

**THE ATTITUDES OF GRADE ONE TEACHERS IN
PIETERMARITZBURG TO THE TRAINING THEY HAVE
RECEIVED ON OUTCOMES BASED EDUCATION (OBE)**

by

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**SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION
IN
PSYCHOLOGY OF EDUCATION**

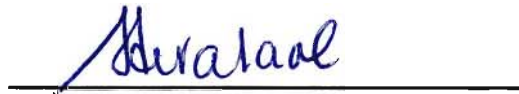
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PIETERMARITZBURG

JANUARY 2000

DECLARATION

**I declare that this dissertation, unless specifically indicated to
the contrary, is my own work.**

A handwritten signature in blue ink, appearing to read "Anitalaal", is written over a horizontal line.

ANITA HIRALAAL

JANUARY 2000

ACKNOWLEDGEMENTS

**I WOULD LIKE TO THANK THE FOLLOWING PEOPLE FOR THEIR
ASSISTANCE WITH THIS DISSERTATION**

Rose Schoeman for all her guidance, wisdom and patience as well as her faith in me that gave me the encouragement to complete this dissertation

Bruce Faulds, for his assistance with the statistical analysis of the data

The Department of Education for permitting me to undertake this research in schools

The Principals of the schools for allowing their teachers to participate in this research

**The Psychological, Guidance and Special Education Services
Department for the documentation on the workshops**

The Staff of the Education Library for their cooperation and support

My husband Prem and children Shahil and Shemiera for being understanding and patient while I completed this dissertation

My dear friend Janella Coyne, despite all the heartache and pressures in her life, unfailingly assisted me and encouraged me, God Bless you and your Family

ABSTRACT

This study investigated the attitudes of Grade One teachers in Pietermaritzburg to the training they have received on Outcomes Based Education (OBE). A questionnaire was developed by the researcher from documentation used in the training that took the form of various workshop sessions. The study comprised 47 Grade One teachers drawn from 18 primary schools in Pietermaritzburg.

This study attempted to determine the following issues:

- The attitudes of Grade One teachers to the training they have received
- Whether there were any significant differences in the attitudes of Grade One teachers from the various ex-Departments of Education to the training they have received on OBE

A five point rating scale namely the Likert Scale was used to determine the attitudes of teachers. A descriptive analysis was initially employed to determine the percentage of teachers that strongly agreed, agreed, were uncertain, disagreed or strongly disagreed with the statements in the questionnaire. The results revealed that the majority of teachers agreed that the training had provided them with an understanding of various aspects of OBE.

However, some teachers did state that they were uncertain on certain issues like the Foundation Phase policy document as well as the policy document on assessment, assessment itself and the compilation of portfolios and progress reports to be submitted to relevant persons. The area of resources was also highlighted as being problematic. Teachers disagreed that they were informed on how to use educational resources in accordance with OBE as well as where and how to obtain these resources.

A descriptive analysis was also undertaken to determine what percentage of teachers from each ex-department felt about each statement in the questionnaire. Results revealed that only teachers from the ex-NED schools strongly agreed with most of the statements, whilst the highest percentage of teachers that were uncertain came from ex-DET schools. A statistical analysis was employed to determine whether significant differences existed in the attitudes of teachers from the various ex-departments of education. The statistical report revealed that only four statements were significant namely the issue of the OBE assessment policy document, the Foundation Phase policy document, the compilation of Journals and progress records.

Recommendations were made for further training in these areas as well as further research.

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CHAPTER ONE

INTRODUCTION

Education policy discourses in South Africa have undergone rapid transformation since 1990, the time of South Africa's transition which, embedded in millennium fever and rapidly changing global contexts made the future uncertain. The introduction of Curriculum 2005 (C2005) which is an attempt by the state at creating a strategic plan to change the curriculum of schooling as well as Outcomes Based Education (OBE), the teaching approach adopted to implement C 2005 is being thwarted by tensions within the policy discourses which provide the foundation and framework for the plans. This has created confusion about how C2005 and OBE could and should be implemented (Deacon and Parker, 1998).

The major confusion lies in a clear definition of the role of the teachers who according to the new curriculum will be referred to as educators. Apart from this area of uncertainty, ~~research has indicated that teachers are still unsure of exactly what OBE is and how to implement it as required by the policy documents.~~ The evaluation of OBE ~~implementation in South Africa has taken two routes. The first one involved the national Department of Education establishing a number of pilot schools in the nine provinces in South Africa, where shortly after training teachers and delivering materials, surveys on how teachers, principals and parents felt about OBE were conducted (Jansen, 1998).~~

Various critics have claimed that this was a public relations campaign to seek political advantage for a Ministry widely criticised both from the public sector as well as from within its own ranks for making the implementation process an embarrassment to the country. High-gloss expensive materials were published through a non-governmental organisation namely the Media in Education Trust to prove the point that OBE works. However, critics have indicated the methodology employed was hopelessly inadequate and asking stakeholders if they enjoy OBE is, in a South African context, an invitation to an affirmative response.

The second route adopted was through a few international funding agencies that provided funding for small and large-scale evaluations of OBE implementation in Grade One classrooms. These studies have been highly informative in nature, intending to provide data that can enrich and direct subsequent implementation in other grades as well as continue debate or an informed dialogue on OBE in South Africa.

As inviting as this area of research is at present, considering the socio-political situation in South Africa, the researcher in the present study did not embark on a discourse on the suitability of OBE but rather reported on findings revealed by investigation into the area of OBE training for Grade One teachers in Pietermaritzburg, the capital city of one of the nine provinces in South Africa, namely KwaZulu -Natal.

The researcher in the present study would like to point out that the issue of OBE and C 2005 and the implementation thereof are highly controversial topics which has created a nation-wide stir. Much of the debate has unfolded along racial lines which has emphasised the ideological and philosophical assumptions governing OBE which is as claimed by Kraak (1998), a "conservative technology bathed in a popular education discourse" p.12 or as Jansen (1998) describes it, " a behaviouristic approach which atomised learning " p.13. Various myths have also emerged surrounding the issue of OBE, for instance, the fact that it was 'meant for Black kids' Jansen (1998).

Therefore, the researcher felt that before the results of this investigation could be reported, it was necessary to place the issue of OBE and C 2005 into the correct context within the South African socio-political arena. It was hence necessary to embark on an extensive explanation of the events both educational and political leading up to the adoption of OBE and C 2005 in South Africa. The researcher is of the opinion that in South Africa, education cannot be separated from the politics of the country as the issue of OBE and C 2005 reeks of political response to apartheid schooling, a view expressed by the researcher and supported by Jansen (1998), who shouted out loud, "OBE will fail,

not because politicians and bureaucrats are misinformed about conditions of South African schooling, but because the policy is being driven in the first instance by political imperatives which have little to do with the realities of classroom life. Rather than spawn innovation, OBE will in fact undermine the already fragile learning environment in schools and classrooms of the new South Africa" p.8. It is against this background that the researcher has included in the first chapter of this study, information that actually belongs in the literature review.

To have embarked on this study with a cursory introduction to OBE and C 2005 would have represented a conceptual leap directly into the literature review. This would have left the readers of this investigation with flawed assumptions about OBE and C 2005. It was therefore timely to take a step back from the immediate debates and controversies about OBE and C 2005. Therefore Chapter Two of this research is a continuation of the literature review that is included in Chapter One. This chapter will therefore commence with extensive background information about events leading to the introduction of C 2005 and OBE in South Africa.

1.1 BACKGROUND TO THE INTRODUCTION OF OBE AND CURRICULUM 2005 IN SOUTH AFRICA

This entire issue of Curriculum 2005 and Outcomes Based Education arose in the mid 1990's in South Africa and has triggered the single most important curriculum controversy in the history of South African education. It can be stated that the year 1990 was a critical turning point in the South African education system. Until that time, South African education was characterised by a uniform and predictable curriculum policy environment managed by an apartheid state under the leadership of the National Party. A centralised curriculum policy system existed, which was described as racist against non-whites, Eurocentred, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory (Jansen and Christie, 1999).

Up to and including 1983 the various education departments in South Africa functioned, to a large extent, independently of one another, and there was no significant indication of a common curriculum followed by all. A measure of commonality, especially in the higher standards was, however achieved through the role that the then Joint Matriculation Board (JMB) played in curriculum development, examination and certification (African National Congress (ANC) Discussion Document on Education, 1997).

The education for Blacks within the boundaries of South Africa (referred to then as Republic of South Africa or RSA) was regarded as general affairs and was placed under the jurisdiction of the Department of Education and Training (DET). The rest of Black education was organised in four independent homeland and six self-governing territory education departments, the latter being the responsibility of Department of Co-operation and Development. This racially exclusive departments, provinces, homelands and self-governing territories resulted in an excessive fragmentation of the South African education into 19 different departments, a matter of great concern raised by opposition groups as early as 1950. This fragmented management structure prevented the implementation of a single national policy on any matter (ANC Discussion Document on Education, 1997).

In 1983 a new constitution was adopted as Act 110 of 1983. This new dispensation was based on a distinction between own and general affairs. A tricameral parliament based on separate houses for Whites (House of Assembly) with a further sub-division into four provincial education departments, Coloureds (House of Representatives) and Indians (House of Delegates) was instituted. In view of the fact that education was regarded as an own affair it was organised through three separate departments of education and culture. Black education was kept apart by the introduction of the Black Education Act (No. 47 of 1953) and administered by the Department of Education and Training (DET).

Schools administered by the House of Assembly were located in urban areas close to cities with advanced infrastructure and modern amenities. The schools were well

resourced with textbooks and stationery supplied by the state. The buildings were large and equipped with the best equipment. Teachers were well qualified and experienced and the learners were exposed to a wide curriculum as well as international exposure. The teacher-pupil ratio varied from 1: 20-25. On the other hand schools administered by the House of Delegates and House of Representatives were located in peri-urban areas and townships that were racially divided. Although not as well-resourced as schools under the House of Assembly, these schools had well-maintained buildings and average equipment. Stationery and textbooks were provided by the state and teachers were well-qualified and experienced. Learners also had a fairly wide curriculum. Teacher-pupil ratios varied from 1: 32-36. In contrast schools administered by the Department of Education and Training were situated in rural areas and townships reserved for the Black population only. These schools had appalling conditions with run-down buildings and battered furniture. In some areas ablution facilities and buildings were non-existent and children were taught under trees. Some schools were located in areas totally inaccessible by vehicle and during inclement weather. Although the state paid the teachers salaries, they were poorly qualified and lacked experienced.

This was due to the limited opportunities offered to them by the state for further study as well as the poor financial situation due to low salary scales. Parents had to pay high school fees as well as purchase textbooks and stationery. A limited curriculum was offered and lack of facilities as well as electricity and running water resulted in high failure rate. The teacher-pupil ratio varied from 1: 45-60. According to critics this move was to ensure that Blacks would not be over-qualified for positions not at all envisaged for them (ANC Discussion Document on Education, 1997).

As has been stated, the year 1990 is significant for South Africa because of the changes in the political arena both within the boundaries of South Africa and in the Southern African Region. In South Africa, following unprecedented political and economic pressures from liberation movements as well as the international community, the apartheid state was forced into releasing key political prisoners including a leading figure Mr Nelson

Mandela as well as unbanning political organisations of which the African National Congress (ANC) emerged as the most popular and powerful. Regarding the curriculum significance of the political movement was that political leaders began to stake their curriculum positions in anticipation of what seemed inevitable- the emergence of South Africa's first democratic state following national, non-racial elections. These elections took place in South Africa in April 1994 and the African National Congress (ANC) emerged as the leading political party led by ex-political prisoner, Mr Nelson Mandela who was elected the President of South Africa. Under the leadership of the ANC, the constitution of South Africa was rewritten which insisted on equal and fair treatment for all South African citizens irrespective of race, origin, gender, language, culture and creed (Jansen and Christie, 1999).

An organisation known as The National Education Co-ordinating Committee (NECC) was formed to initiate an investigation into education (called the NEPI, National, Education Policy Initiative) to develop education policy options for the broad democratic movement. This NEPI provided a broad values framework for thinking about democratic education policy after apartheid based on non-racist non-sexist democracy with equality and redress as the platform for post-apartheid education. With the passing of time, the Ministry of Education produced a number of documents on education policy and implementation referred to as the '*White Papers on Education*', the most important being the *White Paper on Education and Training of 1995* which reflected the key ideas of integration and competency as elements of a system-wide education restructuring ambition. This NEPI also outlined some key operational areas for future attention, including early childhood education, adult education, teacher education and educational governance and finance (Jansen and Christie, 1999). Thereafter a series of curriculum policy documents in the South African tradition of 'discussion documents' were released through the National Department of Education (Department of National Education Policy Document on Education, 1997).

However as stated by Jansen and Christie (1999), the most important curriculum actor was the National Training Board, an organisation responsible for training in South Africa in all fields. This National Training Board produced a significant policy document that called for an integrated approach to education and training in South Africa. This led to the establishment of the National Qualifications Framework that brought about a linkage of education qualifications and training qualifications in an integrated system. At the same time The Congress of South African Trade Unions, a tripartite alliance of three unions, held lively discussions on a form of competency-based education (CBE) as being the instrument to provide and accredit training in the labour sector. This National Training Board initiated a National Training Strategy Initiative which called for a paradigm shift from thinking about education and training as separate entities to thinking about learning as a lifelong process.

Following these documents in 1995, as stated in the White Paper on Education and Training, the entire education system underwent a transformation. At central level, the former Department of National Education which was responsible for education policy was absorbed into the new national Department of Education. As far as education is concerned, there is now only this one national policy making department which will be responsible for determination of national policy regarding norms and standards for syllabuses, examinations and certification of qualifications in pre-tertiary education. This national education system is now largely organised and managed on the basis of nine provincial sub-systems. The Constitution has vested substantial powers in the provincial legislature and governments to run pre-tertiary education (ANC Discussion Document on Education, 1997).

According to a report submitted by the National Education Policy Initiative (NEPI), the curriculum which is described as being everything planned by educators which will help develop the learners in the form of either an extra-mural activity, a sporting activity or debate, of the former dispensation was regarded as irrelevant for some learners because it did not give a proper reflection of the perspectives of particular sub-groups. The

curriculum, being central to the education process should be grounded in an analysis of existing circumstances and be meshed with goal for future social development. As the Minister of Education at the time, Mr Sibusiso Bengu said, "Education and training must change and therefore it cannot be business as usual" (Department of National Education Policy Document, 1997).

Hence, coupled with the transformation of the Department of Education, came a review process of the curriculum that was phased in with effect from 1998. Essentially this curriculum will effect a shift from what has been a content-based educational approach to one that is outcomes based. This aims at equipping all learners with the knowledge, competencies and orientations needed for success after they leave school. Its guiding vision is that of an integrated education and training system incorporating a view of learning which rejects a rigid division between academic and applied knowledge, theory and practice, knowledge and skills (Department of Education Policy Document, 1997).

According to the Department of Education Policy Document on Education (1997), most South Africans formed their values and attitudes in the old divided South Africa and education is the key to changing many of the old commonly held values and beliefs. At the heart of all this change is the new curriculum called 'Curriculum 2005'. Curriculum 2005 is the government's flagship educational plan to rid South Africa of the legacy of Bantu education.

This new curriculum will adopt an approach referred to as Outcomes-Based Education (OBE) with which the government wants schoolchildren to move away from rote learning and simple memorisation of what they have learnt to a system that teaches them to think (Department of Education Policy Document on Education, 1997). According to Spady (1994), OBE will not only increase the general knowledge of the learners, but will develop their skills, critical thinking, attitudes and understanding.

Accordingly, a large number of experts from other countries like Scotland, Australia, New Zealand, England and the United States of America were called in to affirm and render assistance in the development of OBE. However according to Jansen (1998), the Spady version of OBE continued to dominate the local discourse on OBE. William Spady is an American theorist who was instrumental in introducing OBE in American schools (Spady, 1997). Coupled with this OBE, there came an introduction of a new complex terminology. More than a hundred new words were introduced onto the curriculum by the Technical Committee who were appointed to compile policy documents to implement OBE. There was a shift in language from 'competence' to 'outcomes', 'teacher' to 'educator' and 'pupil' to 'learner'. The reason for this is still not clear therefore both terms will be used interchangeably in this study. In the classroom the focus will be on two factors:

- the results expected at the end of each learning process called outcomes
- the process that will take the learners to achieving these outcomes

~~At present, there exists a rich intercourse of ideas on what C 2005 and OBE are, a summary of which is included below.~~

1.2 DEFINITIONS OF C 2005 AND OBE

There remains to this day confusion about what is meant by OBE and Curriculum 2005. Jansen (1998) in his study found that many educators think it means a deadline or the year by which all General Education Grades (1-7) would have been introduced to OBE whilst Education Department officials see OBE and Curriculum 2005 as being synonymous. Academics feel that C2005 is a model of achieving learning efficiency. Others believe that C2005 outlines the goals of a broad and progressive approach to education within which OBE is simply a vehicle for expressing the methodology for achieving the goals stipulated in C2005 (Jansen and Christie, 1999).

Ironically, according to William Spady, an American educationist regarded by the Americans as the 'father of OBE' and who was most prolific in introducing South Africans to OBE, C2005 is an educational invention of South Africans which has nothing to do with OBE since the latter is quite simply about outcomes and not concerned with the organisational or curricular inputs which define them (Spady, 1994). Danielson (1989), an OBE theorist from Princeton University in New Jersey, believes that OBE is a system for organising and delivering the instructional programme in elementary and secondary schools that assures successful learning for every student. Hogarth (1997) as cited in Jansen and Christie (1999), a facetious commentator, claimed that C2005 refers to the number of learners whom the Minister of Education in South Africa, Mr Sibusiso Bengu intended to benefit from OBE.

By contrast, the researcher views C 2005 and OBE as being political tools in the hands of eager politicians who have absolutely no idea what state the South African schools are in or how teachers without any proper training or resources are supposed to implement this sophisticated concept that has failed in first world countries like America. Evidence exists that OBE has not worked anywhere in the USA and it is highly unlikely to work in South Africa. If political resistance in the USA led to the doom of OBE, then sheer lack of resources and inherited inequalities would damn OBE success in South Africa (Jansen, 1998), a view strongly supported by the researcher. However the historiography of education in South Africa is itself a matter of controversy which falls outside the scope of this study. The focus will therefore be on the actual implementation of OBE in South Africa in the next sub-heading.

1.3 IMPLEMENTATION OF OBE IN SOUTH AFRICA

Despite the uncertainty and complexity surrounding the issue of OBE and Curriculum 2005, it was introduced in a dramatic public display in March 1997 when the Minister of Education Mr Sibusiso Bengu launched Curriculum 2005 in Cape Town by letting of 2005 balloons in the colour of the new South African flag. On this occasion it was announced that OBE would be introduced into Grade One and Grade Seven in January

1998 but it was subsequently limited to Grade One eventually due to certain problems that were encountered. In the wake of this announcement, a series of popular documents emerged to explain OBE to teachers accompanied by 1 week information sessions (billed as training) for many Grade One teachers as well as implementation in a selection of pilot schools in each of the provinces (Jansen and Christie, 1999). It is important at this stage to provide a definition of the term "training" as applied to the teaching profession.

1.4 DEFINITION OF TEACHER TRAINING

Despite the various definitions provided by the experts on teacher training, there existed a dilemma on whether to refer to the training of educators whilst in service of an institution as training or education. Recent educational literature shows a preference for the phrase "in-service education for teachers" rather than "in-service training of teachers" (Henderson, 1978).

But a good deal of the education versus training controversy seems to reflect concern about the status of the teaching profession. However it should be noted that the term training is considered perfectly acceptable terminology in the medical and legal profession (Bolam, 1982). However, in the view of the researcher, none of the above definitions of teacher training provided are even closely related to what was done with regard to OBE training in South Africa, a view supported by the investigations undertaken by Jansen (1998). It is necessary at this stage to include suggestions for OBE training of teachers from various experts.

1.5 SUGGESTIONS FOR PREPARING TEACHERS FOR OBE TRAINING

Danielson (1989) states that OBE is a complex, comprehensive and powerful model for school improvement but it is not a package that can be bought off the shelf and instituted next week. In order to implement OBE, it is important for the principals to receive in-service training first. Then each staff member can be trained and only then will they come to understand the goals of OBE. This is true because OBE is dependent on the

skills and knowledge of the professional staff therefore there should be heavy commitment to improving to the skills of the staff. Danielson (1989) has claimed that planning and implementing a change to OBE usually takes about five years as has been done in America.

Elmore (1995) suggests, as has been done in the USA, that a 'backward mapping' approach be utilised which challenges policy-makers to start at the point of implementation and work backwards, rather than starting at the point of policy formulation and working forwards to implementation.

- Malcolm (1999) states that in Australia, teachers knowledge and skills are central with regard to the implementation of OBE. Therefore schools and education departments have to provide time, management structures and support for teachers to develop and express their skills. To be able to do this, school principals, heads of department, and other leaders must acquire the appropriate skills first. This is so because different schools do different things and teach different things with different management structures and ways of working.

Spady(1998), on the other hand defines OBE according to three approaches, namely the traditional OBE with emphasis on knowledge and skills in traditional subjects, the transitional OBE which focuses on problem-solving and technology and the transformational OBE which encompasses role performance where pupils should demonstrate that they can do something or produce something. Spady (1998) also claims that OBE implementation can only be successful if teachers fully understand what the outcomes are and they themselves must be able to achieve these outcomes. This can be done by selecting a few outcomes and training teachers to achieve these outcomes and get practice doing them until they perfect them. If the teachers can achieve the outcomes, then only can the learners achieve them.

Unfortunately as claimed by Malcolm (1999), South Africa has adopted the transformational OBE approach of Spady but this is misleading for South Africa. In South Africa, transformation means moving away from apartheid, privilege and exploitation to political democracy, open and transparent management, economic and legal equity. Hence transformational OBE may not be the answer to South African education. This is so because in most countries like Australia, Canada, England derive their outcomes jointly from learning areas on the hand and national goals of schooling.

Spady (1998) claims that in South Africa too much emphasis has been placed on curriculum too fast. The term 'curriculum based outcomes' is more apt in South Africa and not OBE since OBE is about outcomes and not political reform. As stated before Spady states that Curriculum 2005 is a South African invention that has nothing to do with OBE.

However, the Curriculum Division of the Department of National and Provincial Education (1997) and their technical committee responsible for writing guidelines on the implementation of OBE claimed that many people enter into debates about OBE on the basis of implementation in other countries. What is often ignored is that there isn't only one kind of OBE. So when critics argue that OBE will destroy education and turn it into a form of training they are talking about one form of OBE and not the South African implementation of OBE. Different forms of OBE identify different outcomes and these outcomes are applied in different ways to make other curriculum decisions. The kind of outcome that an educator hopes to achieve influences the way in which they teach, assess and organise their class and school.

Despite these suggestions provided, the training of teachers for OBE in South Africa followed a completely different direction as indicated below.

1.6 NATIONAL PLANS FOR THE IN-SERVICE TRAINING OF TEACHERS IN SOUTH AFRICA FOR OBE

The launching of Curriculum 2005 was one of the most dramatic developments in the history of schooling in South Africa. As with any sound policy the state decided to start at the beginning- the focus was therefore on early childhood development (ECD). During the last term of 1997 training sessions began. In order to reach as many educators as possible, the cascade model was employed. Trainers drawn from overseas, the national and provincial departments, the advisory service and teacher unions interacted with the ECD representatives in schools. The ECD representatives in turn worked with all educators in their departments

The new constitutional dispensation vested the national Department of Education with the responsibility for developing norms, standards and frameworks and national policies for the system as a whole, while the provincial departments of education in South Africa is responsible for implementation and delivery. In South Africa there are nine provinces and each province has a Department of Education responsible for education provision in that province. This research is concentrated on one city in one of the nine provinces, namely Pietermaritzburg in Kwa-Zulu Natal (Interview with facilitators of OBE at Psychological, Guidance and Special Education Services Department , 20 March 1999).

The Psychological, Guidance and Special Education Services Department adopted various strategies to implement the training of teachers in Pietermaritzburg for OBE as will be discussed below.

1.7 STRATEGIES ADOPTED IN PIETERMARITZBURG FOR IN-SERVICE TRAINING OF TEACHERS FOR OBE IMPLEMENTATION

In June 1997 a group of 20 Junior Primary subject advisors from different regions in Kwa-Zulu Natal went to Pretoria, the capital city of South Africa for training on OBE. They formed the Provincial Core Team. From the Pietermaritzburg region only one Junior Primary subject advisor was sent. The representatives of this Provincial Core

Team then returned to their respective areas and were instructed to implement training of Grade One educators. In Pietermaritzburg the subject advisor enlisted the services of the Psychological, Guidance and Special Educational Services Department (PGSES) to assist with the training. The training of teachers on OBE took the form of in-service workshops held at various schools, training colleges, technical colleges and community centres. The aim was to reach as many teachers as it was logistically possible to (Interview with Foundation Phase Subject Advisor, 20 March, 1999).

From the handouts and policy documents supplied to the subject advisors, as well as information and documentation researched by the PGSES, a training programme was formulated. The trainers were referred to as facilitators and they compiled their own handouts, documentation and information based on guidelines from the official policy documents. No training strategies or guidelines on training were provided at that stage by any department, hence the facilitators had to rely on their resources and capabilities (Interview with OBE facilitator at Psychological, Guidance and Special Education Services Department, 20 March 1999).

The Pietermaritzburg area was divided into the regions according to situation and schools in certain regions were pinpointed as pilot schools where the training sessions were to be held. The schools that were identified as pilot schools had belonged to the different ex-departments of education that were racially classified. This resulted in schools from the ex-House of Assembly which in Kwa-Zulu Natal were governed by the Natal Education Department (NED), ex-House of Delegates and Representatives and ex-Department of Education and Training.

The training sessions took the form of workshops where educators whilst in the service of various schools in the vicinity of the pinpointed pilot schools were invited to attend. These workshops were held during school hours and were funded by the Department of Education. In this regard it can be viewed as an in-service training program because educators were being trained at the expense of the education departments as well as being

in the service of their various schools at the time. The aim was to reach as many educators as possible. At these workshops which were conducted over periods ranging from 1-3 days, educators were provided with policy documents for the Junior Primary Phase now called the Foundation Phase. Apart from an overview of the background of OBE, aspects of the policy documents were explained and requirements of the Department of Education were stated. Also educators' attention were drawn to certain concepts that were compulsory and laid down as a must in the policy documents (Interview with OBE facilitators at Psychological, Guidance and Special Education Services Department, 20 March 1999).

In planning these workshops, the facilitators had drawn up a programme of implementation where on each day of the workshop certain aspects were to be dealt with. These were the objectives that they had hoped to achieve by the end of the training sessions. Facilitators reiterated that these objectives were not laid down by anyone or enforced but they had to have some objective in carrying out the training or it would have been an exercise in vain (Interview with OBE facilitators at Psychological, Guidance and Special Education Services Department).

These documents remained in the possession of the PGSES department and were acquired by the researcher to be used in this study. The researcher made a careful and detailed study of all the documents and eventually arrived at a number of objectives that were common to all the workshops held. These objectives formed the basis of the training sessions and the attainment of these objectives was the purpose of the workshop as deduced by the researcher and confirmed with the facilitators.

However, despite these laudable efforts on the part of the education departments to provide training to as many teachers as possible, the issue of OBE training has been a controversial one, an argument that is supported by the many comments and debates as well as criticism surrounding the issue of OBE which will be discussed below.

1.8 CRITICISM AGAINST THE IMPLEMENTATION OF OBE AND THE TRAINING OF TEACHERS FOR OBE IN SOUTH AFRICA

Christie (1999) claims that C2005 is an important step away from the content-laden often ideologically distorted examinations orientated apartheid curricula and represents a South African form of global, late-modern curricula patterns. She also states that it may well be possible for these global features of curriculum change to be worked into local forms to achieve goals of equity along with social and economic development. However much will depend on the specific forms they take and the way they are put into practice. In South African schools, the particular forms of C2005 and OBE and its implementation have been highly problematic as a number of sources have indicated.

Firstly Christie (1999) comments that whilst the curriculum framework for the 8 Learning Areas were drawn up by committees on which teachers were represented, most teachers have not been actively engaged with the new curriculum. This forces teachers to believe that the new curriculum is being put into place in top-down ways that strongly resemble the imposition of apartheid curricula. Christie (1999) sees this as poor planning and over-hasty introduction of the new curriculum into schools, with teachers being insufficiently prepared for outcomes-based pedagogy and continuous assessment.

Andre' Kraak (1999), described OBE as a conservative technology bathed in a popular education discourse whilst Jansen (1998) found OBE to be a behaviouristic approach which atomised learning. Stephen Mulholland (1998) cited in Jansen and Christie (1999) stated on the internet that OBE had not succeeded in any country and it would lead to dumbing down of the South African schoolchildren. Greenstein (1997) cited in Jansen and Christie (1999) felt that OBE had a chance of succeeding in "white priveleged schools and further disempowering those working in Black marginalised schools.

Roux (1998) claims that during training sessions, trainees often found themselves in heterogeneous groups as some were well qualified whilst others were not. Also emphasis put on the new paradigm leaves teachers with very little time for reflection on the

changes and principles underlying OBE. According to Killan (1996) some concepts are not new to teachers, however to implement the principles successfully in the different learning areas, a paradigm shift is needed. But teachers' abilities to change rapidly into a new paradigm are influenced by feelings and perceptions emanating outside their professional skills. Hence in view of this, effective training is required. Also emphasis put on the new paradigm leaves teachers with very little time for reflection on the changes and principles underlying OBE. To determine how effective the training was in South Africa, the researcher undertook this investigation.

1.9 RATIONALE FOR THIS INVESTIGATION

The implementation of OBE in South African schools sets a new paradigm for teachers and learners. Potential problems with training and implementation strategies are inevitable if teachers' attitudes are not positive or receptive to this approach. In order to develop balanced training programmes it is important to understand the participant's frame of reference, perceptions and attitudes. As stated by Roux (1998), there are many factors that may influence educator's perceptions on any new education model. If in-service training and implementation strategies are not well designed, people's abilities to change may be hampered and influenced negatively. The emphasis put on the new paradigm seems to leave very little time for reflection on the changes and principles underlying OBE. Participants are often confused regarding the values and purpose of OBE, its implementation strategies and the demands made.

Berkhout et al (1999) states that OBE is a complex educational model. Changes at different levels of teaching, curriculum design and classroom practices will inevitably be part of the training and in-service training of educators. Equality for learners within South Africa is also a goal of C2005. However in order to be successful with the implementation of a new educational model, new strategies, information and in-service training programmes must be introduced. The question however is whether the attitudes of educators on OBE may influence the success of training programmes.

In this study this is what the researcher attempted to investigate namely, the attitudes of the Grade One Teachers in the Pietermaritzburg area to the training they have received on OBE. The researcher hoped to determine the teachers' attitudes to the content of their training programmes and also to investigate whether there were any significant differences in the attitudes of teachers from the various ex-departments of education.

1.10 CONCLUSION

In this study, the researcher attempted to investigate the attitudes of Grade One teachers in the Pietermaritzburg area to the in-service training they had received on OBE. Chapter One of this study provided background information on the education situation in South Africa before the introduction of OBE. It also focused on the reasons for the introduction of the new curriculum and provided a discussion on how the actual training was implemented. Various definitions for the term training as applicable to the teaching profession were provided. Chapter One concluded with the rationale for this investigation.

Chapter Two commenced with a continuation of the literature review provided in Chapter One. Various definitions for the term attitude were provided. A critique of OBE and C2005 implementation in South Africa followed. Studies undertaken on OBE implementation in South Africa were included in this chapter to support the results revealed by this study.

Chapter Three discussed the research design and data collection technique which included the sample, the measuring instrument and the development of the questionnaire. Chapter Three concluded with an explanation of the procedure that was followed.

Chapter Four contained an analysis and interpretation of the findings revealed in Chapter Three. Firstly, a descriptive analysis was undertaken to determine the attitudes of all teachers to the training they received on OBE. This was followed by a descriptive analysis of the attitudes of teachers from the various ex-departments of education.

Chapter Four concluded with a statistical analysis using the Kruskal-Wallis test to determine if there were any significant differences in the attitudes of Grade One teachers from the various ex-departments of education. Chapter Five provided a discussion of the findings revealed in Chapter Four and certain conclusions were drawn and recommendations made. The limitations of the study were also discussed and recommendations for future study made. Chapter Five ends with a summary of the conclusions drawn from the study. Chapter Six provides a conclusion for the entire study.

CHAPTER TWO

THEORETICAL BASIS AND CONTINUATION OF LITERATURE REVIEW

INTRODUCTION

In Chapter One, a preliminary literature review was provided setting the scene for the rest of the study. Reasons for this have been discussed. In this Chapter, the literature review will be continued. The origins of OBE will be discussed as well as OBE implementation in the United States. A criticism thereof will follow. A discussion of OBE implementation in South Africa will be provided and key issues surrounding the debate about the implementation of OBE in South Africa will be highlighted. Various definitions of the term 'attitude' will be stated. This chapter will conclude with mention being made of studies that have been carried out on OBE in South Africa in order to support the findings of the present research, where possible.

2.1 ORIGINS OF OUTCOMES BASED EDUCATION

OBE goes back at least 500 years to the craft guilds of the Middle Ages in Europe. Over the centuries these guilds evolved into various forms of apprenticeship training models and they were institutionalised as the way to design, deliver and document instruction (Spady, 1997).

Musker (1997) states that OBE did not arise out of nowhere but has been planned and worked on by human psychologists for years. The whole departure from traditional curriculum started in the USA at the turn of the century when the humanist John Dewey and his colleagues decided to use the public school system as a means of changing America. A whole new educational vocabulary developed with terms such as change agents, facilitators, learners, critical thinking, self-esteem, cognitive dissonance, experimental learning, congruence and group experience and much more.

Blumenfield (1993) also offers that OBE can be traced back to a 1948 meeting in Boston of the American Psychological Association Convention where a group of behavioural

scientists decided to embark on a project of classifying the goals or outcomes of the education process since, as they said, "educational objectives provided the basis for building curricula and tests and represents the starting point for much of our educational research" p. 32. The results of the scientists' deliberations became known as Bloom's Taxonomy of Educational Objectives, a behavioural classification of outcomes produced by a new curriculum that does away with traditional subject matter and teaching methods. The central figure behind all this is the behavioural scientist Benjamin S Bloom of the University of Chicago.

However, Morgan (1996) claims that the man leading the OBE revolution today is no longer Professor Bloom but a much younger psycho-educator by the name of William G Spady. In an interview published in Educational Week (1992) Spady stated that at that time the American Education System was a relic of the industrial age, and therefore it needed a new delivery system based on mastery learning techniques.

According to Morgan (1996) the emphasis on OBE's ability to transform society was probably irresistible to our South African politicians and education planners. It needs a crises to put in place a system as radical as OBE. In the USA it was the 1983 report called, "A Nation at Risk: The Imperative for Education Reform." This report was the product of the National Commission of Excellence in Education that was created in response to protests about the quality of education and the continual decline of tests scores and increasing illiteracy. After this report, which gained nation-wide attention, parents thought the way was paved for honest education reform. This gave rise to the implementation of OBE in America.

2.2 IMPLEMENTATION OF OBE IN THE UNITED STATES OF AMERICA

William G Spady, an internationally recognised theorist, writer and developer of OBE and the founder of the Network for Outcomes-Based Schools was instrumental in introducing OBE to schools across the United States. Despite the fact that there has been

much criticism and heated opposition surrounding the implementation of OBE in the United States, the literature does report some success stories as well.

Spady et al (1986) cites the following districts in the United States where OBE has been successfully implemented and has contributed to substantial increases in pass rates. Johnson City, New York, Central Schools, Glendale, Arizona, Union High School District, Township High School District 214 and Arlington Heights, Illinois. Each has exceptional district leadership and community support and each has helped pioneer the evolution of OBE thinking and implementation.

In support of this claim, Danielson (1989) states that OBE has been proven. She also cites Johnson City as an example as well as North Sanpete School District in Utah where after the first year of implementing OBE there have substantial improvements in performance overall. She states that OBE makes good common sense and the premises are reasonable. However, for many schools with traditions of other expectation and practices, some of the outcomes based premises and procedures dictate significant departures from current ways of operating as described below.

Ballard High School in eastern Jefferson County, Kentucky, student scored consistently well above the average on the SAT and ACT tests with 95% going on to college. But as soon as Kentucky began to implement OBE the failure rate was greatly increased. The students were designated as 'at risk'. How could this happen? The reasons given were that students had been taught with OBE to think for themselves and had focused on true learning and academic scholarship. These students had not yet been socialised and indoctrinated to exhibit appropriate attitudes and behaviours. Opponents of OBE stated that any system of education that takes high achievers and makes failures out of them is dangerous (Spady et al. 1986).

Another example of such failure was in 1987. San Marco High School in Texas was selected as one of the top high schools in the state ranking 29th out of more than 1100

schools. Desiring to make a good thing better, San Marco implemented an OBE programme in 1990. Two years later, the number of 11th graders able to pass all sections on a standardised test dropped from 50% to 36%. After a six-week intensive study of the OBE literature, it was testified by Professor Joanne Carson of the University of Texas to the Texas State Board of Education, that certain aspects of the OBE theory generate negative aspects (Spady et al., 1986).

Despite the success stories of OBE, there has been extensive and radical criticism and action being taken against the implementation of OBE in the United States as indicated below.

2.3 CRITICISM AGAINST OBE'S IMPLEMENTATION IN THE UNITED STATES

Kossor (1995) mentions a number of instances of failure in implementing OBE in the USA. Firstly, mention is made of the Johnson City project. Statistics showed that students scored in the lower half of the 12 county school districts in English, History, Global Studies, Maths and Spanish and last in 6th grade reading. Kossor (1995) further illustrates how examples of Spady's OBE successes are just the opposite. The Arizona Legislature turned down OBE whilst statewide OBE goals were dropped in Iowa. Parents attacked the plan, saying it glossed over the basic academic skill and instead attempted to infuse politically correct values into the curriculum. Angry parents in Nebraska appealed to the education leadership to reconsider implementing this new mode. Parents in Michigan filed a lawsuit against the State Board of Education when their concerns about OBE were scoffed at by educationists. Parents were outraged that 40% of the new curriculum dealt with emotional and mental health.

In a study by Robert Slavin cited in Spady et al. (1986), it was concluded that the method of mastery learning (OBE) is a "Robin Hood" approach, taking from the fast learner to help out the poor learner. A circuit judge in the USA Patrick Madden cited in Spady et

al. (1986) wrote that problem with the state controlling OBE is that it becomes an engineered result of someone's pre-determined agenda.

Spady (1997) states that in an attempt to discredit all aspects of OBE, claims have been made that it has a track record of costly failures. But arguments by opponents claim that valid research proving OBE works is lacking. It is alleged that states have spent huge fortunes on OBE efforts and have nothing to show for it. Opponents of OBE state that national proof of research that OBE works is absent as no one in the educational research community has carried out major research on the effectiveness of OBE. It is also claimed that OBE in schools are experimental and therefore implies uncontrolled and irresponsible action is taking place in schools with the intention to shape and warp the thinking of children.

Kossor (1995) claims that on the surface, OBE seems to be a reasonable approach to learning. In fact, the business world has made extensive use of this method for years specifically for skills that were easily broken down into distinct units of information. But as a comprehensive system of educating young minds many educators have their doubts and this has created the most controversy amongst the teaching fraternity in South Africa as is evidenced below.

2.4 DEBATE SURROUNDING THE IMPLEMENTATION OF OBE IN SOUTH AFRICA

As will be noticed, educators in South Africa, like their counterparts in the United States of America express concern regarding the implementation of OBE in South Africa.

According to an OBE approach, the Department of Education Policy Document (1997) informs that whereas previously the school calendar determined what a child might do at any moment of any school day, now progress towards specific outcomes will control activity. Time, content and teaching technique will be altered to fit the needs of each learner (the new term for pupil or student). Credit will be given for accomplishing stated

outcomes, not for time spent in a given class. The role of the teacher (the new term being educator or facilitator) can be compared to that of a coach. The instructor's goal is to move each child towards pre-determined outcomes rather than attempting to transmit content. Feelings, attitudes and skills such as learning to work together in groups and thinking non-judgementally will become just as important as learning information. Where the traditional curricula focused on the past, it is argued that OBE methods prepare the learners for the future and for constant change that is inevitable in our society.

As has been stated previously, this seems to be a reasonable approach to learning, however not everyone is confident about its implementation.

The Educator's Voice (May 19, 1998) p. 3 published articles outlining teacher's problems with OBE. Although many teachers were impressed with this new approach but how to exactly go about it is the confusion. Many stated that they had attended workshops organised by the department but found them to be too theoretically based. Others expressed grave concern with the idea of group-work as the teacher-pupil ratios in some classrooms are 1: 60. Another area of anxiety was assessment. Proper assessment techniques and guidelines were lacking whilst extra workloads resulting from the necessity to keep a portfolio on each learner further raised the concerns expressed.

Harley and Parker (1998) state that the danger with an OBE approach in the Spady form is its reliance on a combination of outcomes and competence that can too easily be reduced to a mechanical form of rote learning which is heavily reliant on materials provided by the state. This emphasis on outcomes-based assessment is evident in C2005 where emphasis has been on designing of learning outcomes with little attention paid to the inputs necessary to achieve outcomes. The crucial role of the educator as a designer, manager and teacher has not been addressed.

Deacon and Parker (1998) state that is confusion about how implementation should occur as well as a clear definition of the role of the teacher. There is disagreement over terms

like educator and practitioner being used instead of teacher to distinguish between school-based teachers and teachers in fields such as the workplace. Should the educator be a facilitator, an authority, liberator, assessor or a scientist? These are some of the questions being asked.

Christie (1999) cited in Jansen and Christie (1999) states that debate around C2005 has been characterised by scathing criticism and defensive if not hostile government response. C2005 has been rightly accused of being jargon ridden and inaccessible in its discourse. Its procedure for designing learning programmes are complex and sophisticated if not obscure. Working with these principles requires well-prepared teachers who are more likely to be found in historically white than historically black schools. Greenstein (1997) cited in Jansen and Christie (1999) believes that C2005 is not targeted at conditions in the majority of South African schools and neither does it address crucial issues for South African schools such as racism, sexism and Africanisation. Jansen (1998) points out that C2005 has the greatest likelihood of success in well-resourced schools with well-qualified teachers and better-prepared students.

Christie (1999) cited in Jansen and Christie (1999) points out that while the curriculum framework for the 8 learning areas were drawn up by committees on which teachers were represented, most teachers have not been actively engaged with the new curriculum. For most of them the new curriculum is being put in place in top-down ways that strongly resemble the imposition of apartheid curricula. Christie (1999) cited in Jansen and Christie (1999) attributes this to the poorly planned and over-hasty introduction of the new curriculum into schools, with teachers being insufficiently prepared. She believes that the government provided emergency training and materials to ensure that all provinces could start on the same footing however in-service work with teachers and schools have been minimal and resources totally inadequate.

In a counter-criticism against the views expressed, Rasool (1999) cited in Jansen and Christie (1999) claims that the issue of stakeholder participation in the curriculum

process is a problematic one especially given the number of teachers. It will be unrealistic and impractical for everyone to be involved in decision-making. He guarantees however that the curriculum unlike its predecessor is predicted on the notion of visibility and transparency of power.

The question that Jansen (1998) raises that OBE side-steps important issues of value in the curriculum is counter criticised by Rasool (1999) as cited in Jansen and Christie (1999) who states that this is an erroneous judgement because C2005 makes ample provision for a balanced curriculum. Through learning areas such as Human and Social Sciences, Art and Culture and Life Orientation values such as non-racism, non-sexism, democracy, equality and nation-building in a manner never imagined under the apartheid education system.

The assertion by Jansen (1998) that OBE trivialises content and threatens to fragment knowledge is according to Rasool (1999) highly problematic. He states that the traditional educational paradigm was characterised by a heavily content-driven, teacher centred approach. OBE makes a conceptual shift away from content-driven, rote learning without trivialising content to one where learners discover and construct knowledge. Spady (1998) points out that there is a misconception that OBE rules out content altogether. He claims that the content is just as important as it has always been but the manner in which it is being put across has changed, not the content.

Rasool (1999) cited in Jansen and Christie (1999) concludes that "the question is not whether OBE should be implemented but rather whether sufficient support and encouragement is being given to teachers by all interest groups in education. Only when this line of action is taken can South African's acknowledge that they have taken a step toward maturity in discussions around curriculum".

Jansen (1998) in his argument concludes that OBE is primarily an attempt to push forward something innovative into the schools at all costs in order to retain political

credibility for a Ministry of Education still charged within and outside of the government with having delivered little concrete evidence of the transformation in the schools.

In addition to the views provided above, a number of investigations have been undertaken on the implementation and the attitudes of teachers in South Africa to OBE. But before this can be provided, an explanation of what an attitude constitutes is necessary

2.5 DEFINITION OF THE TERM ATTITUDE

The concept 'attitude' has been defined in various ways by various experts over many years. The term attitude will be defined beginning with the earliest definitions and proceeding to the most recent.

Morgan and King (1971) state that psychologists are not fully in agreement on the definition of the term 'attitude'. They state the reason for this is that an attitude is an emotion and therefore not easy to pinpoint. However they chose to describe an attitude as:

"a learned orientation or disposition towards an object or situation which provides a tendency to respond favourably or unfavourably to the object or situation" p 63. Morgan and King (1971) claim that as a child grows to adulthood he forms a virtually limitless number of attitudes. His attitudes are predominantly shaped by his parents but later in his life other social forces such as information from the media, peers and education become important.

Klausmeier and Ripple (1971) define attitudes as a "learned, emotionally toned presupposition to react in a consistent way, favourable or unfavourable, towards persons, objects, situations or ideas" p. 56 Attitudes guide behaviour in a supportive or negative way. Hankins (1973) contends that attitudes as by-products of experience can be inferred from observations of behaviour. The behavioural components of an attitude include all action tendencies associated with that attitude. Different people may experience the same

situation in different ways and so will be their attitudes towards it. Blair, Jones and Simpson (1975) maintain that attitudes have a profound influence on school learning.

Anastasi (1976) states that an attitude as a tendency to react favourably or unfavourably towards a designated class of stimuli cannot be directly observed as it may not provide an accurate index of attitude but is inferred from overt behaviour both verbal and non-verbal. Attitudes may also contribute towards action changes, and actions may contribute towards attitude change since attitudes and actions are linked in a continuing reciprocal and endless chain.

Oskamp (1977) claimed that the term 'attitude' was first used by Herbert Spencer in 1862 and has come to mean a posture of a person's mind. There is an overlap in the definitions of this concept by various social scientists, as will be observed in the following definitions. Gagne (1977) supports this view by contending that attitudes may be learned through imitated behaviour as well as through a single or a series of experiences. Blumer (1979) maintains that an attitude appears as a consequence of an influence of a social value upon an individual. This influence is impossible unless there is some pre-existing wish, emotional habit or tendency, to which this value has in some way appealed, giving it a new direction.

Good and Brophy (1980) concur with Gagne (1977) when they stress that an attitude is an internal state that affects an individual choice of action towards some object, person or event. They point out that attitudes are not taught as one would teach intellectual and verbal information.

According to Fontana (1981) psychologists define attitudes as the relatively enduring orientations that individuals develop towards various objects and issues they encounter during their lives, which they express verbally as opinions. Attitudes therefore contain elements of value and belief, as well as varying degrees of factual knowledge. They may be partly conscious and partly unconscious, with the two sometimes even in conflict with

each other. In terms of the ego defence mechanism, an individual might for instance harbour hostile attitudes, yet refuse to admit to these consciously because they arouse strong feelings of guilt.

Behr, Cherian, Mwamwenda, Ndaba and Ramphal (1986) support Morgan and Kings (1971) views when defining attitudes and further explain that most educators agree that an individual's attitude has an important impact on learning. Where positive attitudes exist, pupils perform better than where negative attitudes prevail.

An attitude according to Behr et al. (1986) has three major components; the cognitive which focuses on a person's belief; the affective which focuses on a person's feelings; the behavioural which refers to the manner in which a person behaves about a certain object or concept. This tripartite division of attitudes has been expressed by Oskamp (1977) who holds a common belief that attitudes have three major components discussed above.

Behr (1988) in his contribution states that man is not born with attitudes but develops them as accompaniments of his experiences and constantly modifies them. Wade and Travis (1993) have observed and empirically established that as people age their attitudes seem to harden and surveys have reflected that most of the attitudes of young people are more fluid and changeable.

According to Wade and Tavis (1993) an attitude is a relatively stable opinion. It contains a cognitive element which is one's perceptions and beliefs about something and an emotional element which is one's feelings about something. These range from negative and hostile to positive and loving feelings.

Greenberg and Baron (1993) refer also to the three components or attitudes as a stable cluster of beliefs, feelings and behavioural intentions towards specific aspects of the external world. Robson (1995) claims that the term 'attitude' is somewhat slippery. It

falls in the same kind of sphere as opinion, belief or value and not possible to measure by means of a single question or statement.

However, according to the researcher, an attitude is how one views certain things and it can either be negative or positive. But it must also be pointed out that an attitude can be influenced by many factors. Sometimes, a person may think that they know how to do something but when it comes to actually doing it, they realise it is not as they assumed. Apart from this, a person may express an attitude simply to safeguard his reputation or his job security. In order not to appear inadequate or for fear of going up against the employer, a person may answer in the positive.

Therefore, in studies of attitude measurement like the present study, it is difficult to draw conclusions and make generalisations as it is difficult to support the results of the attitude measurement with conclusive evidence. This researcher sees this as a serious limiting factor of research in the field of attitude measurement. Despite this fact the following studies were undertaken on attitudes and perceptions of various persons on OBE were researched and documented.

2.6 STUDIES UNDERTAKEN ON OBE IN SOUTH AFRICA

Since the implementation of OBE in South Africa in 1998, various studies have been undertaken on its implementation. But the study that sparked the most heated debate is the one undertaken by Jonathan Jansen of the University of Durban-Westville. This study as cited in Jansen (1998) was conducted in two of South Africa's nine provinces, namely KwaZulu Natal and Mpumalanga. This study consisted of three components:

- 1) a baseline study leading to
- 2) an impact assessment followed by detailed
- 3) case studies of Grade One classrooms

The instrumentation used in this study were various questionnaires, teacher interviews and classroom observations. The sample comprised thirty-two classrooms across the two provinces. The findings presented revealed the following:

- "teachers hold vastly different understandings of OBE, even within the same school
- teachers display considerable uncertainty about whether their practices in fact constitute OBE, irrespective of the aggregate levels of institutional resources or years of personal teaching experience
- teachers uniformly felt that their preparation for OBE implementation was inadequate and incomplete
- teachers in most classrooms had the basic C 2005 documentation required for the Foundation Phase
- teachers strongly expressed the view that OBE was not implementable in the early part of the school year with young children
- teachers generally claimed that there were some things that they were doing differently since the introduction of OBE, but that they were mainly teaching as they did before OBE
- teachers understand and implement OBE in very different ways within and across different resource contexts" pp. 209-211

In agreement with some of the findings of the above study, Cornelia Roux of the Department of Didactics of the University of Stellenbosch (1998) undertook an investigation into "Educators' Perceptions on Outcomes Based Education and Training Programmes. The aims of this research were to identify potential problem areas in OBE and to develop curricula with well-balanced training material specially designed for OBE-educators within the South African school environment. The respondents comprised twenty-five teachers teaching Grade one to Nine in two of South Africa's nine provinces, namely Gauteng and Western Cape. The instrumentation used were questionnaires and interviews with teachers. The findings revealed that the inequalities of the previous political dispensation had a significant influence on some responses in the questionnaire. This was justified by responses that hope for a better responsible education dispensation was needed. Respondents from previously disadvantaged schools and deprived communities were almost always positive on the new OBE model whilst respondents from the privileged sector responded more negatively. The researcher

claimed that these negative remarks result from a fear for change and drops in standards of schooling. Respondents who attended in-service training and workshops gave balanced views with critical remarks on the introduction of OBE. The reasons given for diverse opinions and attitudes were insufficient training or doubt that OBE could be implemented successfully. This study also revealed that teachers were mainly uncertain about the principles of OBE. Although some teachers indicated that they had undergone in-service training provided by the different Departments of Education, non-governmental organisations (NGO's), or other institutions, they still feared implementation due to a lack of knowledge. Although 82% of the respondents received training from the Department of Education, they required more substantial information for understanding and implementing OBE.

Roux's study (1998) also concluded that 65.5% of the respondents indicated that in-service training programmes did not influence their perceptions on OBE. Teachers who had attended well-balanced in-service training programmes helped each other understand OBE. More than 50% of the teachers from deprived communities indicated that in-service training programmes influenced their perceptions the most whilst teachers from more privileged communities indicated very little change of their perceptions on OBE after attending in-service training sessions.

Christie (1999) cited in Jansen and Christie (1999) argues that the government provided emergency training and materials to ensure that all provinces could start from the same footing; however in-service work with teachers and schools has been minimal and resources totally inadequate. A major logistical problem with the launch of the new curriculum has been the resource-strapped circumstances of the provinces. In fact provincial report-backs for the first term of 1998 indicated that half the primary schools in some provinces especially schools in the rural areas have ignored the launch of C2005.

Pretorius (1998) cited in Jansen and Christie (1999) conducted a survey that revealed some teachers are still very negative towards OBE. Whilst some hold the opinion that

OBE is a sophisticated first world educational model others feel that its suitability for the South African education system has not been well tested or documented. A number of people also felt that OBE can only be applied in industrial countries where favourable teacher-pupil ratios are possible, where teachers have received adequate training and where schools have sufficient resources and support. Certain informed sources revealed that OBE does not even work in leading industrial countries like the USA, Canada, Australia and New Zealand. This survey also revealed that many teachers consider themselves to be inadequately trained to work with outcomes based aims in mind. Many feel that they are used to their own ways of teaching based on methods by which they were taught which is the traditional content-based educational models.

Bennie et al (1998) undertook an investigation into Malati staff working with teachers on 7 projects in the Western Cape since January 1998 to implement a philosophy of teaching and learning which addresses the fundamental principles of OBE and C2005. Intervention in schools has taken the form of workshops and classroom visits. Analysis suggests after a year that there has been shifts in the teachers' attitudes on OBE and C2005. They have changed their classroom practices and begun to focus on strategies suggested by OBE and C2005 policy documents. However teachers still perceive a number of obstacles to the effective implementation of OBE. The major obstacle being a lack of sufficient training on planning, preparation of lessons as well as time to prepare these before these. Also time required for remediation, assessment and reassessment and a lack of materials posed a major problem.

Deevia Bhana (1999) of the University of Durban Westville explored gender issues as it is played out in groups as suggested by the OBE and C2005 policy documents. Using interviews and observations of a Grade Two teacher's attempt to implement OBE based upon a theme "A Bugs Life", gender issues were explored. This exploration according to Bhana (1999) uncovered that OBE produces outcomes that are disabling, repressive, exclusionary and silencing despite OBE widely being argued as transformational.

In 1998 OBE Learning Area studies were implemented by final year student teachers training at the University of the Witwatersrand. A report on this Corry et al (1998) found that after training sessions that took the form of workshops, students found that there were great overlaps in the 8 Learning Areas that have replaced subjects. Not only did students find that they had inadequate preparation time to plan lessons across these learning areas but were placed under pressure. Despite this fact they agreed that the Learning Areas did have the potential to encourage approaches from many angles and perspectives.

Dixon and Du Toit (1998) from the Hoxani College of Education and University of Pretoria respectively, investigated the attitudes of student teachers on the development of learning programmes for Intermediate Phase Teachers in the Learning Area of Technology. This study comprised 92 student teachers and the answers in the questionnaire revealed that the students had responded positively to the course. However it was found that problem areas did exist as students experienced difficulties mastering certain skills. The overall feeling was that creation of Learning Areas instead of subjects required training and retraining of teachers.

Doidge (1998) researched the attitudes of pre-service teachers to a course offered on the Natural Sciences Learning Areas using an OBE approach. Students found the course very interesting but at times frustrating because they touched so briefly on subjects that they would have liked to have explored in greater depth. They also felt that the course allowed learners to develop competencies and demonstrate the outcomes outlined in the OBE and C2005 policy documents. However many students found that there was a great deal of repetition concerning C2005 in all their courses. Secondly, involvement in different learning areas at one time increased their workload and resulted in an overloaded timetable, a view also expressed by respondents of the study by Corry et al (1998).

Bill Fraser of the University of Pretoria (1998) concluded in his studies that demands for OBE practitioners necessitates the accommodation of a competency-based teacher training model at institutions of higher learning. Fraser (1998) discovered that these institutions have teaching and training policies that still vest within the naturalistic paradigm of thinking, ignoring the fact that the professional training of teachers requires teaching and assessment models in support of the tasks and functions of OBE.

This study agrees with the findings of Jaworski (1998) that suggest the demands set by C2005 can only be realised if teachers will become reflective practitioners and gain experience of research methods in institutions of higher learning. This can be achieved by observing how the theory they have studied manifests in practice.

Malan (1998) in her study has revealed that new discourse on education has led to feelings of disempowerment in the teaching fraternity. This is so because there are as many explanations and understandings of OBE jargon as there are teachers. An analysis of the terms 'performance criteria, range statements and assessment criteria' in the C2005 policy documents lead to the conclusion that the developers of the different learning areas had very different conceptions of what these terms mean. Discussions with teachers have revealed that great confusion about terms that are crucial to understanding C2005 and OBE. Whilst some teachers think they know what is meant by OBE, range statements, performance indicators, assessment criteria etc, others express great confusion.

Malan (1998) also found classic 'highjacking' example provided by NGO's who went around training teachers to use media for teaching and equating this with OBE. Despite the fact the Malan (1998) agrees that this is excellent, she disagrees with the view that this is a new approach as teachers have been using the media for years as a teaching aid.

At the University of the North, Themane and Mabasa (1998) deduced after their study on teachers' attitudes on OBE in the Northern Province that the introduction of OBE seems to be politically motivated and its timing and planning is flawed. Teacher Unions in the

Northern Province complained that their teachers were not consulted in the preparation for the OBE workshops. They complained that these workshops were characterised by lack of proper planning as the impact on schools will be greatly affected by the lack of resources. Teachers found that the workshops were not intensive and lasted only for a few hours breaking the link between planning and implementation.

These results support those of a study on OBE in the Grade One classroom conducted by the University of Durban-Westville. They found that most teachers in Grade One indicated that they required more training on OBE and although they had attended a large number of workshops, out of the hundred teachers interviewed, the study found 96% stated they required more training whilst 27% required some training. 73% of the teachers from rural areas and 65% from townships felt they required a lot more training. The study concluded that the training received had been inadequate in preparing teachers for implementing OBE (Khumalo, et al 1999).

This scenario confirms the contention of Themane and Mabasa (1998) that the introduction has been hurried for political reasons as studies have revealed that there certainly is limited understanding amongst teachers on why OBE was introduced.

2.7 CONCLUSION

Literature on studies cited above have indicated that OBE and C 2005 is likely to fail, a view supported by the researcher. The researcher does not have any problem with OBE itself but OBE in the South African context in the form of C 2005 is highly problematic and politically driven. As supported by Jansen (1998), who claims that "from a political perspective, it is important to understand OBE as an act of political symbolism in which the primary preoccupation of the state is with its own legitimacy" p. 154, the researcher believes that OBE was an attempt by the state in the period immediately following the 1994 election to pacify the public that transformation was definitely taking place.

Jansen (1998) agrees with this statement and further claims that not one official interviewed in the Department of Education believed that OBE should be introduced so soon yet they worked their fingers to the bone to ensure that implementation will take place in January 1998 at any cost. This smacks of an attempt at gaining political credibility for a Ministry that has been accused of doing very little to bring about transformation in schools.

However, despite all these misgivings, OBE is being implemented in Grade Two in 1999 and plans to implement it in Grade Three and Seven in 2000 are under way. Maybe the results of this study will further highlight problems to be presented to the Department of Education. Fullan (1997) makes a very critical comment when he writes that "By examining emotions and change from a different perspective we not only gain insight about the dynamics of change, but we also find new understandings of how to make change work more constructively. The moral and the technical fuse instead of being two ships passing in the night" p. 56.

Likewise, this study attempted to investigate the emotional side which is the attitudes of the implementers of OBE namely the teachers to the training they have received. The results of this study will be highlighted in Chapter Four

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES FOR DATA COLLECTION

This chapter sets out the steps to be followed in developing the methods and procedures for this research study namely: the rationale for the investigation will be discussed, the research design will be elaborated on and the procedure for administering the instrument will be documented.

3.1 RATIONALE FOR THE INVESTIGATION

The announcement by the South African state that OBE would be implemented in all Grade One classrooms in January 1998 triggered a vigorous public debate about, inter alia, the prospects of implementation given the lack of teacher training, the low levels of material support for the new curriculum and complexity of this curriculum innovation (Jansen, 1998).

Whilst the Minister of Education stated that the new curriculum will allow children to leave school with practical skills (Beaver, 1998), most critics believe that until schools have equal resources, nothing will change-students from rich schools will leave school with more skills than students from poor schools (Jansen, 1998). OBE enthusiasts claim that the OBE movement promotes constructive thinking (Morgan, 1997), while experientialists argue that an OBE approach is by nature analytic and therefore inhibits constructivism.

According to Spady (1997) the South African education system is a relic of the industrial age and a new delivery system based on mastery learning techniques. However according to (Hindle, 1998) one begins to wonder whether the mass retrenchment of teachers in South Africa wasn't perhaps based on the need to get rid

of the old way of thinking since it is unlikely that the older generation of content-based teachers would be pliable enough to fit into the new world.

Whilst the Department of Education is adamant that the new curriculum will be applicable to all schools and teachers who now have the freedom to use the resources in their environment (Department of National Education Policy Document , 1997), critics believe that a system so radical as OBE will send shockwaves amongst teachers and parents, as it will be like teaching a child to run before he can crawl (Beaver, 1998).

Despite this heated debate, OBE was implemented in Grade One in 1998. But according to Jansen (1998) teachers hold vastly different understandings of OBE even within the same school and teachers uniformly felt that their preparation for OBE implementation was inadequate and incomplete. The researcher felt that irrespective of the mass of support or criticism on OBE, the persons best suited to judge it's merits will be the Grade One teachers implementing OBE in their classrooms.

OBE is an entirely new concept for the vast majority of South African teachers and to implement it they obviously need training that was provided in the form of an in-service training model that comprised workshop sessions held at various schools and educational institutions. These workshops were conducted by facilitators or teachers from schools who were provided with manuals and guides by the Psychological Guidance and Special Educational Services Department in Pietermaritzburg. OBE has received much attention since its introduction in 1997 and its implementation in Grade One in 1998.

Hence the researcher attempted to investigate the attitudes of the Grade One teachers to the training they received on OBE. This study may enable those who are providing

the training to be more aware of the attitudes of the stakeholders namely the teachers in the classroom. This information may be of use to the development of future training programmes.

3.2 RESEARCH DESIGN

This section specifies the research question and describes the sample, the sampling procedure, the measuring instrument and its development as well how the instrument was administered.

3.2.1 SAMPLE

In order to investigate the attitudes of the Grade One teachers to the training they received, the sample comprised 47 Grade One teachers drawn from 18 schools in the Pietermaritzburg circuit. These schools were targeted for relevance, accessibility and convenience.

Each of these schools were targeted as pilot schools for OBE training by the Psychological Guidance and Special Educational Services Department (PGSES) who were entrusted with the training of teachers on OBE by the Provincial Core Team. All 18 schools are under the supervision of the present Department of Education and Culture but had belonged to various other Departments of Education.

Six of the 18 schools are urban primary schools. These schools were under the supervision of the ex- Natal Education Department (NED) and had catered only to white learners (Department of National Education Policy Document, 1997). 3 of the 18 schools were peri-urban primary schools under the supervision of the ex-House of Delegates (HOD) and previously had a totally Indian learner population. 3 schools were also peri-urban primary schools and were under the control of the ex-House of Representatives (HOR) and these schools had catered only to coloured learners. Of the remaining schools, 5 were previously under the Department of Education and

Training (DET), 3 were township primary schools and 2 were rural primary schools which catered only for Black learners (Department of National Education Policy Document, 1997). The last school was an urban school previously under the Natal Education Department and had catered only for white learners with special educational needs (LSEN schools).

For the purpose of this study, the researcher referred to these schools as school number 1-18. The following table illustrates the distribution of the sample in the various schools

Table One: Distribution of the sample in the various schools

TYPE OF SCHOOL	SCHOOL NUMBER	NUMBER OF GRADE ONE EDUCATORS
Urban primary school(ex-HOA)	1	7
Urban primary school(ex-HOA)	2	4
Urban primary school(ex-HOA)	3	2
Urban primary school (ex-HOA)	4	1
Urban primary school (ex-HOA)	5	3
Urban primary school(ex-HOA)	6	4
Peri-urban school (ex-HOD)	7	2
Peri-urban school (ex-HOD)	8	2
Peri-urban school (ex-HOD)	9	2
Peri-urban school (ex-HOR)	10	3
Peri-urban school (ex-HOR)	11	3
Peri-urban school (ex- HOR)	12	3
Peri-urban school (ex-DET)	13	3
Peri-urban school (ex DET)	14	2
Peri-urban school (ex-DET)	15	2
Rural school (ex-DET)	16	1
Rural school (ex-DET)	17	2
Lsen school (ex-HOA))	18	1

The sample eventually comprised 47 grade one teachers from the various schools in the Pietermaritzburg area.

3.2.2 SAMPLING PROCEDURE

All Grade One teachers in each of the targeted schools were included in this study. No randomisation was required here as voluntary participation was encouraged from all Grade One teachers.

The researcher utilised a purposeful sampling technique. Macmillan and Schumacher (1993) describe purposeful sampling as “selecting information-rich, key informants, groups, places and events to study.” In other words as stated by Robson (1995) samples are chosen because they are likely to be knowledgeable about the phenomena under investigation. Schumacher (1984) points out that the types of purposeful sampling techniques are site selection, comprehensive sampling, maximum variation sampling and sampling by case type.

For this study the researcher opted to use the site selection as a type of purposeful sampling techniques. According to Macmillan and Schumacher (1993) sampling by site selection is when a site is selected to locate people involved in a particular event. In this study the researcher chose the pilot schools identified for OBE training as a suitable site for collecting information as all the teachers in these schools had been party to the training sessions.

3.2.3 DEVELOPMENT OF THE QUESTIONNAIRE

A questionnaire was developed in order to throw light and elicit information on the attitudes of the Grade One teachers to the training they had received on OBE. Macmillan and Schumacher (1993) define a questionnaire as a relatively economical technique for obtaining information from subjects since it is standardised, ensures anonymity and questions can be written for a specific purpose. Robson (1995) states that self-completed questionnaires are very efficient in terms of research time and effort.

The questionnaire can be found in appendix 11 to this study. This questionnaire was carefully crafted by the researcher from a study of official documents on Curriculum 2005 and OBE in which the main goals set by the Department of Education for the

new curriculum was translated into a tangible set of objectives or outcomes. These documents were obtained by the researcher from the sources in the Department of Education as well as from the trainers or facilitators of OBE in the PGSES (Interview with the OBE facilitators at the Psychological, Guidance and Special Education Services Department, 1999).

Burgess et al (1993) states that evaluation of teacher training programmes can be obtained through questionnaires which state the hoped for objectives at the start of the course and then measure recipients' attitudes at the end of the course to determine whether these objectives have been achieved. Rubin (1978) claims that every training programme should have a rationale with laid down objectives and at the end of a course of training an appraisal should test whether these objectives have been achieved by measuring the attitudes of persons attending the course. Robson (1995) supports this view expressed in 1978.

After obtaining the required permission from the education department to conduct research in the schools, the researcher proceeded in the following manner:

- The relevant documentation was acquired from the OBE facilitators at the Psychological, Guidance and Special Education Services Department
- Thereafter, an analysis of these documents was undertaken
- The analysis revealed that there were certain objectives laid down for the training sessions that were common to all workshops held
- These objectives were divided into four major areas that were highlighted
- Various topics were discussed under each of these four major sections
- The researcher proceeded to develop the questionnaire according to these four major areas
- These areas were referred to as Section A, B, C and D
- Under each section various questions were formulated according to the items that were discussed under these sections at the workshops

- The questionnaire was then compiled as follows

The questionnaire commenced with a brief introduction to the researcher and her aims in this study as well as a concise explanation on OBE and Curriculum 2005. The questionnaire then contained a part on school number that was to be completed by the researcher after numbers were assigned to the various schools. Part One of the questionnaire requested only the number of learners in the respondents' classes. No other personal information was requested to allow for openness as identity influences frankness and honesty of the responses (Peil, 1982).

Part Two provided instructions on how to complete the questionnaire as well as the actual questions. The questions were divided into 4 sub-sections. Section A comprised 12 questions on whether the training provided the educators with an understanding of the various terms used. Section B comprised 13 questions on whether the training promoted the teachers' professional development regarding classroom management. Section C was further divided into 4 sections of 2 questions each which questioned whether the training provided the educators with the knowledge to perform different types of record-keeping and compiling of reports.

Section D consisted of 5 questions on whether the workshops had provided the educators with resource material as well as information on how and where to obtain these resources. However Section D of the questionnaire needs further explanation. The purpose of this study was to investigate attitudes but Section D comprised some pragmatic questions rather than questions pertaining to attitude. This can be viewed as a limiting factor that will be discussed further in Chapter Five. The questionnaire concluded with a note of gratitude to the respondents' for participating in this study.

In view of the fact that this questionnaire was compiled by the researcher without having its reliability and validity tested, warranted a pilot study to check if respondents would be able to answer the questionnaire.

3.2.4 PILOT STUDY

A pilot study was undertaken with twenty respondents from various schools in Pietermaritzburg. These respondents did not form part of the sample for this study. The pilot study indicated that teachers did not experience any problems with the questionnaire.

3.2.5 MEASURING INSTRUMENT

To measure the attitudes of the respondents' to the questions posed to them on the training they received as elaborated in 3.2.2, the researcher adopted the Likert Scale. The concepts "attitude" and "training" were examined in depth to provide a theoretical basis to aid the research. An account of this may be found in Chapter Two.

According to Pedhazur and Schemelkin (1991) the Likert Scale is named after Rensis Likert who proposed this method of scale construction. According to Robson (1995) there are several types of systematic scaling techniques which have been used in attitude measurement but the summative rating approach is the most widely used namely the Likert Scale because it is user friendly.

According to Macmillan and Schumacher (1993), the Likert Scale provides great flexibility since the descriptions on the scale can vary to fit the nature of the question or statement. Robson (1995) states that items in a Likert Scale can look interesting to the respondents and people often enjoy completing a scale of this kind.

Provided with these reassurances, the researcher adopted the Likert Scale to measure the attitude of the Grade One teacher to the training they received on OBE. The researcher adopted the procedure for developing the Likert Scale as recommended by Robson (1995), by gathering together a pool of items that were related to the important issue being discussed which in this case was the training of the teachers on OBE.

As Robson (1995) suggested, the researcher then decided on a response categorisation system with the most common being to have five alternative expressions labelled, “strongly agree, agree, uncertain, disagree and strongly disagree”. Each expression was awarded a number with strongly agree =1, agree =2, uncertain =3, disagree =4 and strongly disagree = 5. The respondents’ then had to rate their responses according to the above numbers.

A total score for each respondent was obtained by summing the value of each of the responses given. Finally each statement was subjected to a measurement of its discriminate power (Robson, 1995). The results of these items do not indicate success or failure, strength or weakness (Best, 1977).

3.2.6 PROCEDURE

Once the letter granting permission from the education department was received and the pilot study completed the researcher proceeded as follows. A copy of the letter is found in Appendix 2 of this study.

- the questionnaire was taken to the designated schools
- discussions with the principals ensued
- principals of the schools indicated that to protect the confidentiality of teachers, it was best for them to liaise with the researcher via the principals
- The researcher provided explanations to the principals on the procedure for completing the questionnaires and her requirements
- the respondents were given a month to complete the questionnaires
- after a month, the researcher collected the questionnaires
- at certain schools it was discovered that the principals had forgotten to hand the questionnaires to the teachers. As a result, they hastily completed these questionnaires when the researcher arrived which could have impacted negatively on the results of this study. This limitation is elaborated on in Chapter Five
- The entire study involved eighteen primary schools in Pietermaritzburg. The researcher confronted opposition only in two schools. One teacher indicated that the questionnaire was not properly set out therefore she could not answer. Another

indicated that the workshops had confused her and therefore she could not justly complete the questionnaire

- Besides these two schools, all the other questionnaires were completed and analysed by the researcher

3.3 CONCLUSION

On collecting all the questionnaires, the researchers proceeded to analyse the findings. A descriptive analysis was undertaken to determine the scores obtained by the teachers. These scores were presented in the form of tables and expressed as percentages. Secondly, a descriptive analysis was conducted to determine the scores of teachers across the various ex-departments of education. These scores were also presented in the form of tables and expressed as percentages. Finally a statistical analysis using the Kruskal-Wallis test was done to determine if there were any significant differences in the attitudes of the teachers from the various ex-departments of education. The data obtained was analysed and conclusions drawn as portrayed in Chapter Four of this study.

CHAPTER FOUR

RESULTS

INTRODUCTION

In this chapter the data gathered during the course of this investigation was analyzed. The analysis was undertaken according to the sections of the questionnaire. The data was first presented in descriptive form using percentages in order to gain a quantitative understanding of the questionnaire answers.

A statistical analysis of the data was undertaken using the Kruskal-Wallis Test and is described in the latter half of this chapter.

4.1 RESULTS OF THE QUESTIONNAIRE

**4.1.1 DESCRIPTIVE ANALYSIS OF DATA REPRESENTING SCORES
ACHIEVED ON EACH STATEMENT IN THE QUESTIONNAIRE
EXPRESSED AS A PERCENTAGE**

Each of the items in the questionnaire constituted a scale of opinion weighted on a five-point scale continuum namely the Likert Scale. Statements ranging from strongly agree, agree, uncertain, disagree and strongly disagree were given numerical values 1,2,3,4,and 5 respectively. This is illustrated in the table below.

Table 2: FIVE POINT SCALE WEIGHTING

CATEGORY	SCORE
Strongly Agree= SA	1
Agree=A	2
Uncertain=U	3
Disagree=D	4
Strongly Disagree=SD	5

Respondents were asked to rate their responses to each statement on the questionnaire according to these values. The questionnaire was divided into Sections A, B, C and D. For convenience these statements were referred to as A1-D5. There were 47 respondents in this study. The abbreviation NR was used for no response. The results were as follows.

SECTION A OF THE QUESTIONNAIRE

Table 3: Scores obtained on Section A of the questionnaire expressed as percentages.

Section A of the questionnaire questioned whether the training had provided the teachers with an understanding of the principles and pillars of OBE, strength and weaknesses of OBE, the OBE curriculum development process, explanation of the Foundation Phase policy document, critical outcomes, specific outcomes, different learning areas, phase and program organisers, assessment criteria, performance indicators and range statements

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
SA	9%	2%	2%	13%	28%	26%	30%	26%	19%	11%	13%	6%
A	54%	36%	38%	58%	57%	55%	54%	54%	64%	62%	55%	64%
U	15%	40%	30%	2%	9%	4%	6%	9%	9%	6%	17%	9%
D	11%	9%	17%	21%	2%	4%	6%	2%	2%	15%	9%	9%
SD	2%	4%	4%	0%	0%	2%	0%	0%	2%	2%	2%	6%
NR	9%	9%	9%	6%	4%	9%	4%	9%	4%	4%	4%	6%

The results indicate that the majority of teachers ranging from 36% to 64% agree that the training had provided them with an understanding of the items listed in Section A of the questionnaire. A fair percentage ranging from 2% to 28% strongly agreed. However there are teachers who are still uncertain, disagree and strongly disagree that the training had provided them with an understanding of the statements listed in Section A of the questionnaire

SECTION B OF THE QUESTIONNAIRE

TABLE 4: Scores obtained on Section B of the questionnaire expressed as percentages

Section B of the questionnaire asked teachers whether the training had promoted their professional development regarding classroom management by providing them with a practical demonstration lesson on OBE, a procedure for the preparation of lessons, an explanation of the assessment policy document, demonstrating what portfolios are, providing them with an explanation on pupil progression, formal and informal assessment, procedure on how, when and on what criteria to assess and the reasons why assessment is necessary.

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13
SA	6%	9%	9%	4%	2%	4%	6%	6%	2%	11%	13%	11%	13%
A	32%	38%	41%	26%	30%	35%	46%	32%	49%	41%	42%	42%	46%
U	15%	26%	23%	23%	30%	21%	19%	23%	21%	21%	19%	28%	26%
D	15%	17%	17%	30%	17%	23%	19%	23%	15%	19%	11%	11%	4%
SD	30%	6%	6%	11%	17%	13%	4%	11%	9%	4%	11%	4%	2%
NR	2%	4%	6%	4%	4%	4%	6%	6%	4%	4%	4%	4%	9%

The results in this table reveal that approximately the same percentage of teachers agree, are uncertain and disagree with the statements listed in Section B of the questionnaire. A fairly average number strongly disagree while a small percentage strongly agree.

SECTION C OF THE QUESTIONNAIRE

TABLE 5: Scores obtained on Section C of the questionnaire expressed as percentages

Section C of the questionnaire tested whether the training had provided the teachers with the knowledge to perform long and short-term planning, compile schemes of work and journals, compile progress reports to be submitted to parents and other interested persons

	C1	C2	C3	C4	C5	C6	C7	C8
SA	4%	4%	0%	0%	8%	6%	0%	0%
A	32%	80%	6%	2%	15%	14%	4%	2%
U	2%	2%	40%	58%	53%	47%	67%	58%
D	4%	6%	30%	17%	14%	10%	6%	5%
SD	4%	4%	20%	19%	6%	19%	19%	31%
NR	4%	4%	4%	4%	4%	4%	4%	4%

The results in this table reveal that large percentages of the sample agree with the statements listed in Section C of the questionnaire. The table also reveals that approximately the same percentage are uncertain whilst a small percentage strongly agree, disagree and strongly disagree.

SECTION D OF THE QUESTIONNAIRE

TABLE 6: Scores obtained on Section D of the questionnaire expressed as percentages

Section D of the questionnaire asked teachers whether the workshops had provided them with audio and visual aids and guides like workbooks, videos and tapes, information on what educational resources to use, how to use these resources and how to obtain them

	D1	D2	D3	D4	D5
SA	23%	4%	0%	0%	2%
A	40%	4%	21%	21%	21%
U	20%	13%	26%	23%	23%
D	11%	20%	30%	28%	21%
SD	4%	53%	21%	24%	29%
NR	2%	6%	2%	4%	4%

This table reveals that large percentages of teachers are uncertain, disagree and strongly disagree with the statements listed in Section D of the questionnaire. An average percentage strongly agree and agree. Almost all the teachers stated that they had received the workbooks but no videos or tapes. Teachers also expressed uncertainty on how to use the educational resources, where and how to obtain them

4.1.2 DESCRIPTIVE ANALYSIS OF DATA SHOWING THE SCORES ACHIEVED ACROSS THE DIFFERENT EX-DEPARTMENTS OF EDUCATION EXPRESSED AS PERCENTAGES

4.1.2.1 SECTION A OF THE QUESTIONNAIRE

TABLE 7: *Results obtained on statement A 1 expressed as percentages*

Statement A 1 questioned whether the training had provided the teachers with an understanding of the principles and pillars of OBE

	NED	HOD	HOR	DET
SA	14%	0%	0%	0%
A	48%	67%	67%	28%
U	14%	0%	0%	29%
D	5%	17%	33%	14%
SD	10%	0%	0%	14%
NR	9%	16%	0%	15%
Total	100%	100%	100%	100%

The results of this table reveal that the majority of the teachers from all the ex-departments agree with statement A 1 whilst only teachers from ex-NED strongly agree. Only teachers from the ex-Ned and ex-DET are uncertain and strongly disagree with the higher percentage from the ex-DET. A larger percentage of teachers from the ex- HOR disagree as compared to the others.

TABLE 8: Results obtained on statement A 2 expressed as percentages

Statement A 2 questioned whether the training had provided the teachers with an understanding of the strengths and weaknesses of OBE

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	52%	33%	33%	21%
U	19%	17%	67%	43%
D	14%	33%	0%	14%
SD	5%	0%	0%	0%
NR	10%	17%	0%	22%
TOTAL	100%	100%	100%	100%

None of the teachers strongly agree with statement A 2. A large percentage of teachers from the ex-Ned agree whilst the same percentage from ex-HOD and ex-HOR agree and a smaller percentage from the ex-DET. A large percentage of teachers from the ex-HOR and ex-DET are uncertain and only 5% from the ex-NED strongly disagree. None of the others strongly disagree. The same percentage from ex-NED and ex-DET disagree, none from ex-HOR disagree and an average percentage from ex-HOR disagree.

TABLE 9: Results obtained on statement A 3 expressed as percentages

Statement A 3 questioned whether the training provided the teachers with an understanding of the OBE curriculum development process

	NED	HOD	HOR	DET
SA	5%	0%	0%	0%
A	43%	50%	33%	36%
U	29%	17%	67%	21%
D	10%	17%	0%	14%
SD	5%	0%	0%	14%
NR	8%	16%	0%	15%
TOTAL	100%	100%	100%	100%

None of the other teachers except 5% from the ex-NED strongly agree with statement A 3. Approximately the same percentages from all ex-departments either agree or are uncertain. Only teachers from the ex-NED and ex-DET strongly disagree and none of the teachers from the ex-HOR disagree.

TABLE 10: *Results obtained on statement A 4 expressed as percentages*

Statement A 4 questioned whether the training had provided the teachers with an explanation of the Foundation Phase Policy document.

	NED	HOD	HOR	DET
SA	10%	17%	0%	0%
A	48%	67%	67%	43%
U	10%	17%	33%	14%
D	19%	0%	0%	29%
SD	5%	0%	0%	0%
NR	8%	0%	0%	14%
TOTAL	100%	100%	100%	100%

A large percentage from all ex-departments agree with statement A 4 and only teachers from the ex-Ned and ex-HOD strongly agree with a higher percentage from the ex-HOD. Only ex-Ned teachers strongly disagree. A higher percentage of teachers from ex-DET as compared with ex-NED disagree and none of the teachers from ex-HOD and HOR disagree.

TABLE 11: *Results obtained on statement A 5 expressed as percentages*

Statement A 5 questioned whether the training provided the teachers with an understanding of critical outcomes

	NED	HOD	HOR	DET
SA	14%	17%	33%	14%
A	62%	67%	50%	43%
U	5%	17%	17%	14%
D	5%	0%	0%	14%
SD	5%	0%	0%	0%
NR	9%	0%	0%	15%
TOTAL	100%	100%	100%	100%

Large percentages from all ex-departments agree with statement A 5. A higher percentage from the ex-HOR strongly agree as compared to the others. With the ex-HOD and HOR, the same percentage are uncertain and none of them disagree or strongly disagree. Only teachers from the ex-NED strongly disagree.

TABLE 12: Results obtained on statement A 6 expressed as percentages

Statement A 6 asked whether the training had provided teachers with an understanding of specific outcomes

	NED	HOD	HOR	DET
SA	14%	0%	50%	14%
A	57%	67%	50%	43%
U	0%	0%	0%	21%
D	10%	0%	0%	14%
SD	0%	17%	0%	0%
NR	19%	16%	0%	8%
TOTAL	100%	100%	100%	100%

With regard to statement A 6, the majority of teachers across all ex-departments agree whilst half the teachers from ex-HOR strongly agree and a smaller percentage from ex-NED and DET strongly and none from ex-HOD. Only ex-HOD teachers strongly disagree and only ex-NED and DET disagree. Teachers only from ex-DET are uncertain.

TABLE 13: Results obtained on statement A 7 expressed as percentages

Statement A 7 asked whether the training had provided teachers with an understanding of the different learning area

	NED	HOD	HOR	DET
SA	14%	17%	50%	14%
A	52%	67%	50%	36%
U	14%	17%	0%	21%
D	5%	0%	0%	14%
SD	0%	0%	0%	0%
NR	15%	0%	0%	15%
TOTAL	100%	100%	100%	100%

Half the teachers from the ex-HOR strongly agree and the other half agree. A large majority agree across all departments whilst only teachers from ex -NED and DET disagree and none of the teachers strongly disagree. None of the teachers from the ex-HOR are uncertain with the larger percentage from ex-DET being uncertain.

TABLE 14: *Results obtained on statement A 8 expressed as percentages*

Statement A 8 questioned whether the training had provided the teachers with an understanding of Phase Organisers

	NED	HOD	HOR	DET
SA	14%	0%	0%	21%
A	48%	67%	50%	39%
U	10%	17%	50%	31%
D	10%	17%	0%	8%
SD	5%	0%	0%	4%
NR	13%	0%	0%	8%
TOTAL	100%	100%	100%	100%

Table 14 reveals that the highest percentage of teachers across all ex-departments agree with statement A 8 with only teachers from ex-NED and DET strongly agreeing. A small percentage from the ex-NED and DET only strongly disagree and none from the ex-HOR disagree. However a large percentage from the ex-HOR and DET are uncertain as compared with the other ex-departments.

TABLE 15: *Results obtained on statement A 9 expressed as percentages*

Statement A 9 questioned whether the training provided the teachers with an understanding of program organisers

	NED	HOD	HOR	DET
SA	14%	0%	33%	14%
A	57%	83%	67%	36%
U	10%	17%	0%	21%
D	10%	0%	0%	14%
SD	10%	0%	0%	0%
NR	9%	0%	0%	15%
TOTAL	100%	100%	100%	100%

The majority of teachers agree with statement A 9 and teachers only from ex-NED and DET disagreeing and strongly disagreeing. None of the teachers from ex-HOR are uncertain with the higher percentage of those being uncertain coming from ex-DET.

TABLE 16: Results obtained on statement A 10 expressed as percentages

Statement A 10 questioned whether the training had provided the teachers with an understanding of assessment criteria.

	NED	HOD	HOR	DET
SA	5%	17%	17%	7%
S	48%	67%	83%	43%
U	19%	0%	0%	29%
D	10%	0%	0%	14%
SD	10%	17%	0%	0%
NR	8%	0%	0%	7%
TOTAL	100%	100%	100%	100%

The large majority of teachers agree with statement A 10 whilst only teachers from ex-NED and DET are uncertain, disagree and strongly disagree with the higher percentages from the ex-DET.

TABLE 17: Results obtained on statement A 11 expressed as percentages

Statement A 11 asked whether the training had provided the teachers with an understanding of performance indicators

	NED	HOD	HOR	DET
SA	10%	0%	33%	14%
A	38%	67%	67%	36%
U	33%	17%	0%	29%
D	0%	0%	0%	14%
SD	0%	17%	0%	0%
NR	19%	0%	0%	0%
TOTAL	100%	100%	100%	100%

TABLE 18: Results obtained on statement A 12 expressed as percentages

Statement A 12 questioned whether the training had provided the teachers with an understanding of range statements

	NED	HOD	HOR	DET
SA	10%	0%	0%	0%
A	48%	67%	100%	36%
U	14%	0%	0%	31%
D	5%	0%	0%	18%
SD	10%	17%	0%	0%
NR	13%	16%	0%	15%
TOTAL	100%	100%	100%	100%

The highest percentage of teachers agree with statement A 12 with only teachers from ex-NED strongly agreeing. Only teachers from the ex-NED and DET are uncertain and disagree with statement A 12 and higher percentages are from ex-DET. Only teachers from the ex-NED and HOD strongly disagree.

4.)2.2 SECTION B OF THE QUESTIONNAIRE

TABLE 19: Results obtained on statement B 1 expressed as percentages

Statement B 1 questioned whether the training had promoted the teachers professional development by providing them with a practical demonstration lesson on OBE

	NED	HOD	HOR	DET
SA	10%	0%	0%	0%
A	43%	17%	83%	21%
U	10%	0%	17%	21%
D	19%	17%	0%	29%
SD	10%	67%	0%	14%
NR	10%	67%	0%	14%
TOTAL	100%	100%	100%	100%

The largest percentage of teachers agreed with statement B 1 with 83% from the ex-HOR. Only 10% from the ex-NED strongly agreed and none of the others. None of the teachers from the ex-Hod were uncertain but 10% and 17% from the ex-NED and HOR

The largest percentage of teachers agreed with statement B 1 with 83% from the ex-HOR. Only 10% from the ex-NED strongly agreed and none of the others. None of the teachers from the ex-Hod were uncertain but 10% and 17% from the ex-NED and HOR respectively were uncertain. The highest percentage of 21% from the ex-DET were uncertain . None of the teachers from the ex-HOR disagreed or strongly disagreed as compared with 19% from the ex-NED, 17% from the ex-HOD and the highest of 29% from the ex-DET. 67% from the ex-HOD strongly disagreed with 10% and 14% from the ex-NED and DET respectively strongly disagreeing

TABLE 20: Results obtained on statement B 2 expressed as percentages

Statement B 2 asked whether the training had promoted the teachers professional development by providing them with a procedure for preparation of lessons

	NED	HOD	HOR	DET
SA	5%	0%	0%	0%
A	38%	17%	50%	0%
U	19%	30%	43%	29%
D	14%	20%	7%	29%
SD	10%	2%	0%	29%
NR	14%	22%	0%	13%
TOTAL	100%	100%	100%	100%

None of the others except 5% from the ex-NED teachers strongly agreed with statement B2. The highest percentages of 50%, 38% and 17% from the ex-NED, HOD and HOR agreed with 0% from the ex-DET. 43% from the ex-HOR, 30% from the ex-HOD< 19% from ex-NED and 29% from ex-DET were uncertain. The highest percentage of 29% from the ex-DET disagreed with statement B2 while 14% and 20% from the ex-NED and HOD disagreeing. Only 7% from the ex-HOR disagreed and 0% strongly disagreed. The largest percentage of 29% from the ex-DET strongly disagreed as compared with 10% from ex-NED and 2% from ex-HOD.

TABLE 21: Results obtained on statement B 3 expressed as percentages

Statement B 3 asked whether the training had promoted the teachers professional development by providing them with a procedure for planning lessons

	NED	HOD	HOR	DET
SA	10%	0%	0%	0%
A	43%	67%	67%	36%
U	24%	33%	27%	36%
D	10%	0%	7%	14%
SD	0%	0%	0%	0%
NR	13%	0%	0%	14%
TOTAL	100%	100%	100%	100%

The vast majority of teachers from all ex-departments agreed with statement B3 and 10% only from the ex-NED strongly agreed with 0% from all the other ex-departments. None of the teachers strongly disagreed but 10% from the ex-NED and 75 from the ex-HOR disagreed. None of the teachers from the ex-HOD disagreed while the highest percentage of 14% from the ex-DET disagreed. The highest percentage of 36% from the ex-DET were uncertain as compared to 24%, 33% and 27% from the ex-NED, HOD and HOR respectively.

TABLE 22: Results obtained on statement B 4 expressed as percentages

Statement B 4 questioned whether the training had promoted teachers professional development by providing them with an explanation of the assessment policy document

	NED	HOD	HOR	DET
SA	10%	0%	0%	0%
A	29%	0%	67%	36%
U	24%	33%	33%	29%
D	24%	33%	0%	21%
SD	0%	33%	0%	0%
NR	13%	1%	0%	14%
TOTAL	100%	100%	100%	100%

None of the other teachers except 10% from the ex-NED strongly agreed with statement B4. The highest percentage of 67% from the ex-HOR agreed as compared with 29% from ex-NED, 36% from ex-DET and 0% from ex-HOD. 33% from the ex-HOD agreed and strongly agreed with 0% from all the other ex-departments for strongly agree. 24% and 21% from the ex-NED and ex-DET respectively disagreed.

TABLE 23: Results obtained on statement B5 expressed as percentages

Statement B 5 asked whether the training had promoted the professional development of the teachers by demonstrating what portfolios were

	NED	HOD	HOR	DET
SA	5%	0%	0%	0%
A	14%	33%	83%	0%
U	38%	17%	17%	36%
D	14%	33%	0%	29%
SD	14%	17%	0%	29%
NR	15%	0%	0%	14%
TOTAL	100%	100%	100%	100%

The highest percentage of 83% from the ex-HOR agreed with statement B 5 as compared with 14% from ex-NED, 33% from ex-HOD and 0% from ex-DET. None of the teachers from the other ex-departments except 5% from ex-NED strongly agreed. The highest percentage of 38% from the ex-NED were uncertain with 17% from both ex-HOD and HOR. 36% from the ex-DET were also uncertain. 0% of the teachers from the ex-HOR disagreed or strongly disagreed with 14% from ex-NED who disagreed and strongly disagreed. 29% from ex-DET disagreed and strongly disagreed as compared with 33% and 17% from the ex-HOD who disagreed and strongly disagreed.

TABLE 24: Results obtained on statement B 6 expressed as percentages

Statement B 6 inquired whether the training had promoted the teachers professional development by explaining what portfolios were

	NED	HOD	HOR	DET
SA	5%	0%	0%	0%
A	24%	33%	33%	14%
U	24%	17%	67%	43%
D	24%	50	0%	14%
SD	14%	0%	0%	14%
NR	9%	17%	0%	15%
TOTAL	100%	100%	100%	100%

While 33% of the teachers from the ex-HOD and HOR agreed with statement B 6 as compared with 24% from ex-NED and 14% from ex-DET. None of the other teachers except 5% from the ex-NED strongly agreed with the highest percentage of 67% from the ex-HOR who were uncertain. Also 24% from the ex-NED, 17% from ex-HOD and 43% from the ex-DET were uncertain. Whilst none of the teachers from the ex-HOR disagreed or strongly disagreed, 24% from ex-NED, 50 from ex-HOD and 14% from ex-DET disagreed. None of the others except 14% from ex-NED and DET strongly disagreed.

TABLE 25: Results obtained on statement B 7 expressed as percentages

Statement B 7 questioned whether the training had promoted the teachers professional development by providing an explanation on pupil progression

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	29%	83%	100%	29%
U	29%	0%	0%	14%
D	24%	17%	0%	43%
SD	10%	0%	0%	0%
NR	18%	0%	0%	14%
TOTAL	100%	100%	100%	100%

A total of 100% of the teachers from the ex-HOR , 83% from the ex-HOD and 29% from both ex-NED and DET agreed with statement B 7. None of the teachers strongly agreed with 29% from the ex-NED and 14% from ex-DET being uncertain. None of the teachers from the ex-HOR and HOD were uncertain. None of the teachers except 10% from the ex-NED strongly disagreed whilst 24% from the ex-NED, 17% from ex-HOD and the highest of 43% from the ex-DET disagreed. However 0% from the ex-HOR disagreed.

TABLE 26: Results obtained on statement B 8 expressed as percentages

Statement B 8 asked whether the training had promoted the teachers professional development by providing information on formal assessment

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	24%	50%	83%	14%
U	29%	0%	17%	14%
D	24%	33%	0%	43%
SD	10%	17%	0%	0%
NR	13%	0%	0%	29%
TOTAL	100%	100%	100%	100%

The highest percentage of 83% from the ex-HOR agreed with statement B 8 as compared with 50% from the ex-HOD, 24% from the ex-NED and 14% from the ex-DET. None of the teachers strongly agreed. 0% of the teachers from the ex-HOD were uncertain as compared with 29% from the ex-NED, 17% from ex-HOR and 14% from the ex-DET. Whilst 10% from the ex-NED and 17% from the ex-HOD strongly disagreed.

TABLE 27: Results obtained on statement B 9 expressed as percentages

Statement B 9 inquired whether the teachers professional development had been promoted by providing an explanation on informal assessment

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	24%	67%	100%	7%
U	24%	17%	0%	36%
D	29%	0%	0%	43%
SD	14%	17%	0%	0%
NR	9%	0%	0%	14%
TOTAL	100%	100%	100%	100%

A total of 100% of the teachers from the ex-HOR agreed with statement B 9 as compared with 67% from ex-HOD, 24% from ex-NED and 7% from ex-DET. None of the teachers strongly agreed. The highest percentage of teachers that were uncertain came from ex-DET of 36% as compared with 24% from ex-NED, 17% from ex-HOD and 0% from the ex-HOR. Also 43% from the ex-DET disagreed as compared to 29% from ex-NED, 0% from ex-HOD and 0% from ex-HOR. None of the others except 14% from the ex-NED and 17% from the ex-HOD strongly disagreed.

TABLE 28: Results of statement B 10 expressed as percentages

Statement B 10 questioned whether the training had promoted the teachers professional development by providing the procedure on how to assess

	NED	HOD	HOR	DET
SA	5%	0%	0%	0%
A	29%	50%	100%	14%
U	24%	17%	0%	29%
D	29%	33%	0%	43%
SD	10%	0%	0%	0%
NR	3%	0%	0%	14%
TOTAL	100%	100%	100%	100%

While 100% of the teachers from the ex-HOR agreed with statement B 10 as compared with 50% from the ex-HOD, 29% from the ex-NED and 14% from the ex-DET. None of the others except 5% from the ex-NED strongly agreed. Whilst none of the teachers from the ex-HOR were uncertain, 24% from the ex-NED, 17% from the ex-HOD and 29% from the ex-DET were uncertain. The highest percentage of 43% from the ex-DET disagreed as compared to 29% from the ex-NED, 33% from the ex-HOD and 0% from the ex-HOR. None of the others except 10% from the ex-NED strongly disagreed.

TABLE 29: Results obtained on statement B 11 expressed as percentages

Statement B 11 asked whether the professional development of the teachers have been promoted by providing the procedure on when to assess

	NED	HOD	HOR	DET
SA	5%	0%	0%	0%
A	29%	67%	67%	7%
U	24%	33%	33%	36%
D	14%	0%	0%	43%
SD	14%	0%	0%	43%
NR	14%	0%	05	14%
TOTAL	100%	100%	100%	100%

While none of the others except 5% from the ex-NED strongly agreed with statement B 11, a total of 67% each from the ex-HOD and HOR agreed. 29% from the ex-NED and 7% from the ex-DET also agreed. The highest percentage of 36% from the ex-DET were uncertain as compared with 33% each from the ex-HOD and HOR and 24% from the ex-NED. Although none of the teachers from the ex-HOD and HOR disagreed or strongly disagreed, 14% from the ex-NED both disagreed and strongly disagreed. The highest percentages of 43% from the ex-DET both disagreed and strongly disagreed.

TABLE 30: Results obtained on B 12 expressed as percentages

Statement B 12 questioned whether the professional development of the teachers had been promoted by providing them with criteria on what to assess

	NED	HOD	HOR	DET
SA	10%	0%	0%	0%
A	29%	67%	100%	14%
U	29%	17%	0%	29%
D	10%	0%	0%	43%
SD	14%	17%	0%	0%
NR	8%	0%	0%	14%
TOTAL	100%	100%	100%	100%

From the ex-HOR a total of 100% of the teachers agreed with statement B 12 as compared with 67% from the ex-HOD, 29% from the ex-NED and 14% from the ex-DET. None of the others except 10% from the ex-NED strongly agree. None of the teachers from the ex-HOR indicated that they were uncertain, disagreed or strongly disagreed. 29% of the teachers both from the ex-NED and DET indicated that they were uncertain as compared to 17% from the ex-HOD and 0% from the ex-HOR. None of the other teachers except 14% from the ex-NED and 17% from the ex-HOD strongly disagreed.

TABLE 31: Results obtained on statement B 13 expressed as percentages

Statement B 13 inquired whether the training had promoted the professional development of the teachers by providing them with reasons on why assessment is necessary

	NED	HOD	HOR	DET
SA	14%	0%	0%	0%
A	24%	67%	67%	14%
U	33%	17%	17%	14%
D	10%	0%	0%	29%
SD	14%	17%	17%	17%
NR	5%	0%	0%	26%
TOTAL	100%	100%	100%	100%

None of the other teachers except 14% from the ex-NED strongly agreed with statement B 13. 67% from both ex-HOD and HOR agreed as compared with 24% from ex-NED and 14% from the ex-DET. Also,17% of the teachers from both ex-HOD and HOR were uncertain as compared to 33% from the ex-NED and 14% from the ex-DET. None of the teachers from the ex-HOD and HOR disagreed with statement B 13 as compared with 10% from the ex-NED and 29% from the ex-DET. A total of 17% each from ex-HOD, HOR and DET disagreed as compared with 14% from the ex-NED.

4.1.2.3 SECTION C OF THE QUESTIONAIRE

TABLE 32: Results obtained on statement C 1 expressed as percentages

Statement C 1 tested whether the teachers had acquired the knowledge to perform daily preparation

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	48%	67%	100%	21%
U	14%	0%	0%	21%
D	19%	33%	0%	29%
SD	10%	0%	0%	14%
NR	9%	0%	0%	15%
TOTAL	100%	100%	100%	100%

Although none of the teachers strongly agreed with statement C 1, 100% from the ex-HOR, 67% from the ex-HOD, 48% from the ex-NED and 21% from the ex-DET agreed. None of the teachers from the ex-HOD and HOR were uncertain as compared with 14% from the ex-NED and 21% from the ex-DET. The highest percentage of 33% from the ex-HOD indicated that they disagreed as compared with 19% from the ex-NED, 0% from the ex-HOR and 29% from the ex-DET. None of the others except 10% from the ex-NED and 14% from the ex-DET strongly disagreed.

TABLE 33: Results obtained on statement C 2 expressed as percentages

Statement C 2 asked whether the teachers had acquired knowledge from the training to perform weekly preparation

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	38%	50%	100%	21%
U	14%	17%	0%	14%
D	19%	0%	0%	29%
SD	14%	17%	0%	21%
NR	15%	16%	0%	15%
TOTAL	100%	100%	100%	100%

A total percentage of 100% of the teachers from the ex-HOR schools agreed with statement C 2 as compared with 50% from the ex-HOD, 38% from the ex-NED and 21% from the ex-DET. None of the teachers across the ex-departments strongly agreed with statement C 2. 14% from both the ex-NED and DET were uncertain whilst 17% from the ex-HOD were uncertain. None of the teachers from the ex-HOR disagreed or strongly disagreed but 19% from the exNED and 29% from the ex-DET disagreed. The highest percentage of 21% from the ex-DET strongly disagreed with 14% from the ex-NED and 17% from the ex-HOD

TABLE 34: Results obtained on statement C 3 expressed as percentages

Statement C 3 questioned whether the training had provided the teachers with the knowledge to compile schemes of work

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	14%	33%	100%	29%
U	19%	33%	0%	14%
D	38%	33%	0%	29%
SD	19%	0%	0%	14%
NR	10%	1%	0%	14%
TOTAL	100%	100%	100%	100%

This table reveals that 100% of the teachers from the ex-HOR agreed with statement C 3 while none of them strongly agreed. 33%, 14% and 29% from the ex-HOD, NED and DET respectively agreed. Although 0% from the ex-HOR were uncertain, 19% from the ex-NED, 33% from the ex-HOD and 29% from the ex-DET were uncertain. The largest percentage of 38% from the ex-NED disagreed as compared with 33% from the ex-HOD, 0% from the ex-HOR and 29% from the ex-DET. Besides 19% from the ex-NED and 14% from the ex-DET, none of the other teachers strongly disagreed.

TABLE 35: Results obtained on statement C 4 expressed as percentages

Statement C 4 asked whether the teachers had acquired the knowledge from the training to compile journals

	NED	HOD	HOR	DET
A	10%	0%	0%	29%
U	29%	33%	100%	21%
D	38%	50%	0%	36%
SD	19%	0%	0%	14%
NR	4%	17%	0%	0%
TOTAL	100%	100%	100%	100%

This table indicates that none of the teachers strongly agreed with statement C 4 while 20% from the ex-DET and 10% from the ex-NED agreed. 100% from the ex-HOR were uncertain as compared with 33% from the ex-HOD, 29% from the ex-NED and 21% from the ex-DET. Although none of the teachers from the ex-HOR disagreed or strongly disagreed, 50% from the ex-HOD, 38% from the ex-NED and 36% from the ex-DET disagreed. Only 19% from the ex-NED and 14% from the ex-DET strongly disagreed while none of the teachers from the other ex-departments strongly disagreed.

TABLE 36: Results obtained on statement C 5 expressed as percentages

Statement C 5 tested whether the training had provided the teachers with the knowledge to compile class and group records

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	10%	33%	100%	21%
U	29%	17%	0%	29%
D	43%	33%	0%	29%
SD	14%	17%	0%	14%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

None of the teachers strongly agreed with statement C 5 while 100% from the ex-HOR, 10% from the ex-NED, 33% from the ex-HOD and 21% from the ex-DET agreed. None of the teachers from the ex-HOR were uncertain, disagreed or strongly disagreed. 29% from both the ex-NED and DET were uncertain while 17% from the ex-HOD were uncertain. The highest percentage of 43% from the ex-NED disagreed as compared with 33% from the ex-HOD and 29% from the ex-DET. 14% from both the ex-NED and DET strongly disagreed as compared to 17% from the ex-HOD.

TABLE 37: Results obtained on statement C 6 expressed as percentages

Statement C 6 asked whether the teachers had acquired the knowledge from the training to compile individual records of learners

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	14%	67%	100%	21%
U	48%	0%	0%	43%
D	24%	33%	0%	14%
SD	10%	0%	0%	7%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

None of the teachers strongly agree with statement C 6 while 100% of the ex-HOR teachers agree as compared with 14% from the ex-NED, 67% from the ex-HOD and 21% from the ex-DET. While none of the teachers from the ex-HOD and HOR are uncertain, 48% from the ex-NED and 43% from the ex-DET are uncertain. Despite the fact that none of the teachers from the ex-HOR disagree, 24% from the ex-NED, 33% from the ex-HOD and 14% from the ex-DET disagree. None of the others except 10% from the ex-NED and 7% from the ex-DET strongly disagree.

TABLE 38: Results obtained on statement C 7 expresses as percentages

Statement C 7 questioned whether the training had provided the teachers with the knowledge to compile reports to be submitted to the SEM's

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	10%	0%	83%	21%
U	29%	17%	17%	29%
D	48%	0%	0%	36%
SD	10%	83%	0%	7%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

None of the teachers strongly agreed with statement C 7. 83% from the ex-HOR agreed as well as 10% from the ex-NED and 21% from the ex-DET. 20% from the ex-NED and ex-DET were uncertain as were 17% each from the ex-HOD and HOR. 48% from the ex-NED disagreed as compared with 36% from the ex-DET. None of the others disagreed. Although none of the teachers from the ex-HOR strongly disagreed, 10% from the ex-NED, 83% from the ex-HOD and 7% from the ex-DET strongly disagreed.

TABLE 39: Results obtained on statement C 8 expressed as percentages

Statement C 8 tested whether the training had provided the teachers with the knowledge to compile reports to be submitted to parents

	NED	HOD	HOR	DET
SA	0%	0%	0%	0%
A	14%	17%	83%	29%
U	29%	17%	17%	29%
D	52%	17%	0%	29%
SD	5%	50%	0%	7%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

Despite the fact that none of the teachers strongly agreed with statement C 8, 83% from the ex-HOR agreed, as compared with 14% from the ex-NED, 17% from the ex-HOD and 29% from the ex-DET. 17% from both ex-HOD and HOR were uncertain as compared with 29% from both ex-NED and DET. None of the ex-HOR teachers disagreed or strongly disagreed with statement C 8, however 52% from the ex-NED, 17% from ex-HOD and 29% from the ex-DET disagreed. 50% from the ex-HOD, 5% from the ex-NED and 7% from the ex-DET strongly disagreed.

4.1.2.4 SECTION D OF THE QUESTIONNAIRE

TABLE 40: Results obtained on statement D1 expressed as percentages

Statement D 1 inquired whether the workshop had provided the teachers with written materials like workbooks and guides

	NED	HOD	HOR	DET
SA	10%	0%	0%	0%
A	5%	67%	0%	36%
U	14%	17%	33%	36%
D	29%	17%	17%	14%
SD	43%	0%	17%	14%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

None of the others except 10% from the ex-NED strongly agreed with statement D 1. While none of the teachers from the ex-HOR agreed, 5% from the ex-NED, 67% from the ex-HOD and 36% from the ex-DET agreed. The highest percentage of 36% was recorded from the ex-DET as being uncertain as compared to 14% from the ex-NED, 17% from the ex-HOD and 33% from the ex-HOR. 29% of the teachers from the ex-NED disagreed as compared with 17% from both ex-HOD and HOR and 14% from the ex-DET

TABLE 41: Results obtained on statement D 2 expressed as percentages

Statement D 2 questioned whether the workshop provided the teachers with audio and visual materials like tapes and videos

	NED	HOD	HOR	DET
SA	14%	0%	0%	0%
A	5%	0%	0%	43%
U	10%	17%	67%	29%
D	33%	33%	17%	14%
SD	38%	50%	17%	14%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

None of the others except 14% from the ex-NED teachers strongly agreed with statement D 2. None of the teachers from the ex-HOD and HOR agreed with this statement as compared with 5% from the ex-NED and 43% from the ex-DET. A large majority of 67% of the teachers from the ex-HOR were uncertain as compared with 29% from the ex-DET, 10% from the ex-NED and 17% from the ex-HOD. 33% from the ex-NED and HOD disagreed in comparison with 17% from the ex-HOR and 14% from the ex-DET. 50% of the nex-HOD teachers strongly disagreed with statement D 2 and 38% from the ex-NED, 17% from the ex-HOR and 14% from the ex-DET also strongly disagreed.

TABLE 42: Results obtained on statement D 3 expressed as percentages

Statement D 3 asked whether the workshops had provided the teachers with information on what educational resources to use in the classroom

	NED	HOD	HOR	DET
SA	19%	0%	0%	0%
A	5%	0%	0%	29%
U	10%	0%	67%	21%
D	29%	67%	17%	7%
SD	37%	33%	17%	43%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

It is evident from this table that none of the other teachers except 19% from the ex-NED strongly agreed with statement D 3. 29% from the ex-DET and 5% from the ex-NED agreed with 0% from the rest. 0% of the teachers from the ex-HOD were uncertain as compared with 10% from the ex-NED, 67% from the ex-HOR and 21% from the ex-DET. The highest percentage of 67% came from ex-HOR teachers who disagreed in comparison with 29% from the ex-NED, 17% from the ex-HOR and 7% from the ex-DET. A large majority of 43% from the ex-DET disagreed as well as 37% from the ex-NED, 33% from the ex-HOD and 17% from the ex-HOR.

TABLE 43: Results obtained on statement D 4 expresses as percentages

Statement D 4 asked whether the workshop had provided the teachers with information on how to use the resources

	NED	HOD	HOR	DET
SA	14%	0%	0%	0%
A	5%	50%	0%	29%
U	10%	0%	33%	14%
D	24%	50%	17%	21%
SD	48%	0%	0%	36%
NR	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%

Results of this table reveal that none of the other teachers except 14% from the ex-NED strongly agree with statement D 4. While none of the teachers from the ex-HOR agree with this statement, 50% from the ex-HOD, 5% from the ex-NED and 29% from the ex-DET do agree. The highest percentage of teachers that are uncertain come from the ex-HOR with 33% as compared with 1% from the ex-NED, 0% from the ex-HOD and 14% from the ex-DET. 50% of the ex-HOD teachers disagree as well as 24% from the ex-NED, 17% from the ex-HOR and 21% from the ex-DET. None of the others except 48% from the ex-NED and 36% from the ex-DET strongly disagree.

TABLE 44 : Results obtained on statement D 5 expressed as percentages

Statement D 5 inquired whether the workshop had provided the teachers with information on how to obtain the resources

	NED	HOD	HOR	DET
SA	14%	0%	0%	0%
A	5%	50%	0%	7%
U	10%	17%	33%	7%
D	24%	33%	17%	43%
SD	48%	0%	17%	43%
NR	0%	0%	33%	0%
TOTAL	100%	100%	100%	100%

Only 14% of the teachers from the ex-NED strongly agree whilst none of the others do. Although none of the teachers from the ex-HOR agree, 50% from the ex-HOD, 5% from the ex-NED and 7% from the ex-DET do. The highest percentage of 33% from the ex-HOR were uncertain as compared with 10% from the ex-NED, 17% from the ex-HOR and 7% from the ex-DET. 43% of the ex-DET teachers disagree as well as 24% from the ex-NED, 33% from the ex-HOD and 17% from the ex-HOR. Although none of the teachers from the ex-HOD strongly disagree with statement D 5, 48% from the ex-NED, 17% from the ex-HOR and 43% from the ex-DET strongly disagree.

4.1.3 STATISTICAL ANALYSIS OF THE DATA

Each separate statement on the questionnaire and the four summary totals of Sections A, B, C and D was tested for any significant difference in the scores of teachers from the four ex-departments of education namely ex-NED, ex-HOD, ex-HOR and ex-DET using the Kruskal-Wallis test. The significance of the difference was determined between mean ratings achieved on each statement by teachers from these different ex-departments of education.

TABLE 45: THE MEANS OF SCORES OF STATEMENTS A 2 TO A 8 ACROSS THE FOUR EX-DEPARTMENTS OF EDUCATION

DEPT		A2	A3	A4	A5	A6	A7	A8
ex-NED	Mean	2.05	2.10	2.14	1.76	1.86	1.86	1.57
	N	21	21	21	21	21	21	21
	Std. Deviation	1.07	1.26	1.31	1.00	1.35	1.06	1.12
x-HOD	Mean	2.50	2.00	1.83	1.83	1.67	1.83	2.17
	N	6	6	6	6	6	6	6
	Std. Deviation	1.64	1.10	.41	.41	.82	.41	.41
e-HOR	Mean	2.50	3.00	3.00	1.83	1.67	1.50	1.50
	N	6	6	6	6	6	6	6
	Std. Deviation	1.52	.89	1.10	.41	.52	.55	.55
x-DET	Mean	2.93	2.57	2.21	1.64	1.57	1.86	1.64
	N	14	14	14	14	14	14	14
	Std. Deviation	.83	1.09	1.05	.74	.65	1.03	.63
Total	Mean	2.43	2.34	2.23	1.74	1.72	1.81	1.66
	N	47	47	47	47	47	47	47
	Std. Deviation	1.17	1.17	1.15	.79	1.02	.92	.87

This table indicates that there are no significant differences between the means of the scores for statements A 2 - A 8 across the ex-departments of education

TABLE 46: THE MEANS OF THE SCORES OF STATEMENTS B 1 - B 7 ACROSS THE FOUR EX-DEPARTMENTS OF EDUCATION

DEPT		B1	B2	B3	B4	B5	B6	B7
ex-NED	Mean	2.67	2.19	2.19	2.43	3.10	2.43	2.67
	N	21	21	21	21	21	21	21
	Std. Deviation	1.53	1.36	1.33	1.40	1.51	1.54	1.39
x-HOD	Mean	4.00	2.17	2.50	4.17	2.83	2.83	2.17
	N	6	6	6	6	6	6	6
	Std. Deviation	1.55	.41	.84	.75	1.47	1.47	.41
e-HOR	Mean	3.67	3.00	3.00	3.17	2.67	3.83	2.50
	N	6	6	6	6	6	6	6
	Std. Deviation	1.51	1.41	1.55	1.33	1.21	1.33	1.22
x-DET	Mean	3.50	3.21	2.71	2.86	3.21	3.00	2.71
	N	14	14	14	14	14	14	14
	Std. Deviation	1.40	1.12	1.44	1.29	1.48	1.24	1.27
Total	Mean	3.21	2.60	2.49	2.87	3.04	2.83	2.60
	N	47	47	47	47	47	47	47
	Std. Deviation	1.53	1.28	1.33	1.38	1.43	1.45	1.23

This table indicates that statement B 4 is significant. It can be seen that the mean of the scores of the teachers from the ex-NED are much lower than those from the other ex-departments. Due to the fact that the rating scale was compiled with the most favourable response of strongly agree = 1 and the least favourable = 5, the lower the score achieved, the more positive the response. This reveals that more teachers from the ex-NED agreed or strongly agreed with statement B4 as compared with teachers from the other departments. The teachers from the ex-HOD had the highest means which indicate they either disagreed or strongly disagreed. The means of teachers from the ex-DET and HOR were not significantly different and this indicates that they agreed or were uncertain about statement B 4

TABLE 47: THE MEANS OF THE SCORES OF STATEMENT B 8 - A 1 ACROSS THE FOUR EX-DEPARTMENTS OF EDUCATION

DEPT		B8	B9	B10	B11	B12	B13	A1
ex-NED	Mean	2.95	2.48	2.71	2.38	2.62	1.76	1.90
	N	21	21	21	21	21	21	21
	Std. Deviation	1.56	1.33	1.59	1.53	1.66	1.00	1.14
x-HOD	Mean	2.33	2.17	2.83	2.83	2.83	3.50	1.67
	N	6	6	6	6	6	6	6
	Std. Deviation	1.51	.41	.98	.98	1.17	1.38	.82
e-HOR	Mean	3.67	2.17	2.83	3.50	2.00	2.33	2.67
	N	6	6	6	6	6	6	6
	Std. Deviation	1.51	.41	1.33	1.64	.00	.52	1.03
x-DET	Mean	2.29	3.07	2.64	2.43	2.64	2.36	2.50
	N	14	14	14	14	14	14	14
	Std. Deviation	1.27	1.07	1.28	1.45	1.15	1.08	1.16
Total	Mean	2.77	2.57	2.72	2.60	2.57	2.23	2.15
	N	47	47	47	47	47	47	47
	Std. Deviation	1.49	1.12	1.36	1.47	1.33	1.15	1.12

The results of this table indicate that statement B 13 is significant. This implies that the means obtained were significantly different. Teachers from the ex-NED achieved a low mean of 1.76 as compared with 3.50, 2.33 and 2.36 indicating that the majority either strongly agreed or agreed with statement B 13. The teachers from the ex-HOD achieved the highest mean of 3.50 which informs that the majority either disagreed or strongly disagreed. Teachers from the ex-HOR and DET achieved means of 2.33 and 2.36 respectively indicating that were not significantly different

TABLE 48: THE MEANS OF STATEMENTS A 9 - C 3 ACROSS THE FOUR EX-DEPARTMENTS OF EDUCATION

DEPT		A9	A10	A11	A12	C1	C2	C3
ex-NED	Mean	1.86	2.29	2.14	2.33	2.57	2.33	2.48
	N	21	21	21	21	21	21	21
	Std. Deviation	1.15	1.38	1.28	1.56	1.29	1.35	1.33
x-HOD	Mean	2.00	1.83	2.17	1.67	2.17	2.67	3.00
	N	6	6	6	6	6	6	6
	Std. Deviation	.00	.41	.41	.82	1.60	1.21	1.10
e-HOR	Mean	1.67	1.83	1.67	2.00	2.00	2.33	3.33
	N	6	6	6	6	6	6	6
	Std. Deviation	.52	.41	.52	.00	.00	.82	1.51
x-DET	Mean	1.93	2.36	2.07	2.31	2.57	2.29	2.86
	N	14	14	14	13	14	14	14
	Std. Deviation	.83	1.01	.83	.85	1.16	1.38	1.35
Total	Mean	1.87	2.19	2.06	2.20	2.45	2.36	2.77
	N	47	47	47	46	47	47	47
	Std. Deviation	.90	1.10	.99	1.19	1.19	1.26	1.32

This table reveals that none of these statements are significant. This means that teachers from all ex-departments had basically similar attitudes to statements A 9 - C 3

TABLE 49: THE MEANS OF STATEMENTS C 4 - D 2 ACROSS THE FOUR EX-DEPARTMENTS OF EDUCATION

DEPT		C4	C5	C6	C7	C8	D1	D2
ex-NED	Mean	2.38	3.05	2.95	3.19	2.90	2.19	3.67
	N	21	21	21	21	21	21	21
	Std. Deviation	1.47	1.53	1.53	1.60	1.55	1.44	1.80
x-HOD	Mean	3.50	2.50	2.33	4.17	4.33	2.50	4.67
	N	6	6	6	6	6	6	6
	Std. Deviation	1.87	1.52	.82	1.33	1.21	.84	.52
e-HOR	Mean	3.83	2.17	2.17	4.00	3.33	1.83	4.17
	N	6	6	6	6	6	6	6
	Std. Deviation	.98	.41	.41	1.10	1.37	.41	.98
x-DET	Mean	3.57	2.71	2.57	3.21	2.50	2.29	3.79
	N	14	14	14	14	14	14	14
	Std. Deviation	.94	.99	.85	1.25	.94	1.14	1.48
Total	Mean	3.06	2.77	2.66	3.43	3.02	2.21	3.89
	N	47	47	47	47	47	47	47
	Std. Deviation	1.44	1.29	1.18	1.43	1.41	1.18	1.51

This table indicates that statements C 4 and C 8 are significant. With statement C 4, it can be deduced that teachers from the ex-NED achieved the lowest mean as compared with the others. This implies that the majority of teachers from the ex-NED either strongly agreed or agreed with statement C 4. There were no significant differences between the means of teachers from the other three ex-departments for statement C 4. With regard to statement C 8, there was a significant difference in the means of teachers from the all the ex-departments. Teachers from the ex-DET achieved the lowest mean indicating that the majority answered statement C 8 as strongly agree or agree. The same can be said for those teachers from the ex-NED who achieved a slightly higher mean than those from the ex-DET but not as high as the others. Teachers from the ex-HOD achieved the highest mean of 4.33 as compared with 3.33 with those from the ex-HOR. This implies that teachers from both ex-HOD and HOR either strongly disagreed or disagreed with statement C 8 with more from the ex-HOD.

TABLE 50: THE MEANS OF STATEMENTS D 3 - D 5 AS WELL AS THE TOTALS OF EACH SECTION, A, B, C D

DEPT		D3	D4	D5	BTOTAL	ATOTAL	DTOTAL	CTOTAL
ex-NED	Mean	3.05	2.76	2.86	32.5714	23.8571	14.5238	21.8571
	N	21	21	21	21	21	21	21
	Std. Deviation	1.50	1.61	1.68	15.6511	12.9317	6.5316	9.7174
x-HOD	Mean	3.33	3.33	3.17	37.1667	23.1667	17.0000	24.6667
	N	6	6	6	6	6	6	6
	Std. Deviation	1.03	1.03	.98	7.8081	3.3714	3.1623	7.6070
e-HOR	Mean	3.33	3.50	3.67	38.3333	24.8333	16.5000	23.1667
	N	6	6	6	6	6	6	6
	Std. Deviation	1.21	1.38	1.51	11.8434	6.5549	4.7223	4.7504
x-DET	Mean	3.00	3.21	3.21	36.6429	25.4286	15.5000	22.2857
	N	14	14	14	14	14	14	14
	Std. Deviation	.88	.89	.80	10.5364	7.9973	4.0335	7.2050
Total	Mean	3.11	3.06	3.11	35.1064	24.3617	15.3830	22.5106
	N	47	47	47	47	47	47	47
	Std. Deviation	1.22	1.33	1.36	12.8575	9.8674	5.2443	8.0835

The results in this table point out that none of the statements are significant. This implies that teachers from all ex-department had basically similar attitudes to statements D3-D5

4.2 CONCLUSION

The results of the above analysis will be discussed in Chapter Five of this study. Where possible results of this study will be linked with those mentioned in Chapter One and Two of this study.

CHAPTER FIVE

DISCUSSION OF RESULTS

INTRODUCTION

This study aimed at investigating the attitudes of the Grade One teachers in the Pietermaritzburg area to the training they had received on OBE. In this chapter the results of the study are discussed in the context of the relevant literature and the findings of other researchers where possible. Despite the fact that other studies have been undertaken on the attitudes to the implementation of OBE, not much research has been conducted on the effectiveness of the training on OBE.

In this regard, it may not always be possible to justify and compliment findings in this study with other findings. However the results of this study can be utilised as a foundation for further research. It is important at this stage to discuss the issue of attitude measurement. Literature has shown that the most popular method of data collection for studies of this nature is attitude measurement. However, with attitude measurement, one has to tread carefully and not draw conclusions and generalise without considering all the circumstances. With attitude measurement it is difficult to support what the respondents say with conclusive evidence. This is so because respondents may think that they know something in theory, but when it comes to implementation, then the problem arises. No person likes to believe that they are inadequate therefore when asked how they feel about a concept, more than likely, for fear of appearing uninformed, they answer positively even if they are uncertain. This will impact negatively on the results of any research as this will not be a true reflection of respondents' real feelings, but rather a reflection of what the respondents think they know. This places a limitation on any study including the present study.

Bearing in mind these limitations the research undertaken in the present study was evaluated and limitations of the study were noted. Furthermore, indications and recommendations for further research were discussed.

5.1 DISCUSSION OF THE DESCRIPTIVE ANALYSIS OF THE

DATA REPRESENTING SCORES OF RESPONDENTS ON EACH STATEMENT IN THE QUESTIONNAIRE AND EXPRESSED AS PERCENTAGES

5.1.1 SECTION A OF THE QUESTIONNAIRE

Section A questioned whether the training had provided the teachers with an understanding of the principles and practices of OBE, strengths and weaknesses of OBE, the OBE curriculum development process, explanation of the Foundation Phase policy document, critical and specific outcomes, different learning areas, phase and program organisers, assessment criteria, performance indicators and range statements.

Results reveal that the majority of the teachers agree that they have understood the above objectives of the workshops. High percentages ranging from 34% to 64% of the total sample have indicated that they agree whilst a fair percentage ranging from 2% to 30% strongly agreed. However these findings cannot be supported by literary evidence as the studies mentioned in the literature review are contrary to the results of the present study. For instance Roux (1998) in her study found that the teachers did not understand the principles and practices of OBE. Malan (1998) in her study found that there were many different interpretations of terms like range statement, performance indicators and assessment criteria. Her study also revealed that some teachers still do not understand these terms.

However it must be pointed out that these studies were carried out in 1998 when OBE was first introduced in Grade One. At that stage nobody was very sure of all the aspects and principles pertaining to OBE. From that time however, great improvements have been undertaken and trainers and facilitators of OBE are now better informed. Also the respondents in the studies cited have undergone much more training and have also been implementing OBE for a year where, by trial and error they have gained much insight.

There are also more materials and books available to assist teachers. Nevertheless, these contradictory findings can form the basis for further research into this area. An interesting area to have investigated would have been a comparison between teachers' attitudes after the initial training phase and their present attitudes. However the researcher measured the present attitudes only, which limits the study in the sense that it does not credit the advancement and efforts made by the relevant authorities to improve OBE training.

Despite the fact that an overwhelming majority of the teachers had agreed that they had understood, there are still teachers who are uncertain or have indicated by disagreeing and strongly disagreeing that they do not understand. These results range from 2% to 40% which forms a substantial percentage of the entire research population. Respondents were mainly uncertain about the strengths and weaknesses of OBE, the explanation of the policy documents and OBE curriculum development process. An average percentage of 12% did not understand the terms 'performance criteria', 'assessment criteria' and 'range statements'. These results are consistent with the findings of Roux (1998), Malan (1998) and Corry et al (1998).

5.1.2 SECTION B OF THE QUESTIONNAIRE

Section B of the questionnaire questioned respondents on whether the training had promoted their professional development. The findings in the present study indicated that although 19% to 43% have agreed, 2% to 40% are either uncertain, disagree or strongly disagree. The areas that seemed to present the most uncertainty is the compilation of portfolios and assessment. These findings are consistent with those of Bennie et al (1998) which indicate that teachers have insufficient time for assessment and remediation in the classroom. As Fraser (1998) stated, institutions offering teacher training are ignoring the fact that teachers have to be trained according to the OBE and C2005 requirements. This area of training needs to be applied more intensely and effectively in accordance with the requirements of OBE and C2005.

5.1.3 SECTION C OF THE QUESTIONNAIRE

Section C of the questionnaire attempted to investigate whether the training had provided the teachers with the knowledge to enable them to carry out long and short-term planning as well as compile progress record of learners to be presented to the relevant persons like parents and management. The findings reveal that a large percentage of teachers are uncertain about this aspect especially the compilation of progress records and long-term planning. These findings are related to the findings in Section B of the questionnaire on assessment. These results are consistent with the views expressed by teachers in the Educator's Voice (May 19, 1998) p. 3. It can be deduced that if teachers are uncertain on assessment, compiling records on assessment will obviously be problematic. These view have also been supported by views expressed in studies by Doige (1998) that respondents found that their work loads were greatly increased and this put them under pressure.

5.1.4 SECTION D OF THE QUESTIONNAIRE

Section D of the questionnaire attempted to determine whether the workshop facilitators provided the teachers with written guides or videos and informed them how to use educational resources and where and how to obtain these. Results show that the majority of teachers have been issued with workbooks and guides. These results refute claims by teachers (Educators Voice, 1998) that they have not as yet received materials. However the researcher must not make hasty assumptions here because this study was undertaken in 1999 and the views in the newspaper were expressed in 1998 when OBE was just getting off the ground and experiencing teething problems. These findings are also contradictory to those expressed by Jansen (1998) and Jansen and Christie (1999).

But further results revealed by Section D of the questionnaire suggest that teachers are uncertain how to use educational resources, where and how to access them. These findings are consistent with that of Jansen (1998), Parker and Deacon (1998) and Jansen and Christie (1999).

The results of the present study reflected above is not always consistent with studies undertaken by other researchers. Reasons for this have been provided. As has been stated before, the researcher understates the attempts made by the education authorities to provide training on OBE by focusing on present attitudes only. This could be an ideal area for future study where researchers could investigate whether there has been a change in attitude over the years to OBE.

5.2 DISCUSSION OF THE DESCRIPTIVE ANALYSIS OF DATA SHOWING THE SCORES ACHIEVED ACROSS THE DIFFERENT EX-DEPARTMENTS OF EDUCATION EXPRESSED AS PERCENTAGES

In this section scores of all respondents from the four ex-departments of education were expressed as percentages. The scores were then added and placed under each ex-department to determine what percentage from each ex-department strongly agreed, agreed, were uncertain, disagreed or strongly disagreed. Only significant differences will be discussed.

Results in the present study revealed that only teachers from the ex-NED strongly agreed with the majority of the statements. These results are supported by statements uttered by Jansen (1998) who said that OBE has the greater likelihood of success in well- resourced schools with better-qualified teachers and smaller teacher-pupil ratios. However this is contradictory to the views expressed by Roux (1998) who stated that teachers from previously disadvantaged schools almost always responded positively to questions on the effectiveness of training whilst teachers from the previously advantaged sector responded more negatively. The results of the present study state otherwise. Another interesting area of further investigation presents itself here whereby research could be undertaken on the improvements made with regard to training.

The largest percentage of teachers from all ex-departments agreed with the majority of the statements. In a number of instances, 100% of the teachers from the ex-HOR agreed

with the statements. These results are not supported by Jansen (1998) or Jansen and Christie (1999) who have stated that the vast majority of teachers are still very confused about OBE. However it must once again be noted that the time factor has an influence on the results of this research and generalisations and conclusions cannot be made without mentioning this. The researcher in this study could have also tried to determine what advancements and improvements have been made to change the teachers' attitudes from the time they were measured by Jansen (1998) till now. An interesting area of research could also be to determine if there has been any significant change in attitude over the past months.

Of all the ex-departments, the highest percentage of the teachers who were uncertain on certain issues came from the ex-DET. These results are supported by Jansen (1998). The issue that Jansen (1998) highlighted was the lack of resources in the ex-DET schools as well as the inequality of the past education system. This view is strongly supported by the study undertaken by Roux (1998) in which she stated that the inequalities of the past education dispensation has influenced the results achieved on questionnaires.

The results also reveal that teachers from the ex-HOD and ex-HOR, although not strongly agreeing, have not expressed negative views. They have either agreed or disagreed or are uncertain and in a few isolated cases have strongly disagreed. But the majority of these teachers have agreed with the statements and in some instances 100% of the teachers have agreed. Although there is no literary evidence or study to support this finding, it presents an area for further investigation.

5.3 DISCUSSION OF STATISTICAL ANALYSIS

A statistical analysis was undertaken to determine whether there were significant differences in the attitudes of teachers across the four ex-departments of education. To determine this, each separate statement and four summary totals of Section A, B, C and D were tested for significant difference among the four ex-departments of education. This was done using the Kruskal-Wallis test. The method involved determining the

means across the ex-departments for each statement and representing them in table form. Thereafter means were compared for significance.

No significant difference was found in the means for the various statements across the ex-departments except for statements B4, B13, C4 and C8. Statement B 4 questioned whether the training had provided the teachers with an understanding of the Foundation Phase policy document.

With regard to statement B4 the means differed most significantly between the ex-HOD and the rest of the ex-departments. The mean for the ex-HOD was much higher than for the other ex-Departments. Because the rating scale had the most positive response equated as number one and the most negative equated to number five, higher means will indicate more negative responses. This suggests that the majority of the teachers from the ex-HOD disagreed or strongly disagreed that the training had provided them with an understanding of the Foundation Phase policy document. There was a significant difference in the mean of the scores of teachers from the ex-HOR and the rest. Although the means of the ex-HOD and HOR did not differ that significantly, they did differ significantly between the ex-HOR and the ex-DET and NED.

This suggested that a number of teachers from the ex-HOR, although not as many as those from the ex-HOD also disagreed or strongly disagreed that the training provided them with an understanding of the Foundation Phase policy document. However a significant difference could be noted between the means of the scores from the ex-HOD and HOR as compared with those from the ex-NED and DET. This means that not as many teachers from these two ex-departments as compared to those from the ex-HOD and HOR disagreed or disagreed that the training had provided them with an understanding of the Foundation Phase policy document. These results are consistent with the results obtained from the descriptive analysis undertaken in this study.

Statement B 13 was also significant. Statement B13 questioned whether the training had provided the teachers with an understanding of why assessment was necessary. Analysis revealed that the mean of the scores of the teachers from the ex-NED differed significantly with the means of the scores from the other ex-departments in that it was much lower. This indicates that teachers from the ex-NED agreed or strongly agreed with this statement compared to those from the other ex-departments. There were no significant differences between the other departments for this statement. The results of this analysis are supported by those of Jansen(1998) but contrary to that of Roux(1998). The results derived from statement B4 are consistent with those derived from statement B 12.

There was a significant difference in the means of the scores on statement C4. Statement C 4 questioned whether the training had provided the teachers with the knowledge required to compile a Journal. Once again the mean of the score of the teachers from the ex-NED were lower as compared with those from the other ex-departments which is consistent with the other 2 statements of significance. There were no significant differences between statements B4, B13 and C4 and C8.

However statement C8 which was also significant questioned whether the training had provided the teachers with the knowledge to compile reports to be submitted to parents, presents data that indicates the mean of the scores of teachers from the ex-HOD are much higher than those from the other ex-departments. In this instance the lowest mean was from the scores of the ex-DET teachers which is not consistent with what Jansen (1998) has said.

As has been stated the results obtained from the statistical analysis are consistent with results obtained from the descriptive analysis. An attempt was made to determine whether there were any significant differences in the scores across the ex-departments using a Canonical Discriminant Functions Test. Unfortunately the scattergram was not clear enough. Perhaps if this had been done, it may have revealed a different scenario.

Most probably, research using other methods of statistical analysis can be undertaken and a comparison between results can be made. The researcher in the present study made use of only one type of test.


The results of this data reveal that there were not many differences in the attitudes of the teachers from the ex-departments except for statements, B3, B13, C4 and C8.

5.4 LIMITATIONS OF THE STUDY

The limitations of the present study will be discussed in terms of the sample and the measuring instrument and lack of relevant studies..

5.4.1 THE SAMPLE

The first limitation was that the sample was very small, and therefore largely unrepresentative of the Grade One teacher population of South Africa. As a result, this would compromise the ability to generalise the results. Although the sample was spread across the different ex-departments of education, it would have been more representative if every Grade One teacher in the Pietermaritzburg area formed the sample. However for the present study, this was not logistically possible.

 Another limiting factor concerning the sample was that the researcher was not permitted to meet with the teachers directly but had to liaise via the principals. The principals of the schools thought it not suitable for the researcher to approach the teachers directly in order to ensure their anonymity. The researcher had to explain her requirements to the principal who then explained to the teachers what was required of them. The researcher cannot be sure that the principals explained properly. This could have affected the response of the teachers.

Although the researcher gave the teachers a month to complete the questionnaire, it was evident that in some schools the principal had forgotten to give the teachers the questionnaire. As a result the teachers hurriedly filled in the questionnaire when the

researcher arrived to collect them. This could have severely prejudiced the results of this research. Another teacher stated that the OBE workshops had confused her so that she could not answer the questions effectively. These circumstances could have also impacted negatively on the results of this research.

In addition, the present situation in education in South Africa is very volatile. Apart from facing redeployment, teachers are also faced with the possibility of finding themselves without employment. This threat of unemployment makes them desperate and teachers will hold onto anything that may assist them in securing their positions. With the government focus now on transformation in education in the form of OBE, many teachers feel that if they are knowledgeable about OBE, then they stand a chance of keeping their posts. Therefore, in the questionnaire, teachers could have answered positively even if they did not have a clue of what OBE is. There is no way of proving this unless an investigation is undertaken by experts on OBE to observe teachers in practice. This is a way of protecting themselves. This view is reinforced by the fact that principals were adamant that the researcher liaise with them and not with the teachers directly. This will ensure the anonymity of the teachers should this information get into the wrong hands. Once again, the researcher claims that OBE and C 2005 is politically driven and not educationally.

Despite the fact that many other limitations concerning this study may be discovered, the researcher at this stage could only highlight those indicated above.

5.4.2 THE MEASURING INSTRUMENT

The measuring instrument used was a questionnaire, the validity and reliability of which could not be calculated to determine the extent to which it could validly and reliably capture what it was meant to measure. The researcher did not use any of the questionnaires that are commonly used to undertake research but compiled a questionnaire of her own. The reason for this was that the researcher wanted to ask the respondents questions pertaining specifically to the workshops provided in the Pietermaritzburg area. The

researcher therefore had to use the information applicable to the Pietermaritzburg teachers. This questionnaire was not tried and tested before therefore its merits and flaws could not be argued.

Respondents did experience problems with the questionnaire. Whilst most schools were willing to participate, one teacher was adamant that the questionnaire was not properly planned and completed only sections. Although a pilot study was done to determine whether second-language teachers would understand, it is evident that because the questionnaire was presented only in English it caused problems. A number of respondents did not answer any questions at all and on questioning the principals about this, the answer was that teachers did not understand the question. Another teacher indicated on the questionnaire that the rating scale was not applicable to the questions asked.

After careful consideration the researcher concurred with this view. The researcher realised that it would have been more meaningful if the scale had been rated as follows. The rating scale should have commenced with the negative responses being awarded lower numbers for example strongly disagree = 1 and the positive responses like strongly disagree = 5. This would have been more appropriate as people are inclined to relate higher numbers with the positive. For instance, if you score high marks on a test you are at the top. The rating scale utilised awarded higher numbers to negative responses which could have affected the responses of the teachers. These difficulties could affect the response of the teachers.

Another limitation of the questionnaire was that the researcher did not provide the respondents with a section for additional comments. This restricted the responses to what the researcher wanted to say. Had teachers been given opportunity to express their views, the results may have been different than those arrived at. Apart from this, the researcher also discovered at the very last minute that questions in Section D of the questionnaire was problematic. Instead of testing attitude, these questions were phrased in such a manner that all it required was a yes/no answer. The researcher only discovered this after the data

was collected and could not correct these questions at that stage. This could have affected the results of the present study.

Like the sample, a great many other limitations may be found with the questionnaire but the researcher saw fit to highlight those listed above.

5.4.3 LACK OF RELEVANT STUDIES

Despite the fact that many studies have been undertaken on the implementation of OBE in South Africa, very little has been done on the training received. In all the studies only a cursory mention is made of training of teachers for OBE. In this regard, the researcher could not find suitable studies and research to support her arguments and findings.

The research and studies that were mentioned by the researcher were undertaken in 1998 whilst this study was done in 1999. During that year a lot has been done with regard to OBE. New methods have been introduced, books and guides have been upgraded, teachers have attended numerous workshops, facilitators of workshops have become more conversant with OBE. So the results of the present study are not consistent with those that have been done.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

Throughout the discussion of the data of the present study, the researcher has been making recommendations for future study. OBE is a new concept for South Africans. As with any new approach or method there are bound to be hitches and teething problems. As stated by Jansen and Christie (1999), the introduction of OBE into the South African education system has triggered the single most heated debate ever in the history of South African education.

There are numerous areas that need researching especially the area on the effectiveness of OBE in the classroom. In depth studies can be undertaken on how effective OBE has been since its inception and has it brought about the desired changes. A major limiting

factor of the present study was the time factor. It is therefore recommended for future research that a comparison be made between perceptions after the initial workshops and the perceptions of teachers at present. This does not cast a negative light on the authorities that have made attempts to provide adequate training.

For future studies, it would be advisable to have a larger sample so that they are more representative of the population at large. It will also be beneficial for the researchers of future studies to seek permission from the principals to liaise with teachers directly then all misunderstandings and problems can be resolved immediately.

It would be advisable for future researchers to use a questionnaire that has had its reliability and validity determined. In this way the researcher can produce evidence when questioned by respondents or any other interested parties on the merits of the questionnaire. Also a section for additional comments is a must on the questionnaire.

This will not restrict the respondents' to the view of the researcher. The future researchers may have to explain certain terms of the questionnaire. But this can be resolved if the questionnaire is presented in the language of the respondents.

Future research is a must to determine whether the training strategies employed are effective as this research did not focus on this. This research focused on the content of the training sessions. What has emerged from the comments teachers made on the side was that it was not the content that bothered them, but the manner in which it was presented. The teachers did indicate that the training was too theoretical.

What has also emerged is that the past education dispensation has had an influence on the teachers' responses. An in depth study needs to be undertaken on how these inequalities can be redressed. As stated by Greenstein (1997), OBE has a chance of succeeding in white privileged schools while it further disempowers those in Black marginalised schools. Intense research in this area is needed to highlight areas of inequality and the need for redress.

There many other areas that require further research that may not have been mentioned by the researcher. This study can lay the way for future studies. This chapter has consolidated the results in the light of previous studies and literature where it was possible. Some limitations were discussed and recommendations for more comprehensive future research were given.

CHAPTER SIX

CONCLUSION

Research is essential especially with a concept as sophisticated as OBE. Research helps to determine how effective the new approach is and whether its implementation has achieved the desired objectives. During this period in South Africa when education is undergoing a major transformation, a study of this nature can be invaluable to authorities.

Important aims of this study was firstly:

- to determine the attitudes of the Grade One teachers in the Pietermaritzburg area to the training they have received on OBE
- to determine whether there were any significant differences in the attitudes of the teachers from the ex-NED, ex-HOD, ex-HOR and ex-DET schools.

The researcher hoped that this study will provide some insight into areas of training that are problematic as revealed by the results so that those providing the training can make the necessary improvements. Also, considering the past education dispensation with its racial inequalities, the researcher hoped to highlight areas that were still unequal so that relevant authorities can rectify this.

The findings of this study gave an indication that contrary to claims by Jansen (1998) and Roux (1998) a large majority of the teachers in this study did agree that the training had provided them with an understanding of OBE. However the findings also revealed that there are teachers especially from the ex-DET schools, without being totally negative, are uncertain about many aspects of OBE especially the area of assessment. The implication of this is that much more training especially in the area of OBE assessment is required. This view is supported by Roux (1998), Bennie et al (1998), Doidge (1998), Dixon and Du Toit (1998), Fraser (1998), Jaworski (1998), Malan (1998), Themane and Mabasa (1998), Corry et al (1998) and Khumalo et al (1999).

The findings also indicated that explanation of the Foundation Phase policy documents needs to be explained in great detail to teachers. As stated by Jansen (1998), many new terms and concepts, almost one hundred were introduced with OBE and Malan (1998) claimed that there are as many interpretations of OBE 'jargon' as there are teachers. This necessitates more in-depth training and explanation of concepts.

Resources, or rather the lack of it and information on how to use them, where and how to obtain them was an area that emerged from the results of this study as being the part of training that was lacking. Teachers from all ex-departments indicated that they had received workbooks and guides but application of resources and the accessibility posed a problem for all teachers. The implication of this is that the relevant authorities need to provide teachers with more information on resources. Perhaps, school libraries and teachers' centres can serve as resource centres. The media has proved to be an excellent resource for information and arrangements can be made for schools especially in the rural areas to receive information via the media.

Teachers from all ex-departments have indicated in this study that training on the compilation of portfolios have not been adequate. Apart from being highly involved and time-consuming, the teacher-pupil ratios in most schools especially the ex-DET does not warrant this. The question that the authorities need to ask themselves is whether such involved record-keeping is necessary. The portfolio will be replacing the teacher's mark book in certain aspects. The feasibility of the portfolios needs serious consideration. This can also mark the beginning of a new area of research on whether portfolios are necessary or how feasible they are.

The results of this study have also highlighted that there are not that many differences in the attitudes of teachers from the ex-departments of education. The area that showed a significant difference was the understanding of the assessment policy document. Results have revealed that teachers from the ex-NED were more positive that the training had

provided them with an understanding of the assessment policy documents. In fact the results have shown that in most instances, the teachers from the ex-NED strongly agreed and agreed that the training was adequate.

This is also true for teachers from the ex-HOD and ex-HOR schools. With the exception of a few isolated statements, teachers from these schools were quite positive about the training. This implies that the authorities need to focus their attention on teachers from the ex-DET schools. The major problem seems to be uncertainty. Apart from receiving more in-depth training, the issue of language needs to be addressed. The majority of the teachers from the ex-DET are second language teachers. All the workshops presented thus far have been through the medium of English. It may be beneficial to offer these workshops in the language of the teachers concerned.

A number of issues have been discussed that need to be addressed by the relevant authorities. Suggestions have been made. It now presents a challenge to the authorities concerned.

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02 July 1999

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Investigation into the attitudes of Grade 1 educators regarding Outcomes Based Education Training

An Application to do research in the KwaZulu-Natal Department of Education & Culture is procedurally submitted to the Head Office for approval.

However, permission is granted in principle and your application will be forwarded to Head Office together with a copy of this correspondence.

Please supply Education Support Service with -

- A copy of the relevant Questionnaire and a list of the schools you will target.
- A copy of the completed thesis.

This office wishes you well in the completion of your degree.


Regional Chief Director : Pietermaritzburg Region

UNIVERSITY OF NATAL: PMB
SCHOOL OF PSYCHOLOGY

QUESTIONNAIRE

This research is being conducted under the supervision of the School of Psychology of the University of Natal, Pietermaritzburg.

In 1997 the Department of Education in South Africa embarked on a curriculum review which resulted in the implementation of a new educational plan referred to as Curriculum 2005. Curriculum 2005 is the government's flagship educational plan.

This educational plan is intended to change the education system from a content based system to an outcomes based system. The approach adopted to implement this change is called Outcomes Based Education (OBE). This approach was implemented in Grade One in 1997.

The researcher intends with the aid of this study to investigate the attitudes of Grade One educators in Pietermaritzburg towards the training they have received on OBE.

There are no correct or wrong answers and your responses will be anonymous. It is therefore not necessary to divulge any personal information.

{SCHOOL NO:.....} (for official use only, do not complete)

INSTRUCTIONS:

Please complete the following:

PART ONE

No of learners in your classroom:.....

PART TWO

Please put a circle around the number that best describes how you feel about each statement. A key to the rating scale is provided with each number from 1-5 describing a particular response. Remember to circle one number only.

KEY

- 1 = strongly agree
- 2 = agree
- 3 = uncertain
- 4 = disagree
- 5 = strongly disagree

SECTION B

THE TRAINING PROMOTED YOUR PROFESSIONAL DEVELOPMENT REGARDING CLASSROOM MANAGEMENT BY

1.	Providing you with a practical demonstration lesson on OBE	1	2	3	4	5
2.	Providing you with a procedure for the preparation of lessons	1	2	3	4	5
3.	Providing you with a procedure for planning lessons	1	2	3	4	5
4.	Providing you with an explanation of the assessment policy document	1	2	3	4	5
5.	Demonstrating what portfolios are	1	2	3	4	5
6.	An explanation of what profiles are	1	2	3	4	5
7.	An explanation on pupil progression	1	2	3	4	5
8.	Information on formal assessment	1	2	3	4	5
9.	Information on informal assessment	1	2	3	4	5
10.	Procedure on how to assess	1	2	3	4	5
11.	Procedure on when to assess	1	2	3	4	5
12.	Criteria on what to assess	1	2	3	4	5
13.	Reasons why assessment is necessary	1	2	3	4	5

SECTION D

THE WORKSHOP PROVIDED YOU WITH

1.	Written materials like workbooks and guides				
	1	2	3	4	5
2.	Audio and visual material like tapes and videos				
	1	2	3	4	5
3.	Information on what educational resources to use in your classroom				
	1	2	3	4	5
4.	Information on how to use these resources				
	1	2	3	4	5
5.	Information on how to obtain these resources				
	1	2	3	4	5

THANK YOU FOR YOUR COOPERATION AND CONTRIBUTION TO THIS STUDY