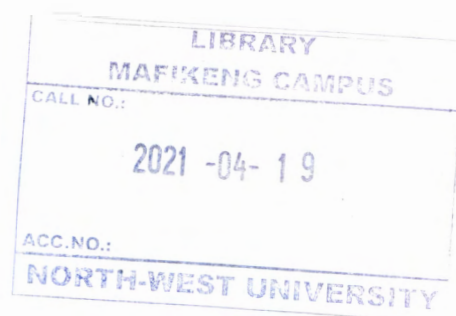


CURRICULUM 2005:
A STUDY OF THE IMPLEMENTATION
PROCESS OF CURRICULUM CHANGE IN THE
NORTHWEST PROVINCE OF
SOUTH AFRICA

BY

VARUGHESE MAMMEN, B.Com; M.Com; P.G.D.E; B.Ed.

Submitted in part fulfilment of the requirements for the degree of Master of Education in the Department of Teaching and Curriculum in the Faculty of Education, University of North-West.



Supervisor: Prof.: S.A. AWUDETSEY

SEPTEMBER 2000

ACKNOWLEDGEMENTS

In accomplishing this study, I would like to thank the following people most sincerely.

I want to thank Professor. S. A. Awudetsey, my supervisor, for his encouragement and constructive criticism that helped me significantly to complete this study. I at times made appointments at short notice and he was always available. He was most understanding and I thank him for his patience. I wish to thank Prof. Awudetsey's family for their understanding and the patience they showed during the period in which this study was being conducted.

I also wish to express my sincere thanks to all the Educators and School Managers who agreed to participate in the study.

My sincere thanks also go for the valuable assistance and advice given to me by Mr. Charles Nyakutse, Miss M.A. Mokoena and other lecturers in the Department of Teaching and Curriculum in the Faculty of Education, University of North-West.

I am most grateful to my wife Emily, my son Ashish and my daughter Bhavana for their encouragement and valuable support. A special thanks go to my son, who did all the work of typing this manuscript.

I also wish to thank all my brothers, sisters, my father-in-law, my late mother in law, and my brother-in-law for their moral support.

Finally, a word of thankfulness to the God almighty, who gave me the courage, wisdom, dedication, strength and good health to make this possible.

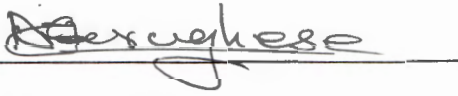
DEDICATION

This study is dedicated to my late father, Mr. T.I. Mammen, and my mother, Mrs. T. Mammen, who always wanted to see their children, educated and always encouraged us to be educated.

**NWU
LIBRARY**

DECLARATION

I declare that the dissertation for the Degree of Master of Education at the University of the North-West hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design, execution and that all material contained herein has been duly acknowledged.

A handwritten signature in dark ink, appearing to read 'V. Mammen', is written over a horizontal line.

V. Mammen

ABSTRACT

This study is concerned with the issues relating to the implementation of Curriculum 2005 and the problems faced by the educators. Since 1994, after the first democratic election in South Africa, there has been a need for educational change in the country. The new curriculum which is outcomes-based was introduced in the country, under the banner of Curriculum 2005. The study focussed on these aspects of the implementation process, the training given to the educators and whether the educators are qualified enough to handle the challenges, the readiness of the necessary materials and financial support to the school for the implementation.

Ten primary schools were selected from each of the 6 circuits and 5 available educators of grade 1, 2, and 3 were chosen from each of the schools. The principal of each of the 60 schools also formed part of the sample. A questionnaire was used to collect information on the following issues concerning the information process: what support system and strategies have been set up to help teachers; the effectiveness of the training given to educators and school managers; whether, all schools received the necessary materials and financial support; the extent to which the educators and school managers are qualified enough to handle the challenges of the new curriculum.

The major findings were that the training given to educators and school managers was not enough. The supply of materials and financial support offered to schools were inadequate. Most of the educators and school managers involved in the programme were under-qualified. No proper communication existed between the Department of Education and educators and school managers. Another problem in the implementation process was lack of curriculum support from the school leadership towards the educators. To ensure successful implementation of Curriculum 2005, proper training, availability of resources, financial support and proper communication should be made a priority.

TABLE OF CONTENT

TITLE	PAGE
Acknowledgement	i
Dedication	ii
Declaration	iii
Abstract	iv
Table of Contents	v
List of Tables	viii
 Chapter	
1. Introduction	1
1.1 Background Information	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	6
1.4 Hypothesis	7
1.5 Definition of Terms	8
1.6 Rationale	12
1.7 Limitations of the Study	14
1.8 Organisation of the Report	14
 2. Review of Related Literature	 16
2.1 Introduction	16
2.2 Theoretical Framework	17
2.2.1 Why South Africa Needs a New Curriculum	18
2.2.2 Concepts of OBE	20
2.2.2.1 What is OBE?	20
2.2.2.2 The Characteristics of Outcomes-Based Education	28
2.2.3 Curriculum 2005	28
2.2.3.1 The Ideological Foundations	28
2.2.3.2 Philosophical Foundations	30
2.2.3.3 Psychological Foundations	31
2.2.3.4 Sociological Foundations	32
2.2.4 Curriculum Implementation and Curriculum Change	34
2.2.4.1 Curriculum Change	34
2.2.4.2 Curriculum Implementation	39
2.2.4.2.1 Teachers and Curriculum Implementation	42
2.2.4.2.2 Teacher Empowerment and Curriculum Implementation	48
2.2.4.2.2.1 The Role of Training in Teacher Empowerment	51
2.2.4.2.2.1.1 The Cascade Model and Cluster Model Training	

in OBE	59
2.2.4.3 Curriculum Leadership and Implementation	61
2.2.4.4 Students' Perception of Curriculum Implementation	64
3. Research Design	66
3.1 Introduction	66
3.2 Choice of Research Area	66
3.3 Sampling and Sample Size	67
3.3.1 Choice of Sample	67
3.4 Preparation and Use of Questionnaires	68
3.4.1 Questionnaires	69
3.4.1.1 Categories of Questionnaires	69
3.4.2 Advantages and Disadvantages of Using Questionnaires	70
3.4.2.1 Advantages of the Questionnaire Method in the Study	70
3.4.2.2 Disadvantages of Using Questionnaires	71
3.4.3 Solutions of Anticipated Problems	71
3.5 Field Work	72
3.5.1 Request for Permission to Collect Data	72
3.5.2 Administering the Questionnaire	72
3.6 Data Analysis	72
4 Analysis of Data	73
4.1 Introduction	73
4.2 Analysis of Part 1	73
4.3 Analysis of Part 2	80
5 Summary of Results, Conclusions and Recommendations	90
5.1 Discussions of Results and Conclusions	90
5.1.1 Part 1	90
5.1.2 Part 2	92
5.1.2.1 General understanding of OBE concept and its Policies	92
5.1.2.2 General understanding about the process of implementation, innovation and curriculum change	93
5.1.2.3 Availability of resources	93
5.1.2.4 In-Service for OBE	95
5.1.2.5 Curriculum leadership	96
5.2 Recommendations	97
6 Bibliography	101
Appendix	109

LIST OF TABLES

TABLE	PAGE
1. Choice of Schools and Respondents	68
2. Distribution of Educators and School Managers According to Sex	74
3. Distribution of Academic and Professional Qualifications of Educators and School Managers	74
4. Distribution of Educators and School Managers According to Teaching Experience	76
5. Distribution of Educators and School Managers according to the learning areas they teach	76
6. Distribution of Educators' and School Managers' responses to period of training for OBE	77
7. Distribution of the Educators' and School Managers' responses on the number of times they attended OBE training	78
8. Distribution of Educators' and School Managers' responses to the introduction of OBE in South Africa	78
9. Distribution of Educators' and School Managers' responses to understanding of OBE	79
10. Educators' and School Managers' general understanding of OBE concepts and policies	80
11. Distribution of responses of Educators and School Managers regarding innovation and change	82
12. Distribution of responses of Educators and School Managers regarding curriculum implementation	83
13. Distribution of responses of Educators and School Managers regarding the availability of resources	84
14. Distribution of responses of Educators and School Managers in respect of training for OBE	86
15. Distribution of responses of Educators and School Managers regarding curriculum leadership	88

CHAPTER 1

Introduction

1.1 BACKGROUND INFORMATION

The apartheid system in South Africa denied many people access to opportunities to gain information, skills, and experience necessary to develop the people of this country and contribute to its economic growth (Muthambi and Mphaphuli SASE 1998). According to the investigator's own observation, in the North-West Province for example, Bantu Education the Christian National Education and the Homeland Education systems, did not seem to promote critical thinking or allow people to think analytically.

The introduction of the National Qualifications Framework (NQF) document emphasised the need for major changes in education. The most important was Curriculum 2005 (Department of Education 1997) which led to a shift to Outcomes-Based Education (OBE). The discussion document of Curriculum 2005 (Department of Education 1997:5) remarked that this paradigm shift suggests that there is a need for:

A prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading to production, self fulfilled lives in a country free of violence, discrimination and non sexist (Department of Education 2005; 1997, Pg. 5)

Outcomes – Based Education (OBE) is a new approach to education and training. The reason behind the introduction of OBE is that there has been a steep decline in the quality of education performance by most of the pupils within the South African educational system.

Bhikha (1998) has mentioned that the past and current matriculation pupils are a misfit in the society and the outside world. The OBE approach aims at increasing the general knowledge of learners, developing their skills, critical thinking, attitudes, and understanding (Department of Education 2005:8)



Curriculum 2005 calls for a paradigm shift from content based teaching and learning to one based on outcomes. In North West province as elsewhere in South Africa, OBE was implemented in Grade 1, with effect from January 1998. This introduction of OBE brought many changes in the educational field. The process of review and renewal of the South African education began in August 1995 in response to the need to normalise and transform teaching and learning in a new democratic South Africa. The education system in our country was found to be content driven and promoted passive learning but in OBE it is learner centred. Education is one of the vehicles that change old beliefs into critical thinking, rational thought and deeper understanding (Department of Education 2005, 1997).

Sibiya (1997) remarked that “the past system encouraged laxity and lacked vision instead of producing persons that would be able to be taken up as active productive human beings” (Sibiya; 1997.36).

Professor Bengu, the former Minister of Education, in Curriculum 2005(Department of Education 1997:1) remarked that:

The new curriculum will effect a shift from one, which has been content based to one, which is based on outcomes. These aims at equipping all learners with the knowledge, competencies and orientations needed for success after they leave school or have completed their training. Its guiding vision is that of a thinking competent future citizen.

To implement curriculum 2005 in a successful way, we have to take into consideration the training of teachers. According to Mutshekwan (1997) “The launching of ‘ Curriculum 2005’ will leave teachers in a state of uncertainty regarding how they can meaningfully function in the classroom situation because of the drastic changes in methodologies and learning area content”.

OBE involves radical changes in attitude, policy direction, management style as well as terminology that are alien to the vast majority of our teachers (Sadiki and Joseph, 1998). To be in line with the needs of OBE, educators as well as the learners should be well versed with the new information because OBE implies equipping learners with knowledge, skills, competencies, and orientations needed for success after finishing

school. In order to optimise facilitation in the learning environment, educators should be 'empowered' in the whole process of curriculum development (Sadiki and Joseph; 1998). If we have to implement curriculum 2005 in a successful way we have to take into consideration the process of training educators.

1.2 STATEMENT OF THE PROBLEM

Educators in the North-West Province, like all other educators in South Africa have faced the problem of implementing Curriculum 2005 since 1998. How have they dealt with this problem, one may ask? Finding answers to this question was the main focus of this study.

Curriculum implementation involves attempts to change an individual's knowledge, actions, and attitudes. It can be seen as a process of interaction between those who have created the curriculum, and those who are to deliver it (Ornstein and Hunkins, 1993). The process involves not only the introduction of new practices into a system, but their consolidation and continuation after the enthusiasm has worn off. Marsh (1991:13) refers to implementation as what an innovation consists of in practice. It requires planning which should focus on people, programmes and resources.

Curriculum implementation is generally considered as a crucial stage in the process of development. Although curriculum experts and experienced educators realise the importance of implementation, not so much concern

and attention is usually directed to it. There is the assumption that implementation is simply another step in the curriculum process.

For implementation to occur there must be changes made in the behaviour of all affected parties. Teachers must be clear about objectives, nature and benefits of change. Any major development programme must be complemented by an equally ambitious effort to communicate its philosophy to teachers, to show them how to put it into practice, and to help them modify it to fit their own context (Nyakutse & Auwdetsey; 1995:4).

Shkedi (1996), Rondinelli (1990) and Kelly (1989) argue that one way of introducing new curricula is by a series of specially organised courses and workshops for teachers.

Teachers need an opportunity once they are adequately informed about the nature and aims of a given curriculum to come to terms with the changes in perspective and approach it implies. This needs to emphasise consumer communication, teacher education and classroom support. A support base such as use of "inspectorate" who will be in position to monitor procedures and rules, and given teachers sympathetic supervision in helping them to deal with problems of implementing change is essential (Archibald & Porter, 1994: 21-39).

Scott (1994) and Reid (1994) highlight the view that for curriculum implementation to proceed systematically and to benefit teachers and students, we must begin with a conceptual framework that would help us examine and deal with problems in a way that accords with school reality.

In 1998 the implementation of Curriculum 2005 became a reality. The question, is were teachers given targets, materials and in-service support? What role has this any support, if any played in the curriculum implementation effort? These questions centre around the implementation of this 1988 effort. Finding answers for them becomes a major problem.

1.3 PURPOSE OF THE STUDY

The purpose of the study, firstly, was to determine what support system and strategies have been set up to help teachers in the implementation of Curriculum 2005 in the North-West Province.

Secondly, it set out to determine the extent to which the training given to educators and school managers was enough to help them understand all the aspects of the new curriculum for the proper implementation of curriculum 2005.

Thirdly, it was to find out whether all the schools received the necessary materials and financial support for the implementation.

Lastly, it was to determine the extent to which educators and school managers were qualified enough to handle the challenges of the new curriculum.

1.4 HYPOTHESIS

On the basis of the aforementioned purpose of the study the following hypothesis was formulated:

There are problems in the implementation of Curriculum 2005 because:

- There is lack of adequately qualified trained teachers in the NorthWest Province to handle Curriculum 2005.
- Educators in the Province are using inappropriate teaching methods, strategies and wrong approaches in teaching
- There is lack of teaching and learning aids in the North-West schools
- There is total lack of financial support for Curriculum 2005 in the Province

1.5 DEFINITION OF TERMS

- **Outcomes-based education**

“Outcomes-Based Education (OBE) is defined as “ a learner – centred, result- oriented design, based on the belief that all individual can learn”

(Department of Education, Curriculum 2005, 1997)

- **Curriculum 2005**

Curriculum 2005 is a summary of the new system of education in South Africa, which is aimed at remedying the inequalities of the previous system of education. It was introduced countrywide in 1998. Its full effect and evaluation will be completed in the year 2005, and hence the name.

(Department of Education, Curriculum 2005: Support materials for the curriculum 2005 orientation programme)

**NWU
LIBRARY**

- **National Qualifications Framework (NQF)**

N.Q.F. is a framework for providing lifelong learning opportunities utilising nationally recognised levels of education in South Africa.

- **Mafikeng District**

This is an educational district in the North-West Province of the Republic of South Africa. This district consists of six circuits (sub-divisions of the district for administrative purposes), which are Mmabatho, Stad, Makgobistad, Monshioa, Dithakong and Botshabelo. The district has a

learner population of around twenty thousand and three thousand teaching staff. This is partially an urban, but mostly a rural district, with minimum educational facilities in the peripheral area. Its major towns are Mafikeng and Mmabatho.

- **Educators**

An Educator is a single individual who, in a formal school situation faces groups of learners with the intention of making them acquire knowledge or skills: Educator is the term used in Curriculum 2005 in place of teacher. In the report both the term “educator” and “teacher”- are used interchangeably.

- **Learner**

A learner is an individual who comes to school to gain knowledge or skills, whose response indicates whether positive, negative or no learning takes place. In everyday language this is a pupil or student in any educational institution

- **School Manager**

A school manager is a person who is the head of the school. He /she is accountable for all the academic and administrative activities of the school. A school manager is the Principal of a school.

- **North-West Province**

The North-West Province is one of the nine provinces of the Republic of South Africa. It is predominantly Tswana speaking population and consists mostly of rural areas. The major cities are Mmabatho (Capital), Rustenburg, Potchefstroom and Klerksdrop.

- **Curriculum Implementation**

Marsh (1991:13) refers to implementation as what an innovation consists of in practice. It requires planning which should focus on people, programmes and resources. According to Encyclopaedia Britannica, curriculum is a course of study. Curriculum implementation means the introduction of a new course/ or a new syllabus for the benefit of the learners in the school.

- **Teaching Method**

Teaching method is considered here as the means or strategy used by an educator to transfer knowledge, skills and techniques to learners.

- **Effective Communication**

Effective communication in this study refers to the act of transferring of information from one source to another in a manner that makes it easy to understand and act upon.

- **Qualified Teacher/Educator**

Qualified teacher or educator is a person who has an equivalent qualification of M+3, that is matric plus at least three years training or three years completed course at the university which equips him to be recognised as a professional teacher.

- **Academic Qualification**

Academic qualification refers to the theoretical knowledge of the subject matter by an individual, for example, Bachelor of Science (B. Sc.), Bachelor of Arts (B. A), Bachelor of Commerce (B. COM) in different disciplines. An individual teacher with B.Sc. is considered to have the theoretical knowledge of science but not the professional skills to teach that knowledge.

- **Professional Qualification**

Professional qualification in the report refers to training in teaching to handle a particular subject. Examples are, Primary Teachers Training (P.T.C), Secondary Teachers Training (S.T.C), University Diploma in Education (U.D.E), Bachelor of Science Education (B. Sc. Ed), Bachelor of Arts Education (B. A. Ed), Bachelor of Commerce Education (B.Com Ed) etc.

- **Professional Diploma**

The university issues these diplomas with special training in certain subjects, with the aim of equipping the learners to teach those subjects in schools.

- **Learning Areas**

The learning areas are the new names given to the different subjects, which are taught in the schools according to the curriculum 2005. OBE recognises 8 learning areas, namely; Language, Literacy and Communication (LLC), Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS), Human and Social Sciences (HSS) , Natural Sciences (NS), Economic and Management Sciences (EMS), Technology(TECH), Life Orientation(LO) and Art and Culture(AC).

1.6 RATIONALE

The new democratically elected government came to power in 1994, and the new government realised there is a need for a rapid change in the education of the country. After long thoughts and deliberations the government decided to introduce the Outcomes – Based Education (OBE) as the central theme of the new curriculum change. The new system, that is, “the Curriculum 2005” was introduced in 1998 in grade 1 and later it planned to introduce it in other grade gradually and planned to revise it in 2005.

When a major curriculum change is introduced to replace the existing system, there is a need for intensive training of educators because through them the new change is actually going to take place. Curriculum 2005 is a learner-centred education and the educators act as facilitators. The role of all stake holders, that is, learners, educators and even the department of education has to be changed dramatically.

Under these circumstances, this study is important on a number of levels.

Firstly it hopes to provide an understanding of the problems faced by the educators in implementing curriculum 2005.

It also helps in diagnosing the problems of resource materials and financial support needed for the implementation.

Thirdly it reveals the extent to which the quality of educators available and the training given to the educators and school management is enough to tackle the problems of the implementation

Finally it can contribute significantly to the formulation of policies and strategies aiming at improving the method of implementation.

1.7 LIMITATIONS OF THE STUDY

The study is limited in the following aspects:

It is restricted to the implementation of curriculum 2005 in the Mafikeng educational district of North-West Province. The study is also limited to a sample of educators and school principals from different primary schools around the district.

1.8 ORGANISATION OF THE REPORT

The study has been organised into five chapters, namely;

CHAPTER 1

Chapter One is made up of an introductory section, the statement of the problem, purpose of the study, limitations of the study, definitions of terms and rationale.

CHAPTER 2

Chapter Two reviews related literature on implementation of new curriculum, the view and the problems of implementation in relation to teachers, the leadership role in implementation and the limitations of the new curriculum.

CHAPTER 3

Chapter Three provides a detailed explanation of the research design of the investigation.

CHAPTER 4

Chapter Four gives details of the analysis of data collected from the educators and school principals.

CHAPTER 5

This chapter includes a summary of the results, conclusions and suggested recommendations.

CHAPTER 2

Review of related Literature

2.1 INTRODUCTION

This chapter provides an introduction to some aspects of implementation of a new curriculum. It seeks to clarify the concept “implementation” to focus on teachers and the problems associated with them during the implementation process.

It gives a brief outline of the theoretical frame work, tries to give reasons, why South Africa needs a new curriculum, and also provides some insight into curriculum implementation and curriculum change, teachers and curriculum implementation, curriculum leadership and implementation and student perception of curriculum implementation.

Curriculum 2005 calls for a paradigm shift from the content- based teaching and learning to one based on outcomes. Majority of South African teachers have been trained under the old system, and therefore need re-orientation to Outcomes- Based Education. Success of OBE depends on the commitment by all stakeholders, especially teachers, who should maintain appropriate level of understanding and ability to interpret and implement this new system. Curriculum 2005 necessitates commitment from both the educators and the learners (Sadiki and Joseph 1998).

2.2 THEORETICAL FRAMEWORK

Existing literature provides a background of information and experience on how curriculum implementation takes place. Most of the studies that were cited by Levine (1980) are consistent with the process of policy formulation having fundamental steps, though there appears to be no consensus with regard to the number of steps. The steps are as follows: initiation or recognition of need, reformulation of opinion, emergence of alternatives, discussion and debate, legitimisation and implementation.

Four basic phases in the educational change are generally identified by most curriculum writers (Bishop 1976; Marsh, 1991) as

- Orientation / Needs phase
- Initiation and adoption phase
- Implementation stage/ initial phase
- Institutionalisation/ continuation phase

Implementation is a separate phase in the curriculum action cycle which follows logically on the completion of programme building. The problem is that implementing a curriculum is often ignored as a crucial phase in the process. Implementation involves changes in attitudes based on new knowledge and manifested by actions: above all, change agents need to understand that:

Curriculum implementation . . . is created to generate future results and future dynamics. People get excited about the new program . . . for its potential (Ornstein & Hunkins, 1993).

If there is too much to sacrifice for an innovation or if there is nothing to be excited about, the project or effort flops off (Nyakutse & Auwdetsey, 1995)

South African education system is more complex than either a developed or a developing country, because apartheid education has given more emphasis on a privileged white education system compared to other population group. Education and training under apartheid is characterised by three factors (ANC, 1994):

- The system is fragmented along racial line,
- There is a lack of access or unequal access to education and training at all levels of the system, and
- There is a lack of democratic control within the education because students, teachers, parents and workers are excluded from decision-making process (ANC.1994).



2.2.1 Why South Africa Needs A New Curriculum

Since the National party came to power in 1948, their policies created a vacuum in the educational system. This vacuum developed into a political struggle until the National party was voted out of power in 1994. Education

systems do not change just because there is a change in government. As the idea of an immediate replacement of the existing education system with a new ideal one is false and the implementation of new policies is typically a lengthy process.

South Africa is facing a new set of standards of global performance. If our standards are lower than world class we run the risk of being overtaken by new thinking, foreign organisations etc. Our country will not achieve global competitiveness without repositioning the development of human resources urgently. These circumstances require a shift in education thinking. We need to develop a workforce that can demonstrate work ethics focussed on continuous productivity, responsibility, innovation and flexibility (Rasool, 1997). Education must be both content and process oriented and general enough to allow the school leavers to adopt to a variety of skill-oriented opportunities.

The Department of Education views that when an educator engages with transformational Outcomes-Based Education, the most noticeable differences are the resulting outcomes among learners – competencies of critical citizenship. OBE will result in quantitative differences in learner performances and motivation and teacher accountability within a procedural inquiry model rather than the current narrow instrumentalist view of knowledge. The result will be focussed on what the learner should learn rather than what they should be taught. Learning will be learner based

and learner paced. The new curriculum expects a shift from an inward-looking Calvinist system to one that uses critical theory as but one determinant for learning. The shift towards Outcomes- Based Education in South Africa is an indication of South African entry into the world economy as well as providing a broad general education for learners so that they can be inventive, critical and creative (The Teacher, August, 1997)

Outcomes-Based Education is a particular approach to education driving many countries at the moment including South Africa. OBE is a student – centred (learner-centred) results oriented design premised on the belief that all individuals can learn.

2.2.2 Concept of OBE

2.2.2.1 What is OBE?

OBE is perceived as an approach that aims at transforming the education and training system that will equip South Africans to meet the challenges of the new millennium. The approach is meant to encourage and promote a thirst for knowledge and love for learning. OBE is thus an integrated and holistic approach to teaching and learning (Mac Donald & Van der Horst, 1998).

The main characteristics of OBE as outlined by curriculum 2005 entails the following,

- production of active learners

- ongoing assessment
- critical thinking, reasoning, reflection and action
- an integration of knowledge, learning which is relevant and connect to real life situations
- learner centredness in which the teacher is the facilitator, and constantly uses group work and team work to consolidate the new approach
- learning programmes are seen as guides that allow teachers or educators to be innovative and creative in designing programmes
- own learning, pupils are motivated by constant feedback and affirmation of their own worth
- emphasis is on outcomes, what the learner becomes and understands

The old system of education was seen to be characterised by;

- passive learners
- exam driven processes
- rote learning with syllabus content based and broken down into subjects
- textbook/worksheet bound teachings and teacher centredness with rigid and non-negotiable syllabus
- teachers responsibility for learning; motivation depends on the personality of the teacher
- emphasis on what the teacher hopes to achieve
- content governed by rigid-time frames (Lumadi and Mphaphuli 1998)

Van Schalkwyk (1998; 38) is of the view that “The scheme. . . Curriculum 2005, sounds good in principle, for it is intended to equip school –leavers with the skills and knowledge required by the market, through the development of intellectual and social skills resting on an inter-active process which will not require rote learning. The ‘outcomes based’ curriculum is the product of the enlightened concept that education is a lifelong process”.

Curriculum 2005 strives to break the cycle of bad teaching, rote learning, irrelevant subject matter and the removal of barriers to access. It became absolutely clear in the 1980's that the reforms of the then Department of Education and Training (DET), particularly the Education Renewal Strategy (ERS) which was counteracted by 'progressive people's' National Education Policy Investigation's (NEPI) initiatives, that the DET was failing our schools. According to Corbert and Bossman (1992) that "for many years lip service has been given to the idea that learning must start from the learner". The main question that we need to ask is whether teachers are ready for this change.

With democracy in place in South Africa, it becomes part of the agenda of the National Department of Education (NDE) that we cannot trail the rest of the world democracies as underachievers and this revolutionised the whole education system. The result of this revolution has been the introduction of Curriculum 2005 in our schools. This has created a nationally coherent education system than education systems of the past, which were based on different racial lines.

Curriculum 2005 (Department of Education 1997) makes teaching to be creative and innovative career. This gives them power and freedom to implement many of their programs as long as such programs are presented in context of Outcomes- Based Education (OBE). OBE contains different kinds of assessment such as formative, diagnostic, placement, summative,

portfolio, evaluative, peer assessment, learner self-assessment. According to Curriculum 2005 (Department of Education 1997) the assessment will be ongoing, that means a learners' progress will be monitored continuously.

Outcomes-Based Education has its roots in the comprehensive approach of Bloom and others in their publications. The taxonomy of educational objectives, in their study, outcomes of learning are commonly categorised into three domains; the cognitive is the area of knowledge, the affective the area of emotion and psychomotor the area of skills. The primary product of the planning phase is a stated set of intended learning outcomes. According to Posner, (1980) "an intended learning outcomes is a statement of what the student is to learn. It may be a statement about facts, ideas, capabilities, skills, techniques, values or feelings". Under Outcomes- Based Education, it is hoped that desirable changes in knowledge, attitudes, skills or appreciation will result. In other words, the result becomes the outcomes. Cremin (1976) says, "education produces outcomes, some of which may be intended and others unintended and indeed that the unintended outcomes may be more significant than the intended."

Outcomes-Based Education includes major element, namely, critical thinking and problem solving. According to Freire (1970), "the role of the problem – posing educator is to create, together with students, the conditions under which knowledge at the level of the doxa is superseded by

true knowledge, at the level of logos". In problem- posing education, when people develop their power to perceive critically the way they exist in the world and in which they find themselves, they come to see the world not as a static reality, but as a reality in the process of transformation. In curriculum 2005, the learner must learn what has relevance and meaning for everyday experiences which is likely to enlarge his/her horizons as an outcome (Siyakwazi, 1984).

Curriculum 2005 (Department of Education 1997) outlines the critical cross-field outcomes. Each learning area is to have its own broad outcomes termed *learning area outcomes* which describe, "the general skills, abilities and values a learner will be expected to demonstrate in that learning area". There should be specific outcomes which "refer to the specific knowledge, attitudes, and understanding which should be displayed in a particular context" (Department of Education 2005,1997).

The critical outcomes correspond with the eight different learning areas (i.e. communication, literacy and language learning; numeracy and mathematics; human and social sciences; natural sciences; arts and culture; economic and management sciences; life orientation and, technology). The most important thing about curriculum 2005 is that education is no more about knowing our subjects by heart as was a case in the past, but it is about competencies or skills that we acquire at school.

The success of Curriculum 2005 is dependent largely on the meeting of minds .The idea of the meeting of minds is captured in the following quotation from Ausubel (1968);

If I had to reduce all of educational psychology to just one principal, I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him/her accordingly.

There is a need to start teaching from what the learners know, i.e. their own experiences. This should not only be an ideal but teachers need to put it in practice.

Do we really need a change in our system? The old system catered for passive learner, based on rote learning and exam driven. Teaching learning was characterised by an obsession to cover the syllabus in a scheduled time (Curriculum 2005,1997). The “learner –centred is a laissez fair curriculum, it does not direct itself to social needs and concern” (Tanner and Tanner, 1990). The subject centred approach always received more attention at on the expense of the learner- centred approach. Teachers had to play a major role in motivating learners, comments and constructive criticism were actively discouraged regarding the process of curriculum development. Learning was not viewed as an ongoing process (Lumadi & Mphaphuli, 1998).

The new curriculum has been necessitated, we are told, by the weaknesses of the “old” curriculum which was content- based, examination-driven, textbook and teacher- centred, encouraging passive learning and rote-learning in which content was replaced into rigid time-frames (curriculum 2005,1997). Is the OBE the cure for all the weaknesses? We may at this point consider the response by Darling Hammond (1993), which goes as follows;

The criticism of current education reforms- that our school provide most children with an education that is too rigid, too passive, and too rote- oriented to produce learners who can think critically, synthesise and transform, experiment and create- are virtually identical to those of the progressives at the turn of the century. In 1930’s, and again in 1960’s, many current reforms were pursued in each of these eras; the interdisciplinary curriculum; team teaching, co-operative learning, the use of projects, portfolios, and other “alternative assessments”, and a “thinking” curriculum aimed at developing higher-order performances and cognitive skills.

The OBE itself, according to Evan, Karen, King and Jean (1991), “has emerged during a decade of accountability” and they content that;

. . . the real attraction of outcome-based education may be its effective coupling of control with autonomy. At the central level, legislatures and school boards exert control by setting exit outcomes; at the same time, they give schools the autonomy to achieve these outcomes in any number of ways. With *the ends* set, *the means* to those ends can rest totally in the hands of school people, and the OBE challenge becomes a technical one of implementation. Schools have both the freedom to effect exit outcomes in any appropriate way and the responsibility for producing results.

Our educational discourse is a construct that is related to democracy in South Africa and thus it is a construct that promotes what can be referred to as Applebaum (1995) puts it, “a politics of meaning”. Curriculum 2005 has emerged as a major educational transformation in this country. This new curriculum is fundamentally Outcomes-Based Education which strives to break the cycle of bad teaching and the removal of barriers to access i.e. making education meaningful and more accessible to wide range of learners.

2.2.2.2 The characteristics of outcomes-based education

In outcomes-based education,

- What a student is to learn is clearly identified
- Each student's progress is based on his/her demonstrated achievement.
- Each student's need is accompanied through multiple instructional strategies and assessment tools.
- Each learner is provided the time and assistance to realise his/her potential. (Department of Education, 1977).

An outcome is the result of learning, it describes what learners know and can do as a result of their learning. The intended outcomes shape the curriculum, focus teaching, learning and assessment and provide markers of achievement.

2.2.3 Curriculum 2005



2.2.3.1 The ideological foundations

The traditional South African curriculum was based on Christian principles and values from the very on-set to the present. The South African curriculum was embedded in the ideology known as the Christian National Education (CNE). Professor Coetzee points out that C.N.E. was . . .

“developed by the Dutch Reformed Afrikaners for the education of Dutch Reformed children (not for the education of other groups) and designed to serve as an example for people of other persuasions who are by this policy invited to develop their own groups’ comparable educational policies” (Coetzee quoted in Morrow 1989:31).

To Enslin (1984) the C.N.E. policy had the following regarding the education of blacks, that, (1) it should be in the mother tongue, (2) it should not be funded at the expense of white education, (3) it should by implication not prepare blacks for equal participation in economic and social life, (4) it should preserve the ‘cultural identity’ of the black community, it must be organised and administered by whites” (Enslin; 1984)

Curriculum 2005, is based on the principles of equity, non-racism the whole of the country. Learning will be learner based and learner paced. The new curriculum expects a shift from an inward-looking Calvinist system to one that uses critical theory as but one determinant for learning. The shift towards Outcomes- Based Education in South Africa is an indication of South Africa's entry into the world economy as well as providing a broad, general education for learners. So that they can be inventive critical and creative (The Teacher, August 1997).

2.2.3.2 The Philosophical foundations

Traditionally, the South African curriculum was based on the belief in the scientific method. Philosophically the curriculum was based on 'positivism' a philosophy very similar to the scientific method. The scientific method and/ or positivism simply means that "observation and reason are means of understanding behaviour. More simply, explanation now proceeds by way of scientific description" (Cohen and Manion 1994). The C.N.E. ideology worked only for the Boer nation, not for other cultures. Other cultures (apart from the Afrikaner) were expected to formulate their own philosophies for their own education.

Unlike the traditional curriculum, the Outcomes- Based Education is based on Social Critical Theory. Gibson (1986). Social Critical Theory, "... engages directly with real problems, using them as both the subject and justification for its theorising. It seeks not simply to explain those problems, but to provide the means of resolving them by enabling people to gain more control over their lives (Gibson, 1986). Under social critical theory, Outcomes- Based Education will be able to build a society of critical thinkers, problem solvers, a society of people with insight and understanding of facts and issues, a society based on life management and life orientation, a society based on competence and efficiency, a society with technical and creative skills (Luggya, 1998). To Gibson, "Critical Theory holds that... in human affairs all 'facts' are socially constructed, humanly determined and interpreted, and hence subject to change through human means. Social Critical theory is basically directed at the

development of critical thinking, creativity, acquisition of skills, values, attitudes and logical judgements.

2.2.3.3 The Psychological foundations

Psychologically, the curriculum was embedded in the behaviour principle. The idea of behaviourism, is, simply calculated change in the behaviour of a human being according to what the educator and education authorities want or expect. In the teaching- learning situation it would refer to what the teacher hopes to achieve in the pupil (behaviour wise) by the end of the lesson. In other words an educator can change the needs of a learner. The learner is thus reduced to an empty vessel in which knowledge is poured, and the learner is expected to recall this mechanically.

The psychological foundation of outcomes based education and curriculum 2005 is based on constructivism. Constructivism bases its arguments on the fact that human beings construct their own knowledge through doing, acting, involvement, participating and experiencing. Bonder writes that "... most cognitive scientists now believe in a constructivist model of knowledge...., that attempt to answer the primary question of epistemology. 'How do we come to know what we know?' This constructivist model can be summarised in a single statement; knowledge is constructed in the mind of the learner (Bonder, 1986). Bonder argues that, "Piaget believed that knowledge is acquired as the result of life-long constructive processes in which we try to recognise, structure, and restructure our experiences in light of existing

schemes of thought and thereby gradually modify and expand these schemes” (Bonder, 1986).

Cobb and Steff (1983) asserted that. “True knowledge can only exist when it is constructed within the mind of the cognising being”. This means that true knowledge is only acquired through construction in a learner’s mind, but not imposed through an external factor. True knowledge implies knowledge with understanding.

Since constructivism involves active involvement, participation and action on the part of the learner, then learners’ activities should take a greater part of the lesson. Johnson, Johnson and Smith define co-operative learning as, “The instructional use of small groups so that students work together to maximise their own and each other’s learning” (Johnson, Johnson and Smith, 1991). This is the model of teaching (facilitating) in Outcome Based Education and which could be the best means of achieving constructivism in learners.

2.2.3.4 The Sociological foundations

Since South Africa is a heterogeneous and multicultural society, there is bound to be different races, ethnic groups and therefore different interests. To Haralambos and Holborn; “Weberian or Marxian conflict perspectives are based upon the view that groups within existing societies have fundamentally different interests” (Haralambos and Holborn, 1990) In such a societies there is always a dominant group, enforcing their own version of acceptable modes

of operation. The socio-economic and political aspects of the society are in their favour and control. To Karabel and Halsey, “ the Weberian perspectives emphasise the power of the dominant group to shape the schools arbitrarily to their purpose. This was the situation in the traditional South African education.

South Africa is a heterogeneous society comprising of eleven official languages and eleven corresponding cultures. South Africa has re-directed her political course to a democracy, with an Outcomes-Based Education directed at all races and cultures within her borders. Carr points out that... “Education in a democratic society... pre-supposes some purpose... to cultivate the capacity of future citizens to think for themselves; to liberate, judge and choose on the basis of their own rational reflection”(Carr 1995:75). Out Come Based Education has a liberative element in the very way the learner acquires knowledge, skills, values and attitudes. Wringe contends that “.... As a way of reconciling democracy and inter-cultural tolerance one might be tempted to analogous position with regard to relations between the state and cultural groups... so long as they keep their hands off other groups and do not threaten good order” (Wringe, 1995; 286). Outcomes- Based Education is embedded in mutual respect and tolerance of culture and language.

2.2.4 Curriculum Implementation and Curriculum Change

2.2.4.1 Curriculum change

Deep seated change, however is only likely to make a visible impact through a directed and sustained effort focussed on teacher development, together with the application of adequate resources, including new technologies, to support ongoing staff development. Changes does not come cheaply, and only now do we seem to be learning some of the lessons from the past, such as that the teacher cannot and should not be by-passed in implementing curriculum and policy designed to bring about specific student outcomes (Bayona, Carter and Punch, 1990).

According to McWhinney (1992) "The meaning of change depends on the concept of reality one holds". Belief about reality support different processes of change that in turn lead to inconsistency, paradox, dilemma, and contradiction. This is particularly evident when the participants or parties are from different cultures, possessing different religious, class backgrounds, or national traditions (McWhinney, 1992). If the content or degree of the contemplated changes is deemed significant, the change efforts themselves produce conflicts that are irresolvable by any method that is framed in the same worldview, as is the problem. The larger the movement, the greater is the likelihood that the change itself will call out open conflict regardless of the issue.

The two distinct views of the process of change are; evolutionary and the revolutionary changes. The evolutionary change would occur as needed to help the people and the organisation adapt to needs and demands that emerged within their environment. The revolutionary change perspective developed as the course progressed. If any change(s) were to occur it would have to be because we caused or fostered it; nothing would evolve without the revolutionary confrontation of beliefs and values (Hyle, 1992).

According to Fullan (1991) “Most attempts at collective change in education seem to fail, and failure means frustration, wasted time, feelings of incompetence, lack of support, and disillusionment”. The demand for change and the realities of uncertainty for leaders who would be “change agents” create a precarious dilemma for teachers. Many teachers, principals, parents, and taxpayers have heard the call for reform and the promise of better schools, only to be disillusioned by the failure to see significant improvement after the rhetoric cools off and the promised goals have not been reached. The basic condition is always the capacity of initiators of change to persuade followers that the status quo is unacceptable and can be altered for the better. The change create a sense of opportunities that meets the practical needs of people in the school (especially teachers and parents) who see the effort as worthwhile and feasible (Baker, 1998).

Vygotsky's (1978) states that, the leaders cultivate a *zone of proximal development* in which various participants see change as relevant and within their grasp. In Fullan's (1991) terms, "conditions of initial success begin when a critical group of teachers and others see planned change in terms of relevance, readiness, and access to needed resources". Educational change cannot be sustained unless teachers are engaged in an ongoing learning process that is systematically related to the collective goals of the school.



Change is a process and not a single event. School change is not an easy process. It requires a shift in behaviours, procedures, and attitudes; roles and responsibilities often must be recognised and materials, approaches, and resources necessary to support the process must be created (White, 1990). Often times educators underestimate what it takes to implement successful changes in schools (Fullan, 1990; Corbet & Firestone, 1988). According to Mann (1978) the success rate for true change in schools over time is only about 20 percent. Successful implementation of an innovation will not occur unless its constituents perceive it as meeting a specific need (White, 1990). A clear understanding of the proposed innovation is also important, particularly with teachers. Herriot and Gross (1979) argued that the extent to which an innovation would be implemented depend upon the extent to which the users were clear about both its design and implementation. If an innovation is too complex –that is, the difficulty of

the change and the extent of effort required is to great- implementation will be difficult (Fullan, 1982).

Fullan (1991) has pointed out, changes in decision making may alter governance structures but they are unlikely to affect the pedagogical core of the schools. At best such changes may provide a fertile ground and convivial environment for initiatives into areas more directly connected to student learning outcomes (Prestine, 1994).

Instances of changes in the core technology of teaching and learning are scattered, fragmented, and uneven within as well as between schools. While new structural arrangements and organisational patterns to facilitate these curricular and instructional changes may be in place to varying degrees in all schools, none have evidence either the will and/or capacity to make the deeper foray into this more complex and perplexing arena of change in any substantive or systematic manner (Prestine, 1997). Prestine, in her studies about planning and changing, found two implications; firstly, in spite of the less than spectacular changes made in the schools, it seems rash and a bit reckless to broadly characterise their essential school restructuring changes as holding little potential for improving learning outcomes for at- risk- students. Secondly, in certain instances, some of the restructuring changes are showing encouraging results.

Attempts to implement change at school level can be a challenging process. Most educators recognise that change is necessary to bring about educational reform, to modify the instructional processes, the nature of supervision, and the quality of classroom management that influence student outcomes. (Horenstein & Berlin, 1995).

The proliferation of information necessitates systematic approaches to teaching and teacher training in order for teachers to keep abreast of changing educational needs (Offir, 1987). Thus teaching development is of paramount importance so as to facilitate effective learning of increasingly more sophisticated material by pupils who are increasingly more dependent on innovative teaching methods in order to realise their potential (Badley, 1988). Dynamics of school change cannot be analysed through conceptual lenses because the communication processes related to curriculum, instruction, and student- teacher relationships are in a constant state of evolution and subject to dynamics that are influenced by both internal and external factors. Some changes will occur naturally and external factors may require adjustment to stimuli. Personal agendas tend to mitigate against most organisational change, unless the change is very well planned and executed. The stone (of change) is being pushed uphill, but tend to fall back down to its original position despite heroic efforts to push the stone over the rim of the hill (institutionalise change). Change can happen, but is hard and incessant work, and requires constant co-operation by all involved in the process (Brady, 1995).

Bishop (1976) stated that implementation requires restructuring and replacement. It requires adjusting personal habits, ways of behaving, program emphases, learning spaces and existing curricula and schedules. It means getting educators to shift from the current program to the new program, a modification that can be met with general resistance (Ornstein & Hunkins 1993)

2.2.4.2 Curriculum implementation

For implementation of a program or process to occur, changes must be made in the behaviours of all affected parties. Teachers must be clear about the purpose, the nature, and the benefits of the innovation. Fullan and Pomfret (1977) says:

“Effective implementation of-----innovations requires time, personal interaction and contacts, in service training and other forms of people-based support. Research has shown time and again that there is no substitute for the primary of personal contact among implementers, and between implementers and planners/consultants, if the difficult process of unlearning old roles and learning new ones is to occur”.

Many studies on curriculum implementation reveal that there is a gap between the rhetoric and theoretical ideals of these curriculum innovations and their actual practice in the classroom (MORRIS.1992). There is a pressing need for researchers to investigate the problems of curriculum implementation using alternative methodologies such as the Socio-cultural approach. The socio-cultural approach offers educators and curriculum

developers in Hong Kong an alternative, but culturally- sensitive, method for studying curriculum changes in their social and cultural context. The participant will reveal different intentional conscious decisions for their actions during that change (Gerber, 1993, 94, 95)

The study in Hong Kong reveals that; firstly, curriculum change is seen as adjusting ones teaching to changes in syllabus content and constraints of time and students attributes. Secondly it is lacking support from the central agency of curriculum development and school principal. Thirdly it is seen as improving the relevance of a particular subject curricula to the students daily experiences as a benefit for student learning. (Lee & Gerber-1996)

The adoption of socio-cultural approach can enrich our understanding of how teachers interpret and implement the curriculum which has been relatively neglected in research on curriculum change and implementation particularly in developing countries (Montero & Sieutu, 1992).

House (1981) argues that research on innovation has viewed phenomena from three perspectives: technical, political, and cultural. The technical perspective interprets implementation problems as the product of the failure of systematic planning. This perspective is fundamentally optimistic concerning the potential for successful implementation and has a long history of use in the study of innovations (Hall and Loucks, 1977; Havelock, 1969).

The less optimistic political perspective recognises limits to rational behaviour and instead focuses attention on the interplay of divergent interests among participants in the change process (Clark, 1981). The direction of a project, from this point of view, is determined more by the balance of power among parties and what kind of incentives are available to whom than by systematic planning (House, 1974; Sieber, 1981).

The cultural perspective stresses socially shared and transmitted definitions of what is and what ought to be and the symbolic meanings practitioners, students and the community attach to change efforts (Wilson, 1971). Successful implementation, thus, takes more than rational approaches and persuasion. According to this perspective, even small, seemingly innocuous changes may require no less than cultural transformation at the local level (e.g. Sarason, 1971).

According to Beauchamp (1981), a curriculum system is that part of the organised framework of a school or a school system within which all curriculum decisions are made. A curriculum system consists of the personal organisation and the organised procedures needed to produce a curriculum, to implement it, and to modify it in light of experience. The output of a curriculum system is a curriculum; the function of the system is to keep the curriculum dynamic (Beauchamp 1981).

2.2.4.2.1 Teachers and Curriculum Implementation

Implementation requires planning and planning focuses on three factors: people, programs and processes. Although these three factors are inseparable, to facilitate implementation of a major change educators must deal primarily with people. If people change so does the program, others consider focus should be given to the program. Because people will adopt, if they are furnished with different ways to meet the objectives of the school program. Others consider many curriculum implementations have failed because they ignored the people factor and spent time and money to modify only the program or process (Ornstein and Hunkins, 1993).

Teachers must be clear about the purpose, the nature, and the benefits of the innovation. Implementation involves educating individuals about the worth of a new program or program component, such as a new content area or a new set of material. Implementation also attempts to influence behavioural change in a direction or directions deemed necessary. It takes time to win people over to an innovation. Individuals contribute their best talents when they accept the new program, when they derive a good feeling from being involved. (Ornstein and Hunkins, 1993).

Teachers need time to “try” the new program to be implemented. They need time to reflect on new goals and objectives, to consider new contents and learning experiences, and to try out tasks. Teachers also need time to reflect on the new program in relation to the mission of the school. For any

new program to be successfully implemented, it must be perceived as central to the mission of the school. Ideally, an implementation process allows sufficient time for certain groups of teachers to try out the new curriculum in pieces.

Lieberman and Miller (1986) have found that teachers go through levels of use with a new curriculum. First they orient themselves to the materials and engage in actions that will appear them to deliver the curriculum. Their beginning use of the new curriculum is mechanical. They follow the guide with little deviation. Planning is largely day by day. As they become more comfortable with the curriculum, they may begin to modify it either to adjust it to their own educational philosophies or to better meet student's needs.

The emphasis of examination- oriented and expository teaching by teachers in Hong Kong study (Gerber & Lee 1996) found that teachers could not often use the student- centred approach because they had to prepare their students for the public examinations. The adjustment of one's teaching to cover the large curriculum echoes other findings that teachers' main concern is to complete the syllabus so that their students are able to answer the questions in the public examination and obtain good results (Morris, 1992).

One of the major costs of adopting the curriculum change is to adjust one's teaching to cover the large curriculum. Brown et al argue that this "situated learning" is more likely to lead to the acquisition of "usable robust knowledge" because concepts are like tools and understanding of them needs to be progressively developed in authentic context. Their research has shown that concept taught as abstract decontextualised definitions tend to remain inert and are thus easily forgotten (Brown et al. 1989).

When students came to tackle the new tasks and apply the relevant concepts, their understandings of the concepts were often shaky and the approach typical of traditional teaching and learning was inadequate to cope with developing the skills and knowledge required for successful completion of the learning. Students were having to configure their knowledge in different ways in order to apply it to the situation and this called for more learner-centred, problem-based learning (Paxton)



Research has emphasised the reflective nature of teaching practice. It is when teachers engage in processes of practical inquiry, whereby they examine reflect on and change their practice in the light of what their inquiry reveals that teachers learn and change (Schon, 1982; Sheingold, Heller and Palukons, 1995). As Prawat points out "attentiveness to student cognition is one of the defining features of constructivist teaching (1992.367).

Democracy itself carries some connotation of empowerment in society and teachers and learners as well. Prawat suggests that “the key to empowerment---lies in the nature of conversations that teachers have with themselves--- teachers can gain greater control—or influence over their own thinking in two senses. The first-supposedly, enables teachers to overcome the ----- to uncritically accept (or reject) knowledge claims advanced by so-called experts in the field. The second--- is to enhance the teachers’ ability to deal with social and political oppression- to overcome tendency to hold back or to yield to those who are in positions of authority or power” (Prawat 1991:739). The implementation of Outcomes- Based Education in South African education context could be dependent on these two aspects according to Prawat, which he terms the epistemological and political agendas. McCutcheon supports Prawat that “there are teaching situations in a number of countries where the curriculum to be taught by teachers is specified, so that it can be controlled by administrators or national reformers. Yet each classroom teacher can still make important decisions about what he/she will teach. The teacher is the filter through which the mandated curriculum passes” (McCutcheon, 1988 in Marsh 1992.46)

According to Lumadi and Mphaphuli (1988 SASE conference) to make OBE a reality we need to have intensive training of teachers. There should be seminars, workshops, lesson presentations and educators should undergo an intensive training. According to their research findings most of the

educators do not consider OBE when preparing and teaching their lessons. They do not consider the questions of skills or outcomes. One of the respondents even said “ there is no difference with what he was doing before as there is no difference between outcomes and objectives. Teaching, most of them indicated that they have large classes, hence very difficult to implement OBE. Most of the respondents are not clear about what OBE is all about and it was being implemented since the beginning of 1998 at grade one level.

The teaching methods and lesson presentation strategies espoused by the OBE are also not new. Teachers who have been educated in South African teacher education institutions in the past twenty years have been exposed to both teacher-centred and learner- centred methods of teaching and have been cautioned about the strengths and weaknesses of these methods. They have been made aware that to be successful teachers they must have a repertoire of teaching methods from which to select depending on the objectives they seek to achieve. (Vakalisa, 1998 SASE Conference) Killen (1996.1) explain the issue of outcomes versus objectives as follows:

The real issue is that statement of goals, aims or objectives describe the intent of some educational process. If these intentions are realised, the end product of the educational process can be referred to as an educational outcome. It is the link between intentions and results that is at the heart of outcomes-based education.

A case study of Australian teachers by O'Donaghue (1994) reveals some frustration often experienced by teachers as they see their plight, as no better than that which is reflected by the British author Sutherland (1985), cited by O'Donaghue (1994:33) as follows:

Fashions succeed each other and teachers-theirs not to reason why- are expected to change content and methods of their working due conformity, following and climbing on each successive band-wagon as it comes along.

One teacher in O'Donaghue's study point out the helpless position of the teacher with regard to state mandated innovations, like when teachers were changed from one method of teaching reading and writing to another. The statements from these teachers in the above study alert the initiators of reform to the fact that implementation of reform requires adequate monitoring, classroom support and generally winning teachers to the side of the innovations they must effect in their teaching. We should take note of Fullan's (1982:263) words that:

Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences which led to no significant change in practice when the teachers returned to their classrooms.

Darling – Hammond (1993) is also critical of the school reform initiatives which are based on the reasoning that it is the teachers and other staff in the school who are doing something wrongly if the performances of learners is below the expectations of the nation. She argues:

The problem is not that school people lack direction and will, but- as described below-that they work within the dysfunctional organisational structure that has made inadequate in the knowledge and tools they need to address students' needs.

A very important question to answer is how well equipped are the majority of teachers with the knowledge and skills necessary for the implementation of the innovations we are introducing. According to The National Education Audit, only two thirds of the teaching force is qualified, and the other third constitutes of teachers who are either qualified or under-qualified. Even the “qualified “ teachers are not adequately equipped to handle OBE effectively.

2.2.4.2.2 Teacher Empowerment and Curriculum Implementation

The term “teacher empowerment” invokes different ideas, emotions, and concerns in people. However “empowerment” has little to do with “militancy”, destruction, disobedience, rejection, negation, opposition, mischief, harm, power to undermine or dilute the authority of leaders or misconduct (Sadiki and Joseph, 1998).

“Empowerment” involves different ideas which include among others: authority, responsibility, job security, accountability, professional growth and the ability to meet the needs of students (Carl, 1995). A teacher who is empowered should develop and maintain the above mentioned

characteristics. The term “empowerment” may suggest a process of providing people with the opportunity and necessary resources to enable them to believe that they understand their world and have the power to change it, such people have greater autonomy and independence in decision making (Langana, 1995).

Robinson (1994) takes “empowerment” to mean the liberating sense of one’s own strength, competencies, creativity and freedom of action. To be empowered is to feel power surging into one from another person or from within, especially the power to act and grow more fully human. An empowered teacher is one who is liberated, competent, creative, and free to plan and implement his/her learning programs and facilitate in any learning area.

‘Empowerment’ as a process deals with genuine change, because it focuses on the development of individuals as well as on collective potential. Empowered persons feel that they can be actively involved and can make a contribution, and thus make a difference. Genuine change occurs in the classroom only when the teacher changes. The concept ‘empowerment’ also involves risk taking. It coincides with the Japanese term ‘kaizen’ which means continuous improvement and step by step growth through willingness to take risks. It is an ingredient that sets up the action of risk-taking: and without it very little change in the school will occur (Carl, 1995)

“Empowerment” involves professionalisation. This means power to exercise one’s craft. It is an extent to which teachers practice autonomous behaviour while maintaining collegial interaction, accepting responsibility, accountability and participating in group problem solving to determine collectively the goals and direction of the school (Kavin and Anaka, 1995).

Teachers need to be empowered for a number of reasons;

- teachers need to acquaint themselves with the new theories, curricula approaches, terminology, teaching strategies , management style and paradigm shifts;
- Teachers need continual renewal of their knowledge and capabilities to provide appropriate learning strategies for their students and to improve their academic, professional and practical knowledge in order to improve job performance (Mutshekwane, 1997);
- to remedy the ills of poor pre-service teacher training which may surface when a teacher is practising as well as to upgrade unqualified and under qualified teachers to the status of a qualified professional (Mutshekwane, 1997);
- empowerment and authority are synonymous; teachers who are empowered will have authority in managerial decision making, as an individual or in group, in class, in the whole school or as a school governor,
- to provide greater autonomy and independence
- to influence, encourage, motivate and effect changes amongst teachers
- to develop positive attitudes, knowledge and skills within a positive and democratic climate;
- to enhance and improve professionalism amongst teachers;
- to liberate teachers from the old system of working constraints and to strengthen their capacity, competence, confidence, creativity and freedom:
- to develop and enhance self-esteem:
- to motivate teachers so that they always target a high premium of output, outcomes and productivity:
- to avoid and alleviate teacher burn out;
- to produce democrats in a democratic society and to encourage democratisation in schools;

- to encourage teachers to observe educational policies, principles, acts, rules and regulations: and
- to instil a sense of awareness of 'lifelong learning'.(Sadiki and Joseph, 1998).

The dynamics of curriculum development are to a great extent determined by the teacher's role at classroom level.

2.2.4.2.2.1 The Role of Training in Teacher Empowerment

Dynamic teacher involvement in curriculum development can make a real contribution to professional development, only if opportunities for it are created. Curriculum development and training must combine for this purpose. Training is, however, only one instrument and the process of empowerment should be characterised by 'self-empowerment'. Teachers should be trained as curriculum developers in order to be in a position to plan and develop their own work thoroughly. It is what is expected of teachers for OBE, who should be trained thoroughly before they embark on the actual implementation of 'Curriculum 2005'. (Sadiki and Joseph, 1998)

**NWU
LIBRARY**

The quality of teachers determines the quality of education in our society. An important aspect of teacher empowerment lies in the 'in-service ' training of teachers in the nine provinces in South Africa. There is one priority which stands out above all, it is that of in-service and re-training of teachers (Coutts, 1966).

In-Service Training (INSET) of teachers refers to whole range of activities by which serving teachers within formal school system may extend and develop their personal qualities, professional competence and academic qualifications. It also includes the means whereby a teacher's personal needs and aspirations are met and the promotion of innovation in response to educational problems. The major purpose for INSET is to improve the academic, professional and practical knowledge in order to enhance job performance.

Some of the factors affecting teacher empowerment are as follows:

- Support by instructional leaders,
- Opportunities created by facilitators,
- Teaching environment conducive to empowerment,
- Structure in schools which stimulate empowerment,
- The leadership styles,
- The presence of a democratic climate and culture in a school,
- Decentralisation,
- Opportunities to become involved,
- The availability of resources and time, and
- Commitment by teachers to self-empowerment.

(Sadiki and Joseph, 1998)

Outcome- Based Education includes major elements: namely, critical thinking and problem solving. According to Paulo Freire (1970:68), "the role of the problem- solving educator is to create, together with students, the conditions under which knowledge at the level of the doxa is superseded by true knowledge, at the level of the logos". In problem-posing education, when people develop their power to perceive critically

the way they exist in the world and in which they find themselves, they come to see the world not as a static reality, but as a reality in the process of transformation (Siyakwazi, 1998).

The curriculum has been necessitated, we are told, by the weakness of the “old” curriculum which was content-based, examination-driven, textbook and teacher-centred, encouraging passive learning and rote-learning in which content was placed into rigid timeframes (Curriculum 2005, 1997:6). While we are at this point, we may consider Darling-Hammond’s (1993:755) response to criticism of this kind, in the USA, which goes to follows:

The criticism of current education reformers – that our schools provide most children with an education that is too rigid, too passive, and too rote-oriented to produce learners who can think critically, synthesise and transform, experiment and create – are virtually identical to those of the Progressives at the turn of century, in the 1930’s, and again in the 1960’s. Many current reforms were pursued in each of these eras: the interdisciplinary curriculum; team teaching, co-operative learning; the use of projects, portfolios, and other “alternative assessments ”; and a “thinking” curriculum aimed at developing higher-order performances and cognitive skills.

Teachers must adjust to become *facilitator* of learning rather than conveyors of knowledge; they are going to be free to design their own content to reach the *critical cross-field outcomes* which have been predetermined by the state: learners are to learn at their own pace; learners are to acquire life skills rather than volumes of subject-defined factual

knowledge which has no relevance to their immediate needs; examination results are to be supplemented with continuous assessment results in determining successful attainment of established outcomes; learners are to demonstrate their mastery of the learning material by concrete outcomes; and learners will no longer fail and have to repeat a class. Teachers must be conversant with the meaning and function of the following concepts: critical cross-field or essential outcomes; learning area outcomes; specific outcomes; sub-outcomes; unit standards; assessment criteria; range statement; and others, and be able to apply them in their teaching. This is the challenge, which the South African teachers and their people are facing (Vakalisa, 1998). It must be also remembered that the majority of teachers in South Africa have been described as unqualified and/or under-qualified (The National Teacher Education Audit, undated: 31).

Many teacher educators have emphasised that novice teachers must engage in conversations that promote articulation between teaching and learning in the development of reflective teaching practices (Block and Klein, 1997). Mummi and Weissglass (1989) also stressed the importance of empowering teachers to make decisions about the curriculum. Empowerment is also supported by Burni (1991), who suggested specific opportunities for teachers to be involved in the selection of teaching materials and to be significantly involved in all planning and decision making that affect teaching. Fullan (1991) reported that school improvement occurred when (a) teachers engaged in frequent, continuous, and increasingly concrete talk

about teaching practice; (b) teachers and administrators observed each other frequently and provided feedback to each other which develops a shared language for teaching strategies; and (c) teachers and administrators planned, designed, and evaluated teaching materials and practices together. Burni (1991) also recommended providing opportunities for teachers to visit other teachers and share ideas. Lieberman and Miller (1986) reported that teachers would attain a greater sense of their own professionalism and regain a sense of excitement about teaching when they are involved in the plans and the final decisions.

One of the deficiencies in our method of curriculum making has surely been that we have tended too much to leave the job to the teachers at a particular level, such as the primary or the secondary level. A good curriculum would need to be supported by significant improvements in teaching methods. According to Bruner, it seems obvious that much progress lies ahead of us in adopting methods of teaching to the learning process.

The studies of curriculum change in Trinidad and Tobago reveals that the participatory approach appeared to have been intentionally by-passed. Teachers, key personal in making the new curriculum venture work, were not consulted, nor were coalitions and interest groups. (London, 1997).

Kenway (1995) draws on the work of Darling-Hammond (1994) in merely highlighting the need for 'teachers to inquire deeply into and improve

teaching and learning'. All that is being affirmed here is a depth and complexity of commitment that go beyond the narrowly technical. Darling – Hammond makes it clear that this distinctly limited sense of reform would also be accepted by her as being sufficient in cultural terms. The point here is that 'the needs of today's society' require a commitment to educate all children well. Walker's refers (1992.7) this to the 'creative orchestration' of the 'many performance variables' of teaching, including 'individual variation' among teachers and also their 'multiple cultural affiliations'. The reconstruction of the robustly educational in order to conform with a strictly industrial model of productivity is then used to sustain the message that the current competency –based restructuring of teaching 'far from being either culturally or socially restrictive, must be seen as allowing, instead, real expression to deep educational values and to the socio-cultural complexities. Walker (1992) emphasis upon 'the technical skill base of the profession in its most up-to- date form and Sergiovanni (1994) appeal to a commitment by teachers to practise at the edge of their craft.'

Walker's unqualified appeal, in his advocacy of a 'performance model' of teacher reform, to the kinds of knowledge's that underpin higher-order labour processes generally within contemporary service industries, notably 'critical skills of mind' and facility in applied human relations. (1992.5).

Many people object the central control mainly on principle, arguing teachers should be treated as professionals, planning curriculum and deciding instructional goals and practices themselves (Boyer, 1998; Frymier, 1987; McNeil, 1987; Rosenholz, 1987). Sarason (1990) makes an observation that if teachers as learners do not perceive that the appropriate conditions for their own growth obtain, they cannot create and sustain them for students. From this point of view, it is clear that student learning is also a function of teacher learning, development and growth. Research on schools and teacher effectiveness reveals that instruction makes a difference, and, and for the full potential of this to be realised, teachers must be able to capitalise on new knowledge, make data-based professional judgements, and acquire intimate knowledge of the changing needs of the learner in the exercise of their own creativity and spontaneity. While a well designed curriculum aligned to appropriate instructional processes is regarded as fundamental to helping each student achieve mastery of the objectives, slavish adherence to the textbook and detailed attention to every objective in the curriculum is not a means to achieving the desired outcomes. To demonstrate increased effectiveness, student progress needs to be interpreted via professional judgements together with samples of student work with formal and informal assessment gathered over time. When monitoring student progress towards the achievement of certain outcomes and to provide feed-back for further instruction, or for counselling and reporting, the needs to know not only what level of

mastery was achieved by a student on a particular occasion, but also the conditions under which the performance occurred. (Carter, 1987).

Successful school improvement requires much work on the part of teachers and staff to learn new skills and knowledge, which is school-wide in nature. These essential areas of inquiry and skill development include such topics as technology, curriculum, instruction, and assessment. Educational change cannot be sustained unless teachers are engaged in an ongoing learning process that is systematically related to the collective goals of the school (Baker, 1997). An immediate systematic change may not be possible (Elmore, 1996), but the responsibilities of educators and those who study school improvement remain the same; learn the lessons of school improvement from the most reliable sources that are available. The teachers placed greater emphasis on curriculum and grading changes, and they also believed in higher educational standards. The teachers, like the students, focused on the importance of curriculum for the larger context beyond the community. (Fagan, 1998).

Pre-service teachers must also discover resources that their pupils can use to explore the themes of a given unit. In developing curriculum materials, the personal knowledge of pupils is also considered a legitimate resource (Berlak and Berlak, 1983). The perspective that knowledge is integrated, conditional, and originates from many different sources cannot be overstressed. As Cullum (1967.14) states, "By exposing children to the

excitement and greatness of literature, art, history, and science a passion for learning will develop". Education should encourage children to explore the unknown and mysterious, as well as take pride in what they already know. Perhaps the most important aspect of this approach to designing curriculum is that teachers develop the ability to discover innovative, stimulating resources from which children can learn. The teacher, as leader of the class, has educational aims and knows the direction that the unit will take (as reflected in its themes), but not necessarily every detail that the pupils will learn from a given activity and/or resource. Dewey (1938) makes it clear that to be educative, experiences must stimulate and challenge a child's mind. The primary purpose of developing learning activities is to encourage pupils to use their powers of imagination, speculation, intuition, and analysis as they study subject matter.

2.2.4.2.2.1.1 THE CASCADE MODEL AND THE CLUSTER MODEL TRAINING IN OBE

The department of education decided to use the cascade or train-the-trainer model and the cluster model for curriculum 2005 to take off. The purpose of the cascade model is to consolidate and co-ordinate the existing OBE management capacity within the department and the development of a cadre of OBE trainer – facilitators capable of preparing teachers to implement OBE (DEAC, 1998). Before the implementation of curriculum 2005, educators were selected from different provinces to attend the train-the-trainer workshop organised by the National department of education in Pretoria during 1997. The aim was that, the educators who were trained in the train-the

– trainer workshop will train the teachers in their provinces. The cascade model is very economic in its nature, as those who have been trained will train the others. It allows teachers to be trained in stages and therefore the progress can be monitored. The disadvantages of this model are;

- The content that has to reach the teachers that have to use it becomes diluted.
- If those who are trained are not committed to their work/ or not clear, this will also have an impact on those that will be trained by those trainers.
- It takes a long time for all the teachers to be trained. (Muthambi and Mphaphuli, 1998)

The cluster model is used in order to change the classroom practice of teachers of grade 1, 2, 3 and 7 in schools by equipping them with skills to develop learning activities in order to enhance their implementation of the new curriculum (DEAC, 1998). The cluster model focuses, more on the consolidation of skills, knowledge and values than their transfer. The cluster model has been developed with the aim of supporting and assisting in building the teachers' confidence and reinforcement of what they have learned.

The implication of the cluster model is that teachers of different schools meet once a week at a particular place, which is central, to communicate, share their problems and their strength. The train the trainer has to visit cluster meetings and offer support (Muthambi and Mphaphuli, 1998).

2.2.4.3 Curriculum Leadership And Implementation

The studies in 1994 and 1995 present a brief theoretical background to curriculum leadership: outlines the tentative model of curriculum leadership for effective learning and teaching. It is based around five integrated themes

- The language of the document,
- Schools as learning communities,
- Leadership in schools,
- Prioritising initiatives, and
- Conditions of development.

Teachers perceive a need for a particular form of change, they are more receptive to change. Teachers perceive a degree of congruence or incongruence between the principles and their practice. Effective curriculum leadership address the degree of congruence and in-congruence and follows on with appropriate strategic action. Teachers uphold images of about the nature and sources of curriculum change. However, real processes of curriculum leadership in schools are complex, subtle, incorporate many different power forces, and can be exclusive to the educator who wishes to be a curriculum leader (Cairns, 1981; Kee, 1993; McLnty, 1984). Recent curriculum research has indicated that there is much to be gained by viewing a curriculum leader as anyone interested in improving the current situation, and monitoring, improving, and implementing curriculum changes (Alberta, Department of Education, 1992; Hannacy and Seller, 1991). Educational theory about curriculum leadership (Whitewhead, 1989) which will lead to the development of a model of curriculum leadership

that will facilitate effective learning and teaching in schools. Generating a living educational theory involves the participants producing descriptions and explanations of their own development in their professional work in education (McNiff, 1993, McNiff, Whitehead, and Laid Law, 1992; Whitehead, 1993).

The reform rhetoric of school restructuring is full of democratic terminology such as ‘participatory decision making’ and ‘teacher empowerment’, but its aim has been limited to promoting organisational effectiveness and increasing teachers’ intrinsic motivation. The aim of democratic empowering approach “ premised on limiting and eradicating power differentials and to reconstructing the workplace as just and democratic. Empowering teachers in isolation from parents, students and other school stakeholders is to risk empowering one constituency at the cost of disempowering others”(Blasé & Anderson, 1995).

A striking characteristics of “reforming” schools is their dedication to the principles of democracy, especially that characteristic of democracy so eloquently described by Tyler (1991,13);

Belief in the limitless potential of every human being, and the belief that everyone can continue to develop his or her potential through lifelong learning...Such an educational leader seeks to gain the benefit for the school of the varied talents, ideas, and activities of those with whom he or she works- teachers, students, and parents.

Each school uses a guiding reform philosophy, locally developed visions and beliefs, and a feeling of family to recognise governance structures, teaching and learning conditions throughout the school. The principal becomes the primary cheerleader, keeping the philosophy, vision, and beliefs in front of the school community. Commitment to positive change does not imply an absence of conflict. Reforming schools, by their nature, create conflict. Teachers and principals both acquire new skills, knowledge, and attitudes in order to successfully implement a genuine reform effort. The new roles and relationship, to a great degree, promise to create a new organisational culture for the school specifically and for the institution of education in general. Principals in institutions experiencing any or a combination of these reforms certainly must have experienced a change from the “old Style” of leadership in which the leader provides most of the impetus for change, to the “new” style in which the principal orchestrate the energies of many stakeholders towards positive change (James , 1981).

Leadership renewal must be continual and it must be a recognised team activity not only designed for principal, but also for members of the school team. This necessitates that all teachers actively participate on teams and have the benefit of sharing in knowledge and skill development. Without regular and continual support for the reform effort from the teachers, instructional assistants, and parents, the results will be minimal or ineffective.

The leader's role includes that of facilitating change, which requires skills in group process, team building, motivation and risk-taking. Principal as leaders in the reform setting must be able to cope with and encourage change. Principals must be genuine models of moral and ethical behaviour. The leader must know what is or is not subject to compromise. Consequently, he or she must be able to assess what is moral or ethical in a school as a social and political system. Educational leaders, teachers and principals- must be able to link theory to practice through inquiry and research (James 1981).

Barker, (1996), contends that almost all successful leaders have strong problem – solving skills... in the reactive mode. Osborne and Gaebler (1992) contend that strategic planning is the key to successful change. Stoyneff's (1989) study highlights the importance of a collaborative effort between principals and teachers for a successful change. Deal (1983) warned that the top-down approaches to school improvement are doomed to the same type of failure that the educational reforms of the past have experienced. Fullan (1991) suggested a collaborative planning structures, that includes the simultaneous top-down/ bottom-up approach.

2.2.4.4 Students Perception of Curriculum Implementation

Students are consumers of curriculum innovations; implementation failures, in which the intended outcomes cannot be realised, are particularly painful for students, for whom the benefit was anticipated. Students are

legitimate stakeholders in research on curriculum implementation and their perceptions are as important as those of the teachers and other stakeholders. According to Berman, 1978, it seems inappropriate to ignore students' perceptions of the implementation process in their classrooms. Students can experience changes in the classroom learning environment; they can observe any new teacher behaviours; and they have perceptions of the availability of new teaching materials, the new fairness of grading, their own understanding of the program characteristic, and their attitudes towards the new curriculum (Cheung et al.). Apart from teachers, students are also users and thus powerful determinants of curriculum implementation at the classroom level. Judgement about the worth and potential of a curriculum should take into account the different ways in which students perceive it. Fullan (1991) summarised the importance of student input this way; "effective educational change and effective education overlap in significant ways". Involving students in a consideration of the meaning and purpose of specific changes and in new forms of day-to-day learning directly address the knowledge, skills, and behaviours necessary for all students to become engaged in their own learning.

CHAPTER 3

Research Design

3.1 INTRODUCTION

This study focuses on primary school educators in the Mafikeng Education District in the North West Province of South Africa. The reason for this is that the researcher stays in Mmabatho, and the schools are easily accessible to him.

This chapter provides detailed explanations of the research design of the investigation, including data collection techniques, choice of research area, sample, category of questionnaires and data analysis.

3.2 CHOICE OF RESEARCH AREA

The target population is comprised of educators in primary schools within the district of Mafikeng and the school principals. There are six circuits and 138 primary schools in the district. Out of these, 60 schools selected on random basis participated in the study. The focus has been on educators in grade 1,2 and 3.

The 60 selected schools constitute 43% of all the primary schools in the district. The managers of the chosen schools, also constituting 43%, took part in the study (See Table 1).

3.3 SAMPLING AND SAMPLE SIZE

3.3.1 Choice of sample

The participants in this study were drawn from the primary schools in the Mafikeng District of the North West Province. North West Province is one of the nine provinces in the Republic of South Africa, and the Mafikeng District is one of the 12 educational districts in the North West Province. There are two patterns of schooling in the North West Province.

The first pattern consists of three categories of schools, that is, primary, from grade 1 up to grade 6; middle schools, from grade 7 to grade 9; and high schools, from grade 10 to grade 12. Majority of schools in the province fall under the first category.

The second pattern consists of two categories of schools, that is, primary, from grade 1 up to grade 7; and secondary or high schools, from grade 8 to grade 12.

In this study, only primary schools from both patterns were chosen. The selected schools are found in three different types of environment, namely, rural, peri-urban and urban settings.

TABLE 1: CHOICE OF SCHOOL AND RESPONDENTS

Circuits	Selected Schools	Number of Educators	Number of Principals	Sample Totals (Educators and Principals)
1	10	50	10	60
2	10	50	10	60
3	10	50	10	60
4	10	50	10	60
5	10	50	10	60
6	10	50	10	60
Total	60	300	60	360

As Table One indicates, 10 primary schools were selected from each of the 6 circuits for this study, and that makes a total of 60 primary schools. From each of these schools 5 available educators of grades 1, 2 and 3 were chosen. The principal of each of the 60 schools formed part of the sample. A break down of the final sample shows 6 circuits, 60 schools, 300 educators and 60 principals. (See Table 1)

3.4 PREPARATION AND USE OF QUESTIONNAIRES

Every researcher has at his disposal several techniques that can be used for collecting data. One of these is the questionnaire. Good (1974), Ary (1979) and Orlich (1978) are of the opinion that observation and questionnaires do serve as a major instrument for collecting data for survey. In line with this thought various research tools were considered.



It was realised that the questionnaire method would suit the nature and purpose of this study. A detailed examination of literature relating to

previous researches similar to the problems under investigation was therefore made, after which the instruments for eliciting the desired responses were drawn up.

3.4.1 Questionnaires

The implementation of Curriculum 2005 in the 60 schools was studied. A questionnaire was prepared and distributed to obtain the views of the educators and the principals. For the purpose of the investigation, one set of questionnaire was prepared, but it had two sections, Part 1 and Part 2.

3.4.1.1 Categories of Questionnaires

The first part of the questionnaire (See Appendix) was used to identify the personal details of the subjects like qualifications, experience in teaching, age, sex and their awareness about the introduction of the new curriculum in schools. This part was responded to by putting a tick or a cross in the relevant columns. Part 1 consists of 10 questions.

Part 2 was used to find out the understanding of the concept of OBE, the extent of teacher training and empowerment, and the support given by the department to the schools and teachers in implementing Curriculum 2005. This section was answered by putting a cross or a tick in the appropriate columns. Part 2 of the questionnaire consists of 25 items

Each statement was expected to be responded to in one of the following ways, namely, agree, disagree and undecided. All the subjects were given the same questionnaire. The investigator personally handed the questionnaire to each respondent to answer.

3.4.2 Advantages and Disadvantages of Questionnaires

In selecting to use the questionnaires the researcher was aware that the use of questionnaires for any form of investigation has its own advantages and disadvantages.

3.4.2.1 Advantages of the questionnaire method in the study

Cohen & Manian, (1980) stated that one main advantage of using a questionnaire is that it is clear, unambiguous and uniformly workable. According to Cates, (1985) there is a major advantage to be derived from using a questionnaire because “ . . . if properly prepared it can offer a reliably consistent presentation of items”.

In this particular investigation, the following could be identified as advantages:

- The questionnaires were all returned to the researcher.
- The completion of the questionnaire was not much time consuming.
- All the subjects answered the same questionnaire.

3.4.2.2 Disadvantages of using questionnaires

There are limitations when using a structured questionnaire for collecting data. The researcher is dependent on the respondents willingness to read, complete and return the questionnaires. Cohen and Manian (1980) have identified some of the limitations of using questionnaires for collecting data as follows;

- The respondents tend to give false picture of information either to protect themselves, or to impress the researcher
- Some respondents seem to respond without understanding what the questions wants. Most of these respondents do not show interest in the questionnaire.
- Some respondents seem to feel intimidated by the questionnaire and such as seem to uneasy and embarrassed when given a questionnaire to fill.
- A very long questionnaire may discourage respondents to the point where they will ignore it, think it will require too much trouble to fill out.
- It can be frustrating to respondents if appropriate categories are not provided; response rates may then be introduced.

3.4.3 Solutions of Anticipated Problems

Many of the above disadvantages were countered by employing a highly structured questionnaire schedule. The researcher was fully aware of the bias, thus he developed a questionnaire which would minimise the effect of conscious and unconscious bias.

3.5 FIELD WORK

3.5.1 Request for permission to collect data.

First, the researcher asked permission from his school principal to go round the different schools to deliver and collect the questionnaires personally himself.

Secondly before the questionnaires were handed to the different respondents, permission was asked from those school principals.

3.5.2 Administering the questionnaire

The total number of questionnaires distributed was 360 i.e., 300 educators and 60 school principals. All the questionnaires were collected and the respondents were very co-operative.

3.6 DATA ANALYSIS

The information received was re-checked to ascertain whether the respondents and the researcher attended to all items respectively. The information received has been categorised, interpreted and discussed in Chapter 4.

The next chapter deals with the data analysis showing how the items in the questionnaires were tabulated and analysed so that significant information concerning curriculum 2005 implementation in North West Province could be identified.

CHAPTER 4

Analysis Of Data

4.1 INTRODUCTION

The main issue in this study centred around the implementation of OBE in schools in the North-West Province. A questionnaire with two parts, Part 1 and Part 2, was given to each respondent to collect the information. In Part 1, the information was gathered on the basis of sex, qualifications, teaching experiences, how long and how many times the respondents attended in-service training courses . The questions in Part 2 were given to gather information about the understanding of OBE, its concepts and policies, how the implementation affected the schools and respondents in terms of availability of resources, training and leadership.

A comparison of educators' and school managers' responses to the implementation of curriculum 2005 is done in this section.

The analysis of data is done in two parts.

**NWU
LIBRARY**

4.2 PART 1

The distribution of educators and school managers by sex is shown in Table 2.

**TABLE 2: DISTRIBUTION OF EDUCATORS AND SCHOOL
MANAGERS ACCORDING TO SEX**

Sex	No of educators	% of educators	No of school Managers	% of school managers
Male	60	20	15	25
Female	240	80	45	75
Total	300	100	60	100

As Table two indicates 20% of educators are male and 80% are female. 25% of school managers are male and 75% are female. It is clear from the table that female teachers dominate teaching in the primary schools. In other words very few male teachers opt to teach in primary schools.

**TABLE 3: DISTRIBUTION OF ACADEMIC AND PROFESSIONAL
QUALIFICATIONS OF EDUCATORS AND SCHOOL MANAGERS**

Professional Qualifications	School Managers		Educators		Academic Qualifications	School Managers		Educators	
	No.	%	No.	%		No.	%	No.	%
B.A.Ed	5	8	25	8	Matric	35	59	193	64
B.A.Agric Ed.	-	-	2	1	B.A	5	8	25	8
B.Ed(Honour	2	3	2	1	Honours Degree	-	-	2	1
PTC	18	30	133	45	Other (Specify)	20	33	74	27
STC	22	37	94	31					
UDE	10	17	25	8					
HED/PGDE			3	1					
Other (Specify)	3	5	16	5					

Table Three indicates that the majority of school managers as well as educators have the following professional qualifications; 89% of managers

and 90% of educators have Primary Teachers Certificate (PTC), Secondary Teachers Certificate (STC), University Diploma in Education (UDE) and Post Graduate Diploma in Education (PGDE). These are all diplomas. Only 10% of the educators and school managers have professional degrees, for example, BA Ed.

On the academic side, 59% of school managers and 64% of educators have only matric qualifications that is, standard 10. 33% of school managers and 27% of educators have no matric. or less than matric qualifications, that is, STD 8. The interpretation of this is that a very significant part of educators responsible for implementing the new curriculum at it's most sensitive level (the classroom), posses qualifications lower than matric. The highest professional qualification such educators can obtain is Primary Teachers Certificate (PTC). Under the present rules, such persons qualified to teach in the Primary School but the question is how far can they go in implementing OBE effectively. It is however significant to note that 25 educators (8%) and 5 managers (8%) posses degrees, while 2 educators (1%) have honours degrees. (Table 3)

It is also significant to note that none of the educators from the 60 schools holds any of these qualifications, i.e., B.Sc. Ed, B.Com .Ed, B.Sc., B.Com or M.Ed. The categories have therefore been eliminated from the Table

5% of school managers and educators stated that they have other professional qualifications, but did not specify what it is. 33% of school managers and 27% of educators stated that they have other qualifications like Std. 8. It shows that many of our educators and school managers are academically under qualified but professionally qualified.

TABLE 4: DISTRIBUTION OF EDUCATORS & SCHOOL MANAGERS ACCORDING TO TEACHING EXPERIENCE

Respon- dent	Less Than 5 years		6 to 10 years		11 to 15 years		16 to 20 years		Above 21 years	
	No.	%	No.	%	No.	%	No.	%	No.	%
Educators	30	10	53	18	55	18	75	25	87	29
Principals	-	-	5	8	15	25	25	42	15	25

Twenty nine percent of educators and 25% of school managers had teaching experiences of more than 21 years. But 25% of educators and 42% of school managers had experience ranging from 16 to 20 years. If we combine the above two groups, more than 50% of both the educators and school managers are very experienced personnel and who, if trained properly, can handle any curriculum implementation effectively.

TABLE 5: DISTRIBUTION OF EDUCATORS & SCHOOL MANAGERS ACCORDING TO THE LEARNING AREAS THEY TEACH

Learning Areas	Educators		School Managers	
	Number	%	Number	%
0 to 2	60	20	40	67
3 to 4	200	67	15	25
5 to 6	40	13	5	8
7 to 8	-	-	-	-

The responses in Table 5 reveal that 80% of educators and 33% of school managers teach more than three learning areas. 67% of managers and 20% of the educators teach up to two learning areas. One wonders how this teaching of many learning areas may impact on the implementation of curriculum 2005.

TABLE 6: DISTRIBUTION OF EDUCATORS' & SCHOOL MANAGERS' RESPONSES ON PERIOD OF TRAINING FOR OBE

Period Attended	Educators		School Managers	
	No.	%	No.	%
Days	170	56	-	-
1 Week	50	17	-	-
2 Weeks	30	10	-	-
3 Weeks	-	-	45	75
1 Month	-	-	15	25
More than 1 Month	-	-	-	-
Other(Specify)	50	17	-	-

Table 6 clearly shows the responses to the OBE training courses attended by both categories of respondents. 56% of educators only attended the training course for few days, that is, in most cases three days, while 27% agreed that they attended the course for one to two weeks. Surprisingly, 17% of educators said that they never attended any training courses. It is evident from Table 6 responses that not all educators were trained and ready for the implementation of the new curriculum change. All the school managers agreed that they attended courses ranging from three to four weeks.

TABLE 7: DISTRIBUTION OF THE EDUCATORS' AND SCHOOL MANAGERS' RESPONSES ON THE NUMBER OF TIMES THEY ATTENDED OBE TRAINING

Times Attended Training				
No.	Educators		School Managers	
	No.	%	No.	%
1 to 3	220	73	-	-
4 to 6	30	10	25	42
7 to 9	-	-	30	50
10 to 15	-	-	5	8
None	50	17	-	-

The answer to question no. 8, (Table 7) shows that 73% of educators attended the training courses for OBE three times, and 10% six times, but 17% never attended any course (Table 7). 42% of school managers agree that they attended the courses four to six times, 50% seven to nine times and the rest, 8%, ten to fifteen times. It is clear from the above table that the training given to 73% of educators is not enough, but school managers were properly trained to handle the OBE.



TABLE 8: DISTRIBUTION OF EDUCATORS' & SCHOOL MANAGERS' RESPONSES TO INTRODUCTION OF OBE IN SOUTH AFRICA

Statements	Educators		School Managers	
	No.	%	No	%
Through the Media	240	80	45	75
Through Government Circulars	60	20	15	25
Through opinion polls gathered from stake-holders	-	-	-	-
Through any other methods	-	-	-	-

It is evident from the responses to the questions in Table 8, that 80% of educators and 75% of school managers heard of the introduction of OBE in our country for the first time through the media. Only 20% of educators and 25% of managers agreed that they became aware of the introduction of the new curriculum through government or departmental circulars. One is therefore forced to admit that communication between the department of education and other important stakeholders about the implementation process was not effective. Such a situation can create confusion and uncertainty in the schools and bring about differences in the expected and the actual implementation behaviour.

TABLE 9: DISTRIBUTION OF EDUCATORS' & SCHOOL MANAGERS' RESPONSES TO UNDERSTANDING OF OBE

Statement	Response	Educators		School Manager	
		No.	%	No.	%
Do you think that the training Given to educators and school Managers is enough to help them to understand all aspects of the new curriculum involving OBE	Yes	26	9	-	-
	No	274	91	60	100

It is clear from the responses of educators (91%) and school managers (100%) in Table 9 that the training given to them was not enough to help them carry out the implementation tasks of the new curriculum .It also did not seem to equip them with an understanding of all aspects of this innovation.

This runs counter to the fact that for a proper implementation of any educational innovation, educators must be clear about the aims and objectives of the said programme.

4.3 PART 2

**TABLE 10: EDUCATORS' AND SCHOOL MANAGERS'
GENERAL UNDERSTANDING OF OBE CONCEPT AND
POLICIES.**

Item	Educators			School Managers		
	Agree	Dis-Agree	Unde-Cided	Agree	Dis-Agree	Unde-Cided
1. The concept of OBE is clear to all Educators	30 (10%)	250 (83%)	20 (7%)	10 (17%)	50 (83%)	-
2. Educators in our schools are qualified enough to handle the challenges of OBE	80 (27%)	210 (70%)	10 (3%)	15 (25%)	40 (67%)	5 (8%)
4. Introduction of OBE in our schools will remedy the problems of apartheid education	105 (35%)	175 (58%)	20 (7%)	10 (17%)	45 (75%)	5 (8%)
5. Learners are enthusiastic about OBE	110 (37%)	125 (42%)	65 (21%)	21 (35%)	30 (50%)	9 (15%)
6. OBE facilitators give proper guidance to educators in schools.	90 (30%)	180 (60%)	30 (10%)	15 (25%)	40 (67%)	5 (8%)
Mean:	28	62	10	24	68	8

Only 28% of educators and 24% of school managers indicated that they agreed with all the statements in Table 10, while the majority of them, that is, 62% of educators and 68% of managers disagreed with them. Both the educators and managers disagreed (83%) that the concept of OBE was clear to them (Item 1). The responses to item 2 were also negative, because 70% of educators and 67% of managers were of the opinion that educators were not qualified enough to handle the challenges of OBE.

Responses to Item 4 indicate that only 35% of educators and 17% of school managers agreed that the introduction of OBE could remedy the imbalances of the past. But the majority of the educators (58%) and the school managers (75%) disagreed with it. In other words, most of these school personnel did not think that OBE would bring about any significant change in the schools. In response to Item 5, 37% of the educators and 35% of the school managers agreed that learners are enthusiastic about OBE, but 42% and 50% of educators and school managers respectively did not think so.

Both educators (60%) and school managers (67%) (Item 6) agreed that curriculum facilitators were not giving proper guidance to the educators in the schools. This seems to suggest a need for a change in the way Curriculum 2005 was introduced.

**TABLE 11: DISTRIBUTION OF RESPONSES OF EDUCATORS
AND SCHOOL MANAGERS REGARDING INNOVATION AND
CHANGE**

Item	Educators			School Managers		
	Agree	Dis-Agree	Unde-Cided	Agree	Dis-Agree	Unde-Cided
9. Resistance to change is natural	280 (93%)	20 (7%)	-	60 (100%)	-	-
10. In order to embrace any innovation, educators must be clear about the purpose, the nature, and the benefits of that innovation	300 (100%)	-	-	60 (100%)	-	-
11. Resistance to any educational innovation can be reduced through addressing concerns of educators and the general public.	275 (92%)	15 (5%)	10 (3%)	54 (90%)	6 (10%)	-
Mean:	95%	4%	1%	97%	3%	

This section received positive responses from 95% of educators and 97% of managers. Both managers (100%) and educators (93%) agreed that resistance to change is natural. All the educators and school managers agreed that to embrace any innovation, educators must be clear about the purpose, nature and the benefits. But 92% of the educators and 90% of the school managers consented that addressing the concerns of the people (Item 11) could reduce resistance to innovation.

**TABLE 12: DISTRIBUTION OF RESPONSES OF EDUCATORS
AND SCHOOL MANAGERS REGARDING CURRICULUM
IMPLEMENTATION**

Item	Educators			School Managers		
	Agree	Dis-Agree	Unde-Cided	Agree	Dis-Agree	Unde-cided
7. Implementation of any new programme always demands some form of change	250 (83%)	50 (17%)	-	55 (92%)	5 (8%)	-
8. Any implementation attempts to influence behavioural changes	275 (92%)	25 (8%)	-	58 (97%)	2 (3%)	-
12. Implementation of OBE requires planning, and planning focused on three factors; people, programmes and processes	280 (93%)	9 (3%)	11 (4%)	60 (100%)	-	-
13. Successful implementation of OBE demands a proper collaborative action between all the stake-holders	280 (93%)	18 (6%)	2 (1%)	54 (90%)	6 (10%)	-
14. Weaknesses in our culture of teaching, learning and service is a problem for the successful implementation of OBE	220 (73%)	60 (20%)	20 (7%)	48 (80%)	12 (20%)	
Mean:	87%	11%	2%	92%	8%	

This section (Table 12) also received positive responses, 87% of educators and 92% of school managers agreed with all the statements. 83% of educators and 92% of school managers agreed that implementation of any new programme demanded some form of change (Item 7), and 92% of educators and 97% of managers supported the statement that any implementation process attempts to influence behavioural changes (Item 8). All the school managers and 93% of educators supported the statement that for a successful implementation to take place there was a need for proper planning, which must focus on people, programmes and processes (Item 12).

For an innovation to be successful there is a need for a collaborative action from all the stakeholders. 93% of educators and 90% of school managers supported this (Item 13). It is clear from the responses to Item 14 that 73% of educators and 80% of school managers agreed that the weakness in our culture of teaching, learning and service was the main problem for the implementation of OBE.

**TABLE 13: DISTRIBUTION OF RESPONSES OF EDUCATORS
AND SCHOOL MANAGERS REGARDING THE AVAILABILITY
OF RESOURCES.**



Item	Educators			School Managers		
	Agree	Dis-Agree	Unde-Cided	Agree	Dis-Agree	Unde-Cided
3. The facilities in our schools are adequate for handling OBE	50 (17%)	210 (70%)	40 (13%)	6 (10%)	50 (83%)	4 (7%)
15. All schools received the necessary OBE materials before the beginning of the school year, 1999.	40 (13%)	250 (83%)	10 (4%)	2 (3%)	54 (90%)	4 (7%)
16. Curriculum 2005 will widen the gap between the halves and have nots, especially private schools and most urban schools, that is ,both white and black, compared to the schools in the rural areas and town-ships	240 (80%)	35 (12%)	25 (8%)	50 (83%)	6 (10%)	4 (7%)
21. The materials used in OBE classes are not relevant to local needs	220 (73%)	65 (22%)	15 (5%)	45 (75%)	12 (20%)	3 (5%)
Mean:	46%	47%	7%	43%	51%	6%

Table 13 shows that the responses to these items vary according to the nature of the questions. 17% of educators and 10% of managers agreed that the facilities in our schools are adequate enough to handle OBE (Item 3). On the other hand only 13% of educators and 3% of school managers (Item 15) agreed that schools received the necessary materials before the

commencement of the academic year 1999. This becomes an area of great concern because of its link with the introduction of a new curriculum. What the majority of both educators and school managers seemed to be saying here was that at the time of introducing OBE schools were both ill-equipped and had not received the necessary materials for effective work to begin.

Responses to Item 16 appear to underscore the last statement. 80% of educators and 83% of school managers agreed with item 16, that the implementation of curriculum 2005 would widen the gap between the schools in the rural and urban areas. Responses to item 21 also showed that both educators and managers (73% and 75% respectively) agreed that the materials used in OBE classes were irrelevant to the local needs. If facilities in schools are inadequate (Item 3) and schools did not receive the OBE materials in 1999 (Item 5) and materials being used in OBE classes were irrelevant to local needs (Item 21) how could anyone expect success in this exercise.

**TABLE 14: DISTRIBUTION OF RESPONSES OF EDUCATORS AND
SCHOOL MANAGERS IN RESPECT OF TRAINING FOR OBE**

Item	Educators			School Managers		
	Agree	Dis-Agree	Unde-Cided	Agree	Dis-Agree	Unde-cided
17. To make OBE successful and a reality, we need to have intensive in-service training of educators in the new concept and methodology	280 (93%)	20 (7%)	-	60 (100%)	-	-
18. During the in-service training preceding the adoption of curriculum 2005, all the concepts of OBE were clearly explained to the participants.	10 (3%)	285 (95%)	5 (2%)	3 (5%)	55 (92%)	2 (3%)
19. Educators understand clearly the implementation policies of OBE	70 (23%)	230 (77%)	-	15 (25%)	44 (73%)	1 (2%)
20. Educators have no problems interpreting the language used in the OBE documents	41 (14%)	250 (83%)	9 (3%)	7 (12%)	53 (88%)	-
22. The Time spent on training educators for the implementation of OBE is insufficient	300 (100%)	-	-	55 (92%)	5 (8%)	-
Mean:	47%	52%	1%	47%	51%	2%

In Table 14, Item 17 received a 100% positive score from school managers and 93% from educators. Both groups of respondents supported the view that the successful implementation of Curriculum 2005 demanded an intensive training of educators. On the other hand 95% of educators and 92% of school managers disagreed that during the training course all the concepts of OBE were explained clearly to the participants (Item 18). This is an indication, perhaps, that whatever went into the preparation for implementing OBE was not considered adequate either by the educators or their managers (Table 14).

Responses to Item 19 indicate that 77% of educators and 73% of managers disagreed that educators had a clear idea about the implementation policies of curriculum 2005. This is consistent with their response to Item 1 of Table 10, but 83% of educators and 88% of school managers (Item 20) disagreed that the educators had no problems in interpreting the language used in the OBE documents. Item 22 received a 100% positive response from the managers and a 92% from educators. Both groups of respondents agreed that the time spent on the training of educators was insufficient for the successful implementation of curriculum 2005. The total picture one finds in this table is one which indicates inadequate preparation for and understanding of OBE .If school managers feel inadequate in this regard, one wonders what kind of help they can give to any educator who is in difficulty. If educators still think they need intensive in-service training (Item 17) and still have problems interpreting OBE documents (Item 20), the question can be asked, what is happening in our OBE classrooms?.

**TABLE 15: DISTRIBUTION OF RESPONSES OF EDUCATORS
AND SCHOOL MANAGERS REGARDING CURRICULUM
LEADERSHIP.**

Item	Educators			School Managers		
	Agree	Dis-Agree	Unde-Cided	Agree	Dis-Agree	Unde-Cided
23. All school principals of North-West Province and management team members were work-shopped about OBE and Are able to guide the educators in their Schools	15 (5%)	280 (93%)	5 (2%)	-	60 (100%)	-
24. The school principals and the management are keen to look into the personal problems of educators in implementing new innovations.	90 (30%)	205 (68%)	5 (2%)	45 (75%)	16 (25%)	-
25. An efficient curriculum leadership will facilitate effective learning and teaching in schools.	235 (78%)	45 (15%)	20 (7%)	60 (100%)	-	-
Mean:	38%	58%	4%	58%	42%	-

In Table 15 item 23, there is a similarity in responses, but in Items 24 and 25 educators and managers responses are different. Both the educators (95%) and managers (100%) disagreed that the school managers and the management team members were workshopped efficiently and they could properly guide the educators in their schools (Item 23). But responses to Item 24 showed that 68% of educators disagreed while 75% of managers supported the idea. Educators were of the opinion that the managers and management team members were not keen to help them, but the managers opposed this statement. The reason for the difference of opinion between the educators and school managers in the above would make an interesting investigation.

All the school managers (100 %) and 78% of educators agreed that an efficient curriculum leadership would enhance learning in our schools. This shows that an efficient leadership is necessary for the successful implementation of curriculum 2005.

CHAPTER 5

Summary of Results, Conclusions and Recommendations

5.1 DISCUSSION OF RESULTS AND CONCLUSIONS

This study enquired about the problems of implementation of curriculum 2005 in the schools of Mafikeng district of the North-West Province. The present chapter gives the synopsis, conclusions and implication of the study.

In reviewing the findings of the study, the following important considerations must be kept in mind;

- The questionnaire was a self-report instrument
- The sample consisted of educators and school managers of primary schools in the Mafikeng district.
- Only 60 schools were selected for this study.

5.1.1 Part 1

It is clear from the data collected that majority of the educators who teach in Mafikeng primary schools are females and so are the school managers. Table 3 shows the classification of academic and professional classification of respondents. The majority of the school managers (89%) and educators (90%) had PTC, STC, and UDE Certificates. Those can be said to be

trained to handle the OBE concept. On the academic qualifications, 54% and 64% of managers and educators respectively, only had a matric certificate, while 37% of managers and 27% of educators do not have a matric certificate. They only had standard 8 certificates, but professionally qualified. Most of these educators and school managers were experienced personnel, and when they were appointed as educators it was not compulsory, at that time, that they must be professionally and academically qualified.

Majority of the educators and managers have long teaching experience (Table 4), but had problems in implementing OBE (Table 14). The workload (that means the learning areas the educators teach) of the educators and managers appears to be high as some educators teach 3 to 6 learning areas (Table 5). This means that most educators in the primary schools teach the same class and teach many learning areas. From the investigator's own observation, for the successful implementation of curriculum 2005, it is important that the educators must be given adequate time to prepare their lessons in order to achieve their goals.

Out of the 300 educators in the sample, 50 (17%) of them never attended any training courses for OBE, and 56% of them attended the course for only a few days, but all the managers agreed they attended the courses ranging from 3 to four weeks (Table 6). The vast majority of educators

attended these courses between one to three times and the managers, between four to nine times.

Responses in Table 8 show that most of the educators and managers were aware about the introduction of OBE only through the media .It is an area of great concern, and it shows a lack of proper communication between the education department and the schools. All the educators and school managers felt strongly (Table 9) that the in-service courses they attended were insufficient for the implementation of the new curriculum, and they were not clear about the policies and concepts. It is clear from the information above that the training given to the educators and school managers is insufficient and there is an urgent need to remedy this situation for the proper implementation of curriculum 2005.

5.1.2 Part 2

Summary of the findings and conclusion of Part 2 of the questionnaire are given briefly below:

5.1.2.1 General understanding of OBE concept and its policies

Table 10 shows a negative mean score of 75% for educators and a 74% for school managers. Majority of the educators disagreed with Items 1, 2, 4, 5 and 6. It means that the concept of OBE is not clear and the educators were not ready enough to handle OBE. Item 4, 58% of educators and 75% of school managers disagree that the introduction of OBE will remedy the

problems of apartheid education (Table 10). 42% of educators and 50% of school managers disagreed that learners are enthusiastic about the OBE and 60% of educators and 67% of school managers responded negatively to Item 6, that the facilitators give proper guidance to the educators.

It is clear from the above explanations that there is an urgent need to revisit the implementation process of curriculum 2005.

5.1.2.2 General understanding about the process of implementation, innovation and curriculum change

Table 11 clearly indicates that, in this section, both the educators (90%) and the school managers (94%) have a positive mean score. The respondents agreed that implementation of a new programme needed some form of change and behavioural changes, and resistance to change was natural. To overcome the resistance to innovation, one must address the concerns of the stake-holders. The aims, purpose, nature and benefits of the new innovation must be clear to everybody and there is a need for proper planning. The chaotic situation in our culture of teaching, learning, service seemed to be one of the major stumbling blocks for the implementation of Curriculum 2005, according to the educators and school managers.

5.1.2.3 Availability of resources

Items 3 and 15 showed negative responses from both educators and school managers. Eighty percent of managers and 70% of educators disagreed that

the facilities in our schools were conducive for handling the challenges of OBE. Both 83% of educators and 90% managers disagreed that all schools received the necessary materials before the commencement of the 1999 school year. Without proper facilities and proper resource materials, of course, it would be impossible for learners and educators to make Curriculum 2005 a success.

The response to Item 16 showed that 80% of educators and 83% of managers agreed that the introduction of Curriculum 2005 could widen the gap between the schools in the rural and urban areas. The present investigator is aware that most of the parents in the urban areas are ready to contribute enough money to buy the necessary materials and the former White, Indian, Coloureds and former model C schools have material and equipment which is necessary for the implementation of the curriculum 2005, compared to other schools. Seventy-three percent of educators and 75% of managers agree that materials used in the OBE classes are irrelevant to the local needs.

The introduction of the new curriculum was in accordance with the policy of an equal education for all citizen of this country. If the new curriculum does not provide equal education, the problems must be identified and necessary steps must be taken urgently. The OBE principle is based on the use of materials found in the local environment. That problem seems to deserve immediate attention.

5.1.2.4 In-service training for OBE

The responses to Item 17, in Table 12, clearly indicate that, the majority of educators (93%) and 100% of school managers agreed that to make OBE successful there was a need for an intensive training of all educators and hence in Item 22 all the educators (100%) and 92% of managers indicated that the time spent on training educators for the implementation of OBE was not enough. Responses to Item 18 equally revealed that 95% of educators and 92% of managers disagreed that during the in-service training they went through all the concepts were clearly explained to the participants.

Seventy-seven percent of educators and 73% of managers disagreed that educators clearly understood the implementation policies of OBE, and 83% of educators and 84% managers were of the opinion that educators have real problems in interpreting the language used in the OBE documents.

From the above analysis it is clear that both the educators and managers are not clear about the policies and have problems in interpreting the documents. The time spent to train the educators was not considered enough. Both the educators and managers were aware of the importance of training in any implementation process, one is aware that it is the duty of the education department to take the necessary steps to make sure that educators are properly trained for the successful implementation of curriculum 2005.

5.1.2.5 Curriculum Leadership

In Table 15, Item 2, both educators (93%) and managers (100%) disagreed with the statement that the managers and management team members were work shopped efficiently and effectively, and able to guide the educators. Item 24 got different responses. The educators (68%) disagreed with it, while 75% school managers agreed with it. The investigator wished it were possible to find out the reason for the differences.

In Item 25, 78% of educators and all the managers (100%) agreed that an efficient curriculum leadership would facilitate effective learning in our schools.

The finding of the study further indicates that the educators and school managers need more professional and academic training. Quite a number of them are unqualified and have little knowledge about the OBE in general (Tables 3, 6 and 9). The conditions and facilities in our schools do not seem to be conducive to effective learning due to lack of infrastructure and resource materials. Adequate support from the department of curriculum and planning may go a long way to help too (Table 13).

The recent studies conducted by Lumadi and Mphahuli, Joseph and Siyakwazi in the Northern Province (SASE 1998) also revealed most of the problems mentioned above. At this point in time, the remark made by President Mbeki at the fourth national congress of the South African

Democratic Teachers' Union clearly shows the conditions in our schools.
(Sunday Times, September 13, 1998)

The recent announcement by the Minister of Education Prof. Asmal about the reviewing of some aspects of OBE and its implementation policy may help to remedy the problems highlighted in this study (Sunday Times, July 23, 2000).

5.2 RECOMMENDATIONS

The following recommendations are made on the basis of the above observations:

5.2.1 There is an urgent need for an intensive training of all the educators and school managers in order to be able to participate effectively in implementing curriculum 2005.

The Department of Education will need to arrange a proper training course for all the Grade 1 up to Grade 8 educators and school managers. The people who know all the aspects of Curriculum 2005 and OBE must conduct the courses. They must be able to explain all the aspects of curriculum implementation, innovation and change to the participants effectively. The training must also focus on the curriculum change and how it is going to affect the school, educators and learners. Most of the educators and school managers have problem concerning the

implementation of OBE, so there is an urgent need for an intensive training for the proper implementation of Curriculum 2005 (Tables 9,10, 12 and 14). This can be done through the co-operation of the Department of Curriculum in conjunction with the universities and training colleges.

5.2.2 The department of education must look into the concerns raised by the stake- holders and try to address them.

The educators and school managers are concerned about way in which Curriculum 2005 was introduced in our country (Table 11). Most of the critics (like Mulholland.1977, Jansen 1997) have some valid points about the implementation. It is the duty of the Department of Education to look into these and through proper consultation see how it can clear or reduce the opposition to the implementation.

5.2.3 The education department must make sure that all the necessary materials are provided to the schools.

One of the main problems faced by our schools is the non-availability of resources (Table 13). The non-availability of proper teaching materials and even the stationery really have an impact on the implementation (Item no 15 and 16 of Table 13). The department of education must make sure all the necessary resources are available in schools and encourage the parents to buy certain materials for the learners.

5.2.4 The department of education must give the necessary financial support to the schools for the implementation.

Most of the schools in our country have poor facilities, like buildings, toilets, libraries, electricity, laboratories, photocopying facilities, textbooks and other teaching aids (Table 13). The department must make sure at least that the minimum required facilities are available in all schools. This will positively support the implementation process.

5.2.5 The Sub Directorate, curriculum development, in the directorate of Curriculum and examinations, (one of the directorate of the Department of Education) must provide the necessary advice to the school managers as to how they can assist the educators when they have problems.

The school managers and school management team must be properly trained to handle the problems faced by the educators in the schools. A separate training course must be arranged for those people (Table 15). Without a proper curriculum leadership it is impossible to implement effectively and efficiently any curriculum change.

5.2.6 The Department of curriculum development (Sub Directorate) must provide proper feedback to the educators and school managers

There is need for a proper feedback given to the educators and school managers in order for them to see whether they are conducting the

implementation (Tables 10 and 15) in the proper manner. All the schools introduced the new curriculum in Grades 1, 2, 3 and 7 during the academic year, but most of the schools are not even visited by a single officer from the Department of Curriculum Development, or even the so-called curriculum facilitators. The investigator can support the above statement as a head of the department of Economic and Management Sciences that not a single departmental official visited his school to check how the implementation process is carried out in grade 7. It is left to the Department of Education to make sure that the officials visit all the schools in order to find out what is happening in them, and give proper guidance and feedback. A proper communication channel between the schools and the department will facilitate an effective understanding of what is happening in the department and the schools.



5.2.7 The department must encourage educators to upgrade their qualifications

Most of our educators are either under-qualified or unqualified, professionally and academically (Tables 3 and 10). The department must encourage educators by introducing salary study leaves with pay to help them to improve their qualifications.

BIBLIOGRAPHY

ANC (1994): Reconstruction and Development Programme. A policy document. Johannesburg.

Applebaum, P.M. (1995): Popular Culture, educational discourse and mathematics. Albany: State university of New York Press.

Archibald, D. and Porter, A.C. (1994): "Curriculum control and teachers' perceptions of autonomy and satisfaction". Educational Evaluation and Policy Analysis, Vol. 16 (1): 21-39.

Ary, D. (1990): Introduction to Research 4th edition. Chicago: Holt, Rinehart and Winston Inc.

Asmail, K. (2000): "Educate or die". Sunday Times. 23 July 2000.

Ausubel, P.P. (1968): Educational Psychology: a cognitive view. New York: Holt, Rinehart and Wintson.

Badley, G. (1988): "Meeting the challenge of staff development". Programmed Learning and educational Technology, Vol. 25 (2): 93-100.

Baker, G.C. (1998): "Recognition of our culturally pluralistic society and multicultural education in our schools". Education and Society, 1 (1): 23-28.

Baker, J.A. (1992): Future edge: Discovering new paradigms of success. New York; William Morrow and Company.

Baker, E.H. (1997). "Policy and Validity prospects for performance based assessment". American Psychologist, Vol. 48 (12): 1210-1218.

Ball, S. J. and Bowe, R. (1992): "Subject departments and the implementation of national policy. An overview of the issues". Journal of Curriculum Studies, Vol. 24 (2); 97-115.

Barker, P.H. (1996): South Africa and the world Economy. Johannesburg: David Philip.

Bayona, E; Carter, D.S.G. and Punch, K. (1990): "The role of Teachers in curriculum Development". Curriculum Perspectives, 10 (4): 9-19.

Beauchamp, G. (1981): Curriculum theory (4th ed.). Itasca: IL.F.E. Peacock publishers.

Berlak, A. and Berlak, H. (1983): "Toward a non hierarchical approach to school enquiry and leadership". Curriculum inquiry. Vol. 13 (30: 267-294).

Berman, J. (1978): South Africa. The method in madness. London: Pluto Press.

Bhika, S. (1997): "Teachers' Concerns about Outcomes Based Education". In Perspective on OBE Conference proceeding's. Westville: University of Durban.

Bishop, L.J. (1976): Staff development and Instructional improvement: plans and procedures. Boston: Allyn and Bacon.

Blasé, J. and Anderson.G.L. (1995): Micro-politics of educational Leadership to empowerment. London: Cassel.

Boger, E. (1988): Report Card on school reform: The teachers speak. Princeton, NJ: Carnegie Foundation for the advancement of Teaching.

Bonder.G.M.(1986): Constructivism: "A theory of knowledge". Journal of chemical Education, Vol. 63 (10) 873-877.

Brady, L. (1992): Curriculum Development (4th edi). New York: Prentice Hall.

Brown, J., Collins, A., Duguid, P. (1989); "Situated cognition and the culture of learning", Education Researcher. January-February, 32-42.

Cairns, G.L. (1981): The Role of the principal in school-based curriculum development in Tasmanian High Schools. Armidale; University of New England.

Carl, A.E. (1995): Teacher Empowerment. Cape Town: Juta.

Carr, W. (1995): "Education and Democracy: Confronting the Postmodernist Challenge". Journal of Philosophy of Education Society of Great Britain. Vol. 29 (1) 75-91.

Carter, T.P. (1987): Mexican Americans in school. A history of educational neglect. New York: College entrance examination.

Cates, W.M. (1985): A practical guide to Educational Research. New Jersey: Prentice Hall Inc.

Clark, T.A. (1983): "School improvement in New York city: The evolution of a project". Education Researcher, Vol. 12; 17-24.

Coetzee, J. (1968): "Christian national education". In Morrow, W. (1969): Chains of thought. Johannesburg: Southern books.

Cohen, L. and Manion, L. (1994): Research methods in education. London: Routledge.

Cobb, W. and Steff, L.P. (1983): "The constructivist researcher as teacher and model builder". Journal for Research in Mathematics Education, Vol. 14, 83-94.

Corbet, H.D. and Rossman, G.B. (1989): "Beyond Implementation Series. The three Paths to Implementation Change". Curriculum Inquiry, Vol. 19 (2): 163-190.

- Coutts, A. (1996): Empower the Teacher. Johannesburg: Thomson Publishers.
- Cremin, L. (1976): Public Education. New York: Basic books.
- Cullum, A. (1967): Push back the desks. New York: Citation.
- Darling-Hammond (1990): Achieving our goals: Superficial or structural reforms?. Pretoria: Department of Education.
- Darling-Hammond (1993). "Reframing the school reform agenda". Phi Delta Kappan. 74 (10); 753-761.
- Deal, T. and Balbridge (eds) (1983): The Dynamics of organisational change in education. Berckely, California; McCutcheon.
- Department of Education (1997): Curriculum 2005: Implementing OBE. Pretoria: Department of Education.
- Department of Education (1997): Curriculum 2005: Lifelong Learning for the 21st Century. Pretoria: Department of Education.
- Department of Education (1997); Curriculum 2005; Building a Brighter Future. Pretoria: Department of Education.
- Department of Education, Arts, Culture and Sports (DEAC), Northern Province. Teacher Support and Development Programme under the President's Education Initiative in Co-operation with Irish and South Africa, 1998-2000.
- Department of Education: "The National Teacher Education Audit (Undated): Synthesis Report". Pretoria: Department of Education.
- Dewey, J. (1938): Experience and Education. New York: Macmillan.
- Elmore, R. (1980): "Backward mapping. Implementation of research and policy decisions". Political Science Quarterly. Vol. 94 (4): 601-616.
- Enslin, P. (1984): "The role of fundamental Pedagogies in the formulation of educational policy in South Africa". In Kalaway. P (ed) Apartheid education. Johannesburg: Ravan press
- Evan, S.; Karen, M.; King and Jean, A. (1994): "Research on OBE, What we know and don't know". Educational Leadership, 48 (8) 18-22.
- Fagan W.T. (1998): "Cross-Generational perspectives on Educational Issues. Curriculum Implications". Curriculum Inquiry. Vol. 28(1): 9-26.
- Freire, P. (1970): Pedagogy in press: The letters to Guinea-Bissau. New York: The Seaburg Press.
- Frymier, S. (1987): "Bureaucracy and the Neutering of Teachers". Phi Delta Kappan. Vol. 69 (1) 9- 14.

- Fullan, M. (1982): "Evaluating programme Implementation: What can be learned from follow through". Curriculum Inquiry; Vol. 13: 215-227.
- Fullan, M. (1990): "Staff Development, innovation and institutional development". The 1990 ASCD Year Book on Staff Development. Alexandria: CA. ASCD Publications.
- Fullan, M. (1991): The new meaning of educational change. New York: Teachers College Press. Columbia University.
- Fullan, M. (1992): The New Meaning of Educational Change. New York: Teachers College Press.
- Fullan, M. and Pomfret, A. (1977): "Research on curriculum and Instruction implementation". Review of Educational Research: 391-392.
- Gerber, R. and Lee, J.C.K. (1996): "The Lived Experience of Curriculum Change: A Hong Kong Perspective". Curriculum and Teaching. Vol 11 (1). 35-58.
- Gibson, R. (1986): Critical thinking and education. London: Hodder and Stoghton
- Hall, G.E. and Loucks, S. (1978): "Teacher concerns as a basis for facilitating and personalising staff development". Teachers college record, Vol. 80 (1); 36-53.
- Haralambos, M. and Holborn, M. (1990): Sociology: Themes and Perspectives. London: Collins Educational.
- Haveloch, R.G. (1973): The Change Agents Guides to Innovation in Education. Englewood Cliffs: Educational Technology Publications.
- Herriott, R. and Gross, N. (1979): The Dynamics of planned educational change. Berkeley, CA: McCutcheon.
- Horentstein, L.B. and Berlin, B.M. (1995): "Strategies for school change". Curriculum and Teaching; Vol. 10 (1): 55- 62.
- Horentstein, L.B. and Berlin, B.M. (1995): "Strategies for school change: A case study". Curriculum and Teaching. Vol. 10(1) 55-66.
- Hyle, E.A. (1992): "Barriers to change: Reflections on an Experience". An Educational Leadership and Policy Journal, Vol. 23 (2): 91-100.
- James, A. (1981): "Views from teacher education", in craft, M(ed.). Teaching in a multi-cultural society. Sussex: Farmer Press.
- Janson, D.J. (1977): "Why OBE will fail?". In Perspectives on OBE Conferences Proceedings. Westville: University of Durban.
- Johnson, W., Johnson, R. and Smith K.A. (1991): "Co-operative Learning: Increasing college faculty instructional productivity". In Wilmot, D. and Euvard, G. (1997); Co-operative Learning: In-House Publication. Education Department, Grahamstown:

Rhodes University.

Karabel, J. and Halsey, A. (1979): Power and Ideology in Education. New York: Oxford University Press.

Kavina, G. and Tanaka, W. (1991): "Does Empowerment Affect Administrators?". NASSP Bulletin, Vol. 75 (537) 115-119.

Kelly, A.V. (1989): The curriculum theory and practice, 3rd edition. London: Paul Chapman Publishing Ltd.

Killen, R. (1996). "Outcomes-based education: Rethinking teaching". A paper presented at the University of South Africa. Pretoria, 15 October.

Langana, J.F. (1989): "Managing change and school Improvement Effectively". NASSP Bulletin, Vol. 73 (518). 52-55.

Langana, J.F. (1989): Managing Change and School Improvement Effectively. NASSP Bulletin, Vol. 73 (518) 52-55.

Levine, D. (1991): "Creating effective schools. Findings and Implications from Research and Practice" (389-393) in Phi Delta Kappan.

Lieberman, A. and Miller, L. (1986): Teachers: Their world and their work. New York. Teachers College Press. Colombia university.

London, N.A. (1977): "Socio-Politics in Effective Curriculum Change in a less Developed country: Trinidad and Tobago". Curriculum Inquiry, Vol. 27 (1), 63-80.

Luggya, D. (1988): "Key values informing Outcomes based education in South Africa (Part 1): Irrelevancy and shortcomings of the traditional curriculum". Paper presented at the SASE Conference at Kei Mouth.

Lumadi, M.W. and Mphaphuli, S.L. (1998): "A Step forward or Backward". Paper presented at the SASE Conference at Kei Mouth.

Lumedi, M.W. and Mphaphuli, S.E. (1998): "Outcomes-Based Education, (OBE): Action or Rhetoric at universities?" Paper presented at the SASE Conference at Kenton.

MacDonald, R. and Van der Horst, S. (1997): Outcomes-Based Education. Pretoria: Kagiso Publishers.

Mann, D. (1978): Making Change Happen. New York: Teachers College Press.

Marsh, C.J. (1991): Key concepts for understanding curriculum. London: Falmer Press.

McCutcheon, G. (1988): "Curriculum and the work of Teachers". In Marsh, C.J. (1992). Key concepts for understanding Curriculum. London: Farmer Press.

McIntyre, D. (1982): "Influence upon teachers attitudes to different types of innovation". A study of Scottish integrated science". Curriculum Inquiry. Vol. 12 (1); 35-51.

McNeil, J.D. (1990): Curriculum: A Comprehensive Introduction, 4th ed. Glenview: Scott, Foreman.

McWhinney, W. (1992): Paths of Change: Strategic choices for organisations and society. Newbury Park, CA: Sage.

Montero, S.M. (1992): "Models and practice of curriculum change in developing countries". Comparative Education Review. Vol. 36(2): 175-193.

Morris, M. (1992): "State, Capital and Growth. The Political Economy of the National Question". IN Gelb, S. (ed.). South Africa's Economic Crisis. Cape Town: David Philip, 35-58.

Morris, P. (1992): Curriculum Development in Hong Kong: Hong Kong: Faculty of education, University of Hong Kong.

Mulholland, S. (1997): "New education system will produce confident illiterates". Sunday Times Business Times. 8 June 1997.

Mummi, J. and Weisaglass, J. (1989): "The role of the teacher in implementing the standards". Mathematics Teacher. Vol. 82(7): 522-526.

Muthambi, S. and Mphaphuli, S. (1998): "Implementation of Curriculum 2005: a step forward or backward". Paper presented at the SASE conference at Kei Mouth.

Mutshekwane, A. (1997): "Transforming Education Through Teacher Training in South Africa". Paper presented at the annual conference of SASE at UNISA, Pretoria.

"National Education Policy Investigation" (1992). Framework Report Summaries. Cape Town: Oxford University Press.

Nyakutse, A.C. and Awudetsey, S. A. (1995): "Strategies for the implementation of curriculum change in South Africa", Paper presented at the international conference on Education in a period of political transition. Windhoek. August 30- September 1.

O'Donaghue and Thomas. A. (1944): "The impact of restructuring on teacher's understanding of their curriculum work: A case study". Journal of curriculum and supervision. Vol. 104: 21-42.

Offir, B. (1987): "Application of psychological theory in computer based education". Educational Technology; Vol. 27 (4): 47- 49.

Ornstein, A.C. and Hunkins, F.P. (1993): Curriculum Foundations: Principles and Issues 2nd ed., Boston: Allyn Bacon.

Posner, G. and Rudnitsky, A. (1983): Course design; A guide to Curriculum Development for Teachers. New York: Longman.

Prawat, R (1992): "Teachers' Beliefs about Teaching and Learning; A Constructivist perspective". American Journal of Education; Vol. 100 (93); 354-395.

Prawat, R.S. (1991): "Conversions with self and settings: A framework for thinking about Teacher Empowerment". American Educational Research Journal; Vol. 28 (4): 737-757.

Prestine, N.A. (1994): "Sorting it Out. A tentative analysis of essential school change efforts in Illinois". Paper presented at the annual meeting of the American Educational Research Association. New Orleans. LA.

Reid, W.A. (1994): The pursuit of curriculum. Norwood: Ablex.

Robinson, H.A. (1994): Ethnography of Empowerment. London: Palmer press.

Rondinelli, D. (1990): Planning education reforms in developing countries: A contingency approach. Durban: Duke University Press.

Rosenholz, S.J. (1987): "Education Reform Strategies: Will they increase teacher commitments?". American Journal of Education; Vol. 95: 534-562

Sadiki, N. B. and Joseph, J. (1998): "The role of provincial department of education in empowering teachers in the rural areas of the Northern Province for Curriculum 2005". Paper presented at the SASE and KEA conference, Kei-Mouth.

Sarason, S.B. (1971): The Culture of the school and the problem of change. Boston: Allyn and Bacon.

Sarason, S.B. (1990): The Predictable failure of educational Reform. San Francisco: Jossey-Bass.

Schon, D. (1988): Educating the Reflective practitioner. San Francisco: Jossey-Bass.

Scott, T.B. (1994): "Integrating curriculum implementation and staff development". The Cleaning House, Vol. 67(3), 157-159.

Sheingold, K. Heller, J. and Paulukonis, S. (1995): Actively Seeking Evidence: Teacher change through assessment development. Princeton: Centre for performance and assessment. Educational Testing service.

Shkedi, A. (1996): "School-based workshops for teacher participation in curriculum development". Journal of Curriculum Studies, Vol. 28(6) .699-711.

Sibiya, M. (1977): "OBE within human resource development". In perspective on OBE conference proceedings. Westville: University of Durban.

Sieber, S. (1981): "Knowledge utilisation in public education. Incentives and disincentives" In Lehming, R. and Kane, M. (Eds.), Improving schools: Using what

we know. Beverly Hills, CA: Sage.

Siyakwazi, B.J. (1984): "The philosophy of Education with production". The Bulletin of Associate College Centre, Zimbabwe. Vol. xx, 3; 1-19.

The New Encyclopaedia Britannica, USA: University of Chicago.

The Teacher, August 1997.

The Teacher, September 1977.

Tyler, R.W. (1991): "The moral Imperatives of educational leadership. The moral imperatives of leadership. A focus on human decency". National Policy Board for Educational Administration. Published by National network for innovative principal preparation. Memphis State university.

Vakalisa, N.C.G. (1998): "Out-comes based education. (OBE). Is it the Panacea for education". Paper presented at the SASE conference. Kei Mouth

Van Schlikwyk, R. (1998): One miracle is not enough. Sandown: Belwether.

Vugotsky, L.S. (1978) in Baken. P.J. (1997): Building better schools: How to initiate, sustain and celebrate school improvement, planning and change. Educational Leadership policy Journal, Vol. 28 (3): 130- 138.

Vygotsky, L.S. (1978): Mind in Society. Cambridge, Harvard University Press.

Walker, J.C. (1992). Educative leadership for curriculum Development. Canberra: ACT Schools Commission.

White, G. (1990): "Implementing Change in schools. From research to practice". Planning and Changing, Vol. 21: 207-224.

Whitehead, A. (1986): "Participation and popular control on school governing bodies. The case of Tayler Report and its aftermath". British journal of Sociology of Education. Vol. 7 (4): 433-490.

Whitehead, A. (1993): The aims of education and other essays. New York: The Free state.

Wilson, E.K. (1971): Sociology, roles and relationships. Homewood: L. Dorsey Press.

Wriggle, C. (1995): "Educational rights in multicultural democracy". Journal of Philosophy of Education Society of Great Britain. Vol. 29 (2) 285-293.

APPENDIX

QUESTIONNAIRE FOR EDUCATORS AND MANAGERS

PART 1

Bellow follows a number of questions and statements. Please read them very carefully and then decide how you feel about each statement. You are to express your feelings by marking a tick/cross in the appropriate column.

Please, note that you are not required to write your name.

1. Sex

Male		Female	
------	--	--------	--

2. Post Held

Principal	
Deputy Principal	
Departmental Head	
Educator	

3. Qualifications

(a) Professional

BA. Ed.		PTC	
BSc. Ed.		STC	
B.Com. Ed.		UDE	
B.Agric.Ed.		HED/PGDE	
B.Ed		M.Ed.	
		Other (Please Specify)	

(b) Academic

Matric	
BA	
B.Sc	
B.Com	
Honours	
M.Ed.	
Other (Please Specify)	

4. Teaching experience

Less than 5 years	
6-10	
11-15	
16-20	
Above 21	

5. How many different learning areas do you teach
(Tick those you teach)

LLC	
MMLMS	
NS	
HSS	
A & C	
TECH	
EMS	
LO	

6. Did you attend any training course for OBE?

Yes	
No	

7. If you attended any training course for OBE, how long was the course

Days (Specify)	
1 Week	
2 Week	
3 Week	
One month	
More than One month	
Other (Please Specify)	

8. Since the introduction of OBE, how many times have you attended in-service training for OBE?

1-3	
4-6	
7-9	
10-15	
None	

9. How did you come across the introduction of OBE in South Africa?

Through the media	
Through the Government Circulars	
Through opinion polls gathered from stake-holders	
Through any other methods (Please Specify)	

10. Do you think the training given to educators and school principals is enough to help them understand all aspects of the new curriculum involving OBE?

Yes	
No	

PART 2

Bellow follows a number of questions and statements. Please read them very carefully and then decide how you feel about each statement. You are to express your feelings by making a tick/cross in the appropriate column.

Please note that **you are not** required to write your name.

AGREE	DIS- AGREE	UNDE CIDED
-------	---------------	---------------

1. The concept of OBE is clear to all educators			
2. Educators in our schools are qualified enough to handle the challenges of OBE.			
3. The facilities in our schools are adequate for handling OBE.			
4. Introduction of OBE in our schools will remedy the problems of apartheid education.			
5. Learners are enthusiastic about OBE			
6. OBE facilitators give proper guidance to educators in schools			
7. Implementation of any new programme always demands some form of change.			
8. Any implementation attempts to influence behavioural changes			
9. Resistance to change is natural.			
10. In order to embrace any innovation, educators must be clear about the purpose, the nature, and the benefits of that innovation.			
11. Resistance to any educational innovation can be reduced through addressing concerns of teachers and the general public			
12. Implementation of OBE requires planning, and planning focuses on three factors, people, programmes and processes.			
13. Successful implementation of OBE demands a proper collaborative action between all the stake-holders.			
14. Weaknesses in our culture of teaching, learning and service is a problem for the successful implementation of OBE.			
15. All schools received the necessary OBE materials before the beginning of the school year, 1999.			
16. Curriculum 2005 will widen the gap between halves and have not especially private schools and most urban schools i.e. both white and blacks, compared to the schools in the rural areas and townships.			

17. To make OBE successful and a reality we need to have intensive in-service training of educators in the new concepts and methodology			
18. During the in- service training preceding the adoption of Curriculum 2005, all the concepts of OBE were clearly explained to the participants.			
19. Educators understand clearly the implementation policies of OBE.			
20. Educators have no problems interpreting the language used in the OBE documents.			
21. The materials used in OBE classes are not relevant to local needs.			
22. The time spent on training educators for the implementation of OBE is insufficient.			
23. All school principals of North-West Province and management team members were work-shopped about OBE and are able to guide the educators in their schools.			
24. The school principals and the management are keen to look into the personal problems of educators in implementing new innovations.			
25. An efficient curriculum leadership will facilitate effective learning and teaching in schools			