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**AN INVESTIGATION INTO MENTORING AS A POSSIBLE TOOL
TO ALLEVIATE PRACTICE SHOCK AMONG PRIMARY SCHOOL
EDUCATORS IN THE CONTEXT OF CURRICULUM 2005**

BY

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BLOEMFONTEIN

THIS

MINI-DISSERTATION

IS DEDICATED TO THE FOLLOWING PEOPLE:

- To the memory of my late parents, Taole and Puleng Rapuleng for their exceptional caring and parentage.
- My beloved wife, Mamoabi Francina Rapuleng for her unreserved support; and
- My three children Puleng, Molefi and Dijana for their sympathetic yet encouraging attitude when my health indicated the signs of deterioration as a result of the pressure under which I worked throughout the project.

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- Last but by no means the least, my endless thanks to my Creator. Through His omnipotence, I so successfully managed to work under difficult circumstances. His omniscience guided me to make judicious choices throughout the entire study. I therefore refrain from claiming this research my own work because I executed the job under His omnipresence tutelage.

DECLARATION

I, **MAHLOMOLA ABEL RAPULENG**, hereby declare that this research project, titled

AN INVESTIGATION INTO MENTORING AS A POSSIBLE TOOL TO ALLEVIATE PRACTICE SHOCK AMONG PRIMARY SCHOOL EDUCATORS IN THE CONTEXT OF CURRICULUM 2005

is my own work; all the sources used or quoted have been indicated and acknowledged by means of complete references; and that this dissertation was not previously submitted by me for a degree at any other university or institute.

M.A. RAPULENG

28 JANUARY 2002

SUMMARY

Once South Africa was democratized in 1994, it was discovered that the education system of the apartheid legacy failed to produce citizens who could compete internationally. It was also proved that the system was unable to develop essential human skills that would create jobs for all scholars at the end of their schooling career.

For this purpose an Outcomes-Based Education (OBE) model for General Education and Training (GET) in South Africa, called Curriculum 2005 (C2005), was implemented since 1998. This sudden implementation of a new curriculum in primary schools allegedly resulted in practice shock among the relevant educators with the result of many of them opting to leave the education profession. In light of these developments the researcher decided to undertake an investigation in order to establish whether the alleged practice shock indeed exists among these educators. The researcher also opted to investigate the feasibility of a mentoring programme for these educators as a possible solution for the problem of the apparent practice shock.

The researcher then found it necessary to do a literature study on the following issues pertaining to the research problem:

- The implementation of C2005 as an outcomes-based educational model in primary schools in S.A.
- Practice shock as a possible consequence of the sudden implementation of the new curriculum; and
- Mentoring of primary school educators as a possible tool to alleviate the alleged practice shock.

The afore-mentioned literature study was subsequently supplemented by a case study survey among the educators of a selected primary school in the Ladybrand district. This case study survey took the form of a qualitative interview survey with selected educators at the primary school involved, qualitative observations of all the educators by the researcher (who also was the principal of the particular school) as well as a quantitative questionnaire survey among all the educators at the school. During the investigation possible problems experienced by the educators, the existence of practice shock among the educators as well as their views regarding mentoring as a possible tool to alleviate these problems and the emanating practice shock were investigated.

On the basis of the data obtained during this investigation the researcher subsequently critically analysed and interpreted the data and eventually made the conclusion that the educators who took part in the project did indeed experience problems with the implementation of C2005; that practice shock was indeed a reality at the primary school involved; and that these educators were in fact of the opinion that a mentoring programme was a definite necessity. A number of recommendations regarding a mentoring programme for educators at primary schools were finally made.

KEY CONCEPTS

1. Mentoring/mentor/mentee
2. Practice shock
3. Primary education
4. General Education and Training (GET)
5. Curriculum 2005 (C2005)
6. Outcomes-Based Education (OBE)
7. Curriculum implementation
8. Curriculum management
9. Human resource management
10. Educational management

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Many changes were introduced in South Africa after its democratization in 1994. One of these changes was the transformation of the education system of the country (Moeca, 2000:1). In this regard the decision was reached to implement Outcomes-Based Education (OBE) which is based on developing the learners' skills to ensure that they will become citizens capable of competing in all spheres of life and on an international basis (Department of Education [DoE] 1997a:1). The OBE model in South Africa is named Curriculum 2005 (C2005) and was launched in Cape Town on 24 April 1997 by the National Minister of Education (Moeca, 2000:1). C2005 was to be implemented in Grade 1 classrooms for the first time in 1998 with gradual implementation in higher grades until it was implemented in Grade 9 for the first time in the year 2002.

According to Marsh (1992:180) curriculum starts as a plan and can only become a reality when educators implement it with real learners in a real classroom. The success of the new curriculum is determined by the extent to which it is workable in practice (Carl, 1995:170). Marsh (1992:181) argues that curriculum can only be successful if it is completely accepted by the educators in schools.

The transformation from the content-based to outcomes-based education is meant to emancipate those groups of people previously oppressed and denationalized (Steyn and Wilkinson, 1998:204). Thus the implementation of OBE and C2005 should be highly valued. According to Bondesio, Beckman, Oosthuizen, Prinsloo and Van Wyk (1989:146), educators who are optimistic about the outcomes of change are real professionals because they always put the interests of their learners first. As the new approach, OBE was introduced to develop citizens with a high level of critical thinking, rational thought and deeper understanding.

These qualities are capable of breaking down class, race and gender stereotypes which the South Africans of yester-years suffered (DoE, 1997a:2).

OBE is planned around certain prescribed learning outcomes that students ought to reach; it is geared towards the learner being able to show clear signs of having learnt valued skills, knowledge and positive attitudes (Gultig, 1998:3). All of these factors are important educational outcomes.

It is further argued that each member of our society should possess the ability to think critically, if possible also creatively. Thus education will develop disciplined and independent thinkers who will willingly accept the responsibility for their own learning and other activities (Doll, 1996:151-154; Glencross and Fridjhon, 1990:307; Le Roux, 1990:1-6). This research study was conducted as an attempt to assist educators with the implementation of C2005.

1.2 PROBLEM STATEMENT

Change is perceived by different people with mixed feelings. Nevertheless, Lofthouse *et al.* (1995:58) agree with the Roman Emperor named Marcus Aurelis who wrote in 180AD that people shrink from change despite the fact that nothing can really exist without undergoing change. The Emperor further explained that nothing useful can be attained without change. Fullan (in Hoyle, 1986:73-86) states that change can be threatening yet active. Participation in change can eventually empower the people to manage it. Squelch and Lemmer (1994:136) maintain that no educational progress can be attained without the successful management of change. According to Moeca (2000:2) fear of change has prevented many educators to cope with OBE and C2005. In a qualitative interview survey among foundation phase educators and primary school principals during 1998, Van Tonder (2000:389-398) identified a total number of 17 *problem areas* as far as the implementation of C2005 in Grade 1 classrooms was concerned. In contrast to this he was only able to identify six so-called *success areas* from the data obtained during these interviews (Van Tonder, 2000:398-400). According to Brazelle (2000:2) the implementation of C2005 has in fact led to a high number of educators opting for severance packages, premature resignation and/or early retirement. The Education Department has therefore suffered an untimely loss of many experienced and efficient

educators. According to Carnall (1993:89–90) successful change indeed needs prior and longer planning as this leads to quicker implementation with extremely limited complications.

According to Nkonka (1999:1) the changes brought by the implementation of OBE created anxiety, uncertainty and feelings of insecurity amongst the educators. Bancroft (1992:53) suggests that in a changed situation the educators need to be assisted to pass the denial stage and then be guided towards the acknowledgement of change so as to enable them to implement it. Finally change will be absorbed into their daily work. This will make them forget that they ever worked in any other way. This desired situation could probably be achieved through the services of someone else who can assist them. Educators who are newcomers in the context of change (such as OBE and C2005) should receive guidance from an experienced person (Flemming, 1991:30). This might then lead to work satisfaction.

The major *problem* to be investigated in this study is the authenticity of mentoring as a possible tool to alleviate practice shock among primary school educators that may emanate from the implementation of OBE and C2005.

1.3 SIGNIFICANCE OF THE STUDY

The research was aimed at establishing the general attitude of the educators towards their work ever since OBE was phased in at schools. The outcomes of the research will serve as indicators as to whether the implementation of OBE and C2005 will indeed serve the educational needs of South African citizens. Both strengths and weaknesses of OBE implementation would be exposed, especially as far as it pertains to the effect it has on the practitioners, namely the educators. In the final analysis, recommendations would be made with regard to how OBE implementation could be improved through professional assistance to the educators so that eventually its intended outcomes are attained.

1.4 RESEARCH AIM AND OBJECTIVES

The major aim of this research project is to investigate the feasibility of mentoring as a possible answer to the problem of educator practice shock that may have resulted from the

implementation of OBE in primary schools.

To reach the aforementioned research aim, the following research objectives were formulated:

- To investigate, by means of a literature study, the implementation of OBE in primary schools, practice shock among educators as well as mentoring;
- To investigate the attitudes of primary school educators towards the implementation of OBE in schools;
- To investigate any possible attributes between OBE and practice shock; and
- To investigate mentoring as a possible tool to alleviate practice shock emanating from the implementation of OBE in these schools.

1.5 RESEARCH QUESTIONS

The research objectives led to the emergence of the following research questions:

- What are the opinions of educational authors about the implementation of OBE in South African schools, the problem of practice shock amongst educators and the feasibility of mentoring of the educators?
- Are primary school educators in general satisfied with the sudden shift from the traditional approach of teaching to the implementation of OBE?
- Is there any correlation between the introduction of C2005 in primary schools and practice shock among educators?
- Can mentoring really eradicate practice shock experienced by educators because of a shift to OBE?

1.6 RESEARCH METHODS AND PROCEDURES

This investigation is a combination of both qualitative and quantitative research methods. Staff members from an identified primary school were included in the investigation. The information needed was obtained by means of a literature study, the completion of questionnaires, in-depth interviews with selected educators as well as observations made by the researcher (see 5.3.1, 5.3.2 and 5.3.3 for more information). All the staff members at the school eventually participated in this research enquiry. This, according to Duffy and Assad

(1999:521), is relevant as it leads to a correct decision-making process.

The identified primary school was selected for two reasons:

- More than one school would pose serious financial implications for the researcher because travelling from one school to another would be costly and time consuming;
- The identified primary school was one of those schools presumably ignored by the Learning Facilitators (LF's) from the Department of Education in the context of OBE implementation.

1.7 DEMARCATION OF THE STUDY

The investigation refers to the South African OBE curriculum model, namely C2005. It also deals with practice shock and mentoring as experienced by educators who are human resources. The research was therefore a combination of the sub-disciplines of Human Resource Management and Curriculum Management.

C2005 was implemented for the first time in South African schools in 1998, starting with Grade 1 learners. It was extended to Grade 2 in 1999. Grades 3 and 7 followed in the year 2000, succeeded by Grades 4 and 8 in 2001. The research was, however, confined to primary school educators (Grades 1 to 7).

1.8 THE SELECTION OF SUBJECTS

As indicated earlier, a single primary school from the district of Ladybrand was selected for this investigation. This can be typified as purposeful and convenience sampling (cf. McMillan & Schumacher, 2001:175-176).

The staff from the identified primary school consisted of 30 educators, the researcher included. Eight educators were selected for the interviews. The eight educators were chosen on the grounds that they were the people who were most familiar with the school. They were all Heads of Departments (HOD'S) and senior educators. The method of research used in this regard is known as *elite interviews* (see 5.3.1 for more details). All the staff members, with

the exception of the researcher, were also requested to complete the questionnaires provided (see 5.3.2). The observations were made by the researcher himself (see 5.3.2). Whereas the questionnaire research was mainly quantitative in nature, the interviews and observation research can be classified as qualitative.

1.9 LIMITATIONS OF THE STUDY

The study was characterized by the following limitations:

- Many educational critics and analysts are likely to doubt the credibility and authenticity of the research outcomes on account of its narrow sampling (namely the educators from one school); it may therefore be suspected that the information gathered is insufficient to portray the general rationale behind the educator's attitude towards OBE.
- The study did not address the OBE-related dilemmas as experienced by the secondary school educators as the new curriculum was only introduced in Grade 8 at the beginning of the academic year 2001 and in Grade 9 in the year 2002. The researcher nevertheless hopes that all implementers of C2005 will find the work useful.
- The researcher is the principal of the identified primary school. It is possible on these grounds that the responses given by the educators under his tutelage may have been influenced by his ideologies. The objectivity of this research may therefore be doubted by some readers. However, the researcher attempted to remain as objective as possible throughout the investigation.

1.10 DIVISION OF CHAPTERS

Chapter one represents the orientation stage of the research whereas chapter two interrogates OBE as a feasible answer and solution to the educational problems created by the apartheid era. The next chapter (chapter three) investigates practice shock amongst the educators in the context of OBE. Chapter four aims to investigate mentoring as a possible tool to alleviate practice shock resulting from the compulsory implementation of OBE in schools. In the final chapter (Chapter 5) the research methodologies that were applied, are explained in detail and the investigation results are reported and analysed. Finally conclusions are drawn from the

research findings and recommendations made in this final chapter.

1.11 CLARIFICATION OF CONCEPTS

Outcomes-Based Education (OBE)

Learner-centred education which replaces the traditional teacher-centred system. The learners achieve the intended results or outcomes through performance or demonstrations. These performance capabilities serve as evidence that the learners have achieved the lifelong skills they will need in their entire lives.

Curriculum 2005 (C2005)

Curriculum 2005 is the OBE model used for General Education and Training in South Africa. It was introduced for the first time in Grade 1 at the beginning of 1998 and gradually extended to the subsequent grades until Grade 9 in the year 2002.

Practice shock

Practice shock refers to the inner tension a person experiences upon discovering the difference between what he/she has been thinking a job is all about and what it is in reality. Practice shock in the context of OBE refers to the educators' fear to implement the new approach because they lack confidence to do so.

Mentoring

Traditionally mentoring refers to the assistance young people receive from the old to ensure that the former acquire the lifelong experience that will make them self-reliant people. Mentoring of educators, in as far as OBE is concerned, refers to the type of assistance the educators receive from capable departmental officials to ensure that they come to terms with the new system.

Educators

Professional employees of the Department of Education who facilitate the learning process of the children at school level.

Primary school

A public school for learners in Grades 1 to 7. The ages of these learners usually range from about six to thirteen years. In some school they start with Grade R learners.

Alleviate

Making something less severe or burdensome in order to make its implementation easier and acceptable.

1.12 SUMMARY AND CONCLUDING REMARKS

This chapter serves as an orientation for this research study and therefore focused on the various aspects to be investigated in this study. The need for the transformation in the education system in South Africa and the subsequent implementation of Curriculum 2005 (C2005) in general education and training was firstly explained. It was explained that the problem to be investigated in this research study is the apparent practice shock among primary school educators that emanated from the sudden implementation of C2005 in these schools and the feasibility of mentoring as a possible solution to this problem. The significance of the problem was emphasized by referring to the possible effects it could have on the attitudes of educators in primary schools.

The research aim was subsequently formulated. This led to the statement of a number of objectives to be attained by means of this research study. On the basis of these objectives a number of research questions are also formulated. A demarcation of the investigation was also provided and it was indicated that a case study survey was performed among the educators from one specific primary school in the Ladybrand district. It was indicated that this case study contains both characteristics of qualitative and quantitative research. The possible limitations of the research were subsequently discussed. A division of chapters was provided and the core concepts contained in the title were finally explained.

The next chapter will involve a literature study on the implementation and management of C2005 as an OBE model in primary schools.

CHAPTER TWO

THE INTRODUCTION, IMPLEMENTATION AND MANAGEMENT OF OBE AND CURRICULUM 2005 IN PRIMARY SCHOOLS

2.1 INTRODUCTION

The biggest challenge facing the new South Africa is that of rebuilding its economy. For this reason Carrel *et al.* (1998:338) emphasise that the inevitability of change in educational and managerial fields need to be given the highest level of priority. They further suggest that the introduction of Outcomes Based Education can probably be the solution to the national problems such as, inter alia, the following:

- High rates of crime caused by scarcity of jobs
- High drop-out rates in schools
- High rates of teachers who resign or opt for severance packages.

The previous government, it is said, made sure that the children from the previously disadvantaged groups such as Blacks received schooling that did not equip them for anything other than unskilled manual labour (Samuel, 1990:19). The state, through the previous education system prepared the Whites to monopolise almost all the dominant positions in society (Samuel, 1990:1). Thus the first democratically elected government of 1994 deemed it necessary to change the education system of the country and replace it with one which would cater for the needs of all citizens without any discrimination.

In its first attempt to shape the education system of the country, the government deemed it necessary to merge the nine different education departments, into one controlling body. The government further passed the South African Qualifications Authority Act in 1995. According to Carrel *et al.* (1998:340) this Act would bring improvements in the quality of education to all South Africans regardless of their diversities in terms of race, colour, culture,

religion and political affiliations. To ensure that the Act is being implemented, a body, consisting of a maximum number of 29 members was eventually established and named the South African Qualifications Authority (SAQA). SAQA was firstly created to implement a National Qualification Framework (NQF) that would recognise post compulsory education in all provinces of the country. Carrel *et al.* (1998:340) also point out that the NQF was designed to develop skills and redress the deficit and skill imbalances caused by the apartheid legacy. Secondly, the implementation of the NQF included the development of an alternative curriculum, that would enable the learners to actively participate in the development of South African economy. The new curriculum was expected to develop all facets of the learners but predominantly skills as opposed to the previous approach which was more academic-orientated. Thus the replacement of the traditional curriculum was a necessity.

2.2 PROBLEMS ATTRIBUTED TO THE TRADITIONAL CURRICULUM

Traditional teaching approaches used in education proved to be ineffective and less future-orientated. Traditional approaches, according to Bush and West-Burnham (1994:141) failed to convert their theories to life and human realities. Thus education authorities decided to change the entire system and replace it with a more specific and goal-orientated system. This section therefore deals with the contributory factors towards the phasing out of the traditional curriculum in South African schools.

2.2.1 Rote learning

One of the approaches catered for by the traditional system was piling up the learners with a lot of information with the expectation of memorizing it. A high percentage of the learners managed to memorize a wide spectrum of facts which had nothing to do with the development of human skills. Van der Stoep and Louw (1990:129-130) condemn the idea of piling up the learners with a lot of information within a short space of time as this can easily jeopardize positive learning results. In support of Van der Stoep and Louw's statement, Dreyer and Duminy (1989:114) state that remembering words does not necessarily mean that learners do understand.

Van der Stoep and Louw (1990:132) criticise the traditional teaching-learning

situation because of the one-way traffic that characterises it. The learners were never given the opportunity to express their feelings on what they were taught or alternatively guided properly to discover and explore on their own. Thus a substitute curriculum was a necessity.

2.2.2 Examination- and goal-centeredness

One of the objectives of teaching during the previous era was the production of good examination results. Teaching was channeled to satisfy the examination pass requirements. Other important, basic and fundamental aims of curriculum were in most cases given insignificant attention, if not at all totally ignored. Bush and West-Burnham (1994:123) explain that the teachers regarded their teaching more important than the learners' learning because it was focused on preparing the latter for the examinations. Such deviations made our education system valueless in terms of skill development. Madaus (1998:40-42) argues that examination results serve merely as quantitative social indicators for social decision-making which in the end distort and corrupt the essence of the social progress it is usually intended to monitor. As the most important decisions are related to test and examination results, teachers automatically succumb to the demands of tests and examinations and therefore teach in accordance thereof. True enough, scores on assessments of basic skills may rise but this does not necessarily imply that improvement in terms of skills was achieved. Instruction, according to Madaus (1998:42), was narrow as it was designed to meet the test requirements in the whole curriculum. Thus Madaus (1998:41) states:

A related theme that also emerges is the frank administration of the sheer irrelevance of what was first memorized, then regurgitated in the exam, and quickly forgotten. The danger is the fact that while pupils may become proficient at passing tests by mastering the tradition of past exams, they may . . . profoundly be uneducated.

Examination of the old system further misled our societies as they were falsely led to believe that their results were the major goal of schooling. Thus, any school that

produced poor examination results was viewed 'dysfunctional' regardless of other significant perspectives of life the school might have offered to its learners. Teaching, according to Bush and West-Burnham (1994:135) was in jeopardy because it was forced to succumb to the temptation of imparting knowledge that would be assessed in the form of written examinations. It was because of this misconception that, according to Lubisi *et al.* (1998:49), teachers failed to realize the value of integrating the teaching of knowledge and skills. Teaching was mainly centred to examinations in lieu of lifetime skill development.

Apart from all these arguments against the validity and reliability of examinations and tests in the assessment of teaching and learning, there is a group of analysts who still believe that effective and goal-oriented teaching should always go hand in hand with examinations and tests. Van der Stoep and Louw (1990:231) argue that the examination marks are used to measure the candidates' ability, aptitude and usefulness.

Thus educational measurement these days is characterized by the existence of a serious paradox. The supporters of the second stance totally disagree with the criticisms which allege that external control of curricula by means of standardized tests fail to test what local schools or particular teachers have been trying to teach and that this state of affairs hampers curricular innovations. In their defense, they state emphatically clear that such schools can give instruction in those locally intended achievements sampled by the tests. Thus Ebel (1998:43) argues that effective educators have always used tests to measure the individual learners' learning and the effectiveness of instructional programmes. Ebel (1998:45) agrees that teaching to the test is in actual fact reprehensible and that it should be replaced by teaching material covered by the test. It is argued that the former is erroneous since it attempts to fix in the learners' minds the answers to particular test questions and by so doing, the objective to develop them skill-wise will never materialise. The latter approach serves as the answer to this problem since the learners are given the capability of answering questions like those in the test on topics covered by the test. It is further explained that the ability to answer such questions successfully implies that the learners will be able to judiciously apply the skills acquired in their real life situations.

In Ebel's (1998:46) opinion, there is, to date, no effective substitute for tests and examinations and in a nutshell this is how their functions could be summed up:

- Efforts of various educational stakeholders are directed toward the attainment of specific goals
- Various stakeholders are given the feedback as to how successful their efforts have been
- The results of teaching are being evaluated for improvement reasons.

Another group is in favour of the use of tests and examinations as long as the major objective is to evaluate the learners' performance in terms of conditions around them.

These conditions include, inter alia, the following:

- Performance should clearly display skills that enable learners to make ends meet at the end of their schooling careers
- Testing must comply with the expectations of new teaching approaches
- Testing alone should never be the fundamental aim of teaching
- Performance should be competence-orientated in the intended fields (Gultig *et al.*, 1998:50-54).

In addition to the conditions attributed to performance, tests must be of an unambiguous nature so as to ensure the attainment of the highest possible standards. High performance in standardized tests is therefore an indicator of skill development in the learners. That is why Swezey (1998:51) states that a good objective can be divided into three integral components called performances, conditions and standards. High performance in standardised tests portray practical demonstration of lifetime skills which will create economically productive future citizens.

2.2.3 Content- and teacher-centredness

In the past one of the primary objectives of teaching in primary schools was the completion of the syllabus by the educators (Van der Stoep and Louw, 1990:130). This gives the notion that the syllabus was viewed by teachers, by far, as more significant than the learners. Thus the teachers, more especially in primary schools, laid more emphasis on the completion of the syllabus than the acquisition of the skills and knowledge in their learners. Most teachers would consequently only rush to

complete the syllabus without considering the most important needs of the learners: competence, acquisition of knowledge and the development of skills. They instead focused their teaching on the confinements of work completion and production of excellent examination results. This situation can be seen as the teachers' lack of flexibility and adaptability that would enable them to approach their teaching in accordance with situations and atmospheres around their learners. This can be exemplified by science teachers who ignore the use of laboratories in favour of completing the syllabus (Van der Stoep & Louw, 1990:205).

Teachers, according to Scott and Jaffe (1991:4), should regard themselves as classroom managers with the abilities to apply the *laissez faire*, autocratic and democratic management styles in an integrated manner in accordance with the needs and demands of their clientele, i.e. the learners. Scott and Jaffe (1991:4) emphatically argue that the flexibility in teachers enable them to meet the personal needs of each individual learner. Learners are, however, not treated by their teachers as unique individuals with unique needs, talents and abilities. Teachers would always complain that there were no valid reasons why certain learners could not achieve what others managed with ease. Van der Stoep en Louw (1990:234) argue that the learners' performance is the reflection of the educator's work. Thus educators need to make introspection in stead of blaming the learners.

Traditionally teachers exemplified monolithic adherents of a one way traffic in teaching and learning environments. The teacher was the Alfa and Omega in the entire scenario. Lofthouse (in Bush and West-Burnham, 1994:124) supports this argument because he maintains that teachers of that era knew things and occupied roles which invested them with both power and authority. The learners, in most cases, were expected to listen passively and absorb every information coming from their teacher and only regurgitate that information during the examinations. Important life aspects such as leadership were seldom taken any cognizance of. Thus, very few teachers delegated duties to those learners with leadership qualities and those learners were deprived of the opportunity to become good leaders in the future.

Kruger and Van Schalkwyk (1993:70-73) elucidate that effective teaching and class management are mainly characterized by the teachers' ability to entrust responsibility and authority to the learners with leadership qualities. The attainment of this essential principle ensures the smooth running of the class, more especially when the teacher is not available. The teachers will, under such circumstances, take initiatives to ensure that learners go on with the school/classwork. Teachers of yester-years, however, were fond of accusing learners for making noise if they were not in class and often gave them a hiding. By so doing, they proved their failure to enhance competence and self-reliance in their learners. Motivating remarks, at any rate, would be perceived by the learners as a challenge that would arouse their leadership role and finally improve their self-reliance which breeds acceptance of one's worth (Emmer and Evertson, 1984:342).

Very often, the teachers applied traditional disciplinary measures such as corporal punishment, keeping the learners in class during recesses or intervals, forcing the culprits to do extra work without supervision when tests were failed. Gultig (1998:103) warn that discipline is not something applied from within but instead it is an achievement in engaging the mind in activities worthwhile for the learners.

Reeler (1985:42) sees this state of affairs as a hindrance towards the orderly management and control of educational process to ensure that the transform of knowledge, norms and values progresses towards the desired aim. On the other hand Weinstein and Mignano (1993:22) have discovered that the failure to inculcate a sound discipline in the learners is tantamount to the development of a non-caring community. Furthermore, Scalps and Solomon (1990:40) are of the opinion that traditional teacher strategies deprived the teachers of working side by side with the learners in an attempt to assist them in achieving vital life-orientated goals such as, amongst others, becoming organized people who will always be well-prepared to accept the challenges of life positively.

2.2.4 Unfair distribution of resources and racial fragmentation

In Apartheid South Africa State subsidization of learners from different ethnic groups

was totally imbalanced. Verganis's (1992:17) findings manifest that the White learners were given the highest percentage followed by the Coloureds and Asians. Black schools were last in line. The findings further reveal that the inequality was also reflected in the teacher-learner ratios, namely 1:17 for Whites, 1:23 for Coloureds and Asians and 1:50 for Africans in Western Cape schools in 1989. This clearly indicates that there was a need to transform the education system of South Africa and its curriculum.

The inequalities in terms of distribution of resources and facilities posed a serious problem for the education in South Africa. Thus Smith and Hennessy (1995:10) describe the then status quo as follows:

Clearly the segregationist policies of apartheid have had a major impact on South African society. The educational sphere has been no exception. In accordance with apartheid policy each education department had its own norms and standards, its own teacher's training colleges, and its own curriculum. The provision of education was therefore highly fragmented.

A new curriculum would therefore serve to address the problem of racial inequalities and eliminate social injustices they encouraged. Thus Tomilson (1993:80) maintains that the introduction of a curriculum should address the social and environmental disadvantages which crippled the learning capacity of the disadvantaged groups. Rudduck (1991:92) adds that the realistic new curriculum should engage itself with the fundamental values of equality of opportunity and independence of thought if its intention is to entice implementers such as educators. A curriculum that offers equal opportunities for all will be accepted by the majority. Riley (1994:107) highlights the significance of striving for equal distribution of resources if a new curriculum is to be regarded as a qualitative asset to those people it is supposed to serve.

The education system of the previous regime was highly fragmented as it consisted of nine different departments with totally different administrations and unequal

distribution of resources. It is for this reason that Brandt (1986:63-64) and Fullan (1994:42) agree that the education progress of the previously disadvantaged groups was totally retarded and the system was guilty of generating outcome inequalities to the diverse racial groups. Today we can boast of a single department that strives for the uniform treatment of scholars in the country regardless of their diverse cultures, religion, race and course political affiliations.

Sharp and Green (1975:73) on the other hand, explain that the learners from the advantaged groups were mostly taught by the best qualified educators. The educators claimed the equal worth of all learners but they also emphasised the latter's rights to receive an education appropriate to their needs.

It was on these grounds that the new curriculum was to be introduced in the education system of South Africa. The new curriculum, according to Shenstone (1993:489) consists of clearly defined assessment targets and processes which also identify the learners' problems and agree on the development strategies to eliminate those problems (Department for Education, [DFE], 1994:15). Thus Hargreaves and Hopkins (1991:15) explain that schools are empowered to initiate the desired change which, according to Fullan and Hargreaves (1992:6) manifest the professional development of the educators.

2.2.5 The relationship of the problems to practice shock among educators

As already stated in 2.1, the previous education system of South Africa was characterized by possession of many flaws which retarded the progress of all the citizens both educationally and economically. Thus OBE was introduced. Most unfortunately the rapid implementation of this new system could have created serious practice shock among educators. The confusion with regard to the correct implementation of Curriculum 2005 may in fact be the main source of practice shock (see 3.2 and 3.3 for more details).

2.3 THE INTRODUCTION AND IMPLEMENTATION OF OUTCOMES-BASED EDUCATION IN SOUTH AFRICAN SCHOOLS

2.3.1 Reasons for the introduction of Outcomes-Based Education

The main reason for the introduction of Outcomes-Based Education (OBE) is to reshape the education system of South Africa. For example, South Africa is, technologically, by far below the international standards. The new curriculum framework must therefore include “. . . a set of principles and guidelines which provide both a philosophical base and an organizational structure for curriculum development initiatives at all levels, be they nationally provincially, community or school based” (DoE, 1997a:2). An OBE curriculum framework thus “. . . encompasses a prosperous, truly united, democratic and international competitive country with literate, creative and critical citizens, leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice” (DoE, 1997a:3).

The implementation of OBE is not necessarily confined to the education of the learners alone. The Norms and Standards for Education (COTEP, 1998:115) states that the new approach is further focused on the development of educator competencies required in the workplace. Learner education programmes are therefore allowed to operate concurrently with the educator education programmes to ensure simultaneous development of skills in both parties.

One of the reasons attributed to the economic decline and instabilities in recent years is the high rate of unemployment in the country, with special focus on the youth with high academic qualifications. The majority of such an energetic manpower is of insignificant economic value for the fact that the previous education system failed to prepare them for work opportunities. Prominent companies are consequently reluctant to employ them as they have no skills to perform specific jobs.

Lemmer (1999:3) sees the school curriculum as the preparation of children for their economic future. Carrel *et al.* (1998:339-340) therefore perceive the new curriculum as an economic developmental tool since it possesses both the core as well as the

strategic competencies. They (Carrel *et al.*, 1998:340) further state that:

The use of a competency-based approach provides for integrated, flexible and responsive education and training and facilitates lifelong learning [as well as] the new international trend, which is urgently needed in South Africa.

In his study, Spady (1998:26) found the implementation of OBE to have the following implications:

- Education is based on vivid learning results students are expected to demonstrate at the end of specific learning experiences i.e. the outcomes of learning unfold what learners can actually do with what they know from learning in terms of performance and actions which portray competence.
- OBE is characterized by *two key purposes*: The first is to ensure that all students are truly equipped with knowledge, competence and qualities needed to be successful after they exit the educational system. Secondly, schools need to be structured and operated in a way that ensures the maximal achievement of those outcomes for all learners.
- OBE is characterized by *three assumptions*, namely:
 - All learners can learn and succeed but not on the same day in the same way.
 - Successful learning promotes even more successful learning
 - Schools control the conditions that directly affect successful school learning since OBE allows the educators the choice of implementing the needed changes (Spady, 1998:26).
- OBE is also characterized by *four major principles*, namely:
 - *Clarity of focus* which helps the educators establish a clear picture of the learning they want the learners to exhibit
 - *Design down* which refers to the educator's aim to begin curriculum and teaching planning where they want learners to end up, i.e. what students must be able to do upon completing their learning experience

- *High expectations* which assure the learners that they are future skilled workers
- *Expanded opportunities* which implies that OBE desires and achieves the highest level of educational standards so as to expand the opportunities of the learners to get jobs when they leave school (Spady, 1998:27).

2.3.2 What does the concept ‘Outcomes-Based Education’ really mean?

Outcomes in this context refer to educational results achieved by the learners through actions, performance or demonstrations (Gultig, 1998:24). Outcomes therefore serve as evidence that the learners have acquired specific performance capabilities that they will need as lifelong assets and experiences. Performance capabilities are also termed exit outcomes as they will be used by the learners at the end of their schooling career and throughout their entire life. To base education on the outcomes means that it is organised, structured, focused and operated upon the attainment of the desired results. Outcomes-based education is therefore an alternative approach pioneered by Spady to ensure maximum benefit of learners from the education system (Glatthorn, 1993:1; Schwarz and Cavener, 1994:1 and Towers, 1997:1).

There is a variety of definitions to the concept of outcomes. Malcolm (s.a.:1) defines it as follows: “An outcome is the result of learning, it describes what the students learn and can do as the result of their learning”. Thus, these outcomes could be observed when the learners perform specific tasks in order to earn a living later in their lives.

2.3.3 The structure of the National Qualifications Framework (NQF)

The NQF is composed of a set of guidelines for both teaching and learning. It can operate at various levels such as school level, provincial level and nationally. The qualification framework, therefore sees to it that qualifications are easily transferrable from one learning situation to another and that they are recognized and accepted nationally and internationally (DoE, 1997b:5) Consequently the NQF is “. . . a mechanism for integrating education and training and increased access to lifelong learning. The NQF provides information on how the whole education and training

will be re-structured to take into account that learning takes place in formal institutions like schools and also in other places, for instance in the workplace” (Clarke, 1997:20-21).

According to a policy document of the Department of Education (1997b:11) the National Qualifications Framework consists of the following major bands:

- The General Education and Training (GET) band which consists of a pre-school phase, foundation phase, intermediate phase and senior phase.
- The Further Education and Training (FET) band which caters for the needs of Grades 10-12 learners as well as technical colleges that offer certificates after training.
- The Higher Education and Training (HET) band offers occupational certificates and diplomas, higher diplomas, first degrees, higher degrees (up to doctorates or further research degrees).

The following diagram is a representation of the structure:

Fig. 2.1: The South African Education Structure

HIGHER EDUCATION AND TRAINING BAND	Doctorates and Further Research Degrees Higher Degrees First Degrees & Higher Diplomas Occupational Certificates & Diplomas
➡	
FURTHER EDUCATION AND TRAINING BAND	Technical Colleges Secondary Schools: Grades 10-12
➡	
GENERAL EDUCATION AND TRAINING BAND	Senior Phase: Grades 7-9 Intermediate phase: Grades 4-6 Foundation phase: Grades 1-3 Pre-school: Creches & Grade R

For the purpose of this investigation the focus will be confined to the first band, i.e. the General Education and Training (GET) band. Furthermore, this study is also limited to the implementation of OBE in primary schools, i.e. Grades 1 to 7. It should also be borne in mind that although Grade 7 falls under the senior phase, the learners of this grade are still allocated to primary schools in the Free State province.

2.3.4 Key features of Curriculum 2005

2.3.4.1 Critical outcomes

Critical outcomes serve as determinants of specific outcomes in all learning areas for all levels of the NQF. Thus they “. . . are working principles, and as such they should direct teaching, training, and education practices and the development of the learning programmes and materials” (Lubisi *et al.*, 1998:9-10). In other words all specific outcomes in all the learning areas should follow from these critical outcomes. It follows then that curriculum development should begin with the identification of critical outcomes; that these should inform all subsequent curriculum development process, and that whatever critical outcomes are selected for curriculum development should be informed by the mutually agreed principles for education, training and development”.

There are seven critical cross-field outcomes; namely:

- (i) Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- (ii) Work effectively with others as a member of a team, group, organization or community.
- (iii) Organize and manage one’s activities responsibly and effectively.
- (iv) Collect, analyse, organize and critically evaluate information.
- (v) Communicate effectively using visual, mathematical, and language skills in the modes of oral and/or written presentation.
- (vi) Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- (vii) Demonstrate an understanding of the world as a set of related systems by

recognizing that problem-solving contexts do not exist in isolation (DoE, 1997b:15).

The seven critical outcomes are augmented by five additional guidelines, also referred to as five developmental outcomes:

- (i) Reflecting and exploring a variety of strategies to learn effectively.
- (ii) Participating as responsible citizens in the life of local, national and global communities.
- (iii) Being culturally and aesthetically sensitive across a range of social contexts.
- (iv) Exploring education and career opportunities.
- (v) Developing entrepreneurial abilities (DoE, 1997b:15).

2.3.4.2 Learning areas

There are eight learning areas in C2005, namely:

- Language, Literacy and Communication (LLC)
- Human and Social Sciences (HSS)
- Technology (Tech)
- Mathematical Literacy, Mathematics and Mathematical Science (MLMMS)
- Natural Sciences (NS)
- Arts and Culture (AS)
- Economic and Management Sciences (EMS)
- Life Orientation (LO).

2.3.4.3 Specific outcomes

Specific outcomes were derived from the eight learning areas and they refer to the knowledge, skills, values and attitudes the learners should be able to demonstrate at the end (DoE, 1997b:21).

The specific outcomes, found in each learning area, therefore describe what the learners will be able to do at all levels of learning. The differentiation between different phases of learning is determined by different levels of complexity in the processes learners engage in, as well as the kinds of evidence through which the

learners demonstrate the outcomes. There are all in all 66 specific outcomes from the eight learning areas (DoE, 1997b:21).

2.3.4.4 Learning programmes

The DoE (1997b:17) defines a learning programme as follows:

A learning programme is the vehicle through which the curriculum is implemented at various learning sites such as schools. They are the sets of learning activities which the learner will be involved in working towards the achievement of one or more specific outcomes.

Learning programmes therefore include almost all the aspects of C2005 such as critical outcomes, specific outcomes, assessment criteria, range statements, performance indicators and notional time (see 2.3.4.1, 2.3.4.3, 2.3.4.5, 2.3.4.6, 2.3.4.8, 2.3.4.9 and 2.3.4.10).

Thus a learning programme is a set of learning and teaching activities and ways of assessing a learner's achievements. These learning programmes are based on national guidelines and replace what we know as the syllabus or syllabi. Educators can be free to develop their own learning programmes as long as they take into account the various kinds of outcomes and complement the needs of the learners (DoE, 1997b:13).

2.3.4.5 Phase organisers

There are six phase organisers. They are fixed as they were decided upon by the government. The phase organisers are substitutes to the main themes used in the traditional approach. The six phase organisers are:

- personal development
- health and safety
- environment
- society
- communication (DoE, 1997b:26).

These phase organisers are present in all eight learning areas and they are seen as a reflection of the critical outcomes underpinning the whole education (DoE, 1997b:26). They also present interests of value in the current situation of South Africa as a nation. The phase organisers further enable developers and users of learning programmes to design and use the learning activities in all learning programmes that have some integrating principles to them (DoE, 1997b:26). Again the phase organisers make the curriculum portable for those learners moving inter-provincially as well as playing a pivotal role in learning support material development for learners and educators alike (DoE, 1997b:26).

2.3.4.6 Programme organisers

The programme organisers were called sub-themes or aspects during the era of traditional teaching. The programme organisers are meant to derive meanings from the phase organisers to ensure that OBE is a skill-orientated approach (DoE, 1997b:26). All stakeholders meet and select the programme organisers relevant to the needs of their school. According to Volmink (1993:32) this has forced community members to refrain from sending the learners to school for the sole purpose of acquiring knowledge just for the sake of knowledge. Programme organisers thus make certain that the realities of socio-economic and political nature are observed by the learners on their own. According to Van Tonder (2000:7) it is necessary for all members of that community to take active participation in the development of education, and therefore also in the development of learning programmes.

For example, a relevant programme organiser under the phase organiser “environment” can be conservation of ecological resources around our town/village. In this way, education is meaningful. It is constructed on community-based needs rather than the desires of certain groups of people alone.

2.3.4.7 OBE Assessment

According to the policy document the following quotation is an explanation and description of assessment as seen by the Department of Education (DoE, 1997b:13):

Assessment consists of tasks or a series of tasks set in order to obtain

information about the learners' competence. These tasks could be assessed in a variety of ways using different assessment techniques throughout the learning process. Continuous assessment will include tests and examinations but will also rely on learners' portfolios, self and peer assessment, projects and a range of other methods to measure achievements of outcomes.

Swap (1993:57-58) associates the achievement of outcomes with the achievement of a common mission characterized by the construction of four elements; namely:

- the creation of a two-way communication;
- the enhancement of learning at home and at school;
- the provision of a mutual support; and
- joint decision-making.

OBE assessment is essentially criterion-referenced. This simply implies that it has the ability to measure what is intended to be measured with the highest possible level of accuracy. This argument is further supported by the (DoE, 1997a:16) in the following words:

Are we assessing what we think we are assessing? In the past, we very often simply tested learners, allocated marks, and then ensured that there was a range of marks. We did not think very precisely about what we were assessing. What often happened, was that we thought we were assessing one thing but, in fact, our strategy actually assessed something else.

The DoE (1997a:6-7) tabulates the differences between the old way of assessment and the OBE approach as follows:

Table 2.1: Differences between the old and new teaching approaches

Old approach	New approach
Passive learners	Active learners
Exam-driven	Learners are assessed on an on-going basis
Rote learning	Critical thinking, reasoning, reflection and action
Syllabus content-based and broken down into subjects	An integration of knowledge, learning relevant and connected to real life situations
Textbook/worksheet bound and educator-centred	Learner-centred; educator is facilitator; educator constantly uses groupwork and teamwork to consolidate the new approach
Sees syllabus as rigid and non-negotiable	Learning programmes seen as guides that allow educators to be innovative and creative in designing programmes
Educators responsible for learning; motivation dependent on the personality of educator	Learners take responsibility for their further learning; pupils motivated by constant feedback and affirmation of their worth
Emphasis on what the educator hopes to achieve	Emphasis on outcomes – what the learner becomes and understands
Content placed into rigid time-frames	Flexible time-frames – all learners to work at their own pace
Curriculum development process not open to public comment	Comment and input from wider community is encouraged

2.3.4.8 Assessment criteria

Assessment criteria are “. . . *statements of the sort of evidence that educators need to look for in order to decide whether a specific outcome or aspect thereof has been achieved. The criteria indicate, in broad terms, the observable process and products of learning which serve as culminating demonstrations of the learner’s achievement. The assessment criteria are derived directly from the specific outcome and from a logical set of what achievement could or should look like*”. The assessment criteria are broadly stated and so do not themselves provide sufficient details of exactly what and how much learning marks an acceptable level of achievement of the outcome. For this reason the assessment criteria are explained and detailed in the performance indicators (DoE, 1997b:13-14).

Malan (1997:2) defines assessment criteria as “. . . a process by means of which the quality of a candidate’s achievement can be judged, recorded and supported”. In

support of the definition are the fundamental elements of assessment criteria ; namely observation, recording and reporting (Tiley, 1997:27). Assessment criteria are, according to Killen (1998:23-24), in possession of four vital assessment elements:

- (i) *Performance-based assessment*: Learners need to demonstrate that they can successfully utilize achieved outcomes in practical life situations.
- (ii) *Continuous assessment*: Learners are being assessed continuously to ensure that the intended outcomes are achieved beyond doubt.
- (iii) *Self-assessment*: The responsibility is solely put on the shoulders of the learner to ensure that the specified outcomes are attained. The learners must be guided by the learning facilitator so as to which assessment criteria they must implement.
- (iv) *Peer assessment*: The learner-performance in this case is being assessed by another learner who is more or less of the same cognitive developmental level. Rapid feedback will enable the learner assessed to adjust with immediate effect.

In addition to these four, the DoE (1997b:14–15) identifies five supplementary elements:

- *Baseline assessment*: Used by the educator at the beginning of learning activities to establish what learners already know and can demonstrate.
- *Formative assessment*: Designed to monitor and support the learning progress.
- *Diagnostic assessment*: To establish the nature and cause of learning difficulty; providing appropriate remedial help and guidance.
- *Summative assessment*: Series of assessment activities used to make an overall (final) report on performance.
- *Systemic evaluation*: Used to evaluate appropriateness of the education system.

2.3.4.9 Performance indicators

They indicate clearly what the learners should be able to do as a manifestation of outcome(s) attainment. Thus they serve as the building blocks of the assessment criteria. This will enable the learners to plan and measure their progress towards the achievement of the intended results. In case the outcomes are not achieved, diagnostic measures could be implemented to eradicate the learning problems. Tiley and Goldstein (1997:10) see them as the guidelines that assist the learners to achieve their goals whereas Clarke (1997:17) elucidates how they can be successfully utilized by the educators to determine the most appropriate assessment criteria.

2.3.4.10 Range statements

Range statements have reference to the scope, depth and parameters of the achievement which lead or move towards the direction of an acceptable level of achievement. Range statements are not confined to specific lists of knowledge items or activities but they are flexible in the sense that they accommodate multiple learning strategies. Thus they determine what learners are expected to master in a specific grade or phase (DoE, 1997b:20).

2.3.4.11 Problems associated with these key features

As these features are quite strange to the educators, a serious practice shock could be created among the educators. The low level of understanding of the concepts can create tension (see 3.3.1.1). Vague and ambiguous language used in features threatens the educators who may think that they are unable to implement OBE correctly (see 3.3.1.2). C2005 is overcrowded in the sense that it is composed of eight learning areas with 66 specific outcomes. Failure to complete this task may also develop shock among the educators (see 2.3.4.2; 2.3.4.2 and 3.3.1.3). Linking the phase organisers with the programme organisers (see 2.3.4.5 and 2.3.4.6) formulated by the educational stakeholders is not an easy task and the educators may easily see this as a useless abstract theory taking the place of the concrete and practical situation they need in class (Carr, 1995:31). Thus practice shock may emerge among the educators. Assessment criteria, performance indicators and range statements are new concepts which the educators may find rather too difficult to use (see 2.3.4.7 – 2.3.4.10).

2.4 ARGUMENTS IN FAVOUR AND AGAINST OBE IMPLEMENTATION

2.4.1 Arguments for the implementation of OBE

- Learners are, according to the general findings made by Carroll (1963:723-733), afforded the opportunity to work in accordance with their individual paces whereas in the past the teaching-learning situation was confined to the demands and requirements of time (cf. Furman, 1994:1)
- OBE advocates are supposed to scrutinize its jargon with all the educational stakeholders before any implementation can take place (Spady, 1994:146). The system is therefore transparent to everybody. The system also encourages comments and inputs from the larger community (DoE, 1997a:7).
- Simple performance indicators are used to guide both educators and learners as to what tasks the latter are able to perform (Swezey, 1998:53).
- OBE intentions are clear since “. . . outcomes are specified beforehand, and education in OBE is not left to fact” (Moeca, 2000:34).
- The new approach is characterized by provision of “. . . lifelong learning, flexible education and learning structures; the integration and transfer of learning; the need to teach towards critical cross field and specific outcomes and the need to develop learner competence” (Lubisi *et al.* 1998:56).
- Last, but by no means the least, OBE creates opportunities for all South African citizens to compete internationally (DoE, 1997a:3).

2.4.2 Argument against OBE implementation

The implementation of OBE in South African schools is viewed with mixed feelings. There is a group that supports it as well as those who oppose it. The critics and opponents of OBE (Spady, 1998:144) argue that global studies proposed by OBE are not in any way essential due to the diverse backgrounds and cultures of the world

nations. The same author however, cautions the readers and would-be implementers of OBE against the manipulative techniques of the critics such as intentional, selective and persistent distortion and misrepresentation of what OBE is all about or stands for.

What is chosen to be included in the new curriculum, and by whom it is chosen might not satisfy the needs of individual learners or their parents (Ross, 2000:10-11). This can lead to the emergence of rival groups within a society. This viewpoint is supported by Wheeler (1983:37) who complains that the selection of content is made by bodies outside the school when the new curriculum is designed. Schwarz and Cavener (1994:6) augment that learners remain powerless groups in determining their own education. Outcomes are defined according to the assumptions of the most powerful groups that they are appropriate for all (Furman, 1994:6).

There is also a complaint that educational standards are being lowered so as to cater for the needs of learners with lower potential levels (Van der Horst and McDonald, 1997:18). The situation is aggravated by the vaguely worded outcomes in OBE curriculum documents (Van der Horst and McDonald, 1997:16).

According to some critics OBE ignores academic content of teaching (Manno, 1995:2) and reduces people to something less than human; mere products which negates the special place that human beings fulfil in the world (Malan, 1997:15); as well as raw materials to be exploited in the industries (McKernan, 1993:7).

2.5 EXPERIENCES OF OBE BY SOUTH AFRICAN EDUCATORS

Most of the educators acknowledge the need for the curriculum change. There is, however, a high level of reluctance to implement OBE. It may even be that educators still implement the traditional methodologies of teaching at the expense of OBE. The rationale behind the educators' reluctance to implement OBE, according to Moeca (2000:101) can be traced from poor workshops, lack of information about OBE, lack of motivation and flexibility as well as the educators' negative attitude to seek for professional assistance experts. Instead, he further argues, they rely heavily on one another's support and he calls this 'sympathetic comfort'

rather than instructional support.

2.6 SUMMARY AND CONCLUDING REMARKS

Chapter two was focused on the introduction, implementation and management of OBE in schools. Thus the most important features and elements of OBE and C2005 in particular were discussed in detail. Both the advantages as well as the disadvantages of OBE were also highlighted.

It has been revealed beyond doubt that there is a serious need for the introduction of a new education system in South Africa. Nevertheless, the complexity surrounding the introduction of OBE in schools may eventually lead to practice shock caused by this sudden change in the teaching approach. In the next chapter practice shock among primary school educators in the context of C2005 is investigated.

CHAPTER THREE

PRACTICE SHOCK AMONG PRIMARY SCHOOL EDUCATORS IN THE CONTEXT OF CURRICULUM 2005

3.1 INTRODUCTION

This chapter will embark on the emotional and attitudinal aspects of the educators as a result of the sudden implementation of Curriculum 2005 (2005) in primary schools. It is focused on the extent to which the sudden shift to C2005 can affect the educators in terms of their performance in teaching as well as how those problems can be addressed. Introducing C2005 to the educators suggests that it is expected of them to cope with rapid changes in their jobs although this is not an easy task. Thus Kremer-Hayton and Goldstein (1990:285) argue that these changes put heavy burdens on the shoulders of the educators and the creation of this situation, according to Borg and Riding (1991:263), can cultivate stress and shock in educators which is likely to force them (to) leave teaching earlier than they would have expected or wished.

The implementation of C2005 has posed a variety of problems and threats to the educators who are its implementers. This chapter is therefore devoted to highlight all those dilemmas and come up with possible solutions. Attainment of effective solutions would mean the success of the education system in moving beyond the legacy of apartheid in order to challenge the future by using a curriculum that provides a platform for knowledge, skills and innovation and growth for the 21st century (DoE, 2000:2).

3.2 THE CONCEPT PRACTICE SHOCK

Practice shock is experienced when the difference between what one thinks a job is all about and what it really is all about gives rise to inner tension and cognitive dissonance (Buchner

and Hay, 1999a:252). This can eventually lead to subsequent premature resignation from one's job (Flemming, 1991:30). Those who can resist resignation will, however, not find job satisfaction as they will become the victims of stress caused by practice shock and low self-perception (Burns, 1988:129). Practice shock can also be experienced if the individual's needs and interests in the work are not considered because this may put pressures and constraints on the employee (Mumford, 1991:12).

Presently, there is apparent confusion pertaining to the correct implementation of C2005 between the departmental officials and the educators in schools. Role ambiguity and role conflict, which, according to Newell (1995:40), are possible source of shock at work, may emerge. Ambiguities usually emphasise uncertainties and complexities in organizations and are characterized by unpredictable outcomes which may lead to tension and practice shock (Moecca, 2000:48). This could be attributed to the officials' failure to come up with clear guidelines in an attempt to empower the educators. Successful leaders (as the departmental officials may be perceived) should create a conducive atmosphere for the employees which in turn gives them direction to do their work best (Ivancevich, Donnelly and Gibson, 1993:283). Failure by the departmental officials to guide the educators properly leaves the latter with uncertainties and anxieties which finally breed practice shock and C2005 phobia.

3.3 POSSIBLE REASONS FOR THE EMERGENCE OF PRACTICE SHOCK AMONGST OBE EDUCATORS IN SOUTH AFRICA

3.3.1 Problems related to the implementation of C2005

3.3.1.1 Levels of C2005 understanding

As far as the understanding of C2005 is concerned, there is a vast difference within and between schools, as well as amongst and between educators, trainers and departmental officials (DoE, 2000:2). Although the initiation of C2005 was the improvement of teaching and learning, the C2005 Review Committee report findings have proved its shallow understanding by the educators beyond doubt. The low level of C2005 understanding can be traced from the department's failure to do thorough orientation and induction of the educators already at work. C2005 is totally a new and

strange field that needs the implementers' gradual adaptation (cf. Gibbon, 1986:8). Thus the level of educator satisfaction can deteriorate, leading them to suffer from anxiety, tension and practice shock due to their inability to implement C2005 accordingly (cf. Feldman and Arnold, 1983:206-207).

3.3.1.2 Complex language and confusing terminology

C2005 is characterized by "... the use of meaningless jargon and vague and ambiguous language, the unnecessary use of unfamiliar terms to replace familiar ones and the lack of a common understanding and use of C2005 terminology" (DoE, 2000:2). Important information can be easily misinterpreted and this will lead to failure to attain the intended outcomes. Vague jargon can also lead to serious communication barriers between the facilitator and the learners. Thus the exchange of vital information between the facilitator and his/her learners may be damaged (Bowditch and Buono, 1990:106). Complex language can therefore retard the progress of facilitation and learning.

3.3.1.3 Curriculum 2005 is overcrowded

C2005 consists of eight learning areas (see 2.3.4.2). Eight learning areas may, however, be rather too much for the General Education and Training Band. This may lead to insufficient time for the development of essential skills such as reading, foundational mathematics and core concepts in the sciences (DoE, 2000:2). The eight learning areas are further integrated into twelve critical and developmental outcomes, 66 specific outcomes and various phase organisers and programme organisers. Added to these are a variety of range statements, performance indicators and expected levels of performance which are intended to provide for progression. Nevertheless they have thus far failed to accompany the mission they were formulated to. The failure could be attributed to the curriculum designers' deliberate avoidance of content prescription (DoE, 2000:3).

Overcrowding and little time given to the development of the learners' basic skills retard their learning progress and hamper the implementation of innovations in the classroom. A rather too congested curriculum such as C2005 has very little room for

these fundamental innovative principles (DoE, 2000:3).

Allocating little time for important learning areas such as the sciences and technological fields would have negative outcomes to the previously disadvantaged group of learners, the group that was deliberately ignored in those areas by the apartheid regimes (cf. Mandela, 1991:1). In his speech on the same topic, Samuel (1991:1), education spokesman of the ANC, supported Mandela's stance in the following words:

... The question we face is that of developing a much more integrated approach to education and production (work-related issues in respect of curricula, qualifications and the like). It implies the upgrading of vocational issues and the diversification of academic ones, as well as the enhancement of both.

An overcrowded curriculum may imply high failure rates in schools. Thus educators, as the direct implementers of C2005, are adversely affected. Fear that failure rates will be associated with their ineffective facilitation techniques may lead to practice shock amongst educators. According to Hill (1994:230) their failure to achieve success can develop a feeling that they were wrongly placed in the teaching profession and they may thus take a decision to leave the profession as the only alternative.

3.3.1.4 Quality and unavailability of support and learning materials

The quality of the support and learning materials leaves much to be desired. It is because the authors of such materials are not quite sure of what is expected of them. The smooth-running of C2005 implementation is further worsened by the unavailability or chronic shortages of support materials in schools. The Review Committee on C2005, established by the Minister of Education on the 8th February 2000 comes up with the following findings related to the support and learning materials:

Problems with learning and support materials in support of C2005 range from

their availability, quality and use to training in their use which educators were given. The availability of learning support materials in schools for Curriculum 2005 is uneven. The quality is variable as a result of design flaws in C2005 and the unreliability of the evaluation process. There is overall low use of learning materials for a variety of reasons. The absence of basic resources, such as pencils, books, exercise books and duplicating machines in many schools exacerbates the problem. Lack of classroom space is often a major constraint on effective use of learning resources. In the majority of contexts, educators do not have the time, resources or skill to develop their own materials. All three areas – quality, use and availability – accordingly require attention (DoE, 2000:3).

The emergence of such working conditions may finally lead to the development of lower satisfaction and commitment which go further to create tension, stress and practice shock amongst the educators at school level (Borg and Riding, 1991:279). Educators may then in turn put the blame on the educational leaders and administrators for failing to improve the quality of their working conditions (Farber, 1984:328).

3.3.1.5 Inadequate follow-up support by educator trainers

Insufficient follow-up support by the departmental officials is negatively influenced by the following factors in as far as the Review Committee on C2005 is concerned:

- The organisations of curriculum support structures is very poor
- Shortages and inadequate expertise of personnel
- Lack of resources for supporting C2005 (DoE, 2000:3).

According to DoE (2000,3) training of the educators on the implementation of C2005 was perceived by many educators as a mere theory. Consequently, they expected to receive frequent visits from the departmental officials as part and parcel of a follow-up support rendered to them. In this way, their practical implementation of the new curriculum would be evaluated and support given/provided where needs rose. This kind of support, according to Theron and Bothma (1988:101) provides the educators

with the feedback they so desperately need so as to be informed whether they are on the right track or not.

Follow-up support could also take place in the form of regular in-service training. Effective in-service training, according to Niebuhr (1982:36), can take place in two ways: at school level or in the form of courses and symposia. The educators will be afforded the opportunity to share ideas and of course discuss common problem areas related to the judicious implementation of C2005. Haplin, Croll and Redman (1990:176) argue that in-service training is in possession of the positive impact which improves the educators' attitude towards their work as well as their level of knowledge. They can be of great assistance in addressing the problem of practice shock created by the lack of direction in terms of C2005 implementation.

3.3.1.6 Failure to conduct induction of educators

The concept of induction, according to Van Tonder (1991:39) is the guidance of professional people towards growth and development. He further suggests that induction can serve as a bridge that leads to pre-service training, in-service training and professional development. O'Neill, Middlewood and Glover (1994:68) define induction as a procedure followed by an employee to enable him/her to understand how he/she fits into the organization such as the school.

Induction is vital for the newly appointed people in an organisation such as the school since it is an initiation into the job and organization (O'Neill, Middlewood and Glover, 1994:67). Educators already at work should be seen as newly-appointed employees in the context of C2005 because it is unfamiliar to them. Curriculum 2005 induction programmes therefore need to be designed and used to assist the educators to adapt themselves to the requirements, expectations and demands of the new curriculum. Scheim (1978:36–37) sees the process of induction as a socialization agent that addresses the dilemma of resistance to change in order to enable the employees to work realistically in terms of coping with the new requirements of the organization. According to Kadabadse, Ludlow and Vinnicombe (1987:8), induction serves as a tool used for competence achievement by, amongst others, overcoming

initial shock of the new job demands, recognising that new skills have to be learned and integrating the newly acquired attitudes with the ones already possessed. According to Hunt (1986:213), induction exposes institutional culture and values to the employees to attain mutual understanding between the organisation and its workers. Thus, in the context of C2005 implementation in South African primary schools, educator attitudes are positivised to accept change as challenge, which of course, eradicates shock created by fear of the unknown so as to establish a conducive working culture.

Induction also operates as a tool that creates room for educator professional development and adjustments to the teaching fraternity in a less traumatic manner (Braham, 1990:67). Effective induction of the educators for the implementation of C2005 would therefore imply rapid adjustments without first suffering from any kind of shock or trauma.

3.3.1.7 Unmanageable time-frames

There is widespread concern that the implementation of C2005 has been too rushed. Premature implementation has thus bred a new culture: a culture of shock and crisis management. The fact that C2005 was implemented before it was ready for presentation exposed the following deficiencies:

- Lack of good and inspiring foundation training
- Absence of effective monitoring
- Absence of meaningful support process (DoE, 2000:4).

Noesjirwan and Freestone (1979:190) elucidate that people move to a new culture with their assumed structural meanings and suffer a tremendous shock upon realising that those new values and rules were misunderstood and misinterpreted. Many educators in South African primary schools suffered the same fate due to the hasty implementation of C2005. Thus, cultural adjustment is a must and progression through incubation, crisis, recovery and full recovery must take place if the victims are to adjust satisfactorily (Zapf, 1991:114). Failure to achieve resolution can mean continuing frustration and a possible decision to leave the job (Zapf, 1993:4).

3.3.1.8 The absence of professional staff development and networking in the context of C2005

One of the most vital roles of the institutions is the professional development of the staff. This task must be centred on, inter alia, the improvement of teaching and learning competence and skills. Deputy principals as well as head educators are expected to play leading roles in this regard. Thus Stevenson and Stigler (1992:133) elucidate that:

... Educators, beginners as well as seasoned educators, are required to perfect their teaching skills through interaction with other educators. For instance, meetings are organised by the vice-principal and head educators at their school. These experienced professionals assume responsibility for advising and guiding their young colleagues. The head educators also organise meetings to discuss teaching techniques and to devise lesson plans and handouts. These discussions are very pragmatic and are aimed both at developing better teaching techniques and constructing plans for specific lessons.

This important responsibility poses a serious problem to many head educators and vice-principals in South African primary schools for they are not conversant with C2005. Thus the expectation to provide their educators with professional development puts them under pressure as they are unable to consider C2005 related problems and recommend solutions which are to be implemented (cf. FEU, 1989:1). Failure to assist the educators with C2005 related dilemmas can therefore also lead to the development of shock among head educators and deputy principals.

Lack of C2005 experience of the School Management Team (SMT) can further deprive the school of an opportunity to interact and collaborate with other institutions for its improvement and development. Such a school will thus fall behind in terms of C2005 advancements as no conducive learning environment will be created. It is necessary to take note that "... [any] learning environment provides a framework for the educator and the school to change and improve. A learning network between the

institutions opens up the creative and learning opportunities and ultimately benefits the institution. For small schools, linkages across schools is essential if any viable learning environment is to be created. The viability of networks depends on being able to bring together enough people to create the motivation, capacity and creative energy to be productive” (Goddard and Clinton, 1994:59). This may be viewed as unsatisfactory performance and the senior educators directly involved may feel threatened or victimised by the status quo (O’Neill, Middlewood & Glover, 1994:87). The end product of this scenario can be the development of shock leading to premature departure.

3.3.1.9 The relationship of these problems to practice shock

The low level of OBE understanding can destroy the educators’ morale to implement it enthusiastically because they were not given enough time to adapt gradually. This negative approach can create a negative attitude among the teachers which in turn can cause practice shock (see 3.3.1.1). Once the shock has emerged, the solution will have to be found and mentoring could serve the purpose. The language problem, overcrowding, the low quality or absence of support and learning materials insufficient follow-up support by educator trainers, the absence of induction of the educators, unmanageable time-frames and the absence of professional staff development and C2005 networking all have negative outcomes in terms of the creation of OBE attitude in the educators. Thus the negative attitudes developed can cause the shock or fear to implement OBE (see 3.3.1.2 – 3.3.1.8).

3.3.2 The repercussions of practice shock on educators

If not addressed and eradicated timeously, practice shock can cause irreparable damage to the general performance of many primary school based educators. Performance is very important because it leads to job satisfaction (Steyn and Van Wyk, 1999:38). It is therefore inevitable that a decline in performance will result in loss of interest in one’s job.

3.3.2.1 Absenteeism

Dissatisfaction caused by failure to adapt well to new circumstances (such as the

implementation of C2005) decreases the urgency to stay at work for longer periods. Unsatisfied educators thus feel uncomfortable about the implementation of the innovations and are more likely to take days off due to minor excuses (Feldman and Arnold, 1983:203). They do not necessarily plan to be away from work but instead they capitalise on unexpected opportunities that may rise to the occasion (Davis and Newstrom, 1985:112). This argument is augmented by Khan and Wherry (1985:113) by maintaining that dissatisfied employees respond more readily to the opportunities creating absenteeism than their satisfied counterparts. Failure to cope with the new climate, i.e. C2005, (different from the one in which the educators received their formal schooling) can therefore be the source of a serious practice shock that leads to low educator morale and notable dissatisfaction (Buchner and Hay, 1999a:252).

3.3.2.2 High level of union activity versus poor career commitment

Investigations undertaken by Feldman and Arnold (1983:204) provide a valid authentication that there is a positive correlation between job satisfaction and active participation in union matters. Thus collective action or unionisation could be perceived by the dissatisfied employees as the one and only resort or solution to oppose the changes brought by the employer. Resistance against the implementation of C2005 is no exception in this regard. Grievances such as compulsory and rapid change to the new system can be debated with the employer and the union is used to protect its members with legal assistance (Hartley and Stephenson, 1992:171). Brazelle (2000:2) points out that the introduction of C2005 have resulted in creating a feeling of insecurity amongst the educators which leads to more union activity just for security reasons.

Full career commitment to reconstruct the culture of teaching and learning in schools is damaged by the high level of union activity. Career commitment is defined by Borg and Riding (1991:265) as the educators' intention to take up the teaching career if they were to start their career again. Anxiety bred by the feeling of insecurity related to the changes brought by the introduction of C2005 leads to the development of practice shock which has negative outcomes on career commitment. The lower level of job satisfaction leads to greater union activity which in turn is the mother of lesser

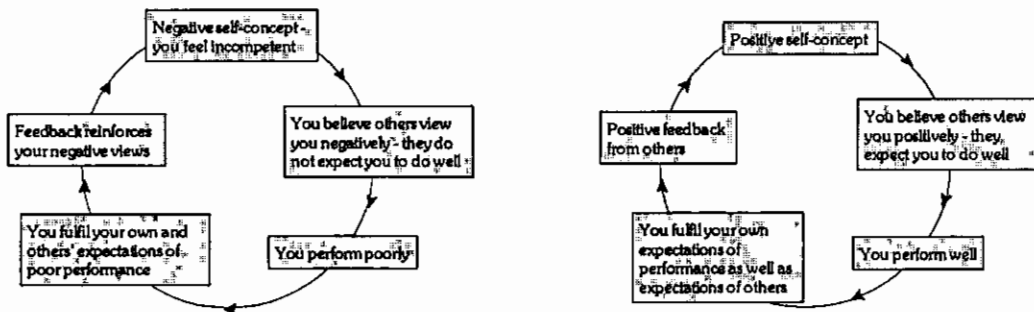
commitment to one's work (Khan and Wherry, 1985:111). Practice shock may therefore be subsequent to the introduction of C2005, and may encourage more union activity as an attempt to find protection for failing to implement as well as poor career commitment.

3.3.2.3 Stress

Professional stress is usually motivated or activated by changes or development over which the individual educator has very little or no control. Since education in South Africa is currently in the process of considerable change, educators may experience stress due to the vast range of demands from this change. Educator with high self-esteem can cope better with stressful circumstances than those with low self-esteem (Burns, 1988:129). Educators with a negative self-concept therefore may develop C2005 phobia which can finally culminate into the development of practice shock.

The following figure indicates the interrelationship of positive and negative self-concepts with regard to performance and feedback. (Burns, 1988:129):

Fig.3.1: The negative self-concept cycle and the positive self-concept cycle.



Source: Burns (1988:129).

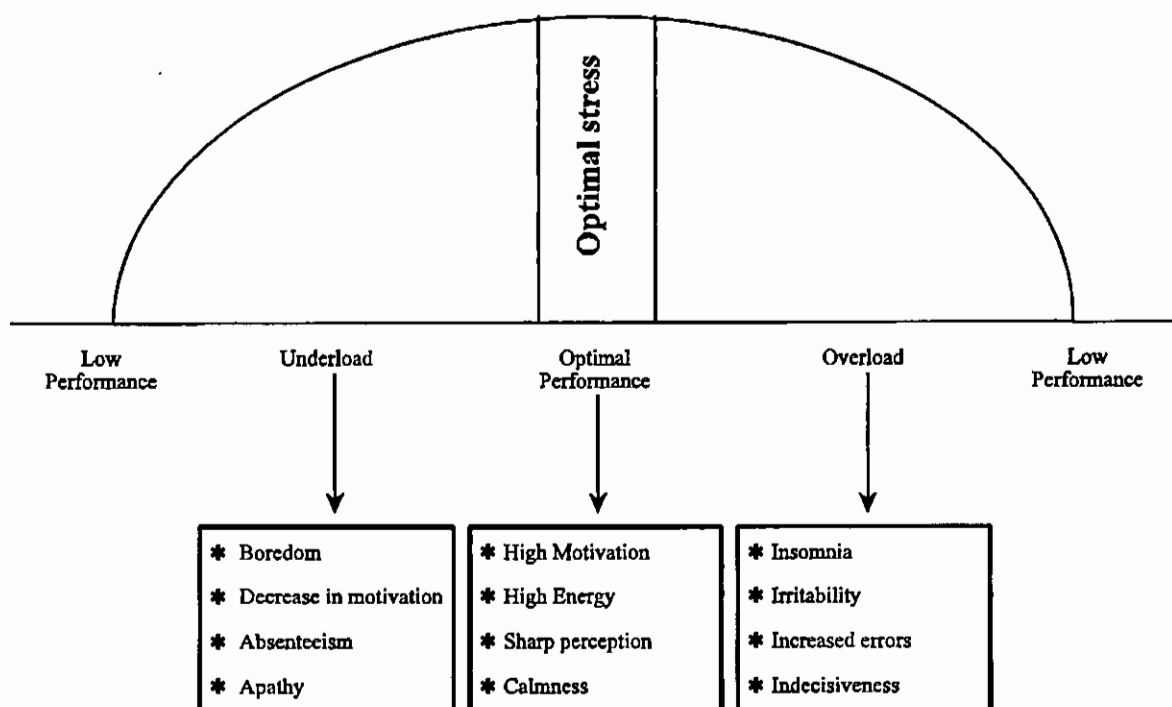
The diagram above illustrates negative perception of both performance and feedback by those educators with negative self-concepts as well as the positive perception of the

two factors as displayed by those educators with positive self-concepts. This forms a strong evidence that stress tolerance increases performance and thus decreases practice shock whereas susceptibility to stress could be associated with poor performance that results in the increased practice shock.

Underloaded as well as overloaded educators are characterized by high level of stress which affects their performance adversely (Gibson, Ivancevich & Nonelly, 1985:234). Under-performance can therefore also be a demotivating factor ending in practice shock. Moderate load ensures health functioning which in turn breeds optimal performance and less practice shock.

The explanation in the paragraph above can be diagrammatically explained as follows (Gibson *et al.* 1985:234):

Fig. 3.2: The underload/overload continuum related to stress



There are a variety of sources for educator stress:

□ **Personal factors**

- **Personality:** One's personality can either make him/her sensitive or resistant to stressful conditions. This implies poor and desired performance respectively. Mothobi (2001:34) quotes Ashman saying the rationale behind the development of this personality is the fact that individuals' perceptions of things differ.
- **Self-esteem:** Educators with high self-esteem can cope better with stressful circumstances than their counterparts with low self-esteem and the latter group may cease to work constructively (Bohloko, 1999:72). Thus a sudden change from the traditional teaching strategies to OBE approach may cause stress which can lead to practice shock mostly amongst the educators with low self-esteem (See Fig 3.1 for more information).
- **Time pressures:** They are created by unreasonable workloads and stressful periods such as examination times which demand completion of marking or the start of the school year which demands completion of effective and operational time-tables. Schreuder, Du Toit, Roesch and Shah (1993:40) suggest the use of a daily or weekly time log in order to utilise and manage time effectively. This may eliminate unnecessary pressures.
- **Locus of control:** Educators who have the feeling that they have no control over the internal and external situation of their work will experience stress when faced with problems. Thus their overall performance may decline notably and this can ultimately lead to the development of practice shock. With regard to internal control, Cheng (1994:180) has discovered that "... educators with a belief in internal control tend to have more positive job attitudes in terms of organisational commitment, intrinsic satisfaction, role clarity, and a feeling of job challenge . . . and internal work motivation. They also turn to have more positive perceptions of the school organisation in terms of the principal's

leadership, organizational structure, educators' social norms, and organizational culture and effectiveness".

□ **Professional factors**

- **Change:** Change fails to yield positive outcomes if it occurs too frequently or seems to be out of control. The change of curriculum is a relevant paradigm in this connection. (See 3.3.2.7 to get a clear scenario of the outcomes of rapid and frequent change).
- **Motivation and incentives:** The lack of motivation and incentives in the teaching profession results in stress for the educators who are committed and dedicated to achieve success in terms of their career objectives. Inability to cope with stress has negative results on performance and may lead to practice shock. Motivation is needed because, according to Livy (1988:413), it increases performance to attain that objective.
- **Induction:** (See 3.3.2.6 for more details)
The absence of official induction of the educators needs attention because Kadabade, Ludlow and Vinnecombe (1987:8) maintain that effective induction helps people to get used to the demands of new jobs. Thus practice shock may be rife amongst the educators who implement OBE if the department is reluctant to introduce induction programmes.

□ **Interpersonal factors**

- **Learner management:** Effective management of the learners by the educator ensures the high level of goal attainment and thus very little stress. Educators who encounter discipline problems in their encounter with the learners may develop stress which also affects the learners. The general performance in both parties will then be below the standards. In their research, Verdugo, Greenberg, Henderson, Uribe and Scheinder (1997:44) have discovered that the level of

learner achievement determines the educator's level of efficiency which in turn creates mutual trust between the two parties. Educators working under such a climate experience very little stress and practice shock.

- **Role conflict:** The educator may experience stress if he/she finds himself/herself in a situation where there are pressures to comply with different and inconsistent demands. Bacharach and Bamberger (1990:321) maintain that the tension created by role conflict is directly related to job dissatisfaction and eventually job stress.
- **Role ambiguity:** This refers to the uncertainty an individual educator experiences about the expectations of others e.g. an unclear job description. The higher the uncertainty, the higher the level of stress the educator suffers. The stress is further extended to the colleagues and the overall performance of the entire organisation and practice shock may result. Van der Westhuizen (1991:90) warns that role ambiguity can be eradicated only if a person assigned to perform a specific duty possesses distinctive personal characteristics.
- **Relationship with parents:** If educators and parents do not see eye to eye on educational issues, stress and tension may appear from this kind of a contact and therefore the level of objective attainment is very poor. The educator stress can also be aggravated by parents who do not care or give sufficient support to their children. According to Van Dyk (1996:331–332) another factor is the impossible or improbable expectations of the parents on educator performances. This decreases the educators' efforts to strive for better performance and they can easily lose interest in the teaching career. The loss of interest can further culminate in the development of a hostile attitude towards the parents because they expect the educators to perform beyond their capabilities. Such hostility is almost synonymous to practice shock as impossible performance is demanded from the educators.

□ **Organizational factors**

- **Leadership style:** Leadership style is one of the basic determinants of the organisational climate. An ineffective and inappropriate style may result in stress for the educator and that may lower performance. Steyn and Van Wyk (1999:37) argue that the style which enhances the sense of professionalism decreases job dissatisfaction and the level of stress is thus minimised.

- **Workload:** (See Fig. 3.1 for more information)
Both underloading and overloading can demotivate educators (Gibson, Ivancevich & Nonelly, 1985:234). Kremer-Hayston and Goldstein (1990:288) suggest that stress is mainly caused by unfavourable working conditions such as a heavy workload. They further explain that too little workload fails to challenge the educators which leads to the development of the loss of interest in their job. This state of affairs may ultimately lead to practice shock.

- **Communication:** McKenna and Beech (1995:177) regard good communication as a fundamental tool used to promote the involvement of employees in decision-making processes in order to enhance the individual's identification with the organisation, which in turn can lead to improved performance. If effective communication takes place in the school, the educators will feel that they are part of the whole system and may experience job satisfaction which may in turn decrease the level of stress. These educators, however, may become frustrated and stressed if they are not given the opportunity to participate in two-way communication with their seniors. This can lead to the increased dissatisfaction of the educators with the job and their performance may be affected negatively. Ross (1981:168) points out that productivity suffers remarkably as a result of poor communication. Consequently practice shock may emerge.

- **Educator appraisal:** Incorrect methods of educator appraisal can easily result in misunderstandings, grievances and frustration which are all sources of

extreme stress. It therefore stands to reason that practice shock may develop and the loss of interest in the teaching career is the possible end product. Incorrect methods may include closed systems where the boss assesses and records without discussion with the appraisee (Hackett, 1992:98). Thus Hunt (1986:222) pleads for adherence to the following objectives:

- a two-way boss-subordinate review of the subordinate's performance over a year;
- feedback data to senior managers on the performance of an employee or a group of employees;
- telling the individuals what their strengths and weaknesses are;
- providing data to review salaries and other rewards;
- help with the identification of training needs;
- provision of an inventory of talents, skills, qualifications, etc.; and
- provision of input for human resource planning, career path planning and numerous other devices.

3.3.2.4 Educators' health risks

Stress caused by practice shock resulting from the implementation of C2005 can negatively affect the health of educators physically, psychologically and mentally.

□ **Physical effects**

There is a general research agreement that extreme job dissatisfaction causes stress (Bohloko, 1999:69). Thus Feldman and Arnold (1983:205) attribute job dissatisfaction with physical deficiencies such as fatigue, shortness of breath, nausea, indigestion, loss of appetite, sweating and headaches as well as serious illnesses in the likes of heart attacks, strokes, alcohol and drug abuse, high blood pressure, arthritis and ulcers.

□ **Psychological effects**

In the opinion of Kremer-Hayon and Goldstein (1990:288) stress in the teaching profession is caused by frustrating and discouraging working conditions such as inter alia heavy burdens, an autocratic school milieu and too heavy role

demands. Poor feedback and lack of facilities can also have a negative impact on the individual educators although the level of stress suffered may differ since different individuals do not perceive the same conditions alike. Occurrence of such conditions, according to Schamer and Jackson (1996:28), may lead to the loss of idealism, sense of purpose and enthusiasm in the educators. Thus a serious lack of personal accomplishment may be experienced. Schamer and Jackson (1996:29) therefore propose the full recognition and support of the educators in the form of satisfactory salaries and benefits in order to improve the low level of satisfaction.

□ **Mental effects**

Feldman and Arnold (1983:206) have discovered that stress is the result of job dissatisfaction which in turn is closely related to the following mental abnormalities: anger over minor issues, feeling of being persecuted, apathy, forgetfulness and extreme lack of concentration. They further argue that lack of job satisfaction (which is not necessarily job dissatisfaction) can lead to mental problems such as anxiety, worry, tension, impaired personal relations and sensitivity. Obviously conditions such as these can develop a serious practice shock leading to the premature resignation.

3.3.2.5 A possible solution for the problem of practice shock

Since literature proved beyond doubt that practice shock among educators can manifest itself in various forms such as absenteeism, high level of union activity, stress, and educators' health risks, mentoring as a possible solution needs to be investigated. Hopefully the educators will come to terms with the implementation of C2005 and the intended outcomes will be attained through the implementation of mentoring (see 3.3.3.1 – 3.3.3.4).

3.4 EFFORTS TO BE MADE FOR THE IMPROVEMENT OF C 2005

Although the introduction of C2005 may have created a feeling of insecurity and uncertainty amongst many primary school educators, it is also expected of them to play a significant role

in establishing a culture of teaching and learning in their schools (Brazelle, 2000:2). Improvement efforts regarding C2005 are therefore inevitable to alleviate the practice shock they are experiencing.

3.4.1 Recommendations of the C2005 Review Committee

C2005 Review Committee Report (DoE, 2000:4-6) made the following recommendations pertaining to the improvement of C2005:

□ Structure and design of the revised curriculum

- The development of a National Curriculum Statement for the ECD, GET, FET & ABET bands containing four key design features to substitute the eight design features:
 - Critical Outcomes designed down to cater for human rights, civic responsibility, respect for the environment as well as anti-discriminatory, gender equity and special needs issues.
 - Learning Area Statements that specify the learning areas together with their defining features.
 - The Learning Outcomes that specify the sequence of the core concepts, content and skills to be taught and learnt in each learning programme at each grade level.
 - The Assessment Standards which describe the level of knowledge and skills expected at the range of each of the learning outcomes for each grade level.

The existing sixty six specific outcomes as well as the many assessment criteria, phase and programme organisers, range statements, performance indicators and expected levels of performance are all replaced by the above-mentioned four designs.

- Reduce overload by:
 - Reducing the learning areas from eight to six in the GET band and specifying three learning programmes in the Foundation Phase and six in the

Intermediate and Senior Phases

- Allocating more time for mathematics and languages.

- All terminology used in curriculum documents must be clear and accessible.

□ **Implementation of the revised curriculum**

- Educator orientation, training and support
 - The implementation of a coordinated strategy that links pre-service education and in-service training with Norms and Standards, labour agreements such as 80 hours In-service Education and Training (INSET), per year and support services like an Education Management Development Policy Framework (EMDPF).
 - Higher education institutions should have statutory responsibility to train and develop educators.
 - In the short-term a special cadre of national, provincial and district trainers working collaboratively with Non-Governmental Organization (NGOs) and higher education should be selected and trained.
- Learning support materials
 - The National Curriculum Statement must provide clear guidelines to publishers and government for the production of textbooks and the evaluation of their quality.
 - The production of curriculum illustrative and support materials is to shift to dedicated units or institutes as described in the White Paper on Education and Training.
 - The use of macro planning is to be phased out and replaced by educator training in the use of textbooks and Learning and Support Materials (LSMs).
 - Special funding for readers and reading schemes for all Foundation Phase classrooms should be sought.
 - A special project team to co-ordinate and manage LSMs should be created in the province.

- National, provincial and district-level support
 - Curriculum planning, delivery and support is the core business of the DoE which needs to be recognised by locating the unit responsible for the curriculum in the office of the Director General
 - Officials dealing with curriculum at national and provincial levels should be housed within a single directorate
 - National, provincial and district structures should be aligned for delivery
 - The Minister should seek consensus in the CEM for the establishment of norms for educational expenditure on key aspects such as training, textbooks, LSMs and support.

□ **Pace and scope of implementation**

- The National Curriculum Statement, which would provide a framework for teaching and learning from Grade R to 9 should be developed by June 2001 so as to enable educators to orientate their teaching accordingly.
- The Grade 4 curriculum had to continue until it was overtaken by a revised streamlined one whereas Grade 8 should continue on a modified basis.

3.4.2 Recognition of work done by the educators

As C2005 is a new field altogether, departmental officials need to realise the need to treat the educators like newly-appointed employees. They should also recognise and appreciate C2005 efforts made by the educators. Everard and Morris (1990:35) support this statement when they maintain that recognition of the beginner educators' work yield positive outcomes in terms of performance. People perform to the best of their ability when they realise that their efforts receive recognition from their superiors (Blanchard and Waghorn, 1997:193). Recognition costs very little but pays extraordinarily (Flanagan and Finger, 1998:195). Thus recognition creates a sense of achievement and responsibility, opportunity for advancement and a feeling of personal development (Schemerhorn, 1996:148). It is therefore obvious that the anxieties, worries, tensions, uncertainties and feelings of insecurity brought by the introduction

of C2005 (which further lead to the development of practice shock) can be decreased by recognition through frequent contact between the educators and their superiors.

3.4.3 Support from the NGOs and private sector

Due to the financial constraints of the government and the Department of Education in particular, support from the NGOs and private sector is needed in the development or improvement of C2005. Important services such as school health, school guidance and counseling need to be funded by the NGOs and private sector (National Education Policy Investigation, [NEPI], 1992:1).

A healthy school climate, proper guidance and professional counseling are all essential tools to address problems such as job dissatisfaction, apathy, anxiety, stress and **practice shock**, all of which emanate from the rushed implementation of C2005.

As suggested by NEPI (1992:26) support can be provided in the form of:

- Facilities and resources e.g. libraries, computers, trainers and enrichment programmes.
- Educator development, e.g. counseling, workshops, in-service training and allocation of bursaries for the furtherance of C2005 knowledge and skills.

Supplemented state responsibility as proposed by NEPI (1992:59) should occur in the form of parental and/or local business contributions, and/or internal aid agencies, with the latter being channeled through the NGOs or the government self.

3.4.4 Compulsory implementation of in-service education and training

One of the main objectives of in-service education and training is to keep the educators well abreast with the most recent information needed in their work. Information related to the developments in the context of C2005 is no exception in this regard. To accomplish this mission, Burgess *et al.* (1993:53) highlight the significance of designating a staff member to serve as a coordinator so as to link the INSET procedures between the school and department. Positive feedback on C2005 improvements can serve as a strong tonic to address practice shock problems suffered

by the educators. As seen by the Committee on the Revision of Norms and Standards for Educators, (COTEP, 1998:129–130). INSET is a form of practical training aimed at upgrading the skills and qualifications of educators as well as provision of their professional development. Professional development in this sense could be attributed to job satisfaction and elimination of practice shock. COTEP (1998:131) further suggests that the INSET must be institutionalised. Thus school-based coordinators need to be trained thoroughly in order to be able to liaise effectively between the department and their respective schools.

3.5 SUMMARY AND CONCLUDING REMARKS

Chapter three dealt with practice shock among primary school educators. The investigations made proved beyond reasonable doubt that the practice shock may be caused by the overhushed introduction of OBE as well as the lack of educator support services from the departmental officials such as the Learning Facilitators. Other problems related to the practice shock discovered by the investigations include complex language and terminology used in OBE, insufficient support and learning materials and the absence of OBE induction programmes. Induction, according to Van Tonder (1991:40) creates the opportunity for the inexperienced educators to learn from their more experienced colleagues how the new strategies are implemented.

Practice shock may be very rife among primary school educators as a result of a sudden change to C2005. Thus the official process of educator mentoring in schools is essential, since, according to Buchner and Hay (1999b:321), it will provide them with guidance to perceive change as a challenge rather than a threat. Buchner and Hay (1999b:321) further elucidate that the rate of practice shock is comparatively low in countries such as United States of America and Britain. The rationale behind the low tolls includes the initiatives taken by the Education Departments to implement mentoring in schools so as to facilitate the introduction of changes. Their findings also give an assurance of personal development of the educators through mentorship, although, at present, there is no formal mentoring in South African schools.

The next chapter will consequently investigate the validity of mentoring in terms of alleviation of the practice shock suffered by the primary school educators as a result of the sudden change to Curriculum 2005 and OBE. The focal point will be the provision of job security among the educators which will allow them to feel physically and psychologically safe (Hess and Siciliano, 1996:334). Security can even provide employees with hope when problems (such as the rapid adjustments to the needs and requirements of C2005) are encountered (Van der Westhuizen, 1991:200). Thus the employees' worth, self-esteem, identity and basic strengths are being boosted and this can lead to job satisfaction (Covey, 1995:109).

Buchner and Hay (1999:321) warn that practice shock can lead to earlier or unceremonious departure from the teaching profession if it is not addressed timeously. They further state that the low rates of educator resignations in American and British schools are attributed to the formal implementation of induction programmes to newly appointed educators. The programmes are aimed at the alleviation of the possible practice shock that may have adverse effects on performance of the new appointee. Educators in South Africa are just like new appointees since OBE is a new and strange phenomenon to them.

The situation of educators in primary schools in South Africa is more or less the same because the introduction and implementation of OBE manifest the emergence of a notable paradigm shift. The shift can easily create resistance to change due to fear of the new approach. Induction programmes can therefore, according to Scheim (1978:36-37), serve to deal with resistance to change which finally results in the total eradication of practice shock.

The sudden implementation of change(s) can create anxiety, uncertainty and a feeling of insecurity among educators (Nkonka, 1999:1). A relevant example is the introduction of OBE in schools. Negative outcomes bred by OBE implementation can thus culminate in practice shock among educators. Van der Horst and MacDonald (1997:16-19) argue that the level of practice shock is increased in those educators who suspect that the values taught in schools benefit only a certain group of people at the expense of the rest. If OBE is to be implemented successfully, practice shock emergence must be prevented at all costs. The next chapter will therefore take a closer look at mentoring in terms of OBE implementation.

CHAPTER FOUR

THE IMPLEMENTATION OF MENTORING IN SCHOOL

4.1 INTRODUCTION

In Chapter two it was explained that the implementation of OBE in South African schools is focused on the development of skills and competencies in the learners to make them economically productive future citizens. It was also revealed in chapter three that many educators developed practice shock because of their shallow understanding of OBE. This chapter will thus embark on the implementation of educator mentoring as a possible solution to the OBE phobia as perceived by most educators.

The formal introduction of mentoring in schools needs to be given attention (Burrington, 1993:13) since the mentee can receive a general framework of a professional development from the programmes (Hamilton, 1996:2). In addition to professional development, psychosocial aspects such as encouragement, support and motivation are addressed to boost the educator morale (Kram, 1983:608-625). Mentoring is concerned with the establishment of realistic career goals (Finn, 1993:152). Thus mentoring of educators should be channeled to OBE teaching that strives for the attainment of skill development and competence in the learners.

4.2 THE NATURE OF EDUCATOR MENTORING

4.2.1 What is mentoring?

The concept mentoring owes its origin from the ancient Greek who was chosen by King Odysseus to look after his son Telemachus while away on voyage of discovery (Winberg, 1999:5). From the mediaeval experience, mentoring is a logically accepted way of old assisting the young to reach their goals so as to become the next generation of wise people. Fisher (1994:1) regards mentors as advisors, educators, councilors and

role models who pass their experience to the young. Mentors are, according to Winberg (1999:2), support educators, educator supervisors, educator trainers, experienced educators, or educator coordinators. From the teaching perspective, Tomilson (1995:20) defines mentors as skilled educators who actively assist the less experienced ones to attain the expected experience and skills in a positive and accepted way.

4.2.2 The purpose of educator mentoring

Educator mentoring is essential because life poses challenges for which we are not prepared to tackle Fisher (1994:2). The following purposes of mentoring in education can therefore be identified:

4.2.2.1 Personal development

Personal development as perceived by Smith and West-Burnham (1993:85) is concerned with the ways in which a person develops his/her effectiveness in his/her work. Individuals' relationships with colleagues are being developed in the sense that partnership is created between the mentors and their mentees (Day, Johnston & Whitaker, 1990:194). And the significance of this status quo is the establishment of a mutual understanding among colleagues which enable them to accommodate one another (Little, 1990:178). Various skills such as, inter alia, sharing ideas, active listening, focusing and clarifying ideas are being addressed (cf. O'Neill, Middlewood & Glover, 1994:74). Acton, Kirkham and Smith (1993:70) recommend the implementation of mentoring as it develops the educators' following management skills:

- Motivation
- Effective listening
- Effective observing
- Body language
- Reflexivity
- Giving and receiving constructive feedback
- Negotiation
- Problem solving

- Managing stress
- Using time effectively
- Target setting.

According to Stewart and McGoldrick (1996:12) mentoring serves as a personal empowerment tool which focuses on winning full commitment of individuals in organizational issues with the highest level of emotional self-control. Attainment of this goal is a clear manifestation of personal development.

Another positive outcome bred by professional mentoring is the development of technical skills and knowledge in the protege. Smith and West-Burnham (1993:86) call them transferable skills essential for the development of excellent inter-personal skills such as, inter alia , communicating well with others, assisting them in problem solving and generally going well with them. Attaining these objectives manifests an upwards mobility in terms of personal development. Thus mentored people are turned into more productive and effective human resources. Segerman-Peck (1991:15) supports this argument as he views the introduction of a mentoring scheme as both demonstration and development of the values of human resource management and therefore an investment in people.

4.2.2.2 Career development

Mentoring can also pave way for promotion to senior posts. Smith and West-Burnham (1993:86) thus argue and maintain this statement by stating clearly how trained mentors can provide constructive and valuable support to increase the motivation and self-esteem of the mentees. Thus, high percentages of mentored educators apply for senior posts as they see this as a challenge and they are mostly optimistic to succeed in their attempts.

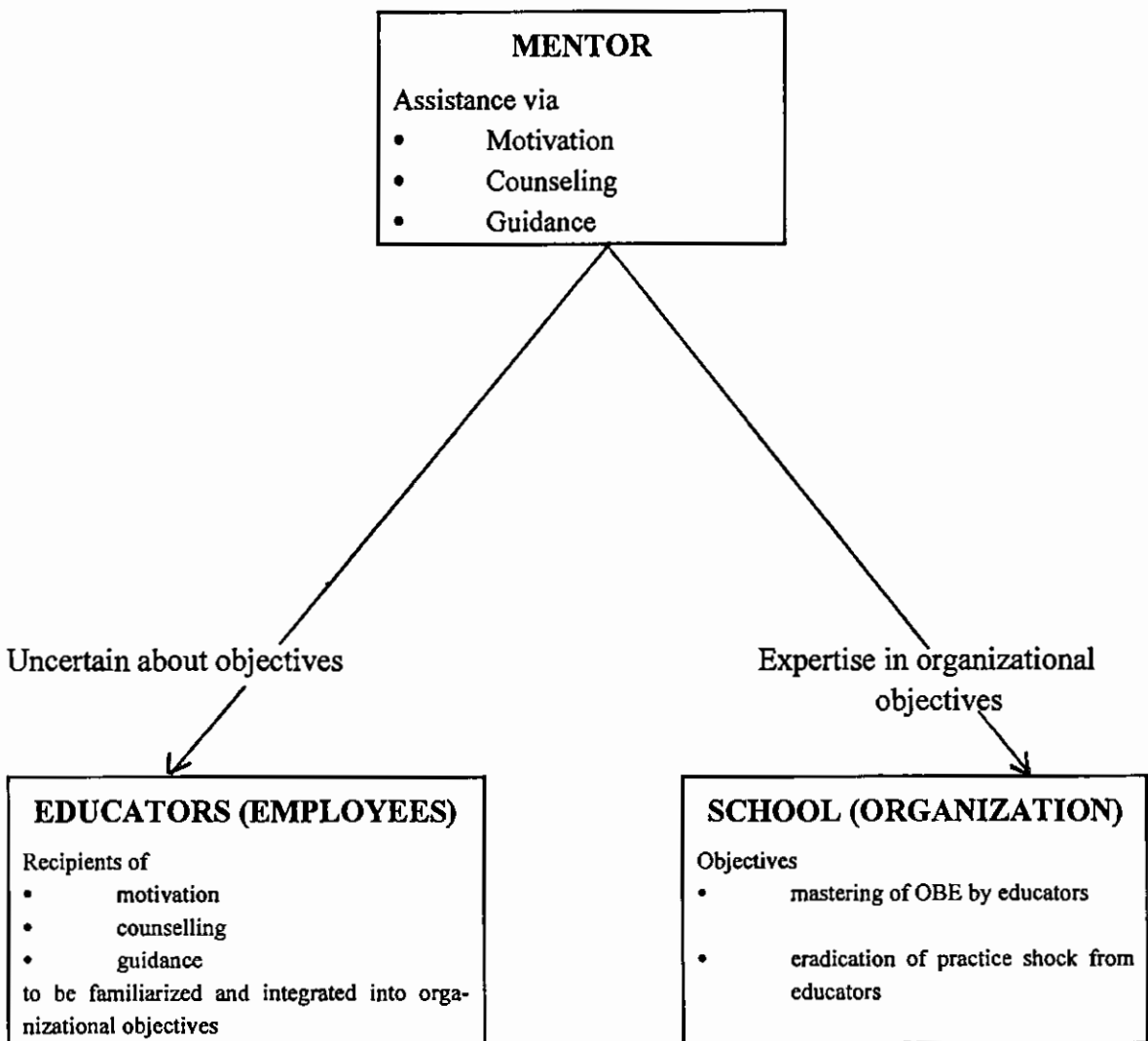
Hamilton (1996:15) encourages the establishment of Staff Development Committees to oversee the career development of all the staff members. Thus mentors in particular, can serve as agents that bridge the gap between the aims and objectives of an organization and its employees (Fisher, 1994:5). West-Burnham (1993:133-138)

sees this as a process that facilitates the management and career development of others in the sense that the mentees will very soon be ready to challenge the managerial posts available.

4.2.2.3 Integration of staff into school objectives

To integrate the educators into the school objectives, mentors need to motivate, counsel and coach them. These approaches provide the mentees with closely defined instructions or suggestions directing specific actions (Yeomans and Sampson, 1994:83). The following diagram simplifies the integration as performed by the mentor in an organization such as the school:

Fig 4.1. Integration of staff into school objectives (Own diagram).



One of the most vital school objectives these days is the mastering of OBE implementation by the educators. Thus successful mentoring can motivate and help to eliminate practice shock caused by the implementation of OBE. This is in keeping with Smith (1993:2) who elucidates that effective mentoring provides with work related guidance and support. Motivated educators can therefore be easily integrated into the school objectives such as, amongst others, the implementation and mastering of OBE.

In order to integrate the objectives successfully, the mentor serves as a line manager, appraiser, career developer, friend and colleague supporter (Shea, 1992:14). As a non-judgemental friend, the mentor can build a mutual trust between himself/herself and the mentee (Monk and Dillion, 1996:5). The mentees in turn will apply the same technique when they deal with other colleagues and the learners. This indicates the achievement of unity in the school.

4.2.2.4 Team building

The mentoring process is essentially significant because it can also serve as a team builder. It creates a friendly, yet professional relation between the mentor and the protege. Having planned 'what', 'when' and 'how' to approach specific learning areas together, the two parties can ultimately embark on a co-teaching process which Winberg (1999:50) regards very significant because the mentor makes sure that the mentee's tasks match his/her skills. The creation of such a harmonious and acceptable relationship increases the confidence of the protege upon the mentor and the anxiety of failing to meet the expectations placed upon the mentee is outrooted. It is further suggested that the two parties should start with something simple and later work up to more complex and demanding tasks. Having discussed what ought to be taught, the two parties can decide whether it will be the mentor who must go and teach together with the mentee in the latter's class or vice versa. Winberg (1999:51) also mentions the importance of making a list of the following "Do's" and "Don't's" so as to make sure that the two parties adhere to their agreement:

Do's

We will meet to plan the lesson in good time.

We agree to share preparation duties such as photo-copying, ordering the television, etc.

We agree to be at the lesson on time.

We will do the tasks we agree on and not let each other down.

Do not's

We won't interrupt each other when we are talking to the learners.

We won't interrupt when the learner is talking.

We won't correct each other in front of learners.

We won't discuss personal matters in classroom time.

As it is required of mentors in this context to be conversant with OBE, they could be of great help to their mentees with regard to OBE-related problems such as inter alia, lesson planning. Consequently, Winberg (1999:51) suggests that the mentors can involve their mentees, familiarize and assist them with planning of activities such as presenting a topic or lesson theme instead of presenting them with a finished lesson plan.

The educators as mentees in this regard, will gain and acquire the necessary and expected skills and competence quite rapidly since the mentor will always handle lesson planning with them, with the full hope of reaching amicable consensus. This is tantamount to team building. That is why Winberg (1999:51-52) suggests the implementation of the following steps:

STEP ONE: The first lesson to be taught is planned by the mentor:

- Suggestions of teaching tasks for the mentees are made by the mentor;
- The mentee is assisted by the mentor to prepare those tasks;
- The lesson is presented by the two parties with each being given specific tasks;
- Evaluation of the lesson by both parties.

STEP TWO: The second lesson is planned by the two parties (larger part by the mentor):

- The mentor helps the mentee with preparation of tasks;
- Co-teaching occurs with each doing assigned duties;
- Evaluation of the lesson by both parties.

STEP THREE: The planning of lesson three (in which the larger part is played by the mentee) occurs as follows:

- Mentor helps mentee to prepare for set tasks;
- Co-teaching takes place with each handling assigned tasks;
- Both parties evaluate the lesson.

STEP FOUR: The final lesson is planned by the mentee alone:

- Suggestions come from the mentee alone;
- Tasks prepared by the mentee alone;
- Co-teaching takes places;
- Final evaluation is done by both parties.

Surely at the end of lesson four in step four, the mentee shall have gained self-reliance. All the doubts, fears and anxieties about OBE and its implementation should have been totally exterminated. According to Winberg (1999:10) the successful outcomes from all of these attempts and hard work bring the greatest satisfaction to the mentor especially when he/she sees evidenced achievements such as a new post, a successful project or simply the re-establishment of self-esteem. It is further maintained that the development of the mentor's interpersonal skills and his/her understanding of an individual is another source of fulfilment. Thus the spirit of team building will be successfully inculcated and utilized.

4.2.2.5 Attainment of job satisfaction

Olsen (1997:20) explicitly points out that OBE shows insignificant tolerance of Christian values. OBE acknowledges that South Africa is a multi-cultural country with diverse philosophical and ideological frameworks which need equal and

simultaneous satisfaction. Firm adherents of Christian values can therefore be discouraged and lose interest in teaching as a result of a sudden change of the education system. The level of job satisfaction in those educators affected may be jeopardized. Mentoring therefore, may help those educators to adjust effectively to new situations which in the long run will lead to the achievement of personal satisfaction in one's job (cf. Caltz (1990:293). According to Buchner and Hay (1990:253) failure to comply with this significant and inevitable educator need, has negative outcomes since provision and support of formal mentorship programme in South African schools would have played a pivotal role in maintaining and improving the level of job satisfaction in the educators. They further state that a successful mentoring programme implies the development of both the mentors and the mentees. Acknowledgment of being developed has high positive attributes towards one's job satisfaction.

As both the mentor and the mentee are active participants in the whole process, room is created for them to make reflection-on-action in as much as reflection-in-action. The former refers to reflection during, while the latter refers to reflection after the action. It is therefore clear that reflection on self-knowledge in a mutualistic atmosphere brings satisfaction in one's work. Mentors and mentees alike act as critical and self-critical change agents (Zeichner and Liston, 1996:34). Thus they can ably eradicate the constraints which previously affected their attitude towards the implementation of OBE adversely. Having given the opportunity to analyse their previous work critically, bilateral improvement measures are reached by means of consensus and obviously the level of job satisfaction is maintained or even improved. Guidance received from the mentor can thus help the mentee to experience job satisfaction (Flemming, 1991:30).

4.2.2.6 Restoration of the culture of quality teaching practice

Teaching practices of the previous education system finally became static and stagnant as they made no room for new challenges to educators. The system therefore could not match the international educational standards. The teaching strategies were thus comparatively outdated, of a low quality and inadequate to satisfy the needs of post-

modern people. To address this problem Buchner and Hay (1999a:253) propose that:

In the new South African context mentorship could be of enormous value in restoring a culture of quality teaching practice which will inevitably contribute to the restructuring and development of the South African society.

Educational analysts and specialists believe that there are adequate grounds for compulsory and formal implementation of educator mentoring if the learners are to be provided with quality education:

Young people have the right to excellent standards of education and training in order to achieve their capabilities. And those of us already in the workforce deserve relevant and structured training and development, so that we have greater choices and wider opportunities (Sheperd, 1993:7).

Mentoring develops educators in the sense that their personal commitment in their school-based duties is being increased (Murdoch, 1997:115-116). The lost zeal and culture of teaching can be brought back and restored. Mentored educators can adapt themselves to changes easier (Monk and Dillion, 1996:2-3) and this will improve their classroom practices (Zuber-Skerritt, 1997:147) in their quest to provide learners with excellent education. The culture of quality teaching practice will therefore be maintained since the tension created by a sudden change to an OBE system shall have faded away.

4.2.2.7 Improvement of managerial skills and competencies

Mentoring is not necessarily restricted to the confinements of classroom teaching practice of the school. It is a broad concept that also exceeds the classroom teaching parameters and of course enters the school management field as an effort to assure the restoration of quality teaching practice. The attainment of this significant objective is impossible in case the school management area is shaky. In Hamilton's (1996:69)

view, provincial managers should develop skills which will enable them to tell educators if there is a gap between their performance and the desired standard without hurting them. This should be done in a manner that will motivate them to strive for improvement. Furthermore, principals, as managers, are equally in need of being mentored just like their educators. In stead of developing tension, shock and stress, mentoring will develop in them management competencies such as stress tolerance. For this reason, Kirkham is in keeping that:

“Stress tolerance may be a head educator competence but any means by which stress can be reduced must surely be advantageous” (Kirkham, 1993:117).

Parents, as educational stakeholders and clients, will obviously lose interest in a school characterized by the non-existence of direction caused by stress-related absenteeism and finally act against such an institution by taking their children to better schools. Losing children to other schools has bitter outcomes such as amongst others, abolishing certain posts as a result of the reduced educator-learner ratio. Hence a warning that “...school improvements, to be effective, must meet the real needs of students. To reach this goal is a complex process of developing ownership and sharing vision of short-term and long-term goals within each school (Dalin and Rolff, 1993:2).

Daresh and Playko (1992:70–72) identified 16 Management skills for educators to be attained and developed via mentoring.

- 1. Problem analysis:** The ability to seek out relevant data and analyse complex information to determine the important elements of a problem situation; searching for information for a particular purpose.
- 2. Judgement:** The ability to reach logical conclusions and make high quality decisions based on available information skills in identifying educational needs and setting priorities; the ability to evaluate communications critically.

3. **Organizational ability:** The ability to plan, schedule and control the work of others; skill to use resources in an optimal fashion; the ability to deal with a volume of paperwork; and heavy demands on one's time.
4. **Leadership:** The ability to get others involved in solving problems; the ability to recognise when a group requires direction; and interact effectively with other groups in order to guide them in accomplishing a task.
5. **Sensitivity:** The ability to perceive the needs, concerns and personal problems of others; tact in dealing with persons from different backgrounds; the ability to deal effectively with people concerning emotional issues; knowledge of what information to communicate; and to whom.
6. **Personal motivation:** The need to achieve all activities; evidence that work is important in one's personal satisfaction; and the ability to be self-policing.
7. **Decisiveness:** The ability to recognise when a decision is required (disregarding the quality of the decision) and to act quickly.
8. **Range of interests:** Competence in discussing a variety of subjects, e.g. education, politics, current events, economics, and the like; active participation in events.
9. **Education values:** Possession of a well-reasoned educational philosophy.
10. **Oral communication:** The ability to make clear oral representations of facts and ideas.
11. **Stress tolerance:** The ability to perform under pressure and despite the opposition; and the ability to think on one's feet.
12. **Written communication:** The ability to express the ideas clearly in writing and to write appropriately for the different audiences, e.g. students, parents and others.

13. Conflict management: The willingness to intervene in conflict situations and the ability to develop solutions that are agreeable to all persons involved.

14. Political astuteness: The ability to perceive critical features of the environment, such as power structure, principal players, and special interest groups; and to formulate the alternatives that reflect realistic expectations.

15. Risk taking: The extent to which calculated risks are taken on the basis of sound judgement.

16. Creativity: The ability to generate the ideas that provide new and difficult solutions to management problems or opportunities.

Principals of schools should will therefore always manage their schools in a dynamic, flexible and versatile fashion to ensure the optimum attainment of these desired goals (Hamilton, 1996:69).

4.3 REASONS WHY MENTORING MAY BE CREDIBLE

This sub-section contains those factors which give the process of mentoring of educators its credibility:

4.3.1 Eradication of the blunders caused by OBE inexperience

Inexperience in any field of life is characterized by numerous errors and blunders made by those directly involved. The initial implementation of OBE by educators is no exception in this regard. Many blunders were made (see 3.3.2 & 3.3.3), Kirkham (1993:117) gives a full assurance that proper mentoring reduces the size of such blunders and eventually puts the educators on the right track. There are, therefore, grounds to plead for the formal introduction of mentoring programs in South African schools.

4.3.2 The development of peer groups

Mentoring can also be conducted by peer groups where individuals give one another support in the form of questioning their premises and sharing ideas in dealing with real problems. The peer groups remain non-judgemental at all costs. Such an approach therefore rejects reliance on one mentor, which may culminate in failure to develop individuals (cf. Revans, 1982:8).

4.3.3 The development of analytical skills

Stephenson and Sampson (1994:117) approve of the use of mentoring as long as the mentors are able to develop analytical skills in their mentees. Analytical skills can be valuable to the people in various lifelong perspectives such as, inter alia, reading, listening and writing.

4.3.4 Creation of stability among the staff

Proper mentoring brings stability among staff. According to Nias, Southworth and Yeomans (1989:185) stability breeds a culture of collaboration. If such a mutualistic relationship is created among the staff members, a feeling that they belong to each other emerges. This can serve as a sign of satisfaction in the job and eventually create harmonious interpersonal relationships among the staff to maximise the attainment of the school objectives.

4.3.5 Mentoring is a vital investment in people

All those educators who manage (with success) to complete their mentoring programmes may automatically become assets to their institutions. In the first place, they can also become mentors in their own right and support those who still need to be mentored in the school. Mentoring at this level should be perceived as a highly cost-effective practice. Consequently, the school is able to invest in its own human resources. To maximise the positive outcomes of mentoring programmes, Stewart (1992:12) mentions the importance of providing extra resources whereas McAlister and Connolly (1990:34) add that decisions about resource allocation need to be made by responsible managers.

4.3.6 Mentoring prepares people to accept promotional posts more readily

Mentored people know that one of their challenging duties after promotion is to counsel their subordinates on a variety of work-related problems such as practice shock. This is in keeping with Smith that:

Any newly appointed members of staff in school and those moving into promoted posts, such as heads of departments, deputy head educators and head educators are a few of the groups who face the same need of a 'wise counselor' on the job. In fact, it can be argued that all teaching and non-teaching staff would benefit from effective system of mentoring which provides work-related guidance and support; therefore, mentoring should be seen as a whole-school management concept (Smith, 1993:2).

Mentoring is undoubtedly a long-term human resource investment focused on the whole school development extended to external stakeholders (Foskett, 1992:10).

4.3.7 Educational change and the need for mentoring

Mentoring is essential as it is meant to change and develop all curriculum implementers, i.e. principals, deputy principals, HOD's and educators. It is on these grounds that Van der Westhuizen sees the need for change as follows:

The events of change are mutual. Under pressure from environmental factors the school must adapt to changing circumstances but at the same time influence the environment of which it is part. To meet the needs of the country, the school has to adapt to changing circumstances (Van der Westhuizen, 1997:646).

On the same score i.e. the issue of change brought by mentoring, Buchel is in keeping that:

The world within which the Department operates is constantly changing and in its pursuance of the foregoing values, must continuously be made

of innovative approaches, management styles and the development of its personnel and to achieve its objectives. Problems are therefore tackled innovatively and creatively and non-traditional solutions for the Department's unique problems are being sought. Attention is being given to the personnel ability to handle change (Buchel, 1995:143).

Limphan and Hoeh (1974:107) distinguish three types of change related to organizations, namely:

- Change of structure
- Changes in the school programme
- Changes in the methodology.

Saville (1968:271-278) identifies four categories of changes in the educational situation, namely:

- Technological changes
- Changed procedures
- Changed objectives
- Changes with regard to curriculum development.

4.4 CRITICISMS AGAINST MENTORING

It is universally acknowledged that no single system is hundred percent perfect. Mentoring, as a matter of fact, has its own deficiencies. This section will therefore attempt to highlight and exhaust those deficiency syndromes.

4.4.1 Selection of mentors

Many schools regard departmental officials such as School Development Managers or Learning Facilitators the most relevant people to conduct the mentorship programmes for the educators. Some of these people are not willing and fully committed participants in the field of mentoring. Stephenson and Sampson (1994:174) explain explicitly that successful mentoring can be established through

encouraging mentor-like behaviour rather than selecting certain types of people. People who rely on selection can therefore be wrongly led to believe that mentoring is never effective. They also state that two problems can be identified from the selection issue:

- Most schools are adamant to do away with the selection of mentors because it is believed that a person selected by the staff will serve their needs well.
- Availability of willing mentors is extremely scarce.

4.4.2 Educator dependence on mentors

Some critics argue that mentoring can spoil the educators to such a degree that they can become totally dependent upon their mentor(s). Their creativity, innovativeness and personal development are therefore totally jeopardized. Daresh and Playko (1992:112), for that matter, warn that mentoring can be potentially harmful to personal development of the protege if such an atmosphere is allowed to emerge and dominate. Mentoring can thus become a futile practice. Once the dependency behaviour has been cultivated, Hamilton (1996:69) argues that the mentees put the mentor under pressure to always give the feedback that favours their side. Otherwise the alternative will be perceived as an attack and this can result in the total rejection of mentoring.

4.4.3 Scarcity of resources

Resourcing of the mentees is another problem linked to the formal implementation of mentoring in schools. The mentees are to be provided with various resources such as the reading and writing materials coupled with human resources to serve as their mentors. Since the use of mentors is not yet made official by the Education Department, every school that wishes to utilize the service(s) of the mentors is bound to foot the bill. According to Kirkham (1993:116), many governing bodies will definitely question the value for money used to accomplish such a mission. It therefore stands to reason that poor schools with limited funds will find it quite burdensome to cope with the situation mainly because the notion to improve accountability for the use of funds will force the governing body to disapprove of such a mission (Levacic, 1992:16).

4.4.4 Co-teaching tasks

These tasks are sometimes difficult for the mentees. Serious problems arise if the mentor is unable to match the tasks of the mentees with their skills. Winberg (1999:50) warns mentors to refrain from this practice unless they wish to see the development of anxiety in their mentees about not being able to meet the expectations placed upon them. This may lead to the mentees losing confidence in their mentor. Valuable time, limited funds and vital energy shall therefore have been channeled fruitlessly in the mentoring projects. As co-teaching implies the implementation of change (Hamilton, 1969:69) many mentees fail to see any need for change and thus resist mentoring.

4.5 SUMMARY AND CONCLUDING REMARKS

In mentoring, the mentor and mentee complement each other. A feeling of trust is created between the two parties. The existence of this mutual relationship breeds job satisfaction, which further leads to the attainment of synergy in terms of the level of skills and competency acquisition among the learners. Thus Murdock (1997:115–116) perceives mentoring as a tool that increases the personal commitment of experienced educators. Mentors, for that matter, as educators in their accord, accept to take on the additional job of guiding the less experienced colleagues. It therefore stands to reason that mentors in this context are expected to keep abreast with the latest information. This information, as seen by Flemming (1991:30) could be used by the mentor to aid educators in experiencing job satisfaction in stead of falling victims or preys to practice shock followed by premature resignation. Job satisfaction among educators boosts their morale and self-esteem. Thus they become more productive in their work.

Mentored educators can usually adapt well to new situations. This is what Monk and Dillion (1996:2-3) call evolution or personal development characterized by job satisfaction as its end product. Zuber-Skerritt (1997:95) approves of the implementation of mentoring in schools as it brings essential changes to schools which through the educators, need to be transferred to the whole society to ensure that all benefit from the system.

In the final analysis, this chapter has exposed the essence of accepting the implementation of mentoring as a tool to effect change which must be regarded as a challenge. Only those who are static should reject and resist change in educational spheres.

The next chapter will thus be focused on data analysis as an attempt find out whether mentoring can really alleviate practice shock caused by the implementation of OBE. Data gathered through literature, interviews, questionnaires and observations made by the researcher will be analysed.

CHAPTER FIVE

AN INVESTIGATION INTO THE IMPLEMENTATION OF C2005 IN A SELECTED PRIMARY SCHOOL; THE POSSIBILITY OF PRAC- TICE SHOCK; AND THE FEASIBILITY OF MENTORING AS A POSSIBLE SOLUTION TO THIS PROBLEM

5.1 INTRODUCTION

The introduction of Outcomes Based Education and Curriculum 2005, the possibility of practice shock as well as the implementation of mentoring of educators were fully discussed in chapters 2, 3 and 4. In this case study about the implementation of C2005 in a selected primary school, including the possibility of practice shock and the need for mentoring will be reported. The central concern for the implementation of OBE and C2005 is the improvement of the education system of South Africa. Therefore the research procedures followed in the case study should be explained explicitly so as to enable the readers to interpret them quite easily. Nonetheless, these strategies are expected to ensure that the researcher, according to Johnson (1994:2), has made an enquiry that went far beyond the generally available knowledge in order to acquire specialized and detailed information. Obviously, this chapter is an attempt to reveal the in-depth investigation of the researcher of the implementation of C2005, the management of OBE problems and how mentoring can aid in the context of educator development.

The following educator behavioural patterns were closely scrutinized:

- Educators' attitudes towards the implementation of OBE and C2005.
- The level of job satisfaction among educators during the paradigm shift.
- The impact of practice shock in terms of educator performance.
- The impact of mentoring programmes on the educators.

5.2 RESEARCH APPROACHES

The project was a combination of three approaches, namely a survey approach, a case study approach and documentary research (literature study).

5.2.1 Survey approach

A good survey, according to Johnson (1994:13), contains an element eliciting equivalent information from an identified population. A survey can take place by making use of either questionnaires or interviews. Both the afore mentioned research tools were used in this study. According to McMillan and Schumacher (2001:304) surveys are used to obtain information pertaining to people's attitudes, beliefs, values, opinions, habits, desires and behaviours. The focus of this research is the exploration of the educators' attitude towards the implementation of OBE in schools, the relationship thereof to practice shock and the feasibility of mentorship.

Surveys are characterized by three qualities: versatility, efficiency and generalizability (McMillan and Schumacher, 2001:305). Their versatility is manifested by their ability to investigate almost any problem or question. Their efficiency is traced from their ability gather to other important information at relatively low costs. Their generalizability is portrayed by their ability to accurately represent larger populations in small samples. The units of enquiry for this study were mainly the educators at a primary school in the Ladybrand District. The second identified population were the Learning Facilitators who assisted the staff of this school with the implementation of OBE via the process of mentoring which was fully discussed in chapter four. The research was confined to the said populations due to the time constraints and financial implications.

5.2.2 Case study approach

Johnson (1994:20) explains that a case study is an enquiry with many sources of evidence to investigate a contemporary phenomenon within its real-life context, especially when the boundaries between itself and the context are not clearly evident. Case studies are known for their accessibility, the provision of information through the

eyes of the researcher and decreased defensiveness (Elliot and Peshkin, 1990:193–196). Through accessibility the case study can take the readers to places where they would not have an opportunity to go. Through the researcher's eyes they are able to see things they might not have been able to see. A case study can provide the reader with vicarious experience to ensure the decreased or minimal defensiveness and resistance to learning. The selection of this approach was focused on identifying the educators' attitude towards OBE and C2005.

Tobin and LaMaster (1995:227) explain how they successfully managed to investigate the behaviour of the learners, educators and administrators from a certain school by studying how one of the educators handled the various contexts in which she taught. The contemporary phenomenon not quite clear in this research project is the implementation of educator mentoring in the context of OBE because there are no real official mentoring programmes in South African schools. Multiple sources such as a literature study, educator interviews, educator questionnaires, observation as well as information the researcher gathered from the Learning Facilitators who served as the mentors for the educators, were used.

5.2.3 Documentary research

This type of research relies primarily upon the use of printed data as a source of evidence. A variety of authors were used to investigate OBE in the context of issues such as *inter alia* the following:

- Its validity as an alternative approach to the previous curriculum.
- The structure and key aspects of OBE.
- Arguments against and in favour of OBE.
- Practice shock amongst the educators in the context of Curriculum 2005.
- The implementation of mentoring as a possible tool to alleviate practice shock caused by the implementation of OBE.

Availability of such documents to people other than their authors is of central significance for researchers. Scott (1990:16) strongly recommends reliance on documents since they can provide a researcher with the most recent information

required.

5.3 RESEARCH TOOLS

Three research tools were used throughout the project. They were implemented in the form of interviews, questionnaires and observations made by the researcher.

5.3.1 Interviews

The interviews were semi-structured to open-ended and were conducted on the first identified population, namely educators at a particular primary school in the Ladybrand Education District.

According to Johnson (1994:44) successful interviews are usually characterised by the following qualities:

- Consistency through the application of standardised stimulus to the respondent.
- Interviewees who have very little knowledge of the research in question.
- The interviewer who makes contact with the respondent and briefly explains the purpose of the research enquiry.
- An interviewer's ability to persuade the respondent to participate in the enquiry by being interviewed.
- The interviewer who has the ability to work through an interview schedule using a standardised language (Johnson, 1994:44).

According to Borg and Gall (1989:401) a standardized interview has the following characteristics:

- It poses questions in a language that is clear and meaningful to the topic.
- Does not contain leading questions. These questions can only become relevant in cases they contain deliberate assumptions designed to provoke reactions to the topics.
- The interviewer should talk less than the respondent to ensure maximal collection of the information.

A conversational mode similar to everyday conversation should be prioritized to elicit trust and a relaxed atmosphere.

Questions in this research were formulated in a simple and straight forward language. Leading questions were avoided at all costs. The questions were also designed to address the topics investigated (see 5.5.1 for details).

Pre-determined but open questions were used in order to ensure that factually precise information was obtained from the respondents. The questions were aimed at the exposition of the educators' feelings, opinions and attitudes towards the sudden shift to OBE as well as the implementation of mentoring in schools.

Eight educators out of the staff of 30 educators (including the researcher) were selected. The eight educators selected were considered the most influential and prominent figures in the context of the school curriculum. These type of interviews, according to McMillan and Schumacher (2001:445) are known as *elite interviews*. The *elites* are usually familiar with the overall view of the organization, especially when it comes to sensitive and crucial matters.

5.3.2 Questionnaires

The 29 educators at the primary school (excluding the researcher) identified for the research were given questionnaires to answer. The sole aim was to, by means of closed questions, investigate their feelings and attitude towards the official implementation of mentoring in the context of OBE in schools, especially primary schools. The central point in this regard being the fact that primary school educators are the pioneers in terms of the official implementation of OBE in schools. Johnson (1994:37) believes that questionnaires can provide the researcher with essential information because they are completed by the respondents without being disturbed by anybody. If the questionnaire is to be successful, the designer ought to have the ability to think clearly and asks plain questions in simple language and unambiguous terms. Thus the respondent will find it relevant to his/her knowledge and experience

and this can stimulate him/her to try all the questions without any hesitation.

McMillan and Schumacher (2001:257) also argue that accurate and reliable outcomes can be achieved from questionnaires. This argument is based on their anonymity in terms of the respondents. Respondents do not write their names on the questionnaires and this gives them the freedom to express their feelings freely.

According to McMillan and Schumacher (2001:258) questions or statements used in questionnaires must possess the following qualities:

- They must be clear to enable all respondents to interpret them in the same way.
- They should avoid double-barrels otherwise they will contain more than one idea and become ambiguous.
- Competent respondents in the topics investigated must be selected to ensure the attainment of reliable and accurate information.
- Relevant questions will address the investigated issues satisfactorily.
- Questions should be short and simple otherwise the respondents may be unwilling to try and understand them.
- Negative items can be easily misinterpreted.
- Biased items may encourage particular responses at the expense of others.

5.3.3 Observation

In this research study the researcher became a *participant observer*. As the principal of the primary school identified, he was part and parcel of the discussions pertaining to the staff's OBE obstacles. Thus, he took some initiatives to report the OBE situation of the school to the Learning Facilitator in charge of the school. The researcher, however, implemented what is called *covert observation*. In this type of observation, according to Fraenkel and Wallen (1990:369), the researcher disguises his/her identity and acts just like any of the other participants.

The educators were informed by the researcher that the Learning Facilitator would be invited to come and address their OBE lamentations. The invitation materialised but the educators never knew that the researcher was observing them in terms of their

attitude towards OBE. The educators' behaviours, attitudes, level of motivation, level of job satisfaction and their self-esteem in terms of OBE were all observed and recorded. The records were taken before the Learning Facilitator addressed them, during her presentation at a workshop. The process also continued for a few months after the workshop.

The justification of observation, according to McMillan and Schumacher (2001:273) is threefold:

- The researcher does not need to worry about the limitations of self-report bias, social desirability or response set.
- The information is not limited to what can be recalled accurately by the subjects.
- The behaviour can be recorded as it occurs naturally.

It is, however, difficult to record complex behaviours accurately (McMillan and Schumacher, 2001:273). The observation was mainly used to record the educators' behavioural patterns such as inter alia:

- attitudes
- feelings
- self-esteem
- level of motivation
- level of job satisfaction
- level of stress
- level of practice shock.

5.4 METHODS OF ENQUIRY

Two methods were fully exploited in the research, namely qualitative and quantitative methods.

5.4.1 Qualitative enquiry

The interview and observation research was mainly qualitative in nature. The research therefore, mainly dealt with the complexities of human behaviour (Johnson 1994:7).

Thus in-depth investigations were made to determine the attitudes of the educators towards OBE, Curriculum 2005 and mentoring. The study further looked into how much behavioural patterns could influence the entire educational atmosphere of the school. Ary, Jacobs and Razavieh (1990:445) are in favour of this method as it possesses the ability to depict the complexities of what is being investigated to a reasonably adequate degree so that one who had not experienced it can understand it.

It is not possible to express non-quantifiable data in the form of percentages or numbers. Thus Tesch (1990:55) adds that qualitative data include words, pictures, drawings, printings, photographs, films, videotapes, films, music and sound tracks. The myths and beliefs that only the quantifiable phenomena can be measured, are dispelled. In this project the attitudes, reactions and responses of educators towards the investigated topic, i.e. the implementation of OBE and mentoring of educators in schools were closely analysed. The task of research analysis, according to Johnson (1994:4), is to furnish the researcher with valid information. This information will make it possible for the researcher to offer elucidatory comments and satisfactory exposition of the investigated topic. Interested parties thus get the opportunity to think freshly about the subject (Johnson, 1994:4).

In this study research tools such as interviews and observations were used to ensure that even the minute and non-quantifiable details are being clarified beyond doubt. The interviews were conducted with eight educators at the primary school selected for the case study. Twenty four questions were formulated for this purpose. A thorough observation was also taken during the course of the mentoring programmes of the educators. Lastly, the deputy principal of the institute was requested to write a full report on the mentoring programmes of the educators. Such a report, according to Hamilton (1996:68), serves as a feedback that makes the educators understand the difference between what they are doing and what they should be doing.

5.4.2 Quantitative enquiry

Quantitative research produces numbers as data (Crossley and Vulliamy, 1997:4) and these data are in most cases gathered through the use of questionnaires (Fraenkel and

Wallen, 1993:352). It is difficult for the educators to rely on one method in their quest to try to understand the education problems that affect their work (Eichelberger 1989:101). Quantitative research, according to Eichelberger (1989:101), is the best technique to be used to gather objective data such as for example speedometer readings. Nonetheless, Eichelberger (1989:102) also points out that quantitative methods can be subjective in the sense that it ignores the interpretations and concerns of meaning in a situation. The argument that the whole is more than simply the sum of the individual parts is totally neglected. Thus Eichelberger (1989:220) on one hand, argues that the data and its associated summaries indicate the extent to which the theories or beliefs on which the research is based describe the situation studied accurately. Telford (1996:33) on the other hand argues that questionnaires provide a useful starting point on which to base specific questions for the structured interview questions. Structured interviews were also conducted in this research.

Quantitative inquiry can be either experimental or non-experimental (McMillan and Schumacher, 2001:31). The non-experimental mode was selected in this research/study. Data were gathered in the form of a survey which was designed in the form of a questionnaire. The data that are gathered are usually used to describe characteristics of a certain population (McMillan and Schumacher, 2001:304). For the purpose of this research the information gathered through quantitative inquiry was used to analyse the attitude of the identified population. The population was analysed in the context of OBE, practice shock and mentoring.

Even though the research was basically qualitative, the quantitative enquiry was also implemented to supplement the former. Thus a questionnaire was designed to address those problems that may have been omitted during the qualitative enquiry. Since the qualitative enquiry is not the absolute answer to all the problems to be resolved by the research, Miles and Huberman (1984:23) recommend the interactive implementation of the two methods to ensure maximal attainment of the desired outcomes.

5.5 DATA ANALYSIS AND INTERPRETATION

As already indicated, (see 5.4.1 and 5.4.2), the project was basically qualitative although the quantitative method was also implemented for supplementary reasons. For example, the increase of educator absenteeism rate can be expressed more accurately in percentages than the descriptive elucidation required by qualitative enquiry. Thus all the respondents attitudes, opinions, perceptions, observations and behavioural patterns were written down and collectively assessed and analysed against the assumptions made in the previous chapters. In this section the data obtained from the qualitative interviews, the qualitative questionnaire survey as well as qualitative observations are reported, analysed and interpreted.

5.5.1 Educator interview responses

For the interviews 24 questions (see Appendix A) were designed and divided as follows:

- 1 - 8: They were based on the implementation of OBE and Curriculum 2005.
- 9 - 13: They were focused on the possibility of practice shock being experienced by the subjects.
- 14 - 24: These questions were meant to address the concept of mentoring.

A number of eight educators were interviewed. The interviews were conducted prior to the invitation and involvement of the Learning Facilitators. A detailed account of the interview responses is provided in this section. For this purpose, interviewees' responses were categorised into three main categories (see 5.5.1.1, 5.5.1.2 and 5.5.1.3).

5.5.1.1 The respondents' attitude towards OBE and C2005

(a) Respondent A

The responses given by the respondent clearly indicate how he believes that the future of the educators in terms of the implementation of OBE and Curriculum 2005 is doomed. Problems such as the following were mentioned by the respondent and are indicative of the educator's low level of self-esteem, job satisfaction and motivation:

- Over-rushed implementation of the new approach afforded the educators with

very little time to adjust properly.

- The Learning Facilitators' failure to organise regular workshops and to make follow-ups thereafter has made educators reluctant to implement OBE.
- Lack of OBE expertise among many Learning Facilitators appointed by the Education Department increased the educators' resistance to implement the new curriculum.
- The departments' failure to provide the educators and schools with adequate support and learning materials proves that even the government is not yet ready for the implementation.
- Late delivery of support and learning materials by the Department of Education is another inhibiting factor.
- Complicated concepts and the complete use of jargon which typify C2005 involve a language that is not easily accessible to the educators. This is a manifestation of the lack of foresight from the Department of Education.
- The departmental policy that a learner cannot be retained in a phase for more than four years lowers the standard of education since the children may still be promoted to higher phases before they are cognitively ready.

The respondent, however, has frankly identified a few advantages from OBE:

- The cultivation of independent thinking and creativity among learners through skills development.
- Equity in terms of the distribution of the educational resources to all racial groups.
- The new education system, through skill development, can produce learners who will actively participate towards the economic development of our country.

To summarise the respondent's attitude towards OBE, it was emphatically stated that all the educators need to be reskilled by attending a full year of in-service training. Otherwise, the feeling to resign with immediate effect if there was an alternative with more or less the same benefits, was also expressed.

(b) Respondent B

Answers provided by this educator basically also manifest a negative attitude towards OBE and Curriculum 2005. OBE loopholes as observed by this respondent can be summarised as follows:

- OBE is a dismal failure since the educators are not thoroughly trained.
- OBE encourages passivity in the learners for very few of them are really prepared to actively participate in group discussions or demonstrations.
- The lack of regular in-service training of the educators implies that many educators are not yet sure of the correct implementation of OBE and can therefore never facilitate the achievement of the expected outcomes.
- The terminology used in OBE is highly ambiguous and the educators are more than often led to misinterpretations of the concepts and expectations.
- Educators are encouraged to do injustice to themselves and the learners by pushing the latter to the next grades at the end of the year due to fear of being seen as OBE incapable. This lowers the standard of education.
- The appointment of incompetent Learning Facilitators by the Department of Education lowers the level of educator morale. This finally affects their performance adversely.

Besides all of these shortcomings, OBE was given the following credits by Respondent B:

- It is non-racist and non-sexist in the sense that it caters for the needs of all the citizens of South Africa regardless of their diverse backgrounds.
- As a skill-orientated approach, OBE should be associated with the development of learner creativity and independent and critical thinking abilities.

(c) Respondent C

The respondent solely put the apparent failure of OBE on the shoulders of the Department of Education. For example, rhetorical questions (asked by the respondent) such as the following serve as an authentication of someone who is emotionally touched:

- How do you expect the educators to quickly adjust to the demands of this over-

rushed system overnight?

- Do you expect any positive outcomes from the educators who were workshopped by the trainers with remarkable lack of OBE experience and expertise?
- Who is in essence not discouraged by the confusion and ambiguities caused by the terminology used in OBE and C2005?
- Who will not resist the instant implementation with relatively inadequate provision of relevant support and learning materials by the Department of Education? The wrong timing of the department is the major source of resistance by the educators to implement OBE.
- Who can ignore resistance if someone just imposes something you don't understand onto you and demands that you implement it despite your own difficulties?

The following comments made by the respondent indicate his negative feeling about OBE and its implementation:

The learning facilitators were appointed by the department to inspire the educators in the context of OBE implementation. Nevertheless, they give millions of excuses if asked to come and assist the educators at school level. OBE is apparently failing because of such a negligent attitude displayed by these departmental officials. Ever since OBE was introduced, the teaching career has turned to be a very heavy burden on the shoulders of the educators. If one had somewhere to go, that would be done without any further hesitation.

(d) Respondent D

This educator complained that the ineffectiveness of OBE could be associated with or related to the following problems:

- A serious shortage of learning and support materials.
- Extremely little time allocated to the educators to attend OBE workshops, courses and in-service training.
- The department's delay in the delivery of learning and support materials for

both the educators and the learners inhibits the OBE progress which in turn lowers the overall morale of the educators.

- Less commitment displayed by OBE trainers and the learning facilitators and their refusal to embark on follow-up programmes in schools is another discouraging factor.
- Appointment of OBE trainers with little OBE knowledge is another stumbling-block in educator development. They fail to serve as role models for the educators.
- OBE lowers the educational standards of the learners in the sense that every learner is pushed to the next grade despite poor performance and this gives an implication that the learners are not necessarily skilled but rather certificated.

The respondent however, also identified a few positive aspects related to OBE:

- Emphasis on groupwork boosts the self-esteem of the learners.
- OBE eliminates racial discrimination since all ethnic groups receive equal treatment.
- Education has become a partnership consisting of stakeholders such as the educators, the learners and their parents.
- Financial assistance by some non-governmental organisations.

(e) Respondent E

The answers given by this educator can be summarised in the following sentences:

- OBE rejects all the good things initiated by the previous system, e.g. the repeating of grades by the learners until they are ready to be promoted to the next grades.
- OBE encourages passivity amongst the learners since very few of them are prepared to take active participation in group discussions.
- Examination, which is one of the most accurate methods of assessment, is totally neglected.
- The sudden change to the new approach has created resistance and anxiety among educators as well as the loss of interest among the learners.
- Insufficient supply of learning and support materials by the department

discourages the educators to continue with OBE.

- OBE's emphasis on learner-centredness is viewed as ignorance of the value of educators in the education process and this creates a feeling that educators have become mere tools.

Apart from all of these weak points, OBE was given the following credits:

- Well planned group work develops communication skills and citizens with critical and analytical capabilities
- Sharing ideas with others in groups boosts the learners' self-image.

(f) Respondent F

The responses given by this educator highlight a number of problems emanating from the implementation of OBE in primary schools:

- The possible reduction of educators because new learning areas usually combine a number of the present subjects.
- Schools are not adequately equipped with the relevant facilities.
- Workshops conducted for the educators only dealt with theory and that posed a serious problem to the educators when practical implementation occurred. In most cases the learning facilitators were not able to demonstrate the theory in practice.
- The sudden change to the new approach and the emphasis on group work confuses the learners and discourage them to search for information independently. This prevents them to learn to work independently.
- Educators lack proper training in OBE which leads to the loss of direction as to how to implement it judiciously.
- OBE promotes poor methods of assessment. Peer assessment, for example, is seen as a waste of valuable time.
- OBE workshops, courses and in-service training have heavy financial implications such as travelling expenses, accommodation as well as subsistence for the Department of Education.

The respondent only recognised two advantages of OBE:

- The development of different skills can create self-reliant citizens.
- The development of technological skills can prepare economically productive citizens.

(g) Respondent G

The following OBE shortcomings were identified by Respondent G:

- Very little time was allocated to the workshops for the educators.
- The lack of in-service training to update the educators with the latest OBE developments retards their progress.
- Lack of OBE knowledge among the learning facilitators actually kills the educator morale.
- Materials provided that are not self-explanatory and are difficult to interpret, mislead the educators. This finally results in the incorrect implementation of OBE.
- OBE terminology is extremely elusive and many educators are left frustrated with ambiguous interpretations.
- Many educators pretend to be implementing OBE but in essence previous strategies are still in use.
- Resistance to implement OBE strategies is caused by the feeling that OBE implementation has been imposed on educators.

The respondent felt that the only good thing about OBE is that it is career-orientated. The different learning areas may prepare the learners to follow specific careers at the end of their schooling.

(h) Respondent H

The respondent openly attacked the implementation of OBE in South African schools and termed it a “national disaster”. OBE, according to this respondent, was introduced to outroot archaic practices such as rote learning. However, no positive outcomes can be achieved as there are no follow-ups after the workshops. According to the respondent almost every educator who has discussed the implementation of OBE with her seems to be haunted by the following problems:

- Workshops for educators were conducted like crash courses over three to five days.
- Educators have nowhere to go if they have questions or problems related to OBE and learning facilitators do not visit the schools.
- In most cases trainers did not know enough to give practical examples or demonstrate outcome-based lessons.
- Educators are not properly informed as to how the learners' progress should be assessed.
- Dealing with group work in classes of up to 60 learners is a dilemma to educators.
- Schools either receive textbooks very late or too few of them or even none at all.

5.5.1.2 The emotional influence of OBE implementation on the educators and the possibility of practice shock

(a) Respondent A

The emotional influence of OBE on respondent A is evident from the following:

- Educators are forced to adapt to too many changes within the shortest possible period.
- It is very difficult for the educators to implement OBE because they know absolutely nothing about it.
- We cannot even discuss OBE issues with the educators from other institutions because we are so ignorant in this regard.
- Many educators like myself are living in fear of being retrenched because we are not OBE-literate.
- My performance in class has dropped remarkably, the reason being the shocking atmosphere under which one works.

The answers given here indicate the educator's loss of interest in the teaching career as a result of the stressful atmosphere the new approach has cultivated. A feeling of a worthless stakeholder is experienced and kills the motivation and morale to go on with the work. The OBE inadequacy lowered the educators' self-esteem which has developed fear of OBE. The educator is afraid to discuss OBE related matters with

colleagues from other schools due to fear of being exposed as a weakling. There is also fear that one might lose his/her job as a result of OBE incompetencies. The respondent has also admitted that the shock of OBE implementation has eventually affected his performance negatively.

(b) Respondent B

Emotional responses by Respondent B are as follows:

- Nothing impresses me about OBE and C2005, I only get more and more frustrated each time I should implement OBE.
- I am battling to overcome the stress caused by the feeling of uncertainty about one's future in the teaching career.
- I would have long resigned if alternative careers were available and accessible.
- I feel very much ridiculed to find myself standing in front of the learners without any direction of what I should actually do.

An analysis of the answers given by this educator clearly shows how demotivated the person is. The future of the educators who cannot cope with the situation is uncertain and such a status quo leads to the development of stress. Resignation seems to be the only resort and is inevitable if assistance does not come on time. Lack of direction leads to uncertainty and the latter is the source of fear to implement OBE.

(c) Respondent C expressed his emotions as follows:

- The language used in OBE is very strange. Nothing motivates me to implement OBE because I am in a state of confusion as a result of this complicated terminology.
- If I could get another job with the same benefits, I would leave teaching with immediate effect.
- One's job security is questionable these days because you do not know what will eventually happen to you if you fail to implement OBE in accordance with the demands of the Department of Education.
- We are forced to work under ambivalent conditions and the outcomes of this is the notable decline in classroom performance.

Confusion and misunderstanding caused by complicated jargon used in OBE have led to the serious deterioration in the educator's level of motivation. Job satisfaction is totally non-existent as the respondent explained that he would leave the teaching profession with immediate effect if he could secure an alternative job. Dissatisfaction in one's job creates feelings of insecurity and anxiety as one is also afraid of incorrect implementation. Thus one's self-esteem and performance decline.

(d) Respondent D explained his experiences with OBE as follows:

- Teaching has lost meaning and value to me ever since OBE implementation was imposed on us.
- Failing to adhere to the requirements of OBE can possibly lead to the retrenchment of such educators.
- The Department of Education fails to supply schools with the needed resources and facilities but still expects maximum delivery from the educators.
- OBE is still at its infant stage but very many changes have already been introduced and we, the people in the situation, are left to die with confusion and frustration.
- Many learning facilitators appointed by the Department of Education are just as OBE ignorant as the educators and this has already created a serious dissatisfaction amongst us.

A remarkable decline in the educators' level of motivation was observed from the answers provided. Analytically, this deterioration is linked to the sudden change of the teaching approach which is a source of anxieties, doubts and practice shock. Lack of facilities and resources, failure to conduct regular workshops, rapid changes in the OBE documents as well as the appointment of incompetent learning facilitators are all linked to the educator's low level of job satisfaction. All of these shortcomings have shown a negative impact on the educator's performance since self-esteem in terms of OBE is completely tarnished.

(e) Respondent E expressed his emotions as follows:

- In most cases, the learning facilitators refuse to visit schools. I am personally

demotivated by their negative attitude towards their work. The department is therefore failing educators in terms of direction and guidance they need for the correct and purposeful implementation of OBE. The educators will never feel comfortable with the implementation of OBE unless the department does something about the situation. My work performance is deteriorating day by day and I have now of late developed a serious tension which keeps on telling me that I should distance myself from the teaching profession.

The educator is totally demotivated by the learning facilitators. They are allegedly negligent in the sense that they are adamant to visit schools and conduct OBE workshops regularly. The hide and seek attitude they display is an indication of their lack of expertise. Lack of direction and guidance from the departmental officials is the main source of the educator's total job dissatisfaction. The educator is characterized by the extremely low self-esteem as a result of the far fetched applicability of OBE. OBE confusion suffered by the educator leads to tension and practice shock which further cause a notably fall in the educator's performance.

(f) Respondent F reported her experience with OBE as follows:

- Facilitation in class suggests a negative connotation to me: The Department of Education is likely planning to reduce the number of educators on the argument that only few educators can facilitate and manage the learning process of the learners successfully.
- The mini workshops conducted for the educators did not mean anything to me as they were based on theory in stead of practical skill development preached in many OBE documents. The workshop also failed to live to the expected level of increase in the motivation level of the educators.
- I am pessimistic whether we shall ever be OBE competent. My teaching performance has also deteriorated because I am unable to assess my learners properly as I would in the past.

The possible reduction in the number of the educators is a demotivating factor. The theories dealt with during educator workshops arouse suspicion about the validity of

skill development always preached about OBE. The educator is openly dissatisfied to work under such circumstances. The absence of proper training gives the educator an impression of being OBE incompetent which manifests itself in a low self-reliance. The educator does not know how to assess the learners properly and in this way the classroom performance is negatively affected.

(g) Respondent G

The emotional influence of OBE on Respondent G is evident from the following:

- I am totally frustrated by the learning facilitators who know very little about OBE.
- The difficult terminology used in OBE makes life uncomfortable for the educators and this status quo makes me dissatisfied.
- We will never implement OBE happily because it was imposed on us.
- Delivery of misleading documents supplied by the Department of Education has made me feel inferior to discuss OBE matters with my colleagues and this has led to the decline in my classroom performance.

The educator's low level of morale is the result of the wanting OBE knowledge of the learning facilitators. Frustration caused by the complicated terminology used in OBE is the main source of the educator's job dissatisfaction. The feeling that OBE was imposed on the educators supplements the terminology obstacle. The level of the educators' self-image in the context of OBE is below the accepted standard simply because most of the OBE documents given to them are not concise and can mislead.

(h) Respondent H expressed her feelings as follows:

- OBE is a national disaster and I see nothing prosperous about it.
- Workshops were never properly planned because the time allocated to the workshops was very short.
- OBE is a heavy burden imposed on the educators because even the learning facilitators who conducted the workshops were unable to address some of the crucial OBE-problems facing the educators.
- I am so discouraged to go on with my teaching career.

Calling OBE a “national disaster” is a clear proof of losing hope and enthusiasm from the educator. Dissatisfaction is caused by the short period allocated to OBE workshops as well as the learning facilitators’ inability to address the educators’ OBE-related problems. Due to the lack of direction and guidance, the educator’s self-esteem and performance are at stake.

5.5.1.3 The educators’ need for OBE guidance and assistance and the possibility of implementing mentoring as a solution

(a) Respondent A expressed the need for *mentoring* as follows:

- The Department of Education should see to it that the implementation of OBE is preceded by well organised orientations. This can take place in the form of mentoring. The mentors selected or appointed for this purpose strictly need to be OBE-orientated.
- The services of fully committed mentors will inculcate the love of OBE in the educators. Thus the latter will implement OBE with satisfaction and eagerness to learn more.

The respondent obviously expressed a strong feeling for professional mentoring as a preparatory phase of OBE implementation. Adequately trained mentors with a broad knowledge of OBE therefore ought to be appointed in order to assist the learning facilitators in positivising the negative attitude of the educators towards OBE. This way stress caused by practice shock will be eliminated. Educators’ interest to implement OBE will be aroused and the possibility to resign will die its natural death. In this way restoration of sustainable job satisfaction will be attained.

(b) Respondent B expressed the need for mentoring as follows:

- The OBE stress we suffer can be eliminated by the services of professional mentors. The Department of Education must therefore budget for the creation of posts for professional mentors. It will be a wise move if ever they are willing to make OBE a successful venture.
- My experience as an educator has taught me that problems such as job

dissatisfaction, demotivation and negative self-esteem need psychologists. It is high time that the possibility of creating posts for psychologists in schools be considered favourably.

According to the respondent the services of OBE-orientated mentors is essential as they are capable of addressing stress. Mentoring programmes should be implemented by the Department of Education to guide the educators to come to terms with OBE. It would be advisable for the Department of Education to also appoint psychologists who will supplement the mentors since they also have in-depth knowledge of practice shock and stress. The success in educator mentoring would mean an improved level of educator motivation, job satisfaction and self-esteem. The attainment of such a status quo would imply the educators' readiness to implement OBE with the full understanding that it is not a threat but rather a developmental challenge.

(c) Respondent C expressed the need for mentoring as follows:

- From what I have observed, practice shock in the context of OBE is mainly caused by the strange terminology used. Mentors appointed in schools must further possess in-depth OBE knowledge. I strongly believe that if the terminology could be made familiar to the educators they will be motivated to implement OBE correctly. Thus the educators will experience improved job satisfaction, stable self-image and increased performance. At the end of the day we will be able to produce skilled future citizens.

In the opinion of this educator, OBE assistance and guidance need to be prioritised and channeled towards the total eradication of shock caused by the use of strange jargon. Appointment of the learning facilitators fully trained in both fields of OBE and mentoring is encouraged. Their services will enable the educators to produce skilled learners and this is seen to be the pillar of motivation leading to better job satisfaction, stable self-image and improved performance.

(d) Respondent D expressed the need for mentoring as follows:

- I really feel that alone as educators, we will never find the correct direction

leading to the implementation of OBE.

- Assistance by trained people or officials can serve as an eliminator of fear amongst us to implement OBE. This will encourage us to strive for the attainment of expected educational standards.

According to this respondent the need for OBE assistance and direction is unavoidable. Educators desperately need such direction. This will help to eradicate the phobia of the unknown, as OBE is commonly perceived. If educators' lost courage will be restored, this may lead to the attainment of the desired and expected educational standards.

(e) Respondent E expressed the need for mentoring as follows:

- I think mentoring is essential for both the learning facilitators as well as the educators. Building the former's self-concept is of pivotal vitality since the implementation of OBE is still new in our country. This move can create harmony between the learning facilitators and the educators. Thus the learning facilitators will be able to conduct workshops without any fear of being confronted with difficult questions.

According to this respondent mentoring is vital for both the educators as well as some learning facilitators who are still novices in terms of OBE. Full-time mentors must be appointed to ensure that the maximal development of the educators' self-esteem in the context of OBE is achieved. Frustrations caused by fear of failing to implement according to the specifications of the Department of Education will be eradicated. A harmonious working atmosphere should prevail and the educators should enjoy their job and strive to achieve the OBE objectives which is now perceived as a self-fulfillment.

(f) Respondent F expressed the need for mentoring as follows:

- I would be very happy if mentoring programmes and OBE training could be conducted concurrently. Demonstrating OBE skills by the mentors will motivate the educators to follow suit. In this way we will be empowered to take

active participation in the further development of OBE.

The appointment of professional mentors is proposed by this respondent as it is believed that the programmes should include OBE aspects. It is therefore expected of the mentors to demonstrate the skills they would like to see the educators developing in their learners. Such practical demonstrations will alleviate the educators' fear of OBE implementation and ultimately make them pro-active participants in the development of the system. Mentoring programmes and OBE training should actually be conducted concurrently.

(g) Respondent G expressed the need for mentoring as follows:

- My opinion would be the establishment of collaboration between the mentors and the learning facilitators. This would imply that the mentors must always address us after we have been workshopped by the learning facilitators especially on the new information related to OBE. I believe this will allay our fears, doubts and suspicions.

This respondent is therefore of the opinion that mentors should work hand in hand with the learning facilitators. For example, the mentors can play a fundamental role in exterminating the educator frustrations bred by the feeling that OBE was imposed on them. Consequently the educators' interest to know more about OBE will be aroused.

(h) Respondent H expressed the need for mentoring as follows:

- The Department of Education is obliged to import experienced mentors from the countries where mentoring of the educators has already been legalised.
- I also wish to extend my appeal to the education authorities to accept the services of the learning facilitators from the states where the OBE model has been in use for some years. Their experience will be a mammoth gain to our learning facilitators.

Since this educator regards the implementation of OBE as a national disaster in the

education system of South Africa, an appeal is made that all the mentors be imported from those countries where the mentoring system has been implemented successfully for some years. It is further suggested that the South African manpower of the learning facilitators need to be augmented by the inclusion of experienced learning facilitators from OBE advanced countries.

5.5.2 Analysis of the questionnaire

In general, data gathered from 29 educators at the identified primary school showed that they were mostly antagonistic towards the implementation of OBE. The following responses serve as indicators in this regard:

- 90% of the staff indicated that they have lost interest in teaching since OBE was introduced. This is a manifestation of low level of OBE interest.
- 83% of the educators maintained that even the recipients of education (i.e. the learners) are not happy with the implementation of OBE.
- The fact that 72% of the educators were not satisfied with the strategies used for learner assessment may be indicative of a low level of job satisfaction.
- 86% of the educators were of the opinion that the new assessment tools are not more future-oriented in terms of educator-learner development than those strategies used in the previous approach.
- The entire staff were of the opinion that the terminology used in OBE approach are not straight forward and easy to interpret.
- Only 57% of the staff have attended OBE workshops.
- 93% of those who attended the workshops indicated that they did not really benefit from the workshops.
- 100% of those educators who attended OBE workshops complained that the time allocated for the workshop was not adequate. This may be a suggestion of gaining very little knowledge and skills from the workshop.
- The majority of the educators (73%) indicated that the OBE workshops were not conducted by suitable trainers.
- The partnership between the educators and the parents was viewed with mixed feelings. 24% was in favour of the idea, 17% was ambivalent and 59% opposed

the idea of programme organisers being decided upon by educators and parents together.

- All of the educators (100%) felt that the parents do not have any understanding of programme organisers. This may boil down to the fact that nobody has ever taken any initiatives to train the parents to become OBE literate.
- The majority of the staff (69%) is doubtful that the educators will so ably manage to link the programme organisers with the skills and experiences needed by the learners.
- The entire staff responded negatively on the question about the availability of sufficient materials. It could be deduced from this response that being confronted by such circumstances demotivated the educators to implement OBE.
- 70% of the staff indicated that groupwork activities for the learners were difficult to manage.
- There was a high rate of OBE phobia in the school. A total of 86% of the respondents indicated that they experienced OBE phobia before they attended OBE workshops.
- 66% of the educators agreed that OBE phobia can result in practice shock; 14% were uncertain while only 20% did not agree.
- 76% of the staff indicated that they were not comfortable with Micro Planning of the learning areas. This attitude may be related to the little time allocated to the workshops as well as incapable OBE trainers appointed by the Department of Education.
- The responses of the educators to a question about Macro Planning were exactly the same as those provided for Micro Planning above.
- Although change is meant to bring the developments in life, it is painful and difficult to accept. Thus only 21% of the staff indicated that they found the shift from an educator oriented to a child-centred system easy. The remaining 79% indicated that they did not find this shift easy.
- It was the feeling of all the educators that OBE and C2005 were not introduced at the right time.
- 79% of the staff indicated that they would opt for an alternative approach if they

could be given the opportunity to do so. This response indicate that they were, in general, not comfortable with OBE.

- All the educators were positive that their principals/deputy principals/HODs were aware of all their OBE problems.
- 71% of the staff acknowledged that their SMT was to solve their problems, 19% were uncertain while 10% displayed dissatisfaction.
- 100% of the educators indicated that they needed OBE help from someone.
- The entire staff further indicated that they would appreciate contact with external helpers. This may be an indication that the educators need to be guided properly if the implementation of OBE is to be successful.
- 100% of the staff were optimistic that the full intervention of such assistants could help to alleviate the fear and anxiety caused by the lack of OBE direction/uncertainties.
- 59% of the respondents agreed that the school authorities did encourage such assistance and contacts; 17% were neutral and 24% did not agree.
- The school evidently does not have any OBE development programmes as this was revealed by 100% of the respondents. The operation of such programme may, however, be of great value to familiarise the educators with OBE demands and expectations.
- On the question of whether the principal encourages the Learning Facilitators to visit the school frequently 69% responded positively while 31% gave negative answers.
- Finally only 28% of the staff indicated that they were happy about OBE assistance rendered by the learning facilitators; 17% were neutral and 55% indicated that they were not happy. Thus the school authorities need to work harder to ensure that the OBE needs of the educators are met and satisfied by the services rendered by the Learning Facilitators.

5.5.3 The researcher's observations

A variety of behavioural patterns of the educators at the primary school were observed throughout the whole project. This section is thus aimed at giving a full report to this effect.

5.5.3.1 The educators' attitudinal feeling about OBE and Curriculum 2005

The majority of the educators were openly hostile towards the implementation of OBE and Curriculum 2005. They were quite doubtful about the success of OBE. The educators could be divided into two groups i.e. those who had attended OBE workshop and those who were not as yet workshopped. In numbers they were sixteen and thirteen respectively.

(a) Educators subjected to OBE workshops

These educators were not in the least happy and highlighted the following complaints throughout their OBE discussions with others:

- The time allocated to the workshops was too short.
- The language and concepts used are too complicated to give any clear direction as to what is expected of the educators.
- The people who conducted the workshops were mostly incompetent and lacked direction.
- Failure by the workshop conductors to make follow-ups on the workshops created a feeling in the educators that the department does not care for them.
- The shortage of the learning and support materials can retard the OBE progress.

(b) Educators without any workshop experience

Their grievances included, among others, the following:

- It was expected of the educators to implement the new curriculum without having attended prior workshops. This lack of direction was perceived as short-sightedness.
- Short visits to the school by learning facilitators with limited knowledge of OBE.
- The unavailability of interim OBE documents to be used by the educators before they attended the workshops.
- The departments' expectation that OBE inexperienced educators would compile their own learning materials was viewed as practically impossible.

5.5.3.2 The educators' level of self-esteem with regard to OBE

From the researcher's general discussions with the educators in the school, it was obvious that their self-esteem with regard to the implementation of OBE was almost non-existent. It was discovered that OBE related topics with colleagues from other schools were avoided at all costs. The educators feared that their OBE ignorance and vagueness would be exposed and that their counterparts would thus lose confidence in them.

5.5.3.3 The educator's level of motivation and job satisfaction

The fact that the educators suffered a remarkable low self-esteem serves as an indication of a lack of motivation. The educators therefore merely continued with the OBE system because it was their obligation and they had no other option but to continue with the new status quo as it is. Consequently, their level of job satisfaction was affected negatively. Their comments indicated that many educators would resign with immediate effect if they had elsewhere to go. One of the most common demotivating factors mentioned by the educators is the appointment of incapable learning facilitators which led to complete job dissatisfaction.

5.5.3.4 The extent of stress and practice shock suffered by the educators

The absence of proper educator-orientation and induction as preparatory measures of OBE implementation have turned the teaching profession into a burdensome atmosphere. Working without clear direction creates a stressful scenario for the employees. For example, the frustrated educators displayed a melancholy expression on the issue of compilation of own teaching materials without being guided to that effect. This culminated in the creation of a serious practice shock. The actions of the educators manifest that the lack of direction from the learning facilitators built the feeling of uncertainty in the educators. Thus they finally developed practice shock, or in simple terms, fear to implement OBE.

5.5.3.5 A report on the outcomes of a special workshop

Having recorded all the OBE dilemmas of the staff, the researcher wrote the letter to the learning facilitator in charge of the school. An invitation was extended to the

learning facilitator to visit the school with the mission of addressing the educators' OBE related complications and eradication of the practice shock they suffered.

The learning facilitator responded in the following manner:

(a) **Brief discussion with the researcher**

The researcher, who is also the principal of the school, briefly reported the problems of the educators as well as their negative attitude towards OBE. It was clearly stated that a need for the person who could change such an attitude and alleviate their fears, was identified. Thus the learning facilitator was requested to come to the school's rescue. An agreement was reached that a special workshop would be conducted with the sole aim of addressing those problems already mentioned under 5.5.3.1 to 5.5.3.4.

(b) **The workshop itself**

The learning facilitator honoured the agreement reached with the researcher by conducting the workshop as requested. She was accompanied by one of her colleagues for assistance. The workshop commenced as scheduled and more emphasis was placed on the problem areas previously discussed with the researcher. In the next phase, the educators were requested to give their comments, inputs or alternatively highlight their obstacles. A conducive atmosphere was created and everybody was at liberty to express his/her feelings. The educators and the learning facilitators therefore shared ideas on the implementation of OBE and at the end of the workshop almost everybody seemed satisfied.

The learning facilitator in charge of the school was requested to make a follow-up as soon as it could be possibly manageable. The aim was to record all the OBE attitudinal changes in the educators. Unfortunately this could not materialise because of the learning facilitators' tight schedule.

(c) **Submission of supplementary documents**

The learning facilitator however brought the documents that supplemented the workshop a few days later. Each educator was supplied with copies for further consumption. A great interest to read the handouts was observed. The educators further took initiatives to conduct OBE workshops among themselves. After a short while the principal was advised by the staff to establish an OBE Co-ordinating Committee. The committee was supposed to execute duties such as, inter alia, the following:

- Inform the School Management Team (SMT) about the OBE needs of the educators
- Look for any valuable OBE materials and present them to the staff
- Establish links with other schools with regard to OBE issues
- Organise OBE workshops
- Report problems experienced with OBE to the school authorities.

5.5.3.6 The researcher's findings on the change in the educators' level of motivation and job satisfaction

A tremendous interest in OBE matters emerged instantly after the workshop was conducted. This is perceived as the attainment of success in exterminating the doubts and anxieties which culminated into the development of practice shock. Active participation in OBE matters, which succeeded resistance is a clear indication of improved level of motivation coupled with job satisfaction bred by the introduction of OBE. The initial implementation of OBE was characterized by poor school attendance by the educators. The primary school investigated in this study was established in 1997. The school attendance of the Foundation Phase educators was normal in 1997 but deteriorated gradually as from the year 1998 when OBE was introduced. Such a drop also occurred among the Grade 7 educators in 2000 when OBE was implemented. Ever since the workshop was conducted, however, there seems to be a notable improvement in educator school attendance rate.

The following table shows the attendance drop among Foundation Phase and Grade 7 educators:

Table 5.1: Educator attendance percentage:

Year	Foundation Phase	Intermediate Phase	Senior Phase (Gr7)
1997	94,5%	86,4%	95,7%
1998	90,3%	95,8%	96,3%
1999	88,6%	96,6%	96,5%
2000	85.2%	96.8%	87,9%

Resistance against the implementation of OBE from 1998 until the workshop took place also coincides with increased union participation in those Grades affected.

Table 5.2: Educator's union participation percentages:

Year	Foundation Phase	Intermediate Phase	Senior Phase (Gr7)
1997	65.3%	63.9%	65.9%
1998	94.2%	64.2%	66.2%
1999	95.3%	63.6%	63.2%
2000	96.4%	63.4%	97.4%

5.5.3.7 The possible outcomes achieved by the mentoring of educators

During the workshops the learning facilitators ensured the educators that whenever change is made, it is meant to bring improvements and developments. Thus the educators were made aware that the implementation of OBE was no exception. Mentoring therefore occurred in the form of motivational talks. Emphasis was laid on the advantages of OBE. The educators were further urged to accept the implementation of OBE and C2005 as a challenge that will finally equip them with lifelong skills and knowledge. The skills would make it possible for the South African citizens to compete internationally. Again the educators learned from the LF's that skilled citizens can become job creators rather than job seekers.

The LF's requested the staff to contact them at any given time in case they encounter

OBE problems. The educators were also given an assurance that follow-up visits would take place frequently. It was stated clearly that such visits would be focused on assisting them with OBE issues. In this way, the previous anxieties and practice shock were eliminated. It is therefore clear at this early stage that *mentoring* may help to alleviate *practice shock*. This argument is supported by a sudden change of attitude which took place after the workshop. The educators were no longer resistant but instead they were more than keen to implement OBE (See 5.5.3.5(c)).

Resistance against the implementation of OBE from 1998 until the workshop took place also coincides with increased union participation in those grades affected. For example the union participation in the Foundation Phase was 65,3% in 1997. Participation increased to 94,2% in 1998 when OBE was implemented in the Foundation Phase. The toll rose to 95,3% and 96,4% in 1999 and 2000 respectively. The same change took place in Grade 7. Participation was 65,9% in 1997, 66,2% in 1998 and 63,2% in 1999. Suddenly it rose to 97,4% in 2000. This is attributed to the implementation of OBE. All the years during which OBE was introduced in a Phase were characterized by tremendous increase of educator participation in union activities.

5.6 RECOMMENDATIONS

5.6.1 Introduction

South Africa is presently undergoing transformational development in almost every facet of life. Education is no exception in this regard. Thus the implementation of OBE and Curriculum 2005 needs to be given accolades. Nevertheless, judicious and careful implementation ought to be prioritised to ensure the smooth running of the infant system.

5.6.2 Eradication of rote learning and examination focused teaching

Literature studies have proved undoubtedly that learning through memorization of facts does not have any lifelong value. In traditional teaching, the learners were passive participants who were also forced to obey every instruction from the educator.

Substitution of that approach with OBE is highly appreciated and recommended. OBE is flexible in the sense that the learners are given the opportunity to express their thoughts and to demonstrate their talents and capability. Whereas the learners were deprived of such benefits in the traditional teaching (see 2.2.1), learning in our OBE system is a practical experience rather than a useless theory. Thus pursuance of the system is a step forward in the development of our education system.

OBE has rescued the educators from the slavery of teaching according to the requirements of the examination. OBE facilitation leads to the realization and further development of a learners' lifetime skills (see 2.2.2).

5.6.3 Fair distribution of resources

OBE was developed to eliminate the educational fragmentations of the segregationist policies of the apartheid era. OBE is colour-blind, non-racist and non-sexist. Equal opportunities are offered for all (see 2.2.4). Consequently the implementation of OBE is recommended as previously disadvantaged groups will become equal benefactors in education.

5.6.4 The development of skills

One of the contributory factors towards the high rate of unemployment amongst the youths of our country is lack of skills. OBE is therefore recommended as it is evident that one of its missions is to address this mammoth obstacle (see 2.3.1). Skilled citizens can make positive contributions towards the economic growth of a country.

5.6.5 Educational needs of all learners

In an OBE system there is room for all learners and tension to lag behind is totally blown out of proportion since every learner is allowed to work at his/her own pace (see 2.4.1). The conducive learning atmosphere is for that reason created for each and every learner and the best outcomes are, in most cases, achieved.

5.6.6 The level of OBE understanding

Literature findings have depicted beyond doubt that there is a vast difference in the

degree of OBE understanding amongst the educators from different schools as well as the learning facilitators countrywide. In general, the understanding is extremely shallow (see 3.3.2.1). The appointment of the OBE trainers with the highest possible expertise is therefore encouraged.

5.6.7 Language and terminology

It is clear at this stage that one of the reasons leading to the educators' resistance to implement OBE is the use of jargon, vague and ambiguous language. Investigations confirm that the language problem also contribute towards the development of stress and practice shock in the educators. Vague terminology leads to communication barriers (see 3.3.2.2). The use of simple and straight forward language is cherished as the most vital remedy to improve the situation.

5.6.8 Support and learning materials

A chronic shortage of support and learning materials has been identified. Even those that are available are mostly of low quality (see 3.3.2.4). Satisfactory improvements could be bred by the government's readiness to subsidise education with sufficient funds.

5.6.9 Follow-up support by educator trainers

Once the trainers have conducted the official workshops they subsequently disappear. Very few of them visit schools to extent or render their follow-up support. This state of affairs demotivates the educators to continue with the implementation. Such follow-up support would assist the educators and inform them whether they are still progressing well or not (see 3.3.2.5). The Department of Education should make the implementation of these follow-ups compulsory and take a firm stance to monitor the trainers closely. Regular visits by Learning Facilitator (LF's) to the schools are encouraged. Each LF should submit his/her visitation programme to the Department of Education. Reports of such visits signed by the school principals must be submitted to the LF's supervisors to ensure that such visit took place.

5.6.10 Induction programmes

The introduction of induction programmes at school level, district level and/or provincial level can help the educators adapt quickly to the demands of OBE (see 3.3.2.6). If implemented officially, problems such as the following can be resolved:

- Resistance to implementation
- Practice shock
- Low level of self-esteem
- Low level of motivation
- Low level of job satisfaction (see 3.4.2.2).

5.6.11 The essence of educator mentoring

The project findings have revealed how mentoring can lead to personal development which leads to more effectiveness in one's work (see 4.2.2). Mentoring in the context of OBE is thus essential as the mentees will always work effectively to achieve the desired outcomes. Mentored educators will gain high self-reliance and reduce the size of OBE blunders the educators could make (refer to 4.3.1). Mentoring is also encouraged as it is an investment in people. The mentees can automatically extend their experience to other colleagues (see 4.3.5). Mentoring should be considered at school, district as well as provincial levels.

5.6.12 Team building

Regular workshops can change the educators' negative attitude towards OBE. This was revealed by the initiatives they took to arrange for their own workshops. This happened after being workshoped by the LF's (see 5.5.3.5(c)). Mentoring can also serve as a team builder. People involved in the mentoring process plan together. This positive working culture can be easily extended to all members of the staff (see 4.2.2.4). Regular workshops and continuous mentoring of the educators on the most recent information are therefore proposed. They will keep the team spirit alive amongst the educators in their various schools.

5.7 SUMMARY AND FINAL REMARKS

The chapter embarked on analysing data collected on the topics investigated in chapters two, three and four namely the attitude of educators towards OBE, practice shock amongst the educators and mentorship of the educators respectively.

In general, the research portrayed an extremely negative attitude shown by educators towards OBE and C2005. Their main grievances and dissatisfactions could be summarised as follows:

- The appointment of incompetent OBE trainers by the Department of Education;
- The lack of OBE resources and facilities in schools;
- Vague and too complicated terminology used in OBE;
- Very little time allocated to OBE workshops; and
- Absence of OBE in-service training for the educators.

Secondly, the development of practice shock created by the introduction of OBE in schools was revealed. The shock emanating from OBE implementation emerged, among others, in the following forms:

- The development of anxiety and the feeling of insecurity amongst the educators;
- The development of tension and stress amongst the educators;
- Increased participation in union activities; and
- The desire for premature resignation.

The chapter further alluded to the significance of mentorship in the context of alleviation of practice shock as experienced by the educators. The need for the formal mentoring of the educators came to the fore as follows:

- The introduction of mentoring as a preparatory stage for OBE implementation;
- Official implementation of mentoring will enable the educators to come to terms with OBE;

- OBE Learning Facilitators must also be trained in the field of mentoring;
- The appointment of full-time mentors can restore the educators' lost self-esteem due to OBE implementation;
- Collaboration between the mentors and the Learning Facilitators can address practice shock experienced by the educators; and
- The need to import experienced mentors from those countries where mentoring was used successfully.

In the final analysis, final remarks and recommendations based on the findings were made. The focal point in making those recommendations was the furtherance of the investigations on the topic that was investigated in this study.

The implementation of OBE in all the primary schools countrywide implies the operationalization of change aimed at the improvements in the education system of South Africa. The project has therefore identified some of the factors emerging as the obstacles which retard progress in this regard. Corrective measures were suggested to ensure the smooth and successful management of OBE as it became inevitable that retaining the traditional approach would not address the current needs of South African citizens. For example, the dilemma of a high rate of unemployment among the youth of this country because of the lack of skills would remain unsolved.

This research project, however, does not claim to have addressed all the problems related to OBE. Further in-depth investigations on the topic are thus encouraged. They would hopefully probably benefit both the implementers as well as the receivers of Outcomes-Based Education.

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APPENDIX A

EDUCATOR INTERVIEW QUESTIONS ON OBE & C2005, PRACTICE SHOCK AND MENTORING

1. What is your overview perception about the implementation of OBE and Curriculum 2005 in South African schools?
2. Which problems in the field of education do you think OBE will resolve and in which way(s) are they going to be eradicated?
3. In your opinion, how will the implementation of OBE benefit the citizens of South Africa?
4. What must OBE introducers do in order to ensure its acceptance and support from its implementers such as the educators and learners?
5. How does the implementation of OBE and Curriculum 2005 address the educational problems of the apartheid legacy during which education was divided into nine different departments?
6. What should be done to make external educational stakeholders such as the parents OBE literate?
7. In which ways do you think the compulsory implementation of OBE can affect or influence the life styles and standards of the people in South Africa?
8. From your own point of view, what are the shortcomings of OBE and how can they affect the entire education system of the country?
9. How does the implementation of OBE and Curriculum 2005 affect the educators' level of motivation in your school?
10. How does the implementation of OBE and Curriculum 2005 affect the educators' level of job satisfaction in your school?
11. What is the level of your self-esteem with regard to the implementation of OBE and Curriculum 2005?
12. In which way(s) did the implementation of OBE and Curriculum 2005 affect the classroom performance of the educators in your institute?
13. Give a brief overview of a sudden shift to OBE and Curriculum 2005 in terms of educator attitude towards the teaching career?

14. What is your feeling about the official introduction and compulsory implementation of the educator-mentoring programmes in South African schools?
15. What are the attributes between the implementation of OBE and educator-mentoring in schools?
16. What is the rationale behind the mentoring of the educators with regard to the implementation of OBE in schools?
17. Give a brief but elucidative account of what can be done to ensure the maximal attainment of educator-mentoring outcomes.
18. Who should be entrusted upon the task of educator-mentoring and why necessarily that/those person(s)?
19. What are the possible outcomes of a successful mentoring of school based educators?
20. If success is achieved from the educator mentoring programmes, what does this imply to the educators in terms of their teaching career and on the other hand what can be expected in case the entire practice becomes a futile exercise?
21. What are the major weaknesses of educator-mentoring programmes and how can they influence the implementation of OBE and C2005 by the educators?
22. Which step(s) could be followed as (a) remedy/remedies to those shortcomings?
23. How can the successful educator-mentoring affect the receivers of OBE in personae of the learners?
24. In conclusion, what does the future hold for the compulsory mentoring of the educators in your own school?

APPENDIX B

EDUCATOR QUESTIONNAIRE ON OBE & C2005, PRACTICE SHOCK AND MENTORING

	YES	UNCERTAIN	NO
1. Since OBE was introduced, would you say teaching has become more interesting to you?	3%	7%	90%
2. Do you think the learners find it easier with this approach to accept/receive education?	10%	7%	83%
3. Are you satisfied with the way the learners are being assessed?	18%	10%	72%
4. Would you say the assessment tools are more future-orientated in terms of educator-learner development than the previous teaching approach?	14%	0%	86%
5. Would you say the terminology used is straight forward and easy to interpret correctly?	0%	0%	100%
6. Have you ever been work-shopped on OBE and C2005?	57%	0%	43%
7. If so, did you really benefit from the workshop in terms of acquisition of new skills?	7%	0%	93%
8. Was adequate time allocated to the workshop?	0%	0%	100%
9. Was the workshop conducted by the relevant people in terms of the needed expertise?	17%	10%	73%
10. Do you find the Departments' stance that educators and parents together should decide on the choice of Programme Organisers essential and professional?	24%	17%	59%
11. Would you really say the parents in essence have a clear understanding of the Programme Organisers?	0%	0%	100%
12. Can all educators in your school really associate the Programme Organisers with practical skills and experiences the learners need to acquire in various Learning Areas?	24%	7%	69%
13. Does the Education Department provide school with adequate materials?	0%	0%	100%
14. Would you regard participation of the learners in group activities an easy task to be managed by the educators?	17%	13%	70%
15. Were you haunted by any OBE phobia before you attended the workshop?	86%	4%	10%
16. Can the uncertainty behind OBE create practice shock among experienced educators?	66%	14%	20%
17. Are you at ease with the Micro Planning of the Learning Areas?	14%	10%	76%
18. Would you say Macro Planning is familiar and easy for you?	14%	10%	76%

19. Do you find it easy to shift form the educator-orientated approach to the child-centred system?	21%	0%	79%
20. Were OBE and Curriculum 2005 introduced to you at the right time?	0%	0%	100%
21. Would you recommend an alternative approach to substitute OBE and Curriculum 2005?	79%	0%	21%
22. Is your principal/deputy principal/HOD aware of your OBE related problems?	100%	0%	0%
23. Do they look for the relevant people to address those problems?	71%	19%	10%
24. Do you need the OBE help from someone?	100%	0%	0%
25. Would you appreciate regular contacts with that/those person(s)?	100%	0%	0%
26. Would you say full assistance could totally alleviate fear and anxiety caused by uncertainties?	100%	0%	0%
27. Does your school encourage such assistance and contacts?	59%	17%	24%
28. Do you have OBE development programmes in your school?	0%	0%	100%
29. Does the principal encourage the Learning Facilitators to frequently the school?	69%	0%	31%
30. Are you happy with the services rendered by the Learning Facilitators?	28%	17%	55%

APPENDIX C

OBE TRAINING WORKSHOP REPORT

DATE: NOV/DEC 2001

The dreams, wishes and hopes of both the SMT and educators finally came to fruition when our institution was graced with the presence of Mrs Hoeane and Mr Moeng, Learning Facilitators, on invitation by the SMT to share our understanding and implementation of OBE.

Emanating from the workshop conducted, ideas and suggestions were mooted on how to carry out micro and macro-planning learning programmes for various Learning Areas.

On the completion of the workshop recommendations were forwarded that educators support and assist one another for the successful implementation of OBE. The educators were also urged to make thorough preparations for their lessons.

Compiled by the Deputy Principal