

**THE INFLUENCE OF THE IMPLEMENTATION OF OUTCOMES-
BASED EDUCATION FROM GRADES R-9 ON SUCCESSFUL
TEACHING AND LEARNING IN THE FURTHER EDUCATION
AND TRAINING PHASE**

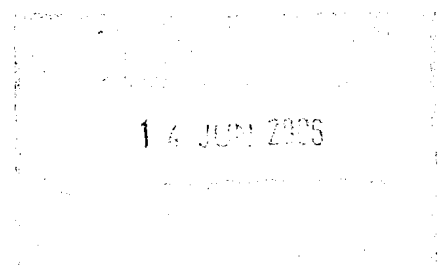
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It is with due submission, a humble sense of relief, gratitude, achievement and appreciation that I compile this page. The list of persons to thank is extensive and I mention the names in no particular order of priority.

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and the difficult transition from OBE in earlier grades to more formal education in grade 10.

This study recommends, *inter alia*, on the basis of both the literature review and the empirical research that the teacher's position should be relegated to that of a facilitator and the role learners to that of active, constructive and co-responsible participants that contribute to the teaching and learning situation. There should also be emphasis on inclusion and teachers should ensure that prior learning and experiences are measured and credited. Teachers need to take the route of integrated and transparent assessment. Learners should know in advance what they are expected to achieve, the criteria that will be used for achievement and when assessment will be done.

ABSTRACT

This study investigates the influence of the implementation of Outcomes Based Education in grade R – 9 on successful teaching and learning in the Further Education and Training phase (FET) and on the basis of the literature review and the empirical research, suggests guidelines for addressing the problems encountered by grade 10 learners. The literature review revealed that the curriculum prevailing in the majority of FET institutions is characterized by, among other things, learners who tend to be passive; it is textbook and worksheet bound; and the emphasis is on what the teacher hopes to achieve. It also emerged from the literature review that the current system of FET qualifications and programmes offered by schools and colleges is inefficient as it does not prepare learners adequately for success in further learning or employment. FET programmes do not equip learners adequately for the social, economic and cultural challenges that they will face in the course of their lives.

The literature review highlights a departure from the traditional methods of teaching and learning to a new FET system where learners are active, constructive and co-responsible participants that contribute to the teaching and learning situation. The current FET assessment paradigm that is based primarily on cognitive learning and on comparing the performance of one learner with another is unsuited to the challenges presented by new policies aimed at the transformation and integration of education and training. According to the new FET curriculum, integrated assessment needs to be incorporated appropriately to ensure that the purpose of the qualification is achieved. Integrated assessment uses a range of formative and summative assessment methods including portfolios, simulations, as well as written and oral examinations.

The empirical research reveals the respondents' perceptions of fundamental issues, including an improvement in education in South Africa since the introduction of OBE; more learning problems experienced in grade 10 than in grade 9; problems experienced by learners in some of the grade 10 subjects;

OPSOMMING

Die fokus van hierdie studie is om die invloed van Uitkomsgebaseerde Onderwys (UGO) in graad R-9 op suksesvolle onderrig en leer in die Verdere Onderwys en Opleidingsfase (VOO) te bepaal en om op grond van die literatuurstudie en die empiriese navorsing, riglyne voor te stel met die doel om die probleme wat graad 10 leerders ervaar aan te spreek. Die literatuurstudie het aangetoon dat die kurrikulum, soos wat dit huidig toegepas word in die meerderheid VOO instellings, gekenmerk word deur, onder andere, passiewe leerders; dit is handboekgebonden; en die klem is op wat die onderwyser hoop om te bereik. Die literatuurstudie het verder aangetoon dat die huidige sisteem van VOO kwalifikasies en programme wat deur skole en kolleges aangebied word, oneffektief is aangesien dit leerders nie voldoende voorberei vir sukses in verdere studie of die werkplek nie. VOO programme rus leerders nie voldoende toe vir die sosiale, ekonomiese en kulturele uitdagings wat hulle in die toekoms sal moet hanteer nie.

Die literatuurstudie beklemtoon die wegbeweging van tradisionele metodes van onderrig en leer na 'n nuwe VOO sisteem waar leerders aktief, konstruktief en ko-operatief bydra tot die onderrig en leer situasie. Assessering in VOO is huidig begaseer op kognitiewe leer en die vergelyking van die prestasie van een leerder met die prestasies van ander leerders. Hierdie praktyk is nie geskik vir die uitdagings wat deur nuwe beleid, gemik op transformasie en die integrering van onderwys en opleiding, nie. Volgens die nuwe VOO kurrikulum moet geïntegreerde assessering voldoende geïnkorporeer word om te verseker dat die doel van die kwalifikasie bereik word. In geïntegreerde assessering word 'n verskeidenheid assesseringsmetodes, byvoorbeeld portfolios, simulاسies, sowel as geskrewe en modelinge eksamens, gebruik.

Die empiriese navorsing het die respondente se sienings ten opsigte van fundamentele sake aangetoon: die verbetering van onderwys in Suid Afrika sedert die implementering van UGO; leerders wat meer probleme ervaar in graad 10 as in graad 9; probleme wat leerders ervaar in sommige graad 10

vakke; en die moeilike oorgang vanaf UGO in vorige grade na meer formele onderrig in graad 10.

Gebaseer op die literatuurstudie en die empiriese navorsing, beveel hierdie studie onder andere aan dat die posisie van die onderwyser verander na die van 'n fasiliteerder en dat die rol van die leerder verander na 'n aktiewe, konstruktiewe en medeverantwoordelik deelnemer wat bydra tot die onderrig-leer situasie. Inklusiewe onderrig moet beklemtoon word en onderwysers moet verseker dat vorige leer en ervarings gemeet en gekrediteer word. Geïntegreerde assessering moet toegepas word. Leerders moet vroegtydig weet wat hulle moet bereik, moet kennis dra van die kriteria wat gebruik sal word vir assessering en ook wanneer assessering gedoen sal word.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND PROBLEM STATEMENT

In March 1995 the South African government announced their intention to implement an outcomes-based education and training system. Outcomes-based education (OBE) views itself as a dramatic break from past educational practices as well as a means of providing all students the opportunity for success.

In February 1997 the Minister of Education, Professor Sibusiso Bengu, announced the implementation of the outcomes-based Curriculum 2005 project (C2005) in grades R-9 of the South African school system (DoE, 1997a:40). In his official announcement (DoE, 1997a:1) he stated that one of the reasons for the new approach was that the new curriculum would affect a shift from one which has been content-based to one which is based on outcomes. According to the Department of Education (DoE, 2001b:21) C2005 is one of the most progressive of the outcomes-based policies in the world as it involves the most radical form of an integrated curriculum. Education and training, content and skills, values and knowledge all find a place in C2005 (DoE, 2000:01).

The move towards an outcomes-based mode in education in the General Education and Training phase (GET) intends that teaching and learning become less teacher-centred and more learner-centred, less transmissional and more transactional. It follows naturally that the adoption of outcomes-based education (OBE) demands new teaching and learning styles, strategies and practices (Mecoamere, 2002:04). On the other hand, teaching and learning, as it presently manifests in the Further Education and Training phase (FET), focus very strongly on the mastering of content, often in preparation for the grade 12 examinations. What is of interest, is whether learners currently emerging from the GET phase cope with the more academic demands of the FET phase. If not, a strategy should be developed to assist them in doing so.

This study aims to investigate the influence of the implementation of outcomes-based education in grades R-9 on successful teaching and learning in the FET phase. Currently, information regarding this topic seems inadequate and vague. If the nature of learning problems in the FET phase is identified, guidelines for an intervention strategy can be developed to assist learners in conquering such problems.

1.2 REVIEW OF RELEVANT LITERATURE

Curriculum 2005 was the most significant curriculum reform in South African education of the last century. As the major curriculum statement of a democratic government, it signalled a dramatic break from the past. Due to numerous implementation problems, the then Minister of Education, Professor Kader Asmal (DoE, 2000:1) commissioned a review of C2005 in February 2000. It was, however, clearly stated that the review would focus on C2005 and not on OBE. This implies that the revised curriculum would affirm the commitment to the basic goals, values and thrust of the outcomes-based C2005 (DoE, 2001b: 2). In April 2002 Minister Asmal (DoE, 2002c:5) announced that the Revised National Curriculum Statement for Grades R-9 would be implemented in the Foundation Phase in 2004.

Van Der Horst and Macdonald (1997:07) describe outcomes-based education (OBE) as an approach that requires teachers and learners to focus their attention on:

- The desired end results of each learning process;
- The instructive and learning process that will guide the teachers to use the learning outcomes as a focus when they make instructional decisions and plan their lessons; and
- Continuous assessment.

According to Mecoamere (2002:04) OBE involves a way of teaching and learning in which pupils do most of the work themselves and teachers are mere guides and assessors of their progress. It is cited as an education

system that encourages the development of pupils as creative, critical and independent individuals who are at home in team activities designed to build their growth as assertive individuals.

The Department of Education (DoE, 1998a:4-5) states that assessment within an OBE paradigm becomes a process of gathering valid and reliable information about the performance of the learner on an ongoing basis, against clearly defined criteria by using a variety of methods, tools, techniques, contexts, recordings and findings. All types of assessments must be continuous in order to support the development of the learner and to provide feedback into the process of teaching and learning that follows.

According to the Department of Education (2000:03), continuous assessment is a compulsory component of the promotion requirements for all school phases. It involves oral work, short assignments, projects, formal class pencil and paper tests, group work and practical work.

The Department of Education (DoE, 1998a:4-5) states that assessment must involve various strategies, methods and tools, including:

- Baseline assessment;
- Evaluative assessment;
- Formative assessment;
- Diagnostic assessment; and
- Summative assessment.

Presently, learners in Grade 9 are used to an OBE facilitation and assessment style. The lesson is learner-centred and the teacher is a facilitator who constantly uses group work and teamwork to consolidate the new approach. Learners take responsibility for their own learning and they are actively involved in each lesson. They are assessed on a continuous basis. These learners are motivated by constant feedback and affirmation of their worth. Flexible time frames allow learners to work at their own pace. However, until

such time that OBE is implemented in the whole of the FET phase, learners who complete the National Senior Certificate at the end of the senior phase, will have to contend with a completely different teaching and learning situation.

The difference in teaching and learning practices between the General - and Further Education and Training phases will most probably have an impact on learning. In order to assist learners to cope in the FET phase it will be essential to determine the nature of learning problems presently experienced by learners in Grade 10. This can lead to the formulation of a strategy to assist learners in the transition from the GET phase to the FET phase.

Based on the above discussion, the problem of this research seems to be vested in the following questions:

- What is the nature of outcomes-based education?
- What is the nature of teaching and learning in the Further Education and Training phase in South Africa?
- What are the learning problems that learners experience in Grade 10?
- Can guidelines be developed for a strategy to address the learning problems of Grade 10 learners?

1.3 RESEARCH AIMS AND OBJECTIVES

1.3.1 Aim of the research

The aim of this research is to indicate the influence of the implementation of outcomes-based education in grades R-9 on teaching and learning in the Further Education and Training phase.

1.3.2 General objectives

The above aim can be operationalised into the following objectives:

- To determine the nature of outcomes-based education.

- To determine the nature of teaching and learning in the Further Education and Training phase in South Africa.
- To determine the nature of the learning problems experienced by Grade 10 learners.
- To develop guidelines for a strategy to address the learning problems experienced by Grade 10 learners.

1.3.3 Method of research

Literature review and empirical research methods were used in the investigation.

1.3.3.1 Review of literature

Primary and secondary literature sources were studied to gather information about the nature of teaching, learning and assessment practices in the General Education and Training Phase and in the Further Education and Training Phase. DIALOG and ERIC-searches were undertaken to obtain relevant literature. Key words that were used included the following: OBE, FET, GET, Curriculum 2005, Revised National Curriculum Statement, continuous assessment, recognition of prior learning, lifelong learning, NQF.

1.3.3.2 Empirical research

The research design was quantitative in nature. An empirical research was conducted to determine the nature of the learning problems experienced by learners in Grade 10 in the Sedibeng West District (D8) of the Gauteng Province (see 6.6 for an explanation regarding the choice of one population group).

1.3.3.3 Research instrument

An instrument refers to an appropriate research method used for gathering information/data from respondents about variables of interest to the researcher in order to achieve the aims of the study (Bless & Smith, 1995:80). Information gathered through the literature study was used to develop a

structured questionnaire to assist the researcher in gathering information on the nature of the learning problems experienced by learners in Grade 10 in the Sedibeng West District (D8) of the Gauteng Province. There was a questionnaire for teachers and another one for learners. The questionnaire for learners consisted of 35 closed questions. The one for teachers consisted of 31 questions of which only 1 can be classified as an open-ended question and 30 as closed questions.

The preliminary questionnaire was pre-tested with a selected number of respondents from the target population regarding its qualities of measurement, appropriateness and clarity.

1.3.3.4 Population and sample

The population of this research comprised 800 Grade 10 learners and 80 teachers in the Sedibeng West District (D8) of the Gauteng Province. The total population was included in the research.

Collected data was analyzed and interpreted with the assistance of the Statistical Consultancy Services of the North-West University.

1.4 ETHICAL ASPECTS

Permission for the research was obtained from the Sedibeng West District office (D8) of the Gauteng Department of Education. Permission was also obtained from the principal and teachers of the selected schools as well as from parents and learners.

1.5 PROCEDURE

1.5.1 Department of Education

Permission for the research was obtained from the Gauteng Department of Education.

1.5.2 Principal, teachers and learners

The researcher obtained permission for conducting the research from the selected school principals before teachers and learners were approached.

1.5.3 Parents

Participation in research must be voluntary and people can refuse to divulge certain information about themselves. This right to privacy demanded that direct consent for participation in the research had to be obtained, in the case of learners, from their parents or guardians.

1.5.4 Learners

Many learners regard anonymity as essential, therefore, once they have consented to participation in the research, they were assured that the information given would be treated with the utmost confidentiality.

1.6 DIVISION OF CHAPTERS

Chapter 1: Introduction

Chapter 2: The nature of outcomes-based education in South Africa

Chapter 3: The nature of teaching and learning in the Further Education and Training phase in South Africa

Chapter 4: Empirical research design

Chapter 5: Data analysis and interpretation

Chapter 6: Summary, Findings and Recommendations

1.7 CONTRIBUTIONS

This research will provide teachers with guidelines to address the learning problems experienced by Grade 10 learners emerging from the outcomes-based GET phase.

1.8 CONCLUSION

This chapter has outlined the statement of the problem and the aim of the research. The method and structure of the research have been discussed. The method includes the measuring instrument, population, sampling, pilot survey and statistical techniques. The structure of the research has been discussed in the form of the division of chapters. In the next chapter the nature of OBE will be discussed. .

CHAPTER TWO

THE NATURE OF OUTCOMES-BASED EDUCATION

2.1 INTRODUCTION

The idea of an outcomes-based curriculum was first broadened by Johnson, an American curriculum specialist, who believed that the perennial curriculum model placed too much emphasis on the aims and objectives of teachers and not enough on the end-performance of students. He argued that the students are taught too much theoretical knowledge that they do not need for the job-market and that they instantly forget after they had written their examinations (Jacobs *et al.*, 2003:99).

According to Brandt (1993:66-67) the outcomes-based (OBE) approach was the result of co-operation between Spady and Bloch, a member of Bloom's research team on the essay "Learning for mastery". After Bloom's "mastery learning" fell into disrepute as a result of poor implementation, Spady suggested, in 1980, that the name "mastery learning" should be replaced with the term "outcomes-based education". Taylor and Vinjevold (1999:108) classify the outcomes-based approach as a competence model. Competence models are linked to the learner-centred movement of learning, which is directed towards what the learner knows and can do at the end of the learning process.

2.2 THE NATURE OF OUTCOMES- BASED EDUCATION

2.2.1 Principles of outcomes-based education

Outcomes-based education is grounded on the following principles (DoE, 2002c:10-13):

- Social justice, a healthy environment, human rights and inclusivity

The OBE curriculum reflects the principles and practices of social justice, respect for the environment and human rights as defined in the Constitution of

South Africa. The curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS.

- Outcomes based/driven

OBE programmes should be directed at achieving definite performance outcomes. Outcomes form the foundation of OBE. An outcome is the demonstration of a learning experience and capabilities that are derived from- and underpin that learning experience.

- Value - oriented

An OBE programme ought to instil values such as independence, creativity, co-operation, a sense of responsibility, inquisitiveness, communicativeness, environmental consciousness and tolerance.

- Learner centred

OBE implies a shift from instruction offered by teachers to a focus on learners. Learners must be more active than they were in the previous system. They should take responsibility for their own learning while teachers should become facilitators and motivators to help each learner to achieve the desired outcomes.

- A high level of skills and knowledge for all

The OBE curriculum aims at the development of a high level of knowledge and skills for all. Social justice requires that those sections of the population previously disempowered by the lack of knowledge and skills be empowered.

- Multicultural education

All racial and cultural groups as well as their equal rights should be recognised in a rightful manner. Mutual interaction and co-operation need to be encouraged as cultural diversity is seen as an asset rather than a handicap. This is an approach to teaching and learning that should permeate the entire teaching and learning process.

- Relevance

OBE programmes should be relevant to the current and anticipated future needs of the individual, society, commerce and industry. Programmes must be strongly linked to new competencies and skills that are required in the economy and that are essential for citizens to lead productive, self-fulfilled lives.

- Integration

Programmes that equip learners to look at things in a holistic way should replace the ridged division between academic and applied knowledge, theory and practice, as well as knowledge and skills. Subjects are no longer separated but the curriculum is organised around multi-disciplinary approaches and the integration of subjects into broad learning fields. Integration further ensures that learners experience the different Learning Areas as linked and related. It also supports learner opportunities to attain skills, acquire knowledge and develop attitudes and values across the curriculum.

- Individual differences

Individual differences between learners must be recognised. Learners should be able to learn in their own ways and at their own pace. Teachers should use alternative methods and approaches to adequately address the unique talents and limitations of learners.

- Authentic assessment

Assessment within an OBE approach should be based on:

- Criterion-referenced assessment where learners are assessed against a set of external criteria and not by comparing learners' performance against the performance of others.
- Performance assessment where learners must demonstrate that they are able to do what is required of them as described in the outcomes.

- Assessment of complex skills where assessment is conducted in such a way that different skills are assessed simultaneously.
- Continuous assessment where assessment is done on an ongoing basis and not only during formal tests and exams.

2.2.2 Premises or assumptions of outcomes-based-education

OBE is founded on three basic premises or assumptions (Spady and Marshall, 1991:67):

- All students can learn and succeed but not all at the same time or in the same way. Differences are not seen as barriers to successful learning.
- Success breeds success. Strong foundations make it easier for learners to learn successfully.
- Schools and teachers control the conditions that determine whether or not students can succeed. Teaching has to be changed to allow and encourage learners to be successful. Schools must be changed to function differently.

2.2.3 The kind of teacher and the kind of learner envisaged within an outcomes-based education approach

2.2.3.1 The teacher

Although teachers at all levels are key contributors to the transformation of education in South Africa, teachers have a particularly important role to play. The National Curriculum Statement envisions teachers who are qualified, competent, dedicated and caring (DoE, 2002c:09). Seven different roles describe the criteria for a competent teacher (DoE, 2000:58):

- Mediator of learning.
- Interpreter and designer of learning programmes and materials.
- Leader, administrator and manager.

- Scholar, researcher and lifelong learner.
- Community, citizenship and pastoral role.
- Assessor.
- Learning area/subject/discipline/phase specialist.

2.2.3.2 The learner

OBE teaching and learning envisage learners who are active, constructive and co-responsible participants who contribute to the teaching and learning situation. The importance of the learner's role and responsibility towards a "negotiated settlement" as far as the conditions for teaching and learning are concerned cannot be over-emphasised (Niewoudt, 1999:09).

The challenge for the Revised National Curriculum is how the goals and values of social justice, equity and democracy can be interwoven across the curriculum. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate and multi-skilled, compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen (DoE, 2002c:08).

It can be concluded that outcomes-based education is characterised by the following features (DoE, 1997c:18):

- An emphasis on the results of learning (outcomes).
- A focus on learning by doing.
- A focus on what learners can do rather than the learning of content.
- An emphasis on the applications of learning in new and different contexts.
- Opportunities for the recognition of prior learning.

2.2.4 Assessment within an outcomes-based approach

Outcomes-based assessment was introduced as a result of the adoption of outcomes-based education and training as national education policy in 1995 (Van Rooyen and Prinsloo, 2003:34).

2.2.4.1 Principles of assessment

Assessment is central to the recognition of achievement and the quality of assessment is important in order to provide credible certification. The overriding principle of assessment is that of ethics. Because the result of an assessment can lead to certification, improved career prospects and the like, the principle of assessment should be applied ethically and responsibly. Credibility in assessment is assured through assessment procedures and practices being governed by the following principles (Van Rooyen and Prinsloo, 2003:34; DoE, 1998a: 10; DoE, 2002b:02):

- **Transparency**

The assessment process should be clear and open to all learners. Any learner should have the right to question the procedure of assessment.

- **Validity**

Assessment is valid when it assesses what it claims to assess. In order to achieve validity in the assessment, assessors should:

- State clearly what outcome(s) is being assessed.
- Use appropriate types or source of evidence.
- Use an appropriate method of assessment.
- Select an appropriate instrument for assessment.

- **Reliability**

Reliable assessment instils confidence that the interpretation is consistent from learner to learner and from context to context.

Reliability in assessment refers to the same judgement being made in the same or similar context each time that a particular assessment for specific stated intentions is administered.

- Consistency

To ensure that assessment procedures are consistent with outcomes, it is important that:

- assessment procedures are simple, clear and well documented;
- there are clear unambiguous assessment criteria;
- assessors are well trained and consistently briefed for their tasks;
- multiple assessors and panels are used; and
- multiple parallel formats of evidence are used to measure the same capabilities.

- Practicability

Practicability refers to ensuring that assessment takes into account available financial resources, facilities and equipment in order that assessment should be feasible (Van Rooyen & Prinsloo, 2003:34-36).

2.2.4.2 Purposes of assessment

The purposes of assessment include the following (Van Rooyen, 2003:42; DoE, 1998a:10; DoE, 2002b:02).

- Recognition of prior learning

To recognise the competencies that people already possess through formal study and life experience.

- Classification

To promote learners from one grade to the next grade. Classification may be based on other criteria than competency standards.

- Lifelong learning

To establish the competence that a learner has gained through life experience.

- Education and training needs

To establish whether a training need exists.

2.2.4.3 Assessor and learner

The assessor needs to ensure that learners are fully informed on:

- what the learner is expected to achieve;
- what criteria will be used to assess achievement;
- what the learner will have to do to show achievement;
- how achievement will be assessed;
- the conditions under which and/or the situation in which assessment will take place;
- the underpinning knowledge that will have a bearing on ensuring achievement;
- the amount, complexity and type of evidence that will be required;
- how moderation will be done; and
- when assessment will take place (Van Rooyen & Prinsloo, 2003: 30-31; DoE, 2002a:08-09).

2.2.4.4 Assessment evidence

The concept of 'evidence' is central to the process of assessment. Assessment is not possible without the use of valid evidence (Van Rooyen & Prinsloo, 2003:37; DoE, 1998a:09-10).

Direct evidence is obtained by direct observation of performance both in a normal and a non-routine learning situation and in the execution of specially structured tasks. Indirect evidence is alternative evidence of performance and may be collected through, for example, simulation, projects and the examination of completed pieces of work.

Supplementary evidence may be required to confirm underpinning knowledge and to indicate whether or not the learner can perform in a variety of circumstances. In this case it will be necessary to ask, for example, the learners to answer either written or oral questions or to undertake some classroom testing (Van Rooyen and Prinsloo, 2003:28).

2.2.4.5 Types of assessment

According to the DOE (1998a:11) and Van Rooyen and Prinsloo (2003:41) there are various types of assessments, including the following:

- **Diagnostic assessment:** This helps learners and their teachers to determine their education and training needs (needs analysis).
- **Predictive assessment:** This means the potential ability to learn and the potential to meet standards.
- **Formative assessment:** This assists and supports learning by advising, on a continuous basis, the learner about his or her rate of progress against learning standards.
- **Summative assessment:** This determines whether a learning outcome has been achieved for the formal recognition of learning. It happens at the end of a learning cycle and is mostly done through tests or examinations.

The following table represents a comparison between formative and summative assessment.

Table 2.1: Comparison between formative and summative assessment

Formative assessment	Summative assessment
1. Supports the teaching and learning process	1. Done at the end of learning programme
2. Helps to plan future learning	2. Establishes whether the learner is competent or not yet competent
3. Diagnose the learner's strengths and weaknesses	3. Occurs after a specified period of study, e.g. one year
4. Is developmental in nature	4. Carried out when assessor and learner agree that the learner is ready for assessment

(Van Rooyen and Prinsloo, 2003:41)

2.2.4.6 Assessment methods and instruments

A. Assessment methods

An assessment method is a method used by the assessor to elicit evidence of a candidate's competence (Van Rooyen and Prinsloo, 2003:42; DoE, 2002a:08).

The assessment method will depend on the kind of evidence required, the number of learners to be assessed, the time available and the availability of other resources. The candidate should have an input in the selection of the method to be used (DoE, 2002a:02; Van Rooyen and Prinsloo, 2003:42).

B. Assessment instrument

An assessment instrument is an instrument that is designed to make the assessor's work more practical and effective. The instrument could also contribute to the consistency and efficiency of the assessment (DoE, 1998a:12; Van Rooyen and Prinsloo, 2003:42).

C. Assessment guides

Assessment guides are instructions to the assessor on how to use the assessment instrument (DoE, 1998a:12; Van Rooyen and Prinsloo, 2003:42).

Table 2.2: Examples of assessment methods and instruments

Method	Possible instrument
Assignments	Assignment sheets and rubric
Questionnaires	List of questions and answers
Structured questions	Structured questions and memorandum
Role plays	Clear instructions and stated outcomes to be achieved
Personal interviews	Structured interview format
Log books	Actual book with instructions
Examinations/tests	Examination paper and memorandum
Projects	Clear purpose and instructions

(Van Rooyen and Prinsloo, 2003:42)

2.3 THE NATURE OF OUTCOMES BASED EDUCATION IN SOUTH AFRICA

In South Africa the National Qualifications Framework represents a structural means for bringing about cohesion and coherence within learning provision and recognition of learning achievement (DoE, 1997a:03). According to Steyn *et al.* (1998:72-74) OBE is directly linked to the National Qualification Framework.

2.3.1 The National Qualifications Framework (NQF)

The National Qualification Framework (NQF) is a framework on which standards and qualifications, agreed to by education and training stakeholders

throughout the country, are registered. It is therefore an important element in the transformation of education and training in South Africa (Anon, 2003b:28).

Table 2.3: Structure of the NQF (DoE, 1997d: 09)

Education Band	NQF Level	Qualification	Institutions
Higher Education & Training Band	+8	Doctoral, D.Phil	Universities, technicons.
	8	Masters	Colleges, private providers
	7	B.Tech., Honours	In-house training
	6	First Degree, Diploma	
	5	Higher Certificate	
Further Education & Training Band	4	Further Education & Training Certificate (FETC)	Schools, Colleges, private providers, training centres, NGOs, in-house training
	3		
	2		
General Education & Training Band	1	General Education & Training Certificate (GETC)	Schools, ABET providers, Independent Schools
		ABET levels 1-4	NGO's, private providers
		Early Childhood Development (ECD0)	

The NQF is made up of eight qualification-levels which are accommodated within three bands (DoE, 1997c:19) namely:

- General Education and Training (GET) Level 1
- Further Education and Training (FET) Levels 2, 3 and 4
- Higher Education and Training (HET) Levels 5, 6, 7 and 8

The General Education and Training (GET) band consists of the following three levels (DoE, 1997c:19):

- Foundation Phase - Grades 1 to 3
- Intermediate Phase - Grades 4 to 6
- Senior Phase - Grades 7 to 9

It further includes Adult Basic Education and Training (ABET) levels 1-4.

The Further Education and Training (FET) band consists of Grades 10, 11 and 12 of formal schooling (DoE, 1997c:19).

Higher education and Training (HET) forms the third band of the National Qualification Framework (DoE, 1997c:19).

2.3.1.1 Principles of the NQF

The NQF is underpinned by the following principles (Fourie, 2003:16-17):

- Integration

Integration forms part of human resource development, which provides for the establishment of a unifying approach to education and training.

- Relevance

Education should remain responsive and appropriate to national development needs.

- Credibility

All qualifications should have national and international value and acceptance.

- Coherence

The NQF works within a consistent framework of principles and certification.

- Flexibility

There are multiple pathways towards the same learning exist.

- Standards

Standards are expressed in terms of a nationally agreed framework and internationally accepted outcomes.

- Legitimacy

All national stakeholders participate in the planning and co-ordination of standards and qualifications.

- Access

All prospective learners have the opportunity of entry to appropriate levels of education and training in a manner that facilitates progression.

- Articulation

On successful completion of accredited prerequisites, learners are able to move between different components of the delivery system.

- Progression

The framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system.

- Portability

Learners can transfer their credits or qualifications from one learning institution and/or employer to another.

- Recognition of prior learning

Through assessment, credit is given to learning which has already been acquired in different ways, e.g. through life experience.

- Guidance of learners

Specially trained individuals who meet nationally recognised standards for teachers and trainers make provision for the counselling of learners.

- Democratic participation

Provision is made for the active participation of practitioners in the relevant field in the writing of unit standards and in their regular revision

- Equity of opportunity

Common learning outcomes can be reached at different times and at different paces by learners with special educational needs, by adults, and by children both inside and outside mainstream schooling.

2.3.1.2 The purpose of the National Qualification Framework

The DoE (1997c:4) and Van Rooyen and Prinsloo (2003:03) summarise the purpose of the National Qualification Framework (NQF) as follows:

- Promotes easy access for learners.
- Recognises learning achievement through informal and formal means.
- Helps people to gain nationally recognised and portable (transferable) skills.
- Helps to identify capabilities needed to do work.
- Helps to identify current skills gaps in order to develop training programmes.
- Provides an overview of capabilities needed in a profession.
- Provides employees with access to a career path.
- Provides better integration of on-the-job and off-the-job learning.
- Improves recognition of prior learning.

2.3.1.3 Recognition of prior learning (RPL)

Recognition of prior learning evolved from the National Training Strategy Initiative of 1994 and its objective is to assist in fast-tracking skilled persons to

qualification status within the National Qualifications Framework structures (Faulds, 2001:20). Subsequent to the evolution of the recognition of prior learning, the concept of “lifelong learning” strongly came to the fore in reports and policy documents on the restructuring of the education and training system of South Africa.

Recognition of prior learning can be defined as the granting of credit for a unit of learning on the basis of an assessment of formal and non-formal learning experience to establish whether the learner possesses the capabilities specified in the outcome statement of a curriculum or learning programme (SA, 1998a:43).

Recognition of prior learning (RPL) refers to the acknowledgement of the skills and knowledge held as a result of formal training, work experience and / or life experience (DoE, 1997c:25). It is a mechanism for individuals to receive recognition and accreditation in formal education for learning acquired in a range of contexts, such as work and civil society (Osman & Castle, 2001:54).

The DoE (1997c:25) states that recognition of prior learning enables education and training providers to assess the extent to which learners can demonstrate that the competence and skills that they have acquired, formally and informally, are equivalent to measurable outcomes of formal learning programmes.

2.3.1.4 Lifelong learning

A vision of lifelong learning is one of the forces motivating the restructuring of the South African education system from entrance to exit (Mda and Manthata, 2000:174).

The meaning of lifelong learning lies in the two words which make up the phrase. Hornby (2000:684) defines “lifelong” as lasting or existing all through life. To learn means to gain knowledge of/ or skill in something by study, experience, or being taught; or to become aware of something by receiving information or observing; it could mean to commit to memory; it also means to receive instruction (Hornby, 2000:673).

The Education White Paper 4 (SA 1998a:42) defines lifelong learning as ongoing learning through a continuously supportive process that stimulates and empowers individuals to acquire and apply the knowledge, values, skills and critical understanding required to confidently and creatively respond and rise to the challenges of a changing social, political and economic environment.

A consideration of the meanings of “lifelong” and “learning”, leads to an understanding that whatever knowledge and skills are attained through learning, the intention is that these have to be effective throughout one’s life.

Lifelong learning aims at preparing learners for what will be required beyond formal education and training. The mandatory learning in the formal education system, where pupils and students are a captive audience, has to evolve into a tendency to continue with learning once out of the system. However, the skills are mastered within the formal education system.

The fact that the National Qualification Framework (NQF) makes it possible for learners to exit and re-enter the formal education system at various points, means that individuals have the opportunity to improve their knowledge and skills as their careers and lifestyles demand throughout their lives (Mda and Manthata, 2000:180-181).

2.3.2 The South African Qualification Authority (SAQA)

The South African Qualification Authority (SAQA), the qualifications accrediting body of South Africa, was established in terms of the SAQA Act of 1995. SAQA is a large body composed of representatives from a wide spectrum of providers and consumers and has a mandate to oversee the development and implementation of an integrated national framework of quality assured learning achievement (Mda & Manthata, 2000:183).

The establishment of the South African Qualification Authority (SAQA), with its function to regulate the National Qualification Framework (NQF), can be seen as an attempt to create the infrastructure that encourages South Africans to develop a culture of lifelong learning (Mda & Manthata, 2000:183).

The South African Qualification Authority (SAQA) has the responsibility to:

- facilitate access, mobility and progression within education, training and employment;
- enhance the quality of education and training;
- accelerate the redress of educational- and job opportunities; and
- advance personal, social and economic development (SA: Department of Education & Department of Labour, 2003:01).

2.3.3 The Revised National Curriculum Statement (RNCS) Grades R-9 (schools) Policy

The curriculum is at the heart of any education and training system. The outcomes-based 'Curriculum 2005', introduced in February 1997, was a complex and far-reaching initiative to fundamentally transform the South African education system (Mda and Manthata, 2000:22).

The "school curriculum" is often referred to as all those subjects that appear on the timetable or those planned events on the timetable that occurs during school hours (Capel *et al.*, 1995:327-328). However, the Department of Education (DoE, 2002e:04) defines the "National Curriculum" as consisting of the learning outcomes and assessment standards included in the eight Learning Areas.

According to Van Rooyen and Prinsloo (2003:86-87) the philosophy behind outcomes-based education and training was not fully understood by all in the education system, including some of the provincial departments responsible for its implementation. In February 2000 a Review Committee was appointed by Professor Kader Asmal to revise Curriculum 2005 (DoE, 2000:05). According to the Review Committee, Curriculum 2005 was over-designed and underspecified. Although Curriculum 2005 had eight quite complicated design features, teachers still did not have a clear idea about what they were supposed to deal with in each learning programme in each grade (Potenza, 2003:23).

Although the report of the Review Committee Curriculum 2005 (DoE, 2000:05) revealed overwhelming support for the principles of outcomes-based education and Curriculum 2005, which has generated a new focus on teaching and learning, its implementation has been confounded by:

- A lack of alignment between curriculum and assessment policy.
- Inadequate orientation.
- Inadequate training and development of teachers.
- Learner support materials that are variable in quality, often unavailable and not sufficiently used in classrooms.
- Policy overload and limited transfer of learning into classrooms.
- Shortages of personnel and resources to implement and support Curriculum 2005.
- Inadequate recognition of the curriculum as the core business of education departments (DoE, 2000:05-06).

In order to address the aforesaid, the Review Committee proposed the introduction of a revised curriculum structure supported by changes in teacher orientation and training; learning support materials; and the organisation, resourcing and stuffing of curriculum structures and functions in national and provincial education departments within manageable time frames (DoE, 2000:06). With the aim of streamlining Curriculum 2005 the curriculum design features have been decreased from eight to three in the Revised National Curriculum Statement for Grades R-9 (DoE, 2002c: 05). These design features include:

- Critical and Developmental outcomes that provide the learning goals for the curriculum and from which the learning programmes should be 'designed down'.

- Learning outcomes that specify the sequence of core concepts, content and skills to be taught and learnt in each learning programme at each grade.
- Assessment standards which are statements that describe, per grade, the standard to which learners must perform the roles, knowledge, understanding, skills, values and attitudes stated in the learning outcomes. Assessment standards provide a clear and transparent expression of requirements against which successful (unsuccessful) performance is assessed (DoE, 2002a:10-14; Van Rooyen & Prinsloo, 2003:23).

2.3.3.1 Principles of the Revised National Curriculum Statement (RNCS)

The Revised National Curriculum Statement (RNCS) seeks to embody the values of the Constitution in the knowledge and skills it develops. It encourages amongst all learners an awareness and understanding of the rich diversity of cultures, beliefs and world-views within which the unity of South Africa is manifested (DoE, 2002c:08).

The principles of the RNCS are not different from those for Curriculum 2005:

- Social justice, a healthy environment, human rights and inclusive education.
- Outcomes-based education.
- A high level of skills and knowledge for all.
- Clarity and accessibility.
- Progression and integration (DoE, 2002c:10-13).

2.3.3.2 The structure of the Revised National Curriculum Statement

A. Critical and Developmental outcomes

The South African Qualification Authority (SAQA) has developed seven critical outcomes that must be integrated into every qualification in the National

Qualification Framework (NQF). SAQA has also specified a further five developmental outcomes that learners need to attain (DoE, 2002e:10).

The critical and developmental outcomes are a list of outcomes that are derived from the Constitution and are contained in the South African Qualifications Act (1995). They describe the kind of citizen the education and training system should aim to create (DoE, 2002e:11).

Critical outcomes

Critical outcomes envisage learners who will be able to:

- communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;
- identify and solve problems in which responses display that responsible decisions, using critical and creative thinking, have been made;
- organise and manage oneself and one's activities responsibly and effectively;
- work effectively with others as members of a team, group, organisation or community;
- collect, analyse, organise and critically evaluate information;
- use science and technology effectively and critically, showing responsibility towards the environment and health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising problem solving does not exist in isolation (DoE, 1997f:15).

Developmental outcomes

Developmental outcomes envisage learners who are also able to:

- reflect and explore a variety of strategies to learn more effectively;

- participate as a responsible citizen in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities (DoE, 1997f:15).

B. Learning Areas and Learning Area Statements

The Revised National Curriculum Statement includes eight Learning Areas. A Learning Area represents a field of knowledge, skills and values which has unique features as well as connections with other fields of knowledge and Learning Areas. The Learning Areas are:

- Language
- Mathematics
- Natural Sciences
- Technology
- Social Sciences
- Arts and Culture
- Life Orientation
- Economic and Management Sciences (DoE, 2002c:09).

A Learning Area Statement consists of the following sections (DoE, 2002c:13-14):

- An introduction

This section introduces the National Curriculum Statement and the particular Learning Area, its goals and unique features.

- Learning outcomes and assessment standards

The learning outcomes are derived from the critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training phase (DoE, 2002c:14). Learning outcomes express the requirements and expectations of learners by grade at the Foundation Phase (Grades R-9), Intermediate Phase (Grades 4-6) and Senior Phase (Grades 7-9).

A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method (DoE, 2002c:14).

Assessment standards describe the level at which learners should demonstrate the achievement of learning outcome(s) and the ways (depth and breadth) of demonstrating such achievement. Assessment standards embody the knowledge, skills and values required to achieve the learning outcomes (DoE, 2002c:14).

While learning outcomes describe what learners should know and be able to do, assessment standards describe the minimum level, depth and breadth of what is to be learnt (DoE, 2002:14). The assessment standards contribute towards a qualification. In the case of the General Education and Training Phase, this means the General Education and Training Certificate (DoE, 2002c:14-15).

- Assessment guidelines

This section outlines principles and guidelines for assessment within the specific Learning Area.

- Reference list

This section usually includes abbreviations, acronyms and a glossary (DoE, 2002c:14).

C Learning Area content

Unlike the previous South African curriculum, no Learning Area content is provided in the form of a syllabus or a textbook. The teacher has the responsibility to design learning content according to the guidelines provided within the various assessment standards. The assessment standards direct the teacher in terms of the level at which the learners should demonstrate achievement of the learning outcome(s). Assessment standards are grade specific and indicate how conceptual progression will occur in a Learning Area. Assessment standards embody the knowledge, skills and values required to attain the learning outcomes, but do not prescribe content or method (DoE, 2002c:14).

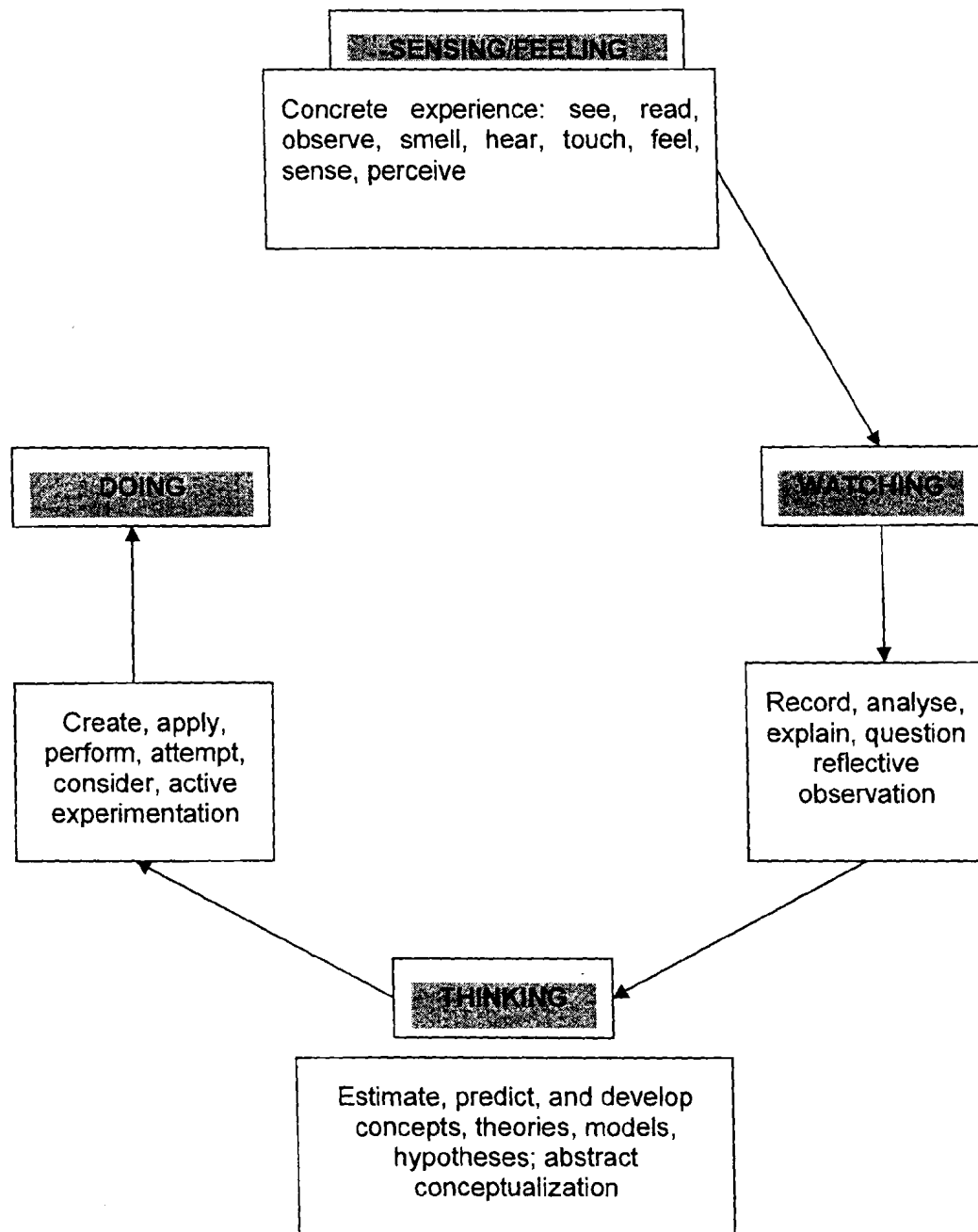
2.3.3.3 The Revised National Curriculum Statement and its implications for teaching and learning

The implementation of the Revised National Curriculum Statement Grades R-9 (schools) Policy introduces a complete shift from the previous South African curriculum. This change has numerous implications for the process of teaching and learning. In the next section, a number of these implications will be discussed.

A. The Revised National Curriculum and its implications for learning

According to Kolb quoted by Grosser (2001:06) constructivism, the educational theory on which OBE is based, has a specific view regarding learning, namely, as an experiential experience. An experiential learning model, developed by the American Psychologist, David Kolb, indicates that the learning process involves four stages. Effective, meaningful learning happens when the learner engages with each of the four stages of the learning process. The model is represented in figure 2.1.

Figure 2.1: The four stages of the experiential learning model (Kolb in Grosser, 2001:07)



Within an outcomes-based approach it is imperative that teachers should have knowledge about learning styles and the stages of the learning process. Teachers need to ensure that learners complete the whole cycle of learning if complete learning is to be achieved. Evidence of achieving outcomes should have required learners to experience, observe, reflect, think and act in order to achieve the outcomes. It is thus necessary that teachers understand the stages of the learning process in order to plan instruction (Grosser, 2001:10).

A central idea behind OBE is that learners learn differently and cannot be expected to achieve outcomes in exactly the same way. Educational psychologists have studied several differences in learning styles. The following are examples of learning styles (Kolb in Grosser, 2001:11-13).

Converger:

- combines learning steps of abstract conceptualization and active experimentation;
- best at finding practical uses for ideas and theories;
- ability to solve problems and make decisions; and
- deal with technical tasks and problems rather than with social and interpersonal issues.

Diverger:

- combines learning steps of concrete experience and reflective observation;
- best at viewing concrete situations from many different points of view;
- observe rather than take action;
- enjoy brain storming sessions;
- broad cultural interests;
- sensitivity to feelings; and
- effective in the arts, entertainment and service careers.

Assimilator:

- combines learning steps of abstract conceptualization and reflective observation;
- best at understanding a wide range of information and putting it into concise, logical form;

- less focused on people and more interested in abstract ideas and concepts; and
- more concerned about logical soundness than practical value.

Accommodator:

- combines learning steps of concrete experience and active experimentation;
- ability to learn primarily from "hands-on" experience;
- enjoy carrying out plans and being involved in new and challenging experiences;
- tendency to act on "gut" feelings rather than on logical analysis; and
- in solving problems, relying more heavily on people for information than on own technical analysis.

The ideas of Kolb have been further developed by Dick Leider, amongst others. Leider (quoted by Grosser, 2001:13-14) describes four types of learners:

- Sensors and feelers
- Watchers
- Thinkers
- Doers

A normal classroom will have learners with many learning styles or combinations of learning styles. In OBE these differences are acknowledged and learners get the opportunity to use different ways to show their achievement (Grosser, 2001:14).

B. The Revised National Curriculum and its implications for teaching

The move towards an outcomes based mode in education intends to see teaching and learning to become less teacher-centred and more learner-centred, less transmissional and more transactional. The adoption of an OBE approach demands new teaching styles, but it remains necessary to draw on existing models to expand current classroom practice (Grosser, 2001:2-1). The following section will explore four teaching styles or approaches that should be practised within outcomes-based education.

The teacher-centred style/approach: transmission and reception

In this approach the teacher takes a central role and is the source of learning. An teacher-centred style is characterised by the following:

- Teacher provides knowledge.
- Teacher directs learning process.
- One-way communication.
- Learners are passive receivers of information.
- Teacher controls pace and atmosphere.
- Useful for presenting information, facts, concepts and new ideas.

Although direct instruction is effective in teaching cognitive objectives related to recall and recognition of facts, it constitutes only one part of the overall teaching and learning process (Grosser, 2001:24).

Learner-centred style/approach: facilitation style

Within this indirect instructional approach the learner takes a central role with the teacher acting as a facilitator of learning. The learner-centred teaching style is characterized by the following (Grosser, 2001:25):

- High degree of learner involvement.

- Learners are active participants.
- High potential for building higher order thinking skills, personal values and individual responsibility for learning.
- Information is provided by the teacher and other sources.
- Effective questioning by the teacher to help point learners in right direction.
- Personal inquiry.

The learner-centred style is further facilitated through concept development and concept attainment that encourage higher order thinking and data processing.

The independent style/approach

In this teaching approach that focuses on creative thinking, problem-solving and classroom discussion, the learner:

- undertakes a learning task by him/herself;
- relies on his/her own efforts; and
- thinks through every aspect of the task without constant and close management by the teacher.

The interactive style/approach

This teaching style refers to individualised learning. Teachers and learners co-operate in the learning process by engaging in interactive dialogue. The focus is on thinking, processing, language skills and logical reasoning. Co-operative learning is a strategy which involves learners in established, sustained learning groups or teams. Group work is an integral part of the achievement of the learning goals. All approaches to group work have the distinguishing feature that learners are working together without direct intervention by the teacher, for at least some of the time. This does not mean that learners are left to their own devices to learn whatever they like. It means that the learning

environment must be structured such that learners can interact productively under the indirect guidance of the facilitator as they work towards attaining particular learning outcomes (Grosser, 2001:45).

Co-operative learning fosters individual accountability in a context or group interdependence in which learners discover information and teach that material to their group and, perhaps, to the class as a whole. Although learning takes place in groups, learners should also be assessed individually on the learning they have achieved (Grosser, 2001:45).

The principal reason for using this strategy is that, in some circumstances, it offers greater opportunity for learners to learn than would be possible in whole-class teaching where the lesson is teacher-centred (Killen, 2000:73).

C The Revised National Curriculum and its Implications for assessment

Within an outcomes based framework the most suitable assessment methods that accommodate divergent contextual factors are used. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress and provoke further learning (DoE, 2002e:18).

Teaching and learning from Grade R to 9 is aimed at developing the type of learner envisaged by the National Curriculum Statement. Assessment of this learning takes place on a continuous basis throughout these ten years of schooling. The final assessment and certification of this cumulative learning takes place at the end of Grade 9 when learners who meet the specific requirements will be awarded a General Education and Training Certificate (DoE, 2002e:19).

In terms of the role of the teacher as assessor, the Norms and Standards for Educators (DoE, 1998c:68-80) require that the teacher:

- will understand that assessment is an essential feature of the teaching and learning process and know how to execute this process;
- will have an understanding of the purpose, method and effects of assessment and be able to provide helpful feedback to learners;
- will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies;
- will keep detailed and diagnostic records of assessment;
- will understand how to interpret and use assessment; and
- will understand how to interpret and use assessment results to feed into the process for the improvement of learning programmes.

2.4 CONCLUSION

The idea of OBE existed long before it was introduced in South Africa. An important element in the transformation of the education and training in South Africa is the introduction of the NQF, a framework on which standards and qualifications agreed to by education and training stakeholders throughout the country are registered.

In this chapter it was emphasised that the move towards an outcomes-based mode in education in the General Education and Training phase (GET) intends that teaching and learning become less teacher-centred and more learner-centred, less transmissional and more transactional. It follows naturally that the adoption of outcomes-based education (OBE) demands new teaching and learning styles, strategies and practices.

In the next chapter the nature of teaching and learning in the FET phase will be discussed.

CHAPTER THREE

THE NATURE OF TEACHING AND LEARNING IN THE FURTHER EDUCATION PHASE IN SOUTH AFRICA

3.1 INTRODUCTION

The Green Paper on Further Education and Training [SA, 1998b:03) defines Further Education and Training as a specific band, located between General Education and Training (GET) and Higher Education (HE), and inclusive of all education and training programmes between Levels 2 and 4 on the National Qualification Framework (NQF). Various providers (DoE, 1997d:6; DoE, 1997b:30-31) are involved in FET, namely:

- Senior secondary schools
- Technical colleges
- NGO's
- Regional training centres
- Private providers and private colleges
- Private training centres
- Private companies
- Industry training centres
- Community colleges

The 2002 announcement of a new revised, streamlined and strengthened outcomes-based curriculum for South Africa, involved the improvement of the Revised National Curriculum Statement Grades R-9 (schools) as well as an announcement that, due to numerous inefficiencies in the current FET

curriculum, outcomes-based education would be implemented in the FET phase of the South African education system in 2006.

3.2 INEFFICIENCIES IN THE CURRENT SOUTH AFRICAN FET SYSTEM AND CURRICULUM

According to the DoE (2002e:4-5) the current system of FET qualifications and programmes offered by schools and colleges does not prepare learners adequately for success in further learning or for employment. FET programmes provided by schools are constrained by educational concerns that are too general, offering little or no specialization. Although the programmes offered by colleges are narrow and specialized, they do not equip learners adequately for the social, economic and cultural challenges that they will face in the course of their lives.

In the same vein, the Green Paper on Further Education and Training [SA, 1998b:6-7) states that the current FET system in South Africa is characterized by a number of inefficiencies, including the following:

3.2.1 A lack of coherence and co-ordination

While the Ministry supports the principles of diversity and responsiveness, the current system is regarded as dysfunctional to the extent that no overall vision and strategy guide its development or determine priorities.

3.2.2 A lack of funding coherence

The funding of programmes is unequal across different sites of provision and creates distorted incentives and disincentives.

3.2.3 Poorly articulated programmes

Different FET programmes and qualifications are poorly articulated, inhibiting student mobility and therefore leading to high levels of inefficiency.

3.2.4 Separate education and training tracks

FET provision reflects rigid and outmoded distinctions between 'academic' education and 'vocational' training.

3.2.5 Weak linkage with industry

Employees argue that many programmes offered by Technical Colleges and regional training centres are irrelevant and outdated. Equipment is antiquated and tuition is of poor overall quality.

3.2.6 The legacy of apartheid

Former black Technical Colleges lack meaningful linkages with industry and are largely disconnected from the local economy.

3.2.7 Organizational ethos and the culture of learning, teaching and service

Adverse working conditions and a breakdown in the culture of learning, teaching and service are reflected in poor morale, a poor work ethic and low professional self-esteem amongst many teachers.

3.2.8 A distorted labour market

While the key social institutions and practices of the past (job reservation, pass laws, influx control, segregated townships and low-wage labour) have been legally abolished, their effect lives on.

According to Hoppers *et al.* (2000:108) the following factors contribute to the inefficiency of the current FET curriculum:

- The content of the curriculum tends to be euro-centric and representative of middle and upper class euro-centric ideas and values. It is also gender biased.
- The current curriculum is not keeping sufficient pace with the globalising patterns of modern life.

- The curriculum is currently not adequately aligned to the world of work.
- The curriculum is not adequately equipping citizens to participate in the political institutions of the new democracy as well as of civil society.
- The legacy of inequality has produced a very poor record of human resource development. South Africa has one of the poorest human resource development records compared with other countries in similar stages of development. Some of the indicators include the following:
 - low literacy rates;
 - high drop-out rates;
 - little opportunity to return to the formal education system;
 - no recognition of prior learning and experience; and
 - poor links between education and training, and between education and economic and social development.

In order to address the identified FET curriculum inefficiencies and to depart from the curricula and the curricular approaches of the previous education system, the Department of Education has developed a new curriculum framework for the FET curriculum. The stated mission of the new FET curriculum is to:

- foster and promote the development of high-quality skills;
- lay the foundation for open access;
- facilitate the transition from school to the world of work;
- develop well educated, autonomous citizens; and
- provide opportunities for continuous learning through the articulation of education and training programmes.

(Hoppers, *et al.*, 2000:44).

The new FET curriculum emphasizes the following curriculum goals:

- to prepare all our citizens for the challenges of the 21st century;
- to promote the social, cultural and personal development of our citizenry;
- to understand and appreciate South Africa in the context of the African continent and the world;
- to promote understanding and respect for linguistic and cultural diversity;
- to improve the quality of education and training; and
- to improve learner performance and achievement (Hoppers, *et al.*, 2000:113).

In order to accomplish the above curriculum goals, a single national curriculum framework that will provide South African FET learners with the knowledge, skills, values and attitudes necessary to respond rapidly and creatively to the demands of the growing national and global economy, has to be put in place (Hoppers *et al.*, 2000:113). All these identified inefficiencies, resulted in an outcomes-based curriculum declared policy for the FET phase of the South African school system in 2003.

3.3 THE NATIONAL CURRICULUM STATEMENT (RNCS) GRADES 10-12 (SCHOOLS) POLICY

According to Mecoamere (2003:12) the decision to develop the National Curriculum Statement Grades 10-12 was taken by the Council of Education Ministers on 22 October 2001.

On 4 August 2003, the Council of Education Ministers approved the National Curriculum Statement for Grade 10-12 that will be implemented in Grade 10 in 2006. The new curriculum is aligned with a new National Senior Certificate, which will be awarded for the first time in 2008 (Asmal, 2003:08).

According to Mecoamere (2003:12), the aim of the education system is to develop and sustain learning, as education is a fundamental right for all

learners. The FET band is particularly crucial in providing opportunities for all learners to develop to their full potential. Through an outcomes-based, learner-centred, activity-driven system, learners will acquire the knowledge, skills, values and attitudes that they need to participate meaningfully in society (Jacobs, 2003:06).

The National Curriculum Statement (hereafter referred to as the National Curriculum) (Mecoamere, 2003:03) will ensure that pupils acquire and apply knowledge and skills in ways that seek to achieve the four key objectives of the human resource development strategy, namely:

- Improving the foundation for human resources.
- Improving the supply of high quality scarce skills which are responsive to societal and economic needs.
- Increasing employer participation in life-long learning.
- Supporting employment growth through industrial policies, innovation, research and development.

According to Asmal (2003:08) the new curriculum is designed according to the principles of outcomes-based education and is in line with the National Qualifications Framework. Contrary to the unfounded allegations of “dumping down”, the new curriculum is a major advance on what South Africa currently has. Firstly, the content of the new subjects is far more exciting than the content of many of the current subjects. Secondly, the new subjects make higher cognitive demands than their equivalents in the interim syllabus. Thirdly, while it is possible in the current senior certificate to scrape through with 25% (higher grade can be converted to lower grade in all subjects), students will now have to obtain, in the four compulsory subjects, at least 40% in both First official language and Life Orientation, and at least 30% in both Second official language and Mathematics or Mathematical Literacy (DoE, 2005:25-30).

With regard to the three (3) choice subjects, students will now have to obtain at least 40% in one, and at least 30% in the other 2 subjects (DoE, 2005: 25-30).

3.3.1 The National Senior Certificate

The Department of Education propounds the following with regard to the new National Senior Certificate (NSC) (DoE, 2005:25-30):

- The NSC is a 130-credit certificate at Level 4 on the National Qualification Framework (NQF, 6X20 + 10).
- The NSC will be implemented in 2006 in Grade 10; 2007 in Grade 11 and 2008 in Grade 12.
- The entrance requirement for Grade 10 is an official Grade 9 school report or an ABET Level 1 certificate.
- The duration of the NSC is 3 years, namely Grade 10, 11 and 12.
- A learner has to offer seven (7) subjects of which the following four are compulsory:
 - One official language on Home Language Level.
 - A second official language on at least First Additional Language Level.
 - Mathematics OR Mathematical Literacy.
 - Life Orientation.
- A minimum of three (3) subjects selected from the Group B subjects that the specific school offers.
- There is no more offering on Higher and Standard Grade level – only ONE level.

- An immigrant candidate may offer only one official language (First Additional Level), provided that another subject from Group B is offered.
- The deaf may offer only one official language at First Additional Level, provided that another subject from Group B is offered.
- A candidate may not offer BOTH Mathematics and Mathematical Literacy.
- A candidate may not offer the same language on different levels (HL, First or Second Additional Language).
- A candidate may not offer more than four (4) languages (two compulsory + two other languages).
- No more than one language shall be offered from the same group (Nguni group: Isizulu, IsiXhosa, SiSwati or IsiNdebele; and Sotho-group: Sepedi, Sesotho or Setswana).
- A learner may change one or more subjects in his/her grade 10 year.
- Learners may change a subject in Grade 11 and 12 if the school deems it is in the best interest of the learners, only after consultation with the Head of Department.
- Additional subjects (7th, 8th) must be offered and assessed for all three years (Grade 10-12) of the NSC programme.
- Integrated assessment needs to be incorporated appropriately to ensure that the purpose of the qualification is achieved, and such assessment must use a range of formative and summative assessments, including portfolios, simulations, as well as written and oral examinations.

Hoppers *et al* (2000:112) state that the curriculum currently prevailing in the majority of FET institutions is characterized by the following:

- Learners tend to be passive.
- It is examination driven.

- Rote learning is the norm.
- It is content based and broken into subjects.
- It is text book and worksheet bound.
- Syllabi are seen as rigid and non-negotiable.
- Teachers are responsible for learning and therefore learner motivation is dependant on the personality of the teacher.
- Emphasis is on what the teacher hopes to achieve.
- The content is placed into rigid time frames.
- The curriculum development process is not open to public comment.

Although the curriculum for the FET phase will be implemented in grade 10 in 2006, research on the implementation of the outcomes-based curriculum in grades R-9 (DoE, 2000:26) has clearly indicated that although teachers endorse the underlying principles of learner participation, activity-based education, emphasis on group work, relevance, flexibility, critical thinking and integration, they are often confused about the design and implementation of the new curriculum. The outcomes-based approach is described as a system in which all learners can succeed; as a new way of looking at learners in that every learner is unique; and as a system in which learners are central to the learning process (Bertrams, *et.al.*, 1997:3). OBE represents a new way of looking at the teacher: as a facilitator, assessing learners towards improvement; a guider of learning and not a transmitter of knowledge. For successful implementation, the outcomes-based approach requires specific skills from the teacher.

The outcomes-based approach influences every aspect of the teaching and learning situation in schools. Although attention might be given to the in-service training of teachers in preparation of implementing the new curriculum in the FET phase, it is unrealistic to expect from them to forget everything that

they have learned and done up to the introduction of the new curriculum (Van der Horst & McDonald, 1997:25).

The National Curriculum represents a dramatic shift from the FET curriculum currently pertaining in schools in South Africa. While teachers in the FET phase are gradually changing to the OBE approach, learners emerging from the General Education and Training phase are by now used to the OBE style of teaching and learning. Seen in the light of research done on problems regarding the implementation of C2005, it seems likely that learners in the FET phase will, for the next few years, be confronted with either, a more traditional teaching and learning style, or with a combination of the more traditional- and the outcomes-based approach to teaching and learning. In the next section, an attempt will be made to identify the major differences between the traditional FET curriculum and the outcomes-based FET curriculum.

3.4 DIFFERENCES BETWEEN THE TRADITIONAL FET CURRICULUM AND THE OUTCOMES-BASED FET CURRICULUM

3.4.1 The FET curriculum

Traditionally the school curriculum has often been regarded as comprising of all subjects that appear on the timetable and all planned events that occur during school hours (Capel *et al.*, 1995:327-328).

The Further Education and Training band is located between General and Higher Education and Training, and alongside the world of work. This requires that the National Curriculum for grades 10-12 (General) progresses from General Education and Training and, at the same time, provides access to Higher Education. The curriculum should also lay a solid foundation for lifelong learning and different career paths. A balance between these different purposes of the curriculum is therefore crucial (DoE, 2002e:01).

To obtain a National Senior Certificate, a candidate must offer the following learning components: a fundamental learning component, a core learning component and an elective learning component (DoE, 2002e:17). In the

following section, the three learning components will be discussed (DoE, 2002e:17).

A. The fundamental learning component

The fundamental learning component comprises the following:

- **Two languages**

One of the characteristic features of the South African language landscape has been the phenomenon of linguistic disempowerment on the one hand, and domination on the other. The previous policy of official bilingualism created an unequal relationship between English and Afrikaans (the only former official languages) and African languages. The domination of these languages had far-reaching prejudicial effects on many African language speakers in terms of their communication and access to government services, justice, education and jobs (Department of Arts and Culture, 2003:9-10).

In recognition of the fact that the national implementation of the language policy will be a major shift from current operations, an approach of flexible and incremental phased implementation will be used (Department of Arts and Culture, 2003:11).

In order to qualify for a Further Education and Training Certificate, a candidate must offer two languages. One language must be a Home Language and the other one must be at Home- or First Additional Level, provided that one of the two languages is the language of learning and teaching (DoE, 2002e:17).

According to the Department of Education (1997e:1-2) the main aims of the Ministry of Education's policy for language in education are the following:

- to facilitate communication across the barriers of colour, language and religion;
- to create an environment in which respect for languages other than one's own would be encouraged;

- to consolidate a wide spectrum of opinions regarding language in education;
- to promote full participation of learners in society and the economy;
- to pursue the language policy that is most supportive of general conceptual growth;
- to establish additive multilingualism as an approach to language in education;
- to promote and develop all the official languages;
- to support the teaching and learning of all other languages required by learners;
- to counter disadvantages resulting from different kinds of mismatches between home languages and the language of learning and teaching (LOLT); and
- to develop programmes for redress of previously disadvantaged languages.

- **Mathematics and Mathematical literacy**

Mathematical Literacy provides learners with an awareness and understanding of the role that mathematics plays in the modern world. Mathematical Literacy is a subject driven by life-related applications of mathematics. It enables learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyse everyday situations and to solve problems (DoE, 2002c:21).

The inclusion of Mathematical Literacy as a fundamental subject in the Further Education and Training curriculum will ensure that the citizens of the future are highly numerate consumers of mathematics. In the teaching and learning of Mathematical Literacy, learners will be provided with opportunities to engage with real-life problems in different contexts, and to consolidate and extend basic mathematical skills. Thus, Mathematical Literacy will result in

the ability to understand mathematical terminology and to make sense of numerical and spatial information communicated in tables, graphs, diagrams and texts. Furthermore, Mathematical Literacy will develop the use of basic skills in critically analysing situations and creatively solving everyday problems (DoE, 2002c:21).

● **Life Orientation**

Life Orientation has been made compulsory for all learners because of a need for social skills in order to live together and inter-act productively. For these aims to be met and in order to address the scourge of the HIV/AIDS pandemic, a focus on Life Orientation is necessary (Jacobs, 2003:06).

Life Orientation aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential. Learners will develop the skills to relate positively and make a contribution to the family, community and society, while practicing the values embedded in the Constitution. They will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to build a democratic society (DoE, 2002d:04).

Life Orientation will enable learners to make informed, morally responsible and accountable decisions about their health and the environment. Learners will be encouraged to acquire and utilize life skills that will assist them to respond to challenges and to play an active and responsible role in the economy and society (DoE, 2002d:04).

B The core learning component

The core-learning component should comprise of at least two subjects selected from one of the learning fields.

C The elective learning component

An elective learning component comprises of at least one subject selected from any learning field.

3.4.1.1 Learning fields in the FET curriculum

The South African Qualification Authority (SAQA) has identified 12 organizing fields within the NQF (DoE (2003:4). These fields form the basis for the development of curricula, learning programmes, unit standards and qualifications. The 12 fields are set out below:

- Agriculture and Nature Conservation
- Culture and Arts
- Business, Commerce and Management Studies
- Communication Studies and Language
- Education, Training and Development
- Manufacturing, Engineering and Technology
- Human and Social Studies
- Law, Military Science and Security
- Health Sciences and Social Sciences
- Physical, Mathematical, Computer and Life Sciences
- Services
- Physical Planning and Construction

Table 3.1: Time allocation for learning programmes

SUBJECT	CREDIT	TIME ALLOCATION (HRS PER WEEK)
Language 1 (LOLT)	20	4,5
Language 2	20	4,5
Mathematics or Mathematical literacy	20	5
Life Orientation	10	2
Core subjects	40	4,5 x 2
Elective subject	20	4,5

(DoE, 2003:21)

3.4.1.2 Subjects within the FET curriculum

In the National Curriculum Statement Grade 10-12 (General), subjects are flexible and make allowances for the inclusion of local inputs. Subjects are viewed as dynamic and as responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum (DoE, 2002e:04). Table 3.2 represents the subject choices for the National Senior Certificate.

Table 3.2: Subject choices for the NSC

GROUP A COMPULSORY SUBJECTS (4)
Group A1 Compulsory official languages
Two official languages are compulsory: Afrikaans Home Language OR 1 st Additional AND <u>English</u> Home Language OR 1 st Additional
Group A2 Compulsory Mathematical Sciences
<u>Mathematics</u> OR Mathematical Literacy
Group A3 Human and Social Studies
<u>Life Orientation</u> (assessed internally)
GROUP B Electives (Any three)
B1 Agriculture
Agric Management Practices; Agric Science; Agric Technology
B2 Culture and Arts
Dance Studies, Design, Dramatic Arts, Music, Visual Arts
B3 Business, Commerce and Management
Accounting, Business Studies, Economics

B4 Additional official and non-official languages
Official languages: E.g. Sesotho; Setswana; IsiZulu, IsiNdebele, etc. Non-Official languages: E.g. German, Portuguese, Latin, Hindi, Urdu.
B5 Engineering and Technology
Engineering Graphics and Design; Civil Technology, Electrical Technology; Mechanical Technology
B6 Human and Social Studies
Geography; History; Religion Studies
B7 Physical, Mathematical, Computer and Life Sciences
Computer Applications Technology; Information Technology; Life Sciences; Physical Sciences
B8 Services
Consumer Studies; Hospitality Studies; Tourism

(DoE, 2003:12)

3.4.1.3 Rules of combination

To obtain a National Senior Certificate a candidate must offer the following components (DoE, 2002e:03).

- A learner has to offer seven (7) subjects, as indicated above, of which the following are compulsory:
 - One official language on Home Language Level
 - A second official language on at least First Additional Language Level.
 - Mathematics OR Mathematical Literacy.

- Life Orientation
- A minimum of three (3) subjects selected from the Group B subjects that the specific school offers.

3.4.2 Learning outcomes

Within the more traditional FET curriculum, aims and objectives are taken to be more or less long-term purposes, expressed in fairly general terms. The aims provide a basis for formulating objectives, which are more specific than aims and more closely related to the planning of teaching units and individual lessons (White, 1983:109-110).

As defined by the South African Qualification Authority (SAQA), learning outcomes are contextually demonstrated end-products of learning. Outcomes include knowledge, skills and values that are recognized to be critical to the future success of learners and of society in the 21st century (DoE, 1998a:63).

The Education Ministry (DoE, 1998a:63) states that these learning outcomes are relevant throughout life and not simply in employment and further learning. Accordingly, these learning outcomes form the basis for the development of the curriculum, learning programmes and qualifications frameworks for FET.

Learning outcomes are derived from the critical and developmental outcomes. Learning outcomes describe what knowledge, skills and values learners should know and be able to demonstrate (DoE, 2002c:14). A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards. Learning outcomes do not prescribe content or method (DoE, 2002c:14).

3.4.3 Learning content

Within the more traditional FET curriculum, prescribed subject syllabi provide the teacher with clear guidelines about the goals for pupils' learning of the subject and with what content to teach. As the subject content is prescribed by the syllabus, most of what the teacher offers in class is drawn from the syllabus (Capel *et al.*, 1995:53-54). However, within the outcomes-based

curriculum no content is provided in the form of a syllabus. The teacher is responsible for designing learning programmes, including learning content, according to the learning outcomes and assessment standards that direct the teacher in terms of the level at which the learners should demonstrate their achievement of the learning outcome(s) and the ways of demonstrating their achievement (DoE, 2002c:14).

3.4.4 Assessment

Assessment has two distinct but related objectives. Firstly, it must provide valid and reliable information about the achievement and competencies of learners. Secondly, assessment must be developmental and formative, providing learners with feedback and guidance on their progress and performance (SA, 1998b:23).

In the traditional FET curriculum tests and examinations (at intervals) are the main methods of determining a learner's progress. Although continuous assessment takes place in Grade 10 and 11 in the current school system, it focuses strongly on mid-year examinations and examinations at the end of the year. The November / December assessment in Grade 12 is conducted through external provincial examinations (SA, 1998b:28).

According to the Green Paper on FET (SA, 1998b:28) the current FET assessment paradigm that is based primarily on cognitive learning and on comparing one learner with another, is unsuited to the challenges presented by new policies aimed at the transformation and integration of education and training. According to the new approach, learners will be assessed in relation to the learning outcomes that they are to achieve (referred to as criterion- or outcomes-referenced evaluation).

Within an outcomes-based framework the most suitable assessment methods to accommodate divergent contextual factors, are used. Assessment must provide indications of learner achievement in the most effective and efficient manner and must ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgments about their

own performance, set goals for progress and provoke further learning (DoE, 2002c:18).

Under the new outcomes-based approach a learning programme will consist of a particular set of unit standards. Each unit standard will clearly state the learning outcomes and the assessment standards to be assessed. Students will know what they are expected to demonstrate and how their knowledge and skills will be assessed (SA, 1998b:28). The negative and stereotypical concept of 'failure' will be replaced with a positive notion of progress towards the achievement of standardized outcomes, where the student will be regarded as 'in progress', 'partially competent' or 'competent' (SA, 1998b:29). In this regard, the Education White Paper 4 (SA, 1998a:23) states that public examinations will be maintained at the critical Senior Certificate- and N3 levels and their equivalents in order to ensure the comparability and integrity of results and the currency of FET exit qualifications.

Assessment in FET will therefore include (Hoppers *et al.*, 2000:124):

- the continuous monitoring of learners' progress towards achieving outcomes;
- providing information to learners about problems experienced; and
- providing coherence to overcome the 'free-standing' nature of unit standards through integrative assessment techniques.

In order to achieve the above, Hoppers *et al.* (2000:124-125) state that FET assessment will have to adhere to the four assessment principles of fairness, validity, reliability and practicality. In addition, the new approaches to assessment will:

- assess applied competence, which is a combination of practical, foundational and reflective competence;
- be flexible through the use of various assessment methods and instruments;

- be based on clearly articulated criteria and standards of achievement;
- enable progression through the levels;
- be transparent in terms of the standards expected;
- be fair to all learners, ensuring that no learner is disadvantaged in any way; and
- allow for accelerated access to further learning through the recognition of prior learning (Hoppers *et al.*, 2000:124-125).

However, until 2008, the FET assessment policy currently related to certification will prevail (DoE, 2002c:19).

3.4.5 The learner

Vermeulen (1998:38) states the following regarding the role of the learner in the present FET curriculum:

- Learners are passive and occupy a subservient position to that of the teacher who is an authoritative figure that knows all.
- A good learner is the one who is able to memorise the greater part of the subject matter.
- Learners are supposed to know the whole textbook, as they do not have the slightest knowledge of the sections that are going to appear in the examination question paper.

On the other hand, the new curriculum requires the following with regards to the role of learners (Bertrams *et al.*, 1997:01):

- A learner plays an active role in the learning process.
- Learners should think critically and solve problems.
- Learners should investigate and work in groups.

- Learners work co-operatively.

The primary concern for any particular FET level registered on the NQF will be the nature and needs of the learner as well as the competencies that the learner should possess to demonstrate effective and efficient performance in learning.

In turn, such competencies need to form the substance of programmes (as well as strategies to deliver them) driven primarily by the demands of continuing academic study on the one hand and the world of work on the other. Fundamentally, therefore, FET must:

- provide for the development of learning skills;
- engender generic knowledge, skills and attitudes;
- assist the learner to make wise and satisfying career choices; and
- provide learning experiences that are self-fulfilling, facilitating the learner's commitment to lifelong learning.

If education is seen as the process of personal development through the harnessing of cognitive and effective competencies, all learning, whether of a general nature or more specifically focusing on clearly defined tasks, should lead to the greater realization of a learner's potential. Consequently, FET would have failed to meet its objectives if the learning experiences of the learner do not result in self-fulfilment. This is a major responsibility of FET. Thus, an essential outcome of FET is facilitating the commitment of the learner to lifelong learning (Hoppers *et al.*, 2000:25).

3.4.6 The teacher

Vermeulen (1998:38) states the following regarding the role of the teacher in the present FET curriculum:

- The teacher is responsible for learning, he or she is expected to know everything pertaining to the subject and no learner is supposed to question his or her intelligence.

- The teacher is supposed to finish the syllabus at the end of the last term; the learner's understanding does not matter most.
- The teacher is supposed to put emphasis on what he wants to achieve, for an example, in a Biology class he may emphasize the functions of a cell wall because very often it appears in the standard 10 final question paper.

In the context of outcomes-based education the Norms and Standards for Educators (DoE, 1998c:68-80) specify the following roles of the teacher:

- the teacher will understand that assessment is an essential feature of the teaching and learning process and know how to execute this process;
- the teacher will have an understanding of the purpose, method and effects of assessment and be able to provide helpful feedback to learners;
- the teacher will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies;
- the teacher will keep detailed and diagnostic records of assessment;
- the teacher will understand how to interpret and use assessment; and
- the teacher will understand how to interpret and use assessment results to feed into the process for the improvement of learning programmes.

3.4.7 Teaching and learning styles and strategies

According to Capel *et al.* (1995:246) a teaching style involves a choice and range of teaching methods used in a lesson. The style mostly used in the more traditional FET curriculum is direct instruction facilitated through the transmission and textbook methods. When using this teaching style, the teacher is responsible for teaching while the learner remains typically passive.

OBE recognizes the fact that learners learn differently and attain learning outcomes in different ways and at different times. Lessons are therefore structured to accommodate these differences. This implies that teachers

should have knowledge about different learning styles and the stages of the learning process. Evidence of achieving outcomes should have required learners to experience, observe, reflect, think and act in order to achieve the outcomes and teachers should structure their lessons accordingly (Kolb, 1984:42).

In OBE the teacher makes frequent use of group work and teamwork. The principal reason for using this strategy is that, in some circumstances, it offers greater opportunity for learners to learn than would be possible when the lesson is teacher-centred (Killen, 2000:73). Although a wide range of teaching and learning styles are presently used in FET, it is marked by an over-emphasis of the direct teaching approach.

Based on the numerous differences between OBE and the traditional FET school curriculum, the present situation prevailing to the South African FET curriculum will now be discussed.

3.5 THE PRESENT SITUATION PREVAILING IN THE FET CURRICULUM IN SOUTH AFRICA

The Revised National Curriculum Statement for Grades R-9 was approved on the 15 April 2002. However, curriculum 2005 is still being practised in a number of grades in the General Education and Training phase, even while it is being replaced by the Revised National Curriculum Statement in lower grades (Van Rooyen & Prinsloo, 2003:87). Furthermore, while the revised curriculum will be implemented in grade 10 in 2006, research done on the implementation of C2005 indicates that it will take time to implement the OBE approach in such a manner that it gives justice to its principles (Van Rooyen & Prinsloo, 2003:88). Learners in grade 11 and 12 will, however, still be confronted with the more traditional approach to teaching and learning as it currently prevails in FET institutions.

Based on the afore-said information, it seems that Grade 9 learners emerging from OBE practices in the GET phase will most probably have to grapple with the following problems in the FET phase:

- subjects different from the new Learning Areas;
- more traditional teaching and learning styles;
- more traditional learner support material; and
- a more traditional approach to assessment.

3.6 CONCLUSION

This chapter has outlined the mission of FET, its inefficiencies and the principles underlying the National Senior Certificate. The National Curriculum Statement has been discussed in detail, sketching the components of teaching and learning in the FET curriculum. An outline of assessment in FET has also been given. In the next chapter the research design will be discussed.

CHAPTER FOUR

EMPIRICAL RESEARCH DESIGN

4.1 INTRODUCTION

The purpose of this chapter is to outline the design of the empirical research regarding the influence of the implementation of outcomes-based education in grades R-9 on successful teaching and learning in the Further Education and Training phase. The literature study in the first three chapters forms the framework for the empirical research. In chapter 1 the objectives of this study were stated as:

- to determine the nature of outcomes-based education in South Africa;
- to determine the nature of teaching and learning in the Further Education and Training phase in South Africa;
- to determine the nature of the learning problems experienced by Grade 10 learners; and
- to develop guidelines for a strategy to address the learning problems experienced by Grade 10 learners.

The empirical investigation aims to gather information about the nature of the learning problems experienced by grade 10 learners in the Sedibeng West District of the Gauteng Province.

4.2 METHOD OF RESEARCH

This research was conducted by means of a literature review and an empirical research.

4.2.1 Review of literature

Primary and secondary literature sources were studied to gather information about the nature of teaching, learning and assessment practices in the

General Education and Training Phase and in the Further Education and Training Phase. DIALOG and ERIC-searches were undertaken to obtain relevant literature. Key words that were used included the following: OBE, FET, GET, Curriculum 2005, Revised National Curriculum Statement, continuous assessment, recognition of prior learning, lifelong learning, NQF.

The information gathered from primary and secondary literature sources was utilized to construct a questionnaire to gather information about the nature of the learning problems experienced by grade 10 learners in the Sedibeng West District of the Gauteng Department of Education.

4.2.2 Empirical research

The research design was quantitative in nature. For the purpose of this research a structured questionnaire was selected as the research tool. The rationale for the use of the structured questionnaire will now be presented.

4.2.3 The questionnaire as a research tool

A questionnaire is a self-report instrument used for gathering data about variables of interest to the researcher and consists of a number of questions or items that a respondent reads and answers (Best & Kahn, 1993:230). According to Tuckman (1994:216) a survey questionnaire is a tool used in the collection of research data and is ultimately dependent on the purpose of the study. Questionnaires are used by researchers to convert information directly given by people into data. In this sense the questionnaire is appropriate to gather data for this research in that it would elicit factual data about the influence of the implementation of outcomes-based education in grades R-9 on successful teaching and learning in the Further Education and training phase.

The suitability of the questionnaire in this research is based on the fact that the respondents are grade 10 learners and teachers in the Sedibeng West District (D8) of the Gauteng Province. The respondents will profoundly be interested in the final outcome of the research as it will provide teachers with a

strategy to address the learning problems experienced by Grade 10 learners emerging from the outcomes-based GET phase.

According to Fraenkel and Wallen (1990:336) the questionnaire has both advantages and disadvantages that will now be discussed.

4.2.3.1 The advantages of questionnaires

The following are some of the advantages of the questionnaire as used in this research (Fraenkel & Wallen, 1990:421; Best & Kahn, 1993:230; Tuckman, 1994:216):

- It can be distributed to respondents with financial and time cost effectiveness and has a wide coverage.
- It reaches people who would be difficult to reach, thus obtaining a broad spectrum of views.
- Since the questions are phrased identically, the questionnaire allows for uniformity and elicits more comparable data.
- Anonymity of respondents is assured since respondents are not required to expose their identities, addresses and institutions.
- It is relatively easy to plan, construct and administer.
- Anybody can administer it on behalf of the researcher.
- Respondents can answer the questionnaire without pressure for immediate response.
- The influence that an interviewer might have on the respondent is obviated.
- Processing is made easy by the questionnaire being well constructed.
- Due to its impersonal nature, the questionnaire may elicit more candid and objective, thus more valid, responses.

- It enhances progress in many areas of educational research and brings to light much information, which would otherwise be lost.

4.2.3.2 Disadvantages of questionnaires

According to Fraenkel and Wallen (1990:336), Best and Kahn (1993:230) and Tuckman (1994:216) questionnaires have the following disadvantages:

- Items might be interpreted and understood differently by respondents.
- As the motivation of the respondents is difficult to check, misleading responses might be received.
- It is difficult to determine who really completed the questionnaire.
- A low response rate is the biggest disadvantage of the questionnaire and may lead to misleading responses.
- Respondents may feel that their personal opinions are left out.
- Respondents may be unwilling to respond to questions on private matters or controversial issues and may consequently provide what they regard as desirable responses.
- The length of the questionnaire may lead to careless or inaccurate responses and may result in low return rates.
- Questionnaires that do not probe deep enough do not reveal a true picture of opinions and feelings.
- Respondents might have little interest in a particular problem and therefore might answer the questionnaire indiscriminately.

Wolf (1997:422) states that careful and sensitive developmental work will help to identify and make full provision for the limitations of questionnaires. The researcher must be satisfied that the questions are stated with sufficient clarity to function in the impersonal interaction and must maximize the likelihood that

a respondent will answer the questions and return the questionnaire (Ary *et al.*, 1990:423).

4.3 THE FORMAT OF THE QUESTIONNAIRE

According to Ary *et al.* (1990:429) the questionnaire items and the covering letter are the main sources of information that the respondent will refer to in deciding whether or not to complete the questionnaire. The following rules of questionnaire formatting must be adhered to:

- The questionnaire must be made attractive.
- Questions should be laid out or organized in such a way that the questionnaire is easy to complete.
- Questions should display a natural ordering or flow so that it keeps the respondent moving towards completion.
- Questionnaire items and pages must be numbered.
- Brief, clear and bold-type printed instructions should be included.
- The questionnaire should start with a few interesting and non-threatening items.
- Questionnaires should not be too long and should include enough information so that items are interesting to the respondents.

The above stated rules were taken into consideration in the formatting of this questionnaire. Instructions for answering and keys for ranking the items were provided in each section.

4.4 THE DESIGN OF THE QUESTIONNAIRE

The design of a questionnaire must be well organized by a thorough process. As suggested by Ary *et al.* (1990:422-424) and Gall *et al.* (1996:294), the following factors were considered in the preparation of this questionnaire:

- The questionnaire should reflect scholarship as to elicit high returns.

- The questionnaire should be as brief as possible so that answering it requires a minimum of the respondents' time.
- The questionnaire should not include unnecessary items.
- Questionnaire items should be phrased in a manner which is understandable by all respondents.
- Items in the questionnaire should be phrased in a way that will elicit unambiguous responses. Words such as "often" and "sometimes" should be avoided.
- Items should be phrased in such a manner that it avoids bias or prejudice that might predetermine respondents' answers.
- Alternatives to questions should be exhaustive.
- Questions that might elicit embarrassment, suspicion or hostility in the respondents should be avoided.
- Questions should be arranged in the correct psychological order. If both general and specific questions are included, the general should precede the specific.
- The questionnaire should be attractive, neatly arranged and clearly duplicated or printed.
- Questions should allow for respondents to review their own relevant experiences in order to arrive at accurate and complete responses.
- Questionnaires should communicate necessary rules about the process of answering so as to reduce complexities.

Questionnaire items must be constructed carefully in order to measure a specific aspect of the study's objectives or hypotheses. The construction of the questionnaire items in this study was done carefully. The aim of the empirical research was taken into consideration.

Two questionnaires (Annexure A & B) were constructed, one questionnaire for the learners and the other one for teachers.

4.4.1.1 The questionnaire for teachers

The questionnaire for teachers consisted of three sections. The items in Section A related to the biographic information of the respondents such as gender, current post and subjects offered.

A total of 20 items were used in Section B. These items were structured to determine the understanding of respondents regarding the following:

- The nature of outcomes-based education in South Africa.
- The nature of teaching and learning in the Further Education and Training phase in South Africa.
- Teaching and learning problems in grade 10.

Section C consisted of 10 items. These items were structured to determine the understanding of respondents regarding outcomes-based education.

The responses to these items will inform the development of guidelines for an intervention strategy to address learning problems experienced by grade 10 learners.

Each statement had a 4-scale response:

1=Fully agree 2=Agree 3=Not sure 4=Disagree

The respondents were asked to indicate their answers by making an X in the appropriate box.

4.4.1.2 The questionnaire for learners

This questionnaire consisted of 4 Sections. The 3 items in Section A related to biographic information of the respondents such as gender, home language and subjects. Section B consisted of 15 items relating to the learners' general knowledge of OBE. The 7 items in Section C related to teaching and learning

difficulties experienced by the respondents and the 10 items in Section D related to the views of the respondents regarding the formal- and OBE systems of education.

Each statement had a 4 – scale response:

1=Fully agree 2=Agree 3=Not sure 4=Disagree

The respondents were asked to indicate their answers by making an X in the appropriate box.

4.4.2 Administering the questionnaire

4.4.2.1 Population and sample

Population is a term that sets boundaries on the study units and also refers to all the individuals in the universe who possess specific characteristics. A population is further defined as the totality of persons, events, organization units, case records or other sampling units with which a specific research problem is concerned (De Vos, 1998; 190).

The target population for this research was identified as grade 10 learners and teachers in the Sedibeng West District (D8) of the Gauteng Province.

A sample is the element of the population considered for actual inclusion in the study and represents a small portion of the total set of objectives, events or persons that together comprise the subject of study (De Vos, *et al.*, 1998:199). The total population of 80 teachers and 800 grade 10 learners were asked to complete the questionnaires.

4.4.2.2 Pilot study

In addition to the preliminary check made on the questions in order to locate ambiguities, it is desirable to carry out a pre-test of the questionnaire before using it in the research. For the pre-test, a sample of individuals from a population similar to that of the research subjects should be selected. The pre-test form should provide space for respondents to comment about the questionnaire itself in order to indicate whether some questions seem

ambiguous and to indicate other aspects that can lead to improving the questionnaire (Tuckman, 1994:235).

The questionnaire was submitted to the researcher's promoter for scrutiny and comments. Thereafter, the questionnaire was piloted to a sample of learners (n=80) and teachers (n=8). The sample group was drawn from the intended target population. The pilot group was requested to comment on the questionnaire in terms of its length, unclear or ambiguous questions and any further suggestions as is advised by Ary *et al.* (1990:42).

The pilot study responses were analyzed and revealed satisfaction with the questionnaire.

4.4.2.3 Questionnaire distribution

The final questionnaire was then distributed. The accompanying cover letter was aimed at orientating the respondents to the questionnaire as well as assuring them of confidentiality and anonymity.

The researcher distributed the questionnaires in order to minimize the disadvantages of postal questionnaire surveys and to ensure a high return rate as well as to exercise control over the time for returning the questionnaires.

4.4.2.4 Response rate

A total of 80 questionnaires for teachers were distributed to 10 schools in the Sedibeng West District (D8) of the Gauteng Province. Of this number 78 (97,5%) were returned. A total of 800 questionnaires for learners were also distributed to the same 10 schools in the Sedibeng West District (D8) of the Gauteng Province. Of this number 794 (99,2%) questionnaires were returned. Since a response rate of 70,0% provides a quantity of data large enough to draw valid and reliable conclusions (Ary *et al.*, 1990:453), generalizations from the research can be made to the whole population of grade 10 learners and teachers in the Sedibeng West District (D8) of the Gauteng Province.

4.4.2.5 Statistical techniques

The Statistical Services of the Vaal Triangle Campus of the North-West University analyzed and processed the data collected by means of the SAS-programme. The programme was used to find the frequencies and means. Frequency tables were used to represent the results.

4.5 CONCLUSION

In this chapter the research design was presented briefly. The research method, development and the pilot study were outlined.

The next chapter will present the research data analysis and interpretations.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This chapter presents a report of the empirical investigation conducted by means of the questionnaires (see addendums A and B) to determine the influence of the implementation of OBE in grades R – 9 on successful teaching and learning in the Further Education and Training phase. Of a total number of 800 questionnaires distributed to Grade 10 learners, a total number of 794 (99,2%) questionnaires were returned and used in the data capturing process. Of the 80 questionnaires for teachers distributed, a total number of 78 (97,5%) questionnaires were returned and also used in the data capturing process.

5.2 LEARNER QUESTIONNAIRE

The questionnaire for learners consisted of the following sections:

Section A: Demographic information

Section B: General knowledge on OBE

Section C: Teaching and learning difficulties

Section D: OBE versus the formal traditional system of education

The responses to the different sections of the learner questionnaire (Addendum A) will now be discussed.

5.2.1 Section A: Demographic information

This section of the research dealt with the gender, home language and the subjects that learners were registered for. Each item was then dealt with separately.

5.2.1.1 Gender

Table 5.1: Gender

Gender	Frequency	Percentage
Male	382	48,1
Female	407	51,2

From a total number of 794 respondents (382) 48,1% male and (407) 51,2% female respondents participated. Five respondents did not indicate their gender.

5.2.1.2 Home language

Table 5.2: Home language of respondents

Home Language	Number	Percentage
English	0	0
Afrikaans	1	0,1
Zulu	154	19,3
Xhosa	144	18,1
Southern Sotho	432	54,4
Northern Sotho	16	2,0
Tswana	31	3,9
Other	9	1,1

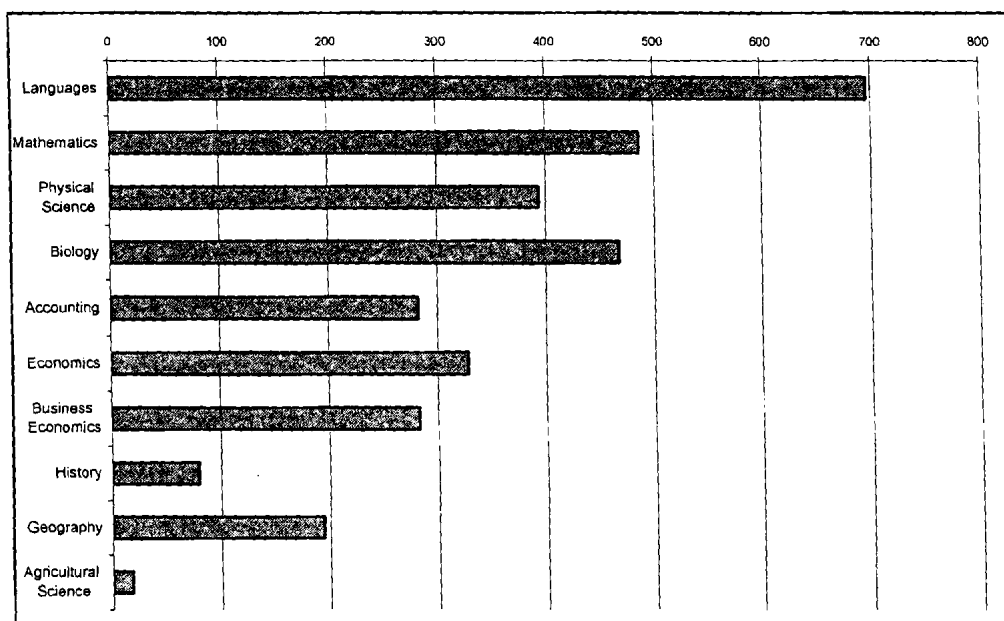
Of the 794 questionnaires distributed, there was zero return for English. There was 1 (0,1%) respondent for Afrikaans, 154 (19,3%) respondents for Zulu, 144 (18,1%) respondents for Xhosa, 432 (54,4%) respondents for Southern Sotho, 16 (2%) respondents for Northern Sotho, 31 (3,9%) respondents for Tswana and 9 (1,1%) respondents speaking other languages.

5.2.1.3 Subjects

Table 5.3: Subjects taken by respondents

Subject	Number	%
Languages	696	87,6
Mathematics	487	61,3
Physical Science	394	49,6
Biology	468	58,9
Accounting	283	35,6
Economics	328	41,3
Business Economics	283	35,6
History	80	10
Geography	195	24,5
Agricultural Science	18	2,2

Figure 5.1: Subjects taken by respondents



The total number of subjects taken by Grade 10 learners was 10. Of the 794 respondents, 696 (87,6%) indicated that they were registered for languages. There were 487 (61,3) respondents who were registered for Mathematics. Respondents who were registered for Physical Science were 394 (49,6) in number while those who were registered for Biology were 468 (58,9%). The number of respondents who were registered for Science subjects were the highest. This is an indication of a growing trend in favouring Science subjects by learners.

There were 283 (35,5%) respondents who indicated that they were registered for Accounting, 328 (41,3%) respondents were registered for Economics and 283 (35,6%) were registered for Business Economics. The number of respondents taking Commercial subjects was higher than for those taking general subjects. This is an indication of a growing interest in commercial subjects by learners.

There were 80 (10%) respondents who indicated that they were taking History as a subject, 195 (24,5) were taking Geography and 18 (2,2%) were taking Agricultural Science.

5.2.2 Section B: General Knowledge on OBE

Section B sought to determine the respondent's general knowledge of OBE. For the purpose of the interpretation of data, the questions were grouped into 5 categories:

- Methodology in OBE
- OBE assessment
- OBE learning areas
- Attitude towards OBE
- Learning problems and parental involvement

For purposes of data interpretation, the “Agree” and “Strongly agree” and the “Disagree” and “Strongly disagree” were combined into “Agree” and “Disagree” respectively.

5.2.2.1 Methodology in OBE

Table 5.4 depicts data on the respondents' general knowledge of OBE with specific reference to OBE methodology.

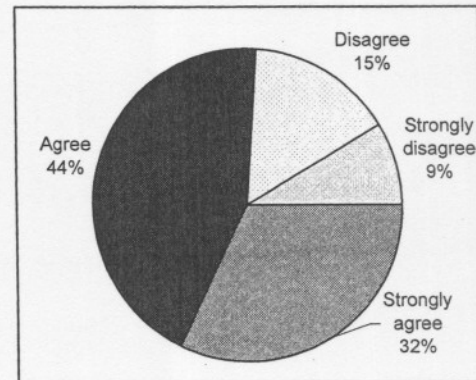
Table 5.4: OBE methodology

METHODOLOGY IN OBE					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
B6	Teaching and learning are more interesting when learners are engaged in-group discussion.	251 31,6%	342 43,0%	118 14,8%	68 8,5%
B10	Learners should be allowed to work at their own pace rather than teachers rushing to finish the syllabus.	271 34,1%	272 34,2%	146 18,3%	97 12,2%
B12	Learners should be allowed to take responsibility for their own learning.	320 40,3%	209 26,3%	129 16,2%	128 16,1%
B13	Teachers should be less involved in the lesson.	103 12,9%	186 23,4%	244 30,4%	253 31,8%
B16	Learners enjoy learning activities that allow them to do something such as projects, tasks and discussions.	369 46,4%	302 38,0%	76 9,5%	43 5,4%
B17	Learners participate freely and actively in groups when the teacher is not directly involved in the lesson.	234 29,4%	277 34,8%	158 19,8%	121 15,2%

Figure 5.2: Interesting teaching and learning

Item B6:

Teaching and learning are more interesting when learners are engaged in-group discussion.

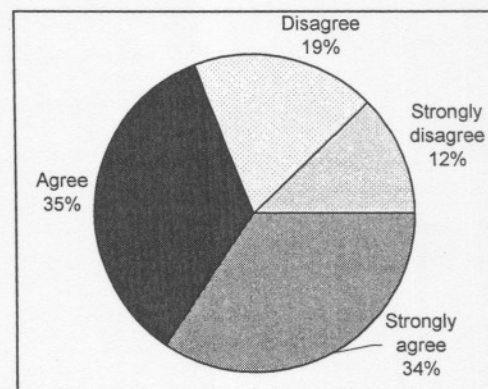


The majority of respondents (74,6%) agreed that teaching and learning are more interesting when learners are engaged in group discussion. This might imply that learners participate freely and at ease in the lesson when the teacher is not directly involved. When the is more learner-centered, it seems that learners experience it as exciting and enjoyable.

Figure 5.3: Working on own pace

Item B10:

Learners should be allowed to work at their own pace rather than teachers rushing to finish the syllabus.

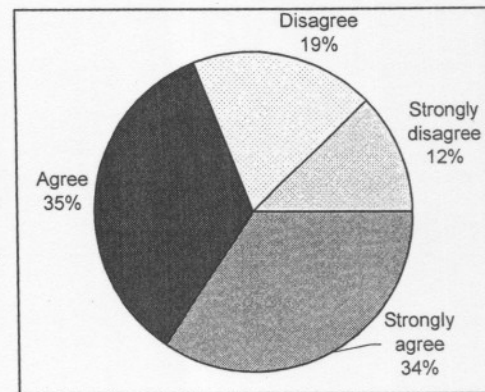


The majority of learners (69%) revealed that learners should be allowed to work at their own pace rather than the pace being determined by teachers who rush to finish the syllabus. This confirms the literature finding that all students can learn and succeed but not at the same time or in the same way. Differences are not seen as barriers to successful learning (*cf.* 2.2.2, p31). Teaching has to be changed to allow and encourage learners to be successful. Schools must be changed to function differently (*cf.* 2.2.2, p31).

Figure 5.4: Taking responsibility

Item B12:

Learners should be allowed to take responsibility for their own learning.

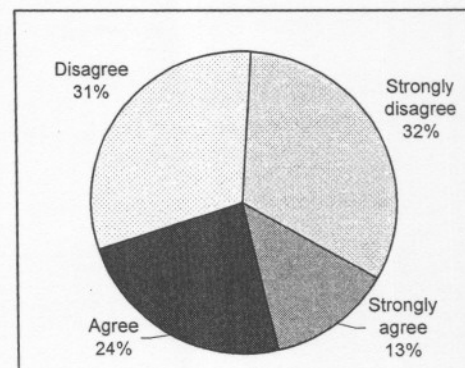


There are 66,6% respondents who agreed that learners should be allowed to take responsibility for their own learning. This could imply that the majority of learners want to take ownership of learning. They feel the need to relegate the position of the teacher to that of a facilitator and elevate theirs to that of active learners and not passive spectators as it used to be, which indicates an ideal situation.

Figure 5.5: Less teacher involvement

Item B13:

Teachers should be less involved in the lesson.



A percentage of 62,5% respondents indicated that teachers should not be less involved in the lesson. This confirms the literature finding (*cf.* 2.3.3.2, *p*55) that certain approaches, for example the teacher - centred approach where the teacher takes a central role and is the main source of learning, still has a place in teaching and learning. This approach is characterised by the following:

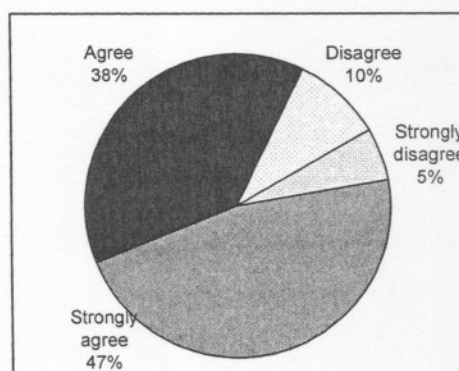
- Teacher provides knowledge.
- Teacher directs learning process.
- Teacher controls pace, atmosphere.
- Useful for presenting information, facts, concepts and new ideas.

The fact that this finding contradicts the finding in Item B12 might indicate that although learners want to take responsibility for their own learning, they find it difficult to do so; teachers should therefore step in and assist them.

Figure 5.6: Learning activities

Item B16:

Learners enjoy learning activities that allow them to do something, such as projects, tasks and discussions.



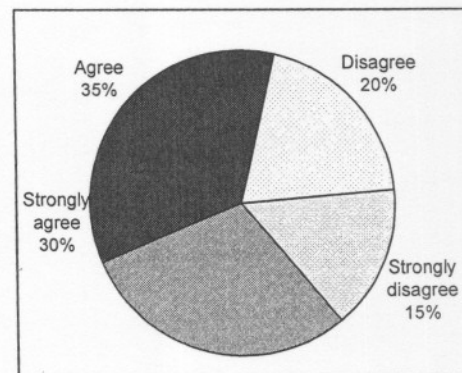
The majority of respondents (84,4%) agreed that learners enjoy learning activities that allow them to do something, such as projects, tasks and discussions. This response confirms the literature finding that an independent learning style focuses on creative thinking, problem solving and classroom discussion (*cf.* 2.3.3.2, p56).

In this approach (independent approach) the learner undertakes a learning task by himself/herself, he/she relies on his/her own efforts; and thinks through every aspect of the task without constant and close management by the teacher.

Figure 5.7: Participation in groups

Item B17:

Learners participate freely and actively in groups when the teacher is not directly involved in the lesson.



The majority of respondents (64,2%) revealed that learners participate freely and actively in groups when the teacher is not directly involved in the lesson. It seems that that learners are of the opinion that learning is effective and efficient when the teacher acts as a facilitator while they are actively engaged in the lesson.

This finding contradicts the finding in Item B13, but supports the finding in Item B12. This might be indicative of a situation where some learners prefer to participate actively in the lesson while others prefer that the teacher directs learning.

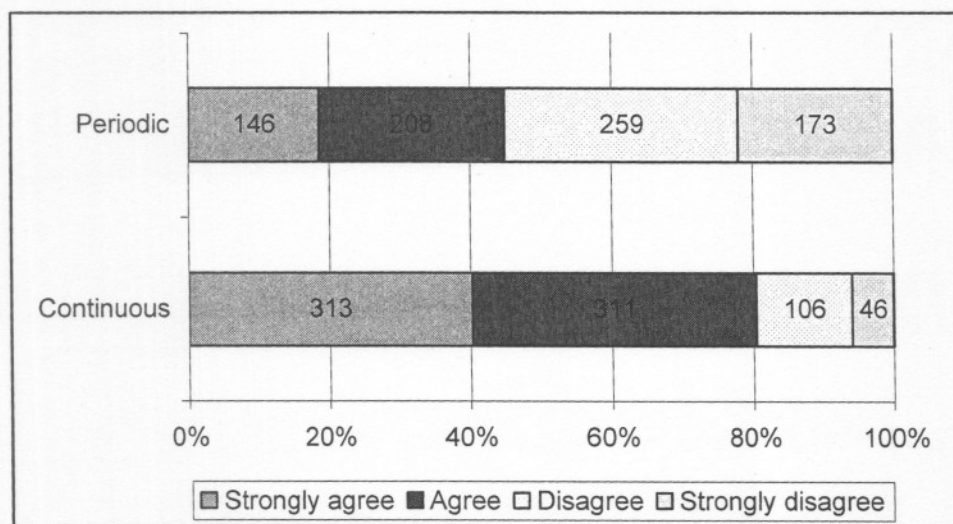
In terms of the respondents' general knowledge of OBE methodology, it seems that although a significant number of learners indicated that they should be allowed to work at their own pace, take responsibility for their own learning and be allowed to participate freely and actively in groups, some learners have indicated that unless the teacher directs learning the entire exercise will collapse.

5.2.2.2 OBE Assessment

Table 5.5: Learner assessment and motivation

METHODOLOGY IN OBE					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
B14	Learner motivation is enhanced when learners are assessed continuously.	313 39,4%	311 39,1%	106 13,3%	46 5,7%
B15	Learner motivation is enhanced when learners are assessed during May-June and December examinations.	146 18,3%	208 26,1%	259 32,6%	173 21,7%

Figure 5.8: Learner assessment and motivation



Item B14: Learner motivation is enhanced when learners are assessed continuously.

The literature study revealed that formative assessment assists and supports learning by advising, on a continuous basis, the learners about their progress towards attaining the assessment standards (*cf.* 2.2.4.5, p 36). The fact that a significant number of respondents (70,5%) agreed that learner motivation is enhanced when learners are assessed continuously, supports the finding in

the literature study. It seems that learners are motivated by continuous assessment and support in learning.

Item B15: Learner motivation is enhanced when learners are assessed during May-June and December examinations.

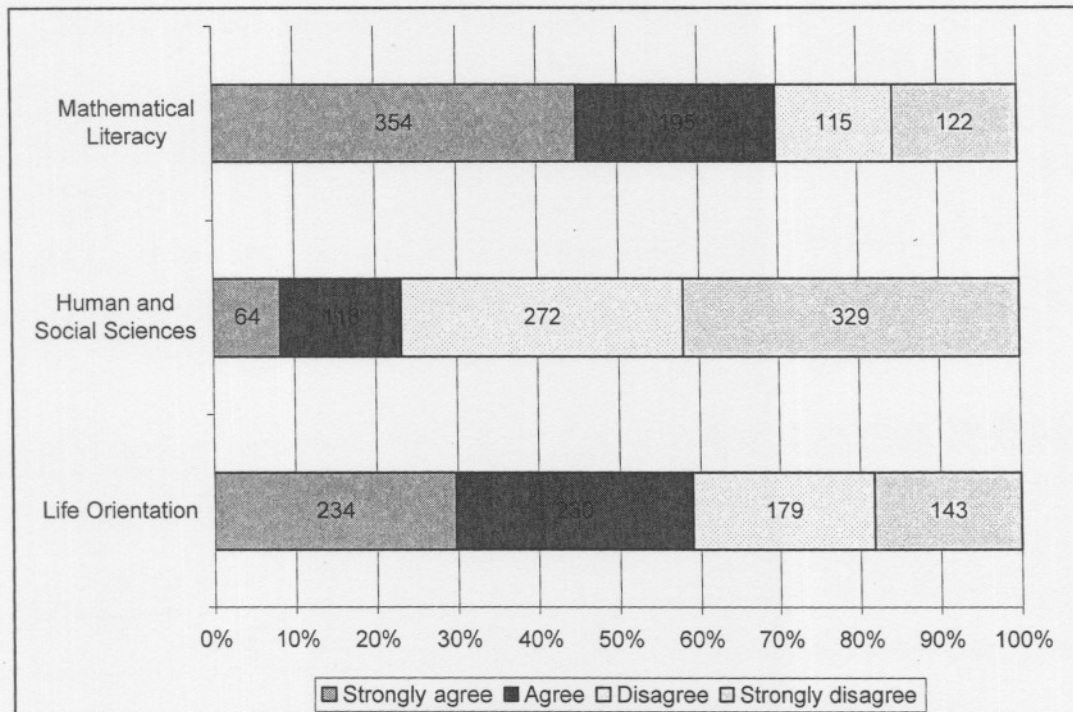
About 54,3% of respondents disagreed that learner motivation is enhanced when learners are assessed periodically. This could imply that a growing number of learners are opposed to summative assessment in favour of formative assessment. The reason behind this could be that Grade 10 learners emerging from OBE in the GET phase are used to a continuous type of assessment, and that all of a sudden they have to contend with a summative type of assessment.

In terms of OBE assessment it seems that learners want to be assessed continuously on the integration and application of knowledge and skills.

Table 5.6: Subjects and their implementation

Subjects and their implementation					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
B7	Life Orientation should be introduced in all grades.	234 29,4%	230 28,9%	179 22,5%	143 18,0%
B9	Human and Social Sciences should be implemented in all grades.	64 8,0%	118 14,8%	272 34,2%	329 41,4%
B11	Mathematical literacy should be made a compulsory subject in all grades.	354 44,5%	195 24,5%	115 14,4%	122 15,3%

Figure 5.9: Subjects and their implementation



Item B7: Life Orientation should be introduced in all grades.

The literature study revealed that Life Orientation aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential. Learners will develop the skills to relate positively and make a contribution to the family, community and society, while practicing the values embedded in the constitution. They will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to build a democratic society (*cf.* 3.4.1: p71).

This item was intended to elicit information from respondents as to whether Life Orientation should be introduced in all grades or not. The finding that the majority of respondents (58,3%) agreed that Life Orientation should be introduced in all grades, supports the DoE's vision for this subject.

Item B9: Human and Social sciences should be implemented in all grades.

The majority of respondents (75,6%) indicated that that Human and Social Sciences should not be implemented in all grades. From the researcher's experience in schools, there is a growing trend of very few learners taking History and Geography in Grade 10. This could indicate that the majority of respondents believe that many careers require Science and Commercial subjects and not general subjects.

Item B11: Mathematical Literacy should be made a compulsory subject in all grades.

The majority of respondents (69%) agreed that Mathematical Literacy should be made a compulsory subject in all grades. This could imply that many learners are aware that Mathematical Literacy is highly useful in almost every sphere of life.

This response confirms the literature study finding that Mathematical Literacy aims to provide learners with an awareness and understanding of the role that Mathematics plays in the modern world. It enables learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyse everyday situations and solve problems (*cf.* 3.4.1, p70).

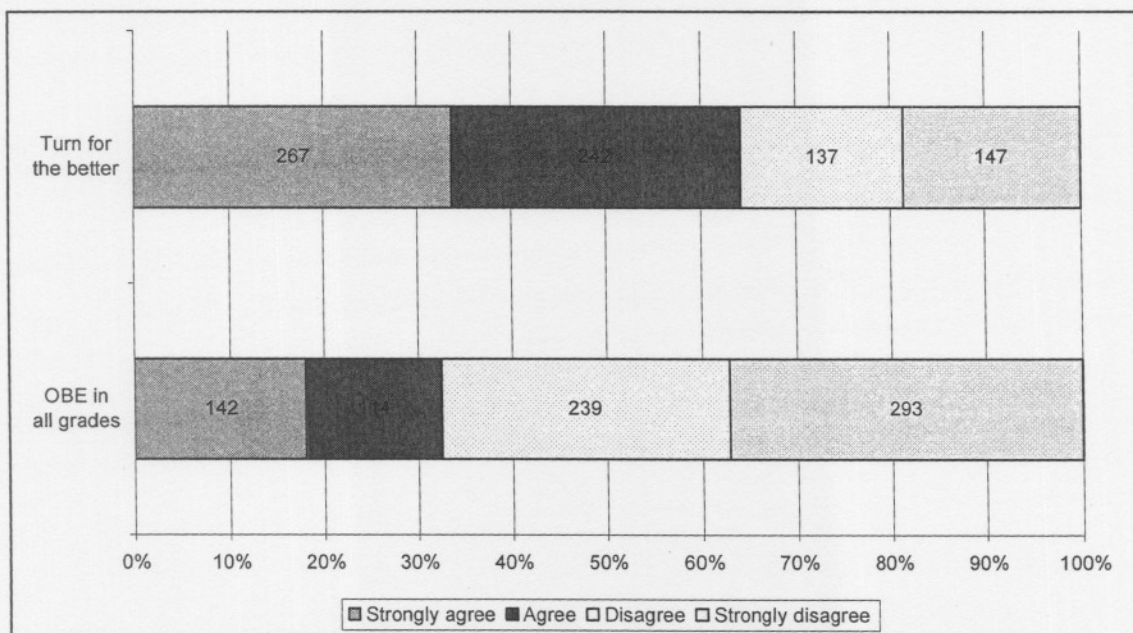
In general, learners indicated that they prefer Commercial- and Science subjects.

5.2.2.3 Attitude towards OBE

Table 5.7: Attitude towards OBE

Attitude towards OBE					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
B4	OBE should be introduced in all grades.	142 17,8%	114 14,3%	239 30,0%	293 36,9%
B18	Since the introduction of OBE, education in the country has taken a turn for the better.	267 33,6%	242 30,4%	137 17,2%	147 18,5%

Figure 5.10: Subjects and their implementation



Item B4: OBE should be introduced in all grades.

The majority of respondents (66,9%) revealed that OBE should not be introduced in all grades. This could imply that many learners embrace OBE with some ambivalence. Some learners are not well informed about the benefits of OBE and this inadequacy of information might translate into a negative attitude. It is true that some learners maintain that the formal traditional system provides the best opportunities for teaching and learning.

Item B18: Since the introduction of OBE, education has taken a turn for the better.

The majority of respondents (64%) agreed that since the introduction of OBE, education in South Africa has taken a turn for the better. This might imply that learners are aware that learning in an OBE paradigm is relevant and connected to real life situations.

The emphasis of learning is on outcomes, what the learner becomes and understands. Furthermore, learners appreciate the fact that flexible time frames allow them to work at their own pace and that comments and inputs from the wider community are encouraged.

This finding, however, contradicts the finding in Item B4. The reason might be that learner opinion and perception of OBE has polarised a great deal. Some learners feel that OBE provides the best opportunities for teaching and learning, while others feel that the traditional system of education is the best one.

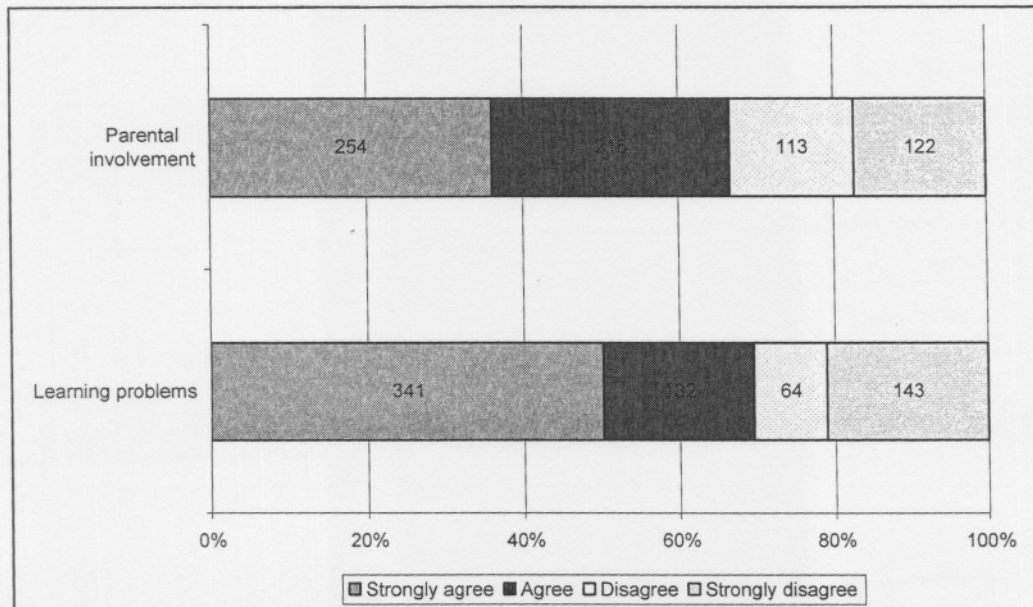
5.2.2.4 Learning problems and parental involvement in learning

Table 5.8 depicts data on learning problems and parental involvement in learning.

Table 5.8: Learning problems and parental involvement in learning

Attitude towards OBE					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
B5	There are more learning problems in Grade 10 than in Grade 09.	245 30,8%	341 42,9%	132 16,6%	64 8%
B8	Parents are involved in the learning of Grade 10 learners in your school.	197 24,8%	254 31,9%	216 27,2%	113 14,2%

Figure 5.11: Learning problems and parental involvement in learning



Item B5: There are more learning problems in Grade 10 than in Grade 09.

The majority of respondents (73,7%) indicated that they experience more learning problems in Grade 10 than in Grade 9. Grade 10 learners emerging from OBE in the GET phase are not familiar with the more formal traditional mode of delivery in Grade 10. Therefore, the assertion that there are more problems in Grade 10 than in Grade 9 could be justified.

This response confirms the literature study finding that Grade 10 learners emerging from OBE practices in the GET phase will have to grapple with the following problems in the FET phase (*cf.* 3.5, p82):

- Subjects different from the new learning areas.
- More traditional teaching and learning styles.
- More traditional learner support material.
- The more traditional way of assessment.

Item B8: Parents are involved in the learning of Grade 10 learners in your school.

Although 56,7% respondents were positive that parents are involved in the learning of Grade 10 learners, 41,4% disagreed with the statement. This might imply that even though parents are involved in the learning of Grade 10 learners, a great deal of effort still needs to be put in to involve parents in the learning of Grade 10 learners in schools.

The learners' responses in terms of their general knowledge of OBE revealed that although OBE has brought about a lot of changes, the traditional system of education has benefits and cannot be completely done away with.

5.2.3 Section C: Teaching and Learning difficulties

Section C determined the teaching and learning difficulties experienced by Grade 10 learners.

Table 5.9 depicts data on teaching and learning difficulties experienced by Grade 10 learners.

Table 5.9: Teaching and learning difficulties

Teaching and learning difficulties					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
C19	The subjects I am registered for are easy.	215 27,0%	363 45,7%	149 18,7%	59 7,4%
C20	I experience problems in some of the subjects.	175 22,0%	471 59,3%	106 13,3%	33 4,1%
C21	Few strategies were used to solve the problems that I experience.	161 20,2%	390 49,1%	181 22,7%	49 6,1%
C22	There were areas in my subjects that I did not have any background.	177 22,2%	322 36,2%	202 25,4%	83 10,4%
C23	I am assisted by teachers to address the problems I experience in some of the subjects.	283 35,6%	362 45,5%	92 11,5%	49 6,1%
C24	Teachers apply certain strategies to solve the above-mentioned problems.	207 26,0%	397 50,0%	149 18,7%	35 4,4%
C25	I find the transition from OBE in earlier grades to more formal education in Grade 10 difficult.	210 26,4%	233 29,3%	210 26,4%	135 17,0%

Item C19: The subjects I am registered for are easy.

The majority of respondents (72,7%) experienced the subjects they were registered for as easy. This finding came as a surprise as a significant number of respondents have registered for subjects generally regarded as being the more difficult ones, including: Mathematics (61,2%), Physical Science (49,5%), Biology (58,8%) and Languages (86%).

This finding might imply that teachers are increasingly employing more effective teaching and learning methods and are applying easier strategies that make learners enjoy these subjects. A misconception has been created in the past that science subjects are difficult. This might imply that the situation is turning around.

Item C20: I experience problems in some of the subjects.

The majority of respondents (81,3%) contended that they experience problems in some of the subjects. The finding is not supporting the finding in Item C19, but rather verifies the findings from the literature study, namely that Grade 10 learners emerging from OBE practices in the GET phase will have to grapple with subjects and more traditional methods different to the new learning areas and OBE methods (*cf.* 3.5, p82).

Item C21: Few strategies were used to solve problems that I experience.

The majority (69,3%) of respondents agreed that few strategies were used to solve the problems that they experience. This could imply that the efforts that teachers are putting in as an intervention strategy to resolve the problems that learners experience are inadequate. Teachers need to be empowered to deal with the problems that Grade 10 learners experience.

Item C22: There were areas in my subjects that I did not have any background on.

About 62,7% of respondents indicated that there were areas in their subjects that they did not have any background on. This finding supports the finding in Item C21 that revealed that few strategies were used to solve the problems that learners experience. This might also imply that there are subjects in Grade 10 that learners experience for the first time. For instance, there is no Agricultural Science in GET phase, and a learner taking this subject in Grade 10 is likely to experience problems.

Item C23: I am assisted by teachers to address the problems that I experience in some of the subjects.

The majority of respondents (81,1%) agreed that they are assisted by teachers to address the problems that they experience in some of the subjects. This finding contradicts the findings in Items C21 and C22 and might indicate that although few strategies are used to solve learners' problems, a number of teachers are more flexible and supportive of the needs of learners.

Item C24: Teachers apply certain strategies to solve the problems that learners experience in some of the subjects.

Most of the respondents (76%) agreed that teachers apply certain strategies to solve the problems that learners experience in some of the subjects. Although this finding supports the finding in Item C23, it contradicts the findings in Item C21 and C22. It seems that the strategies that teachers apply do not always have the expected results and that teachers need to be empowered to apply a wide variety of teaching and learning strategies.

Item C25: I find the transition from OBE in earlier grades to more formal education in Grade 10 difficult.

The responses to this item revealed that about 55,7 % of respondents find the transition from OBE in earlier grades to more formal education in Grade 10 difficult. This finding confirms the findings in Items C21 and C22. It further confirms the literature study finding that Grade 10 learners emerging from OBE practices in the GET phase will have to grapple with a number of problems in the FET phase (*cf.* 3.5, p82).

It seems that learners in grade 10 presently experience the following learning problems:

- Subjects that they do not have any background on.
- Some teachers employing outcomes-based teaching and learning methods while others are strictly sticking to the traditional ones.
- Strategies that teachers use to solve their problems seem inadequate.

5.2.4 Section D: OBE versus the formal traditional system of education

Section D sought to determine the differences between OBE and the formal traditional education system. Table 5.10 depicts data on the learners' experience of these differences.

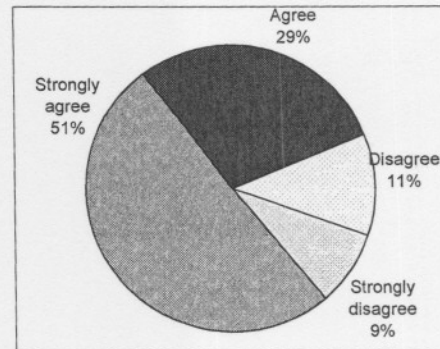
Table 5.10: Differences between OBE and the formal traditional system of education

OUTCOMES BASED EDUCATION (OBE)						FORMAL TRADITIONAL SYSTEM					
Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree	Item	Activity	Strongly agree	Agree	Disagree	Strongly disagree
D26	My experience with OBE was enjoyable.	400 50,3%	231 29,0%	90 11,3%	68 8,5%	D27	My experience with the traditional system was problematic.	91 11,4%	315 39,6%	306 38,5%	71 8,9%
D29	I benefit little from OBE.	158 19,8%	243 30,6%	204 25,6%	174 21,9%	D28	I benefit a lot from traditional system	296 37,2%	350 44%	106 13,3%	34 4,2%
D30	There are more strength than weaknesses in OBE.	227 28,5%	340 42,8%	159 20,0%	65 8,1%	D31	There are more weaknesses than strength in traditional system.	121 15,2%	330 41,5%	255 32,1%	81 10,2%
D32	OBE is about practical application gained in class.	323 40,6%	341 42,9%	90 11,3%	37 4,6%	D33	Before OBE very few learners could express themselves fluently.	205 25,8%	326 41,0%	161 20,2%	94 11,8%
D34	If I were to recommend a curriculum for South African schools it would be OBE.	190 23,9%	208 26,1%	20 25,3%	193 24,3%	D35	If I were to recommend a curriculum for SA schools it would be the traditional system.	90 11,3%	81 10,2%	370 46,5%	298 37,5%

Figure 5.12: Experience with OBE

Item D26:

My experience with OBE was enjoyable.



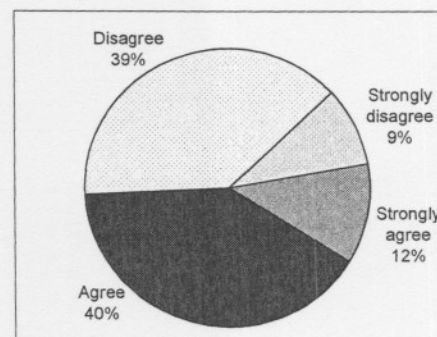
The majority of respondents (79,3%) agreed that their experience with OBE was enjoyable. This might imply that learners enjoy OBE because of its appealing characteristics and features (cf. 2.2.3.2, p32), for example:

- an emphasis on the results of learning (outcomes);
- a focus on learning by doing;
- a focus on what learners can do well;
- an emphasis on the application of learning in new and different contexts; and
- opportunities for the recognition of prior learning.

Figure 5.13: Experience with traditional system

Item D27:

My experience with the traditional system was problematic.



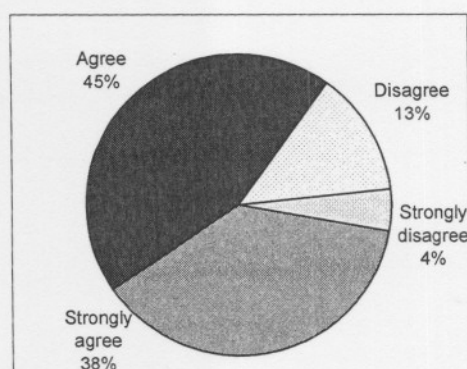
While 52% of respondents agreed that their experience with the formal traditional system was problematic, 48% disagreed with the statement. Respondents are polarized a great deal on the statement.

This finding might imply that while a significant number of respondents embrace OBE, there are still many who maintain the status quo. The implication could be that OBE has brought many laudable changes, notwithstanding, there are many aspects of the formal traditional system of education that are positive and cannot be done away with.

Figure 5.14: Benefit from traditional system

Item D28:

I benefit a lot from the formal traditional system of education.

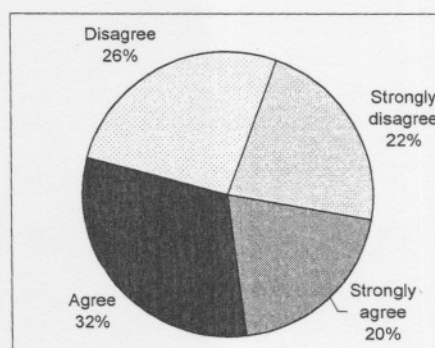


The majority of respondents (81,2%) agreed that they benefit from the formal traditional system of education. This finding supports the findings in Items D26, 27, and 28 in that learners seem to feel more comfortable when teaching and learning happen in a more traditional manner.

Figure 5.15: Benefit from OBE

Item D29:

I benefit little from OBE.

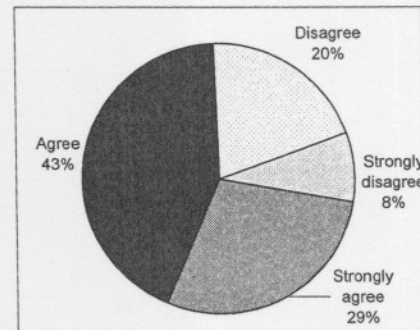


Although 401 of the respondents indicated that they benefit little from OBE, 47,4% disagreed with the statement. This might imply that while some respondents have a feeling that an OBE system does not pay dividends, there are those who contend that they benefit from the system.

Figure 5.16: Strengths and weaknesses in OBE

Item D30:

There are more strengths than weaknesses in OBE.

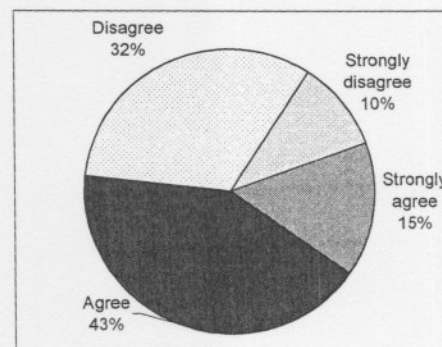


The majority of respondents (53,3%) agreed that there are more strengths than weaknesses in OBE. This finding does not support the finding in Item D28, namely that learners prefer to be taught in a more traditional manner. The finding might be indicative of a situation in which learners are unable to clearly distinguish between the traditional system of education and OBE. It might also be based on the fact that learners are unique and do not learn equally well from all teaching and learning methods.

Figure 5.17: Strengths and weaknesses in formal traditional system

Item D31:

There are more weaknesses than strengths in the formal traditional system.



The majority of respondents (56,7%) agreed that there are more weaknesses than strengths in the traditional system of education.

The literature study also revealed that there are a number of inefficiencies in the South African FET system and curriculum (*cf.* 3.2, p61-62). The following factors contribute to those inefficiencies:

- The content of the curriculum tend to be euro-centric and representative of middle and upper class euro-centric ideas and values. It is also gender biased.
- The current curriculum is not keeping sufficient pace with the globalising pattern of modern life.
- The curriculum is not adequately equipping citizens to participate in the political institutions of the new democracy as well as of civil society.

In terms of OBE versus the more traditional system of teaching and learning, it seems that learners are very divided and confused as to the benefits and shortcoming of both these systems of teaching and learning. This might imply that teachers influence the perception of learners with regard to OBE and the traditional system of education. There are teachers who are more inclined towards OBE while others are much more enthusiastic about the traditional system of education. This influences learner perception enormously, as has already been indicated. The divided responses could at the same time confirm the fact that learners benefit from different teaching and learning methods.

5.2.5 Summary

The responses from learners revealed that there are learning problems in Grade 10. Nevertheless, since the introduction of OBE a significant number of learners responded that education has taken a turn for the better. However, the learners unanimously contended that the transition from OBE to a more formal traditional system of education is difficult.

5.3 TEACHER QUESTIONNAIRE

It has been mentioned already that of the 80 questionnaires for teachers distributed, a total number of 78 (97,5%) teacher questionnaires were

returned. The responses to the sections of the questionnaire (Addendum B) will now be discussed.

- Section A: General Information
- Section B: Teaching and Learning
- Section C: OBE and Learner success

For the purposes of data interpretation, the “Agree” and “Disagree” and the “Disagree” and “Strongly disagree” were combined into “Agree” and “Disagree” respectively.

5.3.1 Section A: General Information

This section of the research dealt with the gender, current teaching post and subjects offered at the schools where research was conducted.

5.3.1.1 Gender

Table 5.11: Gender

Gender	Frequency	Percentage
Male	35	44.8
Female	38	48,7

From a total number of 78 respondents, 35 (44,8) males and 38 (48,7%) females participated. Twenty-seven respondents did not indicate their gender.

5.3.1.2 Current teaching post

Table 5.12: Current teaching post

Gender	Frequency	Percentage
Principal	4	5
Deputy principal	5	6,4
Head of department	13	16,6

Teacher	54	69,2
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Of the 78 respondents 54 (69,2%) were PL1 Teachers, there were 13 (16,6%) Heads of Department, 5 (6,4%) Deputy Principals and 4 (5%) principals. Twenty-three respondents did not indicate their posts.

5.3.1.3 Subjects offered

Table 5.13: Subjects

Gender	Frequency	Percentage
Languages	24	30,7
Science subjects	18	23,0
Commercial subjects	17	21,7
General subjects	11	14,1

From a total number of 78 respondents, 24 (30,7%) respondents were teaching Languages, 18 (23%) were teaching Science subjects, 17 (21,7%) were teaching Commercial subjects and 11(14,1%) were teaching General subjects. These totals reflect that learners increasingly favour Science- and Commercial subjects.

5.3.2 Section B: Teaching and learning

Section B sought to determine the teaching and learning methodology applied in OBE as well as in the formal traditional system. For the purpose of the interpretation of data, the questions were grouped into three categories as follows:

- Teaching and learning methodology
- Learner participation
- Learner assessment

For purposes of data interpretation, the “Agree” and “Strongly agree” and the “Disagree” and “Strongly disagree” were combined into “Agree” and “Disagree” respectively.

5.3.2.1 Teaching and learning methodology

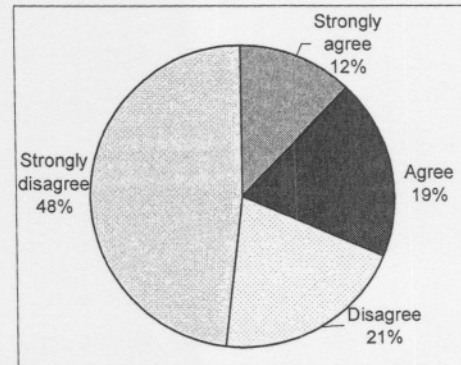
Table 5.14: Teaching and learning methodology

Item	Methodology	Fully agree	Agree	Not sure	Disagree
B1	I am using the traditional teaching methodology	9 11,5	14 17,9	15 19,2	35 44,8
B2	I prefer the transmission style of teaching to the facilitation style	16 20,5	16 20,5	19 24,3	24 30,7
B3	During lessons teaching and learning is teacher centred	9 11,5	11 14,1	11 14,1	44 56,4
B4	The traditional teaching and learning system produces learners who are independent and critically minded	17 21,7	12 15,3	11 14,1	36 46,1
B5	The teacher take more responsibility for learning than the learner	10 12,8	13 16,6	5 6,4	48 61,5
B6	It is of primary importance to finish the syllabus	45 57,6	9 11,5	4 5,1	17 21,7
B11	In my lessons I constantly use group work	20 25,6	33 42,3	6 7,6	16 20,5
B12	In my lessons I constantly use co-operative learning	31 39,7	33 42,3	7 8,9	3 3,8
B13	Teaching and learning are based on the textbook/worksheet	23 29,4	24 30,7	6 7,6	19 24,3
B14	I encounter disciplinary problems during group work	13 16,6	27 34,6	12 15,3	23 29,4

Figure 5.18: Traditional teaching methodology

Item B1:

I am using the traditional teaching methodology.

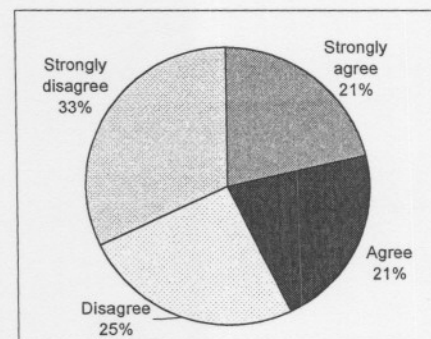


The majority of respondents (64%) disagreed that they are using the traditional teaching methodology. This could imply that the majority of teachers have embraced the system of OBE with enthusiasm, or that a mixture of OBE- and more traditional teaching and learning methods are used.

Figure 5.19: Transmission vs facilitation style

Item B2:

I prefer the transmission style of teaching to the facilitation style.



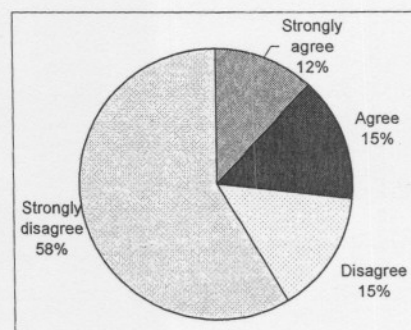
Although the majority of teachers (55%) revealed that they do not prefer the transmission style of teaching, there were still many teachers (42%) who agreed with the statement. This supports the finding in Item B1, namely that a significant number of teachers use traditional methodologies.

The implication could be that even though many teachers prefer the facilitation style, there are still many teachers who have to be empowered to be able to implement OBE methodologies.

Figure 5.20: Teacher centred teaching and learning

Item B3:

During lessons, teaching and learning is teacher centred.

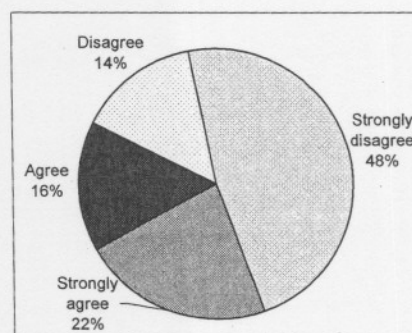


The majority of respondents (70,5%) disagreed that during lessons, teaching and learning is teacher centred. This finding contradicts the previous two findings as teachers indicated that they still use traditional teaching methods, including the transmission style of teaching.

Figure 5.21: Traditional teaching and learning

Item B4:

The traditional teaching and learning produce learners who are independent and critically minded.



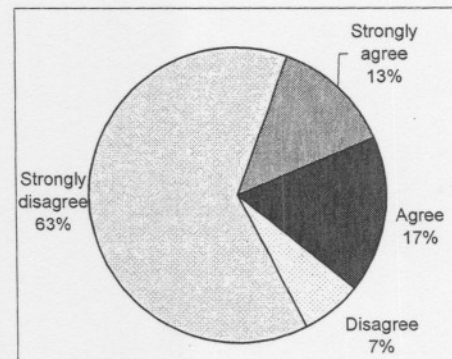
The majority of respondents (60,2%) disagreed that the traditional teaching and learning style produce learners who are independent and critically minded. This finding came as a surprise, as the findings from Items B1 and B2 revealed that teachers tend to make use of traditional teaching and learning methodologies although such methodologies are characterised by the following (*cf.* 3.3.1, p66-67):

- Learners tend to be passive;
- Rote learning is the norm; and
- Emphasis is on what the teacher hopes to achieve.

Figure 5.22: Responsibility for learning

Item B5:

The teacher should take more responsibility for the learning than the learner.

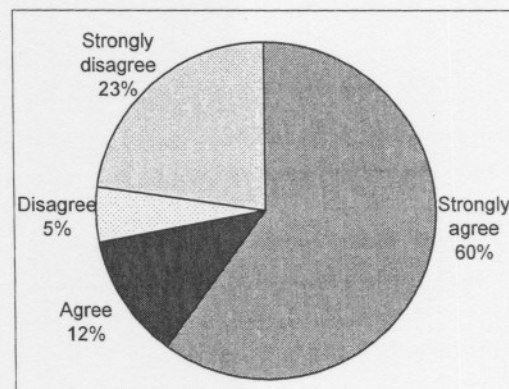


The majority of respondents (67,9%) disagreed that the teacher should take more responsibility for learning than the learner. The implication could be that Grade 10 teachers feel the need to align themselves with OBE approaches to teaching and learning. This approach advocates active involvement of learners in the lesson, where the teacher assumes the role of a facilitator.

Figure 5.23: Finishing the syllabus

Item B6:

It is of primary importance to finish the syllabus.

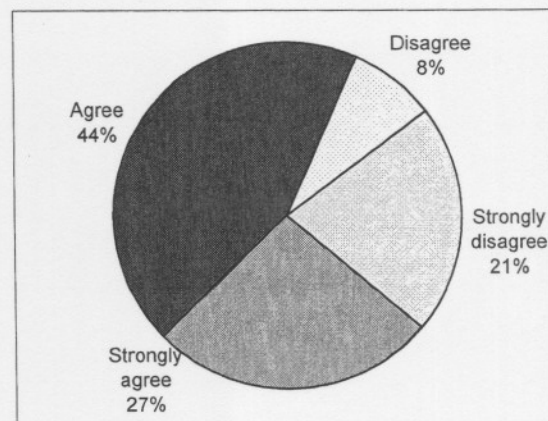


The majority of respondents (69,1%) agreed that it is of primary importance to finish the syllabus. This implication could be that in Grade 10 the formal traditional system is still applicable and therefore, assessment is still based on the textbook that forms part of the prescribed syllabus.

Figure 5.24: Group work

Item B11:

In my lessons I constantly use group work

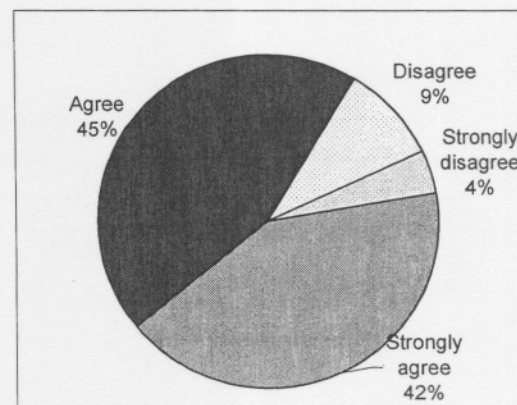


The majority of respondents (67,9%) indicated that in their lessons they constantly use group work. This confirms the finding in Item B5 that teachers feel a need to align themselves with changes with the aim of providing learners greater opportunity to learn than would be possible in whole-class teaching where the lesson is teacher-centred (*cf.* 3.4.7, p81), but contradicts the findings from Items B1 and B2 that revealed that teachers tend to make use of traditional teaching and learning methodologies.

Figure 5.25: Co-operative learning

Item B12:

In my lessons I constantly use co-operative learning

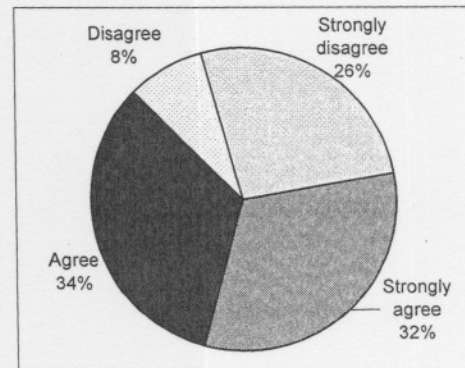


The majority of respondents (82%) agreed that they constantly use co-operative learning. Co-operative learning fosters individual accountability in a context or group interdependence in which learners discover information and teach that material to their group and, perhaps to the class as a whole (*cf.* 2.3.3.3, p56).

Figure 5.26: Text book / worksheet based teaching and learning.

Item B13:

Teaching and learning is based on the text book / worksheet.



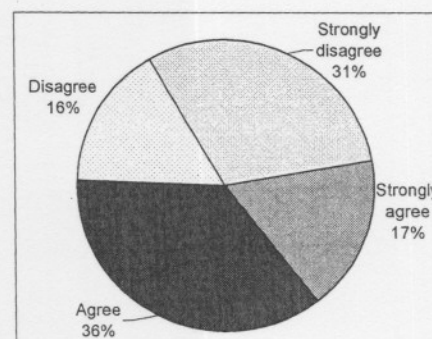
The majority of respondents (60,1%) indicated that teaching and learning are based on the textbook/worksheet. The data confirms the findings from the literature study that the mostly used teaching style in the traditional FET curriculum is direct instruction facilitated through the transmission and textbook method. When using this teaching style, the teacher is responsible for teaching while the learner remains typically passive (*cf.* 3.4.7, p80)

This finding contradicts all previous findings based on teaching and learning methodologies. The finding might indicate that even though teaching and learning is becoming more outcomes-based in Grade 10, the traditional teaching and learning methods are still dominant.

Figure 5.27: Disciplinary problems during group work

Item B14:

I encounter disciplinary problems during group work.



The majority of respondents (51,2%) agreed that they encounter disciplinary problems during group work. This could imply that the problems arise because OBE is not yet fully implemented in Grade 10 and as teachers are

not yet empowered in terms of OBE, the traditional teaching methods are still being practised.

5.3.2.2 Learner participation in the lesson

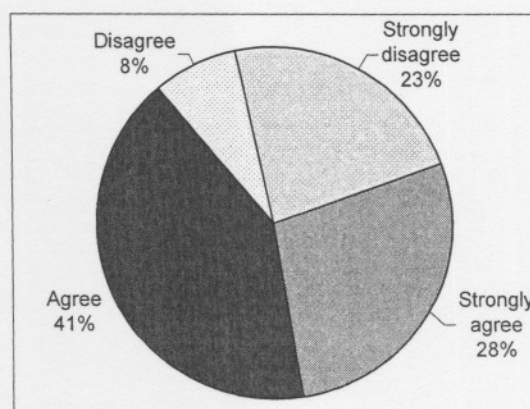
Table 5.15: Learner participation in the lesson

Item	Activity	Fully agree	Agree	Not sure	Disagree
B7	Learners are sometimes actively involved in lessons.	21 26,9	31 39,7	6 7,6	17 21,7
B8	Learners are always actively involved in lessons	23 29,4	22 28,2	7 8,9	23 29,4
B9	During lessons, learners work together for quite some time under the direct supervision of the teacher	32 41	33 42,3	6 7,6	4 5,1
B10	Learners can interact productively under the indirect guidance of the teacher	24 30,7	25 32	11 14,1	14 17,9
B15	I allow learners to work at their own pace	24 30,7	23 29,4	13 16,6	14 17,9

Figure 5.28: Involvement of learners in lessons

Item B7:

Learners are sometimes actively involved in the lessons.

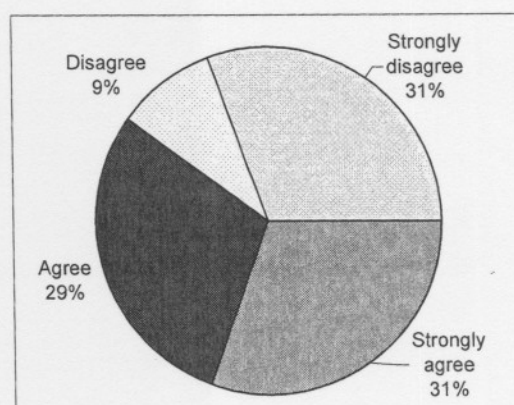


The majority of respondents (66,6%) revealed that learners are sometimes actively involved in the lesson. This might imply that very often the teacher prevails in the lesson, thereby affording learners little opportunity to take ownership of the lesson. This finding supports earlier findings that indicated teachers' preference of traditional methodologies.

Figure 5.29:Active involvement of learners in lessons

Item B8:

Learners are always actively involved in lessons.



The majority of respondents (57,6%) indicated that learners are always actively involved in lessons. The findings from Item B7 and B8 do not confirm the literature findings that the curriculum prevailing in the majority of FET institutions is characterized by the following:

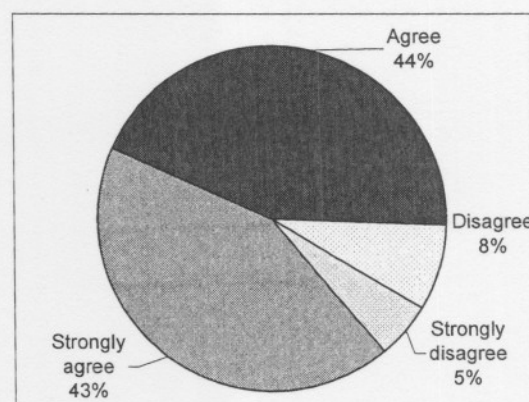
- Learners tend to be passive.
- It is text book and worksheet bound.
- Emphasis is on what the teacher hopes to achieve (*cf.* 3.3.1, p66-67).

The finding also contradicts the finding in Item B7.

Figure 5.30:Working together under supervision

Item B9:

Learners are always actively involved in lessons.



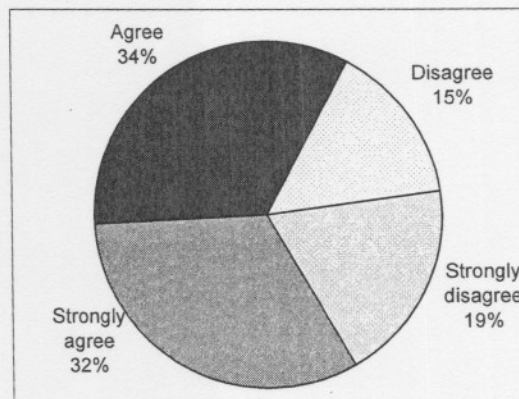
The majority of respondents (83,3%) agreed that during lessons learners work together for quite some time under the direct supervision of the teacher. This might imply that since OBE is not yet implemented in Grade 10, close

supervision of learners is still the norm. The finding also supports the findings in Item B7 and B8 that revealed the teachers' preference for more traditional teaching and learning methodologies.

Figure 5.31: Productive interaction

Item B10:

Learners can interact productively under the indirect guidance of the teacher.



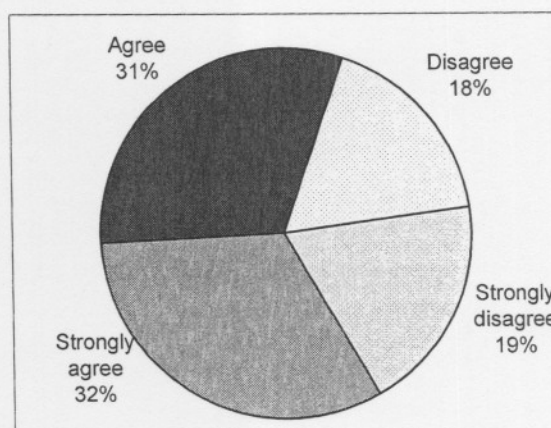
Most respondents (62,7%) agreed that learners can interact productively under the indirect guidance of the teacher. The data confirms the literature finding that the new curriculum requires the following with regard to the role of learners:

- A learner plays an active role in the learning process;
- Learners should be critical and problem solving;
- Learners should investigate and work in groups; and
- Learners work co-operatively (*cf.* 3.4.5, p80).

Figure 5.32: Own pace learning

Item B15:

I allow learners to work at their own pace.



The majority of respondents (60,1%) stated that they allow learners to work at their own pace. The data does not confirm the literature finding (*cf.* 3.3.1, p67) that the curriculum currently prevailing in the majority of FET institutions is characterized, *inter-alia*, by the fact that the content is placed into rigid time frames. The finding further contradicts the fact that the majority of teachers revealed that they prefer the transmission style; they have to finish the syllabus; and that learners work for quite some time under the direct supervision of the teacher.

Regarding teaching and learning methodologies, the discussed findings revealed that teachers manifest a dichotomy between principle and practice. The principle that they allow learners to work at their own pace is not applied in practice.

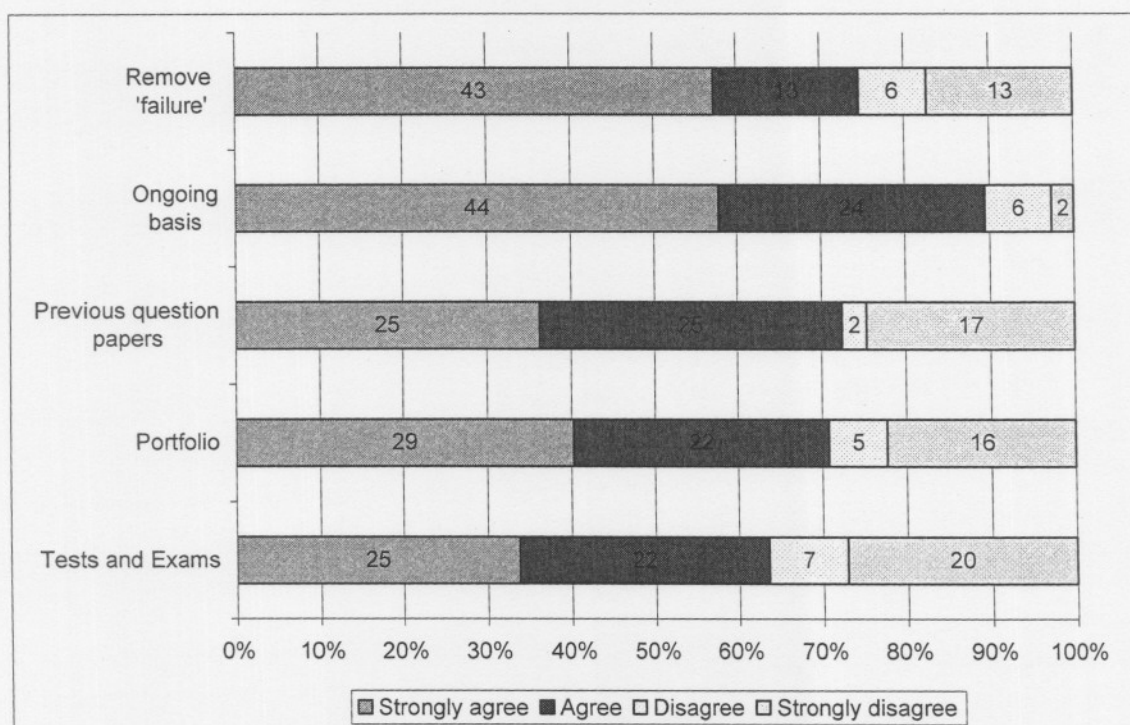
5.3.2.3 Assessment of learners

Table 5.16: Data on learner assessment

Item	Activity	Fully agree	Agree	Not sure	Disagree
B16	Tests and examinations are mostly reliable in determining a learner's progress.	25 32	22 28,2	7 8,9	20 25,6
B17	I prefer a portfolio method of assessment.	29 37,1	22 28,2	5 6,4	16 20,5
B18	I revise previous question papers in preparation for the next examination.	25 32	25 32	2 2,5	17 21,7

B19	Learners are assessed on an on-going basis.	44 56,4	24 30,7	6 7,2	2 2,5
B20	In FET the negative concept of "failure" should be replaced with a positive notion of progress towards the achievement of outcomes, where the student will be regarded as "not achieved", "partially achieved", "achieved".	43 55,1	13 16,6	6 7,2	13 16,6

Figure 5.33: Assessment



Item B16: Tests and examinations are most reliable in determining a learner's progress

The majority of respondents (60,2%) indicated that tests and examinations are most reliable in determining a learner's progress. This does not confirm the literature finding that the current FET assessment paradigm that is based primarily on cognitive learning and on comparing one learner to another is unsuited to the challenges presented by new policies aimed at the transformation and integration of education and training (*cf.* 3.4.4, p76).

Item B17: I prefer the portfolio method of assessment.

The majority of respondent (65,3%) revealed that they prefer the portfolio method of assessment. Although the data confirms the findings from the literature study (*cf.* 3.3.1, p66) that integrated assessment needs to be incorporated appropriately to ensure that the purpose of the qualification is achieved, and such assessment uses a range of formative and summative assessment such as portfolios, simulations, as well as written and oral examinations, it does not support the finding in Item B16. Teachers indicated that tests and examinations are most reliable in determining a learner's progress.

Item B18: I revise previous question papers in preparation for the next examination.

The majority of respondents (64%) agreed that they revise previous question papers in preparation for the next examination. This implies that Grade 10 teachers still practice the formal traditional system where tests and examinations are the main methods of determining a learner's progress.

Item B19: Learners are assessed on an on-going basis.

The majority of respondents (87,1%) indicated that learners are assessed on an on-going basis. The finding contradicts the finding in Item B16 in that teachers indicated that tests and exams are the most reliable forms of assessment. This confirms the literature study finding that although continuous assessment takes place in Grade 10 and 11 in the current school system, it focuses strongly on mid-year examinations and examinations at the end of the year (*cf.* 3.4.4, p76).

Item B20: In FET the negative concept of "failure" should be replaced.

In FET the negative concept of "failure" should be replaced. with a positive notion of progress towards the achievement of standardized outcomes, where the student will be regarded as "not achieved", "elementary achievement",

“moderate achievement”, “adequate achievement”, “substantial achievement”, “meritorious achievement” or “outstanding achievement”.

The majority of respondents (71,7%) agreed that the concept of “failure” should be replaced with a positive notion of progress towards the achievement of standardized outcomes.

5.3.3 Section C OBE and learner success

Section C sought to determine the impact of OBE on the success of a learner.

5.3.3.1 OBE and learner success

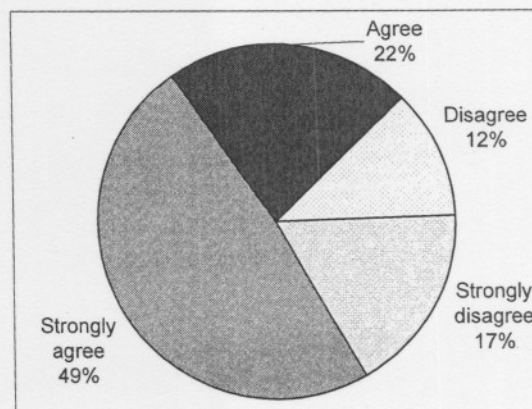
Table 5.17: OBE and learner success

		Fully agree	Agree	Not sure	Disagree
C1	I believe that all learners can succeed.	37 47,4	17 21,7	9 11,5	13 16,6
C2	I believe that a small percentage of learners will always fail.	22 28,2	29 37,1	13 16,6	12 15,3
C3	As a teacher, I control the conditions for successful learning.	31 39,7	40 51,2	4 5,1	1 1,2
C4	I have clarity of focus in terms of each teaching and learning experience.	31 39,7	38 48,7	7 8,9	0 0
C5	I have high expectations of my learners: they can succeed.	37 47,4	33 42,3	5 6,4	1 1,2
C6	It is Important to accommodate the differences between individual learners.	21 26,9	22 28,2	5 6,4	0 0
C7	Education has to change if learners have to become critical thinkers.	41 52,5	22 28,2	6 7,6	7 8,9
C8	I have attended OBE training	34 43,5	29 37,1	5 6,4	8 10,2
C9	I understand the principles of OBE.	25 32	24 30,7	23 29,4	4 5,1
C10	I have started to implement OBE methodologies.	21 26,9	33 42,3	11 14,1	11 14,1

Figure 5.34: All learners can succeed

Item C1:

I believe that all learners can succeed.

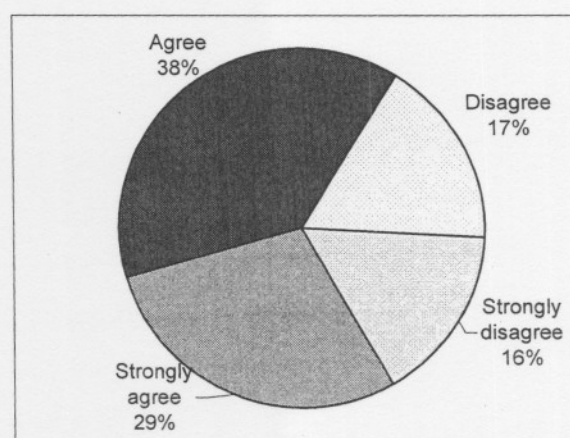


The majority of respondents (69,1) agreed that all learners can succeed. The data confirms the findings from the literature study (cf. 2.2.2, p31) that all learners can succeed but not all at the same time or in the same way. Earlier findings, however, indicated that teachers prefer to transmit knowledge, finish a syllabus in a fixed period, and make use of textbooks and worksheets. It seems that although teachers agreed that learners can be successful, they do not accommodate the principle of learning at different paces and different ways in practice.

Figure 5.35: A small percentage will fail

Item C2:

I believe that a small percentage of learners will always fail.



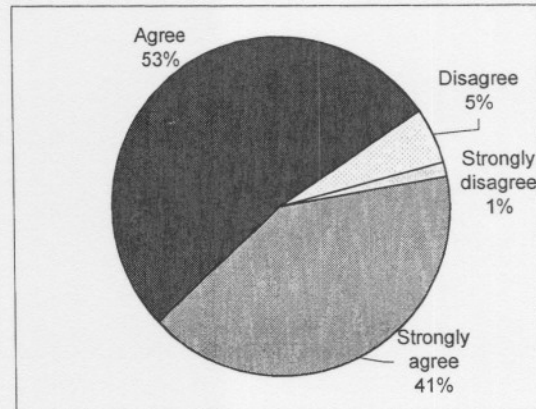
The majority of respondents (65,3%) agreed that a small percentage of learners will always fail. This implies that Grade 10 teachers are still practising the formal traditional system of assessment where the culmination

of a learning process is either a pass or a fail, hence the majority agreement that a small percentage of learners will always fail.

Figure 5.36: The teacher controls the conditions for success in learning.

Item C3:

As a teacher, I control the conditions for success in learning.

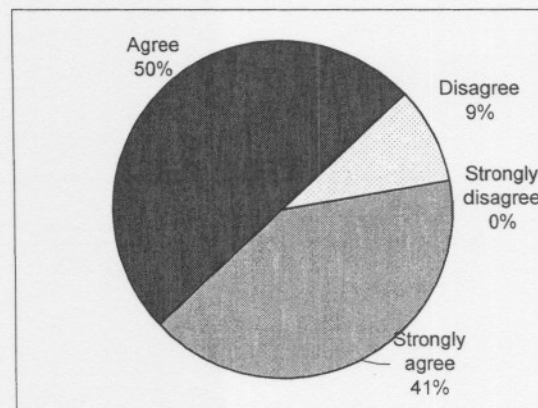


The majority of respondents (90,9%) agreed that as teachers, they control the conditions for success in learning. The data confirms the finding from the literature study (*cf.* 2.2.2, p31) that schools and teachers control the conditions that determine whether or not students can succeed.

Figure 5.37: Clarity of focus

Item C4:

I have clarity of focus in terms of each teaching and learning experience.

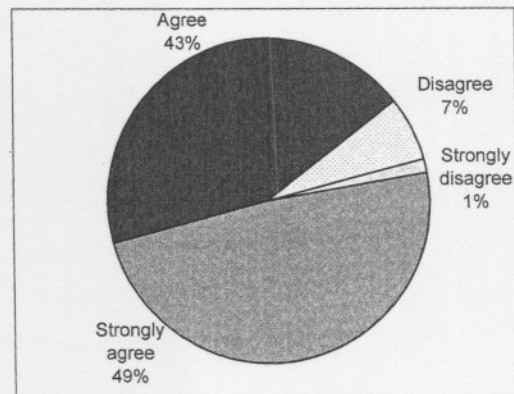


The finding that the majority of respondents (88,4%) have clarity of focus in terms of each teaching and learning experience, implies acknowledgement of the fact that if teaching and learning has to be successful, teachers should focus on the outcomes to be demonstrated by the learners.

Figure 5.38: High expectations of learners

Item C5:

If I have high expectations of my learners: they can succeed.

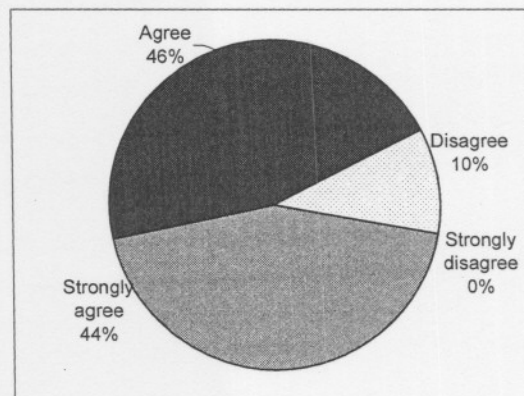


The majority of respondents (89,7%) agreed that when they have high expectations of their learners they can succeed. The data confirms the literature study finding that schools and teachers control the conditions that determine whether or not learners can succeed (cf. 2.2.2, p31).

Figure 5.39: Accommodation of differences between individual learners

Item C6:

It is important to accommodate the differences between individual learners.



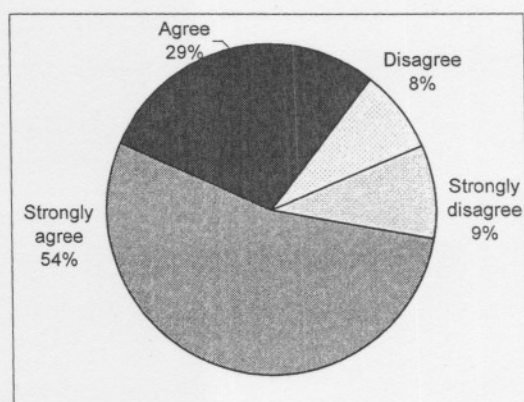
The majority of respondents (55,1%) indicated that it is important to accommodate the differences between individual learners. The data confirms the findings from the literature (cf. 2.2.1, p30) that individual differences between learners must be recognised. Learners should be able to learn in their own ways and at their own pace. Teachers should use alternative methods and approaches to adequately address the unique talents and limitations of learners.

This finding, however, contradicts earlier findings (C1), namely that teachers prefer teaching and learning methodologies that do not support and accommodate individual differences.

Figure 5.40:Critical thinkers

Item C7:

Education has to change if learners have to become critical thinkers.

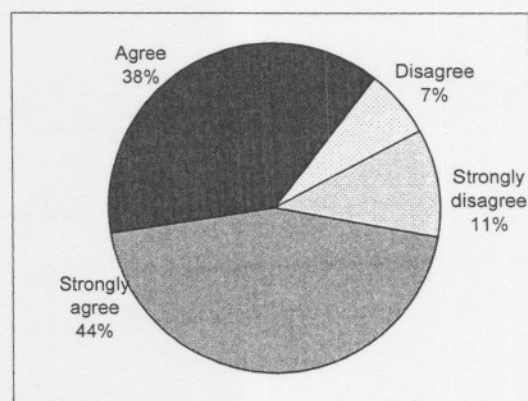


The majority of respondents (80,7%) agreed that education has to change if learners have to become critical thinkers. This confirms the literature study finding (cf. 2.2.3.2, p32) that OBE teaching and learning envisages learners who are active, constructive and co-responsible participants who contribute to the teaching situation. The finding, however, contradicts the finding in Item B4 where respondents indicated that the traditional way of teaching supports critical thinking.

Figure 5.41:OBE training

Item C8:

I have attended OBE training.



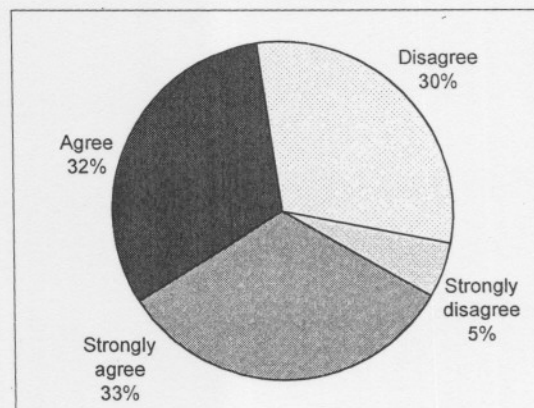
The majority of respondents (80,6%) have attended OBE training courses. This could imply that the majority of respondents are knowledgeable about OBE and they are capable of implementing it.

Earlier findings (B1 & B2) on the contrary indicated that a significant number of teachers use traditional methodologies although such methodologies are characterised by the fact that learners tend to passive, rote learning is the norm and emphasis is on what the teacher hopes to achieve.

Figure 5.42: Understanding of principles of OBE

Item C9:

I understand the principles of OBE.

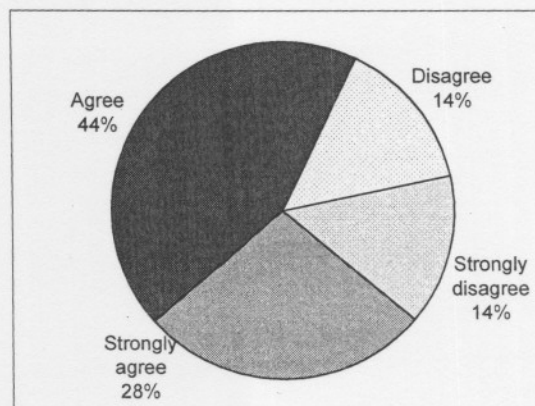


The majority of respondents (62,7%) agreed that they understand the principles of OBE. This might imply that teachers have the capability of addressing learning problems encountered by Grade 10 learners.

Figure 5.43: Implementation of OBE Methodologies

Item C10:

I have started to implement OBE methodologies.



The majority of respondents (67,9%) indicated that they have started to implement OBE methodologies. This implies that teaching and learning problems encountered by Grade 10 learners are being addressed. However, the findings in B7, B13, B16 and B18 indicated clearly that most teachers prefer the use of the following more traditional methodologies:

- Teachers prevailing in the lesson, thereby affording learners little opportunity to take ownership of the lesson.
- Teaching and learning is based on the textbook.
- Tests and examinations are the most reliable in determining a learner's progress.
- Teachers revise previous question papers in preparation for the next examination.

It implies that while on the one hand teachers are striving to implement OBE methodologies, they are very far from giving justice to this system of teaching and learning.

5.3.4 Summary

Research was conducted in ten secondary schools. In terms of the learner responses, it became clear that there is a growing trend of preference for Science and Commercial subjects. Some learners seem to enjoy OBE while others prefer the traditional system of education. There are learners who contend that they learn effectively when the teacher is less involved in the lesson, while others say the teacher provides knowledge, directs the learning process and is useful for presenting information, facts, concepts and new ideas.

In terms of the teachers' responses, there are definite indications that they do not apply OBE methodologies as they should. The findings indicated that teachers prefer to transmit knowledge, finish a syllabus in a fixed period of time, and make use of the textbook method of teaching. It seems that although teachers agreed that learners can be successful, they do not accommodate the principle of learning at different paces and in different ways.

5.4 CONCLUSION

In this Chapter an analysis and interpretation of the empirical data was presented. The data confirms the findings from the literature study done in

Chapter 2 and 3. The next chapter will present the findings and recommendations of the research.

CHAPTER SIX

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter a summary of five preceding chapters is presented. Firstly, a summary of the statement of the problem, review of the literature study as well as research aims and objectives as highlighted in chapters 1, 2, 3 and 4 is presented. The summary of the findings of the empirical research as revealed in chapter 5 is also presented.

The summaries of the literature- and empirical research findings will enable the researcher to formulate recommendations for guidelines to address the learning problems encountered by grade 10 learners.

6.2 SUMMARY

Chapter 1 outlined the rationale of this study. The study focused on the influence of the implementation of OBE in grades R-9 on successful teaching and learning in the FET phase. In essence, this is premised on the fact that grade 9 learners emerging from OBE practices in the GET phase are still confronted with the traditional approach to teaching and learning, as it currently prevails in FET institutions. There is, therefore, a need for guidelines to address the problems that are encountered by grade 10 learners.

In this chapter the reader was also guided regarding the contents of the research: the research study problem was stated (*cf.* 1.1, p20), aims were set (*cf.* 1.3, p22) and the research methodology was briefly outlined (*cf.* 1.3.3, p24).

The second chapter focused on the nature of OBE. The nature of OBE was outlined (*cf.* 2.2, p28). This led to highlighting the principles of OBE (*cf.* 2.2.1, p28), premises or assumptions of OBE (*cf.* 2.2.2, p31), the kind of teacher and the kind of learner envisaged within an OBE approach (*cf.* 2.2.3, p31), and assessment within an OBE approach (*cf.* 2.2.4, p32). The second chapter

also explored the context of the nature of OBE in South Africa (*cf.* 2.3, p38), which led to highlighting the National Qualification Framework (*cf.* 2.3.1, p38), the South African Qualification Authority (*cf.* 2.3.2, p44), and the Revised National Curriculum Statement (*cf.* 2.3.3, p45).

The third chapter elucidated the nature of Further Education and Training in South Africa. This resulted in the explanation of inefficiencies of the South African FET system and curriculum (*cf.* 3.2, p63). The NCS was outlined (*cf.* 3.3, p83). The differences between the traditional FET curriculum and the OBE FET curriculum were spelt out (*cf.* 3.4, p68) and lastly the present situation prevailing in the FET curriculum in South Africa was presented (*cf.* 3.5, p81).

The fourth chapter detailed the empirical research design and administration as well as the method of research (*cf.* 4.2, p83).

The fifth chapter presented the data analysis and interpretation by means of tables and figures representing the views of respondents.

The following section will deal with findings in accordance with the stated research aims.

6.3 FINDINGS

6.3.1 Findings from the literature study related to the influence of the implementation of OBE on successful teaching and learning in FET.

The following prominent findings came to the fore after the literature review in chapters two and three. These findings are important for teachers to manage teaching and learning problems encountered by grade 10 learners.

Finding 1: All students can learn and succeed but not all at the same time or in the same way (*cf.* 2.2.2, p31).

Finding 2: OBE teaching and learning envisages learners that are active, constructive and co-responsible participants that contribute to the teaching situation (*cf.* 2.2.3.2, p32).

Finding 3: Group work is an integral part of the achievement of the learning goals (*cf.* 2.3.3.3., p56).

Finding 4: The current system of FET qualifications and programmes offered by schools and colleges, is inefficient as it does not prepare learners adequately for success in further learning or employment. FET programmes do not equip learners adequately for the social, economic and cultural challenges that they will face in the course of their lives (*cf.* 3.2, p60).

Finding 5: The curriculum currently prevailing in the majority of FET institutions is characterized by the following:

- Learners tend to be passive.
- It is examination driven.
- Rote learning is the norm.
- It is text book and worksheet bound
- It is content based and broken into subjects.
- Syllabi are seen as rigid and non-negotiable.
- The content is placed into rigid time frames.
- The curriculum development process is not open to public comment (*cf.* 3.3.1, p67).

Finding 6: Mathematics and/or Mathematical Literacy, have been included as compulsory subjects in the FET curriculum (*cf.* 3.4.1.1, p65).

Finding 7: Life Orientation has been made compulsory for all learners in the FET phase (*cf.* 3.4.1.1, p65).

Finding 8: During assessment teachers need to ensure that learners are fully informed about the following:

- What they are expected to achieve.

- The criteria that will be used to assess achievement.
- When assessment will be done (*cf.* 2.2.4.3, p35).

6.3.2 Findings from the empirical analysis regarding the Influence of the implementation of OBE on successful teaching and learning in FET.

Finding 9: Since the introduction of OBE education has taken a turn for the better.

The majority of respondents (64%) agreed that since the introduction of OBE, education in South Africa has taken a turn for the better. This might imply that learners are aware that their learning is relevant and connected to real life situations.

Finding 10: Learners experience more learning problems in grade 10 than in grade 9.

The majority of respondents (73,7%) agreed that there are more learning problems in Grade 10. Grade 10 learners emerging from OBE in the GET phase are not familiar with the formal traditional mode of delivery in Grade 10 and experience the following problems in the FET phase (*cf.* 3.5, p82):

- subjects different from the new learning areas;
- more traditional teaching and learning styles;
- more traditional learner support material; and
- more traditional ways of assessment.

Finding 11: Learners experience problems in some of the grade 10 subjects.

The majority of respondents (81,3%) contended that they experience problems in some of their subjects. This verifies the findings from the literature study that Grade 10 learners emerging from OBE practices in the GET phase will have to grapple with subjects and teaching and learning methodologies different from the new learning areas and OBE (*cf.* 3.5, p82).

Finding 12: Learners find the transition from OBE in earlier grades to more formal education in grade 10 difficult.

About 55,7 % of respondents agreed that they find the transition from OBE in earlier grades to more formal education in Grade 10 difficult.

Finding 13: Many learners find OBE enjoyable.

The majority of respondents (79,3%) agreed that their experience with OBE was enjoyable because of its appealing characteristic features (*cf.* 2.2.3.2, p31), for example:

- an emphasis on the results of learning (outcomes);
- a focus on learning by doing; and
- a focus on what learners can do as well rather than the learning content.

Finding 14: Learners experience the traditional education system as problematic.

The majority respondents agreed that their experience with the formal traditional system was problematic.

Finding 15: Grade 10 teachers use the traditional teaching methodology

The majority of respondents agreed that it is of primary importance to finish the syllabus; that teaching and learning is based on the textbook/worksheet; and that tests and exams are the most reliable forms of assessment.

The data confirms the findings from the literature study that the mostly used teaching style in the traditional FET curriculum is direct instruction facilitated through the transmission and textbook method. When using this teaching style, the teacher is responsible for teaching while the learner remains typically passive (*cf.* 3.4.7, p80)

Finding 16: Teachers prefer that in FET the negative concept of “failure”, should be replaced with a positive notion of progress towards the

achievement of standardized outcomes where the student will be regarded as “in progress”, “partially achieved”, or “achieved”.

Finding 17: The majority of respondents (80,6) have attended OBE training courses and have started to implement OBE methodologies. .

This implies that the majority of respondents are knowledgeable about OBE and they are capable of implementing it.

6.4 RECOMMENDATIONS

The aim of this research was to investigate the influence of the implementation of OBE on successful teaching and learning in the FET phase and to develop guidelines for a strategy to address learning problems encountered by grade 10 learners. In order to realize this aim, a literature study was undertaken which served as the foundation of the empirical research. The findings of this research are incorporated in the following recommendations:

Recommendation 1

Learners emerging from the General Education and Training phase are used to an outcomes-based style of learning that is characterized by group-work. When these learners enter grade 10, teaching and learning should no longer be kept to a traditional routine-like style, as is currently the case in FET. The teacher’s position should be relegated to that of a facilitator and the role of learner’s should be elevated to that of active, constructive and co-responsible participants that contribute to the teaching situation.

Recommendation 2

The FET curriculum development should be an inclusive process. Comments from the parents and the general public should be encouraged. Teachers should ensure that prior learning and experiences are measured and accredited.

The education and training environment is in a constant state of flux and change due to, *inter alia*:

- technological developments that are introducing new skills and making others redundant;
- the high rate of unemployment that is demanding new training and retraining;
- the shift from rural to urban employment that requires change in competencies, life skill and life style; and
- migration and displacement of people within the Southern African region that needs a reorientation to a different sphere of education and training.

It is thus recommended that teachers should ensure that an essential outcome of the practical implementation of the FET curriculum is to facilitate the commitment of learners to lifelong learning.

Recommendation 3

The traditional FET curriculum could not cater for a range of social and economic needs of most South Africans. Our nation needs social skills to live together and interact productively. For these to be met and to address the scourge of the HIV/AIDS pandemic, a focus on Life Orientation is necessary. These social skills will enable globalisation of education and training, of the workplace and cultural realities among people to be accommodated in a way that minimizes hostility and conflict and that encourages appreciation and respect for cultural differences.

It is therefore recommended that teachers be empowered to be able to facilitate this compulsory subject in the FET curriculum.

Recommendation 4

Teachers need to take the route of integrated assessment in FET. This type of assessment should use a range of both summative and formative assessment, including portfolios, simulations as well as written and oral

examination. Teachers should ensure that assessment is transparent. Learners should know in advance what they are expected to achieve, the criteria that will be used for achievement and when assessment will be done.

Recommendation 5

Internationally, it is clear that developed economies have a far higher degree of Mathematical Literacy than we have in our country. Mathematical Literacy will enable learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyse everyday situations and to solve problems. The inclusion of Mathematical Literacy as a compulsory subject in the FET curriculum will ensure that our citizens of the future are highly numerate consumers of mathematics. Mathematical Literacy will also empower South Africans to function efficiently in their daily lives.

In order to do justice to this subject, it is recommended that teachers be empowered to be able to facilitate this compulsory subject in the FET curriculum.

Recommendation 6

Learners who perform below the designated percentage or total marks are presently regarded as having “failed”. The word “fail” labels a learner; it attaches an indelible stigma to some of the learners. There are learners whose education and careers have been destroyed by that word.

It is thus recommended that under the new outcomes-based approach the negative and stereotypical concept of “failure” be replaced with a positive notion of progress towards the achievement of standardized outcomes, where the student will be regarded as “not achieved”, “elementary achievement”, “moderate achievement”, “adequate achievement”, “substantial achievement”, “meritorious achievement” and “outstanding achievement”.

6.5 LIMITATION OF THE STUDY

Due to either a lack of clear understanding of the questionnaire, or a negative attitude towards the questionnaire, some teachers and learners failed to

complete them fully. This resulted in an inconsistency in the number of responses in the various analyses.

6.6 POSSIBLE SHORTCOMINGS OF THE RESEARCH

The research was done on homogeneous racial groups, including Black learners and one Afrikaans speaking Coloured from township schools (*cf.* 5.2.1 & Table 5.2, p94). Had it involved heterogeneous groups from all racial groups of South Africa, it would have provided a comprehensive reflection of the influence of the implementation of OBE on successful teaching and learning in the FET phase, as well as, across the board, accounted for problems encountered by grade 10 learners.

6.7 SUGGESTION FOR FURTHER STUDY

In the light of possible limitations of this research, the following suggestion for further study is made:

The influence of the implementation of OBE on successful teaching and learning in the FET phase cannot be established overnight, thus further research is necessary to investigate other intervention programmes.

6.8 CONCLUSION

This study investigated by means of a literature review and empirical research the influence of the implementation of OBE from grade R-9 on successful teaching and learning in the FET phase. It further explored the problems encountered by grade 10 learners. Various findings were highlighted. It is hoped that this research will make a valuable contribution in assisting teachers to develop an intervention strategy to solve problems encountered by FET learners emerging from the GET phase.

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ADDENDUM A QUESTIONNAIRE

The University Of North West (Vanderbijlpark Campus)

Questionnaire for MEd in Learning and Teaching

Section A: General information

Please answer the following questions by making a X in the appropriate column:

Gender			Male	Female
Current post		Principal	Dep.P H.O.D	Teacher
Subjects offered	Languages	Sciences	Commerce	General

Section B: Teaching and learning

Please answer the following questions by marking the response that you agree with, with an X:

	Strongly agree	Agree	Disagree	Strongly disagree
1. I am using the traditional teaching methodologies.				
2. I prefer the transmission style of teaching to facilitation style of teaching.				
3. During lessons, teaching and learning is teacher centred.				
4. The traditional teaching and learning system produces learners who are independent and critically minded.				
5. The teacher should, more than the learners, take responsibility for the lesson.				
6. It of primary importance to finish the syllabus in time.				

7. Learners are sometimes actively involved in lessons.				
8. Learners are always actively involved in lessons.				
9. During lessons, learners work together for quite some time under my direct intervention.				
10. Learners can interact productively under the indirect guidance of the teacher.				
11. In my lessons I constantly use group work.				
12. In my lessons I constantly use co-operative learning.				
13. Teaching and learning is based on the textbook / worksheets.				
14. I encounter disciplinary problems during group work sessions.				
15. I allow learners to work at their own pace.				
16. Tests and examinations are most reliable in determining a learner's progress.				
17. I prefer the portfolio method of assessment.				
18. I revise previous question papers in preparation for the next examination.				
19. Learners are assessed on an on-going basis.				
20. In FET the negative concept of "failure" should be replaced with a positive notion of progress towards the achievement of standardized outcomes, where the student will be regarded as "not achieved", "partially achieved", "achieved", "achieved with merit" or "achieved with distinction".				

Section C

Please answer the following questions by marking the response that you agree with, with an X:

	Fully agree	Agree	Not sure	Disagree
1. I believe that all learners can succeed				
2. I believe that a small percentage of learners will always fail				
3. As a teacher, I control the conditions for successful learning				
4. I have clarity of focus in terms of each teaching and learning experience				
5. If I have high expectations of my learners, they can succeed				
6. It is important to accommodate the differences between individual learners				
7. Education has to change if learners have to become critical thinkers				
8. I have attended OBE training				
9. I understand the principles of OBE				
10. I have started to implement OBE methodologies				

Any further comment on the implications of OBE on teaching and learning in the FET phase.

ADDENDUM B

QUESTIONNAIRE FOR GRADE 10 LEARNERS

TOPIC: The influence of the implementation of outcomes-based education in Grades R-9 on successful teaching and learning in the Further Education and Training (Grades 10-12) phase.

SECTION A: DEMOGRAPHIC INFORMATION

Indicate the statement that is applicable to you with an X in the appropriate block.

1. Your gender is

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

2. Your home language is

English	Afrikaans	Zulu	Xhosa	S.Sotho	N.Sotho	Tswana	Others

3. Indicate the subjects you are registered for:

Languages	
Mathematics	
Physical Science	
Biology	
Accounting	
Economics	
Business Economics	
Biology	
History	
Geography	
Agricultural Science	

SECTION B: GENERAL KNOWLEDGE ON OBE

State whether you strongly agree / agree / disagree / strongly disagree with the following statements by making an X in the appropriate block.

Example.

OBE is an abbreviation for Outcomes Based Education		Strongly Agree	Agree	~~Disagree~~	Strongly Disagree
		Strongly Agree	Agree	Disagree	Strongly Disagree
4.	OBE should be introduced in all grades.				
5.	There are more learning problems in Grade 10 than in Grade 09.				
6.	Teaching and learning is more interesting when learners are engaged in group discussions.				
7.	Life Orientation should be introduced in all grades.				
8.	Parents are involved in the learning of Grade 10 learners in your school.				
9.	Human and Social Sciences should be implemented in all grades.				
10.	Learners should be allowed to work at their own pace rather than teachers rushing to finishing the syllabus.				
11.	Mathematical literacy should be made a compulsory subject in all grades.				
12.	Learners should be allowed to take responsibility for their own learning.				
13.	Teachers should be less involved in the lesson.				
14.	Learner motivation is enhanced when learners are assessed continuously.				
15.	Learner motivation is enhanced when learners are only assessed during examinations.				
16.	Learners enjoy learning activities that allow them to do something, such as projects, tasks and discussions.				

17.	Learners participate freely and actively in groups when the teacher is not directly involved in the lesson.				
18.	Since the introduction of OBE, education in the country has taken a turn for the better.				

SECTION C: TEACHING AND LEARNING DIFFICULTIES

State whether you strongly agree / agree / disagree / strongly disagree with the following statements by making an X in the appropriate block.

Example:

In OBE students are referred to as learners		Strongly Agree	Agree	~~Disagree~~	Strongly Disagree
		Strongly Agree	Agree	Disagree	Strongly Disagree
19.	The subjects I am registered for are easy.				
20.	I experience problems in some of the subjects.				
21.	Few strategies were used to solve the problems that I experience.				
22.	There were areas in my subjects that I did not have any background on.				
23.	I am assisted by teachers to address the problems that I experience in some of the subjects.				
24.	Teachers apply certain strategies to solve the above mentioned problems.				
25.	I find the transition from OBE in earlier grades to more formal education in grade 10 difficult.				

SECTION D: OBE VERSUS THE FORMAL TRADITIONAL SYSTEM OF EDUCATION

State whether you strongly agree / agree / disagree / strongly disagree by putting an X in the appropriate block.

Example:

In the formal traditional system classroom learners are arranged in groups		Strongly Agree	Agree	~~Disagree~~	Strongly Disagree
		Strongly Agree	Agree	Disagree	Strongly Disagree
26.	My experience with OBE was enjoyable.				
27.	My experience with the formal traditional system was problematic.				
28.	I benefit a lot from the formal traditional system of education.				
29.	I benefit little from OBE.				
30.	There are more strengths than weaknesses in OBE.				
31.	There are more weaknesses than strengths in the traditional system of education.				
32.	OBE is about the practical application of knowledge gained in class.				
33.	Before OBE very few learners could express themselves fluently.				
34.	If I were to recommend a curriculum for South African schools, it would be OBE.				
35.	If I were to recommend a curriculum for South African schools, it would be the formal traditional system.				