OBE system at various points so that learners have the opportunity to improve their knowledge and skills as their careers and lifestyles demand throughout their lives. Now as a young and a new democracy which has much to learn, much to experience, much to do and much to accomplish for the coming and existing generation, people need to use democratic procedures associated with progressive education that initiate the democratic government which focuses on learners cannot on subject.

Although the major thrust of progressive education used in the 19th Century existed, Rousseau considers that learners would be happier if they are free of educator domination and adult imposed curriculum goals (Ornstein and Levine 1989:541) confirmed. Educational philosophers began to apply their intellectual and critical theories that would ensure the sustainability and ongoing strengthening of our people struggled for and gave their lives to achieve.

2.7 CRITICAL THEORY

Critical theory started in Germany in the 1930's. It made a great deal of influence on all the human sciences, including education. Higgs & Smith (1997:157) regard the basic principle on critical theory as the fact that all human societies are structured on certain power relationship. These relationships then dominated the production of all forms of knowledge including moral and normative knowledge.

Critical theory sees everything we do as dominated by the power-relations, intrinsic and freedom of choice. These are too simplex, too hidden, too manipulative and simply too powerful. They have impact on critical theory and claim that knowledge cannot be separated from everyday life.

Arguably, the most valuable contribution critical theory has made to OBE is that it has forced the South African educational planners to re-examine the word "knowledge" and how it is acquired. Critical theorists claim that knowledge is acquired through communication and by working with each other to survive (Higgs and Smith, 1997:157) noted. The modern approach today differs because in recent years there has been much discussion and much effort has been made about possibilities for improving the quality (knowledge) of teaching in OBE. Many political and educational leaders have expressed alarm about school condition and make it easier to improve

knowledge. Emphasis upon academic studies has been increased with emphasis on training of educators (in-service training). The reason is that the state requirements and educator-training institutions do not guarantee that educators have mastered a uniform or universal set of skills and understandings.

Critical theory has influenced OBE in the sense that OBE supports freedom of choice which gears up independent thinking and development of skills using partnership as the way of solving problems. Mda and Mothat (1994:39) agree that OBE and critical theory provide educators with the large degree of freedom to select content and methods through which they will have their learners achieve outcomes. There are many advantages to develop and implement OBE curriculum. Freedom of choice starts from group work (participative) when they are making personal inputs in the topic they are given. The following are the advantages to developing and implementing freedom of choice in an OBE curriculum. Van der Horst and McDonald (1997:14-16) list the following advantages:

- Learners will know what is expected of them and they will be able to assess their own progress. This is made possible by the stated outcomes and the assessment criteria. In doing so, learners can take responsibility for their own learning.

- OBE provides the learner with greater learning support than in the past practices. Co-operative learning techniques, self-and peer-assessment are only a few examples of the learner support that must be an integral part of learning.
- Permanent failure is eliminated. Learners who do not achieve the required standard will be granted further opportunities to do so.
- Rote learning is reduced. Understanding of content is more important than merely being able to reproduce knowledge.
- The absorption of miscellaneous, discrete facts is eliminated. Understanding of the context is emphasized.
- The learner's ability to deal with real life situations like those they will encounter after school is increased. The emphasis is on the knowledge, values and skills of real life situations, and not on contrived classroom activities.

Critical theory most definitely has advantages, but also limitations. The effectiveness of the freedom of choice depends mainly on educators' abilities to implement such approach. To encourage freedom of choice in learners requires hard work, a lot of planning towards the learning process and

resources. It must be noted that a curriculum is after all, only as good as the educator who implement it. However, this model has been criticised by many educationalists from various countries. Jansen (May Article 1997:3) outlines some measure reasons why he believes OBE would fail in South Africa. These reasons reflect those given by other critics and therefore require comment. Jansen's observations here concern the apparent lack of resources and value-related knowledge within OBE policy. In reality there is little controversy over outcomes-based education application because most people accept this model. Many professional educators see a need for it because it increases learner-centred involvement while leaving their decision-making power interact.

2.8 ESSENTIALISM AS COUNTER PROGRESSIVISM

Since the 1970's the United States has experienced a revival of essentialism with the "back-to-basics" movement. Back-to-basics proponents contend that social experimentation and untested innovations have lowered academic standard, because they charge that many children have not mastered basic literary and computational skills and that academic weaknesses at the secondary level have derived in part from a rejection of prescribed courses in favour of electives and mini courses. The back-to-basics position is that schools concentrate on the essential skills and subjects that contribute to literacy and to social and intellectual efficiency.

In this view, teachers must be restored to instructional authority. They must be well-prepared and held accountable for children's failure to learn. Instruction should be geared to organized learning, often in the form of textbooks. The method of instruction must be centered on regular assignments, homework, recitations, frequent testing and evaluation. This theory arose in opposition to progressive education which has been mentioned in 2.3. A theory of essentialism has been established in America. Since the theory was natural then for the society to want to pass the philosophy on their children, it was rooted in both idealism and realism. Essentialism was basically emphasizing the authority of the educator and the subject content. It is thus a contrast of progressivism and OBE.

Mda and Mothata (1994:31) stress that "what man really believes is frequently more clearly revealed in what he teaches his children than in what he professes in his public statements". Essentialists believed that learning required disciplined attention and hard work. Discipline and hard work are the pre-requisites in essentialism. They were previously and basically attached to the learning of skills, arts, and sciences that have been developed in the past. Mastering these skills and subjects prepared the learner to function as a member of a civilised society.

Essentialism has a strong psychological bias because it is focusing on the external behaviour which can be observed. A culture of dependency in essentialism is involved. Ornstein and Levine (1989:213) stress that in essentialism educators and parents dictate and learners wait for directives. The system of the school therefore takes a top-down form, which gives use to rigid control mechanism.

In the new curriculum the great value of the integration of various learning areas is related. It is important that learning areas (LA) especially in the primary school, recommendations are channeled into organised and coherent meaningful learning areas.

Essentialists believes that the curriculum consists of the three as at the elementary level and at the high-school level five major discipline i.e. English (Grammar, Literature and writing), Mathematics, the Science, History and foreign languages. This is a contrast to OBE as it places great value on the integration of various learning areas .

2.9 NEOESSENTIALISM

During the 1980's, a series of national reports on the condition of American education ushered in a period of educational reform that was neoessentialist in character. The term *neoessentialist* is used to indicate that this movement

used themes drawn from the essentialists of the 1930's. The critics of the 1950's, and the basic education advocates of the 1970's. In the 1980's these essentialist themes were presented as educational remedies for certain economic and social problems facing the United States. The neoessentialist philosophical orientation is clearly evident in "Nation at Risk". The "five new basics," which the authors of "Nation at Risk" recommended as the core requirements for high school students resembled Bestor's early call for a curriculum based on intellectual disciplines. Only one "new basic", computer science, was really new, the others – English, mathematics, science, and social studies had all been emphasized by earlier essentialists.

Another national report that echoed neoessentialist arguments was American Memory: A Report on the humanities in the Nation's Public Schools. American Memory severely criticized educators who reject or ignore the school's mission in transmitting the nation's cultural heritage, especially as it is found in history and literature. American Memory attacked educators who emphasize "process" over content. The report argued that history be taught as a separate subject and not submerged in the ill-defined social studies. It is interesting to note that in South Africa the history association voiced the same sentiment. Also, English is to be revitalized as the study of literature and not watered down in the language arts. In making the case for history and literature, Lynn V. Cheney, the author of American Memory, stated: "We

would wish for our children that their decisions be informed not by the wisdom of the moment but by the wisdom of the ages.”

Neoessentialist decried the decline of cultural literacy in the United States. For them, the American people need to possess a core of essential background knowledge. It is this core that contributes to cultural literacy, which in turn is necessary for functional literacy and national discourse and communication. Without the transmission of such a cultural core by education, American society will become increasingly fragmented as a culture. They insist that there is a large and necessary body of essential information that needs to be transmitted and mastered if the nation is to be culturally literate.

Certain common themes can be found in all variations of the essentialist position. Among them are:

- The elementary school curriculum aims to cultivate basic tool skills that contribute to literacy and mastery of arithmetical computation;
- the secondary curriculum cultivates competencies in History, Mathematics, Science, English, and Foreign Languages;
- schooling requires discipline and a respect for legitimate authority; and
- learning requires hard work and disciplined attention.

2.10 RECONSTRUCTIONISM

Education from the reconstructionist's point of view is to serve as a tool for immediate and continuous change. The philosophy of reconstructionism was developed in the twentieth century. This philosophy contains two major premises, namely:

- Society is in need of constant reconstruction and
- such social change involves both a reconstruction IN education and the use of education in reconstructing society. OBE, like reconstructionism, emphasizes the need to reconstruct South African education in order to bring change to the society.

Reconstructionism is more concerned with the broad social and cultural fabric in which we exist. It does not seek to make detailed epistemological or logical studies. According to Ozman and Craver (1995:163) there have been reconstructionist ideas in one form or another throughout history. They regard Plato as in preparing his design for a future state and outline a plan for a state in which education would become the building material for a new and better society. Like OBE, reconstructionism is a system which promotes interest and change of the ruling class using formal and informal curriculum which encourages the use of resources. Reconstructionism and OBE pay attention to the underlying culture and change in structure paying and

importance to participation. This specifically operate by creating tension between individual and group development.

Reconstructionists argue that progressive education (OBE) is to be genuinely progressive, it must emancipate itself from the influence of liberal-minded upper middle class, but come to grist with life in all its reality. This can help to develop a realistic and comprehensive theory that challenges a vision of human destiny. This can involve people of all races, all nations, all colors and all creed join together in the common purpose of education.

In 1904 to 1987 a man called Theodore Brameld was active in advancing proposals for consideration and implementation of reconstructionism. He saw the use of the Utopian concert as a technique for establishing useful goal and orienting people toward an acceptance of change itself. Reconstructionist tended to look upon problems in a holistic way. Reconstructionists understand that problems overlap and in solving one problem, educators may only create new ones, however they maintain that if people can be encouraged to see problems in a broader perspective, the chances of eliminating them are greatly enhanced. Reconstructionists regarded all their good intentions as often only tinkering with problems rather than solving them (Osman and Craver 1995:169 noted).

Perhaps one finds a strong inclination toward utopian thinking in reconstructionist philosophy. Reconstructionists had a penchant for Utopian thinking that manifests itself in their desire for an ideal world free of hunger, strife and inhumanity. They believed that planning and thinking about the future is as good as providing alternative societies for people to consider and they felt that this kind of thinking be promoted in schools where educators can encourage learners to become future oriented.

Alvine Toffler (Ozman and Craver 1995:170) points out that people are suffering from mental and physical breakdowns from too much change in too short a period of time. These breakdowns are revealed in the number of heart attacks, ulcers, nervous disorders and similar ailments of modern people. Toffler feels that "future studies" be part and parcel of the curriculum on every level of schooling. This curriculum might include learners preparing scenarios, engaging "thinking" and conducting future fairs and clubs to interact with waves.

The first wave that is brought about by OBE change is nomadic existence. This wave has not only brought South African education love for the curriculum but changes thinking accordingly. It encourages schools to adopt scrutinized lock-step methods of instruction that paralleled factory life. The second wave emphasizes individuality "Hot Relationships" where people work together at home and a service economy. Today it is clear that educational

systems often deal with the world as a static system whereas reconstructionists pointed out of the and hypocrisy of modern life education. They felt learners dealt with these problems by trying to orientate them and become agents of change. Reconstructionism suggests that educators enter arrears, such as politics where great change is being achieved. Like in OBE curriculum this may be good if educators become active in organizations that promote change. Practical Guide for Educators (2003:1) ensures that South African society has undergone major social, economic and political changes in line with educational changes over the past few years. It has sought to establish a democratic and human nation. Among the changes in the education sector has been the banning of corporal punishment in all schools under the South African schools. Reconstructionists like in progressive education feel that educators think more about punishment because this leaves the school with the responsibility of identifying and implementing alternative disciplinary practices and procedures.

During the last two decades in America, educators were encouraged to comply with corporal punishment measures, until this was prohibited because it could result in educators having to face charges of assault. Many educators in this new South African government have found themselves in a position of not knowing what to do in the absence of corporal punishment. These educators are not alone, even those who are committed to this change sometimes find themselves in a difficult situation.

2.11 BEHAVIOURISM

Behaviourism as a philosophy with a strong psychological inclination, focuses on the external human behaviour that can be observed. South African Journal of Education (1998:203) regards behaviourism as a philosophy which deliberately break away from previous interpretations that explain human behaviour as driven by deep-stated internal motives such as power, fear, anger, sex and love.

In the early days a committee of behaviourists was formed to assess experts on practices worldwide to identify approaches used by other jurisdictions. Journal of Commonwealth (1999:58) states that behaviourists try to discover how well various approaches are working and to identify unintended consequences of different behaviours. As a result of the work of this group, they adopted a philosophy that gave equal accountability and improvement in schools. Discipline and punishment were viewed as powerful tools for learning. They provided the necessary feedback for learners, educators and school systems to decide how to improve teaching and learning. Today South African educators face compelling and profound questions about the conditions of Outcome-Based Education, behaviour and the future of a child. According to behaviourists organisms enter the world, come into any new situation as virtual blank slates. Under the leader of Watson, behaviourists as

a group were extremely strong environmentalists. They clung to the cherished belief, "that the mind of a child is a blank slate upon which experience writes or nothing in the intellect not first in the senses". In opposing the "blank slate position" learning theory today pamphlet (1999:231) states in a manner that probably would have made John Locke blush having used such term as mind and intellect. Behaviourists pay little attention to internal cognitive structures and even less, to genetic predisposition.

In the contemporary world educators are confronted with mass confusion orientation in which "man believes in himself, in his capacity to direct and govern himself in relation to his fellows. Therefore, there is a need for Outcomes-Based Education in schools to provide with alternative possibilities behaviour for a new society. Since there are differences in behaviour across the line, a basic means of achieving best behaviour is through education and discipline. Educators who practice behaviourslist principles, seek to transmit the discipline heritage to learners. If a learner has a history of behavioural problem, he/she needs methods of discipline practice. A particularly controversial method of classroom discipline was previously corporal punishment. Previously, in this case a learner had to remain in the school and thus was not permitted of a public education. This form of discipline was not infavoured by many educational theorists and practitioners. In OBE

corporal punishment is also prohibited. That is why numerous local schools have elected to develop detailed policies towards learner discipline measures.

From a behaviourist point of view in every teaching-learning situation, the educator must see to it that learning takes place. Most learners realize this responsibility and one of their great fears is often that they may not be able to behave, discipline and control their classes. Too often such matter receive little attention in educator training courses, therefore behaviourism as a philosophy of education is stressed. In the classroom problems with behaviour usually arise when learners do not achieve their outcomes. These problems disappear as soon as learners become involved in a learning task which interests them and which they feel they can effectively carry out. This gives them a reason for constructive behaviour and they often actively seek the guidance of the mature adult (the educator). Behaviourism as a philosophy therefore has to do with efficient, competent teaching. If the educator cannot create a teaching which is conducive to learning situation for his/her class, he/she will run into problems with behaviour.

Learning theory pamphlet (1999:241) says that the best way to solve problems of bad behaviour is the preventive way of creating a teaching and learning situation in which pupils will want to co-operate rather than rebel. Some misbehaviour will in spite of the educator's best efforts, still occur in any class. Educators must expect some "normal misbehaviour" such as talking,

giggling, shouting, laughing, hissing, whistling stamping of feet, throwing of things and tripping of friends because children are children and at least some of them will from time to time become bored and mischievous.

Ornstein and Levine(1989:339) conclude that a research was conducted exclusively for this philosophy in the past 25 years and the attention has been given to misconduct as behaviour problem. Undesirable activities which are more closely concerned with didactic activities in the classroom that include, inattention, untidy work, late handling of assignment and drawing of funny pictures while lesson is in progress. In Outcome-Based Education the failure to grasp and understand school work and to answer questions correctly is not misbehaviour and learners must never be punished. An educator who makes this mistake can do serious harm to a child's personality development. A practical guide for educators (2003:6) says that the Court in its judgement rules against corporal punishment as being anti-constitutional and a violation of the basic human rights upheld in the South African Bill of Rights. It is the duty of the state to protect all people and children in particular, from harm.

Most of the "normal misbehaviour" problems can be prevented following a rich and stimulating programme which keeps children so busy with their own activities that they do not want to interfere with others or with smooth running of the task at hand.

2.12 CURRICULUM MODEL IN LINE WITH OBE MODEL

In the broadest practical sense, Betty Govinden (1993:257) outlines that curriculum model itself is another cultural politics whose signifying practices contain not only the logic of legitimation and domination, but also the possibility for transformative and empowering form of pedagogy.

During 1940's the idea of curriculum model was introduced in the United States of America. Technical and scientific principles were accepted as a frame of reference for curriculum design and development. Curriculum designer had a choice of curriculum model and theories at his or her disposal, therefore he/she had to establish the aims and goals of education. The idea of establishing these were in line with the implementation of models differently in different states. From a field concerned with the implementation of Outcomes-Based Education models, it has evolved into a field more concerned with understanding of existing dimensions of curriculum.

Current thinking among decision makers in various countries including South Africa suggested that the need would be met by curriculum designers to design OBE models. New curriculum models were formulated according to OBE structures. A brief overview of the original models of OBE by Jansen (1999:80-84) will give an idea that variations and introduction of OBE models arose from different choices of outcomes in 1990's.

In this content a person is able to reflect on what he/she can do both intellectually and practically. Human capability is taken into consideration.

When learners enter schools for the first time, they arrive with a substantial amount of unsorted knowledge and skills from their environment and homes. However, after a certain period they will be more inclined to accept what is offered to them. Similarly at certain stages of development learners show increased curiosity which is based on common ground of knowledge and focus on differences. Clearly Outcomes-Based Education models may take these changing needs of learners into account.

2.13 OBE MODEL-BASED ON COMMON GROUND

Over the years in South Africa, there have been many concerned individual, groups and commissions looking into question of OBE models. The models are regarded as essentially practical activities which are close to learner-activity and encouraging creative solutions at the school level. Jansen and Christie (1999:79) regard models of OBE as those arose from different choices of outcomes and different management systems to be achieved. In OBE there are few types of models namely:

- Common ground model
- A focus on differences model

- Mental model
- System model

Department of education provide schools with such models. They typically emphasize broad competencies and learning in the context of applications.

2.14 COMMON GROUND MODEL

Common ground models focus on approaches that have been and are important in the South African development in the Department of Education. It begins to lay bare fact that whether any particular model will “work” depends on a complex of historical, cultural and political and source issues. Common ground model was established around the 1994 and was mostly used in countries with Government- defined syllabuses and resources (input models). Countries like New Zealand, Australia, USA and Canada were mostly regarded as countries that used common ground features and motivation.

The parameters for the common ground model dealing with common features and motivation were generally constituted by consideration of ability, skill development, goals and interest to guide practice. Management and support for educators develop and express learners’ skills. Educational management direct them to the end. Underachievement of the common ground model will

result schools being under-resourced. This is why school learning arrears are being based on common ground.

OBE model like common ground of education in many countries around the world is changing to curricular that emphasizes broad competencies and management that promotes devolution to schools and accountability of schools. Most of these countries have opted a number of outcomes-model specifying what learners might know and be able to do. Among the outcomes approaches there are significant variations that are in line with common ground OBE model. These are:

2.14.1 INPUTS ARE DIFFERENT FROM OUTCOMES

Inputs are the experiences from which learners learn, outcomes are the results of learning. Jansen and Christie (1999:80) regard inputs as the experience from which learners learn and outcomes being the results of learning. Like in OBE what educators teach is not necessary what learners learn. This layer refers particularly to debate within OBE models, that inputs and outcomes raise exciting possibilities. This continues to argue that educators use a variety of inputs that enable all learners to respond. Educators can acknowledge these inputs to learning from sources other than themselves and their text-students everyday experiences, family, books, television programmes, imaginations and other people.

Educators must either use a variety of single inputs or multidimensional inputs that enable children to respond. Instead of being frustrated those children learn different things from an activity, teachers can design activities especially to facilitate differences. Teachers can run a number of activities in parallel that suit different students that address the same general outcome. New ways of teaching can be practiced in an environment of trust collegiality and support. Risks must be taken as input and reactions to the learning process are sought from pupils, parents and other partners. This process can be used to ensure that all pupils understand and are committed to it and to the exposed values of those within the school.

What can be distinguished among the variety of things a person can learn, is that pupils learn in different ways when desired learning outcomes differ. That is why taxonomies i.e. classification systems are used in order to be able to organize thoughts on learning in a logical manner. This can be of great help if the Department of Education can consider the highly sophisticated curriculum based on first-world assumptions about well resources to enable a curriculum to be implemented in classroom effectively by moving away from content based to Outcomes-Based Education. Learners need to be able to demonstrate in a practical way the skills they have acquired and apply such knowledge in other related contexts.

Learners must be made aware of the fact that teachers enjoy their work therefore, they are be kept involved. If learners are left to their devices they become involved in mischief (Jacobs et al 2000:341). Learners must feel that movement of progressive education quickly and briefly that Francis W. Parker introduced to the school. To make school life more nearly representative of real life, progressive education is followed as pedagogical inputs. The teacher acts more as a facilitator of learning to make inputs more meaningful. Teachers are required to create situations that allow learners to learn on their own. Learners are given opportunities to identify problems and find solutions to them. In this paradigm model, the teacher puts more enthusiasm to always strive to arouse an inquiring mind, critical thinking and creativity among learners. This input will include:

- Giving of instructions by educators to the whole class.
- Assigning tasks for learners to work in small groups.
- Allowing learners to work individually.
- Teaching pupils to explore and to use their creative and analytic-critical abilities rather than their memories.
- Equipping the young for a dynamically changing present and future.

2.14.2 LEARNING OUTCOMES

In contrast to the objectives approach, where the emphasis in curriculum development is on predetermined objectives, the OBE model is concerned

with the result or outcome of a curriculum from the learner's point of view. Whereas Lemmer and Bedenhorst (1997:272) regard this learning outcomes as model represents a shift from a content-base (objectives) approach towards a learner-based approach.

What exactly are learning outcomes? Guilting et al (1998:28) regards learning outcomes as clear results that learners want to demonstrate at the end of significant experiences. These outcomes include:

- (a) The tangible application of what has been learned.
- (b) The involvement of actual doing rather than just knowing.
- (c) Reflections of learner competence in using content, information, ideas and tools successfully.
- (d) Representation of the ultimate result at the end of the learner's career.
- (e) Broad performance capabilities rather than the specific curriculum skills.

According to learning outcomes approach, where design generally begins by establishing what competencies are needed to enable learners to be successful in life. The close attention being given to OBE in South Africa, reflects the desire for transformation of learning outcomes not only on an individual but also on a national level. However the educator actively assists the learner not only in his/her endeavour to achieve the outcomes but in creating sense or meaning out of the scope of facts and narratives.

2.14.3 GOVERNMENT DESIGN OUTCOMES, SCHOOLS AND EDUCATORS DESIGN INPUTS

Looking at what the government is doing in comparison with the regime and current system in education, the regime was prescribing the syllabus and recommended texts out of the current presented outcomes and leave the design and selection of inputs to educators. Instead of situation where government prescribe inputs they prescribe outcomes and leave the design and selection of inputs to educators. As well as putting greater emphasis on what learners actual know and can do, the policy shares curriculum control between government and school. This regarded by Jansen and Christie (1999:81) as it achieves a number of following things.

Firstly outcomes are designed by teams who are more broadly representative by the community than learners and educators. What to learn is determined in particular by big business, small business, government, environmentalists and parents. An American catch-cry for this strategy is that education is too important to be led to educators. In the USA, outcomes are often defined at the district level, but still with this orientation to broad community involvement.

Secondly, educators and schools design the inputs, using their knowledge of the community and its children, their technical expertise and creativity. Educators then follow through, implementing and evaluating their designs,

taking responsibilities for results. These inputs are more than specific teaching activities. They include all the arrangements the school makes to effect achievement of the outcome staffing and the use of specialist staff, timetables, student choice, student grouping furnishings, school management, organisational climate. In the spirit of total quality management, all inputs and processes are considered together.

Thirdly, the quality of education, from the government's perspective, is indicated by outcomes, not inputs. Educators and schools are responsible for student learning, accountable for outcomes. There are many ways in which judging quality from outcomes is simplistic and misleading, but the counter-claims is also important, it is difficult to defend teaching as quality if the students aren't learning things the nation considers important. For many countries, educator and system accountability for outcomes has been a significant factor in the introduction of OBE. The quality of inputs is not ignored-far from if- but is considered to be primarily the school's business. Organisational structures and processes, curriculum design a teaching, school improvement and the professional support of educators are internal matters for the school. Notwithstanding this general position, in most approaches (including those in Australia and South Africa) governments also provide a framework of principles for teaching and management, and provide in-service education and support service.

Finally, the division of control between government and schools offers a way balancing similar and different in curriculum across the country. It balances equity in the sense that all students have the same access to higher education cultural understanding and employment with equity in the sense that all learners learn things that relate to their own lives. The prescribed outcomes provide the common framework, the inputs allow local variations. The actual balance achieved depends on how the outcomes are written (the level of detail) and the arrangement made for the assessment. Outcomes that are broadly defined give educators and schools extensive freedom with what to teach, reducing similarity across schools. Assessment has to be school based, with the effect that results across schools cannot be readily compared. On the other hand, if the government conducts pencil and paper tests across all schools, they force similarity in what is taught and even how it is taught, regardless of the detail in the prescribed outcomes.

However the permanent acquisition of educational outcomes and learning principles which learners acquire will focus on differences of learners.

2.15 A FOCUS ON DIFFERENCES MODEL

In 1970's a focus on differences as an OBE model was previously used in the United States of America and in Australia. Jansen and Christie (1997:85) regard this as a Spady's model from mastery learning in the USA which was

used as illustrations of more general points. In this model when educators wanted memorization of labels, drill and practice were used but if they wanted skills in creative thinking, group work and communication needed more attention. Emphases on knowledge and skills in traditional subjects focussed on learner differences.

In 1990's OBE model (focuses on differences) was introduced in South Africa. While some feared that OBE was too "soft" likely to lower academic standards and diminish the disciplines, others saw it as too "hard" and degrading human nature. The Australian model worked differently. Schools expected not only that different students operate at different levels on an outcome but any one learner operated at more than one level at once. Educators designed activities that crossed levels. According to learners differences, they reached forward to the next grade, relating back to previous grades. By working in groups with learners at other levels, they saw their activity as part of a bigger development. Jansen and Christie (1999:90) regard educators as not to decide whether the learner has mastered a particular level but to decide on balance which level best describe the learners progress.

In the South African model, "nobody fails" means that the learner can always have and the go on demonstrating the required performance for the write at hand. In Australia the idea that nobody fails was phrased instead of that 'there had to be an outcome'. South African approach is different.

Continuous assessment includes the information that educators assemble while watching learners at work, falling within them making and testing differences about what they know. It is a natural part of teaching, especially when learners are learning through projects and tasks. The task, offers up close about learners' thinking and skills. What learners do during practice can reveal as much or more about what they think as their final performances can, further practice and performance yield qualitatively different context and performance anxiety operates differently. South African Journal volume 18 (Nov 1998:231) states that in the recent years, there has been shift away from traditional teacher-centred transmission modes teaching and an increased focus on learner-centred approach was introduced. Focus on differences as second OBE world is used where quick learners often miss out the educator is too busy trying to bring slow learners up to standard to give much attention to the enrichment activities. It becomes unmanageable if the range inability in a group is too large. Schools using this model keep rearranging groups so that learners are always with others at the same level. Learner-centred education is a matter of emphasis and philosophy rather than a choice among alternatives. OBE model in use has to be learner-centred in the sense of fitting into operating school. Gulting et al (1998:4) regard learner-centred as the curriculum development processes and delivery of learning content (knowledge, skills, attitude and values) that take account of the general characteristics, developmental and otherwise, of different groups of learners. Different learning styles and rates of learning need to be

acknowledged and accommodated, both in the learning situation and in the attainment of qualifications. Motivating learners by providing with positive learning experiences by affirming their worth and demonstrating respect for their various languages, cultures and personal circumstances is a prerequisite for all forms of learning differences.

2.16 MENTAL MODEL FOR OBE

Mental models have effects on our behaviour. It is taken from John Guilting et al (1999:34) where they argue that mental models are deeply ingrained pictures or images that influence actions. Our new vision differs from the previous department ideas. In this section that is where the “old” and the new curricular are compared. Some of the comparison will not reflect a true copy of what has been accomplished in many African schools in the past. For the new curricula mental models must serve to support educator’s perceptions and guide learners to appreciate their subjects. Therefore it is essential to few comparison of the “old” and “new” curriculum system.

OLD CURRICULAR	NEW CURRICULAR
1 Learners were passive	Learners are active
2 It was exam driven	An ongoing assessment
3 Learning encouraged	There is critical thinking
4 Teacher-centred	Learner-centred
Teacher's were responsible for pupils Teaching	Learners take responsibility
Curriculum and assessment systems Were treated as ends in themselves	OBE systems build everything on a clearly defined framework of exit outcomes

Referring to the above comparisons, even though much is wrong with traditional educational practice, educators must be careful not to overlook the importance of learning content (OBE Teachers Manual (1997:30).

2.16.1 CREATING SHARED VISION

Senge et al (1994:6) refers to shared vision as "building a sense of commitment in a group, by developing shared images of the future people seek to create, and the principles and guiding practices by which they hope to get there". There is a need to develop a natural vested interest in Outcomes-Based Education and begin to care deeply about realizing shared vision and to collect most appropriate resources to reflect collective personal visions. Educators working collaboratively, to see their personal visions take shape within the program and allowing them to create a shared vision in the form of

visual mode. Their shared vision creates a common identity, gives our program direction, permits us to take risks, and enables modifications of the new mental model.

Team learning like co-operative learning methods have been viewed to be very effective increasing learner achievement, especially when groups are rewarded in relation to the learning of each group member (Slavin, 1983:85). Team learning co-operative methods have also been found to improve social skills and communication.

2.16.2 ALL LEARNERS CAN LEARN

The cry that all “learners can learn” is a criticism of traditional practice. The traditional curriculum in North America, Australia and South Africa was regarded to matriculation, Universities and to employment. Jansen and Christie (1999:82) suggest that this system fails in its own terms because it is essentially academic and, even in primary schools structured around disciplines used in Universities. This system was acting to select and sort much more than to educate. It had to defend itself against claims from business and industry that school leavers, even successful ones are not satisfying the needs of the workplace.

In the present days of automation, the industries are now calling for skills they were not demanding fifty years ago. When most work was in factory and farm production, critical thinking, problem-solving, team work and self management were not highly desired. The education now requires at work and society impacts on the favoured place the Universities have had in schooling and the politics of knowledge. At the same time, whether industries demands for higher levels of competence for all learners will solve learners' concerns for employment is not clear. Jansen and Christie (1999:2) argue that schools will need another major shift in focus, as social service and voluntary work become more important.

The claim that "all learners can learn" can be interpreted as a comment about learners. Seventy to eighty percent (70%-80%) who drop out before they finish school are often considered by schools and the community as learners who cannot learn, or at least are "no good at school". They are regarded as failures for not having "reached their ceilings. This in fact is a further indictment of schooling that has failed to accept its responsibility to educate all learners. In under-resourced schools this system appears to address the barriers to learning operating in all the dysfunctional relationships considered in its introduction. South African Journal (1998:230) regards this system as been demonstrated primarily in an increased intrinsic motivation for an Outcomes-Based Education style of learning.

In OBE the idea that all learners can learn is interpreted in two ways. One follows the claim of the early behaviourists that if the learner does not get there by the end of lesson, then the educator and learner try again, from a different angle, with additional time. The time allowed can be flexible; an hour, a month, a year or more. Nobody fails (Dept. of education Pumphlet, 1996:15) because the prospect of learning is always there in the future. An alternative view of the idea that all learners can learn focuses not only on standards of achievement, but increments of progress.

Learning in this view is a process, with successful learning measured by improvement in standard rather than the standard itself. All learners whether gifted, disabled, or in between have the same rights to progress. This is value-added education because of its emphasis on continuous progress and so the focus shifts to broad concepts and competencies.

2.17 SYSTEM MODEL

In this model educator knowledge is central to learning and the success of OBE as a system.

Journal of common wealth (1999:26) states system model as a way of thinking about, and a language for describing and understanding the forces and interrelationships that shape the behaviour of systems.

When educators' knowledge and skills are central, educational management has to be directed to that end. Curriculum to suit learners has to be designed by people on the spot. The design of the curriculum and assessment lies especially with educators. Giving educators this responsibility fits with management research on project teams that are flexible, creative and client oriented.

In contrast to this view of learning, it is one of the ironies of OBE that this system whose motivation, in many countries, included a wish to wrest education from educators and make them accountable. Jansen and Christie (1999:84) regard this motivation as depending more than ever on the professionalism and skills of educators and school leaders. The idea that educator knowledge in ten years ago was critical for educational improvement had little currency. Continuing a tradition began at the 20th century when policy makers searched for the right set of test prescriptions, textbook adoptions and curriculum directives to be packaged and mandated to guide practice. However, educational reform was "Educator-proofed."

Now the policy makers increasingly realise that regulations cannot transform schools, only educators, in collaboration with parents and administrators, can do that. The observations are true in countries around the world that through the introduction of outcomes-based approach, educators produce learners with a very high task performance. Implementation of this approach requires

change in many institutional arrangements, including scheduling of staff, learner-time, selection and utilisation of instructional methods and resources. In addition, the faculty must have a shared vision of the kinds of changes that are possible and necessary to improve their instructional programmes, otherwise educators are unlikely to seriously consider proposals that require significant change in existing behaviours.

The concern is entirely to the development of educators. Ornstein and Levine (1989:604) consider staff development as a core activity in the school improvement process which is centred on the school as the basic unit, not on the individual educator. Staff development must be an interactive process in which educators and administrators work together at every stage. Educator knowledge which is central to learning develops collegial responsibility for improvement.

CHAPTER 3

OUTCOMES-BASED EDUCATION AND UNDERRESOURCED SCHOOLS

METHODOLOGY FOLLOWED IN THE RESEARCH

3.1 INTRODUCTION

The purpose of this chapter is to discuss the methodology followed to collect and analyse data for the purpose of testing the assumptions mentioned in chapter one of the study. The previous chapter, i.e., chapter two was based on literature review. Some theoretical ideas about OBE and underresourced schools were discussed. This chapter discusses the research design. Various tools of research are discussed and the researcher concludes by giving the methodology that will be followed in this study.

3.2 RESEARCH DESIGN

Schumacher and McMillan (1993:31) refer to research design as the plan and structure of the investigation used to obtain evidence to answer research question. Research design is the consideration and creation of means of obtaining reliable honest, transferable and valid data, by means of which pronouncements about the phenomenon of education may be confirmed or

rejected. Mac Kendrick (1987:256) states that research design is an overall plan or strategy by which questions are answered where a hypothesis is tested.

The research design is a plan that is applied during the investigation in order to answer research questions. It is therefore a guide to data collection, measuring and analysing. The purpose of a research design is to try and ensure that all answers to the question will be accurate ones. In this research, the investigator will use the descriptive design in order to explore the use of the sources in schools.

3.3 MEANING OF RESEARCH

Francis, (1994:2-3) defines research as a careful inquiry of examination to discover new information or relationships and to expand and to verify existing knowledge. He continues to assert that it is the manipulation of things, concepts, or symbols for the purpose of generalizing and to extend, correct or verify knowledge, whether that knowledge aids in the construction of a theory or in the practice of an art.

Research includes all the activities like collecting data, conducting tests, developing standards and maintaining statistics on a given issue. Research further attempts to formulate scientific generations that may be applied to a

variety of problems. It is a relatively long, specialised and thorough ongoing investigations of a properly selected topic. It includes analysis of collected data in a logical way in order to achieve a specific research goal. This is the approach followed in this research.

Research is systematic, objective and accurate search for the solution to a well-defined problem. Mouly explains that in order to draw or state conclusions, there should be a systematic application of the scientific research method, there should be an overall strategy that is followed in collecting, interpreting and analysing data, which is oriented towards that development of theories or arriving at dependable solutions to problems. Research is the most important tool for advancing knowledge, developing progress and resolving conflict. With all the changes this research is therefore the primary tool used to understand and evaluate the OBE approach as new instruction and how it is implemented in under-resourced schools.

3.4 PERMISSION TO CONDUCT RESEARCH

With regard to permission to conduct research with the aim of administering the questionnaire to educators of schools in the Scottburgh District area, the researcher contacted the relevant senior educational manager (Chief Superintendent) and received written permission from her to conduct the

proposed research. The provision was however, that permission should, be obtained firstly from the schools principals before. In order to administer the questionnaire to educators, ten (10) schools from the Scottburgh District in Port Shepstone Region were randomly selected. From each of these schools educators were randomly selected to complete the questionnaire. This provided the researcher with 70 educators as respondents, which may be considered an adequate sample for reliable data analysis.

3.5 THE RESEARCH INSTRUMENT

Data required for this study was collected by posing questions to the respondents using questionnaires for educators.

Obtaining data this way is supported by Dane (1990) in Frenkez and Wallen (1990) who asserts that the gathering data from respondents using questionnaires. This method is one of the most effective way of data collection.

Behr (1988) sees questionnaire as a research tool that remains one of the best available instruments to collect data from a widely spread population.

A well designed questionnaire is the culmination of a long process of planning the research objective formulating the problem for the fact that a

questionnaire should be constructed according to certain principles (Kidder & Judd, 1986:128-131, Behr 1988:155-156). A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results notwithstanding the merits of the sample, the field workers and the statistical techniques.

A well designed questionnaire can boost the reliability and validity of the data to acceptable tolerance, (Schumacher & Meillon, 1993:42). Therefore the researcher had decided to do a well designed questionnaire. Taking Schumacher's statement it stands to reason that questionnaire design does not take place in a vacuum. The length of individual questions, the number or response options, as well as the format and wording of questions are determined by the following:

- Aim of the research.
- Choice of the subject to be researched.
- Size of the research sample.
- Method of data collection.
- Analysis of the data. (Dane, 1990:315).

Against this background it was important for the researcher to look at the principles that determine whether a questionnaire is well designed. It is therefore necessary to draw a distinction between questionnaire content,

question format, question order, type of questions, formulation of questions and validity and reliability of questions.

3.6 CONSTRUCTION OF THE QUESTIONNAIRE

Questionnaire design is an activity that should not take place in isolation. The researcher consulted and sought advice from specialists and colleagues at all times during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, (1988:198). Questions to be taken up in the questionnaire should be tested on people to eliminate possible errors. A question may appear correct to the researcher when written down but can be interpreted differently when asked to another person. There should be no hesitation in changing questions several times before the final formulation, keeping the original purpose in mind. The most important point to be taken into consideration in questionnaire design is that it takes time and effort and that the questionnaire will be re-drafted a number of times before being finalised. A researcher must therefore ensure that adequate time is budgeted for in the construction and preliminary testing of the questionnaire (Kidder & Judd, 1986: 243-245). All of the above was taken into consideration by the researcher during the designing of the questionnaire for this investigation.

An important aim in the construction of the questionnaire for this investigation was to present the questions as simple and straight forward as possible. The

reason for this was that not all members of the target population under investigation might be adequately educated to interpret questions correctly or familiar with the completion of questions. Questions were formulated in English. The researcher aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in the questions.

The aim of the questionnaire was to obtain the information regarding the OBE and underresourced schools. The questions were formulated to determine Outcomes-Based Education and its effect on underresourced schools concerning the relationships of the following:

- Availability of resources or stationery.
- Teacher-pupil ratio.
- Attending of workshops (for orientation).
- People offering the workshops.

3.6.1 CHARACTERISTICS OF A GOOD QUESTIONNAIRE

Throughout the construction of the questionnaire the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. The characteristics of a good questionnaire that were considered by the

researcher are, according to Van den Aarweg & Van den Aardweg, (1988:190) Mahlangu, (1987:84-85) and Norval (1988:60) state the following:

- It has to deal with the significant topic, one of the respondents will be recognised as important enough to warrant spending his/her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.
- It must seek only that information which cannot be obtained from other sources.
- It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the waste paper basket.
- Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.
- Each question has to deal with a simple concept and should be worded as simply and straight forwardly as possible.

- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading questions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.
- Questions should be presented in a proper psychological order proceeding from general to more specific and sensitive responses. It is preferable to present questions that create a favorable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and / or embarrassing questions should be avoided if possible.

3.6.2 ADVANTAGES AND DISADVANTAGES OF THE QUESTIONNAIRE

Data can be gathered by means of a structured questionnaire in inter-alia the following ways:

A written questionnaire that is mailed delivered or handed out personally; personal interviews and telephone interviews (Kidder & Judd, (1986:221). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research questionnaire, the specific target population being studied, as well as relative cost. Researcher

used the written questionnaire as research instrument taking into consideration certain advantages (Mahlangu, 1987:94-95, Norval, 1988:60).

3.6.3 ADVANTAGES OF THE WRITTEN QUESTIONNAIRE

- Affordability is the primary advantage of written questionnaire because it is the least expensive means of data collection.
- Written questionnaire preclude possible interviews bias.
- A questionnaire permits anonymity. This would increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- They permit a respondent a sufficient amount of time to consider answers before responding.
- Questions can be given to many people simultaneously.
- They provide greater uniformity across measurement situations than do interviews.

- Written questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- It is easy to approach the problems related to interviews.
- Respondents may answer questions of a personal or embarrassing nature more willingly and frankly on a paper questionnaire than in a face to face situation with an interviewer who may be a complete stranger.
- Respondents can complete questionnaires on their own leisure time and in a more relaxed atmosphere.
- Questionnaire design is easily followed.

- **DISADVANTAGES OF THE QUESTIONNAIRE**

- The researcher is also aware of the fact that the written questionnaire has important disadvantages. According to Van den Aardweg & Van den Aardweg (1988:190), Kidder & Judd, (1986:223-224) and Mahlangu, (1987: 84-85) the disadvantages of the questionnaire are as follows:
- Questionnaires do not provide the flexibility of interviews. This makes it possible to gauge how people are interpreting the question.

- People are generally better able to express their views verbally than in writing.
- They are time consuming.
- Questions can be answered only when they are sufficiently easy and straight forward to be understood with the given instructions and definitions.
- The questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to questionnaires are seen as final. There is no chance of investigating or checking beyond the given answer for a clarification of ambiguous answers.
- The researcher is unable to control the context of question answering and specifically the presence of other people.
- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have.

Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

- Language usage sometimes can be difficult since the researcher uses English as a second language.
- A respondent can be assisted by anybody and that causes 'Biasness' i.e. respondents may ask friends or family members to examine the questionnaire or comment on their answers.
- In a questionnaire it is difficult to locate a question where it is supposed to be.
- Some teachers tend to be emotional in answering certain questions.
- Questionnaires do not make provision for obtaining the views of more than one person.
- It is difficult for the researcher to explain the questionnaire even if the respondents do not understand it.
- People are generally better to express their views orally than in writing.

3.7 TYPES OF QUESTIONS

3.7.1 OPEN-ENDED QUESTIONS

Isaac and Michael (1995:141) say that one of the best way of developing good objective questions is to administer an open-ended form of the question to a small sample of subjects representative of the population in which you are interested. Open-ended questions call for a free response in the respondent's own words. It provides for greater depth of response. It requires greater effort on the part of the respondent, which makes return to be meager. The researcher formulated it in a clear and easy to understand in order to avoid misinterpretation. The respondent writes how he/she feels about a topic and gives the background of his/her answer.

3.7.2 CLOSED QUESTIONS

Best and Khan (1993:231) define closed questions as questions that call for short, check-mark responses. They are also called structured, restricted or closed-ended question type. They are best for obtaining demographic information and data that can be categorised easily.

The respondent can answer the items more quickly. It is time-consuming for the researcher to categories. They sometimes call for 'a yes' or 'no' answer.

It is easy to fill out and takes a little time to complete. It keeps the respondent on the subject. These questionnaires are relatively objective, and fairly easy to tabulate and analyse.

It was easy for the researcher to formulate closed questions because they were simple and did not consume much time. The questions were producing meaningful results for analysis.

The disadvantages are:

- Respondents are forced to choose an alternative that may not be suitable to their situation.
- Construction of closed-ended questions requires from the researcher knowledge of the full range of all possible alternatives to a question.

3.8 SAMPLING

According to Grinnel (1988:133) a sample is a small portion of the total set of objectives, events or persons which together comprise the subjects of the study. It is usually quite impossible to involve the entire population when one does a research.

Schumacher and McMillan (1993:16) also agree that a sample is selected from the population to provide subjects. A sample is thus any group which is selected on which information is obtained. It is thus required that a sample is drawn from a population. The population, is the group that is of interest to the researcher, the group to which the researcher would like to generalise the results of the study. This selected population must have an equal chance of being included in research.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The reason for sampling is to reduce expense i.e. interviews can be conducted in a shorter period of time, there is greater co-ordination of the interviewers. Research concerns restricted populations.

3.8.1 TYPES OF SAMPLING

Simple Random Sampling

Wallen and Freankel (1991:132) say that a simple random sample is one in which each and every member of the population has an equal chance of being selected.

When using the simple random sampling the researcher should ensure that each and every member of the population has an equal independent chance of being selected. No population may be systematically excluded, therefore it is unbiased. All members have the same probability of being selected. A representative sample is the one that truly reflects all the various characteristics of the population. Random sampling is likely to produce a representative sample. This method involves selecting at random from a list of the population.

This provided the researcher with a picture with which to view the whole population group. A random sampling as required by inferential statistics permitted the researcher to make inferences about populations based on the behaviour of samples.

3.9 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989:1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is a reason why so many questionnaires are lacking in these two qualities (Cooper, 1989:15). Questionnaires have a very limited purpose. They are often one-time data gathering devices with a very short life, administered to a

limited population. There are certain ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in a none ambiguous way i.e. do the items sample a significant aspect of the purpose of the investigation? Terms should be clearly defined so that they have the same meaning to all respondents (Cohen & Manion, 1989:111-112; Cooper, 1989:60-62).

Although reliability and validity are two different characteristics of measurement, they “shade into each other” (Kidder & Judd, 1989:53-54). They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what is intended to measure (Van den Aardweg & Van den Aardweg, 1988:198). It is therefore necessary to assess the validity and reliability of these instruments. An educational researcher is expected to include in his/her research report an account of the validity and reliability of the instruments he/she has employed. As a researcher I had to have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability.

1) Validity of the questionnaire

Validity is defined by Van Rensburg, Landman and Bodestein (1994:560) as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure. Behr (1986:122) regards validity as an indispensable characteristic of measuring devices.

Dane (1990:257-258), Mulder (1989:215-217) and Van den Aardweg (1988:237) distinguish between three different types of validity:

- Content validity where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to

measure directly the behavior or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.

- Construct validity where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning, ability, attitudes, etc.

It means validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterize (Schnetler, 1993:71). If the ability or attribute is itself stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates the potential arguments that skeptics might use to dismiss the research results (Cooper, 1989:120, Dane 1990:148-149).

2) Reliability of the questionnaire

According to Mulder (1990:209) and Van Rensburg, Landman and Bodenstein (1988:512) reliability is a statistical concept and relates to consistency and dependability. Consistency refers to the constancy of obtaining the same relative answer when measuring phenomena that have not changed. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1988:194) and Kidder and Judd (1986:47-48) distinguish between the following types of reliability.

- Test-retest reliability (coefficient of stability) – consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion and on another occasion.
- Internal consistency reliability. This indicates how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, we can calculate the split-half reliability.

In essence, reliability refers to consistency, but, consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent's true feelings (Dane, 1990:256). A demonstration of reliability is necessary but not conclusive evidence that the instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that affect reliability are *inter alia* the following (Mulder, 1989: 209, Kidder & Judd, 1986:45):

Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.

- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

3.10 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in this subsequent full-scale project (Dane 1990:42). It is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. Kidder and Judd (1986:211-212) state that the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enabled the researcher to avert these problems by changing procedures, instructions and questions. The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study were selected from the same target population. Through the use of the pilot study as "pre-test" the researcher was satisfied that the questions asked complied adequately to the requirements of the study.

Gay (1987:199) says that the questionnaire should be tried out in the field test, just as a research plan should be executed first as a pilot study. The pilot study questionnaires can be given to people who are familiar with

questionnaire construction and the field in general. It allows the researcher to discover any bugs in the reset procedure and iron them so that they will not affect the outcome. Pilot study helps to investigate and identify sources of difficulty before actual research starts. The pilot testing results will be analysed, also pinpointing items that are too short, or too long, or difficult and confusing. The researcher will know where she should improve or make changes in her questionnaire. She will also be able to identify her instrument deficiencies.

A pilot study was carried out to identify problems that were likely to be encountered during the research. This was to test the way the questions were structured, so that the modifications could be made, if necessary, before distributing the questionnaires to the respondents.

The researcher discovered that in some questions the respondents' responses did not provide the required information. The researcher had to probe and prompt the respondent to come up with more responses.

The respondents coped well with most questions which were asked by the researcher except one or two which were reformulated with advice of the supervisor who has expertise in conducting research. The questionnaire covered the areas under investigation. In general the responses indicated that the wording of the questionnaire was found to be satisfactory.

The final study was executed with the amendments mentioned above. The pilot study proved valuable as it indicated to the researcher the task at hand and the possibility of addressing the research questions. The data from this initial study also helped in the procedure to be followed when analysing the data required.

3.11 ADMINISTRATION OF THE QUESTIONNAIRE

If properly administered the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously (Cooper, 1989:39). The researcher personally delivered questionnaires to the selected schools in the Scottburgh District area and collected them again after completion. This method of administration facilitated the process and the response rate. A high return rate was obtained with 70 questionnaires completed and collected.

3.12 THE PROCESSING OF THE DATA

Once data was collected, it had to be captured in a format which would permit analysis and interpretation. This involved the careful coding of the 70 questionnaires completed by the educators. The coded data was subsequently transferred onto a computer spreadsheet.

3.13 PROCEDURE TO DATA COLLECTION

The researcher used questionnaire for data collection with regard to factors associated with Outcomes-Based Education and under-resourced schools. The research was conducted among Black South African Educators.

The research was conducted through questionnaires as stated above. Sibaya (1993) states that a questionnaire is not just a list of questions or forms to be filled in, but it is a scientific instrument for the measurement and collection of a particular kind of data. The questionnaires were distributed to educators to fill in. The researcher went personally to schools where educators were asked to complete the questionnaires. Questionnaires were left by the researcher. They were to be collected at the time agreed upon by the researcher.

3.14 DIFFICULTIES EXPERIENCED IN COLLECTING THE DATA

Difficulties were found by the researcher especially when she went to schools to collect data. The researcher was told by the principals that some educators did not bring responses. Some schools were difficult to reach due to weather conditions. In that way the targeted number of responses were not reached on that day.

Appointments with some principals were sometimes postponed and rescheduled because of the unforeseen disturbances that occurred in schools. The target group was from rural and peri-urban. However, all 70 questionnaires were finally collected.

3.15 CONCLUSION

This chapter discussed empirical procedures and method of research study. Research tools and techniques were mentioned. In chapter one the researcher focused on “Outcomes-Based Education and Under-resourced schools.” This chapter stated the problem and terms were clearly defined. In chapter two some theoretical background on OBE and under-resourced schools were discussed. In chapter four the researcher will give the tabling, analysis and interpretation of data will be collected.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter deals with analysis and interpretation of data which was collected by means of questionnaires completed by educators in the Scottburgh District area under Port Shepstone Region. The scoring of the questionnaire made it possible to get percentage of the respondents. The higher the total score, the more positively inclined the respondent is towards Outcomes-Based Education.

4.2 TABLING ANALYSIS AND INTERPRETATION OF DATA

Educators' profile

Respondents' responses were analysed, responses which were similar were grouped together and the collected data is discussed as follows:

4.2.1 GENDER TABLE RESPONDENTS

Table 1 : Frequency distribution according to gender of respondents

	GENDER	FREQUENCY	%
1	FEMALE	61	87
2	MALE	9	13
	TOTAL	70	100

Table 1 indicates that presently there are much more women than men in the teaching profession. According to the above table, 87% respondents were females while 13% were males. 70% responded to the above question. The table tells us that the female percentage is much higher as compared to that of males. There are more female educators than male in the primary schools. There are only 13% male educators presently teaching in the primary schools as most of them are in the high schools.

4.2.2 AGE OF RESPONDENTS

Table 2 Frequency distribution according to age of respondents

	AGE	FREQUENCY	%
1	20-30	15	21
2	30-40	28	40
3	40 +	27	39
	TOTAL	70	100

From table 2 it is clear that fewer young educators are presently found in the teaching profession. It is interesting to note that redeployment has not affected the presents of older educator as “older educators opted for the voluntary severance package which was recently offered to educators by the various departments”. (T. Venketsamy, 2000:130).

The statistical table above shows that the lowest percentage is 21 percent which means there is a low percentage of educators from 20-30 years. These people still have more years (to come) to effect OBE in schools. The above table shows that the highest percentage is 40% which is an age group that would still be in the teaching profession for some years to come. Respondents whose total is 39 percent are the ones who still have a

responsibility of ensuring that OBE school's resources were utilized accordingly.

There was a low percent from 40 years upwards which shows that very few educators would leave the teaching profession soon. "Sometimes it might be difficult to teach old dogs new tricks." On the other hand they have experience.

4.2.3 TYPE OF SCHOOL RESPONDENTS TEACH AT

Table 3 : Frequency distribution according to type of schools

	TYPE OF SCHOOL	FREQUENCY	%
1	PRIVATE SCHOOL	0	0
2	GOVERNMENT SCHOOL	70	100
	TOTAL:	70	100

The above table shows that all respondents which is 100% were the educators teaching at the government schools. Private schools are well resourced as the ratio between teacher and pupil are less than government schools for the distribution of resources by the government.

Due to financial constraints most parents in rural areas bring their children in government schools.

4.2.4 ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF THE RESPONDENTS

Table 4 : Frequency distribution according to the qualifications of the respondents

	QUALIFICATIONS	FREQUENCY	%
1	DEGREE	23	33
2	DIPLOMA	46	66
3	PTC	1	1
	TOTAL:	70	100

- 33% of the respondents have a university degree, which is an additional level to their educator's qualification. 66% of the respondents have teachers' diplomas which are 3-4 years teacher training.
- This gives us a clear understanding and a proof that most educators have teaching skills. As qualified educators with didactic methods, strategies and techniques they stand a better chance of comprehending

OBE philosophy and concepts and how resources should be used in OBE context. 1% of the respondents do not have a diploma.

4.2.5 YEARS OF COMPLETED SERVICE OF RESPONDENTS

Table 5 : Frequency distribution recording to the service of respondents

	COMPLETED YEARS	FREQUENCY	%
1	0-5	12	17
2	6-10	18	26
3	11-20	40	57
	TOTAL:	70	100

Table 5 indicates that 17% of the respondents are lacking experience. The second large group which is 26% are those that have between 6 and 10 years of service. 57% of the respondents is the largest group that have more than 20 years of service. Reasons for this trend can be attributed to the same factors as those already mentioned in table 2 that is, redeployment has not affected the presents of older educators as older educators opted for the voluntary severance package.

The above responses demonstrate that 17% which is from 0-5 were lacking experience as they were new in the teaching field. 26% are the respondents who have little bit of what was expected of them, because they have experience of the old and new methods (OBE). 57% demonstrates the highest percentage in teaching experience. These are the educators who may contribute towards effective OBE implementation. They are the people who have direct experience actively engaged in the use of Outcomes-Based Education.

4.2.6 POST LEVEL OF RESPONDENTS

Table 6 : Frequency distribution according to the post level of the respondents

	POST LEVEL	FREQUENCY	%
1	PRINCIPAL	10	14
2	DEPUTY PRINCIPAL	4	6
3	H.O.D.	10	14
4	EDUCATORS	46	66
	TOTAL	70	100

Table 6 indicates the frequency distribution of the respondents according to their rank. 14% of respondents are principals and 6% are deputy principals. 14% are H.O.D's and 66% who are at the classroom level, which means that these educators are the educators who are directly faced with a responsibility of implementing Outcomes-Based Education

4.2.7 POST HELD BY RESPONDENTS

Table 7 : Frequency distribution according to the type of post held by the respondents

	POST HELD	FREQUENCY	%
1	PERMANENT	63	90
2	TEMPORARY	5	7
3	PART TIME	2	3
	TOTAL:	70	100

The above table shows that 90% of the respondents hold permanent posts, while only 7% hold temporary posts and 3% are part-time educators. The statistics reveal that there is a shortage of adequately qualified educators and posts in the Scottburgh district. This might be the reason for the overcrowding of classes. In 2.3 it was stated that the teacher pupil ratio in

rural schools is a concern because the problem of overcrowding in classroom is exacerbated by the fact that the senior education bureaucrats and ministerial advisers have little experience on what is happening inside the classroom.

4.2.8 FAVOURABLE EDUCATOR-LEARNER RATIO

Table 8 : Frequency distribution according to the respondents' perception of a favourable educator-learner ratio

	%	FREQUENCY	EDUCATOR-LEARNER RATIO
1	0	0	10
2	17	12	15
3	26	18	20
4	43	30	25
5	7	5	30
6	7	5	35
7	0	0	40
8	0	0	45
9	0	0	50
TOTAL	100	70	100

Table 8 shows that the majority of educators 43% prefer a ratio of 1:25. The ratio should be 1:40 which is impossible for the educator to teach effectively

as well as for the learner to learn effectively. Class control becomes a problem because there is not enough space for an educator to move around in a class. With 40 learners, individual attention is not done properly. 17% represents educators' who were in favour of 15 learners in a classroom for the success of OBE. Many indicated that with a small number of learners, group teaching would be made possible to avoid disciplinary problems in class. In table 3, it was stated that the teacher-pupil ratio in government schools is more than in private schools for the distribution of resources by the government.

4.2.9 EMPLOYMENT OF THE RESPONDENTS

Table 9 : Frequency distribution according to the employment of respondents

	EMPLOYMENT	FREQUENCY	%
1	DEPARTMENT OF EDUCATION	68	97
2	GOVERNING BODY	2	3
	TOTAL:	70	100

The above table shows that 97% of the respondents are employed by the department of education. This is ideal because the department needs to employ more educators. Very few of the educator (3%) in the survey are

employed by the governing body, possible reasons for this are that governing bodies are not financially well established in schools to offer educators lucrative salaries. Thus many teachers are unwilling to accept governing body posts.

4.2.10 DURATION OF TRAINING

Table 10 : Frequency distribution according to the duration of training of respondents

	DURATION OF TRAINING	FREQUENCY	%
1	1 DAY	10	14
2	2 DAY	25	36
3	3 DAYS OR MORE	35	50
	TOTAL:	70	100

The above table clearly shows that 14% of the educators attended 1 day OBE workshop. The reason for this poor attendance is that the information could not reach all educators in time for the preparation of transport. Many educators stated that they received the circulars after the due date and therefore they could not attend the workshop. 36% reflects educators who attended the workshop for 2 days. In cases where educators attended less

than 3 days, the feeling is that school discipline is affected when one or two educators are away. Sometimes in cases where schools have to pay, the management is not willing to foot the bill. 50% are the respondents who attended 3 days or more. However, 3 days is not enough for the training of educators in Outcomes-Based Education paradigm shift.

4.2.11 EDUCATOR OBE-RELATED IMPLEMENTATION

Table 11 : Frequency distribution according to educator-OBE related implementation

	EDUCATOR-OBE RELATED IMPLEMENTATION	FREQUENCY	%
1	YES	65	93
2	NO	5	7
	TOTAL:	70	100

The respondents were asked to indicate whether they implemented OBE information or not. For instance, 93% from the data above reflects the number of educators who accepted and agreed the suitability of information on empowering for the OBE implementation. 7% shows the number of educators who were not well informed regarding OBE. According to the table, 7% of the respondents did not get sufficient information during the workshop,

this may be due to lack of information, poor management-educator relationship, insufficient time frame for the workshop. This has a significant impact on the quality of teaching and learning in the school.

4.2.12 MATERIAL USED DURING WORKSHOP

Table 12 : Frequency distribution according to the respondent's material usage

	MATERIAL USAGE	FREQUENCY	%
1	NO	68	97
2	YES	2	3
	TOTAL	70	100

97% of the respondents received OBE material at the workshop. 3% are the educators who were at the workshop but could not get the material due to shortage. The respondents indicated that there is a dire need to intensify a campaign on the supply of resources to effect OBE activities. Without adequate resources learning cannot be realised fruitfully.

4.2.13 EQUIPMENT AND MATERIAL THAT WAS USEFUL

Table 13 : Frequency distribution according to the respondent's equipment and material usage

	USEFUL MATERIAL	FREQUENCY	%
1	YES	60	86
2	NO	10	14
	TOTAL:	70	100

86% shows the percentage of the respondents who were able to utilise the material. 14% of the respondents found difficulty in utilising the given materials/handouts. The respondents stated that Facilitators did not provide teaching and learning materials that are suitable for effective teaching-learning interaction. Provision of resources might have given procedure not only assurance that the teaching and learning will be exactly what was expected, but also enables them to pinpoint specific strengths and weaknesses of resources.

4.3 CONCEPTUAL UNDERSTANDING

4.3.1 UNDERSTANDING OF OBE TERMINOLOGY

Table 14 : Frequency distribution according to the respondent's understanding of OBE terminology

	OBE TERMINOLOGY UNDERSTANDING	FREQUENCY	%
1	YES	35	50
2	NO	35	50
	TOTAL:	70	100

The first 50% understands the terminology usage and its meaning. The second 50% understands the terminology but could not link it with Outcomes-Based Education usage. More workshops would assist educators to be familiar with terms used in OBE. Looking at 4.3.1, 4.3.2, 4.3.3, 4.3.4, and 4.4.1. OBE was not given enough time for training. As mentioned in 1.2 insufficient attention was not given to terminology and technical coherence across learning areas. OBE was not given time for educators to understand assimilate practice and utilize the terminology. It is helpful to write a short evaluation of how effectively it helped to have workshops and to hear their point of views. Therefore this resulted in certain features of the curriculum

being interpreted in different ways by the learning area committees thus causing confusion to educators.

4.3.2 SUPPORT FROM SCHOOL MANAGEMENT

Table 15 : Frequency distribution according to the respondent's support from school management

	School Management Support	Frequency	%
1	YES	20	29
2	NO	40	57
3	NOT SURE	10	14
	TOTAL	70	100

29% are the respondents who received help from the management. 57% are the respondents who did not get any help from the management team. 10% are the educators that got little if not non from the school management team (SMT). The reason provided was due to late feedback and poor attendance of the SMT. Formal and informal relationship with the SMT are not only important features of a "teacher" life, but may also have a considerable influence on OBE teaching and general behaviour in the classroom. The responded stated that SMT must have thorough knowledge of all matters

regarding all important aspects on curriculum matters because they expect leadership from them.

4.3.3 SUPPORT FROM NEIGHBOURING SCHOOLS

Table 16 : Frequency distribution according to respondent's support from neighbouring schools

	NEIGHBOURING SCHOOLS' SUPPORT	FREQUENCY	%
1	YES	70	100
2	NO	0	0
3	NOT SURE	0	0
	TOTAL	70	100

100% shows that the respondents are being assisted by the neighbouring schools. The dedicated educator's working day is not limited to fixed hours. The respondents indicated that if necessary, they negotiate with the neighbouring schools about what approach of outcomes-based education process should be followed. Together they try how to implement, coordinate, delegate, initiate and communicate their plan or decision (Piek and Mahlangu, 1990:71). However they further indicated the relationship with the neighbouring schools depend on efficient management and planning for the success on OBE.

- The nature of assistance involved arranging meeting so that they are updated about what is happening in their schools.
- Experts on OBE were also invited from the neighbouring schools to address outcomes-based education problems.

No single educator indicated she/he does not get help from neighbouring schools.

4.4 RESOURCES

4.4.1 LEARNING MATERIALS USED IN CLASSROOM

Table 17 : Frequency distribution according to the respondent's learning materials

	MATERIALS AVAILABLE	FREQUENCY	%
1	YES	15	21
2	NO	48	69
3	NOT SURE	7	10
	TOTAL	70	100

21% represents the number of respondents that have enough OBE resources. 69% shows the number of respondents short of resources. 10% is the percentage of the respondents having little or non-resources.

To provide educators with enough resources, gives them overall ideas of the content and it ensures a proper balance during the year orientation. This typical of ill equipped nature of rural schools. In 2.3 it was indicated that rural budgets are small and do not cover the considerable costs of operation especially for the new curriculum which is OBE. This can lead to limited curricular and programme offerings and a lack of resources.

4.4.2 SPECIFIC RESOURCES FOR OBE

Table 18 Frequency distribution according to the respondent's specific resources for OBE

	SPECIFIC OBE RESOURCES	FREQUENCY	%
1	YES	10	14
2	NO	60	86
3	NOT SURE	0	0
	TOTAL	70	100

86% are the educators who have not enough resources specifically for outcomes-based education. 14% are those with OBE resources. This means resources are not well provided in our schools (see 2.3) For instance in 2.3. it was indicated that educators also remain in short supply of teaching and learning resources'. They are receiving fewer books for their entire class each year. On the other hand the scarcity of instructional material may inadvertently strengthen the state's authority over what legitimate knowledge is presented to pupils.

4.4.3 TYPES OF RESOURCES USED BY THE RESPONDENTS

Table 19 : Frequency distribution according to the respondents
resource types

	TYPES OF RESOURCES	FREQUENCY	%
1	BOOKS	35	50
2	WALL CHARTS	35	50
	TOTAL	70	100

50% represents respondents who are supplied with books. Because of the shortage of resources, those who receive books did not get charts and vice-versa. The respondents indicated that they are receiving fewer books for their entire class each year. The reason stated was that the department is facing financial problems. Most of the respondents mentioned books, charts and policy documents as their resources they use specifically for outcomes-based education. These are limited and this shows that the teachers do not have a wide variety of sources.

4.4.4 EDUCATOR-LEARNER-RATIO CONDUCIVE TO RESPONDENTS

Table 20 : Frequency distribution according to the respondent's educator- learner ratio conducive to OBE

	CONDUCIVE EDUCATOR –LEARNER RATIO	FREQUENCY	%
1	YES	10	14
2	NO	60	86
3	NOT SURE	0	0
	TOTAL	70	100

The statement that an unfavourable educator-learner ratio can effect individual assistance in the classroom situation is confirmed by a very large

number (86%) of the respondents. It is a well known fact that large individual differences exists between learners. Every learner must be assisted to develop according to his own abilities. Overcrowded classes make attention to individual learners difficult.

The above table shows that 14% of the educators do not have favourable learner-ratio which can facilitate OBE. According to the department of education, an educator must have 40 learners in a class. According to the table 8, 43% prefer a ratio of 1:25 which is lower than the departments' proposition. Educator motivation to implement an Outcome-Based Education approach is inhibited by a high number of learners in class. Class control becomes a problem because there is not enough space for an educator to move around in a class. Since there are not enough resources available for all learners in a class, an educator cannot give enough guidance and support. The bigger the ratio, the lesser the attention and availability of resources.

4.4.5 SITTING ARRANGEMENT BY THE RESPONDENTS

Table 21 : Frequency distribution according to the respondent's sitting arrangement

	SITTING ARRANGEMENT	FREQUENCY	%
1	HORSE SHOE	5	7
2	ROUND TABLE	20	29
3	GROUPING	35	50
4	INDIVIDUAL	10	14
	TOTAL	70	100

The above table demonstrates 7% of the respondents prefer horse sitting arrangement in their classes. 29% involves the respondents who are in favour of a round table sitting arrangement. 50% shows that the majority preferred the grouping sitting arrangement. As educator do not have enough resources, this means that grouping may be the main source for learner involvement. In this arrangement learners are able to share their ideas only 14% indicates the percentage of respondents who were in favour of individual sitting arrangement. This may be an indication that learner-centered approach is not yet well conceptualised. However, the researcher should indicate that sitting arrangement guarantees active involvement of learners.

4.4.6 FAVOURABLE EDUCATOR-LEARNER RELATIONSHIP

Table 22 : Frequency distribution according to the respondent's educator-learner relationship

	EDUCATOR-LEARNER RELATIONSHIP	FREQUENCY	%
1	LEARNER- CENTERED	70	100
2	DIALOGUE	0	0
3	TEACHER-CENTERED	0	0
	TOTAL	70	100

According to the table, 100% of the respondents are in favour of learner-centred approach. It is practically a matter of concern that when designing and planning OBE lessons, an educator constantly takes into account pupils' degree of sharing in the progress of the lesson (learners are active). As indicated in 2.17 even though much is wrong with traditional education practice, educators must be careful not to overlook the importance of learning content.

4.4.7 LEARNER'S INVOLVEMENT IN CLASSROOM

Table 23 : Frequency distribution according to the respondent's perception of a favourable learner involvement

	LEARNER INVOLVEMENT	FREQUENCY	%
1	ACTIVE PARTICIPATION	12	17
2	PASSIVE	0	0
3	ABLE TO WORK IN A GROUP	46	66
4	ABLE TO SOLVE PROBLEMS	12	17
	TOTAL	70	100

17% of the educators favour active participation. 66% is the percentage of respondents who are able to participate fully in group work. The last 17% are the respondents that are able to solve problems. Most learners are able to work in a group. This coheres with 4.5.5, the majority of educators favoured grouping of learners. It shows the majority prefer this sitting arrangement as these educators do a wide variety of resources for learner participation.

4.4.8 GROUPING OF LEARNERS IN CLASSROOM

Table 24 Frequency distribution according to the respondent's perception of a favourable learner grouping

	GROUPING OF LEARNERS	FREQUENCY	%
1	GENDER	48	21
2	MIXED ABILITIES	7	69
3	LEVEL OF ABILITY	0	10
4	AGE	0	0
	TOTAL	70	100

21% are the respondents that choose boys or girls separate grouping. 69% represents educators who prefer mixed abilities grouping. 10% respond to homogeneous grouping of learners. When learners are mixed according to their levels of abilities, learning forms a part of a large whole i.e. it links between the subject in curriculum and caters for all intellectual abilities.

Most of the respondents reasons were:-

- Grouping of learners make learning content successful.
- Pupils are able to share ideas.
- Slow learners become more active.

4.5 FACILITIES

4.5.1 IS THERE ENOUGH FURNITURE FOR THE SITTING ARRANGEMENT? YES/NO

Table 25 : Frequency distribution according to the respondent's perception

	RESPONSE	FREQUENCY	%
1	YES	15	21
2	NO	55	79
3	NOT SURE	0	0
	TOTAL	70	100

The above record shows 21% of schools with furniture. 79% represents schools without adequate furniture for OBE. One could assume that more resources need to be provided, (as indicated in chapter 1.2) because many of the schools are in a state of disrepair. Many are in ruins. Further more, many lack basic furniture storage, space, electricity, a safe water supply , toilets, a

school library laboratories or recreational facilities. However, the department has not yet catered for schools with enough teaching resources.

4.5.2 PHYSICAL FACILITIES

Table 26 : Frequency distribution according to the respondent's physical facilities

	PHYSICAL FACILITIES	FREQUENCY	%
1	ELECTRICITY	20	29
2	TELEVISION	0	0
3	VIDEO	0	0
4	OVERHEAD PROJECTOR	0	0
5	CHARTS	35	50
6	OTHER: RADIO	15	21
	TOTAL	70	100

According to the above record, 29% of schools have electricity. Therefore they can use computers, T.V. video and radio. However there is a very high % of schools that have charts. The statistics shows that most schools do not have electronic media i.e. television, video and overhead projector. The situation is not unique to these schools (rural schools) because 2.1 indicates that the discriminatory patterns in education left rural school in a most disadvantage position.

4.5.3 UTILISATION OF RESOURCES

Table 27 : Frequency distribution according to the respondent's of resource utilization

	RESOURCE UTILIZATION	FREQUENCY	%
1	ONCE A WEEK	15	21
2	ONCE A MONTH	0	0
3	DAILY	55	79
4	OTHER	0	0
	TOTAL	70	100

The above statistics show that 21% of the respondents use resources once a week. 79% use resources almost daily. One can assume that there is a

great need for the government to supply as many resources as possible so that educators achieve some of their objectives. This is important because learning resources can contribute towards positive learning experiences as they offer the individual learner an opportunity to develop to his/her full potential (vide supra 2.1).

4.5.4 CONDITION OF RESOURCES

Table 28 : Frequency distribution according to resource condition

	RESOURCE CONDITION	FREQUENCY	%
1	YES	65	93
2	NO	5	7
	TOTAL	70	100

93% of schools have their resources in good condition, whereas 7% shows the schools with resources that are not in good order. The identification of the above can be overcome by improving the maintenance skill to the users.

The respondents indicated that transportation of resources to schools is not safe since they break in the hands of the deliveries, and some break by mishandling of the users.

In this chapter, the researcher focused on the analysis and interpretation of data collected through questionnaires. Open questions were used to encourage respondents to expand on comments and offer opinions about the use of OBE resources, and the introduction of OBE approach in the curriculum. Questionnaires were distributed to principals, deputy principals, heads of departments and educators, especially those from schools which had begun implementing the OBE approach.

This chapter further shows that learning can either be learner-centred or educator-centred. It also proves where learners are all actively involved in the lesson. The Outcomes-Based Education approach could be well achieved through the inclusion of the mentioned method in the questionnaire i.e. which is learner-centred.

The last chapter which is chapter five will focus on findings, recommendations and need for further study.

4.6 OVERVIEW OF FINDINGS

This study looks into outcomes-based education and under-resourced schools. Through responses that were received the researcher found that OBE needs learning resources. Resources help learners to interact with the

outside world. In this chapter table 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.5.1, 4.5.2 and 4.5.3 played an important role in confirming the need for OBE resources in schools.

4.7 CONCLUSION

In this chapter the researcher's aim is to give some order to the range of information provided by the educators in their answers to the questions in the questionnaire. Some of the data collected were of a demographic nature which enabled the researcher to construct a broad profile of the sample selected for the investigation. Data collected regarding the OBE and under-resourced schools were organised in frequency distribution tables to simplify statistical analysis. The responses to the questions were interpreted and the findings discussed.

Generally, the impression given by educators is that they wish to be engaged to varying degrees, in transforming education in their schools during the current period of transition in South Africa.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

It is important to note that this study addresses an issue which is current and which has been recently applied in schools. This research forms the basis for further research to be carried out on the same or similar field since there are various schools that are under-resourced. This will help to find out more about the experiences of educators as far as Outcomes-Based Education and under-resourced schools are concerned. That will help in either proving or disproving this study.

5.1.1 FURTHER STATEMENT OF THE PROGRAMME OF STUDY

The study is divided into five chapters which dealt with the following issues:

CHAPTER ONE

Chapter one dealt with the general introduction and orientation to the problem. Motivation to the study for the need of the research was stated, the statement of the problem was also stated, aims of the study were given. A

hypothesis was given and explained. Terms used in this study were defined. A proposed method of research was given and a breakdown of chapters was tabled too.

CHAPTER TWO

In chapter two the focus was to reflect historical background of under-resourced schools in South Africa. The chapter included a discussion of philosophical foundations of outcomes-based education which assisted the researcher to reveal a number of philosophies that are implemented in OBE. At the end of the chapter, the curriculum models in line with OBE were also discussed. The researcher looked at the role of OBE and under-resourced schools where learning is child-centred.

CHAPTER THREE

In chapter three, the researcher discussed the research design and method of research used. Research tools that were used were discussed, i.e., questionnaires. The respondents were principals, deputy principals, head of departments and assistant educators, who were drawn from Port Shepstone Region.

CHAPTER FOUR

Chapter four was based on the analysis of data collected. Seventy respondents returned questionnaires, and data was interpreted. Simple random sampling was used. Data was analysed, and responses were interpreted accordingly.

CHAPTER FIVE

In chapter five summarised information regarding OBE and under-resourced schools was discussed. Chapter five deals with the research findings, recommendations and summary of all chapters in this study. A need for further research in this study is suggested.

5.2 SUMMARY OF FINDINGS

The results that were gathered through questionnaires showed that resources are of great necessity in Outcomes-Based Education schools, particularly for African schools in rural areas.

The researcher found that educators wanted to include OBE resources in their teaching. According to the respondents, all of them used materials they received. This showed the willingness of educators to change from traditional

methods where learners are passive to a progressive method which stresses learner involvement. The resources that were used served as vehicle for innovative educational and educator development.

The researcher found that very few schools have resources that can facilitate the implementation of OBE. Although some schools have electricity but they do not have computers, televisions, videos and overhead projectors. However, if one looks to future curriculum development, these types of resources would be of utmost importance and each and every school would do well by getting them.

It was observed that group work was popular. Grouping of learners was the primary focus for classroom activity. Group work which encourages active learning, occurs when learning is learner-centered. Learner-centered was also popular.

Learner-centered approach was seen as the highest primary focus on educator-learner-relationship to support Outcomes-Based Education and Curriculum 2005 in which an educator is seen as facilitator who helps and guides learners to teach themselves. Where the educator is a facilitator, learning is learner-centered and learners help each other. Non of the respondents said that they support teacher-centered approach in their teaching.

For group work to be entirely effective, the educator needs to present a specific set of highly structured tasks to each group, and provide sufficient learning material for all of them. The department seems to have a theoretical mean educator-learner ratio which is (1:38). According to the findings from the questionnaires, most educators preferred (1:25) learners ratio for the success of Outcomes-Based Education. Teaching and learning becomes impossible where there is overcrowding in an OBE class. The application of an OBE approach with its grouping method is not easily applicable. Classes become small and there is hardly a space to arrange desks for group work. The department as well as people who support education by supplying resources like computers could not supply computers for each class. Some strategies will have to be divided by the private sector, NGO's and the government to ensure the supply of resources in schools.

5.3 SUGGESTIONS FOR IMPROVEMENT

5.3.1 THE NEED FOR INTENSIVE OUTCOMES-BASED EDUCATION TRAINING

There is a concern with regard to lack of adequate training of educators (Vide supra 4.3.1). Many problems and difficulties are experienced in the process of the new curriculum and in the process of training educators for curriculum

2005. These are related to models, duration and quality of training. Because the focus was on orientation to the new terminology, there was little attention paid to the substance of OBE and C2005. The cascade model of training has proved inadequate, and district trainers often did not understand OBE and consequently did not use the principles of OBE in their own methodology of training. Although there is evidence that the training has improved with time and experience, more attention should be paid to the quality and content of training and to follow-up support. Faculties of education at universities should be requested to assist educators on an ongoing basis through formal in-service-courses. It is also suggested that the Ministry of Education should not only involve educators only but also use the NGO's to participate.

5.3.2 RESOURCES VARIABLE IN QUALITY AND OFTEN UNAVAILABLE

Schools should be supplied with all kinds of OBE resources. Problems with resources in support of OBE range from their availability, quality and use to the training in their use which educators were given. The availability of learning support materials in schools is uneven. The quality of resources is variable as a result of design flaws in OBE and the unreliability of the evaluation process. There is overall low use of learning materials for a variety of reasons. The absence of basic resources in many schools causes the problem, therefore the government should take the view that the curriculum is steered by principles to make transformation for the 21st century successful.

5.3.3 THE NEED FOR IMPROVISATION

Learning using resources will better clarify the educator's point and save him/her a lot of explaining and time. Educators must be able to improvise. Continuous and excessive use of the spoken word bores learners. Younger learners especially have a short attention span. This problem can be overcome by the use of resources in schools, ideally those that will involve learner activity in all learning areas. However, in order to prevent misuse of resources, misappropriation, neglect, destruction, vandalism, theft and mishandling, the principal as the head of the institution must make sure that all offices, classroom, storerooms and other rooms are locked when not in use. According to Organizational Management Guide OBT 402 for Success College (1997:243), the department of education and training, reported that vandalism to schools during 1993 resulted in damage estimated at R93 million. Management, care and utilization of resources is therefore essential to ensure that the school maximizes and mobilizes its resources to the full and complete benefit of its clients the pupils and the community. The principal must still undertake regular and careful resource control steps to ensure that policies and procedures in this regard are being carried out. All state property must be marked with indelible letters. The requisition for school furniture must be submitted to the circuit or district office.

Innovative and resourceful educators can make or collect many teaching resources e.g. charts, models, posters, flash cards, etc. at a very low cost. Extreme care must be taken when asking pupils to make a contribution to the materials for practical learning areas as those who do not or cannot make a contribution, may not be discriminated against.

5.3.4 THE NEED FOR CARE AND HANDLING OF RESOURCES

Educational resources are expensive, but can last a long time if treated and handled properly. One of the key task areas of the principal as organizational manager is to make sure, through correct policy and procedure, that pupils are taught how to handle resources properly. In particular the lower standards, special attention should be paid to teaching pupils how to keep books clean and neat, that pupils are taught how to handle books properly, e.g., how to open books so that the binding is not damaged or how to page through a book properly. All books must be covered with clear plastic if this is possible.

Resources like furniture, equipment, apparatus, video machines, television, computers, fax machines, photocopiers etc. are properly cared for and in good order. At the end of each term, under supervision, an educator must visit all classrooms to tighten up screws and the necessary small repairs to classroom furniture. Loss of state property through theft, fire or any form of fraud must

be reported to the police immediately. All available information must be given to the police and all such incidents must be reported to the circuit or district office managers at the earliest possible opportunity. State property may under no circumstances be lent to individual for private use.

State resources may not be sold by the school unless permission has been obtained in writing from the educational department, and the arrangements for pricing and payment of money accrued from such sales determined. Proper control is a key aspect in the managing of resources. Pupils are not allowed into stockrooms unless under the supervision of a responsible adult. It is vitally important that the principal as a school manager keeps a firm hand on the control of educational resources in the school. The final accountability for lost or stolen resources cannot be delegated. The principal must inspect all stock registers regularly and without warning thus making sure that are always kept up to date. With particular reference to resource management, the quality of human resource development is of paramount importance.

5.3.5 THE NEED FOR MULTISKILLING

Teacher (February 2001:14) states clearly that “The Department must take cognisance of multiskilling in educators and need not regard them all as “mere” educators. Educators must be disposed to their services needed in schools since there has been a shift from an old economy for a new one.

The principals and heads of department must be multi-skilled so that they lead effectively in schools. The principals, deputy principals and their HOD's are to have management skills. Education like all other businesses, has been influenced by technological and demographic changes and more especially in South Africa, political change. This has to influence the educator make-up. That is why the researcher stresses the importance of multi-skilling in the teaching profession. Outcomes-Based Education as a new system needs skilled and well educated educators. If the educators run short of these skills, our education will reach a crisis characterised by non-delivery. Teachers will have to engage themselves in the culture of multi-skilling. This will help schools to reach their desired goal, educators will not only be empowered or provided with alternate jobs for themselves but they will also transfer multi-skilling qualities to pupils that is a plus for the South African Economy.

5.3.6 THE NEED FOR BUILDINGS, SITES AND TRANSPORT IN SCHOOLS

While the demand for school buildings for White education had largely been met, there existed a huge backlog in respect of schools for Africans. Calculating on the basis of 30 pupils per class, there is a shortage in excess of 1¹/₂ million classroom for primary schools pupils and almost 300 000 secondary school pupils (Behr, 1988:44) stated. The differences in the

standard and quality of building and other facilities provided 'are, to a great extent due to the existence of various education departments'. The size of school sites and the facilities erected on them differs greatly from department to department. The accommodation available is not fully utilized in some departments. When it was necessary to obtain a site for erecting a school building outside a particular group area, the implementation of the Group Areas caused many problems. Owing to financial considerations on the one hand and a shortage of qualified teaching staff on the other, an urgent need for neighbouring schools to share facilities has arisen. It poses the question, for example, whether it is financially justifiable for every school to have 'one or more equipped laboratories, especially if there is a shortage of qualified educators to run them', and suggest that 'sports facilities must well be shared with neighbouring schools and the community. The report from the review committee suggested that transportation be provided for school children, and states that while some provision has been made for Coloureds and Indians, this is 'inadequate in the light of actual requirement.' Furthermore, 'no transportation is provided for Africans especially in rural areas although there is a real need for it.

This is somehow linked to the historical background of the Africans formulated by the previous government that Africans did not have enough resources. This now is looked at as a culture and a norm that they (Africans) must not if never be rescued educationally. Due to this fact more Africans

especially in rural areas, have started to migrate to urban areas where resources and quality education are available. Effective quality and equality in education is to be achieved through schools having well-developed in the school activities, curriculum, ethos and in material resources. Assuring quality of the education system is the overriding goal of the Ministry of Education. (Minister's foreword – Government Gazette 26 July 2001:6).

5.3.7 THE NEED FOR SUPPLY AND DEVELOPMENT OF EDUCATORS IN UNDER-RESOURCED SCHOOLS

Instruction is a complex and artistic endeavour. Instructional leaders should work to create a non-threatening partnership because some educators has old methods of teaching (Vide supra 4.2.5).

The new system of education is aiming at the optimal development of individual talent and the improvement of the quality of life of people, therefore it requires for its successful implementation, a sufficient number of suitability qualified educators. One can regard a well-qualified educator as someone in possession of at least standard 10 and an educator's certificate or diploma, then African and coloured educators as a group were grossly under qualified. The lack of suitability qualified educators in African schools and rural areas has led to what as described as 'an unfortunate cycle,' by which poorly educated persons enter teaching and in turn produce poorly educated

students. To improve this, the department of education should promote the personal growth of educators in the form of staff development programmes. This may be done in the form of a weekend course or workshop presented at training institutions.

To achieve a teacher-pupil ratio of 1:30 for coloureds by the year 2005, an increase of some 2 200 educators would be required. However, for a reduction of the educators-pupil ratio to 1:30 in African schools, the number of educators would have to increase 2 and half fold by the year 2005 i.e. from some 95 000 to about 240 000 (Behr,1988:10) these statistics have not change much in 2003 and they highlight, as the main committee put it, 'the totally inadequate rate of training African educator, and the disparity' in 'the provision of those educational facilities which determine the quality or education.' There is a great shortage of educators of English, Science and Mathematics in the schools for Africans. It was universally agreed that ideally the teaching of languages must undertaken by mother-tongue speakers. In South Africa this occurs only in the case of Afrikaans at Afrikaans – medium schools and African languages at African schools, and to some extent of Afrikaans as second language at English-medium schools in white education and English as first language at African schools.

There is a serious shortage, ranging from 70 to 90 percent of educators of the natural science and mathematics. There is also a concern about the

conditions of service of educators, the quality of the persons being trained and the quality of the training. The main curriculum committee listed as impediments in this regard, the fact that educator training colleges did not enjoy an autonomous status within the framework of higher education, since they were subject to control by education departments in administrative and academic matters, suspicions in regard to academic and professional standards, and the fact that the organized teaching profession had no share in the responsibility for training educators.

'In order to improve the standard of educator training (for all population groups) and promote parity, a co-ordinated policy for the training and registration of educators is essential. Another aspect which needs co-ordination and greater co-operation is the sharing of educator training among universities, colleges and technikons, and the mutual recognition of courses. Among matters which need attention are the implementation of equal standard at the various training institutions, the rationalization of courses to prevent duplication, and 'external moderation.'

There is a need to review the existing curriculum. The education legislators should complete their task and come back to the drawing board to review the education legislation. A coordinated national strategy for the preparation of educators is required that will link pre-service education and in service training of educators with the norms and standards for educators. A special

'cadre' of national, provincial and district trainers working collaboratively with NGO's and higher education should be selected and trained.

5.3.8 PACE AND SCOPE OF IMPLEMENTATION

It is clear from the work of the review committee that the curriculum implementation cannot continue at the same pace as before. It is therefore necessary to phase out the implementation of the revised curriculum 2005 and phase in implementation of the revised curriculum within manageable time-frames. The phasing in of a revised curriculum has many implications and these should be considered carefully. Time would have to be provided for resource mobilization, development of trainers and the consolidation of national and provincial curriculum structures to drive its implementation. The entire process will require leadership, vision, planning and management process aligned to 'tirisano.'

5.4 RECOMMENDATIONS FOR CLASSROOM PRACTICE

- * Where group work is impossible due to large classes, pair work could be used. A learner should work with another learners sitting next to her or him. It is also recommended that group work be more suited to application or practice of knowledge already learned than to learning of entirely new concepts.

- * Learning materials for learners should be well provided. This would encourage active learning and full participation by all learners. The implementation of OBE and the utilization of resources should be coupled with motivating learners to read extensively.
- * Individual method should also be encouraged. This will enhance skills like decision making, and learners will learn to make their own choices.
- * Parents should be invited to come to school. They should be informed about the changes in education. They could help by providing OBE resources. Also, with the introduction of the new curriculum more support from parents e.g. help with homework, collecting learning materials, etc. is of paramount importance.
- * It is very likely that some school management support educators, however, there are some schools where principals do not support their educators. It is thus recommended that school management support educators in the school through buying learning and teaching materials.
- * Partnership with people should be encouraged, so that schools can get resources. Schools can for instance pay a monthly or a quarterly premium to or with certain companies.

- * Where OBE resources are used, the emphasis should fall on encouraging some thinking skills.

- * There should be more educator training workshops to equip educators with OBE method of teaching. Educators should be equipped on how to use OBE resources effectively in the classroom. More seminars, workshops, conferences and symposia must be held to ensure all stakeholders in education.

- * Schools should be provided with media centers. If that is impossible due to financial constraints, a class may be converted into a media center.

For competency-based learning, the implementation of critical outcomes and the introduction of a teacher-learner partnership style of learning, all schools should be assisted in the use of OBE resources.

5.5 THE NEED FOR FURTHER RESEARCH

There is a need for a researcher to research in the field. This will help to equip with facilitation skills that will assist both the educators and the learner to achieve outcomes. With the introduction of the new curriculum, inclusion of OBE resources in learning, there is a need for further research.

Further research in this subject will shed more light, and a wider field will be covered. The researcher feels that further study should cover other regions in South Africa as well as all racial groups.

5.6 CONCLUSION

The researcher focused on “Outcomes-Based Education and Under-Resourced Schools.” Chapter one stated the problem and terms were defined. In chapter two some theoretical background on OBE and under-resourced schools, and the philosophical foundations of Outcomes-Based Education in South Africa were discussed. In chapter three the researcher dealt with research design and methods of research. In chapter four the researcher gave the tabling, analysis and interpretation of data collected. In chapter five the researcher discussed the research findings, recommendations, need for further research in the study and conclusion.

Research conducted on the Outcomes-Based Education and Under-Resourced schools is believed, will contribute towards changes that take place in the new education system. Further research and studies in this subject are therefore suggested.

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ANNEXURE 1

P.O. Box 518
HIBBERDENE
4220
26 November 2001

The Chief Superintendent
Scottburgh District
Private Bag X 0515
UMZINTO
4200

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH

I am registered for M.Ed Degree in the Department of Education at the University of Zululand. I am conducting a Research entitled "*Outcomes-Based Education and Under-Resourced Schools : An Evaluative Study*".

I wish to administer a questionnaire to school educators selected randomly in Scottburgh District Area.

A copy of the questionnaire is attached.

I request your kind permission to administer the questionnaire among school educators. This research will not interfere with the normal functioning of the schools.

Yours faithfully

Y.N. NYUSWA (MRS)



ANNEXURE 2

KWAZULU-NATAL
UMNYANGO WEMFUNDO NAMASIKO
DEPARTMENT OF EDUCATION AND CULTURE
DEPARTEMENT VAN ONDERWYS EN KULTUUR

SCOTTBURGH DISTRICT

Address/Kheli/Adres: Private Bag X0515, Umzinto, 4200
Telephone/Ucingo/Telefoon: 039/9740149

Fax/Isikhalilamezi/Faks: (039) 9740461
Enquiries/Imibuzo/Navrae: Mrs Z.P. Mthuli

3 December 2001

To Principals / Actg. Principals
Scottburgh District

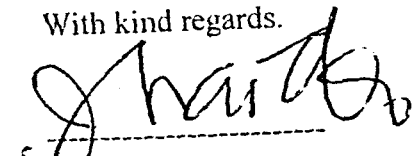
Sir / Madam

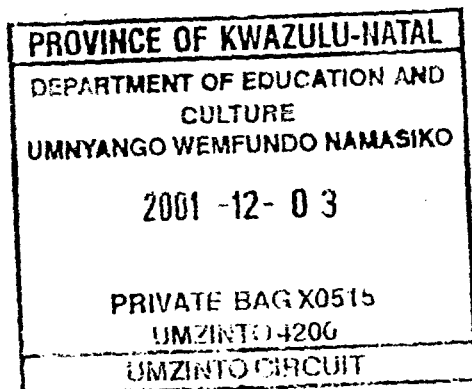
PERMISSION TO CONDUCT RESEARCH

This communiqué confirms that Mrs. Y.N. Nyuswa has been granted permission to conduct a research in the education field. Her topic is *Outcomes – Based Education and Under – Resourced Schools : An Evaluative Study.*

Your co – operation will be appreciated.

With kind regards.


Mrs. Z.P. Mthuli
District Manager



ANNEXURE 3

P.O. Box 518
HIBBERDENE
4220

The Principal

.....
.....
.....

Dear Sir/Madam

I am conducting a research study entitled: *“Outcomes-Based Education and Under-resourced Schools”*. Your school has been selected to participate in the Research Programme. I have received permission from the Chief Superintendent to enlist the help of your educators to complete a questionnaire.

I hereby seek your permission and assistance to administer the enclosed questionnaires to the educators on your staff. I am fully aware that in asking for your co-operation I am adding to your already considerable administrative burden. However, I hope that this study will make a meaningful contribution towards the Outcomes-Based Education and Under-resourced Schools.

In anticipation, thank you for your kind assistance.

Yours sincerely

Y.N. NYUSWA (MRS)

ANNEXURE 4

P.O. Box 518
HIBBERDENE
4220

The Respondent

Dear Sir/Madam

QUESTIONNAIRE ON THE OUTCOMES-BASED EDUCATION AND UNDER-RESOURCED SCHOOLS: AN EVALUATIVE STUDY

At present I am engaged in a Research Project towards my Masters Degree at the University of Zululand (Durban-Umlazi Campus) under the guidance of Dr N.Q. Mkabela and Prof. P.T. Sibaya. The research is focused on the Outcomes-Based Education and under-resourced schools.

I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experience relating to this research.

All information will be regarded as confidential and no personal details will be mentioned in the findings, nor will any of the results be related to any particular school.

Yours sincerely

Y.N. NYUSWA (MRS)

EDUCATORS QUESTIONNAIRE

**TOPIC : OUTCOMES-BASED EDUCATION AND
UNDER-RESOURCED SCHOOLS : AN EVALUATIVE
STUDY**

Instructions to respondents

1. *Please read through each statement carefully before giving your opinions.*
2. *Please make sure that you do not omit a question, or skip a page.*
3. *Please make sure that you do not discuss statement with anyone.*
4. *Please be forthright when giving your opinion.*
5. *Please return the questionnaire after completion.*

Thank you for your co-operation.

Kindly answer all the questions by supplying the requested information in writing or by making a cross (X) in the appropriate block.

SECTION 1

BIOGRAPHICAL INFORMATION

1.1 Gender

Male Female

1.2 Age group

20-30

31-40

40- and above

1.3 Type of your school :
Private school
Government school

1.4 Academic qualifications (e.g. BA, B.Ed etc.): _____
Professional qualifications (e.g. H.Ed, UED etc.): _____

1.5 Teaching experience
Categories : 0-5
6-15
16-20
Other specify:- _____

1.6 Post Level:
Principal Deputy principal
H.O.D. Educator

1.7 Post held
Permanent Temporary
Other: please specify: _____

1.8 Are you employed by:
Department of Education?
The Governing Body?
Other, please specify: _____

SECTION 2

UNDER-RESOURCED SCHOOLS

A. 2.1 Workshops

2.1.1 Have you attended OBE workshops?

Yes No

2.1.2 How often have you attended OBE training workshops?

1 Day

2 Days

3 Days

2.1.3 Do you regard the workshops as having provided suitable information, empowering for the implementation of OBE in your class?

Yes No

2.1.4 Did you receive any materials during OBE training?

Yes No

2.1.5 Did you find the equipment and materials useful in class?

Yes No

B. 2.2 CONCEPTUAL UNDERSTANDING

2.2.1 Do you understand terms used in OBE?

Yes No Not sure

2.2.2 Do you get help from the management?

Yes No Not sure

2.2.3 Do you get help from the neighbouring schools?
Yes No Some times

2.2.4 If yes what kind of help do you receive?

2.3 Nature of resources

2.3.1 Are the learning materials available enough for the teaching on OBE?
Yes No Not sure

2.3.2 Do you have any resources specifically for OBE?
Yes No Not sure

2.3.3 If yes, what kind of resources do you receive?

2.3.4 Is the educator-learner-ratio conducive to OBE?
Yes No Not sure

2.3.5 Favourable educator-learner-ratio for the success of OBE. (Choose one only)

10	15	20	25	30	35	40	45	50	More than 50

Please give a reason: _____

2.3.6 How do you organise your sitting arrangement in your class?

Horse shoe

Round table

Grouping

Individual

2.3.7 Why do you organise your sitting arrangement in your class in the manner chosen above (2.3.5)?

2.3.8 How would you prefer to the educator-learner-relationship in your classroom?

Learner-centered 1

Dialogue 2

Teacher-centred 3

2.3.9 How is learners involvement in the classroom?

Active participation 1

Passive does not participate 2

Able to work in a group 3

Able to solve problems 4

2.3.10 How do you group your learners?

Gender i.e. boys or girls 1

Mixed abilities 2

Level of ability 3

Age 4

Why _____

2.4 Physical facilities

2.4.1 Is there enough furniture for the siting arrangement suitable for OBE?

Yes No Not sure

2.4.2 Does the school have:

Electricity?

Television?

Video?

Overhead Projector?

Charts?

2.4.3 How often do you use the resources?

Once a week Daily

Once a month Other

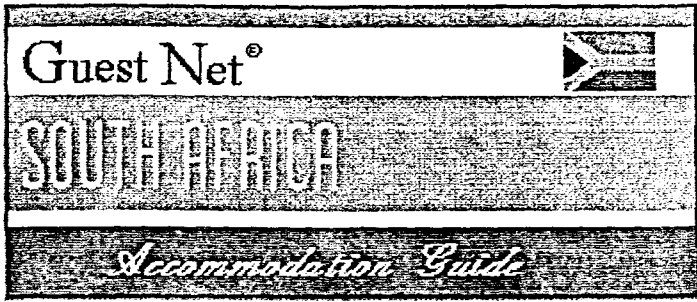
2.4.4 If other, please specify:-

2.4.5 Are they in good working condition?

Yes No Not sure

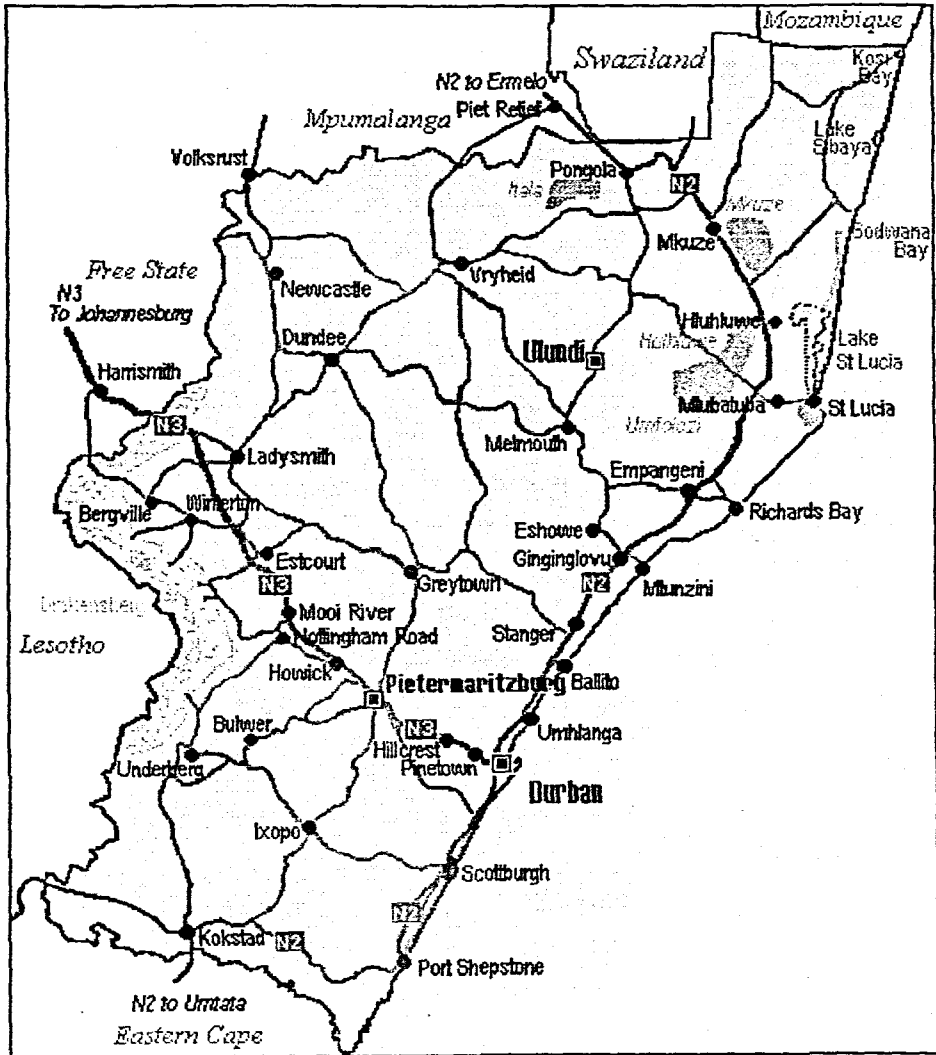
2.4.6 If not, why?

2.4.7 What suggestions would you make to improve Outcomes-Based Education in under-resourced schools?



KWAZULU-NATAL

(Click on the area of your choice)



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