

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The emergence of democracy in South Africa in 1994 brought many changes in general and challenges particularly in the department of education. A complete overhaul of the old system of education ushered a new era of OBE (Outcome-Based Education). There exists a big challenge in the implementation of OBE and the necessary support that goes with it specifically in the secondary schools' level. The challenges call for the principal's management and leadership supportive roles in ensuring that educators implement the OBE curriculum in an effective manner. This research therefore sought to examine the experiences of educators regarding the support they received from their principals in making OBE implementation a success at secondary schools level. Effective implementation of OBE warrants a thorough understanding and knowledge of the related policies by those who are supposed to implement it, and in this regard, the principals and educators.

In this regard developing a policy is one part of the policy process while implementation is another. If the two are carefully and thoughtfully implemented, the set objectives or desired outcomes of an organization are as a result realized. The policy text and the policy practice become workable entities. The policy text reflects what, when, where and how the policy intentions should be achieved. The principals and educators, as the implementers of a policy, should strive by all means to make the implementation process a success. That is why Dryer (1999:45) questions the agents of any policy by emphasizing that if planning of the implementation stage is not carefully and thoughtfully conducted, effective management of change may give way to *ad hoc* adjustments and short term strategies for coping with subsequent delusions of efficiency.

There exists a serious problem between policy makers and policy implementers because in many instances implementers are expected to implement policies of which they were

not party to their formulation. On the other hand, principals, because of their positional obligations, are supposed to give unprecedented support to educators in the implementation of OBE. This helps to ease the implementation process as educators will be tuned and encouraged to carry out their tasks effectively and efficiently. Stoffels (2001:1) asserts that the implementation of Curriculum 2005 has not been sufficiently educator-supportive and educator-friendly. Maybe that is why OBE is not gaining favour among the educators; something that needs to be researched. Some of the significant findings include among other things that many schools did not receive enough learner support materials, the educators guides did not provide good examples of OBE lessons and learner assessment; class visits, monitoring and feedback by department officials were almost non-existent, and important spells of the teaching Curriculum 2005 were not covered in the educator training session (Stoffels; 2001:1).

Krammer (1999:555) asserts that the success of OBE, as a policy, depends on many things and one of the most important is the quality of management in a school set-up. Management in this case involves the principal in a school as an organisation and the educator as a classroom manager. Some of the managerial problems are that principals cannot offer the necessary support to educators, like for instance clarifying concepts and new methodologies accompanying OBE, and explaining the strategy for preparation and scheme of work; and but yet they are to evaluate the educators' tasks and portfolios.

Outcomes-Based Education, like any other policy demands principals of schools to manage its implementation process. Kramer (1999:155) maintains that a managed process is one that starts off with a set of considered objectives or desired outcomes. Principals thus need to create proper plans to achieve the desired outcomes or set objectives. Planning is followed by the implementation, which the educators to make their plans a reality. Educators thus need to be continuously and deliberately involved in decisions about the nature of the support needed and the overall development of the program. Gray (1998:138) asserts that skills and sensitivity on the part of implementers are required as educators work in a very private world; often behind closed classroom doors and many may feel "exposed". For instance, failing to handle subject matter may

be because they were not properly trained or they might be using old methods of teaching.

Effective management is what is needed to make a plan or a policy to succeed. OBE and/or any other educational paradigm needs to be managed by asking oneself the following questions, which form part of the support that educators anticipate:

- (i) Where do we start?
- (ii) What is needed?
- (iii) How do we measure achievement?
- (iv) How will we solve problems that prevent achievement?
- (v) What will we do next?

1.2. PROBLEM STATEMENT

Each time a new policy is introduced in an organisation or institution like a school, the educators as bearers of the implementation process feel challenged. OBE, as a typical example, poses challenges in that it carries with it new concepts, new teaching methods, and demands much from a learner than from an educator. Principals in their multifaceted roles as managers, administrators and leaders of schools are as well challenged in that they are supposed to manage what they seem not understand or comprehend (OBE).

In an educational set-up like the school, the principals are responsible for offering support to the educators, regardless of whether they understand the OBE policies or not. The prevalent notion is that principals are expected to be agents of change and policy implementers even if they never participated in policy formulation and this exposes malaise in the set-up of things in the entire department of education. The manner, in which they fail dismally to offer quality leadership and management support to educators in the implementation of OBE, makes one suspect that either they were not trained, received inadequate training or their managerial skills are incapacitated. All these need to be examined. Educators appear as if they were never capacitated in handling OBE matters - capacitated in the sense of receiving training, receiving support from their

principals, developing the issue of ownership and empowerment. Their attitudes thus suggest that the management is not doing all it is supposed to do to make OBE curriculum realise the desired objectives or the set outcomes. The implementation process is impeded as such. One frequently hears educators passing such questions as: **“What is OBE? “How is it going to be implemented?” “Is it the same as what we used to do in the past?”** These questions suggest that educators have a little knowledge about OBE as a new approach. This may be considered as problems. They are to be converted into challenges. This will then boost the morale of educators in the teaching-learning situation.

1.3. THE IMPORTANCE OF THE RESEARCH STUDY

Since the beginning of OBE, educators seem to show lack of support from their principals. The implementation of OBE approach is thus hampered. The researcher decided to investigate the alleged lack of support by principals to their educators because:

- (i) The researcher views support as the fundamental aspect of implementing any newly introduced policy or program;
- (ii) The application of the OBE approach in the real and practical situation seems to be hard to follow by both principals and educators.

The findings of this research could be useful to managers, educators and in-service training centres in that:

- (i) Managers would offer the expected and necessary support needed by principals/educators towards the implementation of OBE or any other policy.
- (ii) Educators would be able to handle new policies and hence make them realise the desired or set objectives.
- (iii) The In-service Training Centres will draw programmes that will emphasise the essence of offering support to educators by the management (principals) in implementing any policy.

This study thus intends to explore the educators' experience of support they receive from their principals. The researcher tried to examine or to explore the following aspects:

- (i) Explore the kind of support that the educators expected to receive from their principals to make the implementation of OBE approach effective.
- (ii) To examine the reaction of educators toward, OBE as a newly introduced approach.
- (iii) To examine the impact of managerial support to educators towards the implementation of OBE.

1.4. CLARIFICATION OF CONCEPTS

Educator: means any person who teaches, educates or trains other persons or who provides professional educational services, including therapy and education psychological services, at any public school, further education and training institution, departmental office of adult basic education centre and who is appointed in a post on any educator establishment under the Employment of Educators Act No. 76 of 1998. (Education Labour Relations Council; 1999:3A-4).

Principal: is the manager of a school or any other educational institution. He/she is described in the Employment of Education Act No. 76 of 1998 as follows: "*Managers means all public school principals, heads, heads of colleges, further education and training institutions, adult basic education and training centres, early childhood developmental centres, all office based educators, heads of districts, circuits or regions*" (Education Labour Relations Council, 1999:3A-82).

In this study in particular, manager refers to the principal of a secondary school. He/she has a responsibility of ensuring that the school is functioning orderly, properly and effectively. His or her personnel duties are the following:

- Providing professional leadership within the school.
- Guides and supervising all staff, including educators in the school.

- To be responsible for the development of staff training programmes.
- To offer support to educators by empowering them, building the sense of ownership and ensuring that there is capacity building in the staff.

Outcomes-Based Education (OBE)

A fairly universal definition of outcomes-based education as coined by Towers and Towers (1996:67) who state:

“Education that is outcome-based is learner-centred, results-orientated system founded on the belief that all individuals can learn. In this system:

- (i) What is to be learned is clearly identified;
- (ii) Learner’s progress is based on demonstrated achievement;
- (iii) Multiple instructional and assessment strategies are available to meet the needs of the learners; and lastly
- (iv) Time and assistance are provided for each learner to reach maximum potential”.

Gultig, Lubisi, Parker and Wedekind (1998:24) assert that “*OBE means focusing and organising an education system around that is essential for all students to be able to succeed at the end of their learning experiences*”.

Lubisi, Parker and Wedekind (1998:3) define OBE in this way: “*It is sufficient to understand that OBE is education that is not planned around certain prescribed subject matter that students ought to learn, it is geared instead towards the students being able to show signs of having learnt valued skills, knowledge or educational outcomes.*”

Implementation: refers to putting of a plan or decision into effect. McLaughlin (in de Clerq, 1997:129) problematizes the implementation process in order to explain the inevitable gap that develops, between the intended policies and, in the process, will use their power or discretion to subvert or transform the original goals of the policy makers.

Implementation means doing what is either written or stated on a plan. It is the plan of action. In the process of implementation are set a rules and guidelines to be adhered to. One has to act within the parameters of the given policy. This will involve management and evaluation to ensure success.

Support: Sagor and Barnett (1994:94-95) describe support in two ways i.e. as the direct and indirect ways in which principals can support and guide the instructional process:

- (i) **Direct supportive behaviour:** Actions principals can take to support educators' instructional efforts that include making frequent classroom observations, facilitating staff development programmes, constantly communicating with educators about instructional matters, and being visible throughout the school building and grounds.
- (ii) **Indirect support behaviours:** The behind-the scenes activities principals can do to support educator's instructional efforts. These include acquiring resources, attending to the maintenance of the building and grounds, and assisting students in solving their classroom and non-academic difficulties.

Experience: Stainer (2002:1) holds that "*pure experience is the form of reality in which reality appears to us when we confront it to the complete exclusion of what we ourselves bring to it*". In essence, Stainer (2002:1) means that pure experience is the activity of grasping reality with our senses and holding onto what it thus presents to us. Experience in this study shall mean the actual observation of the practical acquaintance with facts or events in the implementation of OBE by educators and principals.

1.5. RESEARCH DESIGN

Research design refers to a plan for selecting subjects, research site and data collection procedures to answer the research question(s) (McMillan & Schumacher, 2001:166). The research design will show which individuals to be studied. The research will also reflect when, where and under which circumstances they will be studied. This is done in order to ensure credibility.

Data need to be collected in order to make this research empirical. Hoberg (1999:75) concludes that research is a systematic attempt to provide answers to questions and selected problems.

The researcher seeks to conduct this research through a qualitative research type of design. It is through this type of investigation that the understanding of the phenomena will be extended and will contribute to theory, educational practice, policy making and social consciousness (McMillan and Schumacher, 2001:393). The researcher decided to resort to this research design because it helps to capture perspectives accurately. It is also descriptive and everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied (Hoberg, 1999:25). In this research study, the researcher is the “*instrument*”: much depends on what he sees and hears and much rests on his powers of observation and listening.

The goal of this qualitative research, as cited by McMillan and Schumacher (2001:396), is that it is first concerned with understanding the social phenomena from the participants’ perspective. The researcher becomes “immersed” in the situation and the phenomena studied. As a qualitative research, the researcher will study participants’ perspectives with interactive strategies. This research will thus be based on constructivist philosophy that assumes reality as multi-layered, interactive, and a shared social experience interpreted by individuals (McMillan and Schumacher, 2001:396).

The researcher intends using the qualitative research methodology since it concentrates on how the research participants relate to the problem by focusing on their written and spoken words and their observable behaviours (Hoberg 1999:76). The quantitative research cannot suffice to be used in this research results. The researcher seeks to use a case study as an approach towards this investigation.

1.5.1 Case study

This case study will be conducted in two secondary schools in Vuwani (Limpopo Province). The group of individuals to be studied will be educators offering OBE at grade 8 and 9 respectively, because they are the only information – rich participants. Although a case study contributes to theory, practice and policy, it will be convenient, in this case, to focus on its significance that contributes towards policy formulation, implementation and modification. This will help to identify issues that suggest the need to modify statutes and regulations, and help the policy-makers to anticipate future issues.

The intent of this study is to find out as much as possible about the characteristics, actions, ideas and other attributes of a single individual or group. This is carried out to avoid generalisation as it is considered to be inappropriate.

1.5.2 DATA COLLECTING STRATEGIES

The researcher will use the following data-collection methods to gather the data necessary for investigation:

1.5.2.1 Questionnaires

As part of this research is a survey, the questionnaire becomes a very common technique for collecting data. This method will be used because it is economical, contains standard questions and uses uniform procedures (McMillan & Schumacher, 2001; 257,276). Questionnaires will be distributed randomly among Educators at secondary schools under investigation. It is easy to score because it has the same questions for all subjects and can ensure anonymity (McMillan & Schumacher, 2000:257).

1.5.2.2 Interviews

Wallen & Fraenkel (1991:338) view interview as a form of research data collecting strategy in which individuals are questioned orally. This method will be used because

- (i) It serves as the principal means of gathering information having direct bearing on the research objectives.
- (ii) It will be used in conjunction with other methods in a research undertaking. In this instant, it will be used to follow up unexpected results or to validate methods, or to go deeper into the motivations of respondents and their reasons for responding as they do.

An unstructured interview will be used, as it is an open situation, having greater flexibility and freedom. In this study, the principals will be interviewed to collect information about the support they are supposed to offer to Educators towards the implementation of OBE.

1.5.2.3 Focus group interviews

Hoberg (1999:136) defines a focus group interview as a group discussion in which a small number of participants typically six to twelve, talk about topics of special relevance to a study, under the guidance of a moderator. The groups should be small enough for all the participants to have the opportunity to share insights, and big enough to provide diversity of perceptions. The researcher has chosen this methodology because the research in investigation has to do with the Grade 8 educators. The method is appropriate in this situation because members selected share common characteristics in that they all teach OBE in Grade 8 and 9, which is relevant to the question of study. In theory, each school has eight Grade 8 educators although in practice they may be less or more depending on either the number of classes or the number of learning areas handled by each educator. Since the research will be conducted in two secondary schools, the number of members of each focus group will vary from school to school- and hence the number of groups.

This strategy is chosen because of the formal group situation and the largely unstructured nature of the questions encourages participants to disclose behaviour and attitudes they might not disclose during individual interviews. Once more, this happens since the participants tend to feel more comfortable and secure in the company of people who share similar opinions, views and behaviour than in the company of an individual interview (Hoberg, 1999:136).

1.6 Research Questions

This research study will focus on the question: “**How do secondary school educators experience the support they receive from their respective principals**”? The research study will also pay attention to the following sub-questions:

- (i) Are principals offering support to their subordinates (Educators) as expected?
- (ii) Is the implementation process of OBE hampered because of lack of support to educators by principals?
- (iii) Do educators show the skills to handle OBE implementation process?
- (iv) Are principals monitoring the implementation process accordingly and effectively?
- (v) Are principals capacitating and empowering educators in making OBE effective?

1.7 Limitations and delimitations

1.7.1 Limitations

This section contains constraints beyond the control of the researcher but known to influence the objects of the enquiry (Murrey & Laurence 2000:48). Since the research design is qualitative, using a case study will not be easy for the researcher to limit on a

sample size. The disadvantages and precautions of case study are outlined in 3.1.14 in chapter 3 (Research Design).

Some respondents may influence one another in answering the questions, which is unethical. This will impact negatively on the interpretation of the data. Access to schools where case studies will be conducted, will be limited to one day per week as dictated by the school activities and the researcher's job.

1.7.2 Delimitations

Vuwani area has many schools but this study focussed on two secondary schools. The two secondary schools were purposefully chosen from the rest. The study was focussed on the experience of the educators towards the support they receive from their respective principals. Only the principals of the two schools were interviewed. Twenty educators from the respective schools were engaged in focus group interviews and discussions. This enabled the researcher to conclude the findings as per collected data.

1.8 CHAPTER DIVISION

This is the programme of the study. This section indicates what the researcher intends to discuss in each of the chapters.

CHAPTER 1

This is the opening chapter of the research study. It contains the following aspects the research topic, introduction, problem statement, the importance of the research problem, the purpose of the research study, clarification of concepts, research design, limitation and delimitation of the study

CHAPTER 2

This chapter will provide a view literature. It will also provide the theoretical background for the investigation the researcher intends to undertake summarily, this will give the view of other researchers or scholars about the topic under investigation.

CHAPTER 3

This is the empirical part of the research study. This chapter entails the research methodology. Methodology is the data collection plan, which sets out the detailed strategy for collecting data (Vithal & Jansen, 1997: 20. Actually, this data-collecting plan will include the following elements: where, when, how and from whom the data was collected.

CHAPTER 4

This chapter outlines the clear findings of the data collected. In this chapter, data was transcribed and interpreted in the fore-going chapter.

CHAPTER 5

This will be the concluding chapter. The following aspects will be reflected in the chapter.

- (i) Analysis of the data collected;
- (ii) Recommendations will be suggested, and
- (iii) The summary of the results will also be outlined.

This chapter will be followed by references referred to throughout the whole study.

1.9 CONCLUSION

In this chapter, the problem statement and the rationale behind the research study will be outlined. The aim and objectives of this research study are as well clearly defined. It is also in this chapter where research designed is briefly outlined although the extensive background of literature review and research methodology will be discussed in chapter 2 and 3 respectively.

The concepts surrounding and frequently used in this study are clearly defined for the sake of understanding and insight. The limitations and delimitations of the study are highlighted. The brief programme of the study is also outlined.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Mouton (2001:87) defines literature review as the range of research products that have been produced by other scholars. Literature review is usually a critique of the status of knowledge of a carefully defined topic (Mouton, 2001:108). In essence, literature study (review) is one method of acquiring information. As a systematic and critical analysis of the existing relevant information, it will give a summary of the current research topic.

A literature review serves several purposes in a research (Mouton, 2001:87; Wallen & Fraenkel, 1991:54; Vithal & Jansen, 1997:16; and Bless and Higson-Smith, 1995:230). They suggest some of the following purposes of the literature review:

- (i) It helps the researchers to gain some knowledge of the ideas of others interested in a particular research question.
- (ii) Allows the researcher to see results of the similar or related studies of the question in the investigation.
- (iii) To study the advantages and disadvantages of the research methods used by others, in order to adopt or improve on them in one's own research.
- (iv) To discover corrections, analogies or other relations between different research results through comparison.
- (v) To save time and avoid duplication and unnecessary repetitions of various investigations
- (vi) To identify the available instrumentation that has proven validity and reliability. Some of the purposes of the literature study were cited in chapter one as reasons by the researcher to examine the topic under study.

2.2 THE PERCEPTION OF OBE IN SOUTH AFRICA

There seems to be a widespread dissatisfaction with education across the globe. There is a general perception that education is ineffective, costly and irrelevant or inappropriate (Malan, 1997:3; Claassen, 1998:34). Consequently, many countries have reformed their education curricula in order to be more relevant and consistent with the prevailing conditions (Claassen, 1998:34).

Outcomes-based education has gained international accord and hence proves to have been implemented in such countries as United State, Canada and New Zealand (Malan, 2000:22; Claassen, 1998:34; Steyn & Wilkinson, 1998:203). Similarly South Africa in this new democratic era has followed suit but appear to have taken a different perspective. Negative reactions from the South African communities against elements of the model have already been observed and are still experienced even today. Such reactions form part and parcel of the discrepancies that are denying OBE model a chance of minimizing or closing the gap between its text and its practice – a problem that leads to a meaningless implementation of the model or its early demise (Steyn & Wilkison, 1998:203). Below are some of the questions that are posing challenges for the implementation of OBE;

- (i) Is OBE policy hailed in South Africa?
- (ii) On which approach is the South African OBE based?
- (iii) What is it that can be done in order to make the implementation process a success?
- (iv) What reaction or attitude is it receiving from the stakeholders – more especially the educators as the agents of making it gain success in the practical situation?
- (v) Are educators getting the support from their respective principals as expected?
- (vi) What role are principals playing in making the policy of OBE implementation a reality?

There are many questions that can be posed with regard to the implementation process of OBE. The researcher wishes to put across the views of other researchers or theorists. These serve as the monitoring framework for the meaningful implementation of the designed form of OBE in South Africa let alone the fact that it failed in other countries like Chicago (Wilson, 1993:2 of 9). The researcher will first outline the roots and version of the South African OBE model/policy and then continue to highlight substantiating view by other researchers, trying to see why the implementation of OBE seems to be loosing its real, expected and desired outcomes. The researcher will also outline the view of understanding support in the context of Educator – principal relationship and lastly, give an overview of the role of principals in making OBE implementation process flexible.

2.3 THE ROOTS AND VERSION OF THE SOUTH AFRICAN OBE POLICY

The concept of outcomes-based education is not new (Malan, 2000:23, Waghid, 2001:127). Spady (1994:4) concedes that the world is filled with examples of outcomes-based models, and that outcomes-based system goes back at least 500 years to the craft guilds of the Middle Ages. There are numerous questions that can be raised about the South African's OBE models of which among others are: "On which approach/es is this OBE based?" "Why was this South African OBE chosen?"; "On which theories is this South African model of OBE based?" ; and many more question can follow. The study will try to answer some of these questions on the basis of other researcher's work

2.3.1 On which approach/es is/are the South African OBE policy based?

Towers and Towers ((1996:68) assert that OBE is rooted in two approaches that are competency-based movement and Mastery learning. They (Towers and Towers, 1996:68) define the two phenomena in this way:

- (i) Competency-based education (approach) is a general term applied to instructional and assessment efforts aimed at defining and evaluating student performance while
- (ii) Mastery learning is referred to as an approach to individualised instruction in which learners are allowed the time necessary to master units of curricula before proceeding to the next learning units.

According to Malan (2000:23), competency-based education was introduced in America towards the end of the 1960's in reaction to concerns that students were not taught the skills they required in life after school. The same concern was raised in the South African education. The South African OBE policy thus carries with it the components of Competency-based education as described by Van der Horst and MacDonald (1997:10-11). The six critical components that feature as well in OBE approach are:

- (i) Adaptable programmes to ensure optimum learner guidance.
- (ii) Explicit learning outcomes with respect to the required skills and concomitant proficiency or standards assessment.
- (iii) Criterion-referenced testing on the required outcomes.
- (iv) Certification based on demonstrated learning outcomes.
- (v) A flexible time frame to master these skills.
- (vi) A variety of instructional activities to facilitate.

Summarily, competency-based education supports the notion that the learner is accountable for his or her own achievements as a major tenet underpinning OBE in the South African context.

Mastery learning was initially introduced to provide intervention programmes for learners with mild disabilities and those who were at risk in traditional educational setting (Guskey et al, in Malan, 2000:23). Tower and Towers quotes Guskey defining Mastery learners in this fashion:

“In essence, mastery learning is an instructional process, it involves organising instruction, providing students with regular feedback on their learning progress, giving guidance and direction to help students correct their individual learning difficulties, and providing extra challenges for students who have mastered the material”.

Guskey et al (1995) confirmed that the applicability and value of mastery learning provide learners at all levels with similar, individualised assistance. They maintain that most learners would be successful in their learning activities on condition they are given sufficient opportunities and are supported by appropriate learning environment-another principle reflected in the South African OBE policy. Malan (2000:24) suggests the following characteristics of mastery learning as they are also reflected in OBE:

- (i) Ascertaining prerequisite knowledge or skills to attain goals.
- (ii) A flexible time frame to achieve goals.
- (iii) Using different media and materials to create enriched teaching and learning contexts.
- (iv) Formative evaluation to provide feedback for both teaching and learning improvement.

2.3.2 Why was OBE chosen in South Africa?

Steyn and Wilkinson (1998:203) maintain that the South African education was experiencing a crisis for the past decades. This is evident in that the South African education is characterised by among other things; major inequalities, high drop-out and failure rate, relatively poorly qualified educators, examination oriented ness with a major emphasis on learning by rote and unimaginative teaching methods. Crisis is also reflected in the past curriculum which (according to the Department of Education Policy Document October 1997: P1) is said to have perpetuated race, class, gender and ethnic divisions and had emphasised separateness rather than common citizenship and nationhood.

In view of the country's history and its legacy of apartheid, OBE, as a model, was chosen to address the crisis. Waghid (2001:27) proclaims that the education policy in South African schools since 1994 was heavily influenced by an OBE approach, which culminated in the implementation of a new curriculum in the form of Curriculum 2005 in 1998. The substantiating reasons to validate the choice of OBE approach by South Africans are among others:

- (i) Strives to guarantee success for all.
- (ii) To develop ownership by means of decentralised curriculum development.
- (iii) To empower learner's in a learner-centred ethos.
- (iv) To make schools more accountable and responsible in trying to ensure success. (Steyn & Wilkinson, 1998:203).

The formulated outcomes underscore the above aspects and emphasise the development of critical, investigative, creative, problem solving, communicative future oriented citizens (DOE, 1997:10). It is also evident that the letter and spirit of the new democratic constitution as well as the African ethos are being reflected in the different learning areas of all phases of schooling. All in all, OBE constitutes a radical break with the previous education approaches.

2.4 THE IMPLICATIONS OF OBE POLICY AS EXPERIENCED BY EDUCATORS SINCE ITS INCEPTION IN SOUTH AFRICA

The move to an “outcomes-based” education presents South African educators with a challenge significant to be called a “paradigm shift”. Understandably, this shift has led to fear and some anger in education institutions countrywide as educators grapple with the implications that this shift holds for their lives and work (Gultig et al. 1998:v).

South African schools have been heavily influenced by an outcomes-based education approach, which culminated in the implementation of a new curriculum in the form of curriculum 2005 in 1998. The inception of Curriculum 2005 and the change to a

National Qualification Framework (NQF) imply significant changes for the entire education and training system (Le Grange & Reddy, 1998:1). The NQF initiated the merging of the training and training in which one gains skills. These significant changes mark the basis of a shift from a content-based education to an outcomes based education.

The very new system, which represents a radical departure from the old, has posed new challenging demands on the part of educators .The OBE policy carries with it new and unfamiliar concepts. This thus, makes OBE difficult for educators to handle without proper training. Such concepts as continuous assessment (CASS); learning areas, phase organiser, learning programme are just a few examples. Educators express concern about the implementation and mechanics of OBE policy (Le Granje & Reddy, 1998:1)

Here are some of the educators' comments about some of the issues related to OBE policy (Le Granje & Reddy. 1998:1):

“We do not know what to do and is expected of us”

“We do not understand what NQF (National Qualifications Framework) entails?”

“We need instruction and training”

“Every educator has a different perception of what continuous assessment is”

“Its implementation is being thrust upon us”

The position of the educator differs markedly with the one he/she uses to occupy in the previous apartheid government. Pinto and Dison, (1998:4-5) use the figures in the next page to illustrate the position occupied by the educator in the new and old educational system.

Figure 2.1: Hierarchical structure of the education system in South Africa with its clear downward flow of power.

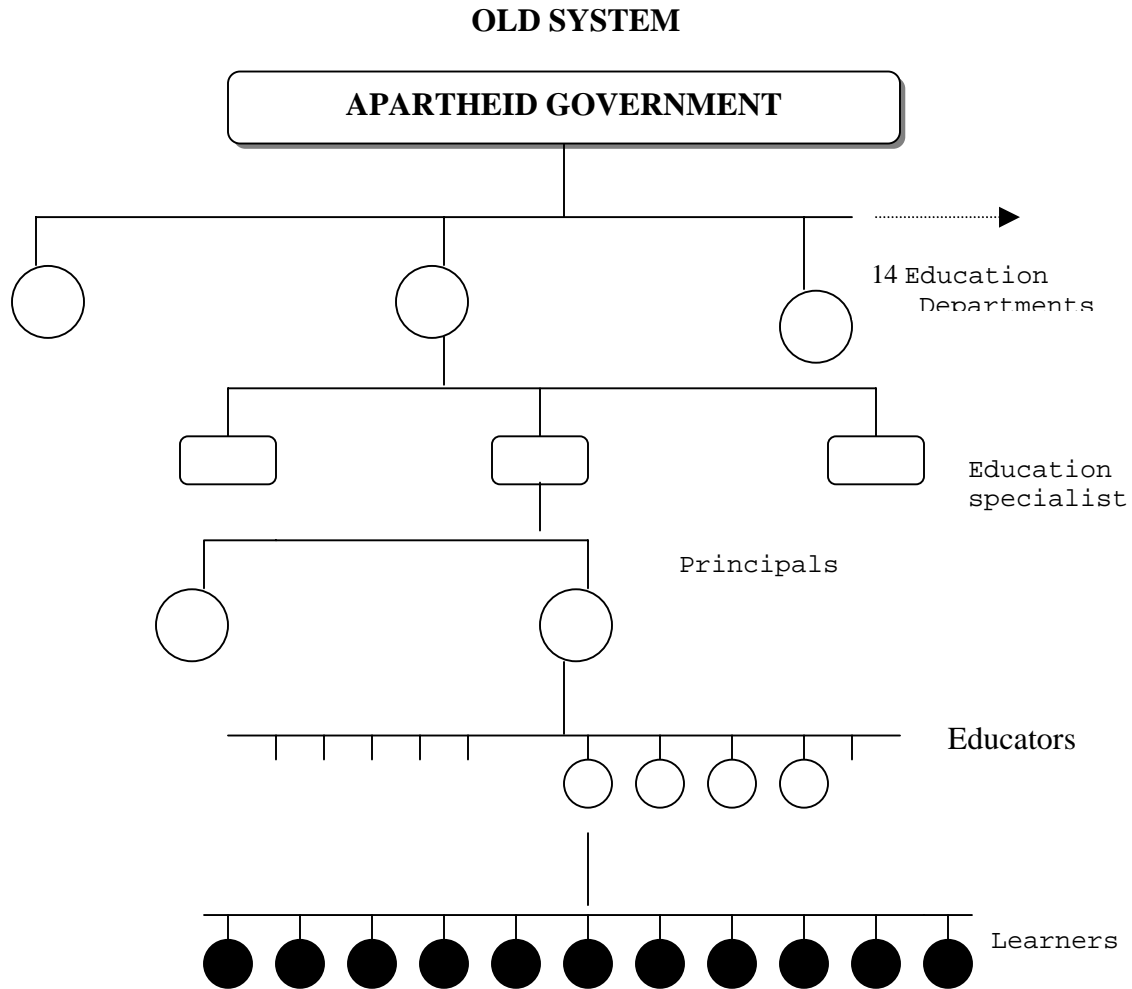


Figure 2.1. shows the old, hierarchical structure with its clear downward flow of power. Reporting and accountability low upward and prescription downward, with the result that at higher levels of decision-making and policy-making, very little account is taken of what is actually happening in the classroom.

The educator has very little freedom to introduce novel ideas and innovative methods into the classroom.

Figure 2.2: New Education System in the South African context

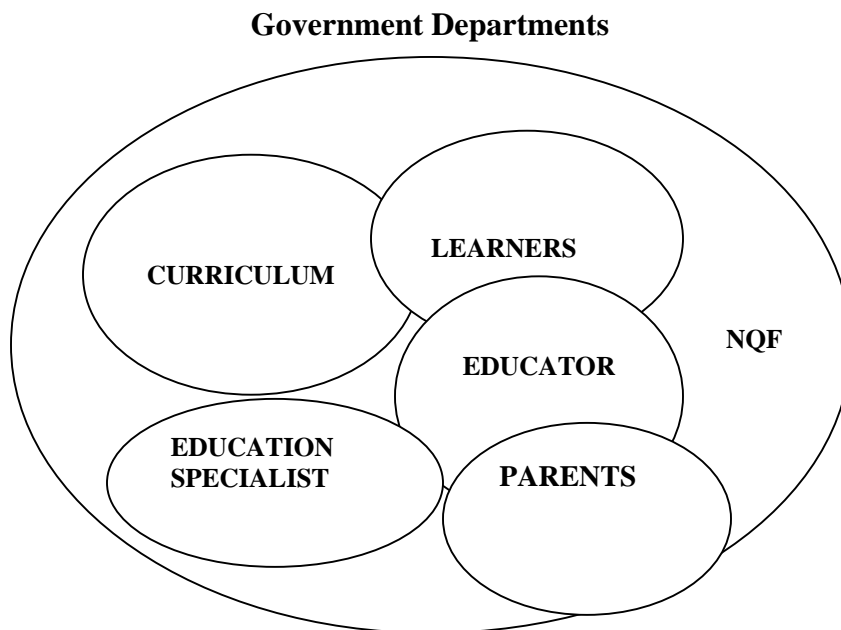


Figure 2.2. is a schematic representation of the educator in Curriculum 2005. The various players in the new education system are represented by a number of intersecting circles. The educator is located almost exactly in the centre and has much more autonomy and freedom.

This can be both exciting and scary. The positive aspect is that educators now have more space to be creative and experimental. Because they are at the centre of the model, and because they know their own context and their learners, they can be much more learner-centred now than they ever were before. They can spend more time on the things they think are essential and have much greater freedom regarding the content they include.

The new system, which represents a radical departure from the old, has set new demands on educators (Le Grange & Reddy, 1998:1). These includes, *inter alia*, increasing roles for educators in various assessment criteria, classroom management, designing and using learning materials, time tables and scheduling and school management in totality.

While the state may suggest certain things should be done in the form of a policy, there is no guarantee that educators will either interpret or actually implement these “instructions” as the state wants them to (Lubisi, Parker, Wedekind & Gultig, 1998:84). The New Democratic South African Government does not have absolute powers or control over educational issues and consequently if the State’s ability to implement its ideas effectively and efficiently. There are numerous factors that are detrimentally affecting effectiveness of OBE policy. The educator, as a person who plays a pivotal role in making the policy a reality is always faced with a number of devastating and demoralising experiences. The researcher will use Lubisi et al (1998:84)’s view to elaborate and to prove the validity of the aforementioned statement.

*“....., there is a ‘**limit to resources**’ that the State can supply to schools in order to allow for the proper implementation of the curriculum. And then the state often sends out ‘**contradictory messages**’. So, for example, the need to reduce government spending may results in cut to education’ – which sends out negative messages to Educators – while at the same time the state is urging Educators to work harder and improve education. Or they may be tensions between provincial and national education departments, which also limits the state’s to implement its ideas*

‘Educator’s own belief and behaviour shape education differently from the way the state may be planned. This happens for two reasons:

*Sometimes educators have “**different ideologies**” from those the state wishes to promote in schools. Other Educators are forced by the “**practical problems**” that they face I the classroom to adjust to the conditions and ditch the ideas that the state wants them to promote because they seem “**impractical**”. For example, the number of learners in a class may make certain methodologies difficult to use, or the fact that the learners cannot speak English may make it difficult to use only English as the medium of instruction.*

Thus the actual process that takes place within the structured “learning environment” is shaped not only by the official policy that comes from the government, but also by the Educators and learners themselves. To conclude.....Educators interpret their environment, they don’t just “accept” the curriculum aims of the state. This interpretation can be both conscious (where Educators actively oppose a policy), or through carelessness, or because they simply don’t know any better). Some interpretations as with class before traditional South African “values and the modern” values of the state – are probably a mixture of both conscious and unconscious interpretation”.

2.5 UNDERSTANDING SUPPORT IN THE CONTEXT OF EDUCATOR–PRINCIPAL RELATIONSHIP

Principals of schools may not be responsible for instructing groups of learners. There have different actions they can engage in to support the instructional efforts of educators while at the same time building their own credibility as a variable source for teaching (Sagor & Barnett, 1994:72). There are two ways of support as offered by the principal to educators towards their instructional process, namely the direct supportive behaviours and the indirect supportive behaviours.

2.5.1 Direct Supportive Behaviours

Principals support educators’ efforts by directly working with educators on instructional matters. The principals as such are expected to elicit the following skills as suggested by Sagor & Barnett (1994:72):

- (i) Working knowledge of different instructional techniques.
- (ii) An ability to clearly articulate this knowledge.
- (iii) A capacity to help educators link their personal classroom goals with the school’s vision.

These skills, will as well enable the educators to implement, OBE policy and any other policy will. The teaching learning process will thus be enhanced.

Equally important, the Principal as a manager has to engage himself/herself in the following actions with educators as a way of portraying direct support to them:

(i) **Conduct frequent classroom observations**

Since OBE is newly introduced, it stands to reason that some educators, even though trained, may not be doing it efficiently. This then requires the principal to frequently observe the educators feedback performance, to provide meaningful feedback during post conferences, to share recent research finding's on effective instructional and assessment techniques, to work collaboratively with educators in incorporating the new policy of OBE, and lastly to communicate how the department of education goals relate to educators' goals and that of the schools' vision (Sagor & Barnett, 1994:73)

(ii) **Encourage participation in staff development**

Staff development can be a powerful tool for improvement in classroom instruction (Blase & Blase, 1994:58). It can form the foundation for educator growth and collegial support that results in new, more authentic approaches to teaching and learning. Bush & Middlewood (1997:187) sited the four aims of staff developed as follows:

- To improve current performance and remedy existing weaknesses.
- To prepare staff for changing duties and responsibilities and to encourage them to use new methods and techniques in their present posts. In this case the researcher refers to the new methods and techniques in implementing OBE at secondary level.
- To enhance job satisfaction.
- To prepare educators for advancement either in their own college or in education service generally.

Principals should be able to articulate a concept of staff development, so that they are able to plan and implement programmes to meet the needs of their institution (Bush & Middlewood, 1997:187). Principals, as managers must be willing to provide ongoing

support and release time for educators to attend staff development sessions, to meet with other educators to discuss the implications of their new knowledge for particular school contexts, to observe one another as they begin implementing new practices, for instance OBE policy, and to critique how well these new practices are addressing the needs of students and the school community (Sagor & Barnett, 1994:73).

(iii) **Constantly discuss about instruction**

Principal must model and nature a collegial learning environment in which educators and principals interact and discuss teaching and learning activities (Sagor & Barnett, 1994:74). Principals must be able to write and speak effectively, actively engage educators in conflict resolution and problem solving, use a variety of group processing skills, and allow educators to communicate their instructional needs and expertise with one another.

(iv) **Be visible (MBWA - Management By Walking About)**

This is a proactive management function, which helps the leader or senior manager (Principal) to keep his or her finger on the pulse (Green, 2000:25). This process of MBWA involves forsaking the office for considerable periods of time and walking around the school asking everyone you meet questions which raise their sense of self work and which give opinions and views about the impact of the decision, that the principal has taken at the point of impact of those decisions (Green, 2000:25; Sagor & Barnett, 1994:74).

2.5.2 INDIRECT SUPPORTIVE BEHAVIOURS

The definition of Indirect Support Behaviour in Chapter 1 suggests that managers have to create a climate where educators feel appreciated for their instructional efforts and can spend the majority of time teaching learners (Sagor & Barnett, 1994:74-75). The following three types of indirect behaviour can assist educators' instructional efforts as suggested by Sagor & Barnett (1994:75):

(i) To acquire resources for Educators.

This includes such resources as time, educational and financial resources. Principals can become information and resource “brokers” by purchasing instructional materials, building a professional library of readings, locating money to support professional travel, and providing release time for educators to observe one another and visit other schools.

(ii) Attending to the maintenance of the building.

This is also referred to as managing facilities in which the physical environment is improved (Bush & Middlewood, 1996:39).

(iii) Assisting students in resolving their problems.

Although principals cannot solve all disciplinary problems educators face, they can support educators classroom practices and school policies by speaking with learners and their parents about appropriate classroom demeanour, assisting learners in their homes to show their concern, and enforcing school policies regarding vandalism, tardiness, and absenteeism (Sagor & Barnett 1994:76; Blasé & Blasé 1994:117).

2.6 THE ROLE OF PRINCIPALS IN MAKING OBE POLICY IMPLEMENTATION PROCESS EFFECTIVE

The role of principals in policy implementation is of cardinal importance. Franken (1994:1) asserts that principals as curriculum leaders advocating renewal are responsible for the motivation and support of their personnel. Principals have to fulfil the role of facilitators, supporters and provide resource material in order to stand a supportive foundation for the educators.

The following are some of the principals suggested to be supportive to educators and also thought to be affecting the teachers' professional work (Green, 2000: 31-32; Sagor & Barnett, 1994:10; and Blasé & Blasé, 1994:63):

- a. Ensuring equality of opportunity to both learners and educators.
- b. Being responsible for all administrative and managerial tasks like, planning, organising, co-ordinating and monitoring.
- c. Leading professionals in the school.
- d. Providing an open, friendly, supportive environment.
- e. Raising standards.
- f. Develop policies and practices.
- g. Provide teams with adequate human and material resources so that the public recognize their accomplishments.
- h. Reassuring all stakeholders that their ideas and plans, even when challenged are valued.
- i. Developing effective networks and partnerships with all stakeholders.
- j. Providing vision, leadership and direction for the school.

If all these roles are practiced effectively and efficiently, the school becomes conducive and congenial for implementing any introduced programme or policy.

2.7 CONCLUSION

This chapter gave the version and roots of the South African OBE policy. The approaches on which this OBE is based were as well outlined. The researcher also tried to highlight reasons why OBE was chosen, accorded and incepted here in South Africa. Eventually, the researcher gave the implications of OBE as experienced by educators from the time it was incepted.

We have seen that educators do not always do what curriculum designers and planners expect of them. This is due to either the conscious resistance or at certain stages due to misunderstandings or misinterpretations. Hence each educator needs to understand himself or herself as interpreter of the total curriculum and as constructor of the learning environment (Lubisi et al, 1998:90). Educators need to see their role as that of active constructors, not as puppets, pawns or victims. The construction of their learning environment obviously needs a goal.

This chapter also outlined the concept 'support' in the context of educator-principal relationship. The role of principals in making OBE policy realise its set objectives was also outlined in this chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

De Vos, Strydom, Fouche, Poggenpoel and Schurink (1998:77) view research design as a blueprint or a detailed plan which guides the manner in which research is to be conducted. Bless and Higson-Smith (1995:63) assert that research design is a programme to guide the researcher in collecting, analysing and interpreting observed facts. The research design regarding this study is qualitative, exploratory and descriptive in nature.

3.1.1 Qualitative approach

The researcher used this approach because; according McMillan & Schumacher (2001:393) it extends the understanding of a phenomenon and contributes to educational practice, policy making and social consciousness. The goal of this qualitative research approach is that it is concerned with understanding the social phenomena from the participants' perspective. The researcher thus becomes "immersed" in the situation and the phenomena study.

3.1.2 Quantitative approach

This is an approach that attempts to establish universal, context-free generalisations, i.e. its ultimate goal is to develop a body of knowledge in the form of generalisations (Hoberg, 1999:23). The researcher did not use this approach because it results in numbers, and in it generalisation is possible. Differences related to a complex process may be studied independently. Its purpose has to do with establishing relationships and explaining causes of changes in measured social facts and hence it becomes inappropriate in this study (Hoberg, 1999:23).

3.2 Data collection plan

A data collection plan sets out in detail a strategy for collecting data, typically including the following elements as cited by Vithal & Jansen (1997:20):

3.2.1 General methodological orientation

This research is a case study of the educators' experiences to the support they receive from their principal towards the implementation of OBE at secondary schools.

3.2.1.1 What is a case study?

A case study is an empirical inquiry that investigates contemporary phenomena within its real life context when the boundaries between phenomena and context are not clearly evident and in which multiple sources of evidence are used (Yin, 1989, cited in Phendla, 1995:34). The case study is used because:

- (i) It gives explanations to the causal links in real life,
- (ii) It gives meaning to contemporary phenomenon researches that are too complex for a survey or experimental strategies,
- (iii) It is able to describe or even predict the contemporary phenomenon researches that are too complex for to describe or even predict the contemporary phenomenon in the real life context in which an intervention has occurred,
- (iv) It illustrates the intervention itself and lastly and
- (v) It is used to explore the situations and outcomes (Yin 1989, cited in Phendla, 1995:35).

Yin (1989) continues to argue that a case study suffices as an attempt to answer the “**How**” and “**why**” questions about contemporary sets of events, even if the investigation has little or no control.

Although a case study has advantages, Yin (1989) (in Phendla, 1995:35) shows the four main traditional prejudices against the use of a case study as a strategy to conduct a research:

- (1) Case studies lack rigour. They are sloppy and allow equivocal evidence or based views to influence direction of finding and conclusions.
- (2) They provide very little basis for scientific generalisation. For example, from a single case to a longer population or inverse, but they are generalised to theoretical proposition.
- (3) Case studies are time consuming and result in immense, unreadable documents.
- (4) Good case studies are very difficult to do as skills for doing good case studies have not been defined yet.

The following definitions clarify the concept case study:

- (i) “Case studies are a type of qualitative research in which the researcher explore a single entity or phenomenon (“the case”) by time and activity (A program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time” (Creswell, 1994:12)
- (ii) The case study is a method of choice when the phenomenon under study is not readily distinguishable from its context (Yin 1993:3)
- (iii) Unlike the experimenter who manipulates variables to determine their causal significance or the surveyor who asks standardised questions of a large representative sample of individuals, the case study researcher observes the characteristics of an individual unit – a child, a clique, a class, a school or a community.

3.2.1.2 The purpose of case studies

- (i) It is conducted to shed light on a phenomenon, be it a process, event, person or object of interest to the researcher (Leedy, 1997:157). Gall, Borg

& Gall (1996: 549) maintain that researcher generally do case studies for one of the following three purposes

- (ii) To provide a detailed description of a phenomenon,
- (iii) To develop possible explanations of a phenomenon and
- (iv) To evaluate the phenomenon.

3.2.1.3 Advantages of case studies

Cohen and Manson (in Blaxter, Hughes & Tight, and 2001:73) outlined the following advantages of a case study:

- (i) Case study data are drawn from people's experiences and practices and so are seen to be strong in reality.
- (ii) Case studies allow for generalisation from a specific instance to a more general issue.
- (iii) Case studies allow the researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations.
- (iv) Case studies can provide a data source from which further analysis can be made. They can, therefore, be, achieved for further research work.
- (v) Because case studies build on actual practices and experiences, they can be linked to action and their insight contributes to changing practice. Indeed, a case study may be a subset of a broader action research project.
- (vi) Because the data contained in case studies are close to people's experiences, they can be more persuasive and more accessible.

3.2.1.4 Disadvantages of case studies

Denscombe (1998:40) highlights the following disadvantages of case studies.

- (i) The point at which case study approach is most vulnerable to criticism is in relation to the credibility of generalisation made from its finding. The case study researcher needs to be particularly careful to allay suspicions and to demonstrate the extent to which his case is similar to, or contrasts with, others of its type.
- (ii) On the technical side, the boundaries of the case can prove difficult to define in an absolute and clear-cut fashion. This poses difficulties in terms of deciding what sources of data to incorporate in the case study and which to exclude.
- (iii) Negotiating access to case study settings can be a demanding part of the research process. Research can flounder if permission is withheld or withdrawn.
- (iv) It is hard for case study researchers to achieve their aim of investigating situations as they naturally occur without any effect from their presence. Because case study research tends to involve protracted involvement over a period of time, there is another possibility that the presence of the research can lead to the observer effect
- (v) Unwarranted though it may be, case studies are often perceived as producing “soft” data. The approach gets accused of lacking the degree of vigour expected of social research.

The researcher resorted to a case study because the data to gather will be close to the respondents’ experience of how they implement OBE policy. This case study will build on the actual practice and experiences of the educators thus linking their actions and insights that can contribute towards the implementation of OBE.

3.2.2 The research parameters within which data was collected

Vithal & Jansen (1997:20) view this as the second step of a data collection plan in which the researcher develops a detailed data collection plan which sets out the “parameters” for

each of the critical questions under study. By “parameters”, Vithal & Jansen (1997:20) mean the decisions about what data to collect, from whom, how often etc.

3.2.2.1 Sampling

This is a scheme of action, a design or procedure that specifies how participants are to be selected in a study (Rosnow & Rosenthal, 1996:4143). It involves the selection of a group of people with which the researcher is to conduct a research (Simelane, 1998:21). For this study, the researcher outlines the following aspects under sampling:

- **Population**

A population is the total set of individuals or units of the study from which the researcher can choose (De Vos et al, 1998:190). These individuals or units should be sharing a common set of characteristics e.g. Educators at secondary school or educators offering learning areas in OBE. Simelane (1998:22) identifies two types of population, namely target population and accessible population. A portion of the target population to which a researcher has reasonable access is known as the accessible population (Simelane, 1998:22). The target population in this study was secondary schools in the former homeland called Venda, which lies within the Limpopo Province. The accessible population was the principals and educators in two secondary schools where the case study was conducted. The schools were selected on the basis of offering OBE.

- **Sample Criteria**

There are certain characteristics that should be taken into consideration in a target group (Simelane, 1998:22). The participants in this study have the following characteristics:

- (i) They are educators at secondary schools.
- (ii) They are educators offering OBE.

- (iii) They are educators who speak and understand both English and Tshivenda languages.

- **Sample Size**

In this case study, the researcher used a focus group interview and individual interviews and questionnaires. For a focus group the researcher gathered 6 to 12 people per school and he became the moderator (Neuman, 1997:253). For face-to-face interview, the researcher interviewed two principal from both schools under case study. All educators of both schools completed questionnaires.

- **Sampling Methods**

Purposeful sampling was used in selecting the participation in this study. Patton (in McMillan & Schumacher, 2001:400) asserts that purposeful sampling is selecting information-rich cases for study in-depth. McMillan and Schumacher (2001:401) maintain that this method is important in that:

- (i) It increases the utility of formation obtained from small samples.
- (ii) It requires that information be obtained about variations among the subjects before the sample is chosen.
- (iii) The samples are chosen because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating i.e. experience of educators towards the support they receive from their respective principals during the implementation of OBE at secondary school.
- (iv) The power and logic of purposeful sampling is that a few cases studied in depth yield many insights about the topic.

3.2.2.2 Data collecting methods

The following three data collecting methods were used in this case study, namely: Questionnaires which were completed by educators, focus group interviews for educators and individual interviews for principals.

a. Questionnaire

McMillan & Schumacher (1997:252) assert that a questionnaire is the most widely used technique for obtaining information from subjects although that can vary from research to research. The researcher has opted to use this data collecting strategy because it is relatively economical, has the same questions for all subjects, can ensure anonymity and contain questions (or statements) written for specific purposes. Leedy and Ormord (2001:197) assert that the respondents can respond to questions with assurance that their responses will be anonymous, and so they become more truthful than they would be in a personal interview.

The questionnaire was designed for educators at the two schools in the case study in Vuwani. There were two categories of questions, namely:

- (i) Scaled response questions.
In this section, the respondents were required to answer the questions by selecting any answer of their choice from the five alternatives given.
- (ii) Open ended response questions.
In this category, the respondents were required to elaborate, state comments or state their views.

All the questions in this questionnaire were related to the support educators received from their principal with regard to the implementation of OBE.

b. Focus-group interviews

“Focus group interview was conducted as an open conversation in which each participant may comment, ask questions of other participants, or respond to comments by others including the interviews” (Ferreira & Puth 1998:167). Hoberg (1999:136) defines focus group interview as a group discussion in which a small number of participants, typically six to twelve, talk about topics of special relevance to a study, under the guidance of a moderator. The group is small enough for all the participants to have the opportunity to share insights, and big enough to provide variation of perceptions.

This method was chosen for this study because as Bless & Higson-Smith (1995:113)

“It is very useful to allow participants to share their thoughts with others and in this way, they speak off new ideas of views before answering the researcher’s question”

- **Advantages and disadvantages of focus group interviews**

Like any other research method, focus group interviewing has strengths and limitations, advantages and disadvantages. Hoberg (1999:145) outlines the following advantages and disadvantages:

Advantages of focus group interviews

- (i) Focus groups can be conducted at a relatively modest cost and in a relatively brief span of time.
- (ii) Focus groups expose the researcher to the participants’ worldview.
- (iii) Focus groups discussions shed light on phenomenon and social processes that we know very little about.
- (iv) Focus groups provide a socially oriented research procedure i.e. they facilitate interaction between subjects and uniquely capture the dynamics of group interaction.

- (v) Focus group discussions provide a format that allows the moderator to probe. This makes flexibility possible, which is so important for exploring unanticipated issues.
- (vi) Focus groups have high face validity. Not only are “comfortable” since they seem credible to those suing the information. Results are not presented in percentages and complicated statistical tables for charts, but rather in lay terminology embellished with quotations from “real” people.
- (vii) Focus groups can provide speedy results, i.e. they can be conducted, their results analysed and the report written in a very short space of time.

Disadvantages of focus group interviews

- (i) Mode of focus group interviews has less control than the interviewer who conducts individual interviews. The focus group interview allows the participants to influence and interact with each other, and, as a result, group members are able to influence the course of the discussion.
- (ii) Data generated by focus groups are relatively difficult to analyse since participants’ comments must be interpreted within the constructed social setting. i.e. it is based and subjective.
- (iii) Material acquired by using focus groups is not general sable because the groups contain only a small sample of people and hence the data are not capable of producing typical of project able information for the whole universe under study. (Ferreira & Puth 1988:2001)
- (iv) Tactics and techniques necessary for conducting such interviews are not readily available and as such focus groups require carefully trained interviewers.
- (v) Focus groups are often difficult to assemble, since the participants have to spend time to go to a designated place at a stipulated time to share their views with others for a few hours.
- (vi) The interview must be conducted in an environment, which optimally facilitates conversation.

- (vii) Focus groups can vary considerably i.e. one group can be lethargic, boring and dull while the next group selected can be active and vibrant.

The case study is suitable and advantageous to this study because the focus group discussions will provide the moderator with the format to probe on some of the issues that will need clarity. This will enhance flexibility and the exploration of the unanticipated issues pertaining to OBE.

c. Individual interviews

Individual interviews enabled the researcher to establish rapport with potential participants and therefore gain their cooperation. Such interviews yielded the highest response rates in survey research in general. Personal interviews allowed the researcher to clarify ambiguous answers and, where appropriate, sought follow-up information. The only disadvantage is that it was time consuming.

These interviews were conducted among the principals of the schools in the investigation the researcher had to intervene by asking probing questions at intervals.

3.3 Research Instrument

The researcher developed an interview schedule with the educators and principals as a framework to work on during the study. Interviews were used as the instrument to generate evidence from both the educators and the principals. Unstructured individual interviews were conducted with the principal to generate evidence on the support they offered to their fellow educators during the implementation of OBE approach. Focus group interviews were conducted with two groups of educators from school A & B in which OBE is implemented. The researcher had to ensure that ethical measures of conducting interviews were observed throughout. The researcher had to maintain empathy, sensitivity, humour as well as sincerity in order to ensure participants were open towards the researcher, as (Simelane, 1998:23) would suggest researchers do.

3.4 DATA ANALYSIS

Mouton (2001:108) asserts that data analysis involves the breaking up of data into manageable themes, patterns trends and relationships. The aim of analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there were any patterns or trends that could be identified or isolated, or to establish themes in data.

The researcher used categories and themes to analyse the data. The researcher went through a rigorous exercise of searching patterns and connections between various categories that would ultimately form few themes. The researcher went through the data over and over again to identify, revise, modify and amend new categories, until they were placed in suitable themes. This analysis of data was done continuously during the process of collecting the data.

Booyse, Lemmer & Smith (1996:155-156) style of analysing the data collected was applied. This was done through the following:

- (i) **Categorizing** – where the researcher described what he had observed and divided the observed phenomena into units.
- (ii) **Contrasting** – where the researcher indicated how units were found to be similar or dissimilar to one another.
- (iii) **Aggregating** – in which the researcher determined which items were associated with one another and might be aggregated into groups.
- (iv) **Ordering** – in which, through divergent thinking, patterns and themes were refined.

3.5. LIMITATIONS OF THE STUDY

Reliability

Anderson (in Phendla, 1995:39) approaches validity as a construct derived from a given case but which has a potential generalisability to other situations and settings. The external validity of this study is not to generalise findings, but to form a specific interpretation of events in two selected secondary schools around Vuwani. Accurate information from the data given by the respondents was recorded and presented.

Reliability

The study was focussed on two secondary schools in rural area. The researcher was interested in examining the experiences of the educators towards the support they received from their respective principals. The researcher could bring in certain biases into the study, due to the fact that the he was a deputy principal of a particular school and was once an educator.

Reliability of the study lies on the focus given to the case study method, sampling method and procedure, multiple methods of data collection, which include questionnaires and interview guides. Reliability also depended on the context in which the data was collected. The data are accurate responses of the two secondary school principals and twenty educators already in the teaching fraternity for more than five years. Given the same conditions as the one above, this case study might be applicable to other situations or settings.

3.6 CONCLUSION

In this chapter, the researcher outlined what type of research design was followed. It was thus imperative to furnish reasons why some research methods were followed. The researcher. Also the researcher clearly outlined the area where the research was conducted; the sampling method and the data gathering strategies relevant to mass information associated with the topic in investigation.

Summarily this chapter tells the what, where, how parts of the research study. Steps and reasons for choosing particular research methodologies are clearly outlined. The procedure of analysing data is as well outlined.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 INTRODUCTION

Three data collecting strategies were used to collect the information pertaining to the topic of investigation: How secondary schools educators experience principals' support during the implementation of Outcomes-Based Education (OBE). Twenty educators completed the questionnaires. Principals of two schools in the study were interviewed engaged. Focus group interviews were conducted to two groups of schools A and B respectively.

Both principals responded to the individual interviews. Six educators from school A and seven from school B participated in the focus group interviews. Twenty educators completed the questionnaires. Some educators from both schools were reported to be on study leave. Each respondent was given two weeks to complete the questionnaire freely. The instructions and the purpose of the research were clarified before educators could complete the questionnaires.

4.2 EDUCATORS' QUESTIONNAIRES

The tables below show the response of educators from the questionnaires on management and leadership skills, resources, workshops and / or courses and / or In-service training, problem solving skills and communication and networking

The educators responded to the five questions as reflected in Tables 4.1 to 4.5. In each case the number and percentage of the respondents per question are indicated below.

Table 4.1: Indicates the number and percentage of respondents for Section 1: Management and leadership skills

| Statements | Strongly Disagree | | Do Not Agree | | Unsure | | Agree | | Strongly Agree | |
|---|-------------------|-----|--------------|-----|--------|-----|-------|-----|----------------|----|
| | N | % | N | % | N | % | N | % | N | % |
| 1. The management is doing enough to explain to educators what OBE is all about | 11 | 55% | 5 | 25% | 4 | 20% | - | 0% | - | 0% |
| 2. School managers understands OBE | 8 | 40% | 8 | 40% | 3 | 15% | 1 | 5% | - | 0% |
| 3. The principal/managers conduct frequent classroom observation | 10 | 50% | 9 | 45% | - | 0% | - | 0% | 1 | 5% |
| 4. The management style of the school is helping enough towards the implementation of OBE | 10 | 50% | 6 | 30% | 1 | 5% | 3 | 15% | - | 0% |
| 5. The management takes initiative to accumulate and disseminate information of OBE | 8 | 40% | 4 | 20% | 4 | 20% | 4 | 20% | - | 0% |

4.2.1 Management and leadership skill

The Table 4.1 above reflects that almost 80% of the educators in the investigation alleged that the management is not doing enough to explain to educators what OBE is all about. Only 20% appeared to be ‘sitting on the fence’ about this issue.

While 80% of these educators did not agree with the fact that school managers understood OBE, 5% agree that they do understand OBE. The remaining 15% were not even sure as to whether school managers understood OBE or not. Up to 95% of the

respondents disagreed that principals conducted frequent classroom observation. Needless to say, what would they observe if they did not understand OBE?

The management style, as adopted by the two schools in the case study, was not helping enough towards the implementation of OBE. The majority 80% of the respondents confirmed the aforementioned statement. Fifteen percent (15%) affirmed that the type of management style portrayed by the leadership of the two schools was helping towards the implementation of OBE. Only one respondent, forming five percent of the educators who completed the questionnaires was not sure about this issue.

Up to 50% of the educators who completed the questionnaire did not agree that the management was taking any initiative to accumulate and disseminate information pertaining to OBE. Twenty percent of the respondents were of the opinion that the management is doing something to generate and share OBE information with the staff members. Twenty percent of the respondents were not sure of this idea.

The researcher thus concludes that the management and the leadership of the schools in this case study appear to fail in understanding OBE as a newly incepted approach. This is evident in that the larger percentage of educators who completed the questionnaires asserted that the management was not doing enough to explain the educators what OBE was all about, and that the school managers did not conduct frequent classroom observation.

The management was not taking initiatives to accumulate and disseminate information on OBE. Maybe this was due to the fact that they did not receive training in handling OBE or they were just negative towards the new approach. Maintaining the status quo or resistance to change by principals might be the excuse in not showing any support to educators.

Table 4.2: Indicates the number and percentage of respondents for Section 2: Resources

| Statements | Simply Disagree | | Do Not Agree | | Unsure | | Agree | | Strongly Agree | |
|---|-----------------|-----|--------------|-----|--------|-----|-------|-----|----------------|----|
| | N | % | N | % | N | % | N | % | N | % |
| 1. The principals obtain instructional material for educators to improve teaching OBE | 4 | 20% | 4 | 20% | 2 | 10% | 9 | 45% | 1 | 5% |
| 2. The principals locate financial resources for Educators to support Educators' professional development | 1 2 | 60% | 2 | 10% | 2 | 10% | 4 | 20% | - | 0% |
| 3. The resources on OBE are freely available at their schools | 9 | 45% | 4 | 20% | 3 | 15% | 3 | 15% | 1 | 5% |
| 4. The circuit/district office regularly supply the school with relevant OBE materials/literatures | 8 | 40% | 4 | 20% | 2 | 10% | 6 | 30% | - | 0% |
| 5. The school libraries are richly stocked with OBE literature | 1 8 | 90% | 2 | 10% | - | 0% | - | 0% | - | 0% |
| 6. The national office is doing a lot to illuminate educators on OBE matters | 7 | 35% | 10 | 50% | 2 | 10% | 1 | 5% | - | 0% |

4.2.2 Resources

While 40% of the respondents as indicated in Table 4.2 above disagreed with the idea that principals obtained instructional material for educators to improve the OBE, it was surprising that 50% agreed with this idea. Ten percent of the respondents were just unsure as to whether principals were helping them or not, in getting the OBE material.

A total of 70% of the respondents strongly disagreed that principals located financial resources for educators to support the educators' professional development. Twenty percent of the respondents agreed that principals were making financial provision to support educators' professional development although 15% seemed to be unsure about this idea.

Almost 65% of the respondents as depicted in the table above held a different view on the fact that OBE resources were freely available at their schools while 20% of them consented to this opinion. Fifteen percent of the respondents were not sure of this opinion.

Twelve of the 20 educators in the case study that is 60% did not agree that the circuit or district offices regularly supplied the schools with relevant OBE materials or literature. Thirty percent of the respondents confirmed that such OBE materials / literature were supplied by circuit /district offices to facilitate the implementation of OBE in the classroom situation. The remaining 10% of these respondents were not sure about this idea.

All the respondents (100%) stated that libraries were not stocked with OBE literature. While 85% asserted that the national office received support from the national office, the data gathered in this regard showed that resources were inadequately supplied to schools.

Table 4.3: Indicates the number and percentage of respondents for Section 3: Workshops / Courses / In-Service Training

| Statements | Strongly Disagree | | Do Not Agree | | Unsure | | Agree | | Strongly Agree | |
|---|-------------------|-----|--------------|-----|--------|-----|-------|-----|----------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| 1. OBE educators have attended some workshops/courses/in-service training on OBE in the last three months | 9 | 45% | 4 | 20% | 2 | 10% | 4 | 20% | 1 | 5% |
| 2. The workshops/ courses/in-service training were informative and satisfactory in enhancing OBE teaching | 7 | 35% | 10 | 50% | 1 | 5% | 2 | 10% | - | 0% |
| 3. The school managers or SMT's have organized internal OBE workshops in their schools | 1 5 | 75% | 3 | 15% | - | 0% | 2 | 10% | - | 0% |
| 4. The principals/ managers provide release time for educators to attend OBE | 6 | 30% | 2 | 10% | - | 0% | 10 | 50% | 2 | 10% |
| 5. Meetings are held in their schools to discuss OBE matters. | 8 | 40% | 6 | 30% | 1 | 5 | 3 | 15% | 2 | 10% |

4.2.3. Workshops/courses and / or in-service training

The Table 4.3 above reflects that almost 65% of the respondents maintained that they had not attended some workshops/courses/in-service-training on OBE within the last three-months. Only 25% of the respondents agree that they did attend some workshops / courses / in-service trainings on OBE within the stipulated period. The remaining 10% of were unsure about this issue.

Up to 85% of the respondents did not affirm that such workshops/ courses / in-service trainings were not informative and satisfactory in enhancing the teaching of OBE in the classroom situation. Ten percent of these respondents who completed the questionnaire agreed that they gained something that helped them in teaching OBE. Only 5% was unsure about having gained or not.

The school management teams (SMTs) did not bother to organise internal workshops on OBE. This was confirmed by 90% of the respondents as shown in the table above. The remaining ten percent affirmed that internal OBE workshops were conducted in their schools.

While 60% of educators agreed that they were given release time to attend OBE courses/workshops/in-service trainings, 40% did not share the same sentiment, that is, they disagreed that principals provided them with release time to attend OBE courses/workshops/in-service trainings. Up to 70% of these respondents showed that no meetings were held within their schools to discuss and share ideas on any matter pertaining to OBE. Surprisingly, 25% of the respondents agreed that discussions were held and ideas shared about OBE matters in their schools.

The researcher thus concludes that workshops, courses and in-service trainings are held periodically but educators seem to be reluctant to attend. This is evident in that 25% of the respondents agreed that they did attend some workshops/courses/in-service training in the last three months. Up to 60% of the respondents agreed that principals provided release time for educators to attend workshops/courses/in-service trainings. Staff meetings were organized to discuss and share ideas on OBE matters. This was confirmed by almost 25% of the respondents. Workshops, courses and in-service trainings that were attended were informative and satisfactory in enhancing the teaching of OBE.

Lastly, 10% of the respondents confirmed that the principals organized internal workshops to discuss OBE matters.

Table 4.4: Indicates the number and percentage of respondents for Section 4: Problem Solving Skills

| Statements | Strongly Disagree | | Do Not Agree | | Unsure | | Agree | | Strongly Agree | |
|---|-------------------|-----|--------------|-----|--------|-----|-------|-----|----------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| 1. Principal/managers help Educators in interpreting OBE and their approaches | 9 | 45% | 6 | 30% | 3 | 15% | 1 | 5% | 1 | 5% |
| 2. Principal/managers listen to educators' wishes, concerns and instructions needs. | 7 | 35% | 1 | 5% | 2 | 10% | 8 | 40% | 2 | 10% |
| 3. Principals provide helpful feedback and suggestions held regarding OBE | 12 | 60% | 2 | 10% | 2 | 10% | 2 | 10% | 2 | 10% |
| 4. Principals organise experts to solve Educators' instructions and classroom. | 7 | 35% | 7 | 35% | 2 | 10% | 4 | 20% | - | 0% |

4.2.4 Problem solving skills

Table 4.4 above depicts that up to 75% of the respondents claimed that principals did not help educators in interpreting OBE policy and its approach. Only 10% of the respondents affirmed that educators got assistance in interpreting OBE policy and its approach. Fifteen percent of the respondents could not even affirm or appose the idea but instead opted to remain silent about this issue, that is, they were unsure about the issue.

Half of the respondents maintained that principals did listen to their wishes, concerns and instructional needs. Only 40% of the respondents as shown in the table above did not agree with this idea. Ten percent of these respondents opted to sit on the fence, meaning that they were not sure about the idea. The question, which arises in this case, will be: *“If principals do listen to such educators’ wishes, concerns and needs what are they doing to help these educators?”*

The principals were said to be not providing helpful feedback and suggestions of all workshops and conferences they attended pertaining to OBE. This was confirmed by 70% of the respondents while only 20% disagreed. Only 10% of these educators were not sure about the matter. The question now remains: “*Why are they not providing this valuable information to educators?*” The answer may be that either the principals did not attend such meetings or they attended without interest or they might have been showing negative attitude towards OBE as a newly introduced approach.

A total of 70% of the respondents showed that principals did not bother to organise or invite experts to help educators solve OBE problems. Twenty percent confirmed that they met with experts organised by principals to help them solve instructional and classroom problems. The remaining 10% of the respondents were not sure about the issue.

**Table 4.5:Indicates the number and percentage of respondents for Section 5:
Networking**

| Statements | Strongly Disagree | | Do Not Agree | | Unsure | | Agree | | Strongly Agree | |
|--|-------------------|-----|--------------|-----|--------|-----|-------|-----|----------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| 1. Educators get support materials from neighbouring school (s) on OBE | 10 | 50% | 3 | 15% | 2 | 10% | 4 | 20% | 1 | 5% |
| 2. Principals/manager provide release time for Educators to observe one another | 10 | 50% | 4 | 20% | 1 | 5% | 5 | 25% | - | 0% |
| 3. Principal provide release time for Educators to visit other schools to seek assistance or guidance | 6 | 30% | 3 | 15% | 2 | 10% | 7 | 35% | 2 | 10% |
| 4. Schools are taking initiatives to contact agencies on institutions to assist with matters pertaining to OBE | 12 | 60% | 7 | 35% | - | 0% | 1 | 5% | - | 0% |

4.2.5 Networking

The table 4.5 above reflects that while 65% of the educators indicated that they did not get support materials from neighbouring schools on OBE, 25% affirmed that they got such support. Only 10% of the respondents are unsure in this regard. This might also be substantiating the fact that schools are not adequately supplied with OBE materials, or alternatively they have limited materials for their schools.

While 25% of the respondents affirmed that principals provided release time for educators to observe one another within the school, 70% of them were against that opinion. Five percent of these respondents were not certain about the issue.

An equal percentage of the respondents that is, 45% shared different views in that principals provided release time for educators to visit other schools to seek assistance or guidance. The remaining ten percent of the respondents were not sure about this issue.

The majority of the respondents, almost 95% argued that schools were not taking initiatives to contact agencies, consultants or other institutions to assist them with matters pertaining to OBE. This might be either due to their financial constraints as it was costly to invite private agencies and/or consultants, or they did not know the agencies or consultants or institution offering such help.

In this instance, networking and communication seemed to have been tried along the way but somehow lost the right tract. The principals in this case, tried to provide release time for educators to consult with fellow educators from neighbouring schools. They were rendering support to educators but educators said too little was done to save the situation.

4.3 TEACHERS' INTERVIEW GUIDES

4.3.1. The introduction of OBE at secondary school

Most of the respondents condemned and ridiculed the inception of OBE. They argued that OBE was prematurely introduced; the timing was improper and uncalculated. They held the view that the OBE approach was not clearly defined as it dampened the morale of both educators and learners. They further indicated that the approach was theoretically applicable but practically difficult to implement, more especially in rural areas. The difficult aspects of implementing the OBE approach to them were lack of educators, facilities, resources and overcrowding. These were the key stumbling blocks they could cite.

Here are few statements as quoted from their arguments:

“This approach is good but difficult to implement”

“This is a waste of time and energy, OBE is killing our poor and innocent children”.

4.3.2 The handling of OBE related issues.

Almost 90% of the respondents maintained that OBE was difficult to handle. They lamentably cited the following reasons for the afore-mentioned statement:

- Lack of OBE support materials,
- Poor or lack of training to all levels, that is, facilitators, principals and educators,
- The degree of difficulty of the policy interpretation,
- Poor and / or inadequate supply of both human and physical training and
- Resistance by veterans in the teaching fraternity because they intended to maintain the *status quo*.

Five percent, which is a very small percent of the respondents, argued that the OBE approach was simple, straightforward and practical. They maintained that if enough time were given for proper training to all levels, that is the inspectors, facilitators, principals and educators, OBE would be easy to implement and follow.

4.3.3 The running of either workshops or courses or in-service training

The respondents proved to have attended some of the organised workshop/courses and / or in-service training at certain stages. This is evident in that they remarked negatively about the facilitators. For instance, they lamented that facilitators were ill-informed; incompetent; lacked knowledge and skills to run workshops/courses/in-service trainings; incompetent in handling problems that arose during the course of the trainings.

One respondent remarked! “.....*facilitators are not sure about the training procedures and its content and sometimes tell us to consult the OBE policy document*”. This confirmed that they could not handle or run workshops or courses or in-service trainings.

4.3.4 Expectations of educators from principals in offering OBE effectively and efficiently

Educators argue that they expected support from principals. They expected support that would help them to teach effectively and efficiently in accordance with the OBE approach. They, unfortunately, accused principals for failing to offer them support. They accused them of

- (i) Not organising internal meetings to discuss OBE problems,
- (ii) Not helping them in interpreting OBE policy and
- (iii) Not organising resources necessary and appropriate to teach OBE learning areas.

Very few educators that is, 10% of the educators interviewed attested to the fact that principals were trying to offer them help. They maintain that principals provided them with release time to consult with other educators at cluster level. Although the clusters faded into nothingness, educators used this clusters as an excuse to leave the schools earlier. In other words some did not even bother to attend such group clusters and left very early to attend to their personal affairs. Clusters did not bear fruit and hence degenerated and disappeared into nothingness.

Some educators did not put the blame to principals but to the department of education. One educator remarked. *“The department is failing to support us in implementing OBE policy. Schools use different literatures (textbooks), some schools are without such textbooks and if they are available, they do not meet the number of learners”*.

4.3.5. Communication with other schools with regard to matters pertaining to OBE

Most educators, almost 80% of the respondents in the interview with educators shared the same sentiment that principals did provide them with release time to attend clusters. They maintained in their argument, that the clusters were constituted of educators from neighbouring schools and that these clusters catered for all learning areas. This was a

typical network system that was established among the four neighbouring secondary schools to serve both as a communicating tool and a mode of assisting one another. The clusters were reported to have faded into nothingness and consequently did not attain the desired outcomes or set objectives.

One educator remarked! “... .. *We communicated with other schools through clusters. Unfortunately all of us were blind and hence we were not productive or fruitful. We attended for the sake of attending*”.

Another educator commented: “*We liked these cluster meetings at first. We thought we shall gain more by attending them regularly but unfortunately no one among the educators who attended knew something about OBE. The clusters then faded into thin air. Today it is everybody for him or herself*”.

The above-mentioned statements provide enough evidence that group clusters among neighbouring schools did not bear fruit. It detrimentally affected the communication, planning and problem solving strategies of the principals and the schools as a whole. Besides the cluster groups, there was no other means of proper communication between the schools and the circuit, and between the schools themselves. There was no communication between the schools and private agencies that would help in supporting educators towards the implementation of OBE.

4.3.6 Problem solving skills

Educators attest that OBE problems are hard for them to solve. They maintain, with a negative attitude that OBE is impossible to handle. They associate their lack of problem solving skills, lack of proper training, lack of self-confidence, and lack of support by seniors namely principals, education specialists and the government

One respondent remarked that: *“When we experienced problems, we would relay them to fellow educators in group clusters. The fellow educators could not solve these problems as well. They appeared to be ill informed and ill experienced”*.

Another educator claimed that: *“We referred our problems to the facilitator who were the then college educators seconded to assist in the support service at circuit level. We hoped they would help us unravel the strategies of solving these problems. Unfortunately we did not get the necessary help. All what we were told was that we should use the old strategies to solve problems”*.

In essence, educators could not solve problems that emanated or evolved from the implementation of OBE approach. The facilitators could not even help them solve their problems. Principals as well, could not help educators solve the OBE problems. It appeared as if there were none among the delegated individuals who could solve such problems. The situation was just left in a state of turbulence. Everybody had to use his/her own discretion to solve any evolving problem or challenge related to OBE.

4.4. PRINCIPALS’ INTERVIEW GUIDES

4.4.1. Management and leadership skills

Both principals attested that they were managing their schools effectively. They boasted about their previous matriculation results. Both the principals concurred in the aforementioned statement by citing the following aspects as evidence to support their effective management and leadership:

- (i) Late coming had gone down drastically among learners and educators
- (ii) They seldom experienced or solved disciplinary problems among learners and educators,
- (iii) The spirit of studying independently after school had been cultivated among learners,
- (iv) It is rare to see educators bunking classes,

- (v) It was also rare to see learners loitering around and / or within the school premises during school hours and that
- (vi) Educators observed the seven hours as set by the department without being coerced.

One principal remarked in confirming the state of affairs in his school by saying:

“I am not boasting my leadership and managerial skills, but I must indicate that the school is being run smoothly. Educators are co-operative in carrying out their duties and responsibilities. Learners are free to learn. In short, the atmosphere is conducive and congenial for teaching and learning”.

When asked about the management of OBE, they both confirmed that very little was done about OBE. They both indicated that they had not received any training that could make them manage OBE effectively. They agreed that they attended some seminars but did not gain anything from these seminars. They maintained that OBE was new to them and not easy to follow or understand. They, like the educators, also blamed the facilitators for the ill- experience and lack of information they elicited during the courses, seminars, workshops and / or any training they attended.

One principal lamentably remarked:

“The government is making our managerial function and leadership doubtful to both the learners and the educators because we are not abreast of what expected of us as principals. We are unable to interpret the policy of OBE and hence find it hard to monitor, assess and offer the necessary support to the educators in matters pertaining to OBE”.

One can thus conclude that they received poor training since they appeared to be blank with matters regarding to the management of OBE.

4.4.2. Resources related to OBE

Both principals vehemently blamed the department of education for scarcity of resources. They argued that the classes were over-crowded and hence hampered the normal teaching / learning process in the classroom situation. Both argued that OBE was not easy to implement with the very resources at their disposal. They complained of overcrowded classrooms, shortage of literature, shortage of properly trained OBE educators, and lack of support from principals.

One principal harshly commented:

“This OBE was prematurely introduced. I should believe that the department of education lacked proper timing in introducing it. I say this because we, as principals know absolutely nothing about OBE management. All we are told by our seniors is that, textbooks will be supplied and that educators will be trained. The question of when and how is not certain. We are as well perplexed as to whether we are on track or not with regard to OBE implementation process. One would simply phase it out. Unfortunately I am not the National Minister of Education, Kader Asmal.”

The responses as given by the principals with regard to resources, suggest that OBE would be easy to follow and implement if the resources were available and attained in time.

4.4.3. Problem - solving skills

Both principals affirmed that they were not offering any support when it came to issues of solving OBE problems. They elicited a sign of willingness to help in this regard but were unfortunately barred by the following factors:

- (i) Principals were not abreast or versatile with the OBE policy and its nitty-gritties.

- (ii) Some of the problems were beyond their control and hence they found it hard to solve. For instance overcrowding in classrooms, shortage of textbooks, and poor training of educators.
- (iii) The department of education appeared to be failing to help them, as principals to offer support to the educators. For instance, the books were supplied to schools very late.

One principal revealed that they would refer their OBE problems to their seniors. Their seniors appeared to be not familiar with matters pertaining to OBE. The seniors were said to be always reiterating the following statements during the seminars: “*Vhonanani nazwo, ni maphirisipala.*” This simply means, manoeuvre or manipulate, because you are principals.

“Improvise, we are all learning. After all this approach is new to everybody”.

Summarily, the skills of solving problems related to OBE seemed to be lacking at all levels. Facilitators, education specialists, principals and the educators found it hard to solve OBE problems.

4.4.4. Workshops, courses and / or in-service training

When one listens to the comments of educators and principals in matters pertaining to OBE workshops/ courses/in-service training, one always hears negative criticisms.

One principal remarked that they used to attend one-day meetings associated with the OBE implementation process but all what they claimed to have gained were pamphlets and food. They complained of poor running of workshops. One principal complained: *“Untrained individuals conducted workshops for window-dressing. They were not up to scratch with OBE matters ”*

When asked to air their views on how courses, workshops or in-service training should be run, they suggested that:

- (i) The facilitators should be versatile and abreast of anything pertaining to OBE, and
- (ii) Workshops should be conducted to educators, principal, and inspectors in a period that will be ample enough to grasp all the nitty-gritties of OBE.

It appeared very crucial that all stakeholders wanted more workshops, courses, in-service training and that seminar should be conducted more often. This would enhance a better teaching-learning situation in OBE classes. Principals would understand all aspects related to OBE. Principal would be in a better position to manage OBE effectively and efficiently. It would be wise if OBE workshops, courses, in-service training and / or seminars were to be conducted or facilitated by well-trained individuals.

4.4.5. Communication and networking

Both principals illustrated that communication and networking among schools, principals, and fellow educators were of prime importance towards the implementation of OBE. Both principals were optimistic that if sound communication and networking were established, it would be easier for all OBE implementers to handle it.

It was unfortunate that principals remarked that communication and networking were hampered because most principals appeared to be ill informed about OBE matters. Another contributory factor was that clusters introduced sometimes back, faded into nothing.

4.5. Conclusion

Most of the information gathered during the case study vividly support that much need to be done in supporting educators towards the implementation of OBE. Evidently, the educators and principals indicated that there were inadequate or poor resources in schools, poor communication between different levels of the education structure, and lack

of problem solving skills related to OBE approach. This thus suggests that such challenges need to be scrutinised closely, and maybe new strategies or mechanisms could be put in place in order to make the implementation process a success.

The question remains: “*Are educators receiving that due support in implementing OBE?*” The next chapter will attend to this question by analysing the data collected and recommendations will be suggested. This might help to address the prevailing challenges or prevailing problems of support to educators by their respective principals.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study sought to examine the experience of educators regarding the support they received from their managers towards the implementation of OBE at secondary school level. This research was conducted with the view that support serves as a most fundamental aspect or tool in implementing any newly introduced program or policy, for instance, the OBE policy.

This chapter, thus, analyses the findings of the data collected during the course of the study. The chapter will also highlight suggestions as suggested by the educators and the principals.

5.2 RESPONDING TO QUESTIONS

The data is going to be analysed on the bases of the research questions, the literature study and the data at the researcher's disposal. This is done in order to break up data into manageable themes, patterns, trends and analysis as Mounton (2001:108) puts it. The data will be analysed in the context of the following the research questions:

5.2.1. Are principals offering support to their educators as expected?

Sagor & Barnett (1994:72) suggested in chapter 2 that principals are supposed to engage themselves in supporting the instructions efforts of educators in different actions, while at the same time building their own credibility as variable sources for teaching. Principals as leaders and managers of schools should reflect the direct and the indirect supportive behaviour. This suggests that principals should support educators' efforts by directly working with educators on instructional matters and equally important, have to create a

climate were Educators feel appreciated for their instructional efforts and can spend the majority of time teaching learners (Sagor & Barnett, 1994:72, 74 and 75).

The data collected reflects that principals could not offer direct support because they lacked knowledge of different situational techniques of OBE policy, lacked the ability to clearly articulate their knowledge on OBE matters. Eight percent (80%) of the educators who completed the questionnaires under the table 4.1.p46 on management and leadership skills strongly disagree that principals understand OBE. Finding shows that principals could not offer much support because they received poor training, which resulted from lack of sound OBE information by facilitators in seminars they attended.

Principals are also supposed to model and nature a collegial learning environment in which educators and principals interact and discuss educators and learning activities as Sagor & Barnett (1994:74) suggest. Almost 70% of the educators in Table 4.3. (p50) at schools under investigation assert that principals do not bother to hold internal meetings to discuss OBE matters. Principals do not acquire resources for Educators to implement the OBE approach effectively and efficiently. Evidence generated in the findings support the afore-mentioned statement by indicating that school libraries are not richly stocked with OBE materials. Almost 70% of the educators who completed the questionnaires in Table 4.2. (p48) attest that principals do not allocate financial resources to develop educators professionally.

One of the roles of principals as suggested in a study under paragraph 2.6 p is that they should provide an open, friendly, supportive environment. In a focus group interview, the educators raised overcrowding and poor facilities as factors that hampered the proper and normal implementation of OBE.

5.2.2 Is the implementation process of OBE hampered because of lack of support to educators by principals?

Dryer (1999:45) asserts that if the implementation process is not well planned and structured, effective management of change may give way to ad hoc adjustments and short-term strategies for coping, with a subsequent dilution of policy efficiency. In other words, the implementation process need to be educator-supportive and educator friendly or else the desired outcomes may not be raised.

Evidence generated from the research findings explicitly affirm that lack of support hampers the implementation of OBE policy. Principals are failing to encourage participation in staff development. A very small percentage, that is 20% of educators confirmed in chapter 4, Table 4.2 (p48) that principals locate financial resources for educators to support educator's professional development. Up to 70% of the educators under the case study are test that principals are failing in their duties to provide helpful feedback and suggestions of all workshops and conferences held regarding the implementation of OBE policy as reflected in Table 4.3.(p50).

Principals shift the blame to the government. Paragraph 4.4.2 (p60) support the aforementioned statement. They lamentably argue that the classes are over-crowded because of loose admission policies; there is shortage of classrooms to accommodate these huge numbers of learners; the literature is not enough to cover all learners and if materials are there, they are not in line with the curriculum; the OBE policy is untraceable; and lastly the policy agents, educators and principals alike were not properly trained. Paragraph 4.3.2 (p55) under the response of educators to open-ended questions also corroborate with what the principals attested. A total of 90% of the respondents who participated in the focus group interviews maintained that OBE was difficult to handle given the situation at their respective schools.

Krammer (1999:155) revealed that the success of OBE policy depends mostly on the quality of management in school set-up. This refers to the principal as a school manager

and the educators as a classroom manages. Poor management leads to ineffectiveness and inefficiency of the implementation process. Educators thus need to be continuously and deliberately involved in decisions about the nature of the support needed and the overall development of the program. The educators' morale needs to be boosted. Krammer (1999:155) asserts that educators and principals as well as the state could handle managing the school and paving a way towards the proper implementation of OBE with ease on condition the following questions are answered:

1. Where do we start?
2. What do we want?
3. How do we achieve it?
4. How will we measure achievement?
5. How will we solve problems that prevent or hamper achievement?
6. What will we do next?

If the above-mentioned questions are answered in good faith and proper management of OBE is followed, the South African OBE policy and its approach would be simple to follow and implement.

In conclusion, if principals are ill informed, and there is no support rendered to educators therefore the implementation of OBE will be hampered. This will also create a situation wherein find ourselves as South Africans counted among countries in which OBE failed dismally e.g. Chicago, Australia, and Canada (Wilson, 1993:2 of 9).

5.2.3 Do educators show the ability to handle OBE implementation process?

The view that OBE has led to fear and some anger in education instruction countrywide and that educators grapple with the implications that it holds for their lives and work, as Gultig et al (1998:v) puts it, is confirmed by the findings of this research. The educators under the case study share the same sentiment with Gultig et al as reflected in Paragraph 4.3.2. They maintain that OBE is difficult to implement. This problem is compounded among other factors by:

- (i) Insufficient background in OBE approach by most educators already in the field,
- (ii) Lack of OBE support materials,
- (iii) The attitude of veterans who always resist the introduction of any new policy and their view to maintain status quo,
- (iv) Lack of support by principal, and
- (v) Lack of facilities e.g. classrooms.

Table 4.1 (p46) validates that lack of resources hampers the implementation process. It becomes very hard for an educator to introduce a new “*learning area*”, with a “*new topic*”, using a “*new method and approach*” to teach innocent learners. It demoralizes, devitalises, and drains the educators’ energy. The educator consequently fails to teach effectively. Lubisi et al (1998:84) also cited limited resources as one of the contributory factors that make OBE implementation process hard to follow.

In the light of all stumbling blocks faced by educators during the implementation process, they also put their blame to the department of education. During the focus group interview, some educators pointed out that OBE was prematurely introduced. This suggests that the department of education lacked proper timing in introducing OBE policy. This is also validated by what the educators lashed out as problems that are making it difficult for them to implement OBE policy. The allegations are backed up by the following: that 85% of the respondents in Table 4.1 (p46) who pointed out that the national office in the department of education is not doing enough to illuminate educators on OBE matters, 60% of the very respondents as reflected in table 4.2 (p48) also attested to the fact that the circuit/ district office is not regularly supplying the schools with relevant OBE materials/ literature. The principals under the case study vividly confirmed that the department of education is failing in its duty to make OBE a workable entity. They maintain that the government did not train them properly and hence they are unable to offer proper support that is due to educators. Principals also blamed the government for the scarcity of resources like textbooks, trained educators, and teaching aids.

Summarily, if the government fails to render support towards the implementation of OBE, it will be difficult for principals to offer support to educators and consequently it will be harder to implement the OBE policy and its approach. This implies that the government should offer the direct and indirect support. Direct support, in this case implies

- (i) Encouraging and founding staff development towards OBE matters.
- (ii) Conducting frequent visits to schools and all places where workshops/ courses/ in-service training are held.
- (iii) Capacitating all stakeholders by clearly and baldly articulating OBE matters to trainers, principals, educators and parents.
- (iv) By constantly communicating all developments that have to do with OBE, for instance, problem solving skills, conflict resolution strategy, planning strategy, assessment procedures and teaching methodologies.

The government should as well offer the indirect support to educators towards the implementation process of OBE. This can come to materialize if the government:

- (i) Helps to build new or maintain or manage the existing facilities.
- (ii) Supply the schools with relevant resources in time.

All these must be done with the blessing of educators and is called participative decision making. Educators are in many senses the most important educational resources we have and they determine whether the new curriculum succeeds or not (Jansen and Christie, 1999:236). Success of a new curriculum depends on the training and support that educators receive, and their ability to mobilize and manage the resources around them to implement.

5.2.4. Are principals monitoring the implementation process accordingly?

The implementation process demands the management function of the principals coupled with their leadership skills and style, to monitor and assess the implementation process. That is why Kramer (1999:155) asserts that the success of OBE will depend on many things and one of the most important will be on the quality of management in particular schools.

“A managed process is one that starts off with a set of considered objectives or desire outcomes. We create a proper plan to achieve these and then follow up with the implementation of that plan. Management is what we do to make the plan succeed” (Kramer, 1999:155).

In the interviews held with the principals of schools under the case study, both regrettably said that very little was done in monitoring the implementation of OBE. They stated that the problem was compounded by the fact that they had not received enough training that would make it easy for them to monitor the implementation process of OBE. Educators' responses in questionnaires also confirmed the afore-mentioned statement by indicating that principals did not conduct frequent classroom observation. Up to 95% of these educators confirmed the afore-mentioned statement (refers to the tables in 4.1 p46 and 4.2 p48). Findings from the questionnaires also indicated that principals did not provide helpful feedback and suggestions of all workshops and conferences held regarding OBE as indicated in Table 4.4 (p52) .Up to 80% of the respondents in Table 4.1 (p45) also confirms that schools managers did not understand OBE policy and its approach.

The implementation of any new curriculum cannot simply be realized, unless teachers and principals are properly trained and supported, and sense of ownership of the process is developed (Jansen & Christine, 1999:237).

5.2.5. Are principals capacitating and empowering educators in making the OBE approach effective?

From the findings the conditions to support educators during the implementation of OBE have been shown to be thinly present in schools: The question therefore arises: *Are principals capacitating and empowering educators in making the OBE approach effective?*

Not only should a proper balance be struck between the implementation process and support but also the entire exercise must on the other hand ensure that educators, as the agents of policy, are capacitated and empowered in any aspect relating to OBE policy and its approach. In many instances of the questionnaires, educators felt that they were not capacitated or empowered in matters pertaining to OBE. All but 75% of educators as indicated in Table 4.1 (p46) responded by saying that principals do not help them interpret OBE policy and its approach. Up to 90% of educators as shown in Table.4.3 (p50) maintain that principals were not organizing internal OBE workshops in their schools. Almost 70% of the respondents as reflected in Table 4.4 (p52), stated that principals were not bothering to organize experts to help educators solve new instructional and classroom problems. The same Table 4.4 (p52) depicts that almost 95% of the respondents argue that their schools are not taking initiatives to contact external institutions or agencies to capacitate them with OBE matters.

Principals themselves confirmed that they failed in their capacity as principals to empower and capacitate educators in matters relating to OBE. In the interviews with the principals, they outlined that they were willing to offer help and support to educators but barred by challenges they cited in paragraph 4.4.3 (p61), that is:

- (i) Lack of knowledge,
- (ii) Logistical problems of different schools e.g. shortage of physical and human resources,

- (iii) Lack of support from the government, for example, inadequate training and follow-ups from the part of the government during the implementation process.
- (iv) Resistance by veteran Educators as human instinct always dictates *status quo* in every new situation or challenge.

It thus suggests that one cannot capacitate or empower the next person if he/she is not well informed or is ill informed. Support needs to be effected as well. For OBE implementation to take its course as planned, educators' energy and commitment need to be harnessed and supported in the interest of quality desired outcomes or set objectives. Stoffel (2001:1) asserts that the implementation of OBE has not been sufficiently educator-supportive and educator-friendly.

5.3 CONCLUSIONS OF THE STUDY

The study initially suggested challenges in the implementation of OBE at secondary level schools. These challenges were identified among others as policy issues, leadership and management, and resources, all making it hard for OBE policy to be implemented and support to be offered to the educators.

5.3.1 OBE Policy

Evidence supported by the findings suggest that both the educators and the principals were not familiar with the interpretation of the OBE policy. This was compounded by the fact that they did not undergo training relating to the interpretation of the OBE policy and that they were not part and parcel of the policy design process. The implementation of OBE policy was consequently hampered.

The researcher thus suggests that if the following precautionary measures were taken care of, the management and interpretation of OBE would be simpler and understandable to follow:

Firstly, when a new policy is introduced, precautionary and proper timing should be taken into consideration. Secondly, new policies should be designed in such a manner that they are client-supportive, client-friendly and client-beneficial. Thirdly, for a policy to realize its set objectives or desired outcomes, it needs to be properly planned, opening enough room for support, monitoring, assessment and evaluation. Then, the agents of the policy need to be continuously and deliberately involved in decisions about the nature of support needed and overall development of the programme. Lastly, all stakeholders should be involved in the design process of a policy.

5.3.2 Leadership and Management

Krammer (1999:555) suggests that the success of OBE policy depends on the quality of management in a school set-up. Management in this case involves the principal as both the teachers and the manager of the school as an organisation.

The research findings reflect a number of discrepancies that are taking place among principals as leaders and managers of schools. They appear to be not offering due support to their respective educators. They fail in their principals' capacity to manage OBE. They also elicited a sign of having a negative attitude towards OBE policy. All these resulted in what Dryer (1999:45) refers:

“If planning of the implementation is not carefully and thoughtfully concluded, effective management of change may give way to ad hoc adjustments and short term strategies from coping with subsequent delusions of efficiency”.

In other words the desired outcomes could not be realized.

Management and / or leaders of schools need a thorough training in the management of OBE. For these principals to ensure quality opportunities to the educators, they need to provide an open, friendly and supportive environment. That is why Franken (1994:1) asserts that principals, as curriculum leaders need to advocate renewal of motivation and support to their personnel. Principals should as well be responsible for all administrative and managerial tasks like planning, organising, co-ordinating and evaluation.

5.3.3 Problem-solving skills, networking and communication

The findings of this research reflected the following aspects as problems experienced by principals towards the implementation process of OBE: Lack of problem-solving skills, poor networking and communication. These problems are exacerbated by the inability to clearly articulate the skills and knowledge, lack of working knowledge of different instructional techniques, incapacity to help teachers like their personal classroom goals with the school's visions. (Sagor & Barnett, 1994:72)

The respondents of the questionnaires also reflected that principals were failing in their capacity to establish proper networking or communication machinery that could help them in problem-solving skills. This calls for principals to engage in the following exercise: establish networks with other schools and institutions not just for financial assistance but also for capacity building and empowerment, communicate with all stakeholders in matters pertaining to the implementation of OBE policy and any other policy, help educators to solve any problem related to OBE and its nitty-gritties.

5.3.4 Resources

This concept is relatively wide but the study will discuss it in the context of school facilities and educational materials. This is the indirect supportive behaviour that should help educators to develop instructional efforts to offer OBE effectively and efficiently as suggested by (Sagor & Barnett 1994:74-75).

The responses of the educators to the questionnaires indicated that schools were not staffed with OBE materials, classrooms were over-crowded, inadequate supply of OBE materials, and shortage of well trained educators to offer OBE. This was confirmed by principals in their interviews. Such factors are demoralising the educators and the principals. The day-to-day running of the schools is detrimentally affected.

This loudly calls for the department of education to supply literature and stationary materials in time, the establishment of new classrooms with relevant facilities to enhance the offering of OBE, hiring of well trained OBE educators or rigorous training of old OBE educators on the implementation of OBE and its nitty-gritties. Apart from what had been suggested, the principal and the educators in collaboration with the community should improve where necessary.

5.4 RECOMMENDATIONS

There are also recommendations, which were suggested by educators towards the support they received from their principals. These recommendations are believed to be a remedy of the problems or challenges facing the implementation of OBE policy:

- (i) Principals should be kept abreast of all the developments in OBE i.e. They should be the first people to know how it is to be implemented as the agents of policy changes and hence they will be able to assess, evaluate and offer the necessary support that due to educators.
- (ii) The facilitators (trainers) must have been thoroughly trained in order to be able to advocate and convey detailed information to the trainees about OBE and its nitty-gritties.
- (iii) The time frame set for workshops/ courses and/ or in-service trainings of OBE should be prolonged to allow enough time to grasp the new information and the implementation strategies thereof.
- (iv) The inspectors (education specialist / circuit or area managers) should be versatile in any matter pertaining to the newly introduced policy in order to effect proper and appropriate support to their subordinates i.e. principals and educators.
- (v) Relevant and adequate materials should be supplied to school in time.
- (vi) Educators should be provided with release time to attend workshops/courses/in-service trainings/ cluster meetings and/ or conferences pertaining to OBE.

- (vii) The government should employ more OBE orientated Educators to supplement those already in the field because OBE is demanding, more over that it has 10 learning areas per grade i.e. LLC1, LLC2, LLC3, Technology, EMS, NS, HSS, MLMMS, LO and A&C.
- (viii) The schools should budget enough money to subsidize educators tours and purchase supporting materials needed in OBE e.g. Technology will require learners to visit companies working with woods, textiles, foods, materials, plastic, electric system, hydraulic system etc.

5.5 CONCLUSION

This research has examined factors that enhance or constrain the implementation of OBE policy and its approach in schools. The factors among others are:

- (i) Management and leadership skills,
- (ii) Resources,
- (iii) Workshops, courses and/ or in-service training
- (iv) Problems solving skills and
- (v) Networking.

To a greater extent that findings reflected that support is not adequately offered to educators by principals. Questionnaires, focus group interviews with the information-rich educators and interviews with principals of the two schools under the case study confirmed the afore-mentioned statement.

What has emerged from this research is that the South African OBE approach needs to be monitored in all stages of implementation to ensure that the set objectives are realized. We (the South Africans) can make it fail, yet much in it deserves to be hailed. The direct and indirect supportive behaviours need to be strictly portrayed during the implementation of OBE. Principals, in collaboration with the government should help to offer support to educators by conducting classrooms observation, encouraging participants staff development, constantly communicate about instruction, be visible,

acquire resources for educators, attend to the maintenance of the facilities, assist in problem solving skills (Sagor & Barnett, 1994:72-76). If the recommendations as suggested in this research are followed, OBE will be educator-supportive and educator-friendly. OBE can be hailed instead of being thrown into the dustbin of history like what happened in other countries.

Support on its own cannot suffice in making OBE realise its set objectives. The impact of the attitude of the implementers, the involvement of all stakeholders in the policy designing process and the schools' set-ups need to be researched as they also play a significant role towards the implementation on OBE.

APPENDICES

Appendix 1 letter and consent form to educators

You are cordially invited to participate in the research project: “How secondary educators experience principals’ support during outcomes-based education” to be conducted by Edwin Ramolefe, M.Ed candidate in the Department of Education Management and Policy Studies at the University of Pretoria.

The research seeks to examine the experience of secondary school educators in relation to the support they receive from their respective principals during the implementation of OBE policy. If you agree to participate, you will be interviewed once for a period of one hour. The study will need you to be free, open and frank in answering your questions. Questions will be focused on management and leadership skills, resources, workshops/courses and/or in-service trainings, and communication and networking. All the questions will be related to the support that is due to be offered to the educators during the implementation of OBE.

If you agree to participate, you will be required to complete a questionnaire within a period of two weeks and also have to participate in the focus-group interviews. You will be interviewed at least once in a period of two hours. The study will need you to reflect on both the direct and indirect support behaviour you always gain from your principal. The interviews will be tape- recorded and you have the right not to answer any particular question and to ask the tape recorder to be turned off any time.

Your identity will be protected to the best of the researcher’s ability. All the data and tape recordings will be kept confidential and your identity will remain unanimous in the final report. Your participation in this project is completely voluntary and the information will be used for the research study only. You may choose to withdraw and not to participate at any time without any penalty. For more information about the research process, feel free to contact Dr. Thidziambi Phendla at the address below:

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Thanking you in anticipation of your participation in this study.

Yours sincerely,

Edwin Ramolefe

Appendix 2: Letter and Consent Form to Principal

You are cordially invited to participate in the research project: **“How secondary educators experience principals’ support during outcomes-based education”** to be conducted by Edwin Ramolefe, M.Ed candidate in the Department of Education Management and Policy Studies at the University of Pretoria.

The research seeks to examine the experience of secondary school educators in relation to the support they receive from their respective principals during the implementation of OBE policy. If you agree to participate, you will be interviewed once for a period of one hour. The study will need you to be free, open and frank in answering your questions. Questions will be focused on management and leadership skills, resources, workshops/courses and/or in-service training, and communication and networking. All the questions will be related to the support that is due to be offered to the educators during the implementation of OBE.

Your identity will be protected to the best of the researcher’s ability. All the data and tape recordings will be kept confidential and your identity will remain unanimous in the final report. Your participation in this project is completely voluntary and the information will be used for the research study only. You may choose to withdraw and not to participate at any time without any penalty. For more information about the research process, feel free to contact Dr. Thidziambi Phendla at the address below:

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Thanking.

Yours sincerely,

Edwin Ramolefe

Appendix 3: Educators’ Questionnaire

QUESTIONNAIRE

Topic: How Secondary School Educators Experience Principal Support during the Implementation Outcomes-Based Education.

This questionnaire seeks to gather information for a research purpose. Your anonymity and confidentiality will be highly ensured. Under no circumstance will your name be divulged. Be open, frank, and honest to respond to this questionnaire. There is no wrong or right answer.

1. SCALED RESPONSE QUESTIONS

This section is about five basic concepts that are fundamental for implementation of OBE that is, management and leadership skills, resources, workshops and / or courses and / or In-service training, problem solving skills and communication and networking. Besides each of the statements presented below, please indicate whether you Strongly Disagree (SD), Do not Agree (DA), Unsure (U), Agree (A), Strongly Agree (SA), by simply making a cross (X) next to the item you feel is subject to your situation.

| Management and leadership skills | SD | DA | U | A | SA |
|---|-----------|-----------|----------|----------|-----------|
| 1. The management is doing enough to explain to educators what OBE is all about | | | | | |
| 2. School managers understands OBE | | | | | |
| 3. The principals/ managers conduct frequent classroom observation | | | | | |
| 4. The management style of the school is helping enough towards the implementation of OBE | | | | | |
| 5. The management takes initiative to accumulate and disseminate OBE information. | | | | | |

| Resources | SD | DA | U | A | SA |
|---|-----------|-----------|----------|----------|-----------|
| 1. The principals obtain instructional material for educators to improve teaching OBE. | | | | | |
| 2. The principals locate financial resources for Educators to support educators' professional development | | | | | |
| 3. The resources on OBE are freely available at their schools. | | | | | |
| 4. The circuit/district office regularly supplies the school with relevant OBE materials/literatures. | | | | | |
| 5. The school libraries are richly stocked with OBE literature. | | | | | |
| 6. The national office is doing a lot to illuminate educators on OBE matters. | | | | | |

| Workshops and / or courses and / or In-service training | SD | DA | U | A | SA |
|--|-----------|-----------|----------|----------|-----------|
| 1. OBE educators have attended some workshops/courses/in-service training on OBE in the last three months. | | | | | |
| 2. The workshops/ courses/in-service training were informative and satisfactory in enhancing OBE teaching. | | | | | |
| 3. The school managers or SMT's have organized internal OBE workshops in their schools. | | | | | |
| 4. The principals/ managers provide release time for educators to attend OBE. | | | | | |
| 5. Meetings are held in their schools to discuss OBE matters. | | | | | |

| Problem solving skills | SD | DA | U | A | SA |
|---|-----------|-----------|----------|----------|-----------|
| 1. Principal/managers help educators in interpreting OBE and their approaches. | | | | | |
| 2. Principal/managers listen to educators' wishes, concerns and instructions needs. | | | | | |
| 3. Principals provide helpful feedback and suggestions held regarding OBE. | | | | | |
| 4. Principals organise experts to solve educators' instructions and classroom. | | | | | |

| Communication and networking | SD | DA | U | A | SA |
|---|-----------|-----------|----------|----------|-----------|
| 1. Educators get support materials on OBE from neighbouring school (s). | | | | | |
| 2. Principals/manager provide release time for educators to observe one another. | | | | | |
| 3. Principal provide release time for educators to visit other schools to seek assistance or guidance. | | | | | |
| 4. Schools are taking initiatives to contact agencies on institutions to assist with matters pertaining to OBE. | | | | | |

2. OPEN-ENDED RESPONSE

2.1 What is your personal view with regard to the introduction of OBE approach in secondary schools?

2.2 What type of support were you receive from your principal with regard to the implementation of OBE?

2.3 Is OBE approach simple or difficult to handle? Why?

2.4 What do you expect from the principal to make you offer learning areas effectively and efficiently?

2.5 Have you ever attended an OBE workshops or course or in-

service training? If Yes, explain briefly your experience on such workshop (s) / course (s) in-service training.

2.6 How do you communicate with other schools about matters pertaining OBE?

2.7 What strategies or techniques do you follow in case you experience problems in the implementation of OBE?

2.8 What would you recommend with regard to the support offered by principals / managers to educators or in matters related to OBE.

APPENDIX 4: EDUCATORS' INTERVIEW GUIDE

1. How do you view the introduction of OBE at secondary schools here in South Africa?
2. Are you able to handle OBE easily given the prevailing situation and the resources at hand?
3. Briefly give an account of the running of workshops or courses and / or in-service trainings.
4. What do you expect from your principal that can make you offer OBE effectively and efficiently?
5. How do you communicate with other schools with regard to matters pertaining to OBE?
6. What do you do when you are confronted with any problem related to OBE and its nitty-gritties?

APPENDIX 5 PRINCIPALS' INTERVIEW GUIDES

1. Is your management style and leadership helping the educators and the school in effecting the implementation of OBE?
2. Are the resources at your school's disposal helping the educators or the school in implementing OBE policy?
3. What are you doing as the principal to help the educators in solving problems that evolve from or during the implementation process of OBE?
4. How are OBE workshops or courses and / or in-service trainings conducted internally? and externally alike?
5. Is there any means of communication or network that enhances the implementation of OBE at your school.

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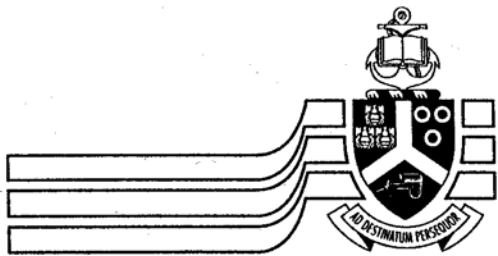
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