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**Learner-centred teaching and learning practices in Geography teaching in Namibian  
secondary schools**

by

**John Abraham Ockhuizen**

“Submitted in fulfilment of the requirements in respect of the Doctoral  
Degree, Doctor of Philosophy in the Department of Curriculum Studies in the Faculty of  
Education at the University of the Free State.”

February 2018

Promotor: Professor L P Louw

I, John Abraham Ockhuizen, hereby declare that the Doctoral degree research thesis that I hereby submit for the Doctoral Degree qualification Doctor of Philosophy at the University of the Free State is my own independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

Signature

Date



17 May 2018

.....

J A Ockhuizen

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J A Ockhuizen

17 May 2018

## **DEDICATION**

To: My late parents: Elizabeth Rebekka Ockhuizen and Gert Ockhuizen;

My late parents-in-law: Marthinus Roland Hill and Anna F. Hill;

My wife: Doreen Rachel Carol Ockhuizen.

My children: Anantha Candice Ockhuizen;

Nathan Alistair Ockhuizen;

Garth Roland Ockhuizen;

Roland Hill;

Grandchildred, Cinddy-lee, Nazanne, Charles, John, Nazirah and Alvara

This is for their love and support in my academic career.

**TO WHOM IT MAY CONCERN**

This is to confirm that I have, in my personal capacity as an English lecturer at the University of Namibia, edited the PhD thesis of Mr. J. A. Ockhuizen and can, to the best of my knowledge, declare it free from grammatical errors.

  
Dr T. C. Smit

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**KEYWORDS**

Learner-centred

Teacher-centred

Classroom practice

Teacher training

Secondary schools

Critical thinking

Problem solving

Constructivism

Instructional resources

Teaching methods and techniques

Ministry of Education

## LIST OF ABBREVIATIONS

AG	Administrator General
BETD	Basic Teachers Diploma
CED	Cape Education Department
DNEA	Directorate of National Examinations and Assessment
ETSIP	Educational and Training Sector Improvement Programme
HIGCSE	Higher International General Certificate of Secondary Education
IGCSE	International General Certificate of Secondary Education
MBESC	Ministry of Basic Education, Sport and Culture
MEC	Ministry of Basic Education and Culture
NAMAS	Namibia Association of Norway
NIED	National Institute for Educational Development
NSSC	Namibia Senior Secondary Certificate
SADC	Southern African Developing Countries
LCE	Learner-Centred Education
LCT	Learner Centred Teaching
SCL	Student-Centred Learning
SWA	South West Africa
SWAPO	South West Africa Peoples Organisation
UCLES	University of Cambridge Local Examination Syndicate

## **ABSTRACT**

After Namibia's independence and with an educational reform where there was a shift from teacher-centred to learner-centred education by the Ministry of Basic Education and Culture in 1995, the purpose of the study was to establish whether, after more than twenty years of independence, the practices of learner-centred teaching and learning in Geography at senior secondary schools were practiced.

There was a shift from teacher- to learner-centred education. Swartz and Avenstrup indicate that education in Namibia before Independence was highly content-orientated, and characterized by rote learning rather than inviting creativity and critical thinking. Swartz and van Graan further indicate that neither lecturers nor students applied the broad understanding of learner-centredness.

The research questions addressed the following objectives:

To determine the nature of learner-centred education in Namibian secondary schools; to determine the extent to which teachers applied learner-centredness in their teaching; to determine the extent to which learners interacted and communicated in a learner-centred approach; to determine the extent to which learning is taking place in a learner-centred approach; to determine the factors that did not contribute to the success of learner-centred teaching and learning in Namibian secondary schools; to determine whether classroom layout was conducive for learner-centred teaching.

The population for the study comprised 560 secondary school learners from 17 secondary schools from nine educational regions in Namibia who were taking the subject Geography at either higher or ordinary level. The final sample which consisted of both males and females comprised 560 learners. There were 17 teachers consist of both male and female, teaching the subject Geography, on both higher and ordinary level. Seventeen school principals, both female and male, were included.

The data were collected by making use of questionnaires for both Geography teachers and learners taking Geography as a school subject. Classroom observations were done at seventeen

senior secondary schools in nine educational regions in Namibia. Interviews were held, involving both principals and teachers teaching Geography at the senior secondary level.

To analyze the data, the SPSS program was used. Furthermore, frequencies and cross tabulation were also used to analyze the data. Cross tabulations were carried out for each of the sub-samples namely, gender, age and resources.

The principle findings in the research are as follows:

There is a great prevalence of teacher-centred teaching and learning. However, the teachers had a reasonably good understanding of learner-centred education, in contrast with that of the Geography senior secondary learners.

The teachers dominated most of the instructional processes and practices. Even where teachers applied group activities or role play activities, there was no effective guidance or facilitation of the group activities. The learners merely reflected on the facts from the textbooks or teacher notes. Most of the time the teachers posed questions contrary to the learner-centred approach.

The instruction of lessons was dictated by the subject curriculum and relevant subject materials, such as subject syllabuses, textbooks and teachers' lesson notes on the chalk boards.

There was effective communication between learners and teachers through the medium of English. Only in one school did learners address the teachers through their mother tongue.

The Geography syllabus for Grades Eleven and Twelve was characterized by too many topics to be covered. The syllabus in itself was too much examination-driven. Preparation was at all times focused on what would be in the final examinations. Little time was allotted to knowledge construction and daily experiences.

The main focus was on class tests, assignments or projects and external or final examinations. There were not many critical thinking exercises or problem-solving activities. In most cases homework was either examples of textbook activities or questions from previous examination papers.

The researcher has made recommendations on in-service training regarding the implementation of LCE approaches: overcrowded classes; the lack of teaching resources; teachers' use of integrated-formative evaluation and assessment approaches and, equally importantly, the need for further research around the influence of national examinations on effectively teaching in a learner-centred approach.

## **OPSOMMING**

Na Namibië se onafhanklikheidswording en met die hervorming van opvoedkunde was daar 'n verskuiwing vanaf onderwyser- na leerling-gesentreerdheid by die Ministerie van Basiese Onderwys en Kultuur in 1995. Die doel van hierdie studie was om te bepaal of daar, 20 jaar ná onafhanklikheid, werklik leerling-gesentreerde onderrig toegepas word in die onderrig van Aardrykskunde.

Swartz en Avenstrup het aangedui dat onderwys vóór onafhanklikheid hoog inhouds-georiënteerd was en gekenmerk was deur roetine-leer eerder as dat kreatiwiteit en kritiese denke gebruik was. Swartz en van Graan het ook verder aangedui dat nóg dosente nóg studente die begrip leerling-gesentreerdheid in hulle onderrig toegepas het.

Die navorsingsvrae sluit die volgende doelwitte in:

Om die aard van leerling-gesentreerdheid in Namibiese sekondêre skole vas te stel; om die omvang van die toepassing van leerling-gesentreerdheid in die aanbieding van lesse vas te stel; om die omvang vas te stel van hoe ver leerlinge interaksie het en kommunikeer in 'n leerling-gesentreerde klaskamer; om die omvang van die deelname aan 'n leerling-gesentreerde benadering te bepaal; om die faktore te bepaal wat nie bydra tot die sukses van leerling-gesentreerde onderwys in Namibiese sekondêre skole nie; om vas te stel of die klaskamer uitleg in Namibiese skole geskik is vir leerling-gesentreerde onderwys.

Die populasie vir die studie was saamgestel uit 560 sekondêre skool leerlinge wat Aardrykskunde doen as 'n vak, hetsy op gewone of hoër vlak. Al die leerlinge kom uit die 17 sekondêre skole van die nege streke in Namibië. Die finale monster wat bestaan het uit manlike sowel as vroulike leerlinge was altesaam 560. Daar was ook 17 manlike en vroulike onderwysers wat Aardrykskunde as 'n vak op beide hoër en gewone vlak aanbied. Die skoolhoofde wat deelgeneem het was saamgestel uit beide manlike sowel as vroulike persone, en was 17 in totaal.

Die data was ingesamel deur gebruik te maak van vraelyste vir beide Aardrykskunde onderwysers en leerlinge. Klaskamer obserwasies was gedoen by 17 senior sekondêre skole

dwarsoor die nege opvoedkunde streke in Namibië. Onderhoude was gevoer met skoolhoofde, sowel as onderwysers wat Aardrykskunde as 'n vak op senior sekondêre vlak aanbied.

Om die data te analiseer was die SPSS program gebruik. Frekwensies en kruis-tabulering was gebruik vir data analise. Kruis-tabulerings was gebruik vir elk van die sub-monsters, naamlik geslag, ouderdom en hulpbronne.

Die hoof bevindinge in die navorsing is as volg:

Daar is 'n groot voorkoms van onderwyser-gesentreerde onderwys en leer. Die onderwysers het 'n redelike goeie begrip van leerling-gesentreerde onderwys in teenstelling met dié van die senior sekondêre Aardrykskunde leerlinge.

Die onderwysers domineer meestal die instruksies en lesaanbiedinge. Daar was geen riglyne of fasilitering gedurende groepsaktiwiteite of rolspeel-aktiwiteite nie. Die leerlinge het weinig gereflekteer op die feite van die handboeke of onderwysers se notas. Die meeste van die tyd het die onderwysers vrae gevra ná die lesaanbieding wat in teenstelling was met 'n leerling-gesentreerde benadering.

Die instruksies van die lesse was gedikteer deur die vak-kurrikulum en relevante material soos vak-sillabusse, handboeke en die onderwysers se notas op die skryfbord.

Daar was effektiewe kommunikasie tussen leerlinge en die onderwysers deur die medium van Engels. Daar was net een skool waar die leerlinge die onderwysers aangespreek het in hul moedertaal.

Die Aardrykskunde sillabusse vir Graad 11 en 12 was gekenmerk deur te veel onderwerpe wat behandel word. Die sillabus self was te veel eksamen-gedrewe. Voorbereiding was te alle tye gefokus op moontlike vrae wat in die finale eksamen sou wees. Baie min tyd was gebruik om kennis en daaglikse ondervindings te genereer. Die hooffokus was op klastoetse, werkstukke en die eksterne of finale eksamens. Daar was nie baie oefening in kritiese denke of probleemoplossing nie. In die meeste gevalle was tuiswerk voorbeelde van óf handboek-aktiwiteite of vrae uit vorige vraestelle.

Die navorsers het aanbevelinge gemaak vir in-diensopleiding ten opsigte van die implementering van leerling-gesentreerde benaderings soos: oorvol klaskamers, 'n tekort aan hulpbronne, onderwysers se gebruik van geïntegreerde formatiewe evaluasie en assessering. Ewe belangrik ook is die behoefte vir verdere navorsing rondom die invloed van nasionale eksamens deur effektiewe, leerling-gesentreerde onderwys aan te bied.

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# **CHAPTER ONE**

## **CONTEXTUALIZATION AND ORIENTATION OF THE STUDY**

### **1.1 INTRODUCTION**

Namibia is a country situated in the southern part of Africa and is an associate of the Southern African Development Community (SADC). There are 14 educational regions in the country governed by an educational directorate. According to Namibia's language policy, the official classroom medium of instruction is English. The first three grades are taught through the mother tongue and from Grades 4 right through to tertiary education the medium of instruction is English which is also the language used for official correspondence.

The research reported on is mainly concerned with the investigation of the practice of learner-centred teaching and learning of Geography in senior secondary schools. This chapter addresses the background and rationale, statement of the problem, theoretical framework, objectives, significance and assumption of the study. In addition, it further includes concept of clarification, research layout, demarcation of terrain, limitations of the study, ethical considerations and value of the study.

### **1.2 BACKGROUND AND RATIONALE**

Namibia gained independence from South African colonial rule in March 1990. The new Minister of Education and Culture in the change of the entire education system (1990) embarked on a total educational reform. In 1993 the Ministry of Education and Culture announced its four new major strategic goals, namely access, equity, quality and democracy. At junior secondary level the implementation was effected through the broad curriculum for junior secondary education introduced in 1991.

At senior secondary level, the Cape Matriculation Examination System was replaced by the Higher International General Certificate of Secondary Education (HIGCSE) and the International General Certificate of Secondary Education (IGCSE). The new education system was implemented in 1995 (MEC, 1993). The Ministry of Education and Culture decided to replace the Cape Matriculation Certificate for the following reasons:

- The Cape Matriculation system was considered to be elitist.
- It was also seen as being too rigid and unadaptable to the needs of the learner.
- The pass rates achieved in The Cape Matriculation examinations were poor because the examination was a typically discriminatory type of examination, that is, norm-referenced rather than criterion-referenced. Thus, candidates could pass the examination by reviewing past examination papers, which greatly encouraged rote learning (Angula, 1993; Curry, 1993; Geingob, 1993; Lotter, 1993).

The International General Certificate of Secondary Education (IGCSE) system had the following main objectives: positive achievement; differentiation; course work and sound assessment procedures. The HIGCSE/IGCSE system provided every learner with the opportunity to be successful in his/her studies. The marking of examination questions ensured that learners were awarded grades on the basis of what they knew and not on what they did not know (MEC, 1993). Since its emphasis was on what learners knew, the system utilised criterion-reference testing. The scores obtained in HIGCSE/IGCSE examinations were not distributed in a normal distribution curve, as was the case with norm-reference testing (Njabili, 1999).

The HIGCSE/IGCSE examination system also emphasised the assessment of candidates' work by requiring teachers to tailor examinations in a way that allowed candidates of all abilities the opportunity to show what they understood, knew and could do. In terms of differentiation, the system allowed learners to choose either the IGCSE core, IGCSE extended or HIGCSE (Kasanda, Njabili & Otaala, 1996:10) curricula. All these curricula encouraged a learner-centred approach to teaching, encompassing a skills-based approach that included a variety of experiences. The

system's aim was to test certain skills in individual learners, rather than concentrate on failure. The system was highly flexible in that it catered for learners of varying abilities.

The course work component offered a fairer treatment of the hardworking learner whose attainments would not receive proper credit in formal examinations because of the technical difficulties s/he might have with such examinations. This includes difficulty in understanding or responding in written English. Course work assessment also provided more effective reinforcement. Furthermore, because of its similarity to the tasks performed in the classroom situation, it could help raise the quality of the learner's achievement (Njabili, 1999).

One of the Ministry's policy documents, "Towards Education for All" (MEC, 1993:10) clearly states that "teacher-centred instruction is inefficient and frustrating to most learners and certainly is not consistent with education for all. Hence we will have to help both our teachers and learners to become skilled at developing in a learner-centred setting".

In the Namibian context, learner-centred teaching and learning are derived straight from the nation-wide objectives of equality and democracy. They imply that teachers must place the needs of the learners at the centre of classroom practice. The latter point of departure should be the existing knowledge of learners on any given topic, while activities should be built on and extend the learner's knowledge.

According to Swartz and Avenstrup (1992:14), education before Independence was highly content-orientated and characterized by rote learning, rather than invite creativity and critical thinking. This supports the argument that teacher-centred teaching was the main method of instruction in the pre-independence era.

Angula (1992) states that teaching needs to be directed towards the learner's own participation and involvement through group work, projects, own investigation, debates and discussions. Swartz (1999), in a study of reflective practice in Namibian teacher education, found that neither lecturers nor students applied the broad understanding of learner-centredness.

In 2006, the Namibia Senior Secondary Certificate higher and ordinary level was introduced, based on the same principles as the preceding HIGCSE and IGCSE.

The BETD teacher diploma was developed to cater for the different ways in which individual learners learn. Learners bring different experiences, conceptions and values to the classroom, and their own strengths and weakness into the learning situation. Teachers, therefore, should be in position to explore, to formulate and to test out ideas.

The broad curriculum of the BETD moreover contains target 'competency areas' which the undergraduate teacher must control; one of which is simply the capacity "to teach their subject(s) through a learner-centred approach". The competency ranges are drawn closer through the investigation of particular topics; one of these subjects, viz. "evolving a critical enquiry method into one's own practice and context" (NIED, 1998: 5) reflects the program's concern with both the advancement of a long lasting learning state of mind among understudy instructors, as well as the concept of the teacher as a scholar.

### **1.3 THEORETICAL FRAMEWORK**

This study is guided by both progressivism as proposed by John Dewey (1859-1952) as well as social constructivism embedded in learner-centred education. Henning, Van Rensburg and Smith (2004) are of the opinion that theoretical framework position research in the discipline is working. The progressivism learning theory is based on experiential learning that develops in a social milieu. Therefore, in order to understand the educational enterprise it is important for every educator or teacher to understand the learners' background which will assist in the initiation of the learners' social milieu (Dewey, 1929).

Dewey (1985) further postulates that in order to expedite knowledge, the methods and abilities to be acquired and the subject matter, in this case Geography, to be learned must create attention in learners, but also at the same time giving consideration to learners' explicit capabilities, longings, and partialities.

According to Schiro (2008: 109), teaching/ learning is seen as a learner-centred process involving "careful observation of students and diagnosis of their individual needs and interests". All learners come to school with their specific interests. As a result, in this study the school subject Geography and the Geography teacher should use these interests to organise activities to add value to their studies. Learners' participation in activities can be achieved by involving them through group work, concerted and complaisant learning ventures, think-pairs-share, discussions and considerations.

Since study is about teaching methods, the social constructivism theory also comes into play as it addresses the teachers' classroom practices in the teaching of Geography at senior secondary level.

The social constructivist hypothesis has results for instructing and learning. It underlines that students must form their own particular comprehension and criticalness through regular cooperation with peer students and adults or their educators. A portion of the rule that are incited by this hypothesis are proposed by Woolfolk (2010), Tuncel (2009), and in addition Plourde and Alawiye (2003) and incorporate the accompanying:

- Learners' earlier information is essential. For this examination, Geography educators must, along these lines, abstain from regarding students as unfilled vessels, however should get ready for lessons that urged students to get vigorously engaged with the formation of their land learning and importance.
- The educator must acknowledge instructing methodologies that are student focused and that help contact or cooperation among students.
- The instructor goes about as a facilitator who guides students through their learning without denying them of their duty to develop their own importance and learning.

Old-fashioned teaching a techniques in Geography, according to Agnew and Elton (1998) and Van der Schee (2003), need to be substituted with collaborative teaching, resource-based learning, self-determining learning, hands-on and project work, etc. Within this collaborative

learning milieu the learners are able to assemble their personal information to subsequently achieve better.

Educators should be prepared in such an approach to meet different circumstances both in and outside the classroom. In the classroom, educators all in all, and Geography teachers particularly, meet learners who are not interested to learn, and in addition other people who need to learn however experience issues in understanding what is being presented. The educator, then again, may confront teaching hazardous and empowering points. Despite the conditions, the educator needs to instruct and deliver great outcomes. If not, s/he risks being marked inept and along these lines discolour his/her expert picture. Since educator instruction foundations can't provide food for every one of the situations and circumstances that instructors are probably going to experience over the span of their vocations, their preparation should cultivate the sort of auras ingrained amid preparing that incorporate an inspirational demeanour towards deep rooted learning. It is contended that preparation that

Giroux's depends on 'transformative' learning is of principal significance.

Utilizing (1997) idea, instructors ought to be viewed as transformative intelligent people that can be set up for the difficulties and challenges that they may experience over the span of their professions. It is of vital significance that instructor understand that the two teacher and student must be dynamic co-members in the instructing and learning process. Instructors are to teach students to be dynamic, basic nationals. This calls for instructors to be engaged with the procedure of activity, reflection and brilliance in the meantime. To empower instructors to reflect and act at the same time, educator training projects ought to ingrain fitting miens in them.

The longing to explore and appreciate must be embed in teachers. Teachers should be aware that learners are human beings who can think the longing to explore and appreciate (Maslow, 1970). Second is an awareness that learners are human beings who can think and should be respected as such. Therefore, the teaching methods applied should avoid constant situations where learners become passive receivers of information. Teachers should strive to involve

student teachers at institutions of higher learning in their own learning and encourage them to stay lifelong learners. (Freire 1970).

A well-groomed, self-actualized teacher can confidently face challenges in teaching Geography. He/she is likely to take the ingenuity to improve his/her own subject knowledge. He/she could also search for a resource peer without feeling hopeless or inconsequential because of a poor self-concept.

#### **1.4 LITERATURE STUDY**

A literature study was done to establish an academic perspective on the nature of learner-centred education worldwide, and specifically in the Namibian situation. This perspective was then compared to the expectations of the Namibian national curriculum regarding a learner-centred teaching approach in Namibian schools teaching Geography as a school subject. The literature study was also aimed at identifying the differences between the traditional way of teaching (in both practice and policy in Namibian schools before Independence) and learner-centred teaching. This necessitated the design and construction of a questionnaire to establish whether teachers had made the paradigm shift from old-style teacher-centred teaching practice towards learner-centred teaching.

#### **1.5 STATEMENT OF THE PROBLEM**

Since Independence in 1990, education in Namibia has propagated learner-centred teaching in all schools. However, given the complex realities that Namibia faces with regard to prevailing educational practices, the main question is whether learner-centred education has been successfully implemented and maintained in secondary schools in teaching Geography at senior secondary level. The MBEC, (1993:15) acknowledged that *“even though learner-centred education is a good idea, many teachers have difficulties using it”*. Van Graan (1998) found that there is a lack of common understanding of learner-centred teaching at all levels of the educational continuum. Swartz (1999), in a study of reflective teaching in the Namibian teacher education (BETD), found that neither lecturers nor students applied a broad understanding of

learner-centredness. This study, therefore, sought to explore whether teaching and learning modules, including content, classroom practices, teaching strategies, instructional materials and evaluation procedures, were suitable for the promotion of learner-centred teaching in secondary schools.

In the Namibian situation, studies of learner-centred teaching in schools have largely been confined to the primary and junior secondary education contexts. Available research on the topic includes the following studies: *Learner-centred education in Namibia: A case study* (Chaka, 1997); *Beginning teachers' perception of a learner-centred approach to teaching in Namibia* (Sibuku, 1997); *Learner-centred education: Development of teachers' concepts and practice of teaching in the context of Namibia school reform* (Shinyemba, 1999); *Learner-centred education equal to group work* (Van Graan, 1999); *In service education and classroom practice: Geography teaching in Namibia* (Mutwa, 2002); *Learner-centredness and group work in Second Language teaching: A shattered dream* (Shaalukeni, 2002); *Translating policy into practice: Aspects of learner-centred classroom practices in mathematics in Namibian secondary schools* (Kapenda, 2008).

The above mentioned studies were carried out after Independence and all the mentioned studies are older than ten years except for the research of Kapenda. The following researchers Chaka (1997), Shaalukeni (2002), Shinyemba (1999) and Sibuka (1997) found that most teachers were experiencing problems with the implementation of learner-centred approaches. This was confirmed by Kamumpingene (1998) who found that there is a non-existence of common understanding of learner-centred teaching. Simasiku (2012) and Awases (2015) found that geography teachers in Namibia lack the skills and knowledge required in utilizing enquiry-based teaching methods, like fieldwork.

The studies mainly focused on the perception of student teachers in the BETD diploma program and especially on primary and junior secondary level. In this study the researcher focused on secondary level. These researchers further focused mainly on Mathematics. Only one study was carried out on Geography as school subject. The current study is thus the fourth to be carried out in this area.

In more specific terms, the question is whether it is possible, with all the disparities in the Namibian education system, that effective learner-centred teaching and learning is taking place in Namibian secondary schools?

The policy of the Ministry of Education that all teaching will take place through a learner-centred approach is embedded in a policy document titled “How Learner-Centred are You?” This document clearly describes what learner-centred teaching is all about and how it should be implemented. Since there are policies in place, the question is whether these policies are implemented on a daily basis in classroom teaching.

## **1.6 RESEARCH AIM AND OBJECTIVES/QUESTIONS**

The main aim of the research reported on is to evaluate the execution of a learner-centred teaching and learning method in teaching senior secondary Geography in Namibian schools and how teachers in a new educational system implemented it after independence in 1990.

The question was broken down in a number of sub-questions or aims. The aim of the research was to determine whether learner-centred education in the teaching and learning of Geography is taking place in Namibian senior secondary schools. The aim of the research will be directed and focused by the following sub-questions or objectives:

- To describe the nature of learner-centred teaching and learning;
- To give an overview of the history of the implementation of learner-centred education in Namibian secondary schools;
- To determine the extent to which teachers implement learner-centred teaching and learning practices in their teaching of Geography;
- To determine learners’ experiences and perceptions regarding teaching and learning practices in Geography in Namibian secondary schools;

- To determine factors that inhibit the success of learner-centred teaching and learning practices in Geography in Namibian secondary schools;
- To postulate recommendations and guidelines for the optimum implementation of learner-centred teaching and learning practices in Geography in Namibian senior secondary schools.

## **1.7 RESEARCH METHODOLOGY**

The researcher utilized the following different research methods for data collection and analyses. A study of related literature was carried out to establish current academic perceptions about learner-centred education. Qualitative and quantitative methods were used when employing instruments, such as the questionnaire, semi-structured interviews and classroom observations.

### **1.7.1 Research design**

The researcher used an ex post facto design. Data of the study was collected by way of a field survey in utilizing questionnaires for both senior secondary Geography learners and teachers which was supplemented by:

- (1) structured interviews with senior secondary Geography teachers and principals of senior secondary schools
- (2) classroom observation of senior secondary Geography teachers

The aim of the questionnaires was to determine whether senior secondary Geography teachers involved the learners in teaching through a learner-centred teaching methodology.

The aim of the structured interviews was to find out whether senior secondary Geography teachers do understand the learner-centred teaching approach. In case of the principals the researcher wanted to determine whether the school principals constructively apply the learner-centred teaching approach in their respective schools.

The aim of the classroom observation was to determine whether senior secondary teachers in their daily lessons apply the learner-centred method in their lessons.

### **1.7.2 Research paradigm**

The research paradigm in this study is constructivism. The belief of constructivism is that there are numerous authenticities, and therefore we can create our own understanding or even produce our own acquaintance and connotation of the world that we live in (Young & Collin, 2004). Constructivism primarily emphasizes on the individual, and is apprehensive with how the individuals construct and make sense of their social and psychological world. The implication of this is that people in constructivism can construct their reality.

Constructivism additionally observe the part of the educator as that of a facilitator in a student focused condition where students are permitted to build their own importance and information. (Plourde and Alawiye, 2003; Tuncel, 2009; Anthony, 1996).

### **1.7.3 Research approach**

The researcher utilized a blend technique approach as the quality of a quantitative information and subjective information can be joined to get a more natural comprehension of the investigation issue. The quantitative information in the exploration may include close-finished inquiries which require deductive measurable examination. The subjective information may incorporate expansive inquiries where the perspectives of the partakers are looked for by methods for open - finished inquiries. The members' perspectives can be composed into subjects which can be understood inductively. (Creswell and Plano Clark, 2007, referred to by Galt, 2008).

The utilization of the blended strategies configuration, helped in the current investigation as in the gathered quantitative information did not completely answer the exploration issue which looked to manage the components that compacted on grouping and acknowledgment of educating hones.

Subjective information should have been gathered in order to supplement the quantitative information source.

It was anticipated that the utilization of blended techniques in the investigation would likewise help in finishing information triangulation. Denzin (1978:291) referred to by Johnson, Onwuegbuzie, and Turner (2007), depict triangulation as "the mix of strategies in the investigation of a similar wonder".

#### **1.7.4 Research types**

The researcher for this investigation utilized the exploratory approach. Exploratory research is directed to characterize the idea of the issue, therefore investigative research isn't proposed to offer decisive affirmation, yet causes us to have a superior comprehension of the issue. Saunders, Lewis and Thornhill (2007: 134) are of the assessment that when leading exploratory research, the specialist should will to change his/her course because of disclosure of new information and new bits of knowledge.

Exploratory research application does not plan to offer the last and distinct responses to the examination answers, however simply finds the examination theme with differing levels of profundity. "Exploratory research tends to handle new issues on which next to zero past research has been done" (Brown, 2006: 43). Furthermore, it must be noticed that "exploratory research is the underlying examination, which frames the premise of more decisive research. It can even help in characterizing the exploration configuration, inspecting technique and information accumulation strategy" (Singh, 2007: 64).

#### **1.7.5 Research methods**

The researcher used quantitative and qualitative methods in collecting the data. In this section the different approaches as well as the different instruments will be discussed. Further the different techniques for data collection and analyses will be discussed.

### **1.7.5.1 Quantitative approach**

Quantitative research tries to find answers to concrete questions by generating numbers and facts. “The goal is to establish a ‘representation’ of what consumers do or what consumers think.” (Barnham, 2015:38).

Quantitative research is utilized to measure the issue by method for producing numerical information or information that can be changed into usable insights. It is utilized to evaluate demeanours, suppositions, practices and other characterized factors – and to sum up comes about because of bigger example populace (Wyse 2011).

As indicated by Burton (2005), quantitative research, as the name advocates, alludes to a gathering of methodologies whose principle concentrate is on amounts, that is, numbers. Numbers will for the most part be the principle sort of information that these techniques gather, and those numbers will be dissected by utilizing logical or numerical strategies.

A quantitative report was additionally utilized in which Geography teachers and senior optional learners taking Geography on either higher or normal level finished a poll in regards to their comprehension and the act of student focused educating and learning.

### **1.7.5.2 Qualitative approach**

Maxwell (2013) advocates that qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables

Wyse (2011) is of the opinion that subjective research is fundamentally exploratory research. It is utilized to pick up a comprehension of fundamental reasons, assessments and inspirations. It gives understanding into the issue or creates thoughts or speculations for potential quantitative research. It is additionally used to reveal drifts in thought and assessments, and tests further into the issue. Information gathering strategies fluctuate in the utilization of unstructured or semi-organized systems. Some normal techniques incorporate concentration gatherings,

singular meetings and support/perceptions. The example measure is normally little, and respondents are chosen to satisfy a given portion.

According to McKereghan and Ferch (1998), qualitative research aims at an in-depth description and, therefore, makes it deductive. Burton (2005) further states that data collected through the qualitative method tend to be words rather than numbers in the form of transcripts or fieldwork notes. be words as opposed to numbers as transcripts or hands on work notes. Data are typically unstructured, and statistical methods cannot be used for its analysis.

Neill (2006) states that there are three most important strategies of facts collection, particularly collaborative interviewing, the place human beings will be asked to pronounce their experiences of an occurrence verbally; written descriptions by means of participants, where human beings will be requested to compose portrayals of their encounters of the wonder; and perception, which will be elucidating perceptions of verbal and non-verbal conduct Myers (2000:2) states that to write descriptions of their experiences of the phenomenon; and observation, which will be descriptive observations of verbal and non-verbal behavior Myers (2000:2) states that “those who are not familiar with qualitative methodology may be surprised by the sheer volume of data and detailed level of analysis that result even when research is confined to a small number of subjects.”

A qualitative methodology, which involves both observations and interviews, was used. (See annexures V and W) Qualitative research is usually better for exploring, understanding and uncovering (Lash, 2008).

#### **1.7.6 Selection of participants**

The participants, school principals, geography teachers and learners were selected from nine educational regions where Geography was offered at senior secondary level.

### **1.7.6.1 Population and sampling**

Population is defined by Bless, Higson-Smith and Sithole (2013: 30) as “the complete set of events, people or things to which the research findings are to be applied”.

The population consists of 560 senior secondary learners, 17 Geography teachers and 17 school principals at schools in nine of the 14 educational regions of the Republic of Namibia.

Sampling occurs when a portion from the population of interest is selected and the results that are obtained from studying the sample can be generalized back to the population it was selected from (Pelham & Blanton, 2007).

Sampling, according to Möwes (2002), refers to the method used to select a given number of people (or things) from a given population. In this study, a systematic, stratified sampling strategy was used where every  $n^{\text{th}}$  element from an existing list, beginning at a randomly chosen point, for example the 10<sup>th</sup> person, was selected. The researcher retrieved a list from all senior secondary schools from the Department of National Examinations and Assessment (DNEA). Senior secondary schools where Geography was offered as a subject at senior secondary level were identified with assistance from regional offices.

For this study the researcher used convenience sampling in the selection of the sample schools. Cohen, Manion, & Morrison, (2000:103) state that there are shortcomings in convenience sampling, because the researcher simply chooses the sample from those parts of the population he/she has easy access to and suggests that he/she “... must take pains to report ... that the parameters generalization in this type of sample are negligible.” Since Namibia is a vast country, the researcher, in fact, was forced to select schools that were accessible by normal transport.

### **1.7.6.2 Data collection**

Data were collected with the following instruments, namely: (1) questionnaires; (2) classroom observation; and (3) semi-structured interviews.

### 1.7.6.2.1 Questionnaire

Information were gathered through an organized poll, (see annexures C and B) for the two groups namely, students and teachers of Geography at senior auxiliary level. In this study 560 Geography students and 17 Geography teachers finished the polls. The survey comprised of a scaled agenda, open-finished and 'yes' or 'no' inquiries, split into a few segments. The students' poll comprised of 11 areas. Area One secured statistic data; Section Two researched accomplishment or execution; Section Three took a gander at the subject educator; Section Four investigated input from the instructor; Section Five was identified with the legitimacy of a test; Section Six was concerned about inspiration; Section Seven scrutinized students' examination propensities; Section Eight identified with school data; Section Nine investigated the educator's execution and Section Ten took a gander at the classroom and assets. According to Hurter (1988:6), a questionnaire is the most appropriate technique when studying relationships between variables. According to Lash (2008), quantitative research is generally better for confirming and clarifying and is, therefore, objective. The researcher used a questionnaire because questionnaire surveys have the following advantages:

- The method can be used to gather information from a large or small number of people;
- A questionnaire is cheaper to administer than most other data collection methods;
- It reduces errors of bias that might result from the personal characteristics of an interviewer and the variability in his/her skills;
- The absence of an interviewer provides greater anonymity and
- The method permits wider, geographical contact and the time required to collect the data is much less than with most other collection methods (Nachmias, & Nachmias, 1992; Cohen, L. Manion, L. & Morrison, K. 2000; Wallen, & Fraenkel, 2001).

Questionnaires were utilized for both the sample of senior secondary Geography teachers and learners. The sample size was 560 senior secondary learners taking Geography as a school

subject on either ordinary or higher level. The researcher himself had administered the questionnaire in both the delivery and collection thereof. Consequently, the questionnaires were completed by the Geography learners and teachers during class time, specifically during a non- promotional period, as well as after school. The Geography teachers completed the questionnaires during non -teaching periods or after school.

Since it was a questionnaire, no interviewer was necessary and learners and teachers completed the questionnaires without the influence of an outsider. In this process of non-influence greater anonymity was guaranteed.

#### **1.7.6.2.2 Classroom observation**

The researcher visited 17 classrooms where Geography was taught at senior secondary level, either at higher or ordinary level. This was done to gain first-hand information of how teachers at senior secondary level, teaching Geography, deliver their lessons.

Cresswell (1994:15) identifies the following advantages in using observations to collect data, namely: it gives the researcher first-hand experience with participants and it allows information on a situation to be recorded as it occurs. The researcher observed the practice that is applied on a given day for a given lesson(s). Permission was obtained from the Ministry of Education. An observation list was used in observing teacher behavior, learner responses, and teaching methods. More detail on the observations recorded can be found in Chapter 5.

#### **1.7.6.2.3 Semi-structured interviews**

The researcher conducted interviews with 17 subject teachers and 17 principals in the different educational regions in Namibian senior secondary schools where Geography was taught. The researcher used semi-structured interviews to allow the use of a detailed, topic guide and a number of predetermined questions.

Semi-structured interviews were used because, according to Bell (1993:8), the method of using semi-structured interviews is especially suitable when one aspect of a problem needs to be

studied in some depth within a limited time-frame. All the interviews were audio-taped and thereafter professionally transcribed. More discussions can be found in Chapter 5.

### **1.7.6.3 Data analysis**

Data were analysed by making use of the Statistical Package for Social Sciences (SPSS), as well as manual transcription. Analyses were done through frequencies. Qualitative data was analysed according to qualitative principles.

### **1.7.6.4 Trustworthiness**

Qualitative trustworthiness criteria includes credibility, transferability, confirmability and dependability (Bitsch, 2005). In quantitative research reference is made to reliability and validity. (Anfara, Brown and Mangione, 2002:29)

### **1.7.6.5 Ethical considerations**

Permission was granted by the Permanent Secretary of the Ministry of Education. No one was forced to participate. Collaboration was sought with those who participated. Participants were assured of their anonymity.

## **1.8 CONCEPT CLARIFICATION**

In this section clarification is given of key terms related to the study. The key terms are: Namibia; educational regions; learner-centred education; classroom practices and senior secondary Geography.

### **1.8.1 Namibia**

Namibia is an independent country which gained independence from South African rule on 21 March 1990. Since 1990 major changes and developments have taken place in reforming education in Namibia. Namibia was colonized by both Germany (1884-1915) and South Africa (1919-1990). Namibia has a population of 2 million people and is 824 268 square kilometres in size. Namibia is located in the south-western part of Africa and has the following neighbours:

Angola to the north, Botswana to the east and South Africa to the south. Its western border is the Atlantic Ocean.

### 1.8.2 Educational regions

Namibia has been demarcated into the following fourteen educational regions: //Karas; Hardap; Khomas; Omaheke; Erongo; Kunene; Otjizondupa; Oshikoto; Omusati; Oshana; Ohangwena; Kavango East; Kavango West and Zambezi. Educational regions are headed by a director with the necessary staff complement overseeing all education-related matters.

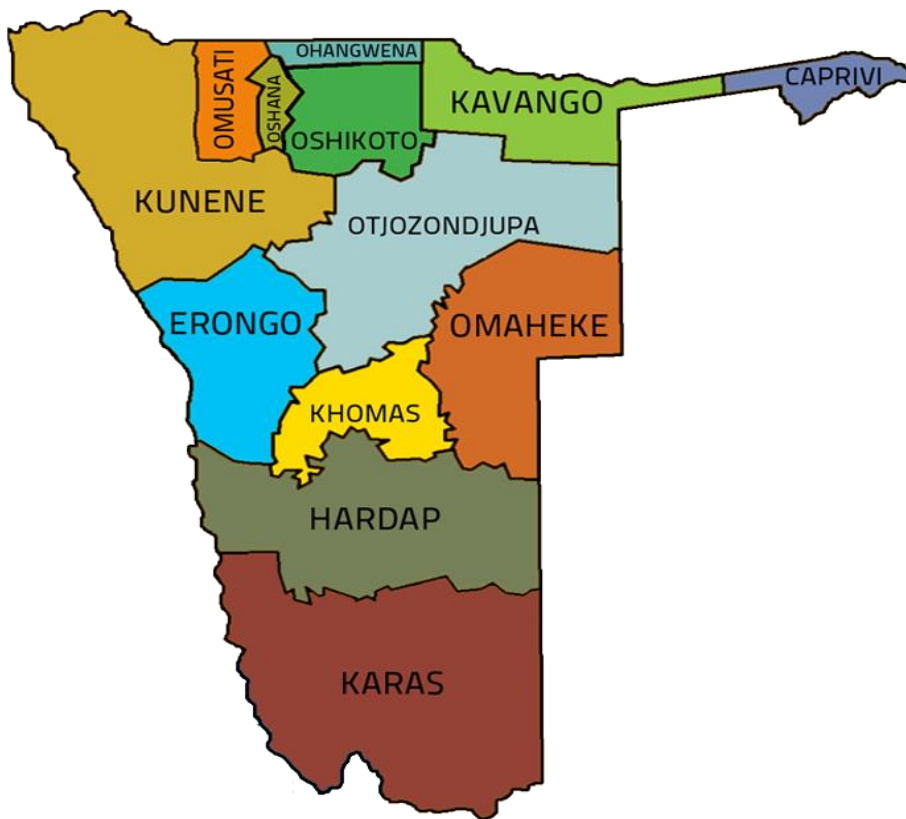


Figure 1 Namibian educational regions (NANTU SCHOOLS (2008))

### 1.8.3 Learner-centred education

Worldwide, there are many definitions of learner-centred education. However, in the Namibian context the following meaning is attributed to the concept:

- “The starting point is the learner’s existing knowledge, skills, interests and understanding, derived from previous experiences in and out of school;
- The natural curiosity and eagerness of all young people to learn to investigate and to make sense of an expanding world must be nourished and encouraged by challenging and meaningful tasks;
- Learners’ perspectives need to be appreciated and considered at school;
- Learners should be empowered to think and take responsibility not only for their own but for others’ learning and total development;
- Learners should be involved as partners, rather than being mere passive receivers of educational growth” (MBEC 1993: 60; also see paragraph 1.1.1).

#### **1.8.4 Classroom practice**

Classroom practice in this study denotes quiet studying, group interaction and orderly learning. Furthermore, classroom practice refers to how teachers interact with learners, i.e., whether in groups or on a one-on-one basis, physical arrangement of learners in the classroom vis-à-vis one another, the teacher and the chalkboard. The latter is also discussed in Chapters Four and Six.

#### **1.8.5 Senior secondary Geography**

This refers to geographical content at senior secondary level, i.e. Grades Eleven and Twelve in the Namibian context. The rationale in the Namibian context is that “Geography is a study of the earth and interaction between humans and nature; it examines humans in their interdependent relationship with the earth. Geography studies ways in which humans have adapted nature to meet their needs and requirements and to what extent humans are able to utilise their environment in a suitable manner. Geography also provides scientific knowledge about physical, environmental and human processes, which form the basis for cross-curricular education” (MEC, 2010:1).

## **1.9 LIMITATIONS OF THE STUDY**

The researcher was vigilant in capturing the data during the observation of lessons, but did not use a video camera to capture the teacher's method of teaching and responses from the learners. The researcher collected data by himself and due to lack of a technician no video camera was used.

Secondly, since the study only involved senior secondary Geography teachers, the perception of these teachers regarding LCE may differ from teachers teaching subjects like languages, economics and finance, and the pure sciences. This also imposes limitations on the conclusions that can be based on the findings with reference to the research questions.

## **1.10 VALUE OF RESEARCH**

According to Marshall and Rossman (1999), although qualitative studies are not generalizable in the statistical sense, their findings may be transferable. Similar studies may be conducted using qualitative designs which could increase possibilities for generalization.

The outcome of this study could be of great value to the Ministry of Education generally and more specifically to the National Institute of Educational Development (NIED). It was envisaged that the outcome would be an indication of how effectively the learner-centred approach is applied in the subject Geography at secondary schools in Namibia. Further training to promote the approach could be implemented as a result of the study, in formats such as workshops.

Regional inspectorates could utilize findings of this research to ensure that the necessary instructional resources are available at schools and that teacher's refrain from teaching through a teacher-centred modality.

## **1.11 ORGANISATION OF THE RESEARCH**

This research study is organised as follows:

- Chapter one provides the background, introduction, problem statement, theoretical framework, research objectives, research methodology, limitations of the study and the summary;
- Chapter Two provides a description of the educational structure and teacher training in Namibia and provides a Namibian perspective on learner-centred education;
- Chapter Three contains the literature review of international perspectives on learner-centred education, as well as constructivism;
- Chapter Four presents a review of learner-centred teaching methods, instructional materials and teaching techniques;
- Chapter Five presents the research design and methodology; contains the presentation and discussion of the research results;
- Chapter Six presents the findings, conclusion and recommendations of the study.

## **1.12 SUMMARY**

This chapter dealt mainly with the introduction of the study, as well as with the policies that govern learner-centred education. With reference to the problem statement and objectives, it listed the six questions asked in order to establish whether learner-centred education had been successfully implemented in Geography classrooms. The theoretical framework also formed part of this chapter. It emphasized that teachers and learners should be co-participants in teaching and learning and that further critical thinking and problem solving skills should be instilled in learners. The research design and methodology were also explained in this chapter. Lastly, the chapter also provided an outline of chapters.

The next chapter will deal with the historical background, educational structure and teacher training in Namibia.

## **CHAPTER TWO**

### **A HISTORICAL OVERVIEW OF THE EDUCATION SYSTEM IN NAMIBIA**

#### **2.1. INTRODUCTION**

In Chapter One the researcher dealt with the introduction, problem statement, research objectives, the value of the study, as well as the research methodology and limitations. This chapter will address the educational structures before and after Independence, as well as teacher training prior to and after Independence. It will also indicate how policy on learner-centred education developed.

#### **2.2 HISTORICAL BACKGROUND OF EDUCATION IN NAMIBIA**

Namibia has a long history of education. Like in other countries in Africa, the various colonial powers and their educational activities also applied different levels of education in Namibia and pre-independence educational systems may be classified as informal, partly formal and formal.

##### **2.2.1 Traditional African education**

Education in the African tradition was implemented and maintained before the missionaries brought their own form of education to the African continent. Amukugo (1993) cites Rodney and Anza Lema who held the view that there was formal education with strong cultural dimensions before the arrival of the missionaries. Initiation school programs, lasting from a couple of weeks to several months and even years, can be seen as educational processes facilitating passage from childhood to adulthood. This view is supported by Bunyi (1997) who also believe that before western colonialization, Africans had had their own way of educating youngsters in their communities or societies.

Amukugo (1993) states that the transfer of knowledge and skills in traditional African education was made orally; learning thus took place by doing as well as observing. Indigenous education was also referred to as traditional education. Not much has been written about indigenous education. Storeng (2001) points out that within the communal tradition, the child was sequentially prepared for life as a member of the family, the village and thereafter the clan or the chiefdom. The focus was not on the collective need. This type of education is contrary to learner-centred education.

### **2.2.2 Missionary education**

Formal education in pre-independent Namibia, then called South West Africa, was introduced by missionaries and colonialists, according to Tjitendero (1976), O'Callaghan, Noble and Mbamba. Storeng (2001) is of the opinion that four types of teaching and learning prevailed in Namibia during this era, namely:

- Indigenous education, also traditional education (Amakugu, 1993);
- Mission education;
- Apartheid education; and
- SWAPO education in exile.

Missionary education (1800-1900) started in the South of Namibia at Warmbad. The main ethnic groups involved there were the Namas, Damaras and Hereros and the system lasted until 1842. The Rhenish Mission took control of education after 1842 and a mission school was opened at Otjimbingwe in 1866. Basic teacher training was also offered at this school (Amukugo, 1993).

The Finnish and Catholic missions were mainly responsible for providing missionary education in the northern parts of Namibia, primarily in the so-called Ovamboland or for the so-called Ovambos. Auala (1999) states that the curriculum was extensively developed and emphasized the moral and spiritual development of learners. A strong element of evangelization was evident in these schools.

Storeng (2001) agrees with Auala (1989), Lehtanen (1999) and Cohen (1994) that the standards of the Finnish missionary schools were lower than those of the missionary schools in the south of the country. The Finnish concentrated mainly on the alphabet and bible stories. However, their curriculum gradually improved and was extended to cater for writing, arithmetic, music, singing, handcraft, as well as elements of natural sciences and Geography. During this period strong emphasis was placed on rote learning; teachers were not qualified and concentrated mainly on morality rather than on academic subjects.

### **2.2.3 SWAPO education in exile**

Since 1966, when there was a great exodus of Namibians from their motherland to foreign countries, one of the objectives of the South West Africa People Organisation (SWAPO) was to provide education to all Namibians in exile. It was for this purpose that the United Nations Institute for Namibia (UNIN) was established in Lusaka, Zambia, (Mbambo, 1982). SWAPO's Department of Education and Culture was formed in 1968. The sole responsibility of the Department was to provide education for the approximately 100 000 Namibian refugees in exile. Schools were established mainly in Angola's Kwaza Sul and in Nyango in Zambia (Mbamba, 1982; Cohen, 1994; Storeng, 2001).

SWAPO's educational objectives for the development of Namibians can be outlined as follows:

- Urgent training of technical and professional cadres at institutions of technical and higher learning;
- Provision for work-orientated functional literacy, that is, comprehensive education of (and education of illiterate and semi-literate) adults;
- Training many teachers and educationists to enable the introduction of quality education for all Namibians from primary, through secondary to university level;
- Developing the people's cultural creativeness (through arts), such as drawing, music, painting, dancing, literature, etc. as a weapon in the struggle for liberation;
- Striving towards the elimination of all the vestiges of tribal or feudal mentality;

- Concerning health and social activities, the training of medical and para-medical personnel and the expansion of health services, preventative as well as curative, the decentralization of hospitals, clinics, nurseries, health education and family planning centres, etc.
- To study strategies, techniques, methods and content towards establishing a national literacy program for an independent Namibia a SWAPO Seminar on Literacy was organized by SWAPO with financial and technical co-operation from UNESCO and held in Lusaka, Zambia from 17 -24 May 1978 (Mbambo, 1982).

#### **2.2.4 Structure of SWAPO's school system**

Mbamba (1982) cites the following structure and function of the SWAPO educational system:

- The provision of pre-elementary education for children under the age of five years;
- The provision of elementary education to children aged five years and above;
- The carrying out of literacy courses for adult literates, as well as giving them training in vocational fields, such as needlework, woodwork, tailoring, forming etc. and
- The provision of secondary education to the youth to prepare them for further studies in various parts of the world (Mbamba, 1982:126).

The structure of SWAPO education, according to Mbamba (1982), was as follows:

- Primary education
- Lower primary
- Higher primary
- Secondary education which in reality provided only junior secondary education, that is, Forms I and II
- Vocational and technical education and
- Literacy and adult education.

The LCE approach was not mandatory in the normal education system, although the nature of vocational, technical, literacy and adult education implies a LCE approach.

### **2.2.5 Education under South African rule**

Namibia, then South West- Africa, became a mandate area of South- Africa under the Treaty of Peace (Act No. 49 of 1919). However, the first Education Act, Proclamation No. 55 of 1921 provided for government control over all education services (Mbamba, 1987:57). The Directorate of Education in the Department of Education was established to oversee education for both so-called Europeans (whites) and Non-Europeans (indigenous people or blacks). The Education Act inter alia attempted to lay the basis for agreed principles of education for each group in the territory (Mbamba, 1987:57).

The Odendaal Commission in 1964 recommended the introduction of so-called Bantustans in Namibia, which led to the establishment of 11 ethnic authorities (Storeng, 2001; Katjavivi, 1989). The South African Bantu Education Act of 1953 was made applicable to Namibia. Education was provided on different levels to all ethnic groups in Namibia, although there were great discrepancies in that, amongst others, access to schooling remained heavily restricted as far as black people were concerned (Angula, & Grant, 1997).

### **2.2.6 Educational structures**

Namibia's educational structure before Independence was highly fragmented. Each (ethnic) Second Tier Authority had jurisdiction over its own education system. The Department of National Education provided education for the rural areas.

Before Independence, education in Namibia, then called South West- Africa, was administered by an Administrator General (AG), who was the representative of South- Africa. Act, No. 30 of 1980 vested powers in Second Tier Authorities, including the Government of Rehoboth, to organize and control the education of their respective ethnic groups. The Department of National education was authorized by the Administrator General (AG) to administer education on behalf of those Second Tier Authorities who could not do it themselves. This included the vast majority of black schools. Furthermore, the Department of National Education was responsible for the development of syllabuses, the setting of examinations and for certification (Official Gazette of South West Africa, 1980).

### **2.2.6.1 Pre-independence**

In this section preference will be given to the education systems before and after Independence, which will also include the language policy before and after Independence, curricula and teacher training, also before and after Independence.

The education system before Independence was structured as follows:

- Pre-primary schools catered for children between the ages of five and six years.
- Primary schools had Sub-Standard A to Standard Five.
- Junior secondary schools offered Standards Six and Seven.
- Senior secondary or high schools offered Standards Eight, Nine and Ten.

Thus, Standard Five was the end of primary education and Standard Seven the end of junior secondary education. There was no official certification at the end of either the primary or the junior secondary phase (Official Gazette of South West Africa, 1980).

The above-mentioned phases did not apply to the different ethnic administrations or so-called Second Tier Authorities. The administration for whites, for instance, only had primary and high or secondary schools. The primary phase in the white schools was the same as in the other authorities, offering Sub-Standard A to Standard Five, except for a few cases where Standard Five was offered in the high or secondary schools. The administration for coloureds had primary, junior secondary and high or secondary schools. Primary schools offered Sub-Standard A to Standard Five. The junior secondary schools offered Standard Six and Standard Seven. Secondary or high schools offered Standard Six to Standard Ten. The same was applicable to schools falling under the Government of Rehoboth. For the education administration in ethnic, black schools, for example schools for Owambo, Caprivian, Tswana, Herero and other indigenous groups, a more complex structure existed. There were primary schools, secondary or high schools and an amalgam known as combined schools. Primary schools accommodated Sub-Standard A to Standard Five. Combined schools hosted Sub-Standard A to Standard Seven or Standard Eight. The secondary or high schools accommodated either Standard Six to

Standard Ten or only Standard Nine and Ten. (Official Gazette of South West Africa, 1980; Ockhuizen, 1998).

The technical and practical subjects, especially in the secondary phase, offered opportunities for learner-centred teaching and learning, but no reference was made to such approaches in the particular education policies and syllabuses.

#### **2.2.6.2 Post-independence**

The situation that existed prior to Independence was neither satisfactory nor accepted by the entire Namibian community. Thus there was a need to change the education administration. The change needed was documented in Article 20 of the Constitution of the Republic of Namibia, which states the following concerning education in Namibia:

- “All persons shall have the right to education in Namibia.
- Primary education shall be compulsory and the state shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining state schools at which primary education will be provided free of charge.
- Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16) years, whichever is the sooner, save in so far as this may be authorized by an Act of Parliament on grounds of health or other considerations pertaining to the public interest” (Republic of Namibia, The Constitution, 1990:12-13).

Thus, the educational structure after Independence consists of formal basic education and senior secondary education. Basic education has the following levels:

- Lower primary consisting of Grades One to Four.
- Upper primary comprising Grades Five to Seven.
- Junior secondary accommodating Grades Eight to Ten.

The senior secondary phase accommodating Grades Eleven and Twelve was initially known as The International General Certificate of Secondary Education (IGCSE) and the Higher International General Certificate of Secondary Education (HIGCSE) (MBEC).

It should be noted that the Constitution depicts the ideal situation. However, not all children enter primary school while not all who enter complete the primary phase, let alone the junior secondary phase of basic education.

### **2.2.6.3 Language policy prior to Independence**

The medium of instruction can have an influence on a learner's performance. Although this study is not going to report on the influence of language on performance, the author has observed that language can affect performance. Prior to Independence, Afrikaans and English were the official languages in the then South West Africa. Lemmer (1996) points out that since 1970, the medium of instruction had been Afrikaans for the majority of schools. English as a medium of instruction was reserved for the white English-speaking community.

In schools where Afrikaans was the medium of instruction, English was taught as a second language and was a compulsory subject. The mother tongue was the language of instruction up to Standard Five for all the different education administrations or Second Tier Authorities. Afrikaans enjoyed the status of being the medium of instruction at the junior and senior secondary level in the majority of schools in the southern and central regions. This included all schools of all Second Tier Authorities. According to Cluver (1991 b), English was introduced as the medium of instruction at the junior and senior secondary level in the Caprivi in 1980 and in the former Ovamboland in 1981. However, according to Pea (1996), the region formerly known as Ovamboland still lagged behind in both spoken and written English at the time. Teachers still find it difficult to express themselves and the level of English of most learners is inadequate to the demands of the study, especially in the senior secondary phase (Pea, 1994).

#### **2.2.6.4 Language policy after Independence**

After Independence, English was adopted as the sole official language of the Republic of Namibia. As early as 1984, Chamberlain, Diallo and John (1984) already indicated that the main purpose of choosing the English language as a medium of instruction was to unify all Namibians, irrespective of race. This was also the aim of the Government of Namibia in adopting English as the sole official language. After Independence, all schools with Grade Eight were required to use English as medium of instruction.

In response to the above, the Ministry of Education, Culture, Youth and Sport (1990:60) in an education reform directive announced the following language policy:

“English would be the medium of communication in official correspondence, reports and communication. At the lower primary level the home language would be the medium of instruction as well as a curriculum subject, while English would be a subject. Where parents so chose, English could be both the medium of instruction and a subject, while the home language could be a subject”.

At the junior and senior secondary levels, English would be the medium of instruction, as well as a subject. The home language or any other language could be a subject. A language or any subject other than the official language could be taken as part of a pre-vocational skill component requirement. From 1991, English would be the medium of instruction for Grade Eight (Ministry of Education and Culture, Youth and Sport, 1990: 10-11).

The above language policy statements were followed by another official statement in 1992. The 1992 language policy statement included the following directives:

- 1992 would be the year of initial preparation for the phasing-in of English as the main medium of instruction in Grades 4-7.
- The phasing-in policy would follow the sequence of subjects to be taught through English.
- English would be a compulsory subject, starting from Grade One and continuing throughout the school system. Ideally, learners should study two languages from the following options:

Afrikaans; English; German; Khoekhoegowab (Nama/Damara); Oshikwanyama; Oshindonga; Otjiherero; Ruciriku; Rukwangali; Setswana; Solozi; Thimbukushu and Ju/'hoan.

The 1992 the language policy statement was amended in further language policy statements covering 1993–1996 and beyond. The language policy for 1993–1996 and beyond included the following directives:

- The situation prevailing in 1992 would continue for the Lower Primary Grades One to Three.
- From 1993 to 1996 the phasing in of English as the main medium of instruction in each of the upper primary grades (Grades Four through to Seven) for each promotional subject other than languages would proceed as follows:
  - From 1993 Mathematics should be taught through the medium of English;
  - From 1994 Mathematics and Science should be taught through the medium of English;
  - From 1995 Mathematics, Science and Social Studies should be taught through the medium of English;
  - From 1996 onwards Mathematics, Science and Social Studies, the major promotional subjects for the primary phase, should continue to be taught through the medium of English;
- From 1993 to 1996 and beyond, all other subjects in Grades Four to Seven could, with permission from the regional office, be taught in a language other than English (The Language Policy for Schools: 1992 - 1996 and beyond).

#### **2.2.6.5 Post-independence curriculum for the senior secondary phase**

In Namibia the senior secondary phase comprises Grades Eleven and Twelve. To continue with the reform process, Namibia adopted the International General Certificate of Secondary Education (IGCSE) from England in 1995. Subsequently, at the end of Grade Twelve, candidates sat for the International General Certificate of Secondary Education (IGCSE) and/or the Higher International General Certificate of Secondary Education (HIGCSE). Except for indigenous languages and some vocational subjects, all other

syllabuses were developed by the University of Cambridge Local Examinations Syndicate (UCLES). The most important features of the International General Certificate of Secondary Education (IGCSE) (and its variant the Higher International Certificate of Secondary Education (HIGCSE)) are:

#### **2.2.6.5.1 Positive achievement**

It provides each learner with an opportunity to be successful in his or her studies. Marking is done in such a way that learners were awarded grades on the basis of what they know and not on what they do not know (MEC, 1993).

Given its emphasis on what learners know, which is criterion-referenced testing, the scores obtained in the IGCSE and HIGCSE are not distributed in a normal distribution curve, as is the case with norm-referenced testing (Ockhuizen, 2002).

#### **2.2.6.5.2 Differentiation between syllabuses**

The uniqueness of the H/IGCSE curriculum lies in the fact that it caters for the entire spectrum of learner abilities in the classroom by differentiation. This allows each learner in the system to choose a curriculum and examination which suit his/her ability.

The IGCSE curriculum caters for core and extended curricula. The core curriculum is the basic one and is taken by the majority of learners in the Namibian schools. The extended curriculum is a more demanding curriculum and is chosen by selected candidates. The extended curriculum covers the same content as the core curriculum, but also covers a wider content.

The HIGCSE curriculum is an extension of the extended curriculum, with more depth and breadth. The HIGCSE curriculum was developed to give Namibian learners the opportunity to study at South African universities.

According to (MEC, 1995), differentiation is also based on outcome. Differentiation on outcome in the IGCSE curriculum is assessed in terms of positive achievement, with marks being awarded for the learner's attempts/efforts. The grading system in the curriculum is also different. The

highest grade in the IGSCSE is a C symbol and the lowest a G, whereas in the extended curriculum the highest is an A\* symbol while the lowest is an E. In the HIGSCSE the grading extends from a 1 (one) to a 4 (four), with four being the lowest and one the highest.

#### **2.2.6.5.3 Coursework**

Another important feature of the H/IGCSE curriculum is that of coursework. Coursework in the H/IGCSE curriculum is optional. The only subjects in which it is compulsory are Design and Technology, as well as in agricultural and computer science subjects.

Currently in the Namibian educational system the only schools that can offer such coursework are those with teachers that are trained in the teaching of coursework. Thus, not all schools in Namibia are allowed to offer subjects for which coursework is compulsory.

With the implementation of the Cambridge system, the purpose was to apply a learner-centred approach in all the school subjects taught at this level, through course work.

### **2.3 TEACHER TRAINING**

In this section the researcher will discuss early teacher training, which includes pre-independence as well as post-independence teacher training. Attention will also be devoted to the perspective of Namibia and learner-centred education.

#### **2.3.1 Early teacher training in Namibia**

Like primary and secondary education, teacher training in the colonial era was also done by missionaries. The first missionary school for teacher training was established by the Finnish Mission at Oniepa around 1890 and was moved to Ongwediva in 1955 (Mbamba, 1987).

The Augustinium teacher training school was re-opened with government assistance at Okahandja in 1923. The Catholic Mission opened its missionary training school for teachers at Döbra in 1925.

Training schools opened by the Anglican Church were established at Odibo in 1936 and at Oshigambo in 1952. Missionaries, specifically the Rhenish mission, also introduced teacher training for the Coloured and Baster ethnic groups (Mbamba, 1987). Teacher training took place before and after Independence. The different colonial powers had different ways and purposes for teacher training.

### **2.3.1.1 Pre-independence**

During the colonial rule of the Republic of South- Africa over the then South West- Africa, the latter was regarded as a fifth province of the Republic of South Africa. Namibian teacher training was therefore based on the South African educational system. As already pointed out in the introduction, Namibia prior to its independence had so-called Second Tier Authorities which also had control over the education of their particular ethnic groups (MEC, 1993: 21).

The Administrations for Coloureds, Basters and Whites, respectively, trained their own teachers based on the South-African educational system. In 1977 the Academy was established to serve as a university, inter alia to train teachers. This was done in conjunction with the Rand Afrikaans University in South Africa. Teachers were trained by using the model of teacher-centred education. The teachers were in total control and were therefore solely responsible for teaching of the subject content, with students/pupils merely passive recipients.

The South West Africa People's Organisation (SWAPO, now known SWAPO Party) which is currently the political party in power, as far back as 1983 started planning a training program for teachers destined to teach in Namibia after Independence in collaboration with the Swedish International Development Agency (SIDA). SWAPO, SIDA and the Swedish University of Umea subsequently launched the Integrated Teacher Training Program (ITTP) in 1986. The program was funded by SIDA and implemented by Umea University at the Namibian Education Centre at Kwanza-Sul in Angola, where teachers were trained under its auspices between 1986 and 1989 (Dahlström, 1995). Teacher training in exile was offered through both in-service and pre-service programs. These programs were guided by the following principles:

- The principle of learner-centredness and democracy: starting from what the students knew, their skills, attitudes and ideas and then broaden their individual and professional development.
- The principle of integration and function: integration between the concrete and the abstract, between practice and theory, between education and work/production.
- The principle of production: schools should be involved in the actual production of utilities in the community through production of skills and knowledge; education as production to support the development of self-esteem, relevant understanding of realities and reflection around specific situations and experiences, instead of accepting ready-to-hand solutions (Dahlström & Janson, 1989: 156 – 157).

### **2.3.1.2 Post-independence**

In 1992 the Ministry of Education, Youth, Sport and Culture was mandated to reform teacher training in independent Namibia. Teacher training was existing at the following colleges of education: Ongwediwa, Rundu, Katima Mulilo and Windhoek. The colleges of education were responsible solely for the training of teachers for basic education, namely Grades One to Ten. In 1993 a new three-year, pre-service teacher diploma was launched, better known as the Basic Education Teacher Diploma (BETD). The colleges admitted the first cohort of students for the BETD in 1993.

The BETD program, as well as teacher training programs of the Faculty of Education at the University of Namibia, were based on the learner-centred philosophy. The learner-centred approach in the BETD program emphasized the following aspects:

- The integration of theory and practice in the training of teachers;
- The varied pathways to admission to the teacher programs;
- Reflective and creative activities rather than rote-learning;
- Life-long professional and personal development;
- Outcome rather than entry point;
- A holistic view of the learners (MEC 1993; MEC 1994).

A broad curriculum, articulating the principles of learner-centredness and lifelong learning, was subsequently developed for the Basic Education Teachers' Diploma (BETD). The BETD is a three-year (nine-term), pre-service, teacher training program that produced almost all new recruits to Namibia's teaching cadre for Basic Education, the first 10 Grades in children's schooling (MEC, 1994: 7).

According to (NIED, 1998:4), the wide educational programs of the BETD states in its points that it will endeavour to:

- “develop a reflective attitude and creative, analytical and critical thinking;
- enable the teacher to meet the needs and abilities of the individual learner through organisation, management and assessment of teaching and learning processes;
- prepare the teacher to develop and use the creative and expressive abilities and skills of the learners;
- prepare the teacher to strengthen the partnership between school and community;
- enable the teacher to understand and utilise current knowledge of children's intellectual, emotional, social, physical, aesthetic, moral and spiritual development;
- develop a positive attitude towards individual differences, and enable teachers to utilise them to meet social and individual needs and
- enable teachers to take responsibility for their own learning, to be aware of ways to develop themselves professionally through their own initiatives as well as through their formal educational opportunities “.

The Ministry of Education, Culture, Youth and Sport in 1991 established the National Institute of Educational Development (NIED) with the mandate of spearheading the educational reform and with the specific aim of developing and implementing new curricula. In 1992 the government declared that the new educational system would be based on the learner-centred

approach, which in 1993 was articulated in the policy document “Towards Education for All” (MEC, 1993). “As we make the transition from educating an elite to providing education for all, we are also making another shift, from teacher-centred to learner-centred education. What teachers do must be guided both by their knowledge of concepts and skills to be mastered and by the experience, interest and learning strategies of their students” (MEC, 1993: 10). This in itself was a noble educational goal launched by the Ministry of Education, Youth, Sport and Culture in 1993.

The University of Namibia was mandated to train teachers for the senior secondary educational system, which consists of Grades eleven and twelve. The admission requirements for entrance into any undergraduate program of the University of Namibia is an International General Certificate of Secondary Education (IGCSE), with passes in five subjects, of which English is compulsory, with a C symbol.

In respect of teacher-centred teaching versus learner-centred teaching, it stands to reason that, since learner-centred education was only introduced in the Namibian educational system in 1990, a different system was in place before 1990. According to Alberts (1999), teaching in Namibian schools before Independence was mainly teacher-centred, as well as material-bound. He further notes that subject syllabuses were not available to teachers and they were guided mainly by prescribed textbooks, if available. Based on the aforementioned statement, the researcher compares a teacher-centred paradigm with a learner-centred paradigm in the five tables below:

**Table 2: TEACHER-CENTRED versus LEARNER-CENTRED**

<b>COMPONENT</b>	<b>LEARNER-CENTRED</b>	<b>TEACHER-CENTRED</b>
Educational thinking and basic leadership amid arranging process.	<ul style="list-style-type: none"> <li>Learners turn into the accentuations and are effectively occupied with the arranging procedure of classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The instructor himself/herself designs the lesson(s) affected by educator ruled educational program materials, including the subject syllabus.</li> </ul>

Recognizable proof of instructional needs.	<ul style="list-style-type: none"> <li>Both the educator and learners' arrange instructional necessities as per the theme, student's specific circumstance and foundation information, assets accessibility, work showcase and the nation's instructive theory.</li> </ul>	Teachers utilize instant instructional needs distinguished by educational modules engineers and educators amid classroom process.
Inspiration	<ul style="list-style-type: none"> <li>Value driven and improvement of students' interest, innovativeness, and incorporation of their earlier learning regarding the matter knowledge on the subject.</li> </ul>	By educator focused lesson targets and arrangement of outer prizes and punishment.
Educating and learning	<ul style="list-style-type: none"> <li>Live classroom guideline, for the most part action based, utilizing efficient support</li> </ul>	<ul style="list-style-type: none"> <li>Passive and educator overwhelmed classroom..</li> </ul>
Process	<ul style="list-style-type: none"> <li>Participatory methodologies, for example, little gathering dialog, think-combine offer, task and fieldtrips.</li> </ul>	<ul style="list-style-type: none"> <li>Learners sit unobtrusively tuning in, writing down notes from the educator's address. Classroom collaboration is insignificant.</li> </ul>
Educator and	<ul style="list-style-type: none"> <li>Fluid relationship with</li> </ul>	<ul style="list-style-type: none"> <li>Authoritative sort of</li> </ul>

<p>understudies' relationships</p>	<p>the end goal that both the instructor and the student are educator and student in the meantime while they justly gain from each other. Educators progress toward becoming facilitators, co-constructors or potentially accomplices of classroom processes.</p>	<p>relationship where the instructor isn't just the wellspring of information yet additionally the ace of classroom direction.</p>
<p>Classroom atmosphere</p>	<ul style="list-style-type: none"> <li>• Democratic, putting stock in, warm, casual, shared, and supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• Authoritative, tense, low put stock in, fear, and overwhelmingly.</li> </ul>
<p>Assessment of instruction</p>	<ul style="list-style-type: none"> <li>• Mainly developmental appraisal where educators and students together survey their guideline, and assessment is joined in the direction.</li> <li>• Teachers utilize assessment results to illuminate their classroom rehearses</li> <li>• Evaluation methods that are intended to include understudies in</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom assessment is finished by educators and specialists and generally toward the finish of guideline.</li> <li>• Teachers utilize assessment for evaluating, which along these lines is utilized to inspire understudies and also to give guardians data about their</li> </ul>

	inspecting their own picking up, concentrating their consideration on their adapting needs and changing seeing as opposed to on a grade.	youngsters' scholastic advance.
Understanding	<ul style="list-style-type: none"> <li>• High plausibility for profound and long haul learning of geological marvels.</li> </ul>	<ul style="list-style-type: none"> <li>• High probability for surface learning and here and now origination of topographical wonders.</li> </ul>

Source: Adopted from Msonde (2011:35)

## 2.4 NAMIBIAN PERSPECTIVES ON LEARNER-CENTRED EDUCATION

According to (MEC 1993:60), when Namibia ended up plainly free on 21 March 1990, training in the nation was portrayed by the accompanying highlights:

- “Fragmentation of education along racial and ethnic lines;
- Inadequate access to education and training at all levels of the education system;
- Ineffectiveness in terms of low advancement and achievement rates, and high wastage rates;
- Inappropriateness of the curriculum and teacher education programs to the needs and ambitions of individuals and the nation and
- A lack of independent involvement within the education and training system”.

Learner-centred education (LCE) has a focal position in the change procedure. Ways to deal with instructing and learning in Namibia ought to be student focused and this idea identifies with accomplishing the instructive objectives of access, value and majority rule government. In “Toward Education for All”, the (MEC 1993:60) defines LCE as follows:

- “the starting point is the learners’ existing knowledge, skills, interests and understandings, derived from previous experience in and out of school;
- the natural curiosity and eagerness of all young people to learn, to investigate and to make sense of a widening world must be nourished and encouraged by challenging and meaningful tasks;
- the learners’ perspectives need to be appreciated and considered in the work of the school;
- learners should be empowered to think and take responsibility not only for their own, but also for one another’s learning and total development; and
- learners should be involved as partners in, rather than receivers of, educational growth.”

In the first place, student-centred teaching requires that “teaching methods allow for the active involvement and participation of learners in the learning process”. The second component describes learning itself: “Learning is a lifelong activity – a process not an event. It is not something that happens once and then is over. It is something that we do, not something that we receive”

According to Zimba (1995), the needs, experiences and prior learning of learners should be considered when applying a learner-centred mode of teaching. Furthermore, learners should not be passive, but should rather be part of the learning process which at the same time also includes the teachers as co-learners in the learner-centred setup.

Pomuti (2000) portrays the key components of student focused instruction as interlinked and some of the time covering:

- Learning as an incidental and transformative process;
- Understanding as an openly manufactured and scrutinizing process;
- Education as a helpful, hands-on, joint and exchanged process

The National Institute for Educational Development (NIED), established in 1991, was authorised by the MEC to guide and coordinate the design, development and execution of the BETD program.

The aims of the Basic Education Teachers Diploma strive to boost a mind-set of creative, analytic and essential thinking and to enable the instructor to meet the desires and the capability of every learner through association, administration and assessment of educating and learning forms.

The curriculum also ambitions to prepare the instructor to strengthen and utilise the skills and capabilities of the learners and recognize and utilise their intellectual, social, emotional, physical, aesthetic, ethical and religious development. The trainer should boost a nice mind-set closer to person variations and be capable to utilise them to meet person needs.

The objectives likewise try to assemble the coach to upgrade the association amongst school and group, to assume liability for their own aging and to know about approaches to create themselves professionally by means of their own drives as appropriately as through their formal instructional opportunities (NIED 1998:4).

According to Swartz, (1995:39) the aim of the BETD is to offer a national and frequent teacher education associated to the desires of fundamental education, the instructional community, and the state at large. It tries to alternative perception and appreciate for cultural values and beliefs, “social responsibility”, “gender attention and equity.” It additionally strives to motivate a focus of how to “develop a reflective attitude and creative, analytical and essential thinking; grasp of studying as a shared, collective and prolific process, and enabling the teacher to meet the desires and abilities of the character learning”. Swartz, (1999:39)

Dalin and Rust (1996:153) keep up that if educators are to help other individuals to learn, they themselves must be always drawn in with learning. Guideline change in Namibia has the conviction of durable learning as one of its basic segments to enable change, to change and remuneration. One of the methodologies through which this can be proficient is through the confirmation of thoughtful educators in problematic, expert examination and activity inquire about achievements that prompt new observations in and comprehension of their own training and informational influences and that add to the extension of a sorted out instruction learning base. Through reiteration and unstable, expert request instructors figure out how to

characterize and break down the authoritative structures of an instructive circumstance, concern or issue, gather and survey data to organize the possible wellsprings of the bind under appearance with a specific end goal to make various distinctive clarifications, and figure out how to acclimatize the greater part of the data into a reflected presumption about or explanation for the issue distinguished. Thusly they will pick up a profounder comprehension of their circumstances and their practices, and will apply this thankful as a powerful influence for the assent of their own educating. Through these exercises they would likewise wind up noticeably mindful of the social states of their training with a specific end goal to cultivate value and social equity. The essential result is another origination and another observation through which they will achieve the view of learning as development and educating as a helping procedure for ideal learning (Swarts, 1998:142).

Swarts (1999:39) further is of the opinion that the BETD programme “provides a constructivist perspective on learning and student teachers are expected to experience the types of learning processes that they will have to facilitate and create for their learners. It employs critical inquiry (including action research) as a way to take the changed process into classrooms at colleges and schools and to create a new official knowledge base for education. The key questions which guided the design and development of the BETD program was, how do student teachers learn best? What do they need to learn?”

The implementation of a learner-centred approach was also not without challenges as were pointed out by the following authors, namely:

Marope and Nooman (1995) claim that the learner-centred approach lacks consistency and clarity that could assist teachers who are supposed to use it. The two researchers continue to argue that the learner-centred approach is portrayed in some papers as being on par with reflective inquiry and productive methods of teaching, while in other documents the approach is characterized by the active role of the learners, evidenced by their participation in their own learning.

On his part, Dahlström (1995) states that even though instructive experts and directors see learner focused training as an indispensable piece of the current theory, there is vulnerability and unique thoughts in regards to the importance and the ramifications of the approach. For instance, there is by all accounts an inclination to diminish the learner focused way to deal with simple classroom systems, for example, aggregate work and undertakings, however to stay away from the additionally disturbing contemplations about the general approach of instructing and learning circumstances identified with the more basic thoughts regarding training.

Dahlström (2002:118) sees, educator instruction before Independence was a vital part of the political plan of detachment to maintain societal imbalances.

O'Sullivan (2003) depicts learner-centred learning as a Western way to deal with discovering that may not really exchange to creating nations, for example, Namibia, where there are lacking assets and differing learning societies. As of now in Namibia learner-centred instruction is the new technique for instructing favored by the Ministry of Education (MEC, 1993; Kiangi, 1994). Shockingly, this strategy was presented in the nation with no proper research to build up its adequacy in the Namibian setting and whether instructors were prepared for it. Proper research would have educated training experts how best to continue in presenting this technique for instructing and whether instructors were alright with its presentation or not (Kasanda and Shaimenmanya, 1998).

## **2.5 SUMMARY**

This chapter dealt with the educational structure in Namibia before and after Independence, as well as the historical background of learner-centredness worldwide. It also dealt with Namibia's language policy since, like all SADC countries, it has different languages that need to be accommodated. English is the medium of instruction for all schools in Namibia from Grades Four through to Grade Twelve.

Teacher training before and after Independence, as well as teacher training in exile, was also discussed in this chapter. With the proposed education in exile, there were no

recommendations on learner-centred education. Before Independence the method of instruction was teacher-centred and comparisons were therefore drawn between teacher-centred and learner-centred teaching methods.

The BETD teacher training diploma was the start of implementation of learner-centred education. Teachers were trained to apply the learner-centred teaching mode in primary and junior secondary schools. In some cases teachers seemed to be of the opinion that group work was equal to learner-centred teaching.

It is clear from the literature review that there was no learner-centred teaching and learning that took place either through teacher training or class room teaching. Learner-centred teaching and learning was introduced at secondary level through the adoption of the International Certificate of Secondary Education. Emphasis was placed on positive achievement and coursework.

## **CHAPTER THREE**

# **LITERATURE REVIEW: CONSTRUCTIVISM AND INTERNATIONAL PERSPECTIVE ON LEARNER-CENTRED EDUCATION**

### **3.1 INTRODUCTION**

In this chapter the researcher will deal with constructivism and its influence on learner-centred teaching and learning. For the purpose of this study the researcher will not dwell on the advantages or disadvantages of constructivism, nor on arguments for or against constructivism, but will only consider how best constructivism could supplement learner-centred teaching and learning, with specific reference to the subject Geography at senior secondary level. The researcher will only highlight the characteristics of constructivism, as well as the constructivist models, in the teaching of Geography at senior secondary school level.

Constructivism looks at what learners already know about teaching and learning and whether such knowledge can be presented. It is argued that teachers should use this knowledge to enable learners to build an understanding of teaching and learning.

### **3.2 WHAT IS CONSTRUCTIVISM?**

According to Woolfolk (2010) constructivism embraces the acceptance that information is created by learners in their perception as they narrate with their environment. Learners, according to this view, play an active role in the process of constructing Geographical awareness. In the classroom, the constructivist point of view of learning can include different teaching practices like experiments and real world problem solving technics. This in itself will generate more knowledge in understand of the content in a meaning full way.

According to Whitehead (2012), for ontology, it is useful to distinguish the terms 'reality' and 'actuality'. In this view, an 'actual entity' has a philosophical status of fundamental ontological priority, while a 'real entity' is one which may be actual, or may derive its reality from its logical relation to some actual entity or entities. For example, an occasion in the life of Socrates is an actual entity. But Socrates, being a man, does not make 'man' an actual entity, because it refers indeterminately to many actual entities, such as several occasions in the life of Socrates, and also to several occasions in the lives of Alcibiades, and of others. But the notion of man is real; it derives its reality from its reference to those many actual occasions, each of which is an actual entity. An actual occasion is a concrete entity, while terms such as 'man' are abstractions from many concrete relevant entities.

- According to O'Donoghue (2009), constructivist epistemology entails the following, namely that active learning is underpinned by a constructive view of learning. This view of learning is based on an understanding that people learn,
- By interacting with their environment- that is, when they are actively engaged in constructing knowledge and making sense of their environment.
- When engaged in a variety of activities and experiences in which their ideas and practices are acknowledged, built on and challenged, modified and transformed.
- In experiential way.
- On their own with no intervention from others or through interactions that are mediated, scaffolded and facilitated by a more experienced adult.

Learner-centred teaching and learning are informed by the constructivist theory of learning. The learner becomes the focus of all learning. Geography learners and also other disciplines should be viewed as the process of active individual construction of the practice of wider society. Effective teaching therefor occurs when where learners are the centre of all decisions made about learning. Therefor Geography teaching and learning should adopt a constructivist perspective of learner centred teaching. Therefor one of the primary features in Geography, is that of a learner-centred method, meaning that more responsibilities is imposed on learners for their own learning, unlike the teacher-centred methods.

Thus, learner-centered instructors favor flexible approaches to teaching that create space for students to learn about topics of interest with greater depth, rather than teacher-centered approaches that ensure a broad coverage of course content. Student learners' active role and sense of autonomy during class is counterbalanced by learner-centered instructors taking a more peripheral role, acting as guides who encourage students on their own path of inquiry and understanding (Wright, 2011).

Learning activities are to be analytical, synthetic, restructuring and using new knowledge. Such learning processes are closely aligned to constructivism practices of teaching and learning (Weimers, 2013:24). Thompson (2015:51) is supporting Weimers (2013) in that 'learners acquire knowledge through active engagement, enquiry, problem solving and collaboration with others'.

In a constructivist, student focused condition, the educator can never again acknowledge the antiquated part of a data whisperer. S/he now needs to go about as a learning implementer. The educator must be significant towards the movement of learning and be anxious to convey support and help at whatever point the student needs it. This new condition likewise involves additional cooperation and arrangement with respect to the instructor, and s/he would be very much helped by considering educating scheming learning situations. S/he needs to think about judiciously every single methodology with respect to how s/he fits in to help the student in appreciating his/her learning objectives.

Learner-centered pedagogy emerged from constructivist learning theory and represents a countermovement to traditional teacher-centered pedagogical practices (Baeten, Dochy, & Struyven, 2012; McAuliffe & Eriksen, 2002). Educators who use learner-centered pedagogy view knowledge through lenses of social and relational processes and therefore prioritize students' individual processes of constructing personal knowledge and understanding rather than rote mastery of course content (Baeten et al., 2012).

Constructivism can be seen as the basis for learner-centredness, with the assumption that deep learning must take place. Learners must be able to deal with critical thinking, problem solving

and the like. Gagnon and Collay (2006:3) are of the opinion that to develop deep learning, learners should be given a chance to construct “their own meaning in acquiring knowledge rather than just memorizing information offered by a teacher”.

According to Brooks and Brooks (2006), teachers must help learners to perceive the world’s fullness, allow learners to ask their questions and provide their own answer, and task them to appreciate the world’s complexities. They are also of the opinion that constructivism values the student’s point of view and allows students/learners to be at the centre in the classrooms, with teachers acting merely as a guide to them. Brooks and Brooks (2006), furthermore, encourage educational institutions to structure themselves in a manner that honours and facilitates the construction of knowledge.

Piaget is recognized and credited as the ‘founding father’ of constructivism. One of the main understandings of constructivism is that learners do not come to school as empty vessels, but they arrive with prior knowledge and some experience of the environment or world around them. Learners also come to school to learn. It is for the school and curriculum through teaching to teach learners how to learn.

Constructivism within the broad parameters denotes: active learning; participatory learning; co-operative learning; learning with understanding; child-centred education; student focused training; arranged cognizance; tied down direction; apprenticeship learning; issue based learning; generative learning; constructionism and exploratory learning. These ways to focused training; deal with learning are grounded in and gotten from a constructivist epistemology

According to Brooks (2004:1), one of the constructivist advocates at a workshop stated that:

“Constructivism is basically a theory based on observation and scientific study ... about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience. It may change what we believe, or we may discard the new information as irrelevant. In any case, we are

active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know”.

In the classroom, the constructivist viewpoint of learning can point towards different diverse lessons practices. In the most surely understood sense, it all around implies rousing understudies to use dynamic systems (tests, honest to goodness basic reasoning) to create more information and a short time later to reflect on and talk about what they are doing and how their liberal is altering. The teacher guarantees she appreciates the understudies' past thoughts, and associates the action to address them and a while later expand on them.

Chalkley, Fournier and Hill (2000:238) contend that a thorough base of awareness and understanding, appropriate levels of exertion, as well as learner-centred programs, should be developed to achieve profound learning, as opposed to artificial learning. The ideal would be that learners should be exposed to compound challenges where programs have traits that inspire and involve the learners in learning systematically and in an organized way. They also advocate that teachers should be able to use a wealth of learning resources and to apply suitable forms of formative and summative assessment.

Besides, Jonassen (1991) proposes that constructivism is a learning hypothesis as information is increased through individual experience. In this hypothetical build educators move far from addressing and progress toward becoming facilitators, pointing understudies the correct way and enabling them to pick up learning without anyone else by joining present and past encounters with true applications. Therefore, classroom exercises ought to be genuine in connection to different exercises.

Honebein (1996:11) characterizes seven objectives for the plan of constructivist learning milieus in particular, it should offer understanding; gratefulness; learning of persuading and fitting setting; additionally rouse ownership in the learning procedure; upgrade learning in social experience and installed learning in social experience; motivates the utilization of various embodiment and furthermore move mindfulness in the development of information.

Wilson and Cole (1991:59-61) provide a description of cognitive teaching models which "embody" constructivist concepts, which include problem solving, a platform for authentic learning and to provide feedback to the learners to take control over their learning.

A basic recognition for social constructivists is that of scaffolding, a routine with regards to controlling the student from what is right now known to what is to be known. As indicated by Vygotsky (1978), platform enables students to achieve assignments that would for the most part be impressively outside their ability denied of the help and supervision from the educator. Reasonable educator support can allow students to work at the basic skirt of their individual advance. Framework is in this manner a basic unequivocal of constructivist learning and educating.

### **3.3 CONSTRUCTIVISM AND LEARNER-CENTRED EDUCATION**

The historical background will be explored to give a timeline as to when learner-centred education had had an influence on the teaching and learning styles of specific countries or groups.

In this section the researcher will concentrate on international perspectives regarding the understanding of learner-centred teaching and learning, better known as learner-centred education. A wide variety of different authors and researchers will be discussed.

#### **3.3.1 Historical background of the learner-centred approach**

Although Namibia introduced the learner-centred approach only in 1990, the approach has a long history dating back to the fourth and fifth century B.C. Philosophers like the Chinese, Confucius and the Greek, Socrates, placed great emphasis on learner-centred education. Confucius stressed the character of good citizenship, while Socrates emphasized the importance of the individual (Henson, 2003). The timeline shows that learner-centred education was developed more than five thousand years ago and is still evolving in various guises.

Francis Bacon (1561-1626) presented the logical technique as a mind-set. Bacon affirmed that we utilize critical thinking procedures, which start not with uncontested suppositions but rather with disparate or inductive considering, considering all potential outcomes (Henson, 2003).

According to Wainaina (1999), J Comenius (1592 – 1670) can also be regarded as one of the first educators to be associated with the learner-centred approach, which in his time was also referred to as the child-centred approach. Being a theologian, Comenius believed that a human being is at the centre of all other things in terms of importance. According to Akinpelu (1988), Comenius, with his thorough knowledge of the nature of children, recommended the learner-centred approach as the best approach to educate children. This is also known as “the method of nature” which presents certain ideas or information to children at appropriate ages during their development. In order to understand this theory, educators were required to know at what stage of development the children were in order to determine what ideas or information to impart to them (Wainaina, 1999). Moreover, Wainaina is of the sentiment that kids are viewed as altogether different from grown-ups: they are pure, defenceless, ease back to nature and qualified for flexibility and joy (Darling, 1994:6).

Jean-Jacques Rousseau (1712 – 1778), like Comenius, was also an advocate for children’s learning to conform to nature. According to him, learners should not only learn, but should learn things of interest to them in their development. According to Akinpelu (1988), adults should not control the children’s world. At every stage of development children’s interest should be considered worthwhile. Wainaina (1999) concludes that Rousseau’s child-centred education hinges on his passion for freedom of the individual to do and to be what he/she wants to. Henson (2004) points out that education is natural, child-centred and experienced based. Children should not be corrupted by society but should develop naturally instead, and should be punished by natural laws for wrongdoing.

Johann Pestalozzi (1746 – 1827), according to Henson (2004), was the first educator in Switzerland to design and open a learner-centred school with a learner-centred curriculum. This was primarily as a result of the influence of Rousseau’s writings. The curriculum made provision for the child to be educated tangibly, passionately and emotionally. In educating

children, love should play an important role and lead to children being nourished like plants (Henson, 2004).

The dynamic view of learning was central to the views of Herbert (1776 – 1841) and Hegel (1770 – 1831), according to Mahony (2004). Frederick Froebel (1782 – 1852), under the influence of Pestalozzi, opened the first learner-centred, child-centred, experience-based kindergarten school for young children.

Both Henson (2004) and Wainaina (1999) hold the opinion that no American before and since had greater influence on the education system than John Dewey (1859-1952). Dewey, on the other hand, was influenced by notions, such as John Locke's "tabula rasa", Sir Francis Bacon's systematic technique and Immanuel Kant's rationality. According to Wainaina (1999), Dewey argues that in the learning process, the child has to take responsibility for his/her own learning. The child's needs, interests and experience form the basis of the child's learning. Dewey's view of learner-centred education cuddles the idea that education should be both problem solving and enjoyable: "unless a given experience leads out into the field of the unfamiliar no problems arise, while problems are the stimulus of thinking" (Dewey, 1938:48). Dewey further believes that the experience of each learner must come from within himself/herself. Dewey's belief in collateral learning also contributed to learner-centred education. Henson (2004) points out that confluent learning is synonymous to collateral learning, which Dewey recognizes as the richest learning, since it involves emotion.

Wainaina (1999) and Akinpelu (1988) pointed out that Dewey saw a teacher not as a facilitator, a passive observer, an authority or a custodian of knowledge, but rather as an organizer or moderator of the child's learning. This supplements the views of learner-centred education.

The Citadel Model developed a conceptual framework for learner-centred education. "The primary goal of the Teacher Cadet Program is to encourage academically talented or capable students who possess exemplary inter-personal and leadership skills to consider teaching as a career" (Henson, 2003). Henson (2004) notes that the Progressive Education Association advanced learner-centred education from 1919 to the Second World War in 1941. Amongst the

advantages of learner-centred education over traditional teacher-centred education was the fact that learners were:

- Achieving upper grades.
- Achieving more academic honours.
- Accumulate greater determination.
- Evolving greater authority aptitudes.
- Becoming more mindfull.
- Developing greater unbiasedness.

The involvement of learners in the educational process will lead to acceleration of their development. Learners in the end will show greater independence in the learning process.

### **3.3.2 Related definitions of learner centred teaching and learning**

There are diverse definitions learner-centred teaching and learning. Mehdinezhad (2011) refers to student focused educating and characterizes it as a technique to show that is outfitted to benefit students' association, needs and interests and not that of educators'. The ramifications of this definition is that educators' lessons rehearses need to reflect and coordinate points and student encounters on the level of students' understanding and intrigue.

Student focused educating is characterized by Cornelius-White, Jeffrey and Harbaugh (2009) as an instructional worldview that requires students' dynamic association in the classroom hone. They are additionally of the supposition that educators should assume a more facilitative part to guarantee that each student assumes liability for his/her own particular learning.

Dupin-Bryant (2004:42) characterizes the student focused showing style as "a style of guideline that is responsive, synergistic, issue focused, and law based in which the two understudies and the educator choose how, what, and when learning happens". A student focused approach accentuates a move in consideration far from what is to be instructed to incorporate how and with whom it will be learnt. In this manner, a student focused instructive organization should

attempt to adjust research and learning in the quest for truth. Therefore, a learner-centred educational institution should try to balance research and learning in the pursuit of truth.

According to Richardson (2003), LCT is established on the suspicion that students develop information when they are urged to associate themes with their earlier learning and encounters. It infers that students' earlier learning and encounters are the reason for LCT or LCE.

According to McCombs and Whisler (1997), “learner-centred education is the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners) ” This double concentration at that point educates and drives scholastic choice making. The learner focused point of view is an impression of the twelve, student focused mental ideas in the projects, hones, protection approaches and individuals that guide contemplating for all (McCombs & Whisler, 1997:9).

In this definition McCombs and Whisler are placing the focus on the individual learner’s learning. The focus is further on the individual learners, using their prior knowledge, needs, as well as their living contexts, to influence their engagement in the construction of knowledge.

Within the learner-centred framework, according to McCombs (2000: 2), the center of attention is on the learner-centred strategy which comprises teaching strategies that center of attention on the needs, preferences and interests of the learner. It helps newcomers to end up actively engaged in the studying process and take duty for their learning, and it enhances their studying skills. However, it is also important to enhance studying tasks that intention to contain novices actively and assist them in creating higher-order wondering skills, such as hassle solving and essential thinking.

Other authors articulate extensive, more complete definitions of student-centred education. Lea, et al. (2003:322) summarize some of the literature on student-centred learning to include the following tenets:

- “a belief on vigorous rather than submissive learning;
- an eminence on profound learning and appreciation;
- amplified obligation and answerability on the part of the learner;
- an improved sense of independence in the learner;
- an interdependence between teacher and learner;
- reciprocated veneration within the learner teacher relationship; and
- a spontaneous method to the teaching and learning process on the part of both teacher and learner”.

As far as language learning is concerned, the concept of learner-centredness is defined by Tudor (1996) as a broadly-based challenge designed to gear language teaching, in terms of both the content and the form of instruction, around the needs and characteristics of learners. As an approach to classroom teaching, the emphasis is on the active involvement of learners in their own language learning. It enhances teaching techniques and concepts, such as group work and co-operative learning, which are often aimed at reducing stress and anxiety in the classroom. Since the Ministry of Education in Namibia promotes ‘teaching across the curriculum’, it is important to consider these views of Tudor.

### **3.3.3 Pre-conditions of LCE**

Rogers (1983b:188) identifies the important requirement for student-centred learning as the need for “... a leader or person who is perceived as an authority figure in the situation, who is sufficiently secure within herself/himself and in her/his relationship to others so that s/he experiences an essential trust in the capacity of others to think for themselves, to learn for themselves.”

Sparrow, Sparrow and Swan (2000) express that in a student focused condition, understudies ought to have more contribution to what is found out, how it is found out and when it is found out. In a comparable vein, Paris and Combs (2006) list four standards for student focused guideline:

- The relationship among educators, students, the educational programs and the group – understudies and instructors ought to work together in the development of the educational programs;
- Students ought to connect with themselves in dynamic learning, with the motivation behind making the substance important and of tackling past, shared involvement;
- The extreme objective ought to be the arrangement of students for their lives as residents and communitarian leaders who approach issues with inventiveness and creative energy;
- Teachers and students ought to be mutually occupied with evaluation.

#### **3.3.4 The role of learners in LCE**

According to Tawalbeh and AlAsmari (2015), learners should be dynamically involved in the education development. In order for this to take place, learners should work independently and may work in groups, individually or in pairs where topics of interest should be discussed. Learners should not anymore be passive recipients of knowledge, where the teacher does most or all of the talking.

According to Cornelius-White and Harbaugh (2009), learner in a learner-centred teaching environments are at the centre of the learning activities. A learner-centred approach is considering the development of learners in collaboration, sophisticated order thinking and problem solving skills.

As in the case of Rallis and Schrenko (1995), Lea, et al. (2003) are also of the opinion that learners should not be submissive receivers of knowledge or information, but should rather be vigorously involved in obtaining it. Learners should also accept accountability and responsibility

for their own learning. Furthermore, there should be mutual respect between teacher and learner at the school.

As per Schmidt (1996), student centredness assume liability that individuals learn and enhance through associations that include the utilization of their freedom, and build up their aptitudes to wind up noticeably self-coordinated students through the very experience of communicating their self-rule. It gives students a learning milieu where they can choose a zone of premium and after that gives the fitting sum and sort of assets to provide food for their own particular learning requirements and energy for examining. Schmidt additionally proposes that the student focused approach isn't really imagined to supplant winning practices, yet to offer a system for a decent variety of instructing approaches outfitted to advance learning.

From a more extensive point of view, student-centredness, as a way to deal with instruction, expects to create in every student an awareness of other's expectations for his or her own learning and the ability to deal with every single related process as ahead of schedule as would be prudent. It implies tuning in to what the necessities of the students are. The educator, as a facilitator, may concentrate on giving direction and support to students who try to meet particular learning objectives in a student focused condition.

As indicated by various creators, the idea of student focused educating (LCT) incorporates ideas, for example, "adaptable learning, self-coordinated learning, and long lasting learning." Others express that these thoughts are instructing approaches that are discrete from LCT (Taylor, 2000; Bernard, 1999, cited by O'Neill, and McMahon, 2005; Sparrow, et al. 2000).

LCT concentrates on the individual student and how he/she deciphers data learned in the classroom, and in transit information picked up in the classroom is associated with certifiable settings. LCT does not happen without the joining of genuine situations and issues into learning exercises in the classroom.

This definition, as indicated by O'Neill and McMahon (2005:1), features that learners have a "choice in their education. Learning is flexible, rather than inflexible, and learners are vigorous

participants, rather than submissive, in all forms of learning activities that takes place in the classroom”.

In summary of the above skills, in a learner-centred approach there are huge responsibilities that rest on the shoulders of learners and senior secondary Geography learners, are not an exception to this statement. Time and goal management are important characteristics in a learner-centred environment.

### **3.3.5 The role of the teacher in LCE**

LCT is not about “delivering the content of the syllabus, where the teacher is the “master and controller ... the assessor of success and competence” (Deakin-Crick, 2005; Cuthrell, 2002: 135).

Darling-Hammond (1999) further emphasizes that prospective teachers need opportunities to learn about the latest research on human development and how students learn best, such as understanding the influence of prior learning and the motivational importance of applying new knowledge to real-world problems.

Conti (1985:7) states that the learner-centred style refers to a “method of instruction in which authority for curriculum formatting is jointly shared by the learner and the practitioner”. A learner-centred methodology, should create and enthusiast learning amongst learners, which will also encourage independent as well as self- or group study. On the reverse it will help and generate positive attitudes towards the instructor.

Similarly, Gibbs, et al. (2004:98) believe that training can increase the teachers’ focus: “...Training can improve a number of aspects of teaching as judged by students; and most importantly ... Training can change teachers such that their students can benefit from their teaching.”

Innovative teaching, according to Tsui (2002), is primarily geared towards improving learners’ imperative thinking, thus getting ready persons to grow to be self-determining enduring learners. Self-regulated learning, furthermore “...take care of their own monitoring, motivation

and feedback process during and after learning” (Van Eekelen, et al. 2005:66) and is a technique to ensure that beginners take their own steps in order to learn.

While planning learning encounters underlines student centredness, staff or instructors will be required to: spur expert dynamic, self-coordinated learning; make asset based adapting more adaptable; upgrade student driving force; make accessible prospects for learning established on cooperation, gathering or societal styles; offer prospects for stronghold by means of assets and learning augmentation; misuse on situated and work put learning shots; animate learning circumstances which bolster a constructivist introduction to information accomplishment; motivate mindfulness of learning strategies and encourage meta-subjective exercises.

Braskamp and Ory (1994:40) likewise grasp educating and learning in their definition, depicting operational instructing as the “creation of situations in which appropriate learning occurs, shaping those situations is what successful teachers have learned to do effectively”.

Learner- centred teaching should have the ability to provide the most important wishes to enable newcomers to active take part in the getting to know of new knowledge. Therefore to construct potential beginners can participate in groups, pairs or individually. It also skill expounding, signifying, asking questions, checking for perception and assisting.

It is the teacher’s responsibility that children should be interested in what they are learning. The principal should also be involved in decision making in curriculum development, as well as helping teachers to set objectives (Towards Education for All, 1993).

The learner-centred approach depends largely on a learner-centred perspective. One should always identify a learner-centred goal. It means that one should appeal to the learners’ sense of adventure and to their quest for knowledge (Towards Education for All, 1993).

The learner-centred teacher must always be pro-active, as well as re-active. S/he should invite students to put forward their own thoughts for accomplishments, gather apparatuses and resources and assess the potential of unfolding accomplishments, always with curriculum goals firmly in mind. Teacher education should be constructed on the postulation that student

teachers will ultimately teach in the way that they themselves have been taught (Johnson, 1995). Teachers are accountable for having teaching spaces that encourage actual knowledge of for all and for being conversant with the instructional practises that stimulate positive mastering for all.

According to Brown (2004), teachers require acquaintance about the topics that they impart, but teachers, especially at the elementary level, need a broad knowledge of learners' literature. Additionally, instructors at the secondary school phases need to cultivate appreciation youthful adult writing, and then enhance the syllabus to aid information base that is learner-centred and underscores eminence reading. In Geography, learners also want exact reading abilities for gaining knowledge of concepts

### **3.3.6 The role of the school/classroom in LCE**

According to Lee and Tzuching (2010), teaching can be enhanced through a positive classroom relationship by which the insurance is provided that the interest of learners is considered. They are further of the opinion that through educational reform in Taiwan there was a change from the old-fashioned teacher-centred approach to a new learner-centred approach where the learners had greater control over the curriculum, materials and instruction.

According to Schmidt (1996), the institution, in this case the school, has to discover answers to the following questions in order to turn out to be learner-centred:

- How do we assist the learner to enhance and pick extra self-reliant, vigorous, mastering approaches fundamental for effective contribution in a learner-centred establishment?
- How will the establishment perceive such a role?
- What is actual mastering and how do we articulate and perceive this concept of faculty and learners?
- What do we require to distinguish about learners, their information and enactment to generate, design and maintenance actual learning involvements for them?

According to Schrenko (1994), learning should be in the hands of learners. Schools and teachers should provide a teaching and learning environment that is conducive for learners to excel. Teamwork between teacher and learner and amongst learners themselves is of utmost importance. Learners are unique and should therefore be allowed to excel at their own pace. The school should be geared to support learners in every respect, ranging from employing a corps of qualified teachers to having small classes and employing the latest technology and instructional materials. Since everyone is involved, parental support is equally important.

Schrenko (1994), additionally explains that the idea of the student focused school isn't new. She clarifies that in John Dewey's lab school understudies turned out to be a piece of the learning group, allowed to settle on decisions and to trade at their own particular speed. This student focused sort of instruction vanquished all through the early schools, until the point that the initiation of the mechanical insurgency changed America's vision of training.

According to Rallis (1995:224), "becoming learner centred requires more than structural alterations: it requires changing the culture of the school". She moreover outlines on that change, prescribing that everybody is an understudy, grown-ups included. The vigorous learning of the teachers in a learner centered school is bolstered and viewed too. They pick up to know their children; they get the hang of remembering the ultimate objective to upgrade their training; and they learn as a result of their joint exertion with learners. They romanticize the examination strategy for their learners and for each other. Altogether, all occupants of the school are learners. "Therefore, they progress toward becoming, we, and everything adds to the common culture of request." This announcement is clear as crystal in that in a learner focused approach everybody needs to change, instructors must end up noticeably deep rooted learners and learners must figure out how to find new data without anyone else.

Unquestionably, the outdated educator focused model in which understanding is 'transmitted' from instructor to student is instantly being supplanted by elective models of instructing (e.g. student focused, constructivist and socio-social thoughts) in which the noticeable quality is proceeding and supporting students as they figure out how to make their comprehension of the ethos and groups of which they are a section (Duffy and Cunningham, 1996; Brown, et al., 1993;

Pea, 1993b; Brown, and Collins, 1990; Collins and Duguid, 1989; Cobb, 1984). In the act of moving our thought to the valuable activity of the student, we recognize the need to stay learning in certifiable or authentic settings that make learning critical and deliberate.

Graves (1971) is of the opinion that classroom techniques and materials in the Geography classroom should include the following usages in teaching Geography: textbook or an atlas; medium and large scale maps; pictures and photographs and audio visual aids.

Fieldwork techniques should ordinary fieldwork in the lower secondary schools and Investigation in the upper secondary schools.

If Geography teachers can apply the suggestions of Graves which are very useful, notwithstanding that they date a long way back, Geography may become a very sensible subject in the curriculum, as will be discussed in Chapter Four, educational media are very important in teaching the content in a practical manner.

### **3.3.7 The advantages/disadvantages of LCE**

Edwards (2001:42) highlights the risks related with learner-centredness in adult education where, for example, in allowing an individual, there is a possible threat of “a person’s physical isolation from other learners”.

As the former citation recommends, learner-centred learning isn't without some judgment, yet in general it supposedly is a valuable practice. Edwards (2001), for example, focuses on the significance of learner-centred learning is to put students at the focal point of the learning procedure and meeting their necessities are made to a dynamic stride in which student focused strategies imply that people can realize what is critical for them in ways that are reasonable. Squander in social and learning assets is decreased as it recommends that students never again need to realize what they definitely know or can do, nor what they are impartial in.

The teacher concentrates on what the learner becomes and understands, and the learner takes accountability for his/her personal learning. Learners do not have a specific place in the classroom; seats are planned for individual work and group work (Brandes, & Ginnes, 1986).

Learner-centred education is a way to develop classroom situations where the learners have much room for their interpretations and critical reflections. This should also be transmitted to the process of change that the teachers are facing. If one expects practitioners to change their practices according to a new philosophy while their understanding of the new philosophy is shallow or more-or-less related to specific instrumental changes, there is a tendency for the new philosophy to be re-interpreted to fit the previous philosophy. In the case of Namibia, the danger exists that learner-centred education can be transformed to fit the old, autocratic paradigm and become a new dogma preached by the people in management and power positions (Karlson, 1999).

In a learner-centred milieu, learners wind up plainly autonomous students, something that quickens the dialect learning process. A learner-centred milieu is extensive and dependable. It trains students to work in insignificant gatherings or matches and to arrange importance in an expansive setting. The transaction of importance builds up students' informative ability (Canale, and Swain, 1980), and offers comprehensive information (Long, 1980).

According to Brown (2004), a learner-centred focus in reading generates a discussion between learners and teachers. This emphasis in classrooms can intensify cognizance of the needs of individual readers, thus providing the motivation for teacher understanding of the literature itself.

### **3.3.8 The role of administrators in LCE**

As indicated by Henson (2003), student focused instruction incorporates the student in projects, techniques and showing that help dynamic learning for all students. Bosses are responsible for advancing, saving and enhancing a school air that elevates genuine learning. They are likewise responsible for ensuring that instructors are well-known about their students and about how learning happens top notch. School advocates are anxious with refining both the conditions for learning (parent training, classroom condition, educator demeanor), and with helping every student enhance to his/her fullest potential

### **3.3.9 Barriers of Implementation of learner-centred teaching**

Bayat and Naicker (2012) are of the belief that the workloads of teachers, enormous classes and compound assessment proceedings that should be done in a learner-centred approach are factors that will impede effective execution. An and Reigeluth (2011) also point out related barriers as Bayat and Naicker (21012), in the implementation of a learner-centred approach. They point out that the subsequent barriers avoid effective execution of learner-centred teaching, namely, lack of time, assessment, institutional barriers, absence of endowment, insufficient assets, students' conduct, class size and guardians griping about bewildering exercises can likewise be considered as hindrances in the execution of student focused guideline and instructing.

They, additionally, mention that the lack of subsidy, inadequate resources, learners' behavior, class size and parents complaining about perplexing activities can also be considered as barriers in the implementation of learner-centred instruction and teaching.

As indicated by Kagodu (2009:27), the prominence of Geography instruction in optional schools is overstated by an amount of progression, involving the greatness of instructors, openness of learning assets, magnificence of students, organization of the school, the propriety of room sizes for the quantity of students in a class, the accessibility of Geography labs for students, and in addition different variables.

The Ugandan training structure these days is examination-situated – a reality reflected in educating being covered by the rules of the Uganda National Examination Board (UNEB), (2009). Different articles in the news media likewise demonstrate the significance joined to examinations. This prompts educators and students being pre-involved with grades, endorsements and examinations, which shockingly affect adversely on the principle reason for securing of geographic data and capacities.

### **3.4 SUMMARY**

The literature review in Chapter Three shows that learner-centred schooling has a timeline of over five thousand years and yet is constantly changing. It further shows that there is a relationship between constructivism and learner-centredness.

The role of the teacher in learner-centred teaching requires the teacher to help learners to construct their own knowledge and give meaning to their very own knowledge. The educator therefore has the role of facilitator in the learning process. This will also ensure that all students are involved in classroom practices. The role of learners, according to the constructivist philosophy, assemble know-how of topics when they are capable to join the topic with their prior know how and experience.

In learner-centred education and various forms of active learning, both teachers and learners are expected to go well beyond the memorization of facts. Critical thinking and higher-order thinking skills are central to the concept of learner-centred teaching and learning. Knowledge need to now not only be transmitted from the teacher to the learner. The position of the learner is to play an advantageous part in the creation of information and experience

Learners should be co- constructors of the learning process. Learners and teachers should both be involved in developing the curriculum. The school should provide a conducive climate within which learning could take place. In this kind of environment learners are given the opportunity to fulfil the expectations of the community and it will lead to success both in the school and in real life situations. Additional advantages and disadvantages of learner-centredness have also been covered in the literature review in this chapter.

## CHAPTER FOUR

# LEARNER-CENTRED TEACHING METHODS, EDUCATIONAL MEDIA AND ASSESSMENT IN GEOGRAPHY TEACHING

### 4.1. INTRODUCTION

In this chapter the researcher discusses the teaching methods applicable in the teaching of Geography as well as the educational media and the assessment criteria used. This chapter also forms the theoretical basis for the design of the empirical instruments on learner-centred methods and educational media in Geography teaching in secondary schools (cf, chapter 5). This chapter will strive to address the following objective of the study as stated in (chapter one, 1.6) *'to determine the most dominant learner-centred methods and approaches in Geography teaching according to literature'*

As per the Geography syllabus (MBEC, 2010), the general view of Geography is the investigation of place, space and nature. The subject gives Geographers the chance to explore the character of spots, the dispersion of marvels crosswise over space, biophysical procedures and highlights, and dynamic connections amongst people and situations.

NIED, through the educational modules advisory group, created eight essential abilities that senior auxiliary Geography students should ace, to be specific:

- Communication aptitudes
- Numeracy aptitudes
- Information aptitudes
- Problem-unraveling aptitudes

- Self-administration and Competitive aptitudes
- Social and Co-agent aptitudes
- Physical aptitudes

Work and Study aptitudes (Ministry of Education, 2010)

Geographers always ask inquiries concerning for what valid reason these events and communications are how they are and how they could be; what is the impact of social orders on the conditions; how and why the events change; and how and why their highlights fluctuate crosswise over time and space at various measures. Geology answers questions crossing the neighborhood to the worldwide, previously, present and future.

Geographical thought develops acquaintance and understanding from three complementary perceptions. In Geography there are three important concepts, namely place, environment and space. The first concept entails geographers discovering what places mean, how people form places, and how places shape our lives. This brings many areas of Geography together in an all-inclusive approach to understanding the features of, and associations between localities, cities, regions, countries and continents.

The second idea is condition and enables geographers to investigate biophysical situations covering natural, ocean and air structures. These request incorporate the earth, extents and inceptions of ecological change; the regular connections between nature and individuals; the assets biophysical frameworks offer and their supportability.

As indicated by the idea of room, Geographers look at how, why and with what result diverse events vary over the surface of the earth. Geographers acknowledge space to be composed by the drive and association of individuals and assets and additionally being a place for aggregate and physical activity.

In this chapter, the researcher will discuss the different teaching methods used in teaching Geography, as well as in teaching in general. Since instructional material and resources form an integral part of teaching methods, these aspects will also be covered in this chapter.

According to Elmore (1996:16), “for learner-centred education to take root in the local [Sub-Saharan] African context, teachers need to understand the underlying idea, be motivated to change practice, adapt and apply appropriate pedagogies, and have capacity to do it”. The implication of this statement is that teachers must clench the theoretical underpinning of learner-centred education and its prescribed approaches, and be in possession of the pedagogical, content knowledge before LCE can be implemented fully.

## **4.2 TEACHING METHODS**

Killen (2015: 58-59), views the typical South African physical school learning environments (classroom) as a challenge that makes teaching and learning very difficult.

According to learner-centred, educational approach, the methods, techniques and educational media used in teaching in general, and in teaching Geography in particular, are very important, so is the balance that should be maintained between the inputs of teacher and learners.

Weimer (2002) discloses that keeping in mind the end goal to be student focused, instructional practice needs to change in five key zones: (a) the adjust of energy, (b) the capacity of substance, (c) the part of the educator, (d) the obligation regarding learning and (e) the reason and procedures of assessment.

The aim of any teacher wishing to be successful is always to keep in mind that teaching must be dynamic, inspiring and in harmony with the learners’ understanding. Therefore, teachers should not hinge on any one, solitary technique to make their teaching stimulating, encouraging and effective.

O’Neill and McMahon (2005) indicate that during their training, Geography student teachers should be introduced to the following training objectives:

- To familiarize the student teacher with the different methods of teaching Geography;
- To assist the student teacher cultivate an understanding of the role of a teacher in the application of classroom methods;
- To assist the student teacher cultivate an understanding of the merits and limitations of various methods.

There are different methods to teach Geography effectively and adequately. Popular methods for teaching Geography include the lecturing, discussion, observation, project, laboratory, demonstration and fieldwork methods. The following teaching methods put the emphasis on increased activity of the learners and their greater control over the learning experience, thus facilitating more effective learning: group discussions; role-play; fieldwork; games and simulations (Kyriacou, 1991; Kagodu, 2009).

Teaching methods are valuable tools for a teacher when employing a learner-centred instructional approach. For variation, it is important that teachers are very well prepared. According to Darling-Hammond (1998:7), research indicates that the most successful teachers have invested adequate preparation in both subject matter, as well as in the skill and discipline of teaching. Furthermore, those with more extensive training in teaching methods are found to be more effective than those with fewer. Teachers who have spent more time studying teaching are more operational overall, and remarkably so for mounting complex-order intellectual skills and for meeting the needs of miscellaneous learners.

Some of the instruction approaches that can be used effectively in Geography teaching will now be discussed namely: observation, discussion, projects, laboratory, demonstration, fieldwork and lecturing.

#### **4.2.1 Observation method**

According to Awiti (2010), psychologists worldwide are of the opinion that learners enjoy the character of interest and are inquisitive to imagine things for themselves, especially those things that occur around them. Teachers can exploit this attribute of learners to their benefit when learners can observe and discover information for themselves; this ability could then

become part of their mental life. The principle aspects of observation are: (1) to observe, (2) to record and (3) to interpret.

Geographical information can be obtained by direct observation. Furthermore, observation methods are not restricted to the inside of a classroom only. Observation can take place inside or outside the classroom as well. The following materials support observation inside the classroom. Firstly, globes are very useful since learners can observe and learn concepts like longitude, latitude, median, and the like. Secondly, charts are useful sources and teachers can involve learners in preparing charts that can be used inside the classroom. Thirdly, the learners can build models like volcanoes, Stevenson Screen, gauges, amongst others. During the rainy season learners can watch the different cloud formations from outside the classroom. During winter learners can observe the inversion layers on the ground early in the morning.

The observation method in totality is an efficient method to foster a learner-centred approach.

#### **4.2.2 Discussion method**

According to Awiti (2010), the discussion technique can be employed successfully if proper provisions are made by both the teacher and learners; the learners should be given acceptable time to quest for material on the theme; the teacher avails or assist learners in source data and learners can be organised in proper groups.

This method is suitable for group work where slow and fast learners can be in one group. Teachers can rotate the groups. Each group must always have a leader. Learners can provide their own information, experiences and opinions. Through quality questions, information can be drawn from learners, instead of teachers providing the answers all the time. All members in a group must be part of the discussions and they should be treated equally and with the necessary respect. Teachers should be patient and comment on all responses whether right or wrong. A good practice would be that teachers should come up with anticipated responses in order to ease the summarizing process. The discussion method is the opposite of the lecturing method and can be seen as an efficient method to involve learners in discussions to strengthen the learner-centred approach.

### **4.2.3 Project method**

This technique lends itself to activities with educational value that can be selected from the environment. This will involve investigation, problem solving and critical thinking. Whitcombe and Tombs (2007) state that when the project technique is used well by the teacher, it empowers learners to initiate and pursue understanding, further acquire and work at their own speed and improve the essence of inquisitiveness; the analysis and investigation method helps them to obtain data and delivers prospects for learners to come into contact with problems, experiments and prospects in actual life situations. Projects can be done either individually or in groups and the groups can either be large or small. Expert guidance is a necessity in this method. Projects at all times must be purposeful.

This is a procedure where learners are given a theme on which to research. The topic can be chosen by the teacher or by the learners, depending on the school subject or the desired topic. This tactic is learner-centred as learners will use their own inventiveness to collect and scrutinise information for their projects and exhibit their writing abilities in the learning practise (January, 1996).

Non-projected, printed material can be used for teaching Geography through this method. Learners can build models, as well as dramatize the lifestyle of different people around the world. Models like volcanoes, river processes or agricultural activities can be built. The advantages in using this method are that learners can learn by doing. Learners learn how to research and do self- evaluation.

### **4.2.4 Laboratory/Inquiry method**

This method requires special equipment, as well as a special laboratory or an ordinary room that can be converted into a special room to serve as a laboratory. The laboratory method is similar to the project method where problems need to be solved. The teacher can involve learners in the preparation phase of collecting maps, charts and models to conduct experiments. The teacher can divide classes into groups or it can be done individually. Laboratory work involves observation in that investigation must be carried out, data analysed

and interpreted. It fosters learner involvement that emphasize the effectiveness of learner-centred teaching and learning.

#### **4.2.5 Demonstration method**

Thungu (2008) is of the opinion that learning by reflection is followed by undertaking; hence, repetition and run-through workouts are essential to empower the learners to accomplish the activity on their own as individuals or as a group eventually. The teachers, as well as the learners, are expected to explain verbally the content under discussion. In the demonstration method, learning is taking place by means of observing. Careful planning and rehearsal of activities are important. In the process learners learn to communicate. Opportunities for demonstration in Geography teaching can be on the themes of weather and climate which provide the opportunity to demonstrate the different weather instruments to learners. A teacher can also demonstrate how to distinguish between altitude and latitude on a globe.

#### **4.2.6 Fieldwork method**

According to Gitau (2008), fieldwork as a technique of teaching has been defined as a discipline of choosing, perceiving, assessing and reporting evidence in an explicit area. Ngaroga (2008) is in agreement that the involvement of learners in the learning process provided by fieldwork as a teaching technique affords the learner with a comprehensive, solid basis for conceptualization and acquiring personal information; it makes learning more significant and gives the learner permanent memories and opportunity for cultivating communal interactions among the learners themselves and between learners and teachers. In this method learners learn to select; learners have to observe; learners learn to evaluate to report and to present.

Fieldwork involves excursions, as well as ordinary field trips. The school ground can serve as a place where fieldwork can be carried out. In organizing fieldwork, the teacher can involve learners, starting from the planning and preparation stage. In the Namibian context excursions can be arranged to experience coastal processes, geomorphology, as well as river processes, to mention but a few.

Louw as cited in Van Eeden & Warnich (2018: 375), postulates that many teachers still see a classroom as a confined space, filled with desks and learners, within a traditional school context, where teaching and learning activities take place.

#### **4.2.7 Question and answer method**

According to Crookes and Chaudron (1988), the question and answer method is used when the teacher prompts responses from the students/learners. The teacher already knows the responses or has a limited set of expectations for appropriate responses.

According to Biesta (2015:78-79) “sometimes education needs to be flexible, personalized, and tailored to individual students, but sometimes it is important for education to be stricter, structured and general ... if learners are to get something right, or acted in prescribed ways, that is vital by teachers, pragmatic judgement”

#### **4.2.8 Lecturing method**

This is the most common and oldest method of teaching. The role of the teacher is to create interest, influence and stimulate the learners, and to involve the learners by using the verbal message (Mukwa & Otieno, 1988). This traditional, non-learner-centred method can be the most boring method of teaching as knowledge is transmitted from teacher to learner. The teacher is in charge of all activities, explaining and demonstrating while the activity for learners is to just listen to the teacher. Therefore, learners’ participation is limited because it is teacher-centred teaching (Thungu, 2008). However, the researcher is of the opinion that the lecturing method can be used very effectively with a variety of learner-centred methods in Geography teaching, such as question-and-answer method, inquiry, demonstration, fieldwork, laboratory and observation activities.

Alcorn (2010) justifies the lecture method as a learner-centred teaching method in Geography teaching for the following reasons, namely, when learners are involved in presenting important material not straightforwardly available, when enhancing text book resources, when emerging

curiosity and gratitude and when summarizing significant arguments after a component has been studied.

Instructional materials are mainly non-projected, printed material like textbooks, guide books, workbooks, atlases, maps and globes. The chalkboard remains the most important instructional material, normally scribbled full of notes.

#### **4.2.9 Group work**

Gathering work is an approach that utilizes associations between students as a major aspect of the learning procedure. Vital social aptitudes are produced through what is being learnt by the work that the gathering is doing. Educators can utilize this procedure to share understanding around an issue by encouraging exchanges in gatherings. S/he underpins the learning procedure by helping students create data discovering aptitudes; be that as it may, the students will likewise look for help or data from each other. The instructor here plays the part of facilitator, either as a member in the gathering or as a pariah – nearly in the part of a specialist.

#### **4.2.10 'Challenge card' cooking**

This technique requires the teacher to divide the class into groups and to give each group a 'challenge card'. The teacher hands out the cards to the groups and asks them to investigate their theme and to present their contest to the rest of the class on a demonstration day.

#### **4.2.11 Drama and role play**

Dramatization and roleplay are vital techniques to include understudies' investment in a lesson. They can both be utilized successfully in Geography instructing.

##### **4.2.11.1 Drama**

Drama and roleplay systems in educating manage the cost of both the educator and the student another simple method of instructing and learning in a student focused manner. Show

strategies, for example, 'hands-on execution' or pretends, are fairly appropriate apparatuses to propel the expansive, issue-based, critical thinking style to learning. A case of this is the expertise to incorporate the audience members in a show creation without requiring their event 'in front of an audience' (January, 1996).

The strategy begins with the performing artist's execution a parody on a particular point. The issue achieves a point where a choice is required, which is then drawn from the observers (students). The watchers has the privilege to check or right the introduction at whatever point they need to. At last the watchers wraps up the content which the entertainers perform.

This routine with regards to execution is elating and a good time for the two adults and youths. It prompts an exceptionally amazing knowledge for all who participate, in light of the fact that not exclusively do they contribute energetically in the play, yet it additionally would be about a point that is relevant to them. With the aids picked up in this type of play, one will edify the students in the craft of dramatization, and passing on familiarity with the unequivocal subject substance.

#### **4.2.11.2 Role-play**

- According to Sing and Sudarshan (2005:239), roleplay happens when partakers go up against recognized parts in digestion. These might be much suggested, including historical data and even behavioral, states of mind and sees, or generally showed by a system of the reason or task. These methods have effectively affirmed their relevance to a more extensive assortment of students, subjects and levels. Sing and Sudarshan (2005) reason that on the off chance that it is a noteworthy and charming learning strategy. The accompanying tips and strategies are displayed by them concerning the accommodation of pretend: Before the pretend, the educator should hand-picked and brief members about the characters they will play, give them enough time for look into, indorse protection in the pretend, and request that partakers act normally.

- During the roleplay, the instructor must stay silent, tune in and take notes, abstain from stopping pretends, yet give time notices if beforehand concurred. The educator ought to be set up for some activity if members go away; s/he can intercede if all else fails.
- After the role play, the teacher invites partakers to remark.
- The teacher should use title names and not those of members.
- The teacher should encapsulate, drawing out learning arguments and send-off the contributors with constructive remarks and ideas.

Role play can play a dominant part, especially in the teaching of Geography through a learner-centred approach in topics like pollution, ecosystems and coastal processes, to mention but a few, when applied according to the tips on offer by Sing and Sudarshan (2005). Teachers must guide against only story-telling, and learners should know which facts to carry over.

#### **4.2.12 Cooperative learning method**

Team learning, also known as cooperative learning, is one of numerous routes used to urge students to assume liability for their own particular learning (Fedler & Brent 1996). This will empower learners to collaborate with class/course mates, sharing their thoughts and, in particular, supporting each other in the way they learn.

Because of the quantity of 'cognitive rehearsal', all students of all ability levels in cooperative learning groups enhance their short and long-term memory, as well as their critical thinking skills. Cooperative experiences promote positive self-acceptance. Students improve their learning, self-esteem, school-liking and motivation to participate (Johnson, 1986:19).

Because of the measure of 'psychological practice', all understudies of all limit levels in accommodating learning groups enhance their short and whole deal memory, and moreover their essential theory capacities. Pleasing experiences propel positive self-affirmation. Understudies improve their learning, certainty, school-appreciating and motivation to share (Johnson, 1986:19).

#### **4.2.12.1 The differences between traditional and cooperative classrooms**

Hertz-Lazarowitz, et al. (1992) state that the old-style classroom is typically supposed as a sole societal structure, “the class as a whole”. Its arrangement capitalizes on the separation of learners from one another by seating arrangements, such as the location of individual desks in rows. The instructor is the focal point of movement. S/he controls all communication systems and presents data to learners. In such a classroom learners are likely to listen and reply to the teacher just when required. Learner-to-learner collaborations are nominal and each learner cares about him- or herself.

In a cooperative classroom, however, the class capacities as an arrangement of little gatherings or gathering of gatherings. The teacher’s role is to offer supervision to advance the abilities that learners need as followers of moderately independent groups, and acts as a learning facilitator or resource rather than as a source of data. As a result, students must depend on and build up their social intelligent and psychological abilities to do their learning undertakings. The main role of learners is to interchange information, produce ideas and contribute in energetic data collecting, as well as in multifaceted, communication networks. Cooperative learning allows learners to depend on and build up their societal intelligent and psychological abilities to do their learning undertakings. Front-runners, organisers, investigators and so on. Their behavior-patterns will follow the social-constructivist method to learning rather than the latent open approach of the outmoded classroom.

If an instructor wishes to evaluate the nature of the classroom as to whether it is teacher-centred or learner-centred/student-centred, s/he only has to take a long, hard look at the classroom and answer the following questions:

- Are the desks lined up in straight rows?
- Is his/her desk at the front of the classroom?
- Does s/he sit at her/his desk most of the time?
- Does s/he lecture from a podium at the front of the classroom?
- Are materials accessible to him/her?

- Is there an emphasis on individual work sheets?
- Is covering the curriculum the most important goal?
- Does s/he discourage interaction between her-/himself and the students?
- Does s/he discourage interaction among the students in the classroom? (Hertz-Lazarowitz et al, 1992: 73).

When honest, a teacher may decide whether h/she is learner-centred or not and may then adapt to a learner-centred approach.

#### **4.2.12.2 Planning and implementation for cooperative learning**

It is imperative that the educator plans carefully for cooperative learning; indeed, implementing cooperative learning without planning can be dangerous. According to Reed (1999:107), the educator needs to ensure that the learners “work as a team, exchange ideas, think critically and help one another to learn”. All of this requires careful planning. Reed advises the educator to plan accordingly:

- Both the “academic and social outcomes” must be specified, with emphasis on group goals.
- The entire cooperative learning session should be explained to learners so that they know what they are up against. Explain your expectations to them, including how you will help and assess them.
- Prepare materials that learners will need in advance.
- The topic that is chosen should be relevant and interesting to all learners.
- Some thought should also go into how the groups will be formed. For example, males and females can be mixed, high flyers and slow learners put together and so on.
- Develop a system for recognizing and rewarding the learning of individual learners, as well as for the achievement of the groups.
- It must be made clear to learners that all of them are required to achieve the outcomes. The educators should prepare their “assessment instruments” in advance to give educators an idea of what s/he is assessing.

- Educators should develop a system to keep records of individual and group achievement, while ensuring they make the group achievement known to all.
- Assign some time to learners for reflection after they have completed their task and provide feedback.

It is clear from the above that the role of the educator in learner-centred education is crucial for the successful planning thereof.

#### **4.2.12.3 Effectively implementing cooperative learning strategies**

The following are guidelines on how to implement cooperative learning strategies effectively:

- Before instructions are given, assign learners to groups.
- Explain the outcomes clearly at the outset.
- Explain how learners are going to be assessed.
- Explain the expectations to learners in respect of helping one another learn, as well as the goals relating to cooperative learning.
- Provide learners with the necessary resources.
- Give learners time frames.
- Monitor group discussions without interfering in small problems. Give them an opportunity to sort those out on their own.
- Lessons should be brought to a reasonable end.
- Evaluation should take place. Learners should also evaluate how they have worked with one another.

Just as in the planning phase, the role of the educator is also crucial for the successful implementation of learner-centred education.

#### **4.2.12.4 Using cooperative learning to form the link with real-life situations**

In the subject Geography it is of utmost importance that teachers should link all content to be taught to everyday life situations. This can be implemented effectively by introducing tasks that require learners to solve problems from real-life situations. It would be futile to use examples

from the learners' textbook all the time, and which they cannot adequately visualize. The teacher, through careful preparation, should base these tasks on situations which learners are familiar with within their own environments. This will allow the cooperative learning group to become involved in problem-solving relating to their physical environment. Cangelosi (1996:53) claims that "... some teachers incorporate concrete mathematical models or problem solving tasks into every teaching unit". Although the example is that of Mathematics, it can equally apply to Geography; thus, through interaction and discussions with one another, communication skills are developed that are important for functioning effectively in society.

#### **4.2.13 Problem-solving**

In promoting or implementing the learner-centred approach, problem-based (solving) learning is addressed as a teaching method which empowers learners to take in more successfully. This system depends on the preface that by applying the information they have picked up earlier or over the span of their adapting (hence not simply at examination time), understudies are more presented to critical thinking circumstances in the classroom and would thus be able to wind up plainly more versatile

According to Souviney (1994:87), an educator needs to plan carefully in order to use the problem-solving strategy effectively. For effective implementation, he suggests that the educator should permit an environment for risk taking, allow different answers, and see all answer as useful, whether wrong or right. Accept group work as part of the problem-solving approach and inspire learners to work out challenges at home and not only in the classroom.

Teachers should assist learners in explaining the problems and learners should work according to a systematic plan to explain problems.

Also to establish a systematic schedule for assimilating problem-solving sessions into each component of the Geography curriculum.

Geography teaching offers ample opportunity to implement and solve problems. Learners can be given the opportunity to solve problems like those created by pollution, especially sound

pollution, since youngsters are fond of loud music. Learners can further solve problems pertaining to pollution in the immediate surrounding areas around the school premises.

This may be water contamination if a lake or dam is close-by or ground contamination on the school premises

Cangelosi (1996:53) states that students should “analyse real-life situations instead of contrived problems”. Therefore, through trying to solve real-life problems, the educator bases the learners’ problem-solving assignments on their past experiences, thus using those experiences as a median for building new knowledge. Both the constructivist approach, as well as problem-solving, would therefore come into play: (See chapter 3, 3.3). While engaged in problem-solving, the learners will build on previous learning, including knowledge gained through experience.

### **4.3 EDUCATIONAL MEDIA**

Technology plays a significant role in teaching methods. With the widespread availability of information technology today it is of paramount importance that it be utilized in classrooms. According to McCombs (2000:3), the key questions in exhausting educational know-how to upkeep learner-centred doctrines and practices are:

- Building approaches to address student issues for relational connections and associations.
- Discover approaches that perceive particular contrasts and the assortment of student wants, abilities and interests, and additionally.
- Altering approaches to cater for divergent learner desires for individual control and choice.

In this section the researcher will deal with educational media in teaching Geography specifically. To incorporate learner-centred teaching, it is of utmost importance that useful teaching materials or resources be used to allow learners to explore and learn by themselves. Researchers are in agreement that where teacher-centred teaching takes place, limited materials/resources are used.

**Table 4 Educational media**

<b>VISUAL</b>	<b>VISUAL</b>	<b>VISUAL</b>	<b>AUDIO VISUAL</b>
	<b>PROJECTED</b>	<b>NON-PROJECTED PRINTED</b>	
Radios	Overhead projectors	Journals	Television
Recorders	Digital projectors	Magazines	Computer
	Slides Globes	Graphs	Videos
	Weather instruments	Maps	Motion pictures
	Transparencies	News papers	Cellular phones
		Charts	iPads
		Diagrams	
		Photographs	
		Posters	
		Drawings	
		Printings	
		Chalkboard	
		Textbooks	
		Guide books	
		Notes	
		Workbooks	
		Atlases	

In Table 4 it is clear that a wide range of educational media can be used to assist Geography teachers in teaching the subject. Educational media range from visual, visual projected, visual non-projected to audio visual. Even the latest technology, cellular phones and iPads, as well as WhatsApp applications, are also included in the available resources. Learners can take pictures anywhere and bring them to the classroom for discussion or application to the content they have learned.

According to Gregg and Leinhardt (1994:328), Geography uses the semantic of maps to transfer ideas about the environment and dissemination of occurrences and practises important for social decisions, issues of scales, the dynamic nature of phenomena and traditional perceptions. Maps represent the formal language of Geography, imitating not only geographic topographies

but also attentive concessions about the illustration of worldwide topographies. In the next section the researcher will discuss the different types of maps.

#### **4.4 TYPES OF MAPS**

Maps are useful, if not an indispensable resources for teaching Geography. Some types of maps and how they can be used in teaching Geography will be discussed next. Map work can be utilized to serve as an excellent tool to foster **learner-centred** teaching. Map work can be executed on a daily basis and learners can work in pair or groups for better understanding, interpretation and analyses of maps. Learners can also use Google maps to determine their exact location in the classroom or school.

##### **4.4.1 Cadastral maps**

These are large-scale, highly detailed maps showing every aspect of the area represented, such as territorial boundaries, physical features like mountains, soil types or even land use, infrastructure, roads, railways and buildings. Political maps are good examples of cadastral maps, with territorial boundaries being of great significance. Local town planning maps are also good examples of cadastral maps. Town maps are another example of cadastral maps, where detail is presented about the town.

To improve the effectiveness of their teaching Geography through a **learner-centred** approach, teachers in towns and cities could access local town planning maps, maps of the central business district, as well as low-order functions like high and lower class residential areas and industrial areas and could involve learners in discussions of the various functions.

##### **4.4.2 Topographic maps**

Topographic maps show elevation and relief with contour lines or shading. Human phenomena on topographic maps are vegetation, crops, settlement, as well as transport routes. The most common scale for topographical maps is the 1:50 000 scale, which means that, irrespective of the measure used, any unit corresponds to 50,000 of the same unit on the ground. Other scales

used are the 1:25 000, 1:250 000 and the 1:1 000 000 scales. Although topographic maps are also large scale maps, they are on a smaller scale than cadastral maps. These maps are easily available and can foster the implementation of **learner-centred** teaching.

#### **4.4.3 Atlas maps**

Atlas maps are smaller in scale than cadastral and topographical maps. However, atlas maps show large areas such as countries, continents or the whole world on a single page. They show boundaries, roads, railways, towns, natural features, crops and mineral deposits, among others. The only disadvantage is that atlas maps have less detail than cadastral and topographical maps.

This is also the more popular maps and teachers can use it on a daily basis whereby **learner-centred** teaching in Geography can be cemented.

#### **4.4.4 Geological maps**

Geological maps mainly show different types of rocks, as well as their distribution and evolution. A geological map is a more advanced type of map and is mainly used at college or university level. Teachers who teach Geography by means of the learner-centred approach in Namibian schools can utilize geological maps for learners to locate a gold mine at Karibib, uranium mines around Swakopmund as well as diamond and zinc mines in southern Namibia. On a field trek or outing to a mine, students can be acquainted with this extremely costly maps and students can work in sets or gathering for effortlessly translation of the maps. Learners-centred teaching can again be encouraged.

#### **4.4.5 Weather and climatic maps**

Weather and climatic maps deal mainly with temperature, air pressure, winds and rainfall, among other climatic elements. It is very useful for daily interpretation and observation of temperatures. During rainy seasons, rainfall can be recorded. Geography teachers are responsible for ensuring that learners can read, interpret and analyse maps (MEC, 2010).

Climate and atmosphere maps for the specialist are additional maps to be effectively accessible

and learners ought to be in a situation to use it every day, which will enhance learner-centred teaching and learning.

#### **4.4.6 Map reading**

Map reading is the most basic level of map-reading skills and involves finding out which features are found on maps and on which part of the map. Here learners can make use of grid references, contours, direction and even bearing (MEC, 2010).

#### **4.4.7 Map interpretation**

Map interpretation is the stage where learners are involved in making decisions as to why certain features occur where they do. Map reading precedes map interpretation in the learning process. This will be learner-centre teaching at its best.

#### **4.4.8 Map analysis**

Map analysis mainly involves the evaluation of interpretations made about map features. Geography teachers can instil a variety of skills in learners, which include, but are not limited to: calculating distances and areas of different scales; giving and following directions; locating places by using latitudes and longitudes; using thematic maps to recognize the characteristics of human and natural phenomena; using different types of maps, e.g. topographical, climatic, geological maps, among others, as well as searching for relationships among features. Learners can work in groups or pairs and therefore learner-centredness can be ingrained in the instruction and learning of Geography.

However, in addition to the various types of materials that can be used, different teaching methods can also be applied in the Geography classroom; this includes lecturing, demonstration, laboratory work and observation. Any Geography teacher can apply the above-mentioned methods in a variety of lesson methods where learners are involved in self-exploration.

## **4.5 ASSESSMENT, EVALUATION AND FEEDBACK**

Assessment in the context of Geography and learner-centred education plays an important role, in that formative assessment is important since learners can receive immediate feedback. In this section different kinds of assessment, as well as evaluation and feedback, will be discussed. The researcher will also discuss the role of continuous assessment within a learner-centred approach.

### **4.5.1 Assessment and evaluation**

Assessment in Geography at senior secondary level in the Namibian syllabus is an integral part of the curriculum. It measures what learners have learned after completing a two-year senior secondary syllabus in Geography. Teachers, therefore, have to plan carefully how they will assess learners, as well as motivate them for success in the final examination. Like teaching methods and techniques, teachers also need to have assessment methods and techniques. The Geography curriculum has objectives that need to be met at the end of the “content completed”, as well as at the end of the “curriculum/syllabus completed” phases.

In preparing for learner-centred assessment, active instead of passive verbs should be used in questions in order to lead the learners to define, argue and solve problems. During the teaching process, teachers should plan the type of assignments, test and examination questions to be used carefully, as well as task learners with appropriate projects to assist them in the learning and examination preparation processes. The knowledge and skills thus acquired will equip learners for real-life situations, as well as prepare them for tests or examinations.

Assessment through a learner-centred mode differs from that of the traditional mode. In the traditional mode assessment is more summative whereas in a learner-centred mode it is formative. Learner-centred assessment occurs while a teacher is still busy with a particular content, whereas assessment in the traditional mode seeks to assess the entire syllabus content at its completion.

Research done by Walberg (1987) proposes that scores in university curricula, for example, compare very poorly with procedures of developed and specific accomplishment. The difficulties with ratings have been acknowledged for many years. In principle, it ought to be probable to afford a considerate and in-depth enquiry of students' skills and weaknesses without exhausting any comparative measure, whether it been letters or numbers. And, according to Maeroff (1991;269) important changes have been made, predominantly in elementary schools, in terms of evaluating learners' improvement using other forms of assessment.

Darling-Hammond, Ancess and Falk (1995:5) point out that these concerns are also related to the cumulative difficulties for a kind of education that inspires learners to do more than learn by rote information and use procedures to interpret organised difficulties – an education that prepares learners to structure problems, find information, appraise substitutes, generate concepts and products, and create new answers to disordered predicaments.

According to Darling-Hammond, et al. (1995:12), “a major goal of reliable assessment is to help learners improve the ability to evaluate their own work against public standard, to revise, modify, and redirect their energies, taking initiative to assess their own progress.” This present reality of work includes people to evaluate their exhibitions at work as often as possible, and bona fide appraisal offers learners with the prospects to enhance those self-evaluation aptitudes

Black (1999:126) condenses a portion of the troubles featured in the writing in the range of appraisal, for instance, (a) that the giving of imprints and grades is over-complemented, (b) that students are contrasted with each other, which features competition as opposed to individual advance. He additionally illuminates the impression of self-appraisal as a vital action to enable understudies "to assume liability for their learning".

Foucault (cited in Broadfoot, 1999:88) argues that examination is a method of control, where a student is “controlled through a system of ‘micro-penalties’, the constant giving of marks which constitutes a whole field of surveillance”. The use of the in black and white examination is still

highly prevalent in modern universities, as well as in secondary schools, and is essentially a summative evaluation, i.e. an appraisal for declaration or support.

The expansion, more developmental appraisal which underlines input to understudies on their learning would improve understudy learning (Brown, et al., 1997; Light and Cox, 2001). The advancement of more developmental methods for course evaluation will give a concentration to understudies by featuring learning pits and parts that they could change. Cases of developmental evaluation grasp remarks on structures, composed clarifications on ventures, reviews during the time that don't supplement the last stamp and different decision questions/reactions for criticism as it were. The gathering of more developmental evaluation moves a more student focused philosophy.

A transcendently noteworthy disclosure in most of the meta-broke down examinations is that "enhanced developmental evaluation helps low achievers more than different understudies – thus diminishes the scope of accomplishment while raising accomplishment by and large" (Black and Wiliam, 1998b:141).

The capacity of substance changes in the student focused classroom when the substance is likewise utilized as an apparatus to create learning abilities. The capacity of substance at that point goes up against a double reason: to secure information and to create learning abilities. It at that point turns into the methods, and also the ultimate objective of guideline.

Weimer (2002, 2013) is of the conviction that the determination of assessment in the student focused classroom is both to give criticism (i.e. evaluations) and create learning. In a student focused atmosphere, students figure out how to quantify their own particular function and to contribute in the evaluation of their associates' work, which lead students to end up plainly self-coordinated students. The responsibility of the instructor as assessor continues as before. What changes is that students contribute in the evaluation procedure, since it has the outcome of showing learning abilities and of further developing the student towards turning into a free student.

Weimer (2002, 2013) explores the question of how (department, institutional and punitive) discourse about the amount of content on developments can be exhilarated. The learner-centred technique teaches less content to offer opportunities to increase learning skills. She believes that learning is too score-oriented and that learner assessment increases distinctive learning difficulties. She maintains that teachers need to articulate real-world means to ascertain learner strengths and weaknesses in order to control what needs to be enhanced. Weimer (2002) also asks for more learner-centred methods through a developing, premeditated, incremental method to exercise. She also emphasizes the principal reality of the education system – teacher pressure. Furthermore, the learner-centred (and non-learner-centred) views of learners who are preparing to become teachers can play an imperative role in their professional growth.

Appraisal and assessment are subjects that reason antagonistic pondering in the midst of educators and executives. In what manner should students be arranged? What measures ought to be utilized as a part of rating? Does one reward understanding, effort, great execution, or some blend thereof? These are however a couple of the large number of inquiries teachers are always asking themselves.

#### **4.5.2 Assessment in the Namibian context**

School-based evaluations are utilized as a part of numerous nations and a decent variety of feelings are given to support them. An aggregate way to deal with all conclusions is the impact that the utilization of such appraisals will have on the educational programs, and in addition on direction and learning. It, hence, takes after that the idea of appraisal in numerous nations is moving to meet the changing uses to which comes about are put to. Besides, appraisal is both influenced by its uses and as a driver for change. The clarifications given at the principal ACEAB meeting for declaring coursework are unbiasedly illustrative of those given in different conditions and can be grouped into four territories:

- The first purpose behind the presentation of coursework is the capacity to incorporate a more extensive scope of aptitudes in the high stakes appraisal. As van der Merwe (2000)

calls attention to, utilizing shifted evaluation undertakings (for instance, portfolios, perceptions, tests, ventures, reproductions, interviews, exhibitions, introduction, peer-appraisal and self-appraisal) permits a more profound comprehension of understudies' learning in alternate points of view. Also, utilizing school-based appraisal plainly changes up the evaluation procedure.

- According to van der Merwe, (2000) Continuous Assessment was relied upon to grow the extent of evaluation to incorporate dynamic or option types of appraisal that will make a more extensive range of chances and settings for students to exhibit what they know and can do. In this setting CA supposedly promoted student focused training.
- Grima, and Ventura, 2000 had comparative recognition like Namibia in the defense of the school-based segment in that it makes the last appraisal more substantial in light of the scope of aptitudes and procedures that could be incorporated, and the scope of settings in which the evaluation could occur.
- Van der Merwe, (2000) recons that a moment aggregate intention given for developing a school-based evaluation framework is the professionalization of instructors by incorporating them all the more carefully in the testing strategy. Once more, Namibia puts an accentuation on this while identifying the explanations for declaring such a framework. To change the high drop-out rate, and educating and learning works on bringing about repetition learning and remembrance the presentation of Continuous Assessment may maintain a strategic distance from the drop-out rate, repetition learning and retention.
- According to Wood, (1991), another reason for the presentation of school-based appraisal is the motivational factor that the personalization of the learning will manage. Whenever educators and students can choose the unique circumstance or titles that mirror their own advantages or circumstances, it is trusted that it will be additionally engaging. Wood, (1991), additionally mirrors that school-based appraisal turns into an apparatus for energizing the syllabus as it is passed on. Not exclusively is there better correspondence between what is done in schools and what is analyzed, which itself enhances legitimacy, however the outcome is completer and agreeable.

- Finally, as per Van der Merwe, (2000), the utilization of school-based appraisal is viewed as a methods for developing students' ability to get and to mimic without anyone else learning keeping in mind the end goal to wind up noticeably flexible individuals from a quick changing universe of work. Once more, Namibia considers this to be a urgent explanation behind showing school-based evaluation frameworks, accepting and it should enable educators to put far endless conspicuousness on realizing which to can be changed over and connected to new conditions than on learning certainties and procedures suitable just in conditions fastidiously equivalent to those in which they were learnt;
- According to Mansell, (2000), despite the numerous helps of school-based appraisal there remain a whole number of inconveniences related with its presentation, incorporating intricacies with preparing instructors (which is ordinarily acknowledged as a huge scale and long haul issue), measure of work for the two educators and students, and in addition protecting the trustworthiness of the work.
- According to the MEC, (1993) the showing techniques in Namibia must take into consideration the incredible cooperation and commitment of learners in the learning procedure. Teachers should structure their classes to empower this vivacious learner part. Regularly that will mean sorting out learners in littler or bigger gatherings or in sets, or working with them discretely. It will likewise mean utilizing instructing techniques that fit the determination and substance of the lesson and in the meantime motivate dynamic student contribution, for instance, clarifying, illustrating, offering conversation starters, checking for comprehension, helping, accommodating dynamic practice and critical thinking. (MEC. 1993:60).

#### **4.5.3 Assessment in Geography in Namibian schools**

Assessment is an integral part of the teaching and learning process. Assessment as prescribed in the Senior Secondary Geography syllabus is mainly of a summative nature. The following objectives are prescribed that need to be assessed during the final examination, namely

- Knowledge with understanding
- Analyses

- Judgement and decision making
- Investigation (enquiries, practical and presentation skills).

The examination consists of three papers that are divided as follows:

Paper 1 is a written paper and learners are requested to answer three questions for a total of 75 marks (3x25 marks).

Paper 2 is a written paper and learners are required to answer all the questions. This paper is also entirely skill-based.

Paper 3 is another written paper. This paper consists of two questions and learners must answer both. It is further based on techniques of geographical investigation.

#### **4.5.4 Feedback**

In assessing Geography through a learner-centred approach, feedback plays an important role. As indicated by Hattie and Jaeger (1998:113), input can be measured as owning two key instruments, specifically, “the teacher providing feedback and the student receiving feedback”. Hattie and Jaeger (1998:113) see input as the supplier of confirmation identified with the comprehension of the developments that understudies have produced using the educated/showed data and polymorphous, alluding to following data proposed at supporting the student in meeting the destinations of the learning procedure

This is where formative assessment rather than summative assessment plays an important role. Feedback should not be rhetoric, as demonstrated in the responses in the research questionnaires used in this study, where teachers have indicated what kind of feedback they were giving, and learners in their questionnaire confirmed that.

The importance of feedback in most educational sectors is often neglected due to time constraints, as well as proper mechanism to provide feedback. The best way to tell in the case of taking in comes about because of input is for students to make some sort of response to finish the criticism circle (Sadler, 1989). This is a standout amongst the regularly slipped by

attributes of developmental evaluation. Unless understudies can utilize the criticism to deliver upgraded work by, for instance, re-doing likewise task, neither they nor those giving input will realize that it has been powerful (Bound, 2000:158).

The skill of evaluating has an effect on the evaluator, as well as on the learner. The evaluator learns about the degree to which learners have established expertise and can adapt their teaching consequently (York, 2003:482). According to Hyland (2000:234), feedback from formative assessment has the ability to seize each item of evaluated work into a device for the further improvement of each learner's learning.

The most general definition of formative assessment comes from Black and William (1998: 7-8), namely that "It encompasses all those activities undertaken by teachers, and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged".

Formative assessment in senior secondary Geography is important where teachers can apply short tests at the start of a lesson or use quizzes which can be easily marked by learners. Geography as a subject avails perfect opportunities for teachers to link the content to activities and thus learners are receiving feedback or they can give feedback to the teacher who can then judge whether the learners have understood the content. Teachers, while teaching, can align their methods to accommodate all the learners in understanding the content. On a daily basis Geography teachers would know, for example, whether learners know how to use and interpret weather data and instruments.

## **4.6 SUMMARY**

In Chapter Four, the researcher gave an overview of what comprises learner-centred schools, how they are defined, what their fundamental ideologies and principles are, as well as debated numerous other features of the notion of learner-centredness. It is clear that there are different methods and techniques for teaching Geography (as well as other subjects) through a learner-centred approach.

Learner-centred teaching requires teachers to assist learners to construct their own understanding in order to give greater meaning to the knowledge they are gathering. The various approaches that can be used in learner-centred teaching demonstrate that LCE is applicable to all school subjects taught in Namibian schools. If teaching is done in a learner-centred manner, the main aim should be to help learners construct their own knowledge. The main role of teachers should be to facilitate, and not to be transmitters of, knowledge.

Using the learner-centred approach to teaching creates excellent opportunities to address key goals of education, such as promoting democracy (a key goal in the Namibian context). There should be a vibrant understanding of the 'why and how', if learner-centred education is to be executed. This enquiry will lead to a better understanding of the educational goals to be achieved and the use of various learner-centred teaching techniques.

In learner-centred teaching, teachers and learners are expected to go well beyond the memorization or rote learning of facts. It involves using various forms of active learning, as well as the use and development of critical thinking and higher-order thinking skills that must be central to the concept of quality education in Namibia.

Varying degrees of learner-centredness exist in all countries or schools where learner-centred education is implemented. Namibia is no exception. It would be inaccurate and irresponsible to propose that in Namibia schools are completely lost in learner-centredness; there are teachers and principals who, on a day-to-day basis, make serious exertions to impart from a learner-centred perception. This is evident in the comments of teachers and principals recorded under the heading of interviews in Chapter Five. The message that is most likely to remain with readers is that there is much room for further investigation and study of the concept of learner-centredness by classroom teachers, principals, and regional, as well as national education, offices.

## **CHAPTER FIVE**

### **RESEARCH DESIGN, RESEARCH METHODOLOGY, DATA COLLECTION AND ANALYSIS: PRESENTATION AND DISCUSSION OF RESULTS**

#### **5.1 INTRODUCTION**

This chapter combines the literature dealt with in chapters two, three and four and also defines how the study was conducted. It also provides a summary of how information and data were collected, both qualitatively and quantitatively. This chapter further describes how the observations, questionnaires and interviews were conducted.

#### **5.2 RESEARCH DESIGN**

A research design is the theoretical structure within which research is steered; it creates the design for the collection, measurement and analysis of data (Kothari, 2004). Burber, Garder and Richards (2004) state that a research design is mainly concerned with the arrangement of the conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with the issue in procedure. The function of the research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money. Furthermore, a research design describes a flexible set of guidelines that connects theoretical paradigms to strategies of inquiry and methods for collecting empirical material. Thus, the function of a research design is to guarantee that the evidence obtained enables one to answer the research questions.

As was discussed in Chapter One, the researcher adopted a mixed research design. The methods used were both qualitative and quantitative, employing instruments such as questionnaires, interviews and observations.

### **5.2.1 Qualitative methods**

Qualitative methods were used to collect the data by using semi-structured interviews. 17 Principals and 17 senior secondary Geography teachers were interviewed.

According to McKereghan and Ferch (1998) (cf. 1.7.2.3), qualitative research aims at in-depth descriptions and, therefore, makes it deductive. Burton (2005) (cf. 1.7.2.3), furthermore, states that data collected through the qualitative method tend to be words rather than numbers in the form of transcripts or fieldwork notes. Data are typically unstructured, and statistical methods cannot be used to analyse them. Neill (2006) states that there are three main methods of data collection, namely interactive interviewing, where people will be asked to describe their experiences of a phenomenon verbally; written descriptions by participants, where people will be asked to write descriptions of their experiences of the phenomenon and observation, which will be descriptive observations of verbal and non-verbal behavior.

Leedy and Ormrod, (2013), postulate that the qualitative approach is a systematic, subjective approach to describe life experiences and give them meaning.

Interviews were conducted with 17 principals and 17 Geography teachers in selected secondary schools in nine educational regions in Namibia. When a saturation point was reached, the researcher did not use all the participants as indicated.

#### **5.2.1.1 Research Instruments**

The most common instruments used in a qualitative study are participant observation, in-depth interviews or structured interviews and focus groups. A qualitative study, which involves both observations and interviews, was used. Qualitative research is usually better for exploring, understanding and uncovering (Lash, 2008). Rothwell (1996:95) calls it “doing it at your own peril” (cf. 1.7.3.2.1). The researcher did not use focus groups since no cultural issues were tested.

According to Wragg (in Smith, 1998:39), a semi-structured interview “allows respondents to express themselves at some length, but offers enough shape to prevent aimless rumbling”. This

was in accordance with my interpretative paradigm and methodology. Semi-structured interviews scheduled with open-ended questions were prepared in advance. There was one interview scheduled for all the respondents (the principals and the teachers). The semi-structured interviews enabled me to elicit more elaboration and in-depth responses from interviewees (Allison, 1996). I was also able to cover a range of topics in a short space of time.

As O'Sullivan, Saunders & Rice (1993) rightly put it, the interviewee can exaggerate and try too hard to give the interviewer what he/she thinks he wants. According to Greeff (2011:351), the semi-structured method allows both researcher and participant more flexibility, while at the same time allowing the researcher "to follow up particular interesting avenues that emerge in the interview, and the participant is able to give a fuller picture".

Cresswell (1994:15) (cf. 1.7.2.3.2) has identified the following advantages in using observations, namely that it, firstly, allows first-hand experience with participants and, secondly, information can be recorded as it occurs. The researcher can observe the practice that is applied on a given day for a given lesson(s). Permission was obtained from the Ministry of Education and Culture. An observation list was developed to observe teacher behavior, learner responses, teaching methods and assessment practices.

#### **5.2.1.2 Data collection through interviews**

Interviews were arranged with both the 17 principals and 17 Geography teachers at the times they were available. In the case of the teachers, it was only done after the researcher had observed a lesson. The researcher used a semi-structured interview guide and, therefore, the interviews were face-to-face (one-on-one), in which I set out to elicit from interviewees' subject information or opinions on learner-centred education and the education reform in general (Allison, 1996:25).

During the interviews it was not necessary to rephrase the questions in order for the interviewees to understand them. The researcher merely had to repeat the questions, where the interviewees had not heard the question properly. The researcher used a tape recorder to record the interviewees accurately, and thereafter the recording was professionally

transcribed. The tape recorder seemed to have been powerful enough, since from most of the recordings most of the sentences could be fully transcribed. Thus it gave a true reflection of what was said during the interview.

### **5.2.2 Quantitative methods**

A quantitative study was also employed, where 17 Geography teachers and 560 Geography learners on either higher or ordinary NSSC levels were involved in completing a questionnaire with regard to the understanding and practice of learner-centred teaching and learning. Quantitative methods are more inflexible than qualitative methods. The most common instruments are surveys and questionnaires. According to Creswell (2014) a questionnaire is designed as a document to be completed by the participants without the help of the researcher. In a quantitative approach through a questionnaire the researcher asked all participants the same questions in the same order. The questions were mostly 'closed' questions. The researcher could thus make comparisons of responses across the participants.

Survey design was found to be suitable for this study because it enabled the researcher to study a large sample and many variables (Johnson & Christensen, 2014). McMillan and Schumacher (2014) define quantitative research as a formal, objective, systematic process to describe and test relationships and to examine cause and effect interactions among variables. In accordance with the view of Creswell and Clark (2011) and Check and Schutt, (2012), quantitative research focuses on examining a hypothesis made of variables, calculated with figures and analysed with numerical procedures because in accordance of Creswell (2011) quantitative approach ensures a high level of reliability of gathered data. It also enables the researcher to conduct the investigation in a fair and objective manner, without any form of harassment.

Quantitative research methods attempt to maximise objectivity, replicability, generalisation of the results as well as characteristically deal with predictions of the whole population ( McMillan & Schumacher, 2010; Check & Schutt, 2012; Creswell, 2014).

### **5.2.2.1 Research Instruments**

The only instrument that the researcher used for the quantitative method was the questionnaire. According to Hurter (1988:6) (cf. 1.7.2.3.2), a questionnaire is the most appropriate technique when studying relationships between variables. According to Lash (2008) (cf. 1.3.3.1), quantitative research is generally better for confirming and clarifying and is, therefore, objective. Burton (2005) (cf. 1.7.2.3) is of the opinion that quantitative, as the name suggests, refers to a group of methods whose main focus is on quantities, that is, numbers. Numbers will usually be the main type of data that these methods collect, and those numbers will be analysed using mathematical or statistical techniques.

According to Cohen and Manion (2005:245), questionnaires are a widely used and useful technique for obtaining the same information from respondents in a relatively economical way. Before instruments are used the validity of such instruments must be examined first. According to Wallen and Fraenkel (2001: 89), validity “refers to the degree to which the evidence supports any inferences a researcher makes on the basis of data collected with a particular instrument” but the “degree to which a research tool is valid depends on the amount and type of evidence available to support the interpretation that the researcher wishes to make on the basis” of the data collected.

### **5.2.2.2 Data collection through questionnaires**

The researcher used questionnaires to collect data. These were personally delivered to 560 senior secondary Geography learners and after completion the researcher collected them himself. The researcher used a structured questionnaire for both teachers and learners. In this type of questionnaire the list of questions may be open-ended or closed, depending on how the questions are framed and asked. An open-ended question is one in which possible responses are not supplied in advance. Each respondent’s statements should therefore be recorded as fully as possible and in the respondent's own words. Open-ended questions are also very useful for exploring sensitive issues and investigating topics concerning perceptions, attitudes and practices. In this study the perception of teachers and learners on learner-centred teaching and

learning were determined. A closed question, on the other hand, usually provides a set of responses or options from which a respondent indicates his/her choice. Where the study topic concerns factual issues or is a familiar one with a limited range of responses, closed questions are particularly useful.

All the questionnaires for the learners were delivered to the different classes and were completed at the same time at a specific school, whereas the teachers completed their questionnaires in their own time. Questionnaires handed out to learners and those completed by the teachers were collected for analysis.

### **5.2.3 Data analysis**

In this study, for the analysis of quantitative data, the SPSS (Statistical Package for Social Sciences) was used to analyse frequency and percentages. The SPSS is quick to administer, and suitable for the type of data obtained. Further the SPSS also summarizes and create appropriate tables and examines the relationship between variables. Data is presented using tables and charts that give actual frequencies (Creswell & Clark, 2011). The study was quantitative in nature and descriptive statistics were used as a statistical tool to analyse numeric data. Descriptive analysis refers to statistically clarifying, gathering and presenting the dimensions of curiosity or relationship connecting these constructs (Check & Schutt, 2012).

### **5.2.4 Triangulation**

The researcher envisaged that the use of a mixed methods approach in the current study would help in achieving data triangulation

According to Leedy and Ormrod (2013), triangulation refers to the process of using or comparing multiple data sources in search of common themes on a topic with the view to support the validity of the findings from a study.

Denzin (1978:291, cited by Johnson, Onwuegbuzie & Turner 2007: 114), define triangulation as “the combination of methodologies in the study of the same phenomenon”. Webb et al. (1966, cited by Johnson et al. 2007) argue that research results obtained through data triangulation

can be accepted with a higher degree of confidence than when they are obtained through only one data source.

Triangulation includes qualitative and quantitative indicators which give broad coverage of education characteristics and allow cross-checking of information (Motala & Mungadi, 1999:23). Since both qualitative and quantitative methods were utilized with three different research instruments, namely a questionnaire, semi-structured interview and observation, to collect data in this study, it was essential to triangulate the data in order to determine the validity in the research methods used. The term, triangulation, is regarded by Denzin (in Cresswell, 1994:174) (cf. 1.7.2.3.2) to be a term borrowed from navigation and military strategy to mean the combination of information about the same phenomenon in a study. Triangulation can be employed from within one approach, such as when different qualitative methods are being used, or it can be drawn between different approaches, thus on qualitative data collection procedures, as it was the case in this study.

To add to this, Baker (1999:225) explains that triangulation of data refers to a process to ensure the honesty of the data being collected. He goes further by mentioning that triangulation is the collecting of research evidence from as many sources as possible as a way to answer the research question/s. These various perspectives on the same question will enable discovery of similarities and differences in terms of describing the same reality and will motivate the researcher to seek an accurate explanation for that specific reality. This is emphasised by Burgess (1993:94) who argues that triangulation is an exercise of confirming a claim to judgement by drawing on evidence from more than one source. Denzin and Lincoln (1994:284) refer to internal reliability during the research project to mean triangulation. They came up with four types of triangulation: method triangulation – the use of more than one data-collection method to gather information; theoretical triangulation – the use of more than one theoretical perspective to interpret data; research triangulation – the use of more than one researcher in the investigation and data triangulation – the use of two or more kinds of data sources. In this study, method triangulation was applied.

In this study the researcher applied more than one data collection method, namely qualitative as well as quantitative, and also more than one instrument to gather information. These were classroom observations, as well as questionnaires administered to both Geography teachers and Geography learners on both higher or ordinary NSSC levels, and semi-structured interviews with both Geography teachers and their respective school principals.

### **5.2.5 Ethical consideration**

Researchers worldwide are cautioned always to consider ethical issues that may ruin the quality of their research. McMillan and Schumacher (2014) suggest that it is decisive to contemplate ethics in research. However, Punch (1994:83) suggests that researchers should not be discouraged by ethical issues, stating, *inter alia*, that fieldwork is fun; it is easy; anyone can do it; it is salutary for young academics to flee the nest and they should be able to take any moral or political dilemmas encountered in their stride.

To gain access to the schools, the researcher firstly applied in writing to the Permanent Secretary of the Ministry of Basic Education and Culture as well as to the various regional directors for permission to visit schools in their areas of jurisdiction. (cf, Annexures C-K). Secondly, the participants' consent was sought regarding their participation in the study, and if more than one teacher was teaching the subject Geography in a school, the teachers amongst themselves decided who would participate. Prospective, participant teachers were advised about the objectives of the research and that participation was voluntary.

The same was done with the Geography learners. The objectives were briefly explained and the learners were informed that it was not compulsory for them to participate in the survey by completing a questionnaire. (cf, Annexure A). They were also informed that anonymity would prevail in that no names would be written on the questionnaire. The only information that was written down on the questionnaire was that of the region in which the study was done. No written consent of learners was sought before the questionnaire or classroom observation was done. The researcher further envisaged destroying all questionnaires and audio tapes three years after completion of the study. Electronic data was protected with a password and

completed questionnaires were stored in a lockable cupboards with limited access, as Johnson & Christensen (2014) has suggested.

### **5.2.6 Trustworthiness**

Reliability is the degree to which measures are free from error, and therefore yield consistent results. It also defined to mean dependability or consistency (Neuman, 2003:178). Neuman (2003:184), cautions that it is difficult and uncommon to have perfect reliability in one's study, specifically in qualitative studies. It is the measure of consistency of a measurement procedure and the scores obtained. Reliability involves the consistency of test scores, i.e., the degree to which one can expect relatively constant deviation scores by individuals across testing situations on the same or parallel testing instruments. Similarly, a test or an instrument has validity when it actually measures what it is supposed to measure (Gray, 2004:208; Feldman, 2009:297-298).

Validity in surveys relates to how well a measuring instrument, that is supposed to measure, should measure (De Vos, Strydom, Fouche & Delport, 2011). According to Cohen, Manion and Morrisson (2011:133), validity in qualitative research may be addressed through "careful sampling, appropriate instrumentation and appropriate statistical treatment of data".

Validity is the measure of the instruments' usefulness. The validity of an instrument refers to the extent to which the instrument measures what it is intended to measure (Gray, 2004:90). The validity of a test or an instrument is the degree to which it assesses what it is supposed to. Validity and reliability are prerequisites for the accurate assessment of psychological constructs as well as for any other measurement task carried out by pedagogues and psychologists (Feldman, 2009:298). Item-analysis is used to define the reliability of items. It is helpful to identify and maintain relevant and real items, and at the same time to eliminate items which may be inappropriate (Cattell, 2008:4-10; Feldman, 2009:469). In this study a constant effort was made to preserve the reliability of the study. This was done by checking the consistency between the research questions, the research paradigm, the research methodology, the methods of data analysis, the interpretations, the conclusions, as well as the recommendations.

In this study validity was address in the verbatim transcription of the interviews of Geography teachers and school principals. Since 2000 the term validity has been defined more broadly than the earlier versions (Cohen et al, 2000:105). They explain that validity in qualitative research can be addressed through truthfulness, depth, richness and capacity of data achieved.

## 5.3 DISCUSSION AND PRESENTATION OF DATA FREQUENCIES OF THE LEARNER'S QUESTIONNAIRES

In this section the results of the learners' questionnaire will be presented and discussed.

### 5.3.1 Discussion on regional representation

The researcher selected nine regions where Geography was taught as a subject at secondary level. Altogether 560 senior secondary learners were involved in completing a questionnaire and being observed by the researcher. The highest representation was one region which represented 16.3% of the population.

### 5.3.2 Regional presentation

The researcher conducted research in nine out of the 14 educational regions. The selection was Karas, Khomas, Hardap, Erongo, Omaheke, Oshikoto, Oshana, Kavango East and Zambezi regions. This study thus covered 64% of the educational regions. Results are shown in Table 5.1.

**TABLE 5.1: Regional presentation**

Regions	Frequency	Valid %
1	73	13.0
2	37	6.6
3	78	13.9
4	91	16.3
5	56	10.0
6	69	12.3
7	44	7.9
8	52	9.3
9	60	10.7
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.1 on regional representation indicates Region 1 as having the highest representation with 13.0% and Region 2 with 6.6%, representing region 2, as the lowest representation.

### 5.3.3 Discussion of gender representation

The researcher wanted to determine the gender representation of boys and girls taking Geography at senior secondary level. It appeared that more girls than boys were interested in senior secondary Geography as a school subject. Results are showed in Table 5.2

**TABLE 5.2: Gender of learners**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Male	265	47.3
Female	294	52.5
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

In Table 5.2, 47.3% of the learners who completed the questionnaires were boys and 52.5% were girls with 0.2% who did not complete this specific question on gender. There is almost an equal distribution between boys and girls taking the subject. As alternative subject, Geography seems to be a popular choice.

### 5.3.4 Discussion of age representation

This question was to determine the age of learners taking senior secondary Geography as a school subject. The majority of the learners taking senior secondary Geography were aged 17, 18 and 19. The oldest learner was 35 years of age. Results are showed in Table 5.3.

**TABLE: 5.3: Age of learners**

Scale	Frequency	Valid %
14	2	0.4
15	22	4.0
16	52	9.5
17	210	38.3
18	128	23.4
19	80	14.6
20	33	6.0
21	11	2.0
22	4	0.7
23	4	0.7
24	1	0.2
35	1	0.2
Total Responses	548	97.9
No Response	12	2.1
<b>Total</b>	<b>560</b>	<b>100.0</b>

It is clear from Table 5.3 that the ages of the learners taking Geography as a subject varied between ages 14 and 35. The policy of the Ministry of Education is that a learner cannot repeat a specific Grade more than twice. If learners fail Grade Ten, they may proceed to repeat Grade Ten privately and, if successful, they may then join fulltime studies again. This might be the reason why learners were older than 17 and 18 years in Grade Eleven and Twelve.

### 5.3.5 Number of learners per class

Class sizes are important in the teaching of any subject. The Namibian Ministry of Education has prescribed teacher-learner ratios for all class sizes in the Namibian secondary schools. The outcome of this particular question was to determine whether class sizes in teaching Geography were according to the set ratio or whether classes were over-crowded. Results are shown in Table 5.4.

**TABLE 5.4: Number of learners per class**

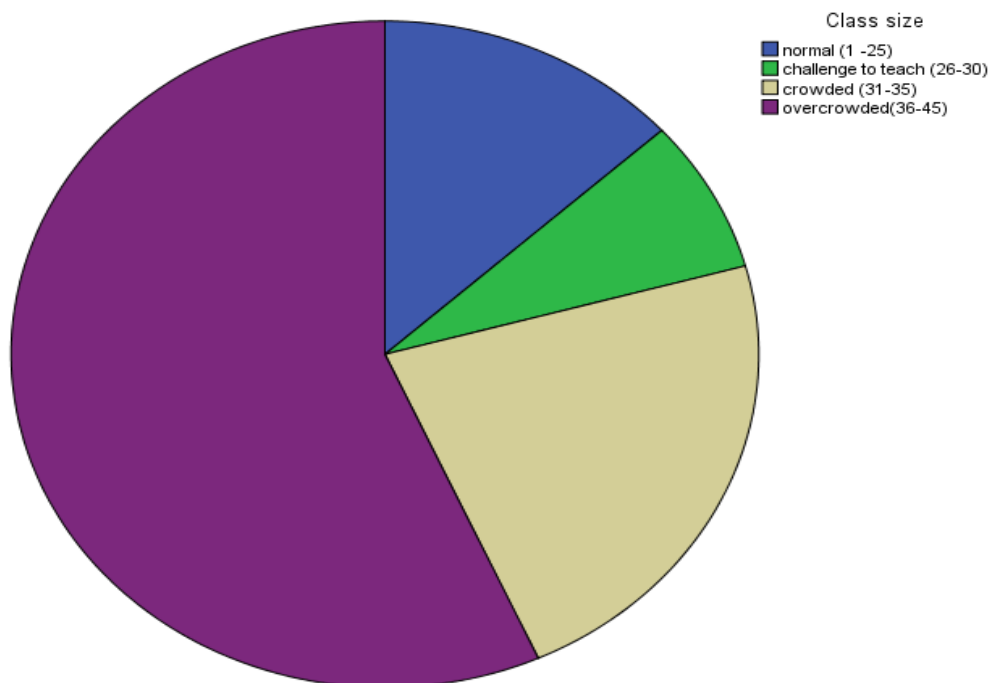
Scale	Frequency	Valid %
17	14	2.5
19	16	2.9
24	25	4.5
25	18	3.2
26	17	3.0
30	24	4.3
31	37	6.6
32	1	0.2
33	1	0.2
34	41	7.3
35	44	7.9
36	43	7.7
37	39	7.0
38	36	6.4
39	36	6.4
40	79	14.1
41	1	0.2
42	1	0.2
43	76	13.6
45	1	0.2
Total Responses	550	98.2
No Response	10	1.8
<b>Total</b>	<b>560</b>	<b>100.0</b>

The class sizes, as represented in Table 5.4, ranged from 16 learners, the smallest class in the Omaheke region, to about 45 learners in a class, in the Zambezi region. A normal working group should be 25 learners per class; 13.1% adhered to this criterion.

A class size of 26-30 learners, which is a reasonably normal class, was represented by 7.3% of the sample. A class size of 31-35 learners, which can be regarded as a big class was represented by 22.2% of the sample. However, according to ministerial policy, a class size of 30 learners is the normal ratio of 1:30 for senior secondary schools and 1:35 for primary schools.

Class sizes of between 36 – 40 learners, which can be regarded as an over-crowded class-size, was represented by 41.6% of the sample. Grossly over-crowded class sizes – a class size of 41-45 learners per class – was represented by 14.2% of the sample.

It appeared that for Geography, 78% of the classes in all regions were big classes and possibly not that easy to manage. Class sizes differed from region to region and school to school, because Geography was not a compulsory subject and could be chosen as an alternative to a study group. See secondary curriculum in Chapter Two (cf. 2.2.6.3) and Figure 2.



**Figure 2: Class sizes**

In Figure 2, the graph represents the class sizes which indicates that classes adhering to government policy as a yardstick are generally overcrowded. The chart shows that in Namibian schools class sizes are over 30 learners per class, which is a challenge to teach. A small part of class sizes is normal.

### 5.3.6 Gender of learners' subject teachers

This question was posed to establish which gender was more interested in teaching Geography at senior secondary level. Results are showed in Table 5.5.

**TABLE 5.5: Gender of learners' subject teachers**

Scale	Frequency	Valid %
Female	215	38.8
Male	335	60.5
Total Responses	550	99.3
No Response	10	1.7
<b>Total</b>	<b>560</b>	<b>100</b>

In Table 4.5 38.8% of the teachers were female and 60.5% were male teachers. The purpose of this question was to determine what the ratio was between male and female Geography teachers. There were more male than female teachers, whereas the ratio of the learners was almost equal.

### 5.3.7 Type of assessment performance

**Question: In which type of assessment do you perform better?**

Assessment is an integral part of teaching through a learner-centred approach. In the learning process it is also important to know whether teachers apply formative assessment instead of summative assessment and how learners respond to the different types of assessment. Results are shown in Table 5.6.

**TABLE 5.6 Type of assessment performance**

Scale	Frequency	Valid %
Weekly scheduled tests	153	27.3.0
Not scheduled tests	20	3.6
End of term tests	122	22.3
End of year exams	252	45.0
Total Responses	547	97.7
No Response	13	2.3
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.6 represents the performance of learners at different intervals. Learners (45.0%) have indicated that they did better in the year-end examinations, which were summative in nature, and where their promotion was at stake. This was followed by weekly tests (27.3%), which were all summative evaluations. End of term tests were 22.3% and thereafter not scheduled tests; 3.6% of learners indicated that they performed better in unannounced tests, which are formative tests and suit learner-centred teaching.

The researcher wanted to determine whether formative assessment had preference when compared to summative assessment. In this case learners indicated that they performed better during end of term, as well as in end of year examinations which are forms of summative assessment. Summative assessment is teacher-centred teaching friendly.

### 5.3.8 Talking during a lesson

#### Question: Does my teacher do all the talking during a lesson?

In this question the researcher wanted to determine whether the teacher alone was talking all the time or whether learners were involved in the teaching process. If only the teachers were talking all the time, it would reflect more of a lecturing mode and learners would, therefore, be passive receivers of knowledge. Results are shown in Table 5.7.

**TABLE 5.7: Talking during a lesson**

Scale	Frequency	Valid %
Always	218	38.9
Frequently	242	43.2
Seldom	66	11.8
Never	27	4.8
Total Responses	553	98.7
No Response	7	1.3
<b>Total</b>	<b>560</b>	<b>100</b>

Table 5.7 indicates who did most of the talking, which was also an indication whether learner-centred teaching was applied all the time. From this Table it can be seen that 38.9% of the

learners indicated that the teachers did all of the talking and 43.2% indicated that teachers frequently did the talking all the time, which was close to all the time. Furthermore, 81.1% of learners indicated that teachers were most of the time doing all the talking. Only 16.6% indicated that their teacher seldom or never was doing the talking all the time. Only 1.3% of the learners did not answer this question. Always and frequently were indications that there were not many discussions, projects and fieldwork represented in the teaching of the subject. The lecturing method where teachers did most of the talking was very prominent, probably because it is the traditional way of teaching. This is more teacher-centred than learner-centred.

### 5.3.9 Asking questions during the lesson

#### Question: Does only my Geography teacher ask questions during the lesson?

This question was asked to determine whether only the teacher was asking questions during the lesson. Learners should be given the opportunity to participate in all action during the lesson. The learners should ask questions and should be part of seeking answers to their questions as well. Results are shown in Table 5.8.

**TABLE 5.8: Asking questions during the lesson**

Scale	Frequency	Valid %
Always	374	66.8
Frequently	124	22.1
Seldom	56	10.0
Never	5	0.9
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

From Table 5.8, which represents the asking of questions during the lesson, it can be seen that 66.8% of the learners indicated that teachers always asked question while they were teaching, whereas 22.1% of the learners indicated that teachers asked questions all the time while they were teaching. Learners indicated that 89.1% of teachers ask the questions all the time. In the

case of seldom or never, it was indicated by only 10.9% of respondents that teachers did not ask questions while they were teaching. Only 0.2% of the learners did not answer the question.

### 5.3.10 Deciding on a topic

#### Question: Does my Geography teacher alone decide on a topic?

The question was asked to determine whether learners were involved in choosing topics to write tests or examinations on. Learners in a learner-centred approach should be partners in teaching as well as in assessment. Results are shown in Table 5.9.

**TABLE 5.9: Deciding on a topic**

Scale	Frequency	Valid %
Always	366	65.4
Frequently	104	18.6
Seldom	29	5.2
Never	55	9.8
Total Responses	554	98.9
No Response	6	1.1
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.9 deals with the involvement of learners who decided on a topic for testing. Regarding the answer 'always', 65.4% of the learners indicated that their teachers alone always decided on a topic, whereas 18.6% of the learners indicated that teachers frequently decided alone on a topic to be tested. Furthermore, 84.0% indicated that teachers alone decided on a topic to be tested. Only 15.7% indicated that seldom or never teachers alone decided on a topic to be tested. Only 1.1% of the learners did not answer the question.

### 5.3.11 Setting of questions for a test or examination

#### Question: Does my Geography teacher alone set questions for a test or examination?

According to the learner-centred approach, learners should be involved in question setting and even the marking of questions. By allowing learners to set questions, they will learn better, as

well as it prepares them better for tests. Results are shown in Table 5.10.

**TABLE 5.10: Setting of questions for a test or examination**

Scale	Frequency	Valid %
Always	397	70.9
Frequently	91	16.3
Seldom	33	5.9
Never	28	5.0
Total Responses	549	98.0
No Response	11	2.0
<b>Total</b>	<b>560</b>	<b>100</b>

It is clear from Table 5.10 that there was little involvement of learners regarding the setting of question papers in either tests or examinations. The learners indicated that 70.7% of the time the teacher alone set papers, whereas 16.3% indicated that teachers alone frequently set papers, and 91.0% indicated that the teachers alone always and frequently set question papers. Only 10.9% indicated that teachers seldom and or never set papers alone. The learners that did not answer this question represented 2.0%.

### 5.3.12 Opportunity to set questions for a test or examination

**Question: Do I get the opportunity to set questions for a test or examination?**

This question was to determine the involvement of learners in setting questions for test or examinations. Learners should be involved in the whole process of teaching through a learner-centred approach. The results of this question are shown in Table 5.11.

**TABLE 5.11: Opportunity to set questions for a test or examination**

Scale	Frequency	Valid %
Always	8	1.4
Frequently	60	10.9
Seldom	92	16.4
Never	398	71.20
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.11 is a reverse question of the one presented in Table 5.5.10 where the learners indicated that 92.9% of the time, seldom or never they had been involved in the setting of question papers for tests or examinations. This correlates very well with the 91% of 'always' or 'frequently' in Table 5.5.10. Only 6.1% of learners indicated that they either always or frequently set questions for either a test or examinations.

### 5.3.13 Opportunity for peers/classmates to set questions for a test or examination

**Question: Do my peers/classmates have the opportunity to set questions for a test or examination?**

This question was to determine the involvement of peers in setting questions for tests or examinations. Peers should be involved in the whole process of teaching through a learner-centred approach. In a learner-centred mode, assessment is the responsibility of all parties. The responses is found in Table 5.12.

**TABLE 5.12: Opportunity for peers/classmates to set questions for a test or examination**

Scale	Frequency	Valid %
Always	8	1.4
Frequently	15	2.7
Seldom	27	4.8
Never	510	91.1
<b>Total Responses</b>	<b>560</b>	<b>100.0</b>

Table 5.12 reveals that learners indicated that neither they nor their peers had had a chance to set questions for a test or examination. Only 4.1% of the learners indicated that they or their peers always or frequently had set questions for tests or examinations.

### 5.3.14 Choosing a topic for a test or examination

**Question: Do my classmates and I have chance to choose a topic for a test or examination?**

This question was to determine the involvement of classmates in setting questions for tests or examinations. In a learner-centred approach, classmates should be involved in the whole process of teaching. The outcome of this question is embedded in Table 5.13.

**TABLE 5.13: Choosing a topic for a test or examination**

Scale	Frequency	Valid %
Always	8	1.4
Frequently	37	6.6
Seldom	49	8.8
Never	465	83.0
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.13 is dealing with the involvement of learners in deciding on a topic to be tested. On the response 'always', 1.4% of the learners indicated that teachers always decided on a topic alone, whereas 6.6% of the learners indicated that teachers frequently decided alone on a topic to be tested. 8.0% of the learners indicated that teachers alone decided on a topic to be tested. In this Table, 91.7% indicated that teachers alone seldom or never decided on a topic to be tested. Only 0.2% of the learners did not answer the question.

### 5.3.15 Opportunity to mark a test or examination

**Question: Do my classmates and I have an opportunity to mark a test or examination?**

The question was posed to establish whether senior secondary Geography learners are involved in marking their tests or examinations. This again is a good practice in learner-centred teaching that learners should be involved in marking the assessment. Results are shown in Table 5.14.

**TABLE 5.14: Opportunity to mark a test or examination**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Always	8	1.4
Frequently	60	10.7
Seldom	92	16.4
Never	398	71.3
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.14 deals with the involvement of learners in the marking of tests or examinations. On the response 'always', 1.4% of the learners indicated that they or their classmates were involved in the marking of a tests or examination, whereas 10.7% of the learners indicated that they or their classmates were frequently involved in the marking of a tests or examination. Thus 12.1% of the learners appeared to be involved in marking tests or examinations. On the responses 'seldom' or 'never', 16.4% and 70.7% respectively answered that neither they nor their classmates were involved in marking a test or examination. Only 0.2% of the learners did not answer the question.

### **5.3.16 Amount of assignments given in a term per subject**

**Question: How many test or assignments are you given in a term per subject?**

This question was asked to determine the number of tests and assignments given during a term or during the year. The number of tests or assignments would also give an indication of the level of involvement of learners in the learning process. After each tests or assignment there should be proper feedback to learners. Results are shown in Table 5.5.15.

**TABLE 5.15: Amount of assignments given in a term per subject**

Scale	Frequency	Valid %
1	14	2.5
2	54	9.6
3	95	17.0
4	99	17.7
More than 4	288	51.4
Total Responses	550	98.2
No Response	10	1.8
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.15 deals with the number of pieces regarded as tests or assignments that were given during a term, and the indication is that 86.1% of respondents stated that teachers gave more than three pieces of assignments or tests. Only 11.1% indicated 1-2 assessments per term. Only 1.8% of the learners did not answer the question.

### 5.3.17 Frequency of test or assignment per subject

**Question: How frequently is the test or assignment given in this subject?**

This question wants determine how many tests or assignments were given during the term. It further aimed also determine the workload of Geography teachers in marking and providing feedback to the senior Geography learners. Return time was also important, as well as time for senior Geography learners to rectify any shortcomings after receiving feedback. Results are shown in Table 5.16.

**TABLE 5.16: Frequency of test or assignment per subject**

Scale	Frequency	Valid %
Weekly	203	36.3
Two weekly	123	22.0
Three weekly	79	14.1
Once a month	134	24.0
Total Responses	539	96.3
No Response	21	3.8
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.16 deals with the frequency that tests or assignments were given during a term and the indication is as follows:

Of the respondents, 36.3% indicated that test were given on a weekly basis; 22.0% indicated a two weekly basis; 14.1% a three weekly basis; and 23.8% once a month, whereas 3.8% of the learners did not answer the question.

### 5.3.18 Turnaround time for tests

#### Question: How fast does the teacher mark and return the tests?

The turn-around time is very important for senior Geography learners to learn from mistakes that they could have made. Feedback is very important where remedial work should be done. Results are shown in Table 5.17.

**TABLE 5.17: Turnaround time for tests**

Scale	Frequency	Valid %
Within 2 days	232	41.4
Within 5 days	218	38.9
Within 2 weeks	91	16.3
Never returned	16	2.9
Total Responses	557	99.5
No Response	3	0.5
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.17 deals with the time-frame in which tests were returned by the teachers; 41.4% indicated that the return-time was within two days. A return-time within five days was indicated by 38.9% and 16.3% indicated that it was within two weeks. That tests were never returned was indicated by 2.9%. Only 0.5% of learners did not answer the question. Immediate feedback in a learner-centred environment is very important. Learners need to know where they have failed in understanding the content and the teacher can immediately discover what learners do not understand and reinforced what is lacking.

### 5.3.19 Turnaround time for tests, projects or assignments

**Question: How fast does the teacher mark and return projects or assignments?**

In senior secondary Geography, projects are important and should be returned as quickly as possible. This question should give an indication of how long it took senior Geography teachers to return projects or assignments. Results are shown in Table 5.18.

**TABLE 5.18: Turnaround time for tests, projects or assignments**

Scale	Frequency	Valid %
Within 2 days	112	20.0
Within 5 days	236	42.1
Within 2 weeks	165	29.5
Never returned	37	6.6
Total Responses	550	98.2
No Response	10	1.8
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.18 deals with the time-frame in which assignments or projects were returned by the teachers; 20.0% of respondents indicated that the return-time was within two days. A return-time of within five days was indicated by 42.1% and within two weeks by 29.5%. The percentage of responses regarding projects or assignments that were never returned was 6.6%. Only 1.8% of learners did not answer the question. Immediate feedback in a learner-centred environment is very important. Learners need to know where they have failed in understanding the content and the teacher can immediately discover what learners do not understand and reinforced what is lacking.

### 5.3.20 Written comments after tests, projects or assignments

**Question: Does my teacher give comments after tests, projects or assignments?**

The question was posed to determine whether senior secondary Geography teachers were giving written feedback to learners on tests projects and assignments. Results are shown in Table 5.19.

**TABLE 5.19: Written comments after tests, projects or assignments**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Always	205	36.6
Frequently	122	21.8
Seldom	119	21.3
Never	106	18.9
Total Responses	552	98.6
No Response	8	1.4
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.19 deals with the comments given by teachers after the marking of tests or examinations. To the response 'always', 36.6% of the learners indicated that they or their classmates received comments from the teachers, whereas 21.8% of the learners indicated that they or their classmates were frequently given comments after tests or assignments had been marked; 21.3% of the learners indicated that they seldom received any comments from the teachers. On the question never, 18.9% of the learners indicated that they never received any comments from their teachers. Only 1.4% of the learners did not answer the question.

### **5.3.21 Topics for tests immediately or before the test**

#### **Question: Do tests cover topics you have studied immediately or before the test?**

The purpose of this question was to determine whether tests covered topics studied immediately before the writing of a test. It could further determine whether the tests were formative in nature or totally summative in nature. Results are shown in Table 5.20.

**TABLE 5.20: Topics for tests immediately or before the test**

Scale	Frequency	Valid %
Always	318	56.8
Frequently	158	28.2
Seldom	66	11.8
Never	17	3.0
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.20 deals with the topics covered immediately before writing a test or examination. To the response 'always', 56.8% of the learners indicated that topics they had studied were covered in tests, whereas 28.2% of the learners indicated that topics they had studied before a test were not covered. Only 14.8% of the learners indicated that seldom or never those topics they had studied before a test were covered.

### 5.3.22 Tests cover topics that I have not studied

**Question: Do the tests cover topics you have studied, immediately before the test?**

This question was posed to determine whether topics that were studied were not covered during a test. This question was asked to determine whether the teachers deviate from the geography syllabus. Results are shown in Table 5.21.

**TABLE 5.21: Tests cover topics that I have not studied**

Scale	Frequency	Valid %
Always	14	2.5
Frequently	54	9.6
Seldom	127	22.7
Never	364	65.0
Total Responses	559	99.8
No Response	1	0.2
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.21 deals with whether a topic that was not covered had been tested during a test or examination. To the response 'always', 2.5% of the learners indicated that no topic that was not covered had been tested during a test or examination, whereas 9.6% of the learners indicated that topics that were not covered had not been frequently tested during a test or examination. Thus 87.7% of the learners indicated that no topic that was not covered had been tested during a tests or examination, either seldom or never. Only 0.2% of the learners did not answer the question.

### 5.3.23 Tests cover general knowledge only

#### Question: Do tests cover general knowledge only?

The researcher wanted to find out whether senior secondary Geography teachers only tested general knowledge or whether they tested certain abilities as described in the senior secondary Geography syllabus. Results are shown in Table 5.22.

**TABLE 5.22: Tests cover general knowledge only**

Scale	Frequency	Valid %
Always	13	2.3
Frequently	91	16.3
Seldom	215	38.4
Never	236	42.1
Total Responses	555	99.1
No Response	5	0.9
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.22 deals with whether a test or examination only covered general knowledge. To the response 'always', 2.3% of the learners indicated that no topic that was not covered had been tested during a test or examination, whereas 16.3% of the learners indicated that no topic that was not covered had been frequently tested during a test or examination. Thus 80.5% of the learners indicated that no tests or examination had covered only general knowledge, either seldom or never. Only 0.9% of the learners did not answer the question.

### 5.3.24 Teachers' comments make you read more

#### Question: Do the teachers' comments make you read more?

This question was posed to determine what influence the comments of the senior secondary Geography teachers had as feedback on the senior secondary Geography learners. In a way it was also to determine whether senior secondary Geography learners took the comments made by the Geography teacher seriously. Results are shown in Table 5.23.

**TABLE 5.23: Teachers' comments make you read more**

Scale	Frequency	Valid %
More	284	50.7
In a relaxed manner	158	28.2
Less	53	9.5
Not at all	52	9.3
Total Responses	547	97.7
No Response	13	2.3
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.23 deals with the influence of comments on the reading habits after a test or examination. To the response 'always', 50.7% of the learners indicated that they always read more after the comments made by the teachers, whereas 28.2% of the learners indicated that they frequently read more after the comments made by the teachers after a test or examination. Only 18.8% of the learners indicated that they read less or not at all after the comments of teachers made after tests or examinations. Only 2.3% of the learners did not answer the question. Comments are feedback for reinforcement. If comments are positive, learners may read more. If negative, learners may read less.

### 5.3.25 Discussion on the comments made by the teacher on tests or projects/assignments

**Question: With whom do you normally discuss the comments made by the teacher on tests or projects/assignments?**

A further question was posed to find out how the Geography learners reacted to the comments of the senior secondary Geography teachers and whom the senior secondary Geography learners trusted the best to discuss the comments with. Results are shown in Table 5.24.

**TABLE 5.24: Discussion on the comments made by the teacher on tests or projects/ assignments**

Scale	Frequency	Valid %
Best friend	242	43.2
Brother/sister	36	6.4
Parents	64	11.4
No one	106	18.9
Any- one else	100	17.9
Total Responses	548	97.9
No Response	12	2.1
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.24 deals with the sharing of comments made by teachers after a test or examination. Sharing comments with a best friend was indicated by 43.0% of the respondents. Sharing comments with best friend, brother/sister/cousin was 6.4%. Sharing comments with parents was 11.4%. Sharing comments with anyone else was 17.9%. Only 2.1% of the learners did not answer the question.

### 5.3.26 Study habits

**Question: How often you study?**

This question was posed to determine whether senior secondary Geography learners studied continuously or only for weekly, quarterly tests or only for year-end examinations. Furthermore, it wanted to determine whether senior secondary Geography learners only

studied on the request of senior secondary Geography teachers or their parents. Results are shown in Table 5.25.

**TABLE 5.25: Study habits**

Scale	Frequency	Valid %
Only for a test or exam	274	48.9
Continuously	241	43.0
When teacher requests it	22	4.0
When parents request it	21	3.8
Total Responses	558	99.6
No Response	2	0.4
<b>Total</b>	<b>560</b>	<b>100.0</b>

In Table 5.25 learners indicated that 48.9% of them studied only for weekly tests; 43.0% indicated that they studied continuously; 4.0% studied when teachers requested and 3.8% studied when parents requested.

### 5.3.27 Extramural activities after school

#### Question: What do you do immediately after school?

The question posed was to determine the activities senior secondary Geography learners were involved in immediately after school, whether they were involved in sporting activities, homework or playing with friends. Results are shown in Table 5.26

**TABLE 5.26: Extramural activities after school**

Scale	Frequency		Valid %
Home work	399		71.3
Play with friends	153		27.3
Practice sports	1		.2
Total Responses	553		98.8
No Response	7		1.3
<b>Total</b>	<b>560</b>		<b>100.0</b>

Table 5.26 indicates how learners were spending their time after school. As far as homework was concerned, 71.3% indicated that they did homework after school. The percentage of learners that preferred to play with friends after school was 27.3%. Those who practiced sport after school was 0.2% and those who did not answer the question was 1.3%.

### 5.3.28 Availability of syllabus for each subject

**Question: Do you have a syllabus for each subject?**

This question was asked to determine whether all senior secondary Geography learners had a Geography syllabus available. The reason was that senior secondary learners should, together with the textbooks, be aware of the expected outcomes and what is expected of them when studying the subject Geography at senior secondary level. Results are shown in Table 5.27.

**TABLE 5.27: Availability of syllabus for each subject**

Scale	Frequency	Valid %
Yes	428	76.4
No	116	20.7
Total Responses	544	97.1
No Response	16	2.9
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.27 represents the responses to the statement whether there were syllabuses available for each subject at the schools; 47.1% of the learners indicated that there were syllabuses available for each subject. The percentage of learners that answered in the negative was 6.4%. Only 2.9% of learners did not answer the question.

### 5.3.29 Availability of Geography syllabuses

**Question: Do learners share Geography syllabuses?**

The question was to find out whether senior secondary Geography learners were sharing Geography syllabuses. The test here was to establish whether the instructional materials were

sufficient for the teaching of Geography at senior secondary level. If syllabuses are available learner could determine whether they understand the objectives or whether the teacher has covered the objectives. Results are shown in Table 5.28.

**TABLE 5.28: Availability of Geography syllabuses**

Scale	Frequency	Valid %
Yes	234	41.8
No	322	57.5
Total Responses	556	99.3
No Response	4	0.7
<b>Total</b>	<b>560</b>	<b>100.0</b>

In Table 5.28, which is dealing with the sharing of syllabuses, 41.8% of the learners indicated that learners were sharing syllabuses, whereas 57.4% indicated that learners were not sharing syllabuses. Only 0.7% of the learners did not answer this question.

### 5.3.30 Sufficient Geography syllabuses

**Question: Do you share Geography syllabuses with other learners?**

This question was to establish whether senior secondary Geography learners shared a Geography syllabus and between how many learners such syllabuses were shared. The test here was to establish whether the instructional materials were sufficient in the teaching of Geography at senior secondary level. Results are shown in Table 5.29.

**TABLE 5.29: Sufficient Geography syllabuses**

Scale	Frequency	Valid %
2 learners	56	10.0
3 learners	452	80.7
4 learners	7	1.3
More than 4 learners	9	1.6
Total Responses	524	93.6
No Response	36	6.4
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.29, which is dealing with the sharing of syllabuses among learners indicates that 10.0% of the respondents were sharing a syllabus between two learners; 80.7% indicated that three learners were sharing syllabuses; 2.9% indicated that more than four learners were sharing syllabuses; 6.4% of the learners did not answer this question. There is a shortage of resources.

### 5.3.31 Availability of Geography text books

**Question: Do you share Geography text books with other learners?**

This question was posed to determine whether senior secondary Geography learners were sharing Geography textbooks. The test here was to establish whether the instructional materials were sufficient in the teaching of Geography at senior secondary level. Results are shown in Table 5.30.

**TABLE 5.30: Availability of Geography text book**

Scale	Frequency	Valid %
Yes	221	39.5
No	332	59.3
Total Responses	553	98.8
No Response	7	1.3
<b>Total</b>	<b>560</b>	<b>100.0</b>

In Table 5.30, which is dealing with the sharing of textbooks among learners, the indication is that 39.5% were sharing textbooks and that 59.1% were not sharing textbooks. Only 1.3% of the learners did not answer this question.

### 5.3.32 Geography textbooks

**Question: How many learners do share Geography textbooks?**

If learners according to the previous question did share text books, the question about the number of learners who were sharing senior secondary Geography text books arose. The test

here was to establish whether the instructional materials were sufficient in the teaching of Geography at senior secondary level. Results are shown in Table 5.31.

**TABLE 5.31: Geography textbooks**

Scale	Frequency	Valid %
2 learners	188	33.6
3 learners	22	3.9
4 learners	5	.9
More than 4 learners	12	2.1
Total Responses	227	40.5
No Response	333	59.5
<b>Total</b>	<b>560</b>	<b>100.0</b>

From Table 5.31, which is dealing with the sharing of textbooks among learners, the indication is that 33.6% of the respondents said that they were sharing textbooks between two learners; 3.9% indicated that three learners were sharing textbooks and 3.0% indicated that more than four learners were sharing textbooks. 59.5% of the learners did not answer the question.

### 5.3.33 Performance of the Geography teacher

#### Question: How would you rate your Geography teacher

This question was posed to determine how senior secondary learners were rating their Geography teachers, in offering their lessons, whether it was poor, good, very good or excellent. Results are shown in Table 5.32.

**TABLE 5.32: Performance of the Geography teacher**

Scale	Frequency	Valid %
Excellent	138	24.6
Very good	188	33.6
Good	192	34.3
Poor	39	7.0
Total Responses	557	99.5
No Response	3	0.5
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.32 represents the rating of teachers by the learners. Firstly, 24.6% of learners rated their teachers as excellent; 33.6% of learners rated their teachers as very good; 34.4% of learners rated their teachers as good and 7.0% of learners rated their teachers as poor.

### 5.3.34 Geography teachers follow the syllabus closely

**Question: Do you think your Geography teacher follows the syllabus closely?**

This question aimed to determine whether senior secondary Geography teachers were following the senior secondary Geography syllabus closely and whether there was room for deviating from the subject syllabus. Results are shown in Table 5.33.

**TABLE 5.33: Geography teachers follow the syllabus closely**

Scale	Frequency	Valid %
Yes	468	83.6
No	82	15.0
Total Responses	552	98.6
No Response	8	1.4
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.33, which is dealing with whether teachers were following the syllabus closely, shows that 84.8% of the learners indicated that their teachers were following the syllabus closely, whereas 14.5% of the learners indicated that teachers were not following the syllabus closely. Only 1.4% of the learners did not answer this question.

### 5.3.35 Assistance of Geography teacher with difficult content

**Question: How often does your Geography teacher help you with things you do not understand?**

The question was posed to find out if senior secondary Geography learners did/did not understand the content and whether senior secondary Geography teachers did assist them. Results are shown in Table 5.34.

**TABLE 5.34: Assistance of Geography teacher with difficult content**

Scale	Frequency	Valid %
Always	261	46.6
Frequently	172	30.7
Seldom	105	18.8
Never	18	3.2
Total Responses	556	99.3
No Response	4	0.7
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.34 is about the assistance that learners received when they did not understand a topic: 46.6% of learners indicated that teachers always helped them; those who were frequently assisted was 30.7% and the cumulative percentage for 'always' and 'frequently' is 77.9%. Learners further indicated that about 18.8% were seldom helped and 3.2% indicated that they had never received any assistance from teachers. The cumulative percentage for 'always', 'frequently', and 'seldom' is 96.8%. Only 0.7% of the learners did not answer the question.

### **5.3.36 Intervals of seeking assistance from Geography teacher**

**Question: I ask help from the Geography teacher during the following times?**

This question is to find out the appropriate time that senior secondary Geography teachers assisted the senior secondary Geography learners who had difficulties in their work: was it during class time, after school, after the specific class or not at all? Results are shown in Table 5.35.

**TABLE 5.35: Intervals of seeking assistance from Geography teacher**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
During class time	358	63.9
After class	98	17.5
After school	48	8.6
Never	54	9.6
Total Responses	558	99.6
No Response	2	0.4
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.35 indicates the times that learners sought help when they had not understood a topic. Learners who asked during class time were 63.9%; after class was 17.5%; after school was 8.4% and those who never asked for help was 9.3%. Only 0.4% of the learners did not answer the question.

### **5.3.37 Geography teacher likes teaching in general**

**Question: Do you think your subject Geography teacher likes teaching in general?**

The question was posed to find out from senior secondary Geography learners whether they thought that their Geography teachers liked teaching in general or whether they only had interest in teaching Geography. Results are shown in Table 5.36.

**TABLE 5.36: Geography teacher likes teaching in general**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Yes	420	75.0
No	130	23.2
Total Responses	550	98.2
No Response	10	1.8
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.36 indicates whether the subject teacher liked teaching in general and the outcome was as follows: The learners who responded positively were 75.0% and those who responded negatively were 23.2%. The learners who did not answer the question were 1.8%.

### 5.3.38 Teacher likes teaching Geography

**Question: Do you think your Geography teacher likes teaching Geography?**

This question was to determine whether the senior secondary Geography teachers had a love for teaching senior secondary Geography. Results are shown in Table 5.37.

**TABLE 5.37: Teacher likes teaching Geography**

Scale	Frequency	Valid %
Yes	512	91.4
No	44	7.9
Total Responses	556	99.3
No Response	4	0.7
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.37 indicates whether the learners thought that their subject teacher liked teaching, in this case Geography, and the outcome was that 91.3% of the learners were of the opinion that the subject teacher in Geography in fact liked teaching the subject. Only 7.9% indicated that the Geography teacher did not like teaching the subject. The learners who did not answer the question were 0.7%.

### 5.3.39 Assistance with difficult Geography assignments

**Question: Whom do you ask for help when you have difficulties with Geography assignments?**

The question posed sought to establish whom, when senior secondary Geography learners were experiencing difficulties with assignments, they approached for assistance: their parents, brother/sister/cousin, teacher, best friend, some-one else or nobody. Results are shown in Table 5.38.

**TABLE 5.38: Assistance with difficult Geography assignments**

Scale	Frequency	Valid %
Teacher	156	27.9
Brother/sister/cousin	71	12.7
Parents	42	7.5
Best friend	168	30.0
Some-one else	88	15.7
Nobody	32	5.7
Total Responses	557	99.5
No Response	3	0.5
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 5.38 represents the help learners received when they had difficulties in doing assignments: 27.3% indicated that the teachers assisted; 12.7% indicated that a brother/sister/cousin assisted; 7.5% indicated that their parents assisted; 30.0% indicated that a best friend assisted; 15.7% indicated that someone else assisted and 5.7% indicated that nobody assisted them. The percentage of learners who did not answer the question was 0.5%.

#### 5.3.40 Availability of a reading corner in the Geography class

**Question: Does your Geography classroom have a reading corner?**

The question was to determine whether the senior secondary Geography classrooms had a reading corner, which is to test the availability of resources. Results are shown in Table 5.39.

**TABLE 5.39: Availability of a reading corner in the Geography class**

Scale	Frequency	Valid %
Yes	89	15.9
No	458	81.8
Total Responses	547	97.7
No Response	13	2.3
<b>Total</b>	<b>560</b>	<b>100.0</b>

According to Table 5.39, about the reading corner, 81.9% of the learners indicated that there was no reading corner in their classes; 15.9% of the learners indicated that there was a reading corner in their classes. Only 2.3% of the learners did not answer this question.

### 5.3.41 Geography classroom layout

**Question: Are your desks in the Geography class in straight rows?**

This question was meant to determine how desks in the senior secondary Geography classrooms were organized on a daily basis. In teaching through a learner-centred mode, the organization of desks is important. If organized on a daily basis in straight rows, it might defeat the purpose of teaching through a learner-centred mode. Results are shown in Table 5.40.

**TABLE 5.40: Geography classroom layout**

Scale	Frequency	Valid %
Yes	274	48.9
No	271	48.4
Total Responses	545	97.3
No Response	15	2.7
<b>Total</b>	<b>560</b>	<b>100.0</b>

In Table 5.40, about the organization of desks in straight rows, 48.9% of the learners indicated that the desks in their classes were in straight rows; 48.2% of the learners indicated that the desks were not in straight rows in their classes. Only 2.7% of the learners did not answer this question about straight rows.

### 5.3.42 Availability of teaching aids in the Geography classroom

**Question: Are teaching aids available in the Geography classroom?**

The question was to determine whether teaching aids were readily available. The test here was to establish whether the instructional materials were sufficient in the teaching of Geography at senior secondary level. Results are shown in Table 5.41.

**TABLE 5.41: Availability of teaching aids in the Geography classroom**

Scale	Frequency	Valid %
Yes	189	33.8
No	334	59.6
Total Responses	523	93.4
System	37	6.6
<b>Total</b>	<b>560</b>	<b>100.0</b>

In Table 5.41, 59.6% of the learners indicated that no teaching aids were available during teaching of lessons and 33.8% indicated that teaching aids were available. Learners who did not answer this question were 6.6%. The availability of teaching aids is very important for any subject and specifically the teaching of Geography.

**TABLE 5.42: Summary of responses from learners on learner-centred education**

<i>Khomas Region</i>	<i>Khomas Region</i>	<i>Khomas Region</i>
<i>Question 19</i>	<i>Question 25</i>	<i>Question 42</i>
<i>No comment by 49 learners.</i>	<i>No comment by 33 learners.</i>	<i>No comment by 28 learners.</i>
<i>Good: 4 learners gave this as an answer.</i>	<i>Study harder: 11 learners gave this as an answer</i>	<i>Good teachers do their job and we do our job.</i>
<i>Very good: 5 learners gave this as an answer.</i>	<i>You can do better: 5 learners gave this as an answer.</i>	
<i>Excellent: 2 learners gave this as an answer.</i>	<i>You are stupid. Your mouth stinks.</i>	<i>Teachers will concentrate more on learner.</i>
<i>Keep it up 2 learners gave this as an answer</i>	<i>Pay attention and you can here and do better". Ask your school fees back because you are wasting your parents' money.</i>	<i>Learners will live an equal participation in the class as the teacher.</i>
<i>You can do better still more room for improvement</i>	<i>Ask more questions in class and tell the teacher if you do not understand certain topics.</i>	<i>If learners are given much more attention educationally more knowledge is picked up.</i>
<i>Failed in peace</i>	<i>Keep up the good work</i>	<i>Fair towards learners. Teachers take time to understand certain situations the learners have at school and to improve where they can.</i>
<i>You can do better</i>	<i>Work harder and concentrate</i>	<i>To give full attention to the learner so that they can give their best.</i>

Poor		<i>It's better because it helps the learner understand.</i>
Well done	<i>Your teacher is not motivating you</i>	<i>To improve our education in general and also uplift our education in the country</i>
You see	<i>The teacher is bringing down your willingness to study when he makes such bad comments.</i>	<i>Not good because I feel like teacher is the center because he does not ask our opinion on things and he decides for us on what he can do or not do</i>
Did well	<i>That's a very bad teacher. He makes me want to leave school or change schools</i>	<i>Learners can do better in school if they just study hard.</i>
You are pleasant to teach	<i>Hang yourself Why do you go to school, stupid</i>	<i>Learners will take advantage of the teachers.</i>
Well done	<i>He marks very strict</i>	<i>It focuses on the teacher and what he or she needs to do excel in education.</i>
Better	<i>You did well keep it up</i>	<i>Not good teachers should be qualified these days teachers were just hired so there can be place holders</i>
Try harder. Better	<i>Your work is good but still needs attention</i>	<i>Its good</i>
<i>You did poor but if you study you can do better</i>	<i>Great job keep it up Work harder next time I know you can Good for you</i>	<i>It's when the entire teaching process is about the learner</i>
	<i>Be more precise an descriptive in your answers</i>	<i>Education that is mostly based on learner, learners participate in class activities.</i>
	<i>Fail in peace</i>	<i>Limited over-rated</i>
	<i>Pay more attention to detail</i>	<i>Give more attention to learners</i>
	<i>You will make it next time</i>	<i>It's when learners teach each other</i>
	<i>Fail in peace</i>	<i>A learner that is determined to reach the top always positive and hard working</i>
	<i>Get serious You did well</i>	<i>To work with learners</i>
	<i>Prove him wrong next time</i>	<i>It is not of the best but it is average</i>
	<i>That's great keep up the good results</i>	<i>It is when a learner is serious with his or her work does homework studies every day and does well in all his or her studies and ask for help to</i>

	<i>Education is the key to successes and it is a very powerful weapon to</i>	<i>It is very poor</i>
	<i>Failing is not the option</i>	<i>No encouragement to learners to study harder</i>
	<i>If you had studied you could have done better</i>	<i>It is when a teacher teach in a way that learners can easily understand</i>
	<i>Use all comments made by your teacher and use them as motivation to prove him wrong</i>	<i>Helps learners to concentrate more on their studies in order to achieve better marks</i>
		<i>Not good and not bad</i>
		<i>An organization that provides improved study possibilities and helping learners with better studying</i>
		<i>Education whereby everyone focuses on the learner</i>
		<i>A learner with all study equipment's and motivating teachers</i>
		<i>A program that helps the learner to improve in their school work to further their studies</i>
		<i>Well-equipped buildings with good and all resources available so that learners are able to perform</i>
		<i>A place where you can be free to express yourself</i>
		<i>It helps you develop a new way of understanding things more then you receive information in class</i>
		<i>Work hard and succeed</i>
		<i>When a learner is surrounded by learning materials</i>
		<i>Is when a learner receives excellent, quotable education</i>
		<i>Progressing super slow</i>
		<i>Our learning is very slow</i>
		<i>Education that mostly involves and concentrates on learners</i>
		<i>When teachers instruct learners to do research about a topic and after doing so they should report back to the teacher</i>

<b>Karas Region</b>	<b>Karas Region</b>	<b>Karas Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>
18 learners did not comment	15 learners did not comment	25 learners did not comment
Good: 8 learners gave 'good as an answer	Study harder: 10 learners gave this as an answer	Very poor they do not pay attention
"You can do better": 10 learners gave this as an answer		
Very good: 10 learners gave this as an answer	You can do better 5 learners gave this as an answer	It whereby learners are also involved in the teaching process they are given the opportunity to teach their peers as well
Excellent: 2 learners gave this as an answer	You are contradicting yourself	It helps the learners in many ways to become successful
Keep it up	Work to the best of your abilities	Its fair enough
Work harder	Am so proud of you	Very good because the teacher has a responsibility an these way compete with other subject teachers teaching the same subject
Pull up your socks	Am proud of you	It is very good and it is very helpful it certainly provides all things needed to have the pest education
Well done	Excellent work	Not too good
Pull up your socks You and A student	Keep it up	Very good
Keep it up	Balance your life, spend equal time on both your studies and social life	All the attention, time and everything else needed to assist a learner Everything revolves around the learner the learner is the common denominator
Poor performance	Not all teachers are bad sometimes you must listen even if the comment was wrong	It does not exist in school in Namibia
Well done	You are a hard working student keep it up	It is a way of showing how the education of learners are taken of school whether it is seriously taken or taken for granted
Keep it up	Well done I am satisfied with your work Good work pays of	A very hard worker and dedicated learner
Well done	You need to apply book knowledge	It a difficult phase to deal with but with hard work and

		<i>dedication it will be easy</i>
<i>Its good but you still need to learn harder</i>	<i>Concentrate and not play around with school work</i>	<i>Its good because in this way all learners can share their opinions and views</i>
<i>Try putting more effort and you will score full marks</i>	<i>Don't wary the teacher is just doing his job</i>	<i>A center that initially focus on the objectives of learners education level and how to improve their learning skills</i>
<i>Keep up the good work</i>	<i>Nice work you getting better at this</i>	<i>Its good as allows the learners to learn new things and not only to depend on the teachers</i>
<i>Work hard and you can do better</i>	<i>Know when to use capital letters or I will lose marks at the end of the year</i>	<i>A place where learners get to go and learn for extra knowledge</i>
<i>Good keep it up</i>	<i>You improve way better</i>	<i>Is the best ever it encourages and gives us effort for education, since education is the key</i>
<i>Study harder I know you can do better</i>	<i>Keep it up</i>	<i>Study hard so that you can be successful at the end of the year</i>
<i>Putt more effort</i>	<i>You should start studying you can do much better</i>	<i>It's an average learner not bad nether good but is willing to be good someday an is working towards it</i>
<i>Avoid listing when you are asked to explain</i>	<i>Congratulation you know you can achieve better than that.</i>	<i>It is good and the resources are enough but some teachers are very lazy or thank teaching is not their desire</i>
<i>Work hard Better</i>	<i>Keep up the good work</i>	<i>It is an eye opener to many learners provides learners with the necessary education required an builds up on air little general knowledge we have</i>
<i>Explain in more details Explain your answer</i>	<i>Concentrate on what the teacher is teaching and study very hard for my own future and not play around focusing is the best thing</i>	<i>Where learners have to educate themselves but at times this stimulates a sense of laziness thus a safe haven for teacher where they hide and not doing their jobs correctly at times not teaching</i>
<i>Put more effort</i>	<i>What's wrong are you not studying anymore</i>	<i>It gives us more general information</i>
	<i>Go for a remark</i>	<i>They are really good in taking part in class lessons to share some own thoughts with other learners to understand better</i>
	<i>You can do much better than</i>	<i>It's a good place</i>

	<i>that You have the ability</i>	
	<i>Be careful with your hand writing</i>	<i>Read and home work on time</i>
	<i>You will improve if you focus more in class</i>	<i>Is always great to study amongst other learners</i>
	<i>Listen to the teacher when she is teaching</i>	
	<i>Keep it up and do your level best next time</i>	
	<i>You are not serious Work hard</i>	
	<i>Be honest to your work every time</i>	

<b>Oshikoto Region</b>	<b>Oshikoto Region</b>	<b>Oshikoto Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>
<i>3 learners did not comment</i>	<i>No comment</i>	<i>5 learners did not comment</i>
<i>Good 3 learners gave the same answer</i>	<i>Study harder 19 learners gave the same answer</i>	<i>Learners who don't listen in class</i>
<i>You can do better</i>	<i>You can do better</i>	<i>Its good but not excellent</i>
<i>Excellent</i>	<i>Life after school is difficult when you are not successful so study hard</i>	<i>Taking up education as best key of life</i>
<i>Keep it up</i>	<i>Share ideas with others</i>	<i>It is good because the is more improvement when it comes to Geography</i>
<i>Well done keep it up</i>	<i>Keep up the good work. I hope you can make it at the end of the year.</i>	<i>Have a good attitude towards the teacher</i>
<i>Proper preparation prevent poor performance</i>	<i>Always study Geography with someone so that you can share knowledge and think critical in Geography to earn marks</i>	<i>A learner who focuses on his or her school work always participates in class and does his or her homework.</i>
<i>Aim high Use geographical words</i>	<i>Always work hard to achieve your goals</i>	<i>It is a good center because it provides all sources like books, science instruments for learners to study very hard.</i>
<i>You need to improve</i>	<i>Choose beneficial friends and not friends that will interrupt your studies</i>	<i>Time when you are ready to concentrate on your school work</i>
<i>Always follow instructions</i>	<i>Don't memories but study and understand</i>	<i>Its good because we learn on our own instead of always waiting for a teacher to come and teach us</i>
<i>Stop using the word lack</i>	<i>Read the questions ask and</i>	<i>Its education that is given to the</i>

	<i>understand before answering</i>	<i>learners and does not stop</i>
<i>Put more effort</i>	<i>Hard work never kill but rewards at the end</i>	<i>When learners are more focus on education</i>
<i>Read and understand the question carefully.</i>	<i>Always be punctual and respectful</i>	<i>It when the teacher focus mainly on the learners' performance to see where they can help the learners if they are failing the subject</i>
<i>Put more effort on your work</i>	<i>Concentrate and be active in the class</i>	<i>Helps learners to study hard so that they can reach their goals</i>
<i>Follow the instructions</i>	<i>Believe in your self-everything will be easier</i>	<i>It is good because it improves the knowledge of learners and skills</i>
<i>Work more harder</i>	<i>Education is the top priority</i>	<i>It enables learners to perform well in their school work</i>
<i>Don't use the word lack whenever you are answering</i>	<i>Read the questions ask and understand before answering</i>	<i>For learner to know their purpose why they go to school</i>
<i>Read and understand the question carefully</i>	<i>Learn how to answer the question Read the questions and understand what is required to do or expected to do</i>	<i>Is when the biggest part of education is done by learners than teachers</i>
<i>more effort needs to be done</i>	<i>Control your spelling</i>	<i>It's when the teacher gives the learner to present something in front of the others</i>
<i>Well done keep doing all the best</i>	<i>To change my spelling because I spell words wrong</i>	<i>Well organized and well-built all the educational materials are available</i>
<i>Aim high Don't use the word lack in examination</i>	<i>You are always the best</i>	<i>If a learner is good in all subjects he or she needs to be educated</i>
<i>Put more effort on your work</i>		<i>A learner that always do education</i>
<i>Instead of lack use poorer/ shortage or fewer</i>		<i>It the generation and leaders of nation to come</i>
<i>Always read the instructions carefully</i>		<i>Good performance Good role model</i>
<i>Put more effort on your work</i>		<i>A center where learners are usually educated Example school, high institutes like Unam and polytechnic</i>
<i>Very good Keep it up</i>		<i>It is very good because it keeps learners to achieve</i>
<i>Be specific and go straight to the answer</i>		<i>A learner who study very hard and always keep himself or herself busy with school work</i>

		<i>It is very good whereby it acquire learners with knowledge and responsible for learners schools equipment's</i>
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<b>Erongo Region</b>	<b>Erongo Region</b>	<b>Erongo Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>
<i>16 learners did not comment</i>	<i>21 learners did not comment</i>	<i>41 learners did not comment</i>
<i>Good 19 learners gave this response</i>	<i>Study harder 16 learners gave this response</i>	<i>Always be serious with school work</i>
<i>You can do better 2 learners gave this answer</i>	<i>You can do better 9 learners gave this answer</i>	<i>Seldom</i>
<i>Excellent 9 learners gave this answer</i>	<i>Do your home work</i>	<i>Learners must be helped where they don't understand</i>
<i>Very good 16 learners gave this response</i>		
<i>Keep it up+</i>	<i>Always do research</i>	<i>If you are not educated you will not get a better job</i>
<i>Work harder</i>	<i>Keep it up</i>	<i>Are learners who study and at the sometime mix other things</i>
<i>You are behind Improve</i>	<i>Keep up the good work</i>	<i>It is a place where learners are taught to and make them understand things they never knew.</i>
<i>Your answer is not complete</i>	<i>My says the teacher always comment my test but never comment his</i>	<i>An intelligent learner</i>
<i>Well done Keep it up</i>	<i>Pull up your socks</i>	<i>Teacher should start being serious and always give a clear summary</i>
<i>Read and understand the question</i>	<i>It's good that the teacher comment on the projects/ assignments</i>	<i>Is the greatest equalizer of all-weather you are black or white</i>
<i>Are you crazy my child</i>	<i>Do whatever your teacher is telling you to do</i>	<i>Its learners that are in the center of studying they are not good not bad just in the middle</i>
<i>Very poor</i>	<i>The teacher writes things that don't make sense</i>	<i>It's a place where children come together and they are learned and a place where education is together</i>
<i>Very poor</i>	<i>Keep up the hard work</i>	<i>Its good and more peaceful</i>
<i>Read and understand the question</i>	<i>The test was marked unfair</i>	<i>Is where the learners are free to say the problems in their studies</i>
<i>Poor</i>	<i>Be punctual Do your homework</i>	<i>Is a type of education inspiring minds and shaping the future of</i>

		<i>learners</i>
<i>Work hard my child</i>	<i>You are progressing Try reading the questions carefully You are not doing bad give more attention</i>	<i>That they are highly educated and they don't use the chance</i>
<i>Who taught you this</i>	<i>Keep it up you future is in your hands</i>	<i>Is the ability of the learner to know what's best for him or herself to study and learn on their own</i>
<i>Very well</i>	<i>Improve and be on top</i>	<i>Is the most powerful weapon which you can use to change the world</i>
<i>Pull up your socks</i>	<i>Read and understand the question carefully</i>	<i>Teachers must make time for learners who do not understand the topic</i>
<i>Work hard</i>	<i>You are doing well Don't give up</i>	<i>It helps the learners understand more easier</i>
<i>Put more effort</i>	<i>Well done keep it up</i>	<i>A place where learners are allowed to go and study or to look for information</i>
<i>You must improve</i>	<i>Excellent</i>	<i>It is very helpful because some learners who understand better can explain to those who don't understand in an easier way</i>
<i>Try again</i>	<i>The is still room for improvement</i>	<i>It very good when teachers explain and ask questions When a class is working together is always amazing because we learn from one another</i>
<i>Keep it up</i>	<i>Keep up the good word</i>	<i>Good concentration in class</i>
<i>Good work</i>	<i>Well done keep it up 0</i>	<i>Helping learners gain knowledge to become well educated</i>
<i>Try harder next time</i>	<i>I am proud of you</i>	<i>It is very good because the learners listen when the teacher ask for silence and the is also time for jokes</i>
<i>Be committed</i>	<i>Keep it up</i>	<i>It's a place where all students go for extra teaching mostly those who need help</i>
	<i>Good keep it up</i>	<i>It's how much you give in your school work</i>
	<i>Well done</i>	<i>Is the education that is offered to the learner is centred, meaning the education of the learners is put into the center</i>

		<i>and everyone is concentrated more on education</i>
	<i>That's not bad</i>	<i>It's a very good place to b because you get new ideas and more experience to prepare you for you own future</i>
	<i>Very good</i>	<i>Is the education that is liked by the learner because they enjoy it and they feel comfortable with it and they get more than enough time to discuss their school work with the teacher and they are always passing with high marks</i>
	<i>Try to do the questions by myself and ask when I don't understand</i>	<i>I think it's the syllabus the teachers follow</i>
	<i>Don't give up You tried</i>	<i>Teacher that are always there never get angry when we ask questions must be give us different types of examples</i>
	<i>Pull up your socks You can do better</i>	<i>It is a very good educational center it ask for learners opinions and also help us with or needs as learners based on my own understanding I think this is a very unique organization and with it going on we learners will be able to do good</i>
	<i>Put more effort No door is close and the is room for improvement</i>	<i>Education that is not only depending on the teacher but learners must also be able to educate them self's</i>
	<i>You need to talk to the teacher about it</i>	<i>It's very good it help us where we don't understand</i>
	<i>That's good keep it up</i>	<i>Learners should be able to read and write</i>
	<i>Good my child</i>	<i>Education that learners get after school for their own enrichment</i>
	<i>Very good excellent</i>	<i>This is the participation of learners in a class</i>
		<i>Is and education where learners are always taking part in class and doing their assignments</i>

<b>Oshana Region</b>	<b>Oshana Region</b>	<b>Oshana Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>

<i>One learner did not comment</i>	<i>13 learners did not comment</i>	<i>10 learners did not comment</i>
<i>Good 9 learners gave this response</i>	<i>Study harder 12 learners gave this response</i>	<i>Most learners are fully interested in their school work.</i>
<i>You can do better+</i>	<i>You can do better 4 learners gave this response</i>	<i>A system needed for the learner to be organized and to be given enough learning from their teacher the way education is operated to learners</i>
<i>Excellent 19 learners gave this response</i>	<i>Ask questions on a topic that you don't understand</i>	<i>It is very good the problem is that they are not serious with their education</i>
<i>Very good 14 learners gave this response</i>	<i>Keep doing your best</i>	<i>Is the way learners are schooling in their school how is their performance and how they aid each other</i>
<i>Keep it up</i>	<i>Keep up the good work</i>	<i>Learners need to be educated well and education is important to the learner and learners need to be discipline and the teacher must teach well to the learners</i>
<i>Pass</i>	<i>Follow what your teacher told you</i>	<i>If the education of a learner is well managed a learner is having everything available for the learning process</i>
<i>Improve you handwriting Put in more effort</i>	<i>Put more effort</i>	<i>Is a committed learner dedicated to achieving awards do the best and organized as precious as education</i>
<i>Improve your performance next time</i>	<i>Proceed with your hard work</i>	<i>Is a place where all learners come for learning and find or sharing opinions</i>
<i>Use Geography term and not simple English</i>	<i>Put more effort Improve your spelling</i>	<i>A learner with purpose why he or she must be educated A learner who wants to have a better future</i>
<i>Well done</i>	<i>Don't always for the teacher to tell you what to do</i>	<i>It allowing the learners to say out our views though we are failing or how we are being taught by our teachers</i>
<i>Sticker that says thumbs up</i>	<i>You did not study You don't ask question</i>	<i>Education concentrated more on learners people ensure learners understand what they are learning and that they are able to use this knowledge in future</i>
<i>Put more effort I don't expect this from you</i>	<i>Put more effort so that will be prepared for the examination</i>	<i>When the teaching mostly involves the learners and this</i>

		<i>makes them the center for education</i>
<i>Wow brilliant</i>	<i>You teacher is trying to encourage you why should she write that? It's not nice to have comments on your test paper</i>	<i>A learner that put all his or her effort in his or her work school work without considering other things</i>
<i>A sticker that shows a smile when I did good</i>	<i>You did very well but I bet next time you will get them all</i>	<i>Is simply a place where learners get their education has to do with the success of the school as well</i>
<i>Well done keep it up</i>	<i>Focus more on this topic because you have mastered the previous one</i>	<i>Is the education that has proper facilities effective and talks to learners with the aim for them to know not only to pass</i>
<i>Better</i>	<i>Excellent keep it up</i>	<i>It is fair a and proper education</i>
<i>Study very hard</i>	<i>Always study and do your homework.</i>	<i>It is when both teacher and parents are involved in their children education</i>
<i>Try again</i>	<i>Do everything the teacher ask you to do</i>	<i>It is very enjoyable and interesting</i>
<i>Pass</i>	<i>You are a star</i>	<i>Education is improving the life's of many</i>
<i>Keep it up</i>	<i>Study very hard education is the key to life</i>	<i>When education is being supported by everyone either teacher, parents, learners or even community members</i>
<i>No the difference between explain, describe and give the function</i>	<i>Keep studying hard</i>	<i>A learner who is able to do work by himself and not being tough by the teacher</i>
<i>Improve Well done Bravo</i>	<i>Keep up the good work</i>	<i>A learner who is serious with school works and must be willing to achieve good symbols by the end of the day</i>
<i>You can do better</i>	<i>Very good, better</i>	<i>They are very serious with their education even though some of their teachers are lazy</i>
<i>You did well keep it up very good</i>	<i>You school has better education</i>	<i>Is when learners are in the center of education meaning every shareholder in education is giving support to the learners.</i>
<i>Very good (bravo)</i>	<i>You are doing very well</i>	<i>It when the learners are more or less doing the teachers works.</i>
<i>Focus more on volcanoes</i>	<i>You are smart but lazy</i>	<i>Excellent and help full</i>
<i>Study harder</i>	<i>Keep working hard</i>	<i>It is when learners' education is put first when education is in the center of everything.</i>
<i>Work harder</i>	<i>Why did you not write the</i>	<i>Education that focus more on</i>

	<i>answer correctly?</i>	<i>learners what they need if they understand etc.</i>
<i>Excellent keep it up</i>	<i>Study hard so that you will pass with flying marks</i>	<i>When learners are active in class</i>
<i>The is room for improvement</i>	<i>You have done well</i>	<i>Excellent because they are not involved in some test or examination they pass well</i>
<i>Work extra harder</i>	<i>Great indeed well done proceed with the good work</i>	<i>Learners always do their assignments</i>
<i>Well done Keep</i>	<i>You did good but aim higher</i>	<i>Education is the key to life</i>
<i>Excellent keep up the good work</i>	<i>Keep up the good work. improve</i>	<i>Learners who are always active in class like answering questions in class and take part in decision making</i>
<i>Not satisfactory Need to improve</i>	<i>This is not you try harder home work pays off</i>	<i>They use to be part in setting their own test they also divide the topic which they want to write a test on</i>
<i>Keep up the excellent work You are a star</i>	<i>Very good excellent</i>	<i>Excellent because we are given activities and tests to practice</i>
	<i>Geography simple you need to work very smart to get an A</i>	<i>Is when learners are active during lessons they ask questions and always do their homework and assignments on time</i>
	<i>Geography is a very easy subject you just need to work extra hard because it's an easy A</i>	<i>Learners who always participate in class they do their assignments on time they answer the teachers questions</i>
	<i>congratulation</i>	<i>Learners who participate in class and do their homework and assignments on time</i>
	<i>Geography is very easy you just need to work harder in order to understand very well and obtain and A</i>	<i>Learners who do their homework and listen to their teacher whenever he is teaching them</i>
	<i>Put more effort Pull up your socks and study hard</i>	<i>This is when learner concentrate in class and take part in school activities</i>
	<i>Good girl</i>	<i>They do their work on time</i>
	<i>You grades are good</i>	<i>It is an education whereby learners are participating or taking part in a certain matter either by general knowledge or decision making.</i>
	<i>Put more effort</i>	<i>Is when learners take part in</i>

		<i>class and do their assignments on time</i>
	<i>Keep it up</i>	<i>Is the free taking part of learners in decision making such as writing a test whether to do homework or not even what time to be taught.</i>
	<i>Keep it up Put an extra mile Excellent keep it up</i>	<i>This is when both the teacher and learners are active during the lesson, either by asking questions or answering questions.</i>
		<i>Learners participating during lessons and do their assignments and homework on time</i>
		<i>When learners ask questions Is when learners mostly take part in class decisions and do assignments plus voice their opinions in the particular subject</i>
		<i>Is an education where learners are always taking part in class and doing their assignments</i>
		<i>Learners are actively taking part in school related activities</i>
		<i>When learners participate in class do assignments and are very serious in their work</i>
		<i>When learners are participating very well in class and always do their assignment on time</i>
		<i>Is when learners are being active in class as well as a teacher by giving examples asking questions, answering questions and competing in tests and assignments</i>
		<i>They all submit their work on time they all do their homework an assignments</i>
		<i>Is when learners take part in school activities</i>
		<i>When learners are serious with their school work and like having tests and doing assignments and they never complain about</i>

		<i>being taught every minute</i>
		<i>When learners participate in class and do their school work</i>
		<i>learners who participate in class and do their school work</i>
		<i>Is an education where learners ask questions and take part in decisions</i>
		<i>When learners participate in class and do their school work</i>
		<i>When learners are taking part in decisions, assignments and projects</i>
		<i>Learners that are well centred in education because they have the opportunity to study very well and two know that they are here for</i>

<b>Zambezi Region</b>	<b>Zambezi Region</b>	<b>Zambezi Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>
<i>18 learners did not comment</i>	<i>11 learners did not comment</i>	<i>16 learners did not comment</i>
<i>Good</i>	<i>Study harder 13 learners gave this response</i>	<i>When the puts in 90 percent and the teacher only gives 10 percent</i>
<i>You can do better</i>	<i>You can do better three learners gave this response</i>	<i>Is when learners are active in class and they take part in answering and asking questions</i>
<i>Excellent 2 learners gave this response</i>	<i>If you study and work hard no doubt you will pass your grade 12</i>	<i>When learners do all the activities and the teacher only helps when the learner does not understand.</i>
<i>Very good</i>	<i>Teachers are not serious let get our self's private tutors</i>	<i>An education that focuses more on learners in order to make sure that learners are well taught</i>
<i>Improve, excellent keep it up</i>	<i>Hard work pays</i>	<i>Is when learners are helped were they do not understand</i>
<i>Good but try harder next time</i>	<i>Study hard Next time you will do better</i>	<i>When learners are able to do most of the work them self's</i>
<i>Well done you did a great job</i>	<i>Never give up</i>	<i>Where learners do the talking</i>
<i>Well done keep it up</i>	<i>Don't rush when writing a test</i>	<i>Its good because it makes a learner think and encourages them to study</i>

<i>Better try hard next time</i>	<i>Stop watching TV and study</i>	<i>I think this is whereby a teacher presents a lesson to the class and learners have to discuss and give feedback</i>
<i>Keep it up excellent work</i>	<i>Education is the key to success</i>	<i>It is the participation on learners in class</i>
<i>Improve</i>	<i>Always be prepared</i>	<i>An education where most of the work is done by learners and teachers only guide them</i>
<i>Try hard</i>	<i>Understand the questions</i>	<i>Is an education whereby the learners have to do more work than the teachers</i>
<i>Please improve</i>	<i>You are pulling yourself down</i>	<i>Well organized learner</i>
<i>Always follow the instruction's</i>	<i>Answer all questions</i>	<i>Is a person who is always on time at school and does his or her school work.</i>
<i>Improve</i>	<i>Ask question when you don't understand</i>	<i>Learners are given a chance the chance to participate and also given a chance to ask questions where they do not understand as well as helping others learners</i>
<i>Improve</i>	<i>Understand the question before answering and read carefully</i>	<i>When learners work on their own</i>
<i>Understand the question before you answer</i>	<i>Always be relaxed when you are doing a task</i>	<i>When learners study together</i>
<i>Be specific when answering the questions</i>	<i>Keep it up</i>	<i>Another way of learning you gain more knowledge rather than to be taught by your teacher</i>
<i>Try to give examples when explaining something</i>	<i>Work harder next time in order to improve your performance</i>	<i>This refers to when learners do their part of learning purposes in class where not only the teachers are the once to spoon fed them and do all the talking</i>
<i>Study hard</i>	<i>Use time wisely</i>	<i>It is good and there are slightly changes taking place everyday</i>
<i>Make your answers clear</i>	<i>Answer the question according to how they are ask</i>	<i>This refers to learner who are doing their best without asking help from teachers but they study to achieve better result</i>
<i>Understand the question before you answer</i>	<i>Wrong choice of friends</i>	<i>When teachers give the opportunity to learners to express out whatever they have been taught, through making their own summary and their understanding knowledge order</i>

		<i>to make them learn fast not depending on teachers</i>
<i>Points not in order</i>	<i>Follow what the teacher is telling you</i>	<i>This are learners who have commitments to their school work and they do their class and home works all time</i>
<i>Write in paragraphs not points</i>	<i>Excellent keep it up</i>	<i>Doing your school work without the help of a teacher</i>
<i>Study hard</i>	<i>Wow wonderful</i>	<i>If give everyone a chance to participate</i>
<i>Wrong format of writing</i>	<i>Always consider what the teacher tells you</i>	<i>This are learners who know the importance of education and they are concentrated on it</i>
<i>Spelling mistakes</i>	<i>Study hard life is not easy</i>	<i>Is when learners are committed to their school work and willing to pass the examination at the end of the year</i>
<i>Try again Improve</i>	<i>Make good study groups Make time to study</i>	<i>Means learners should not only depend on the teacher they should also work on their own</i>
<i>misunderstanding questions</i>	<i>Wrong format</i>	<i>Learners that have confidence and are committed to work hard in school in order to achieve their goals</i>
<i>Follow instructions</i>	<i>Keep it up</i>	<i>When learners depend on teachers</i>
<i>You can do better</i>	<i>Improve on the way you read the questions</i>	<i>This are committed learners at their school work</i>
<i>Complete all the questions</i>	<i>Spend more time with your books</i>	<i>Is an information center where learners get the information when doing research</i>
<i>Well done</i>		<i>Is when the learners know what to expect from the teacher and what they need to learn</i>
<i>Read the question and understand</i>		<i>Is when learners depend on themselves and not the teacher</i>
<i>Out of topic</i>		<i>It teaches learners on what rights they have as learners</i>
<i>You did better and you still need to work hard</i>		<i>It's when learners do their work on time and study even when they are at home It is a self-motivation which makes a learner excellent in all</i>
<i>Put more effort</i>		<i>Teaches learners on how to their work</i>
<i>Put more effort</i>		<i>Encourages learners to be independent and relay teachers</i>

		<i>and or parents to help them</i>
<i>Misunderstanding the questions</i>		<i>It gives learners a chance to study and get prepared for next lesson</i>
<i>Do your corrections</i>		<i>Its place where you gain knowledge and understand, a place that gets you future shaped up</i>
<i>Lack of concentration and reading the questions with understanding</i>		

<b>Kavango Region</b>	<b>Kavango Region</b>	<b>Kavango Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>
<i>8 learners did not comment</i>	<i>12 learners did not comment</i>	<i>18 learners did not comment</i>
<i>Good</i>	<i>Study harder 8 learners gave this response</i>	<i>Providing proper teaching and the reading resources</i>
<i>You can do better</i>	<i>You can do better 2 learners gave this response</i>	<i>When learners are involved in group research and make presentations about the research</i>
<i>Excellent 8 learners gave this response</i>	<i>Put your studies as first priority</i>	<i>Teachers should teach the learners and cover all the necessary information in that topic and then give tests and assignments at the end of the topic</i>
<i>Very good 5 learners gave this response</i>	<i>Follow the teachers comment next time</i>	<i>It's when a learner does not fully depend on the teachers help to learn something new and they work on themselves by preparing in advance and ask for help from the teacher were possible</i>
<i>Keep it up or Pull up your socks</i>	<i>Always explain in points</i>	<i>Is education that will mostly require the learners to invest more hard work compared to their teachers they need to invest more than 60%</i>
<i>Please read your books</i>	<i>You have a gift don't misuse it</i>	<i>Is the education that requires both the teacher and learners participation to make the learning easier</i>
<i>Keep it up</i>	<i>It's your last year don't waste your time on different thing either then studying</i>	<i>It's not good most of the learners at school like being forced before they study</i>
<i>Write your answers</i>	<i>You are lucky you have a</i>	<i>When a teacher allows learners</i>

<i>separately</i>	<i>teacher who encourages you</i>	<i>to always be eager to ask questions and set tests when necessary and should never miss classes</i>
<i>Keep up the good work</i>	<i>You never manage to do well in school work</i>	<i>It a concentrating education learner can concentrate more</i>
<i>You are not serious I will check your book next week</i>	<i>Try to follow instructions Try to always be neat Study more and understand</i>	<i>It is really good and it helps you understand your work more</i>
<i>Try to answer in point form</i>	<i>You are a smart student</i>	<i>It is the best institution of improving knowledge and skills of learners</i>
<i>Keep up the good work</i>	<i>Stop playing and pull up your socks</i>	<i>A learner who is interested in his or her school work</i>
<i>Good work keep it up</i>	<i>Always negative comment about the Geography teacher</i>	<i>It involves a learner fully participating in class activities at all times</i>
<i>Don't write summaries always use point form</i>	<i>Aweh excellent That's nice you did very well</i>	<i>A center where learners go to read or find out information based on a certain topic given</i>
<i>Cover all topics when you study Geography</i>	<i>Improve stop being lazy</i>	<i>Is an institution where learner can attend school When they need help of teaching materials to study and when the teachers are not teaching.</i>
<i>Study hard</i>	<i>You can improve in the next test</i>	<i>It not good because the learner is only studying on their own and there is no new idea's in case the learner needs extra information there is nowhere to get it</i>
<i>You are a star keep it up</i>	<i>You should this up</i>	<i>It is mostly poor because most of the topics are not understood and teachers do not bother asking and so does the students</i>
<i>Read man</i>	<i>Great job</i>	<i>It's when learners do their own work and do not relay on a teacher</i>
<i>Take your studies serious</i>	<i>Good work Well done improve</i>	<i>Great because learners get to put or suggest their opinions</i>
<i>Complete all questions</i>	<i>You should study more next time</i>	<i>Basically where a learners is centred and shown an insight of the importance of education regarding knowledge and wisdom</i>

<i>Do not mix the advantages with the disadvantages Don't mix salt and sugar</i>	<i>You need to pull up your socks</i>	<i>It is good it allows learners to put more effort into it and do their best</i>
<i>Pull up your socks</i>		<i>It is a company or group that mostly focuses on learners and their education</i>
<i>Continue with your hard work</i>		
<i>Well done</i>		
<i>Work hard next time</i>		
<i>Take your studies serious</i>		
<i>Complete all questions</i>		
<i>Do not mix the advantages with the disadvantages Don't mix salt and sugar</i>		
<i>Pull up your socks</i>		
<i>Continue with your hard work</i>		
<i>Well done</i>		
<i>Work hard next time</i>		
<i>You can do better Study hard</i>		
<i>You can do better than that</i>		
<i>Well done</i>		
<i>Work hard</i>		
<i>Good work</i>		
<i>Keep it up</i>		
<i>Good keep it up</i>		

<b>Omaheke Region</b>	<b>Omaheke Region</b>	<b>Omaheke Region</b>
<b>Question 19</b>	<b>Question 25</b>	<b>Question 42</b>
<i>18 learners did not comment</i>	<i>24 learners did not comment</i>	<i>28 learners did not comment</i>
<i>Good 3 learners gave this response</i>	<i>Study harder 8 learners gave this response</i>	<i>It is very good because their participation makes me very happy during lessons</i>
<i>You can do better 5 learners gave this response</i>	<i>You can do better 3 learners gave this response</i>	<i>Is education that only deals with the central learners or is the education of learners how they study.</i>
<i>Excellent+</i>	<i>Try your best to get an A symbol</i>	<i>Is the general idea of kids to go to school</i>
<i>Very good 4 learners gave this response</i>	<i>Working hard improves your points we want you to become someone in life</i>	<i>Is when everything depends on the learner how they study and how they understand things</i>
<i>Try to work hard next time</i>	<i>You did well</i>	<i>This is the way education is well</i>

		<i>improve by our teachers to the learners within the school</i>
<i>Very poor Improve next time</i>	<i>Keep up the good work</i>	<i>Is know the purpose why we go to school</i>
<i>Work hard next time</i>	<i>Good Poor Be serious</i>	<i>Is when the learner is being in a e taught excellent way so that the learner must understand what is been taught</i>
<i>Improve Work harder</i>	<i>Pay attention to Geography as it will help you pass</i>	<i>They are not giving their 100% of concentration but they are almost trying their nest at almost to concentrate</i>
<i>Good keep it up Excellent</i>	<i>You have potential</i>	<i>The best education that we learners have or what we have to get</i>
<i>Pull up your socks</i>	<i>Stay focused</i>	<i>It is when education is concentrated more on learners</i>
<i>Work hard next time</i>	<i>Pull up your socks Read a understand</i>	<i>It is a much better teaching which enable learners to focus on their school work</i>
<i>Improve</i>	<i>Read more about the topic</i>	<i>It is a center which makes sure every Namibian child gets the best education weather it's a private school or government it has the best interest for learners in education</i>
<i>Good work</i>	<i>Get serious and work hard</i>	<i>Is the information that is been gain by the learners</i>
<i>Get serious You can do better</i>	<i>Stay away from wrong doings</i>	<i>Very good excellent its good for the learner to understand</i>
<i>Study hard please</i>	<i>improve</i>	<i>Education that is a need for every Namibian child all over the country</i>
<i>Very good keep up the good work</i>	<i>Learn from your mistakes</i>	<i>It's a very good learning skill with more missions and missions to achieve more</i>
<i>Study hard</i>	<i>Work hard in order to pass</i>	<i>I would describe learner-centred education as the best</i>
<i>Don't give general answers</i>	<i>Do your outmost best</i>	<i>When teachers are not giving enough concentration to the learners</i>
<i>Improve</i>	<i>Pull up your socks</i>	<i>Program which focus on the education of learners</i>
<i>Well done</i>	<i>Good work</i>	<i>It is good because it also tests how good learners understands the subject</i>
<i>Study hard</i>	<i>Go extra mile</i>	<i>Learners doing further research</i>

		<i>when they are not at school going out of their way to know more about the subject</i>
<i>Work not completed</i>	<i>Read the questions carefully</i>	<i>Good cause if you go and do homework or even revising what you were taught in class hours you will definitely perform better</i>
<i>Well done</i>	<i>Don't give up once you fail</i>	<i>Education given to learners to be successful one day in life</i>
<i>Read the questions carefully</i>	<i>Pull up your socks</i>	<i>When learners help teachers with assignments and helping them decide on test only at certain time teaching the learner according to the way they think it's best for them</i>
<i>Answer the question that is asked</i>	<i>That's nice</i>	<i>Education that focuses mainly on the learner and them understanding</i>
<i>Well answered</i>		<i>It good and easy to understand</i>
<i>Put more effort</i>		<i>Very difficult due to destruction around their environment</i>
<i>Well done keep it up</i>		<i>It is very helpful</i>
<i>You should read more</i>		<i>It is very effective</i>
<i>Keep up the good work</i>		<i>It is good because the teacher help you when you don't understand but involves the whole class in discussions</i>
<i>Well done Write in full sentences</i>		<i>It is good for people who are hardworking because you get to work yourself</i>
<i>Focus on your spelling</i>		

In the learners' questionnaire there were some open-ended questions for senior secondary Geography learners to express themselves objectively:

In question 19 and 25 the researcher wanted the senior secondary Geography learners to give examples of comments made by senior secondary Geography teachers in tests and examinations regarding their performance during the test or examination.

Question 40 was an explanation about desks that were not in straight rows and how the organization was done. Here the responses were "chalkboard, textbook and handouts."

In question 41 the researcher sought answers from learners about teaching aids/educational materials at their disposal. Other than straight rows, the learners indicated that classroom settings were disorganized.

Question 42 gave the senior secondary Geography learners the opportunity to express themselves about their understanding of learner-centred education.

Of the total number of respondents, 34.8% did not answer the questions at all; 18.9% of the students indicated to have an understanding of learner-centred education. The researcher looked at words like 'participation'; it is about the learner: the teacher does little but facilitate; learners do research; learners ask questions, etc. The Zambezi region's learners seemed to have had a clear understanding of learner-centred education.

The conclusion is that about 81% of the learners taking Geography as a school subject on either higher or ordinary level did not know what learner-centred education entailed, taking into account that these learners were in either their 11<sup>th</sup> or 12<sup>th</sup> year of schooling. For repeaters it might be even longer than twelve years of schooling

## **5.4 FREQUENCIES OF TEACHERS' QUESTIONNAIRES**

The teachers' questionnaire covered topics similar to that of the learners. The aim was to correlate information given by the learners with that of the teachers. The topics for consideration were whether learners were involved in choosing, setting and marking a topic(s). The teachers' questionnaire aimed to determine the gender of the teachers; teacher qualifications; years of experience; levels of qualification; involvement of learners in assessment; communication and accountability to parents.

### **5.4.1 Gender of Geography teachers**

The researcher asked this question to determine the ratio between male and female teachers. Results are revealed in table 5.43.

**TABLE 5.43: Gender of Geography teachers**

Scale	Frequency	Valid %
Male	8	47.1
Female	8	47.1
Total Responses	16	94.2
No Response	1	5.8
<b>Total</b>	<b>17</b>	<b>100</b>

In Table 5.43, 47.1% of the respondents indicated that they were male and 47.1% female. 5.9% did not answer the question.

#### 5.4.2 Teacher qualifications: Junior and Secondary

In general there is a shortage of teachers in Namibia. Therefore, there are teachers teaching that could be classified as unqualified or under-qualified. The question in this regard was to determine whether teachers teaching Geography at senior secondary level are indeed qualified to teach in general and teach Geography as a subject. Results are revealed in table 5.44.

**Table 5.44: Teacher qualifications: Junior and Secondary**

Scale	Frequency	Valid %
EDPE	1	5.9
HED postgraduate	2	11.8
HED Secondary	4	23.5
B.Ed.	8	47.1
B.Ed (Hons)	2	11.8
<b>Total</b>	<b>17</b>	<b>100.0</b>

Table 5.44 shows that all the teachers were qualified teachers with good qualifications: 58.8% of the teachers had degree qualifications and only 41.8% had diploma qualifications. Teachers appeared to be well-qualified to teach Geography. Since all teachers were qualified, the implementation of learner-centred education should be much easier.

### 5.4.3 Teacher qualifications: Secondary

This question should give an indication whether senior secondary Geography teachers were in general qualified to teach, whereas the next question was to determine whether the senior secondary teachers were capable of teaching Geography at senior secondary level. Results are revealed in Table 5.45.

**TABLE 5.45: Teacher qualifications: Secondary**

Scale	Frequency	Valid %
HED postgraduate	1	5.9
HED Secondary	1	5.9
B.Ed.	6	35.3
Total	8	47.1
No Response	9	52.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

In table 5.45 it shows that all teachers were qualified teachers with good qualifications. No teacher was under qualified to teach Geography.

### 5.4.4 Teaching experience

**Question: How many years of experience do you have?**

Namibia attained its independence in 1990. All teachers that underwent teacher training after Independence and, specifically at diploma level, were taught through a learner-centred mode. If teachers had more than 15 years of experience, such teachers were lacking experience in learner-centred education, since their teacher training was not according to the learner-centred approach. Results are shown in Table 5.46

**TABLE 5.46: Teaching experience**

Scale	Frequency	Valid %
4	1	5.9
5	1	5.9
6	1	5.9
7	3	17.6
10	1	5.9
13	1	5.9
14	1	5.9
15	1	5.9
16	3	17.6
19	1	5.9
20	1	5.9
23	1	5.9
25	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

From Table 5.46 it is clear that the subject Geography is in a fortunate position. It is indicated that 64.7 % of the teachers had more than 10 years of teaching experience, whereas only 35.3% of the teachers had less than 10 years of experience, with the lowest 4 years. The first cohort of teachers finished their BETD diploma in 1998, where teachers were trained through the learner-centred mode. The implication is that more than 47.05% of the Geography teachers were not trained through a learner-centred mode. This has a bearing on how teachers were utilizing the learner-centred mode. Since teachers were trained before the implementation of the BEDT program through a teacher-centred mode, such teachers would find it difficult to teach through a learner-centred mode. During the interviews teachers and principals were in agreement that the way teachers had been trained had an influence on how they were teaching.

#### **5.4.5 Level of education**

In the Namibian educational setup there are different levels of education, starting with a Grade Ten certificate and ending with a Cape Matriculation Certificate. This is reflected in Table 5.47.

**TABLE 5.47: Level of education**

Scale	Frequency	Valid %
Grade 10 certificate	1	5.9
Cape Matric. certificate higher grade	13	76.5
Other	1	5.9
Total Responses	15	88.2
No Response	2	11.8
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.47 the most popular school leaving certificate was the Cape Matric Certificate which implies that the teachers were school leavers before the BETD diploma was introduced.

#### 5.4.6 Major school subjects

**Question: What are your major school subjects?**

This question is to determine whether in fact teachers teaching Geography at senior secondary level were qualified to teach the subject since Geography is one of their major subjects. Results are revealed in Table 5.48

**TABLE 5.48: Major school subjects**

Scale	Frequency	Valid %
Geography	16	94.1
Total Responses	16	5.9
<b>No Response</b>	<b>1</b>	<b>5.9</b>
<b>Total</b>	<b>17</b>	<b>100.0</b>

From Table 5.48 it is clear that all the teachers were qualified to teach Geography as a school subject. Namibian teacher education finds itself in a very fortunate position with these statistics. This puts Geography teaching in a fortunate position.

#### 5.4.7 Involvement of learners in setting test questions

##### Question: Do you involve learners in setting test questions?

The same question was posed to learners and this question to teachers was to determine whether responses given by learners correlated with that of the Geography teachers. The question therefore aimed to determine whether senior secondary Geography teachers involved their senior secondary Geography learners in the setting of questions for tests. Results are revealed in Table 5.49

**TABLE 5.49: Involvement of learners in setting test questions**

Scale	Frequency	Valid %
Always	2	11.8
Seldom	7	41.2
Never	8	47.1
<b>Total</b>	<b>17</b>	<b>100.0</b>

From Table 5.49 it is clear that the teachers either seldom or never involved learners in setting question papers for either a test or examination. This is also an indication that the learner-centred approach is not fully implemented in teaching Geography at senior secondary level. The percentage for this was 88.3 % is for 'seldom' or 'never'.

#### 5.4.8 Involvement of peers in setting questions

##### Question: Do you Involve peers in setting test questions?

The same question was posed to learners and this question to teachers was to determine whether responses given by learners correlated with that of the Geography teachers. The question therefore wanted to determine whether senior secondary Geography teachers involved their senior secondary Geography peers in the setting of questions for tests. Results are revealed in Table 5.50

**TABLE 5.50: Involvement of peers in setting questions**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Always	7	41.2
Seldom	9	52.9
Never	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

From Table 5.50 it is clear that there was a greater involvement of peers in the setting of questions 41.2 % for 'always'. However, 'seldom' or 'never' was still high at 58.8 %. This is an indication that teachers do not apply the learner-centred approach in their assessment.

#### **5.4.9 Involvement of learners in marking tests/examinations**

##### **Question: Do you involve learners in marking tests/examinations?**

The same question was posed to learners and this question to teachers was to determine whether responses given by learners correlated with that of the Geography teachers. The question therefore wanted to determine whether senior secondary Geography teachers involved their senior secondary Geography learners in the marking of tests. Results are revealed in Table 5.51.

**TABLE 5.51: Involvement of learners in marking tests/examinations**

<b>Scale</b>	<b>Frequency</b>	<b>Valid</b>
Seldom	9	52.9
Never	8	47.1
<b>Total</b>	<b>17</b>	<b>100.0</b>

From Table 5.51 it is clear that learners were not involved in marking their own scripts with 52.9%; 52.9% for 'seldom' and 47.1% for 'never'. This corresponds with the outcome of learners' responses in Table 5.14. The reasons for the non-involvement of learners in assessment was the way teachers had been trained. A teacher-centred training does not allow

involvement of learners in setting assessment activities. Tables 5.7.3 indicates that almost 50% of Geography teachers had not been trained through a learner-centred mode.

#### 5.4.10 Types of assessment

##### Question: If always, what type of assessment?

This question was to determine how frequently and what types of assessments were given to senior secondary Geography learners. Results are revealed in Table 5.52.

**TABLE 5.52: Type of assessment**

Scale	Frequency	Valid %
Test	2	11.8
Exam	1	5.9
Total Responses	3	17.6
No Response	14	82.4
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.52 which is about the involvement of peers in assessment, it shows that 82.4% of the teachers had not answered the question which could be that there was no involvement of peers in setting tests or examinations. While 11.8% indicated that if they did involve peers, it was only for tests; 5.9% of teachers indicated that if involved, it was only for examinations.

#### 5.4.11 Choice of a topic for test/examinations

##### Question: Do learners choose a topic for test/examinations

The question was to determine whether senior secondary Geography learners were given the opportunity to choose a topic for either a test or an examination. This further wanted to determine the level of the application of learner-centred involvement in test or examinations. Results are revealed in Table 5.53.

**TABLE 5.53: Choice of a topic for test/examinations**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Seldom	2	11.8
Never	15	88.2
<b>Total</b>	<b>17</b>	<b>100.0</b>

Table 5.53 is more or less the same as Table 5.5.10 where learners did not have a change of involvement by choosing a topic.

#### **5.4.12 Assessments**

##### **Question: How are assessments done?**

The question here wanted to determine whether assignments were mostly done individually or in groups. The reason was to determine if senior secondary Geography learners were given ample opportunity to work in groups as per the learner-centred approach. Results are revealed in Table 5.54

**TABLE 5.54: Assessments**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Individually done	7	41.2
In groups of 4	9	52.9
Total Responses	16	94.1
No Response	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.54 it is shown that most of the assignments were given in groups of four learners with 52.9%, followed by individual learners at 41.2% and 5.9% did not answer the question. The learner-centred approach was followed since learners worked more in groups than individually.

#### 5.4.13 Turnaround marking time of tests/examinations

##### Questions: How fast are tests/examinations marked?

It is important when effective feedback is given how quickly it can be done. The question therefore wanted to determine how quickly senior secondary learners did receive feedback from their senior secondary Geography teachers. Results are revealed in Table 5.55.

**TABLE 5.55: Turnaround marking time of tests/examinations**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Within 3 days	8	47.1
Within one week	3	17.6
After two weeks	2	11.8
Total Responses	16	94.1
No Response	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

From Table 5.55 it is clear that most teachers returned tests after three days, followed by both after one day and one week at 17.6%; 5.9% did not answer the question. The duration is important, because learners need to know the outcome of their results in order for them to do further revision or seek additional assistance from the Geography teacher.

#### 5.4.14 Comments on tests or examinations

##### Question: Are comments made on tests/examinations?

In giving feedback to learners in a learner-centred approach, it is important whether the comments are relevant and address the shortcomings of learners. Since tests and examinations are summative of nature, the type of feedback in either test or examination is important for remedial or shortcomings in understanding the content. Results are revealed in Table 5.56.

**TABLE 5.56: Comments made on tests/examinations**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Always	7	41.2
Seldom	10	58.8
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.56, on whether comments are given or not, 58.8% indicated that that was seldom done, whereas 41.2% indicated that it was always done. The feedback, according to the responses, was not that effective.

#### **5.4.15 Communication to parents**

**Question: Do you send comments to parents after tests or examinations?**

This question deals with comments that senior secondary teachers made to parents of senior secondary Geography learners. It was to determine whether there was proper communication to parents individually. Results are revealed in Table 5.57.

**TABLE 5.57: Communication with parents**

<b>Scale</b>	<b>Frequency</b>	<b>Valid %</b>
Only in case of weak learners	9	52.9
Both	8	47.1
<b>Total</b>	<b>17</b>	<b>100.0</b>

Table 5.57 represents comments on only weak learners and 52.9% indicated in the positive and 47.1% indicated that in both cases, good and weak, they commented on learners. Communication to parents is important, because parents should know about the progress of their learners in school.

#### 5.4.16 Discussions on weaknesses or strengths/good work

##### Question: Are weaknesses or strengths/good work discussed?

The question deals with whether weaknesses or strengths were discussed with senior secondary Geography learners by senior secondary Geography teachers. This was done to conclude whether proper feedback was given to the learners, pointing out either their weaknesses or their strengths. Results are revealed in Table 5.58.

**TABLE 5.58: Discussions on weaknesses or strengths/good work**

Scale	Frequency	Valid %
Always	16	94.1
Seldom	1	5.9
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.58 the indication is that teachers always discussed either weakness or strengths with the senior secondary Geography learners. On the response 'always' 94.1% indicated that they always discuss strengths and weaknesses.

#### 5.4.17 Reasons for tests/assignments

##### Question: Tests/assignments are given

The question determined why test or assignments were given to senior secondary Geography learners. The researcher wanted to establish whether these were given to comply with the regulations or to test whether senior secondary Geography learners had met the competencies. Results are revealed in Table 5.59.

**TABLE 5.59: Reasons for tests/assignments**

Scale	Frequency	Valid %
To comply with rules	2	11.8
To test whether learners have achieved competencies	15	88.2
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.59, 88.2% of teachers indicated that they tested whether learners have achieved competencies. Only 11.8% indicated that tests/exams were to comply with the rules.

#### 5.4.18 Communication with parents on performances of learners

**Question: How do you communicate with parents on the performance of learners?**

In the learner-centred approach it is important that teachers and principals also communicate with parents. This question determined how senior secondary Geography teachers communicated with the parents of senior secondary Geography learners. Results are revealed in Table 5.60.

**TABLE 5.60: Communication to parents on performances of learners**

Scale	Frequency	Valid %
Invitation to subject meetings	4	23.5
Discussions at parents evening	5	29.4
Sending reports	3	17.6
All of the above	5	29.4
<b>Total</b>	<b>17</b>	<b>100.0</b>

Table 5.60 it is revealed that the communication with parents on the performance of learners was as follows: 23.5% said parents were invited to subject meetings; 29.4% said discussions were held at parent evenings; 17.6% said they communicated by sending reports to parents and 29.4% indicated that all three of the above measures were used. In general there was good communication to parents through the various platform created by school management.

#### 5.4.19 General knowledge

##### Question: Do you only cover general knowledge in a test?

Tests may have different purposes for any teacher or specifically for senior secondary Geography teachers. This question was posed to determine whether senior secondary Geography learners understood the content, whether senior secondary Geography learners did their homework or whether those senior secondary Geography learners could apply knowledge in real life situations. Results are revealed in Table 5.61.

**TABLE 5.61: General knowledge**

Scale	Frequency	Valid %
Yes	2	11.8
No	15	88.2
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.61 only 11.8% of the teachers indicated that they covered general knowledge whereas 88.2% indicated that they did not only cover general knowledge in a test or examination. The learners are also supposed to have syllabuses where they can determine whether the objectives are covered properly.

#### 5.4.20 Study habits of learners

##### Question: Do you analyse the study habits of learners?

In a learner-centred approach it is important to analyze the study habits of learners. This question was to determine whether, in fact, the senior secondary Geography teachers did analyze the study habits of their senior secondary Geography learners. Results are revealed in Table 5.62.

**TABLE 5.62: Study habits of learners**

Scale	Frequency	Valid %
Yes	14	82.4
No	3	17.6
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.62 82.4% the teachers indicated that they did study the study habits of learners, while 17.6% indicated that they did not study the study habits of learners. In the learning process the way in which learns are studying is important. If teacher discuss and give guidance learners will be in better space to apply the different study modes.

#### 5.4.21 Responsibility or accountability to parents

**Question: Whose responsibility or accountability is it to report to parents?**

There should always be communication with parents. The question is whether it is only the school principals, the heads of department or the subject teachers that have to communicate with the parents. The question was to determine what the opinion of senior secondary Geography teachers was on who was accountable to communicate with the parents of senior secondary Geography learners. Results are revealed in Table 5.63.

**TABLE 5.63: Responsibility or accountability to parents**

Scale	Frequency	Valid %
HOD	1	5.9
Subject teacher	4	23.5
All of the above	12	70.6
<b>Total</b>	<b>17</b>	<b>100.0</b>

In Table 5.63 concerning the accountability of parents, 70.6% indicated that it was the responsibility of all, which included teachers, HOD's and principals. Only 5.9% indicated it was the responsibility of the HOD's and 23.5% indicated it was responsibility of subject teachers.

#### 5.4.22 Open-ended questions of teachers

In the teachers' questionnaires there was also open-ended questions which will be discussed in this section. Senior secondary Geography teachers were asked to elaborate on certain issues and following are the responses to questions 18, 20, 25, 26 and 27. In Table 7 all responses are reflected.

In question 18 the senior secondary Geography teachers were asked to elaborate on the type of comments they made to students after a test.

Question 20 aimed to determine whether senior secondary Geography teachers had ever tried to analyze the study habits of their senior secondary Geography learners.

In question 25 the researcher wanted to determine whether the senior secondary Geography teachers knew by heart the objectives they had to cover in the senior secondary Geography syllabus.

In question 26 the researcher wanted to find out how senior secondary Geography teachers prepared their senior secondary learners for test writing.

Question 27 was to determine how learners reacted to the comments senior secondary Geography teachers made.

**TABLE 5.64: Open-ended questions**

Question 18	Question 20	Question 25	Question 26	Question 27	Question 29
<i>Read questions properly Look at your mark allocation Write to the point</i>		<i>To made sure learners understand topic Evaluate competencies</i>	<i>Give them examples of questions Work through questions papers</i>	<i>They will ask if they are not sure</i>	<i>Ask learners how do they study Giving them information</i>
<i>Keep up the good work Please concentrate</i>	<i>Yes determine whether they had cover the</i>	<i>Knowledge with understanding Judgment an</i>	<i>Provide a few / sample of revision questions</i>	<i>Positively assist them to realize their</i>	<i>Most of them had the wrong study habit Some not an</i>

<i>on the following</i>	<i>domains Assess the level of understanding</i>	<i>decision making evaluation</i>		<i>strengths and weaknesses</i>	<i>adequate place of study Conditions at home not learner friendly</i>
<i>Keep up the good work Take care of the concepts</i>	<i>Yes because learners may not know concepts if taught by passing</i>	<i>List/name Explain and describe Value judgment</i>	<i>Announce the test early enough and the topics covered</i>	<i>We are ready for the test</i>	<i>Study habits are erratic because only when they are to write a test will they study seriously</i>
<i>Work harder next time It's not bad but you can improve</i>	<i>Learners answers can easily help me to choose the right methodology to use during my lesson presentation</i>	<i>Learners should be able to master the basic competencies</i>	<i>Give them a topic that was already treated to prepare for the test</i>	<i>React positively</i>	<i>Most of them only study if there is a test or examinations</i>
<i>Keep it up Pay more attention to your school work Pull your socks</i>	<i>Lack of understanding Lack of elaboration</i>	<i>Problem solving analysis</i>	<i>I teach them first and inform them 3 days before the test</i>	<i>some might complain about the comments example only writing better it's supposed to be very good</i>	<i>They do not read to understand concepts</i>
<i>This is what I expect from you You need to concentrate on ... I know you can do better</i>	<i>If learners do poorly I know I should look for an alternative Method or make the work more interesting</i>	<i>Using examples in the news e.g Tsunami in Japan</i>	<i>Rely on old question paper let the mark some test or assignments</i>	<i>I like to think that my learners work for me, because they love me</i>	<i>I find that learners that do good think critically</i>
<i>Well done I am proud of you etc.</i>		<i>Knowledge Understanding application</i>	<i>Know exactly what they will be tested on Review possible types of questions</i>	<i>Mostly on reaction Sometimes one will come to me and make sure exactly where/ what his/her</i>	<i>Unfortunately the truth is that most learners just don't study even if you ask them about what the problem is</i>

				<i>mistake was</i>	<i>how can I help you they would tell you No Miss I haven't studied for the test</i>
<i>Keep it up Pull up your socks Work harder</i>	<i>Yes based on the test, exam Results I will be able to re-examine my teaching methodology</i>	<i>Specific objectives Describe the characteristics of a river valley items of the upper, middle etc.</i>	<i>I will present the lesson first I will give a homework I put up a program for test series on the notice board</i>	<i>Learners reaction is positive Even though you will find learners who are negative</i>	<i>Learners do not have study time table. Some learners do not know how to study at all, while there are capable of mastering the contents during the lesson presentations</i>
<i>Excellent, keep it up Good or very good You can do better than this</i>	<i>They give me strength because they look to be motivated and eager to improve</i>	<i>Knowledge with understanding Analysis Judgment and decision making, investigation</i>	<i>Advise them to study with concentration use mind maps to recall Remember the basic competences</i>	<i>Very positive and eager</i>	
<i>The learner did not study</i>	<i>Easily you can see if they understand the questions</i>	<i>Knowledge with understanding Analysis Decision making</i>	<i>revision</i>	<i>Positive always improve Negative remains not interest in studies</i>	<i>Most of them do not know how to study They still try to remember everything Say the words loud to themselves</i>
<i>Keep it up, well done Excellent You are a star</i>	<i>Yes I for weak results for a certain topic one must change your methodology</i>	<i>Analyze and discuss problems associated with growth of urban areas such as CBU, housing shortage</i>	<i>Give them the topic on test do revision</i>	<i>Positively when its good their happy</i>	<i>Some learners can learn just by reading through Some learners memorize Some mostly write down to learn</i>

		<i>informal settlement</i>			
<i>Marks are not satisfactory please try harder. Well done</i>	<i>Yes good marks indicate a good methodology bad marks indicate adjustment to methodology</i>	<i>Knowledge an understanding Analysis Judgment an decision making</i>	<i>Remedial teaching</i>	<i>Positive most learners make a concerted efforts to achieve better results</i>	
<i>Excellence performance keep it up. Consult me. Weak performance is out. Get ready for higher %</i>	<i>Show both weakness and strength e.g. stranger answers reveal/ show weakness or methodology</i>		<i>revision</i>		<i>Some study in individual way some work in pairs/ groups some prefer evening studies some daytime studies</i>
<i>Child is weak need assistance he/she need to be orphan to Parent must come to school</i>	<i>Some indicate the strength or weakness some Some weaknesses is because not being serious</i>	<i>Earth structure Fiver process, marine process Wind process</i>	<i>Tell them in advance Give them the objective to be covered</i>	<i>Positive Have time to study Know what to study</i>	<i>Study when they are failed a test Individuals Groups</i>
<i>Very good keep it Brilliant work Poor word put more effort</i>	<i>Not always</i>	<i>Knowledge with understanding Analysis Judgment and decision making</i>	<i>Teaching Classwork homework</i>	<i>By trying to work harder to more positive ones</i>	<i>By giving announced and close book exercises</i>
<i>Thank you so much But you can still make it</i>	<i>Yes if they fail to understand or most objectives</i>	<i>Be able to draw a cross section Define invisibility</i>	<i>Explain and discuss</i>	<i>Try to like them</i>	<i>Most of them are motivated</i>
<i>You need to focus on what the question asks</i>	<i>Yes some learners catch up faster than others, so methodologie</i>	<i>Describe characteristic of a rivers system (upper /middle /lower course)</i>	<i>Explain the importance and benefits associated with wetlands</i>	<i>Use old question papers discuss during class/ lesson</i>	<i>Mostly study only when they are informed about test Do not test</i>

	<i>s should vary</i>	<i>Explain how landforms such as water falls are formed</i>		<i>Make copies of set question for trial, marked by peers</i>	<i>assignments as preparation for write exams</i>
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The above Table 5.64 contains responses from teachers to open-ended questions in the teacher’s questionnaire.

In the questionnaire the teachers were asked in question 18 to indicate what kind of comments they were writing after learners had done a test. The comments collaborated with that of the learners in Table 5.19, of which most are rhetoric in nature.

Nowhere there were comments which exactly explained what the shortcomings were and what exactly they needed to pay attention to. An example is the last response in Table 5.64 under question 18, “You need to focus on what the question asks.” According to the researcher, the teacher should have indicated what exactly the question was and what facts the learner should have given to earn marks for the question.

Question 20 in Table 5.58 was asked to determine whether answers given by learners gave an indication of the strengths or weaknesses in the methodology of teachers. Teachers responded positively to the questions. The majority of teachers indicated that if learners failed or did poorly in tests or examinations they had to change methodologies, but without specifications of the specific type of methodology.

The purpose of question 25 in Table 5.61 was to determine whether the teachers were aware of the prescribed objectives without consulting the syllabus. Most of the teachers had the objectives correct according to the syllabus. However, most of the objectives given were knowledge with understanding. Not many examples of analysis or synthesis were given.

In Table 5.56, question 26 had the aim to test how the teachers prepared students for test writing. Four of the teachers indicated that they relied on previous question papers for preparation, which represents 23.5%. According to the answers provided, eleven of the

teachers (64.7%) could not clearly elaborate how they assisted in preparing learners for test writing. Only two teachers clearly indicated how they assisted learners in test writing, which represents a mere 11% of the sample.

Question 27 tested the reaction of learners to comments by the teachers. The majority of teachers were of the opinion that learners reacted positively to the comments by trying to improve their results.

Question 29 in table 5.62 was a follow-up on the response of teachers on question 28, where the researcher wanted to determine whether teachers tried to analyze the study habits of learners. In Table 5.62 the majority of teachers, about 82.4%, indicated that they did analyze the study habits and 17.6% indicated that they did not analyze study habits. In analyzing the habits, teachers found that students only studied for tests or examinations. Some of the learners, according to teachers, did not study for tests. Teachers further indicated that students had wrong study methods or poor environments at home under which they had to study.

## **5.5 CLASSROOM OBSERVATION**

Observation was used to enable the researcher to address the following research questions: to determine the extent to which teachers in Geography applied learner-centredness in their teaching; to determine the extent to which learners in Geography interacted and communicated in a learner-centred approach; to determine the extent to which learning took place in a learner-centred approach in Geography; to determine prevailing factors that did not contribute to the success of learner-centred teaching and learning in Geography and to determine whether classroom layout was conducive to learner-centred teaching in Geography.

According to Tuckman (1988), in quantitative research, observation is to collect data regarding the number of occurrences in a specific period of time or duration of very specific behaviors or events. The observer's role might also differ from full participant to complete outsider. The duration might also differ from a full year to only an hour at a school. In this research the researcher spent three days at a particular school. The researcher made use of quantitative, as

well as qualitative, research methodologies for data collection (cf. Chapter One). For observation the qualitative method was used. An observation lists was used as presented in Tables 5.66, 5.66.1 and 5.66.2 and 5.66.3

The researcher was a non-participant observer at different lessons at various senior secondary schools. The researcher was seated either at the back or in the front of the classroom. According to Bottorf (2004:752), the “researchers focus primarily on the task of observation, while minimizing their participation in interactions in the setting”.

Strydom (2011:330) offers the following definition of participant observation: “Participant observation can be described as a qualitative research procedure that studies the natural and everyday set-up in a particular community or situation”. Strydom (2012:331) refers to Druckman (2005:236-253), Unrua (2005: 236-243) and Monette, et al. (2005:228-232) who are of the opinion that “the steps in the process of participating observation are of a more holistic nature and are more intertwined than those of quantitative research”.

The researcher visited seventeen secondary schools teaching Geography as a subject. The visits took place between January 2014 and July 2014. At each school the researcher met with the subject teacher(s) in Grades 11 and 12. The researcher first explained the purpose of the visit to them before reviewing the timetable and agreeing on the period(s) when the researcher would do the observations and the subsequent interviews.

The seventeen classrooms observed in this study were at the discretion of the subject teacher or depended on the availability of him/her teaching either Grade Eleven or Grade Twelve classes. The researcher had the opportunity to observe the behavior of the learners, as well as the Geography teacher, to find answers to the research questions. The observations were followed by individual interviews with the respective teachers. The researcher’s main aim was to observe how the teachers presented their lessons and how learners participated during the lesson, as well as the general organization of the classrooms.

The researcher is of the opinion that the classroom set-up and classroom practices also play a very important role in the interaction between learners and their teacher and in the quality of

teaching and learning. According to Kyriacou (1997:111), “An effective classroom climate is one in which the teacher’s authority to organize and manage learning activities is accepted by the pupils. There is mutual respect and good rapport and the atmosphere is one of purposefulness and confidence learning” (cf. Chapter Four).

The researcher also wanted to observe whether teachers were using different learner-centred teaching methods to facilitate and put learners at the centre of the teaching and learning activities. (See Chapter Four, teaching methods in Section 4. 2). The first objective of the first observation list was to determine whether teachers were teaching according to a prescribed syllabus. Normally such syllabuses are cohesive and accurate, with clear expectations and objectives. The second objective was to establish teachers’ individual qualities, whether they were on time for their classes and whether the classrooms were ready for teaching. The third objective was to observe the classroom environment to establish whether it was conducive to teaching and learning.

The second observation list was used to examine lesson preparation and activity by the teachers and whether it corresponded with curriculum/syllabus instructions. The researcher expected to observe methods such as observation, presentations, discussions, fieldwork, projects and lecturing (with the latter expected to be the most common method, from anecdotal experience) in the presentation of lessons. The researcher further wanted to observe how teachers were utilizing instructional material/resources to highlight the content.

The following two tables 5.66.1 and 5.66.2 were used to assist in field note taking. Table 5.66 1 was used for general observation and table 5.66.2 was used to determine whether learner-centred teaching took place during a specific lesson.

**TABLE 5.65: Classroom observation checklist**

Class syllabus	Teacher Qualities	Classroom environment
<ul style="list-style-type: none"> <li>• Cohesive</li> <li>• Understandable</li> <li>• Clear expectations</li> <li>• Accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• On time</li> <li>• Room Readiness</li> <li>• Notes/lesson plans</li> <li>• Presentation skills</li> <li>• Introduction/presentation pace/timing/clarity/participation</li> <li>• Feedback direct giving</li> </ul>	<ul style="list-style-type: none"> <li>• Walls/ Lighting/ Seating/ - Layout</li> <li>• Classroom environment</li> <li>• Instructional qualities</li> <li>• Student caterer/ Active learning for understanding/ reinforcement of/ideas/ application of materials</li> </ul>

**TABLE 5.66 Classroom observation list for learner-centred education**

The classroom observation list consists of three rubrics which was used to determine the quality of the introduction, link to past and future lessons; group work as well as interaction between teacher and learners and learners to learners.

**TABLE 5.66.1 Lesson introduction**

1	2	3	4
No introduction, i.e. no connection is made with previous lessons. No direction for new lesson. No greetings	Links with past lesson, but no real focus for present lesson.	Links with past lesson and clear focus for present lesson	Lesson is clearly contextualized and learners' interest is aroused. Attention is focused.

**TABLE 5.66.2 Explicit organization of group work**

1	2	3	4
No group work	Only two or three learners interact. Others just listen	Group of learners with limited interaction/interact when teacher motivates	Group of learners discuss problems, questions and activities by themselves

**TABLE 5.66.3 Learner to learner interaction**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Learners don't question each other or probe for details	Learners questioned each other in secret, because this is not allowed/encouraged by the teacher	Learners questioned each other in secret, because this is not allowed/encouraged by the teacher	Learners freely entered into discussions with each other

## **5.6 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA OF CLASSROOM OBSERVATIONS**

In this section the observations will be discussed and the findings will be presented. The researcher will also analyze and interpret the data of the classroom observations.

### **5.6.1. School 1://Karas Educational**

The teacher in the classroom under observation was busy with Grade 12 Geography and the topic was “CENTRAL BUSINESS DISTRICT”. The teacher introduced the researcher and allowed the researcher to explain the purpose of the visit briefly.

#### **5.6.1.1 Lesson introduction**

The teacher then spent about two minutes introducing the topic of the day and reminded the learners that the topic was part of the curriculum of earlier Grades and, therefore, they would move quite quickly through the lesson. There was a clear link with lessons at lower Grades and the teacher had a clear focus for the present lesson. Little reference was made to the local situation; instead most references were to the capital city of the country, Windhoek.

#### **5.6.1.2 Lesson presentation**

The teacher provided most of the explanations, but asked the learners many questions which he required individual learners to answer. However, several learners did not answer questions or asked questions for the entire period. The teacher seemed to give only those learners who put up their hands an opportunity to answer his questions.

Furthermore, the questions the teacher asked were of a factual nature and required learners to recall facts. Paul Black, (2003) a noted authority on formative assessment, suggests, however, that more effort has to be spent in framing questions that are worth asking: that is, questions which explore issues that are critical to the development of students' understanding. (Black, et al., 2003). Asking better questions affords students an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of students' understanding.

In the classroom under observation, no questions were posed that could encourage learners to solve problems, promote decision-making or contribute to a changing society. Questions of this nature encourage classroom dialogue that expands student learning. Questions should go beyond the typical, factual questions requiring only recall of facts.

The teacher also allowed learners who had difficulty in expressing themselves in English to do so in Afrikaans, in which all the learners seemed more proficient. During the lesson the learners also followed the lesson in their textbooks, because much reference was made to either pictures or statements in the textbooks. The teacher had the ability to explain the subject content and showed a passion for teaching Geography as a school subject. All the learners were treated with respect and dignity.

In summary, the teacher was well-prepared for the lesson and was able to show the researcher a lesson preparation plan directly after the lesson. The lesson started on time, but there were some intercom interruptions, which were ignored by the learners and the teacher. The pace of the lesson was quite fast. There were questions all the time through learner participation, but not all took part, only those who were willing and confident to answer the teacher's questions.

The classroom situation observed conformed to Hertz-Lazarowitz's (cf. 4.2.13.1) description of a typical traditional classroom, where the teacher is at the centre of activities and has control over all communication, while learners listen and respond to the teacher only when called upon to do so. What the researcher observed conformed to the use of a teacher-centred method, where the teacher provided most of the explanations and asked most of the questions.

#### **5.6.1.3 Educational media and instructional resources**

The chalkboard was used as the primary resource and was full of written notes. Even the lesson objectives were written down. The photographs in the textbook about the topic were of Windhoek. The learners' attention was constantly on the teacher. There was no interaction between learners themselves. Some of the learners tried to take down notes from the chalkboard, while the teacher was busy explaining.

No technology, such as an overhead or slide projector or computer, was used during the lesson. The only teaching aids that were used were the textbooks and as such with the application of the materials in the textbook. No globe or atlases were used as teaching aids. No reference was made to any of the placards or wall maps on the classroom walls.

#### **5.6.1.4 Classroom organization**

The classroom organization was one of straight, single and double rows of desks, with walking space in-between the rows. The teacher's table was at the front of the class and close to the chalkboard, while the researcher was seated at the back of the classroom to observe the classroom activities and procedures.

There were wall maps and other posters on the walls. The general atmosphere in the classroom was good.

#### **5.6.1.5 Physical classroom condition**

There was sufficient lighting and adequate furniture in the classroom.

#### **5.6.1.6 Explicit organization of group work**

There was no learner-to-learner interaction, but rather much teacher-learner interaction, but only when provoked by the teacher. No group work was done for this particular lesson.

The lighting was sufficient. The classroom was neat and fully furnished.

#### **5.6.1.7 Lesson conclusion**

At the end of the lesson, the teacher gave learners a homework assignment (Textbook, p. 366). It was an activity from the textbook dealing with the factors contributing towards high- and low-cost housing issues. No timeframe for its completion was given.

When the observer looked at the classroom, it was observed that the desks were arranged in straight rows; the teacher's table was at the front; materials were not accessible to either the

teacher or learners; the emphasis was on individual workbooks; covering the curriculum was the paramount objective and interaction amongst learners was not encouraged (cf. 4.2.13.1)

## **5.6.2 School 2: Karas Educational Region**

At school number two in the Karas region the topic for the day was “ENERGY”, with specific reference to Hydro Electrical Plants. This was a Grade 12 class and, according to the teacher, it was the class with the best participation. The teacher, as in school one, introduced the researcher and the researcher briefly explained to the learners what the purpose of his presence was.

### **5.6.2.1 Lesson introduction**

The teacher explained the lesson objectives to the learners in relation to the Geography syllabus and the particular unit they had to cover. The teacher handed out a sheet of paper taken from a previous question paper, depicting a hydro-electrical plant. There was a clear link with lessons at lower Grades and the teacher had a clear focus for the present lesson. Little reference was made to the local situation.

### **5.6.2.2 Lesson presentation**

On the chalkboard, which was partly full of written notes, the lesson objectives were written down. Although the learners were in groups the teacher did most of the talking. The questions the teacher asked were of a factual nature and required the recall of facts (Black, et al., 2003). The teacher gave the learners five minutes to study the sheet of paper after which the groups’ spokespersons, assisted by the members, were to explain their interpretations of the depiction of the hydro-electrical plant. After the first five minutes the learners were not ready and they were given another five minutes. The teacher did not walk from group to group to establish what they were discussing or to assist them in any way.

After ten minutes the teacher decided which group would be first and so forth. Group one started and gave their interpretation of the representation of the hydro-electrical plant. All the groups were given the opportunity to present their interpretation, while the teacher, not the

learners in the various groups, corrected factual inaccuracies or misinterpretations. During the lesson learners never challenged one another on any issue under discussion. A group consisting of only two learners did not present their interpretation.

During the presentation the teacher reminded the learners that the task at hand was a typical examination question. He also told the learners that the facts he had presented in correcting their answers were the answers they had to give should the same question appear in the examination paper.

#### **5.6.2.3 Educational media and instructional resources**

The only teaching aids used were the textbooks, notes that appeared to be PowerPoint notes and the sheet of paper that the teacher handed out. No globes or any atlases were used as teaching aids.

Although there were wall maps and other posters on the walls, no reference was made to these materials during the lesson, nor was any technology like an overhead or digital projector, used.

#### **5.6.2.4 Classroom organization**

The teacher's table was at the back of the classroom while the researcher sat in the front of the classroom to observe lesson activities and procedures. The desks in the classroom were arranged in clusters of four or five desks for each group of learners. However, there were only two learners in one of the groups.

The learners apparently knew where they had to sit because the teacher did not issue any instructions in this respect. The general atmosphere in the classroom was good.

#### **5.6.2.5 Physical classroom condition**

There was sufficient lighting and adequate furniture in the classroom.

#### **5.6.2.6 Explicit organization of group work**

The class was divided into groups of four to five learners, although one group consisted of only two learners. The learners had discussions amongst themselves, using the PowerPoint notes.

#### **5.6.2.7 Lesson conclusion**

There was no conclusion to the observed lesson because it was scheduled to continue the following day. For the same reason, the teacher did not issue a homework assignment or project at the end of the period.

### **5.6.3 School 3: Hardap Region**

The teacher introduced the researcher and allowed him to explain the purpose of the visit briefly. The teacher then took about two to three minutes to introduce the topic of the day and told the learners that it formed part of the syllabus of the alternative paper to coursework, which was Paper Three.

#### **5.6.3.1 Lesson introduction**

The teacher reminded the learners that the topic was part of the alternative paper to course work in a brief introduction. Every learner had to do the research, because during the examination they would be required to explain how they would do research.

#### **5.6.3.2 Lesson presentation**

The learners had to do research on their own, but all had the same topic. After the teacher had summarized what the learners were supposed to do, he invited a volunteer to explain his understanding of coastal studies by using sketches on the chalkboard.

The chalkboard was full of written notes, because the teacher taught different Grades. The teacher did most of the talking, but asked the learners a great deal of questions which they had to answer individually. The questions the teacher asked were of a factual nature, which required recall of facts (Black, et al., 2003).

While the teacher and the learners were busy explaining, some of the learners tried to copy notes from the chalkboard and do some corrections in their notebooks. The teacher was well prepared for the lesson, although he applied the lecturing method. The lesson started on time and followed the lesson plan. The teacher used a teacher-centred method where he did most of the explaining and questioning.

#### **5.6.3.3 Educational media and instructional resources**

The teacher had a digital projector and a computer, but did not use them for this lesson. (However, the researcher had observed him using them to display summaries of notes during the previous lesson with a lower Grade.) The only resources used were the textbook and the chalkboard. There were wall maps and other posters on the walls, but no reference was made to them during the lesson. There was no globe, nor were atlases used as teaching aids.

#### **5.6.3.4 Classroom organization**

The classroom organization was one of straight, single and double rows of desks, with spaces in-between the rows. The teacher's table was at the back of the classroom and the researcher was also seated at the back of the classroom while observing proceedings in the classroom.

#### **5.6.3.5 Physical classroom conditions**

The lighting was sufficient. All the learners were seated at their own desks. The classroom was neat.

#### **5.6.3.6 Explicit organization of group work**

No group work took place during this lesson period. The learners did not even talk or discuss matters amongst themselves privately.

#### **5.6.3.7 Lesson conclusion**

There was no real conclusion since the revision lesson was not finished.

The general atmosphere in the classroom was good. There was no learner-to-learner interaction but much teacher-learner interaction, only when initiated by the teacher. The classroom was very crowded.

The teacher had the ability to explain the subject content well and showed a passion for teaching the subject Geography. All the learners were treated with respect and dignity and there was no differentiation between boys and girls. This was also a typical traditional classroom (See Hertz-Lazarowitz (cf. 4.2.13.1) under the presentation of school one, //Karas Region).

#### **5.6.4 School 4: Hardap Region**

The topic was “LEISURE and TOURISM”. The teacher introduced the researcher, and allowed the researcher to explain the purpose of the visit to the learners briefly.

##### **5.6.4.1 Lesson introduction**

The teacher then spent about two minutes introducing the topic of the day. He reminded the learners that the topic was part of the syllabuses of earlier Grades and that they would therefore move quite quickly through the lesson. The teacher also referred to that part as the easy part which was also why they would cover the facts quickly.

##### **5.6.4.2 Lesson presentation**

Part of the chalkboard was clean and the objectives were written on the board. The teacher did most of the talking, but put many questions to the learners and wanted them to answer the questions individually. As the learners responded, the teacher wrote their answers on the chalkboard. The questions the teacher asked were of a factual nature and required recall of facts (Black, et al., 2003).

During the lesson the learners also followed the lesson in their textbooks. Little reference was given to the local situation. Instead, there was frequent reference to the Etosha nature reserve

and South Africa. There was no interaction amongst learners themselves. While the teacher was explaining, some of the learners tried to copy notes from the chalkboard.

#### **5.6.4.3 Educational media and instructional resources**

There were wall maps and other posters on the walls. No technology, such as an overhead projector, digital projector or computer, was used during the lesson. The only teaching aids that were used were the textbooks.

There was no globe, neither were atlases used as teaching aids. There was no learner-to-learner interaction but much teacher-learner interaction, only when initiated by the teacher.

#### **5.6.4.4 Classroom organization**

The desks in the classroom were arranged in clusters of about four to five. The learners obviously knew where to sit, because the teacher did not indicate where they should sit. The desks closest to the chalkboard were arranged in a single row.

The teacher's table was in the front of the classroom, close to the chalkboard, and the researcher was seated at the back of the classroom to observe proceedings. The lighting was sufficient. The general atmosphere in the classroom was good.

#### **5.6.4.5 Physical classroom condition**

The lightning was sufficient. There was enough furniture.

#### **5.6.4.6 Explicit organization of group work**

Although the classroom layout favoured group activity, no group work was done.

#### **5.6.4.7 Lesson conclusion**

At the end of the lesson, the teacher asked the learners to read what they had done, because the next day the more difficult work would be tackled.

### **5.6.5 School 5: Erongo Educational Region**

The teacher was busy with a Grade 11 Geography lesson and the topic was “RIVER PROCESSES”. The teacher introduced the researcher and allowed the researcher to explain the purpose of the visit briefly.

#### **5.6.5.1 Lesson introduction**

The teacher took about two to three minutes to introduce the topic of the day and reminded the learners that the topic was part of what they had learnt in the earlier Grades and therefore they would not spend too much time on the lesson.

The chalkboard was full of written notes, and the lesson objectives were also written on it. The teacher did most of the talking, but asked the learners many questions which he required them to answer individually. The questions the teacher asked were of a factual nature, which required recall of facts (Black, et al., 2003).

#### **5.6.5.2 Lesson presentation**

The teacher presented the lesson by literally reading from the chalkboard, which was full of notes. During the lesson the learners also followed the lesson in their textbooks, because much reference was made to either pictures or statements in the textbooks as well as to a single sheet copied from another source.

Much reference was made to the local situation. The learners’ attention was constantly on the teacher. There was little interaction between learners themselves. Some of the learners also tried to take down notes from the chalkboard while the teacher was explaining.

The teacher was well prepared for the lecturing method that he applied. The lesson started on time and was done according to the lesson plan. The teacher used a teacher-centred method where he did most of the explaining, talking and questioning.

The teacher explained the subject content well. All the learners were treated with respect and dignity with no bias toward either boys or girls. This was also a typical traditional classroom (See Hertz-Lazarowitz (cf. 4.2.13.1) under the presentation of school one, Karas Region).

#### **5.6.5.3 Educational media and instructional resources**

The only educational media that were used were the textbooks and notes handed out before the commencement of the class. There was no globe, neither were atlases used as teaching aids.

#### **5.6.5.4 Classroom organization**

The classroom organization was one of straight, single and double rows of desks, with little space in-between those rows. The classroom was filled to capacity. Desks were standing close to the chalkboard, and from wall to wall. The teacher's table was in the front of the class, close to the chalkboard, and the researcher was seated at this table observing proceedings in the classroom.

#### **5.6.5.5 Physical classroom condition**

The lighting was sufficient. The general atmosphere in the classroom was good.

#### **5.6.5.6 Explicit organization of group work**

There was no learner-to-learner interaction, but much teacher-learner interaction, only when initiated by the teacher. There were no group activities.

#### **5.6.5.7 Lesson conclusion**

At the end of the lesson, the teacher invited the learners to ask questions or to give an indication whether they understood the lesson or not. A group of learners invited the teacher to their corner and the teacher had some discussion with them.

In this lesson learners were asked at the end of the lesson to read further in their text books about the topics that was covered. The researcher was not able to record all the topics given at the end of the lesson and wondered how the teacher chose the tasks assigned to the learners.

### **5.6.6 School 6: Erongo Educational Region**

The teacher in the observation lesson was busy with a Grade 11 Geography class and the topic was “WIND DIRECTION”. The teacher introduced the researcher and allowed him to explain the purpose of the visit briefly.

#### **5.6.6.1 Lesson introduction**

The teacher then spent about two to three minutes introducing the topic of the day and also reminded the learners that the topic was part of the higher level NSSC syllabus and, therefore, they would take more time to complete the section.

#### **5.6.6.2 Lesson presentation**

The chalkboard was full of written notes, including the lesson objectives. The teacher did most of the talking, but asked the learners many questions which they had to answer individually. The questions the teacher asked were of a factual nature, which required recall of facts (Black, et al., 2003).

During the lesson the learners also followed the lesson in their textbooks, because much reference was made to either pictures or statements in the textbooks. Some learners tried to answer the questions asked by the teacher by reading from the textbook. However, the teacher did not allow this since she wanted them to explain in their own words.

Little reference was made to the local situation, with most reference being made to global situations. The learners’ attention was constantly on the teacher. There was little interaction between learners themselves, although the seating arrangement was such that learners faced each other. While the teacher was busy explaining, some of the learners also tried to take down notes from the chalkboard as well as the overhead projector. In this particular lesson, the

chalkboard was constantly being cleaned by the teacher and new information being written on it.

The teacher was well prepared for the lecturing method that she applied. The lesson started on time and was done according to the lesson plan. The researcher observed a teacher-centred method where the teacher did most of the explaining, talking and questioning.

The teacher was able to explain the subject content well. All the learners were treated with respect and dignity. This was also a typical traditional classroom (See Hertz-Lazarowitz) (cf. 4.2.13.1) under the presentation of school one, //Karas Region).

### **5.6.6.3 Educational media and instructional resources**

The teacher used the overhead projector, as well as the textbooks, with learners following the lesson in the latter. The chalkboard was also utilized as a resource. The teacher displayed some summary notes, but these were written in a faint hand-writing. It was not readable from the back of the classroom.

### **5.6.6.4 Classroom organization**

The classroom organization was one of straight, double rows, where learners faced each other, with hardly any space in-between rows. The classroom was filled to capacity. Desks were standing close to the chalkboard. The teacher's table was at the back of the classroom and the researcher was seated at this table to observe proceedings in the classroom.

### **5.6.6.5 Physical classroom condition**

The lighting was sufficient. The classroom was neat and adequately furnished.

### **5.6.6.6 Explicit organization of group work**

There was no learner-to-learner interaction but much teacher-learner interaction, only when initiated by the teacher. No group work was done.

#### **5.6.6.7 Lesson conclusion**

At the end of the lesson, the teacher invited the learners to ask questions or to give an indication whether they had understood the lesson or not.

#### **5.6.7 School 7: Oshana Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 10 Geography and the topic was “MAPWORK”. The teacher introduced the researcher, and allowed the researcher to explain the purpose of the visit briefly.

##### **5.6.7.1 Lesson introduction**

The teacher then spent about two to three minutes to introduce the topic of the day and also reminded the learners that the topic was part of the earlier Grades and, therefore, they would move quite quickly through the lesson.

##### **5.6.7.2 Lesson presentation**

Two learners, a boy and a girl, were nominated to draw contour profiles on the chalkboard. No objectives were written down. The teacher, although the learners were busy at the chalkboard, initiated most of the talking, and asked many questions to the learners and wanted them to assist the two learners in front of the chalkboard. The questions the teacher asked were factual in nature, which required recall of facts (Black, et al., 2003 under teacher one). During the lesson the learners also followed the lesson in their textbooks, because much reference was made to either pictures or statements in the textbooks.

Little reference was made to the local situation, but rather much reference was given to examples in the textbooks. The learners’ attention was constantly on the representatives in front of the chalkboard. There was interaction between learners themselves. A group of learners were sleeping during the lesson.

The teacher was well prepared for the lecturing method that he applied. The lesson started on time and was done according to the lesson plan. The researcher observed a more teacher-centred method, but the teacher during the interview disagreed with this. The teacher did most of the explanation, talking and questioning.

The teacher had the ability to explain the subject content. All the learners were treated with respect and dignity. This was also a typical traditional classroom (see Hertz-Lazarowitz (cf. 4.2.13.1) as presented under school one, //Karas region).

#### **5.6.7.3 Educational media and instructional resources**

There were wall maps and other placards on the walls. No technology like an overhead projector or digital projector nor a computer was used during the lesson. The only teaching aids that were used were the textbooks. There was no globe, neither were atlases used as teaching aids.

#### **5.6.7.4 Classroom organization**

The classroom organization was one of straight, single and double rows, with hardly space in-between those rows. The classroom was really filled to capacity. Desks were literally standing close to the chalkboard. The table of the teacher was in the front close to the chalkboard and the researcher was at the back of the classroom. The general atmosphere in the classroom was good.

#### **5.6.7.5 Physical classroom condition**

The lighting was sufficient. The classroom was neat and furniture was sufficient.

#### **5.6.7.6 Explicit organization of group work**

There was learner-to-learner interaction. No group work was done.

#### **5.6.7.7 Lesson conclusion**

At the end of the lesson, the teacher invited the learners to ask questions or to give an indication whether they understood the lesson or not. Some of the learners invited the teacher to their desks and the teacher had some discussion with them.

When the researcher looked at the classroom, it was observed that the desks were arranged in straight rows; the teacher's table was at the front; materials were not accessible to either the teacher or learners; the emphasis was on individual workbooks; covering the curriculum was the paramount objective; and interaction amongst learners was not encouraged (cf. 4.2.13.1).

#### **5.6.8 School 8: Oshana Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 11 Geography and the topic was "LANDFORM AND LANDSCAPE PROCESSES-RIVER-WATERFALLS". The teacher introduced the researcher, and allowed the researcher to explain the purpose of the visit briefly.

##### **5.6.8.1 Lesson introduction**

The teacher then spent about two to three minutes to introduce the topic of the day and also reminded the learners that this topic was part of the earlier Grades and therefore they would move quite quickly through the lesson. The learners were given a little handout.

##### **5.6.8.2 Lesson presentation**

The chalkboard was full of written notes for both Biology and Geography, which the teacher taught. The objectives were explained to the learners. The teacher had done most of the talking, but asked many questions to the learners and wanted them to answer the questions individually.

The questions the teacher asked were factual in nature, which required recall of facts (Black et al., 2003 under teacher one)

During the lesson the learners also followed the lesson in their textbooks as well as note books, because much reference was made to either pictures or statements in the textbooks. Little reference was made to the local situation and rather much reference was made to the global situation. The learners' attention was constantly on the teacher. There was little interaction between learners themselves. Some of the learners also tried to take down notes from the chalkboard or checked whether their answers in the note books were correct, while the teacher was busy explaining.

The teacher had the ability to explain the subject content. All the learners were treated with respect and dignity, with no differentiation between boys and girls. This was also a typical traditional classroom (see Hertz-Lazarowitz (cf. 4.2.13.1) as presented under school one, Karas Region).

#### **5.6.8.3 Educational media and instructional resources**

The chalkboard was used as the primary resource and was full of written notes for both Geography and Biology. Even the lesson objectives were written down. The learners' attention was constantly on the teacher. There was no interaction between learners themselves. Some of the learners also tried to complete homework, while the teacher was busy explaining.

The teacher for this lesson had a laptop and projector available to explain how waterfalls were formed. The other teaching aids that were used were the textbooks and as such with the application of the materials in the textbook. No globe or atlases were used as teaching aids. No reference was made to any of the placards or wall maps on the classroom walls.

#### **5.6.8.4 Classroom organization**

The classroom organization was one of straight, single and double rows of desks, with walking space in-between the rows. The teacher's table was at the front of the class and close to the chalkboard, while the researcher was seated at the back of the classroom to observe the classroom activities and procedures.

There were wall maps and other posters on the walls. No reference was made to these teaching aids. The general atmosphere in the classroom was good.

#### **5.6.8.5 Physical classroom condition**

The lighting was sufficient. The furniture was enough for that specific Grade.

#### **5.6.8.6 Explicit organization of group work**

There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher. No group work was done.

#### **5.6.8.7 Lesson conclusion**

At the end of the lesson, the teacher asked the learners to talk about the assignment given to them. It was an activity from the textbook dealing with questions from a worksheet. No timeframe for its completion was given.

When the researcher looked at the classroom, it was observed that the desks were arranged in straight rows; the teacher's table was at the front; materials were not accessible to either the teacher or learners; the emphasis was on individual workbooks; covering the curriculum was the paramount objective; and interaction amongst learners was not encouraged (cf. 4.2.13.1).

### **5.6.9 School 9: Otjikoto Educational Region**

The lesson for that day was 'Alternative to Course Work Paper.' This was a research paper that learners would do individually or in groups. It was a Grade 12 class and, according to the teacher, the class with good participation. The teacher, like at the other schools, introduced the researcher and the researcher explained to the learners briefly what the purpose of his presence was.

### **5.6.9.1 Lesson introduction**

The teacher explained to the learners the lesson objectives as per the Geography syllabus and for the specific unit they were to cover.

### **5.6.9.2 Lesson presentation**

The objectives were written down on a chalkboard which was already full of written notes. The teacher did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. The questions the teacher asked were factual in nature, which required recall of facts (Black, et al., 2003 under teacher one).

The lesson was written on the chalkboard and the teacher gave the learners about five minutes to read and thereafter the different groups had to report on what they understood about research, which was the alternative paper to course work. After the first five minutes the learners were not ready and they were given another five minutes. The teacher did not walk from group to group to find out what they were discussing or assisted them in any way.

After ten minutes the teacher decided which group would be first and so forth. Group one started and explained what their interpretation of the topic was. Facts were corrected by the teacher and not by the different groups. All the groups were given the opportunity to present and the teacher was involved in correcting the facts and not the learners in the different groups. During the lesson no learners amongst themselves challenged each other on any issue under discussion. One of the groups did not present their interpretation of the research process.

### **5.6.9.3 Educational media and instructional**

The only teaching aids that were used were the textbooks and as such with the application of the materials. There was no globe nor were atlases used as teaching aids. There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher.

#### **5.6.9.4 Classroom organization**

The classroom was organized in about five/six desks where learners sat in groups of five or six. In this case the learners were aware where to sit because the teacher did not indicate where they should sit.

The table of the teacher was in the front, close to the chalkboard and the researcher was at the back of the classroom observing the procedures in the classroom. There were wall maps and other placards on the walls, but no reference was made to these. No technology, like an overhead projector, a digital projector or a computer, was used during the lesson. The general atmosphere in the classroom was good.

#### **5.6.9.5 Physical classroom condition**

The lighting was sufficient. There was enough furniture.

#### **5.6.9.6 Explicit organization of group work**

Group work was done. Each group represented how they would research a topic.

#### **5.6.9.7 Lesson conclusion**

No home-work or project was given since the lesson would carry on the next day.

#### **5.6.10 School 10: Kavango East Educational Region**

The teacher, like in the other schools, introduced the researcher and the researcher briefly explained to the learners what the purpose of his presence was. The lesson for that day was 'Weather Instruments'. This was a Grade 11 class.

#### **5.6.10.1 Lesson introduction**

There was no lesson introduction. The teacher invited the groups to present weather instruments.

#### **5.6.10.2 Lesson presentation**

The learners used the chalkboard to display the charts they had copied from the textbooks. There were no written notes on the chalkboard. No objectives were written down nor did the teacher explain this to the learners. In that lesson the learners did most of the talking, while the teacher only verified some of the facts. One of the groups also made some weather instruments like the Stevenson screen and rain gauges from materials like plastic bottles and card boards.

The teacher asked factual questions, which required recall of facts (Black et al., 2003).

#### **5.6.10.3 Educational media and instructional resources**

No technology, like overhead projectors, digital projectors or a computer, was used during the lesson. The only teaching aids that were used were the textbooks and the posters made by the learners, as well as the instruments one group had made. There was no globe; neither were atlases used as teaching aids. There was no learner-to-learner interaction; the groups quietly listened while one of the members presented.

#### **5.6.10.4 Classroom organization**

The classroom organization was a little bit disorganized, which the teacher blamed on a function over the weekend. Before their presentation, the groups first gathered in a kind of a storeroom, adjacent to the classroom.

There was no table for the teacher. The teacher moved around the classroom all the time. There were no wall maps or other placards on the walls. The general atmosphere in the classroom was good.

None of the groups challenged one another on the facts presented. The researcher observed an uneven presentation, because one group only had one girl in the group while the other group had more girls than boys.

During the presentation the teacher reminded the learners that it was a typical examination question and the way the teacher corrected the facts was the way it would be asked in the examination and that was how they should answer it.

#### **5.6.10.5 Physical classroom condition**

Lighting was sufficient. There was not enough furniture. Even the teacher had no table.

#### **5.6.10.6 Explicit organization of group work**

Group work was done. The groups used the same power point notes and the representation from group one through to the last group was concerned with the same facts. The groups did not challenge each other on the factual presentation. The researcher is of the opinion that it was not effective. It was group work for the sake of group work. There were some learners in the group that did not contribute to the discussions.

#### **5.6.10.7 Lesson conclusion**

No homework or project was given since the lesson would carry on the next day.

#### **5.6.11 School 11: Kavango East Educational Region**

The lesson for that day was ‘Eco-Tourism.’ It was a Grade 12, Higher Level NSSC, class and, according to the teacher, it was the class with the best participation.

The teacher, like in the other schools, introduced the researcher and the researcher briefly explained to the learners what the purpose of his presence was.

#### **5.6.11.1 Lesson introduction**

The teacher then explained to the learners the lesson objectives as per the Geography syllabus and for that specific unit they were to cover. The objectives were written down on the chalkboard.

#### **5.6.11.2 Lesson presentation**

Two groups were selected to perform a typical village situation with the headman, his advisor and a member representing the local community as well as an interpreter. During the role play investors who wanted to build lodges presented their proposal to the headman and his delegation.

The teacher did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. The questions the teacher asked were factual in nature, which required recall of facts (Black, et al., 2003).

#### **5.6.11.3 Educational media and instructional resources**

There were no wall maps and other placards on the walls. No technology like an overhead projector, digital projector or a computer was used during the lesson. The general atmosphere in the classroom was good. The only teaching aids that were used were the textbooks. There was no globe; neither were atlases used as teaching aids/educational media.

#### **5.6.11.4 Classroom organization**

The classroom was organized in about five/six desks where learners sat in groups of five or six and there were chairs organized in a circle in the front of the classroom. The day's lesson was presented through drama and role play. In this case the learners were aware where to sit, because the teacher did not indicate where they should sit.

The table of the teacher was in front, close to the chalkboard and the researcher was at the back of the classroom observing the procedures in the classroom.

#### **5.6.11.5 Physical classroom conditions**

The lighting was sufficient and the classroom was neat and tidy.

#### **5.6.11.6 Explicit organization of group work**

Group work was done. The learners were divided into groups of five to six learners.

#### **5.6.11.7 Lesson Conclusion**

No homework or project was given since the lesson would carry on the next day.

### **5.6.12 School 12: Zambezi Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 12 Geography and the topic was "MAPWORK". The teacher introduced the researcher, and allowed the researcher to explain the purpose of his visit briefly.

#### **5.6.12.1 Lesson introduction**

The teacher then spent about two minutes to introduce the topic of the day and also reminded the learners that the topic was part of the earlier Grades and therefore they would move quite quickly through the lesson. The objectives were explained to the learners.

#### **5.6.12.2 Lesson presentation**

The teacher did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. The questions the teacher asked were factual in nature, which required recall of fact (Black, et al., 2003).

Reference was made to the local situation. The learners' attention was constantly on the teacher. There was no interaction between learners themselves. Some of the learners also tried to take down notes from the chalkboard, while the teacher was busy explaining.

The teacher, for the lecturing method that he applied, was well prepared. The lesson started on time and was done according to the lesson plan. The researcher observed a teacher-centred method where the teacher did most of the explanation and questioning.

The teacher had the ability to explain the subject content and showed a passion for teaching the subject Geography. All the learners were treated with respect and dignity. This was also a typical traditional classroom (see Hertz-Lazarowitz) (cf. 4.2.13.1) as presented under school one, Karas Region).

#### **5.6.12.3 Educational media and instructional resources**

No technology, like overhead projectors or digital projectors, were used during the lesson. The general atmosphere in the classroom was good. The only teaching aids that were used were the textbooks and topographical maps and as such the application of the materials. There was no globe; neither were atlases used as teaching aids. There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher.

#### **5.6.12.4 Classroom organization**

The classroom organization was one of straight, single and double rows, with little to no space in-between those rows. The teacher's table was at the front, close to the chalkboard and the researcher was seated in the front row of the classroom, observing the procedures. At this school the learners did not rotate classes. The teachers were rotating and as such about six different teachers used the same classroom, therefore, the lack of wall maps or placates in the classroom.

#### **5.6.12.5 Physical classroom conditions**

The lighting was sufficient. The classroom was neat. All learners had furniture.

#### **5.6.12.6 Explicit organization of group work**

No group work was done.

#### **5.6.12.7 Lesson conclusion**

At the end of the lesson, the teacher gave homework and learners had to read pages 369-372 from the textbook.

#### **5.6.13 School 13: Zambezi Educational Region**

The teacher, like in the other schools, introduced the researcher and the researcher briefly explained to the learners what the purpose of his presence was.

##### **5.6.13.1 Lesson introduction**

The teacher explained to the learners the lesson objectives as per the Geography syllabus and for the specific unit they were to cover.

##### **5.6.13.2 Lesson presentation**

The learners had with them typed notes from which they did the presentations. On the chalkboard, which was full of written notes, the objectives were also written down. The teacher wrote some questions, while the learners presented the facts on pull and push factors.

The classroom was organized in about five/six desks where learners sat in groups of five or six. In this case the learners were aware where to sit, because the teacher did not indicate where they should sit. The learners did work from what looked like power point notes after which the group's spokesperson, assisted by the members, explained their interpretation of the push and pull factors.

All the groups were given the opportunity to present and the teacher was involved in correcting the facts and not the learners in the different groups. During this lesson none of the learners amongst themselves challenged each other on any issue under discussion.

The group consisting of two learners did not present their findings. During the presentation the teacher reminded the learners that it was a typical examination question and the way the

teacher corrected the facts was the way that they should answer it if were asked in the examinations.

There were questions written on the chalkboard for homework and learners wrote those down. The teacher did not walk from group to group to observe or to assist with their discussions on the topic.

#### **5.6.13.3 Educational media and instructional resources**

There were no wall maps and other placards on the walls. No technology like overhead projectors, digital projectors or a computer was used during the lesson. The only teaching aids that were used were the textbooks and as such with the application of the materials. There was no globe; neither were atlases used as teaching aids. There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher.

#### **5.6.13.4 Classroom organization**

The teacher's table was in the front, close to the chalkboard and the researcher was in front of the classroom observing the procedures from there. The desks were organized in groups of five to six desks. The general atmosphere in the classroom was good.

#### **5.6.13.5 Physical classroom conditions**

The lighting was sufficient. The classroom was neat and tidy.

#### **5.6.13.6 Explicit organization of group work**

The learners worked in groups. The learners in this region, like the ones in the Karas Region, also worked from power point notes. The different groups presented the same factual information. Again the groups did not challenge each other and this was also group work for the sake of group work.

#### **5.6.13.7 Lesson conclusion**

The teacher asked the learners to write down the possible examination questions from the chalkboard.

#### **5.6.14 School 14: Omaheke Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 11 Geography and the topic was the “THE PHYSICAL WORLD: HYDROLOGICAL CYCLE”. The teacher introduced the researcher, and allowed him to explain the purpose of his visit briefly.

##### **5.6.14.1 Lesson Introduction**

The teacher then spent about two minutes to introduce the topic of the day and also reminded the learners that the topic was part of the earlier Grades and therefore they would move quite quickly through the lesson.

##### **5.6.14.2 Lesson presentation**

On the chalkboard which was full of written notes, the objectives were also written down. The teacher did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. However, there were not many responses from the NSSC higher level group. Only one girl answered all the questions. The questions the teacher asked were factual in nature, which required recall of facts (Black, et al., 2003).

During the lesson the learners also followed the lesson in their textbooks, because much reference was made to either pictures or statements in the textbooks. The NCCS ordinary level learners were given questions to work out, while the teacher taught the NSSC higher level learners.

Little reference was made to the local situation. There was no interaction between learners themselves. Some of the learners also tried to take down notes from the chalkboard, while the teacher was busy explaining.

The teacher, for the lecturing method that she applied, was well prepared. The lesson started on time and was done according to the lesson plan. The researcher observed a teacher-centred method where the teacher did most of the explanation and questioning.

The teacher had the ability to explain the subject content and showed a passion for teaching the subject Geography. All the learners were treated with respect and dignity. This was also a typical traditional classroom (see Hertz-Lazarowitz (cf. 4.2.13.1) as presented under school one, Karas Region).

#### **5.6.14.3 Educational media and instructional resources**

There were wall maps and other placards on the walls. No technology like an overhead projector, digital projector or a computer, was used during the lesson. The general atmosphere in the classroom was good. The only teaching aids that were used were the textbooks. There was no globe; neither were atlases used as teaching aids.

#### **5.6.14.4 Classroom organization**

The classroom organization was one of straight, single and double rows, with space in-between those rows. The table of the teacher was in the front, close to the chalkboard and the researcher was at the back of the classroom observing the procedures in the classroom.

#### **5.6.14.5 Physical classroom conditions**

The lighting was sufficient. There was enough furniture.

#### **5.6.14.6 Explicit organization of group work**

There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher. No group work was done.

#### **5.6.14.7 Lesson conclusion**

At the end of the lesson, the teacher gave homework.

### **5.6.15 School 15: Omaheke Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 11 Geography and the topic was “THE PHYSICAL WORLD: COASTAL AND MARINE PROCESSES”. The teacher introduced the researcher, and allowed him to explain the purpose of his visit briefly.

#### **5.6.15.1 Lesson introduction**

The teacher then spent about five minutes to introduce the topic of the day with reference to the types of waves.

#### **5.6.15.2 Lesson presentation**

The teacher, while explaining, had literally read from prepared notes. Reference was made to the local situation, like Swakopmund and Walvisbay. The learners’ attention was constantly on the teacher. There was no interaction between learners themselves. Some of the learners also tried to take down notes from the chalkboard, while the teacher was explaining. The learners themselves asked questions, although some out of context.

On the chalkboard, which was full of written notes, the objectives were also written down. The teacher did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. The questions the teacher asked were factual in nature, which required recall of facts (Black et al., 2003).

The teacher, for the lecturing method that he applied, was not well prepared. The lesson started on time and was done according to the lesson plan. The researcher has observed a teacher-centred method where the teacher did most of the explanation and questioning.

The teacher had no ability to explain the subject content and did show a passion for teaching the subject Geography. All the learners were treated with respect and dignity. This was also a typical traditional classroom (see Hertz-Lazarowitz (cf. 4.2.13.1) as presented under school one, Karas Region).

### **5.6.15.3 Educational media and instructional resources**

There were wall maps and other placards on the walls, but no reference was made to these. No technology like overhead projectors, digital projectors or a computer were used during the lesson. The general atmosphere in the classroom was good. The only teaching aids/educational media that were used were the textbooks. There was no globe; neither were atlases used as teaching aids.

### **5.6.15.4 Classroom organization**

The classroom organization was one of straight, single and double rows, with space in-between those rows. The table of the teacher was in the front, close to the chalkboard and the researcher was at the back of the classroom, observing the procedures in the classroom. The lighting was sufficient.

### **5.6.15.5 Physical classroom conditions**

The lighting was sufficient. The classroom was neat and tidy and there were enough desks and chairs.

### **5.6.15.6 Explicit organization of group work**

There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher. No group work was done.

### **5.6.16.7 Lesson conclusion**

At the end of the lesson, the teacher gave homework, which was an activity from the textbook.

## **5.6.16 School 16: Khomas Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 12 Geography and the topic was "PHYSICAL WOLRD- EARTHQUAKES". The teacher introduced the researcher, and allowed the researcher to explain the purpose of his visit briefly.

### **5.6.16.1 Lesson introduction**

The teacher then spent about two minutes to introduce the topic of the day and also reminded the learners that the topic was part of the earlier Grades and therefore they would move quite quickly through the lesson.

### **5.6.16.2 Lesson presentation**

There were written notes on the chalkboard; no objectives were written down. The teacher did most of the talking, but asked many questions to the learners and wanted them to individually answer the question. The questions the teacher asked were factual in nature, which required recall of facts (see Black et al., 2003).

Specific learners were asked to explain with diagrams what they understood about earthquakes. The other learners participated by correcting the learner who gave the explanation. The learners' attention was constantly on the teacher. There was no interaction between learners themselves. Some of the learners also tried to take down notes from the chalkboard, while the teacher was busy explaining.

The teacher, for the lecturing method that he applied, was well prepared. The lesson started on time and was done according to the lesson plan. The researcher observed a teacher-centred method where the teacher did most of the explanations and questioning.

The teacher had the ability to explain the subject content and showed a passion for teaching the subject Geography. All the learners were treated with respect and dignity. This was also a typical traditional classroom (see Hertz-Lazarowitz (cf. 4.2.13.1) as presented under school one, Karas Region).

### **5.6.16.3 Educational media and instructional resources**

There were wall maps and other placards on the walls. No technology like overhead projectors, digital projector or a computer was used during the lesson. The general atmosphere in the classroom was good. The only teaching aids that were used were the textbooks and as such

with the application of the materials. There was no globe; neither were atlases used as educational media.

#### **5.6.16.4 Classroom organization**

The classroom organization was one of straight, single and double rows, with spaces in-between those rows. The table of the teacher was in the front, close to the chalkboard and the researcher was at the back of the classroom, observing the procedures in the classroom. There was no learner-to-learner interaction, but rather much teacher-learner interaction, only when provoked by the teacher.

#### **5.6.16.5 Physical classroom conditions**

The lighting was sufficient. The classroom was neat. Every learner had a desk.

#### **5.6.16.6 Explicit organization of group work**

No group work activities were performed. Neither was there any discussion on a one-to-one basis amongst the learners.

#### **5.6.16.7 Lesson conclusion**

At the end of the lesson, the teacher gave homework which was an activity from the textbook dealing with earthquakes.

### **5.6.17 School 17: Khomas Educational Region**

The teacher in that specific classroom observation lesson was busy with Grade 11 Geography and the topic was “THE PHYSICAL WORLD: HYDROLOGICAL CYCLE”. The teacher introduced the researcher, and allowed the researcher to explain the purpose of his visit briefly.

#### **5.6.17.1 Lesson introduction**

The teacher then spent about two minutes to introduce the topic of the day and also reminded the learners that the topic was part of the earlier Grades.

### **5.6.17.2 Lesson presentation**

The objectives were also written down on the chalkboard which was full of written notes. The teacher had given the learners questions to be completed over the weekend and wanted the learners to give feedback on their answers. The responses were not effective. It seemed that the learners either had not done the homework or they did not understand the questions. The teacher from then onwards did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. The questions the teacher asked were factual in nature, which required recall of facts (Black, et al., 2003).

Little reference was made to the local situation. Some of the learners also tried to take down notes from the chalkboard or to correct facts in the notebooks, while the teacher was explaining.

The teacher, for the lecturing method that he applied, was well prepared. The lesson started on time and was done according to the lesson plan. The researcher observed a teacher-centred method where the teacher did most of the explanation and questioning.

The teacher had the ability to explain the subject content and showed a passion for teaching the subject Geography. All the learners were treated with respect and dignity. This was also a typical traditional classroom (see Hertz-Lazarowitz (cf. 4.2.13.1) as presented under school one, Karas Region.

### **5.6.17.3 Educational media and instructional resources**

There were wall maps and other placates on the walls. The teacher used a digital projector during the lesson. The general atmosphere and discipline in the classroom were good. The teaching aids that were used were the textbooks and a digital projector. Although there were very good materials on the walls no reference was made to those. There was a globe, but no atlases were used as teaching aid.

#### **5.6.17.4 Classroom organization**

The classroom organization was one of straight, single and double rows, with spaces in-between those rows. The teacher's table was in the front, close to the chalkboard and the researcher was at the back of the classroom, observing the procedures in the classroom.

#### **5.6.17.5 Physical classroom conditions**

The lighting was sufficient, and the classroom was neat. All learners had furniture.

#### **5.6.17.6 Explicit organization of group work**

Here was no learner-to-learner interaction, rather much teacher-learner interaction, but only when provoked by the teacher. No group work activities were done.

#### **5.6.17.7 Lesson conclusion**

At the end of the lesson, the teacher again reminded the learners that they should complete the question, because the questions might appear in the end of year question paper.

### **5.7 SUMMARY OF ANALYSIS AND PRESENTATION OF OBSERVATIONS**

The analysis and presentation of the observations can be summarized as follows:

#### **5.7.1 Lesson introduction**

All teachers visited had spent time of about two minutes to introduce the topic of the day and also reminded the learners that the topic was part of the earlier of content or Grades.

#### **5.7.2 Lesson presentation**

Some teachers as indicated under the specific region have written the objectives down on the chalkboard which was in the majority of schools full of written notes. In cases where the

teachers were responsible for another subject, those written notes were also on the chalkboard. The majority of teacher had given the learners questions to be completed either for the next day or cases where it the lesson was on an Friday in such case for over the weekend and wanted the learners to give feedback on their answers. At almost all schools visited, the responses were not effective. It seemed that the learners either had not done the homework or they did not understand the questions. The teachers did most of the talking, but asked many questions to the learners and wanted them to answer the questions individually. The questions the teacher asked were factual in nature, which required recall of facts (Black, et al., 2003).

In all schools, whether the content has provided local referencing, however, little reference was made to local situations. It seems that learners had to take down notes, because most of the learners also tried to take down notes from the chalkboard or to correct facts in the notebooks, while the teacher was explaining.

All the teachers visited was well prepared for the lecturing method that they applied, In all instances the lesson started on time and was done according to the lesson plan. The researcher observed in 14 off the 17 schools visited a teacher-centred method where the teacher did most of the explanation and asking questioning.

All the teacher visited had the ability to explain the subject content and showed a passion for teaching the subject Geography. All the learners were treated with respect and dignity.

### **5.7.3 Educational media and instructional resources**

In all classes visited where the subject teacher were hosted had wall maps and other placates on the walls. In cases where the teacher had to utilize available classrooms as per the school timetable there were materials of other subjects displayed. It most mostly head of departments or senior teacher who did not have their own classrooms. In only two cases teachers used a digital projector during the lesson. Two other teachers used the overhead projector. The general atmosphere and discipline in the classrooms were good. The teaching aids that were used were the textbooks, topographic maps where applicable, overhead projectors and digital

projectors. Although there were very good materials on the walls no reference was made to those. The classrooms where globes were available were not used.

#### **5.7.4 Classroom organization**

In all but, three classrooms the classroom organization was one of straight, single and double rows, with spaces in-between those rows. The teacher's table was in the front, close to the chalkboard and the researcher was at the back of the classroom, observing the procedures in the classroom.

#### **5.7.5 Physical classroom conditions**

The lighting was sufficient, and the classrooms were neat. Only at one school the learners did have enough desks and had to share the furniture.

#### **5.7.6 Explicit organization of group work**

In the majority of lessons there were no learner-to-learner interaction, rather much teacher-learner interaction, but only when provoked by the teacher. Only three teachers had group work activities.

#### **5.7.7 Lesson conclusion**

At the end of the lesson, all teachers again reminded the learners that they should complete the question, because the questions might appear in the end of year question paper.

## **5.8 INTERVIEWS WITH GEOGRAPHY TEACHERS**

### **5.8.1 Introduction**

The researcher interviewed the 17 teachers with reference to the following: Section One was about teaching and resources. The aim was, firstly, to determine, after the observations, what other methods teachers were applying in teaching Geography and, secondly, to determine what instructional resources/materials they were using when teaching Geography, as well as, thirdly, what their understanding in general was about learner-centred education. A fourth aim was to determine how they would define learner-centred education and, fifthly, whether their teacher training was done through a learner-centred mode.

### **5.8.2 Teaching methods of Geography**

The researcher observed that in most lessons the teachers used a lecturing method of teaching, while including the question-and-answer method. During the interview the researcher wanted to know from the teachers what other teaching methods they applied. Their comments were as follows. The researcher indicated to all but the ones that have done group work and role play, that they had applied a lecturing method, which in fact was a teacher-centred approach. In Chapter Four the researcher discussed the different methods which included: observation; discussion; project; laboratory; demonstration; fieldwork and lecturing.

**Question: In this lesson you were dealing with (topic/s). Could you tell me briefly how you decided what method to use to teach this topic?**

Recordings was done according to the sequence of schools visits. The research is reporting throughout on that sequence. This is applicable to methods, instructional resources/materials, understanding in general was about learner-centred education, definition of learner-centred education and, whether teacher training was done through a learner-centred mode.

The teachers responded as follows:

**Karas region, Teacher 1:** *“Do you refer to a specific method that one can use? For CBD this type of topics come from the lower Grades of CBD from Grade 9, Grade 10 as well as Grade 11. So, according to me, it is a well-known topic and the best way to address this type of topic is you use a question-and-answer method. In order to make the learners involved in the class, you check the level of understanding of the kids, what they know about CBD and see how you can assist in getting the objective for the day, and to check what you want to achieve for the day.*

*I use a variety of methods. Sometimes, maybe a research method, a technique, which I give maybe a certain topic for a few minutes, put them in groups of four maybe so that they can read already through that topic and have an idea before we go into that topic in-depth. So, we use several. Sometimes a story-telling method will also help to link it with what we have today.*

**Karas region, Teacher 2:** *It depends. My methods will vary from me giving them learner-centred education where they will be given a task, they will be divided into groups, and it will also vary in the sense that I will also be the person responsible for teaching them, showing them, talking to them and on a basis where I will give them guidance, if they may ask for it, on how to complete such a given task which was given to them in groups.*

*So, on the current topic that I have covered with the kids today, which is on hydro-electric power plant, I thought it is better to have a source or a diagram that shows the lay-out of a hydro-electric power plant, and with information attached that gives a little bit of what is happening at the hydro-electric power plant whereby the kids will be able to discover on their own by looking at the source and try to link the sequence up to the last stage of whereby electricity is supplied to the consumers.*

**Hardap region, Teacher 3:** *Sometimes, but not always. In most cases if I decide it is learner-centred then it is going to be learner-centred for that lesson.*

**Question:** The follow up question was: “Now how would you teach a learner-centred lesson?”

*Maybe give them a topic to discuss in groups, maybe in groups of five and then they will present their findings after discussion.*

**Hardap region, Teacher 4:** *Since I have been teaching the subject in the Grade, which is Grade 12, for almost 5 years now, normally I will first think about last year I did this with the previous Grade 12s, the approach that I have used, then the other year I have to try the other way around, even though it is a learner-centred approach that I have to use throughout. But in my learner-centred approach there are many ways to tackle it as well, whereby sometimes you can just throw questions to the class at large, and then you get their knowledge, or you can give maybe a source that has to do with the topic or the objectives that need to be covered, and then kids will just discover.*

**Kavango East Teacher 5:** *Yes, a good example of learner-centred education is role play and drama. Those are one of the learner-centred that we might use. And then the teacher-centred we might use modelling. You as the teacher demonstrate, where the learners listen or observe what you are doing.*

*Yes, first learners were explained the objective of the lesson and the topic at hand. So everyone was given responsibility to play a specific character. Some were given to go and find out how the community reacts to such practices, eco-tourism, and how the people set up those facilities, what challenges do they have, how they go about convincing the people in the community, what are the benefits involve, etc. So everyone was given a character to go and find out, so that was the task at hand.*

*The decision is taken depending on the topic at hand. There are topics that you really need learners to get first-hand experience. A topic like eco-tourism is not something that is happening in schools so you need for them to understand the theory part unless they have to do the practical. So you have to involve them.*

**Question: Do you usually use only more than one method in your teaching?**

*Definitely, I use more than one method.*

*Can you elaborate on that?*

*There are times I use a teacher-centred approach and there are other times I have to use a learner-centred approach.*

**Kavango East, Teacher 6:** *This is basically a practical, especially research techniques; it involves practical implementation of what we learn in class. So, what should basically happen, I am just giving these learners guidance. As a reference they should actually basically go and write up their own resource proposal with reference to hypothesis, topic, content, research methodology and so forth. So, at the moment what I am giving them are examples of studies, secondary sources of [indistinct] data, studies that have already been done for them to be able to show an understanding of the processes involved in the dealing of writing up a research proposal, the methods of data collection, and eventually writing a conclusion, and the presentation of data such as in graphs, different types of graphs (bar graphs, line graphs, triangular graphs, pie charts) and so forth.*

*So, my methodology is basically informal guidance session on how they should complete the research techniques. Most of the work will be done by the learners themselves, but I am also there as a mentor as well as a person who can give them advice on how to change or adopt methods of research techniques in order for the best presentation of their research topic.*

**Question: Do you usually use only one method or more than one method when you are teaching?**

**Hardap region, teacher 3:** *It depends. My methods will vary from me giving them learner-centred education where they will be given a task, they will be divided into groups, and it will also vary in the sense that I will also be the person responsible teaching them, showing them, talking to them and on a basis whereby I will give them guidance, if they may ask for it, on how to complete such a given task which was given to them in groups.*

*Yes, I do because I do feel that there is a space in our teaching system for the teacher to teach too, but I like the kids to work on their part and then I just fill in the gaps.*

*I do question-answers where I give them questions that they do and then they report back to me, or otherwise if I see they have no background knowledge whatsoever then I would give them a teacher-centred lesson. But I try to stay away from that.*

**Hardap region, teacher 4:** *The method that I normally use to teach the topic, what I normally do is to go to the syllabus, because when you go to the syllabus there is kind of like syllabus interpretation. You read and it can guide you on how it can help you, like it also helps you on how to teach that specific topic. Because when you go to the subject policy also, they have a thick document on different topics and they also guide you on how to do it. Like when we are doing count, they are advising us to do more kind of group work because this is like fieldwork. In the class you only do a little bit of theory and then you teach the learner how to do it, and then from there what they are supposed to do is to go in the field and collect the information.*

*In the teaching we can use different approaches. So in most cases we can have a combination of teacher's approach, you can have questions and answer, then you can also have group work. So you can integrate all of them because you cannot have only one teaching method, because you need to integrate all of them. Meaning to say teachers should also kind of like play a major important role to guide the learners, which is kind of like the teacher approach should come in. And then at the same time you should also have question and answer whereby you have to ask the learners and they have to respond to check whether they understand. At the same time you also need to have group work. Learners need to kind of like discuss in the groups and in that way they can also learn from each other.*

*I thought I must use a learner-centred approach because that was the best for the learners. I wanted my learners to dig deeper and find information just to test their knowledge, whether they can discover things on their own.*

**Khomas region, teacher 5:** *Yes, I always use. I do not rely heavily on a learner-centred approach only for a reason: Because, you know, the learner-centred approach with the learners, this is*

something that I have seen with the learners. They normally, when you give them a task where they can collect or gather information, they only transfer the information directly from the source, that is, from the textbook. That is why I always change the methods, and sometimes I use a teacher-centred approach where I can explain things and at the same time find out, ask those questions directly.

Use of textbooks and sometimes I am going on the internet to see if I can find extra information. Specifically I remember that day I was having information about earthquakes that were appearing in Namibia. Like, we do not know in Namibia usually about that because the density is usually not that strong. So, looking up extra information, using your syllabus and your textbooks, and yes, sometimes trying to get videos, DVDs that you can play and show the learners, say, how a volcano can erupt, for example to show it to them to make them understand it better

**Erongo region, teacher 6:** Yes, it depends on the topic, if it is a topic that allows more practical. Say, in Grade 10 for example if you use map work, the map work paper, then you can do like group work. I can call them to the blackboard to draw some diagrams. If you explain, say, contours, how do draw different contours you can call them to the blackboard. You can group them and give them practicals to work out. Grade 11 and 12, a little bit difficult to do that although I think we can also use different methods in explaining information to them.

Map work is a very technical topic and sometimes very complex. The teaching methodology that I use will be chosen depending on the learners' prior knowledge. That is a topic they already did it in Grade 9 and they did it in Grade 8, but there is still quite a lot of stuff that they have to do, like calculating gradients apart from calculating distance. So, the teaching method that I use is basically based on the learners' prior knowledge and looking at the basic competencies that are stipulated in the syllabus. We may maybe use some drawing on the chalkboard, but sometimes I use projectors but yesterday I could not use it.

**Erongo region, teacher 7:** I decided to use the question and answer method because already I know learners have got experience of what is happening in the topic. And where they have pitfalls that are where I can emphasize that this is how I chose the thing.

sometimes use more than one method especially there are times when learners must know the skill of how to use a thing, not even to measure something. Then I cannot just present it, they must actually do the measuring of a thing. And if it is a curve there, they cannot use a ruler to measure. So we will always use a string. That string I must show them how to put it on the desired distance to be measured. But I talk how they must do it, they must physically do it. So, I may talk and they may experience.

**Oshana region, teacher 8:** It always depends on the previous lesson that you presented on the previous day. How you stop with that one will determine how you are going to start with the lesson of the following day. So there must be a link relationship between the lesson of yesterday and today. You are reminding them what you did, so the next lesson will be part of yesterday. Because if now I am on high level Geography, the [indistinct], or for somebody to understand my lesson unless you were there a day before. Because you might not see how the lesson started, because it must be linked to what I have discussed yesterday. Unless when I am starting with a new topic, that is something else, but if it is a continuation of the work, so it is sometimes hard to know how is this lesson starting.

**Oshana region, teacher 9:** Yes, it is depending on the topic that you are offering to the learners. Topics have to be given in a different way. So, there are topics that need the learners to discuss them as in a group, before you give kind of feedback. So it must be discussed by the learners first. But before the discussion learners must make a little bit research on that one and group work, and give feedback to you and then you just give them also your final decision that it is like this. Some topics do not really need learners to go out there and research or discuss in a group, some is just individual work. So you give them questions and you demand answers from them to see how they are getting it.

**Oshikoto region, teacher 10:** *I look at the knowledge stage of the learners, at what stage they are, what they able to get from me as the teacher is, how I should teach them. I just look at the stage where the skills and the knowledge of the learners are, because these are Grade 11 so we are introducing them to the different learning processes. It is not the same as Grade 10, so that is the reason why I have to decide and that is how I decide, looks at the stage of learning where they are.*

**Zambezi region, teacher 11:** *Yes, whenever I am planning a lesson I have to look at what I am expecting from the learners. Then if I am to go and teach then I know what I am going to expect from the learners. Looking at the stage of the learners and knowledge, then I am going to change my methodology according to [intervention].*

**Omaheke region, teacher 12:** *I feel that it is easier for me instead of saying how to pass a ball, to tell someone pass the ball and then give the information that I feel is necessary for him to do the thing properly. They are coming with weather instruments for such a long time, since Grade 8 it is in the syllabus, so I feel find out what they know and then just color the picture. It works a lot better because they also learn more in working by themselves or in a group. Yes, I have noticed that especially your slower learner learns more from his friends than he for example learns from the teacher, because his friends are with him all the time, they go at his pace and, and that does not always happen in class formally. So, I rather let them work with each other and learn from each other.*

*The conclusion of the researcher is that the majority of the teachers during this specific interview were vague on the different teaching methods. The teachers were of the opinion that group work was the main teaching method to apply. There were a few who indicated that they used research, modeling, demonstration, observation, fieldwork and discussion. It seems that teacher themselves were not aware of any other teaching method than questions and answers and group work.*

### 5.8.2.1 The use of educational media or instructional material

The researcher observed that in most lessons the teachers used only the chalkboard, single page notes and the textbook as educational media or instructional material. During the interview the researcher wanted to know from the teachers what other instructional material or resources they made use of while teaching. During the interviews the following surfaced: The researcher asked the following question during the interview regarding the utilization of resources/instructional material.

**Question: I noticed that you have used the following material. The materials were then named by the researcher, like chalkboard, handouts, digital projector, overhead projector or text book.**

*Karas region, teacher 1: Dealing with certain topics you would come across that some teaching materials are difficult to get, but if one could have maybe reached out to newspapers and stuff, maybe some books which one can find in shops, just to give a clear or better view on how a CBD actually looks like and what type of things it consist of, then it could have been a better way to address this topic.*

*And also, if one has an OHP in the classroom, because I have no OHP, if I could have had an OHP then maybe some of the things could have been explained in a proper way. And one can also refer to the internet. If maybe we could have reached the lab, but there are classes that are also getting classes there, so it is difficult to get the lab to your disposal so that you can give the kids a better view on a certain topic.*

*Karas Region, teacher 2: On the outline of the resources I may say for the lesson itself it was a little bit limited, but I had posters as well, the old ones. Normally on topics like this, after I have discussed the lesson with the kids I sometimes ask the principal if I can take the kids to the ITC room whereby we can use computers or I can display on PowerPoint, where at least kids can acquaint themselves with the real structure of what we are referring to. So, that I normally do for the difficult topics.*

**Hardap Region, teacher 3:** *The material to use in the class, what I do is before I go to the lessons, let me say, this is what I plan the previous day, I get the syllabus and I look what is the syllabus saying, because sometimes they also guide us on what materials to use. And from there we have different textbooks with different information. What I normally do is I use to sit down and then I compile all the information from different textbooks. Because when you go to the class and say learners should use textbooks, sometimes the information can be broad in such a way that learners might not understand. So then I have to compile them from different textbooks. Sometimes I have textbooks that are not available to the learners due to the fact that it can be very expensive. Some of these textbooks are not even available and they are very expensive, so I have to compile all of them a handout for the learners, and when I go to the class I have to make sure that learners are in possession of the right information. And sometimes I also have to make use of the chalkboards, just to make addition of the notes that are most important, the learners to note where it is more important.*

*I think we have one here in the lab and there is one in the design room where kids are having Design and Technology, but it is difficult (because these subjects must also continue as the day is progressing) to get the lab to your disposal. Maybe afternoons it could have been [indistinct].*

*At the moment we do have problems with media because we should actually do fieldwork techniques, but we need certain equipment. Like you have probably noticed in class, we talked about the line dividers and we talked about pentameters and we talked about clinometers for measuring angles of slope, we talked about flow meters which we normally use for measuring the speed velocity of streams. Now, all of this is equipment that I actually should have in my class, and we have done it before on measuring streams. We went into practice, we went to a river close by and we measured some of the measurements that we normally do in alternative to practicals, such as the width of a stream and the depth of a stream. But when it comes to other measurements that must be taken, we do have somehow, even with weather studies at the moment we need materials for constructing our own weather station such as, for example, barometers and we need minimum and maximum thermometers. And at the moment our resources are a little bit limited with regard to that.*

*The digital projector? Yes, what I do is, because as I said we have these constraints, even with the Grade 12s, unfortunately I was not able to show that part to you as well, what I do is I have a couple of movie clips as well as pictures downloaded from the internet, which I like showing learners in order to bring a reality to the classroom. It is like showing them this is what the study is about and bringing home to them what it looks like in reality. So, that laptop and projector system of doing things actually brings to the learners an approach whereby they can actually see, when we talk about beach studies they can see the beach. And in the previous classes, especially for the Grade Ten learners, we are busy with a topic at the moment called regional Geography of Namibia where there are a couple of pictures about agriculture in Namibia, physiographic regions of Namibia. And in such a way the learners not only learn the content, but he can envision himself. If I talk about the coastal physiographic region he can see a picture of the coastal region. If I say this is the escarpment, this is the Brandberg Mountains, he can actually look at the picture and realise oh, that is what it looks like. So in a matter it actually helps a lot.*

*And also with lesson preparation it makes me better prepared at the end of the day, than I know I do my lessons in advance so my content is covered. And then the night before, instead of doing everything together I just read through what I have already prepared for them. So it is a nice way of preparing your lessons in advance and in so you can also read up about other information and so enhancing your own knowledge about the certain topic.*

**Hardap Region, teacher 4:** *Because the introduction was so simple and easy, when we started with the other content, especially tomorrow's lesson they have to draw a map of Namibia where they have to indicate all the other tourist attractions in Namibia, then a map will be available and the laptop will also be there together with all the information about the tourist attractions in Namibia. And these physical things we just learned today, tomorrow there will be pictures of it on the white board to see, for example, the Fish River Canyon, the Namib, the sand dunes, so that they can also see it, the physical part, why it attracts. But, because of the fact that today was just an introduction therefore I did not bring along anything else.*

**Erongo Region, teacher 5:** *The reason why I use the chalkboard is for notes. You cannot really write notes and the hand [indistinct]. It wastes a lot of papers. But then, the diagrams, because questions in Geography are based on diagrams, everything that you teach you have to give them a diagram so that they see what we are talking about. If you talk about [indistinct] for example, you know all the [indistinct] are like this. And the challenge that we face, we are supposed to have something that they are going to see live, like projectors, which I am finding difficult. That is why I am trying to collect money from the learners so that we buy our own, fix it in here, connect the computer, show them videos of a river, for example, and then different river stages.*

*I designed them. I took some from the internet, make sure that I removed some of the information, put them in the way that I want them, that I think is easier for them to understand. Some of them are from the textbooks, different textbooks. I normally use different textbooks and take from there and there and there, and combine them and it will give you good notes for the learners.*

**Erongo Region, teacher 6:** *Depending on the topic that you are teaching, which actually differ. Some topics are easy to access materials, but in this case like in these topics, the way they do the project, when they design a project which [indistinct] already did they are required to go and look for those materials. So when they bring the materials it will help them to understand [indistinct], because they are the ones that are going to do those instead of me going to point everything. I gave them a page with the notes, the different characteristics and the features [indistinct] land form of each stage. Now, every time I finish a stage, those land forms, before I teach them I ask them to come up with [indistinct], to understand them. Because if I have to teach them sometimes, they must write up something, come up with, they are already indicated in that page that these features are this and this and this. So when they come here with the information I ask them what you learned about this, how is this formed. So from there we carry on.*

**Oshana region, teacher 7:** *I actually use past question papers and select the parts that I am busy dealing with from the NSSC. Yes, and no at the same time, because we were actually*

*expected to use materials that are of quality equivalent to the examination so that we will not give them too easy exercises in the class and it would disadvantage them when they are going to face more difficult questions in the exams. So we were advised to use more quality sort of questions.*

**Question: That is coming from questions papers?**

*Yes, so that there is not much difference.*

*No, how I select them, I actually prepare them myself through downloading photographs and diagrams from the internet, and then I use summaries to accompany those photographs.*

**Kavango East region, teacher 8:** *Our school does not have a computer room. In the whole school we have two overhead projectors, so for that reason I only get it sometimes on a Saturday and then I have to call my kids in on the Saturday to come and sit for a video session or something like that. But I also feel that the learner, it should actually be at his house and I am not so sure that it would ever be 100%. But I also feel that that should not make you not use it because the one with the computer can then help the one without the computer. And the one with the computer is not necessarily your faster learner.*

*With the age of the internet I cannot see that there is a lack of information. The problem is the money that it costs for them to have a computer, to connect a computer to the internet. And in that case there were a couple of learners in today's lesson that used the internet but they used the internet from my laptop. Which means that at certain times they come to me and they utilize my laptop, especially in the afternoons, because in the afternoons I am teaching NAMCOL classes too, where I do not necessarily use my computer. So, during that time when they come in they take my computer and they go onto the internet. Textbooks are also a problem with us. Most of this data that I get I get from different sources, and they do not always have access to the same sources. But I try to make my laptop readily available for them to collect information.*

**Kavango East region, teacher 9:** *There was no use of resources because that was a continuation lesson. So, before we started with the lesson we used the textbook, we used some tourists,*

pamphlets and I also took them to the computer lab so they did some research on the concept eco-tourism on the internet. So, they did the research first. Resources, another thing are the media, the library. Some of the books there are not really topic orientated; question paper banks, external question paper banks. But these are all physical constraints that we are facing at the moment to implement this.

**Zambezi region, teacher 10:** I would think that would be one of the constraints. And so, I think if possible I would think that classrooms should be more orientated in such a way that more media should be provided to learners.

But I think even in bigger groups you can implement learner-centred teaching if they have the resources. The problem at the end boils down to the resources.

Availability of resources especially computers?

**Zambezi region, teacher 11:** For map work, you know, in the past we were using maps from Zimbabwe, and now we have changed, when we localised that thing we changed to South African maps. But now we have too many because we just started in 2012 with this [indistinct].

The resources are limited, like maps, like I am telling you. The only ones we are using are those ones which we are normally retrieving after exam. Those are the only ones which are there. The other problem is books. The textbook, we have a big one. They are very rare. In that class there are only six textbooks which are there. So, to supplement, this is why I try to demonstrate and do a lot of things on the chalkboard that learners can just copy.

**Omaheke region, teacher 12:** The reason why I use the chalkboard is for notes. You cannot really write notes and the hand [indistinct]. It wastes a lot of paper. But then, the diagrams, because questions in Geography are based on diagrams, everything that you teach you must to give them a diagram so that they see what we are talking about. If you talk about [indistinct] for example, you know all the [indistinct] are like this. And the challenge that we face, we are supposed to have something that they are going to see live, like projectors, which I am finding difficult. That is why I am trying to collect money from the learners so that we buy our own, fix it

*in here, connect the computer, show them videos of a river, for example, and then different river stages.*

**Omaheke region, teacher 13:** *No, how I select them, I actually prepare them myself through downloading photographs and diagrams from the internet, and then I use summaries to accompany those photographs.*

*In summary, during the interview it surfaced that what the researcher had observed on instructional material or resources was a true reflection of the limited resources. The majority of teachers only used the chalkboard, handouts and the textbook as resources. Only two of the teachers used a digital projector; another teacher had a digital projector but did not use it for the lesson observed. Only one teacher used an overhead projector, but only to display notes, which the teacher never referred to during the lesson. This was reflected in the section about observations.*

#### **5.8.2.2 Teachers' perception on learner-centred education**

The researcher also tested the teachers on their perception of learner-centred education. The interview question was as follow:

**Question: There is a great deal of talk today in education about learner-centred approaches, where learners talk more in class to each other, ask more questions, and so on. What are your views on this?**

The responses following are those of the teachers.

**Karas region, teacher 1:** *As a teacher that is coming from the old regime it was really, it took a couple of years before we started applying this learner-centred approach. But I think today, the things that have changed that you as a teacher also has to change your approach, give them the opportunity to talk. If they talk, mostly learners like to listen to each other instead of just listening to the teacher. So you also have to use this new approach to be successful today as a teacher.*

*They are very useful and they can actually help learners in knowing or learning more as they teach and discuss and talk amongst each other.*

**Karas region, teacher 2:** *Kids differ from one another. This year you will get classes that are actively involved in the class, they respond, they are eager to work. But the next year you will sit with kids that they are just there, it is up to you to get them involved in the class. You have to do anything. You give them papers, you let them write something on the topic, you ask two questions on the board, and then you want them to be involved, they have to answer, or you give them something to prepare on and the next day they have to present, and then they come, they stand with papers and then read from the paper, which is very difficult for you. So, we need more than this approach to get to the kids. Somewhere along the line we need to maybe look at the learner-centred approach and it is difficult when you have these kids that do not want to partake in the class.*

**Hardap region, teacher 3:** *The learner-centred approach I think is more effective, but as teachers sometimes we feel it is so difficult at the beginning, especially if you are used to talk more, and then it will be so difficult for you to give a chance to the kids. But if you just put yourself a little bit down and give the floor to the kids, there will be wonders. And that is what I applied as well. But at first it was a little bit challenging but when I tried this method I realized that it is more effective and it does help. Normally at the beginning I will motivate my kids: This is your lesson and you must feel at home and feel it is you to learn. I am just like a facilitator or somebody that has to guide. And that motivates them better, because I have realized even the less able learners, as time goes on they are pushing and they are coming up.*

**Hardap region, teacher 4:** *My view on the learner-centred approach, I will say it can work, but then there are also a lot of challenges that we are encountering.*

*The approach itself is also fine, because it is the learners that need to learn so they must be given enough time to discuss and learn from one another. Also, they should also be given time to ask what they do not know from the teachers, rather than the teacher going in the class and then at the end of the day it is you who are talking and then the learners are not given a chance*

to learn. Because it is like when you go there and talk, you are just talking but the learners are not learning. Give them the freedom, a chance to talk, a chance to ask questions, a chance to learn. The approach good, I think it is good.

**Khomas region, teacher 5:** A learner-centred approach is a good system, but on the other hand there are some bad about it. Now, the good thing about learner-centred is that it gives learners opportunity to think for themselves and discover some of the things that they do not know just on their own. So these people can gather information and present. But on the other hand, I always struggle sometimes with the learners because you might give them something, a topic that the learners have never treated before, and it is always a problem for them to gather information regarding that topic. If they are to gather information they will only dictate, they draw information, extract information directly from the sources. And that one does not in any way create a better understanding because normally the whole idea is for them to be able to discover things and gather information in their own way so that it can create a better understanding. But when information is extracted directly from the source, I do not think learners will be able to understand it.

**Erongo region, teacher 6:** My personal view is for us, I do not want to say old teachers, but for us it is difficult to really go over to completely learner-centred education. One feels sometimes that learners are getting out of hand, they want to take over the classes. But at the end changes must come in to make our kids to think more critically to be able to analyze things themselves. So, although it is difficult for us, but I think one way or another we will have to allow that learner-centred education.

**Erongo region, teacher 7:** Yes, learners have to talk more but that will depend on the topic at hand. You start a topic and the primary objective is to get learners involved, but when learners have few information about that topic they would not really talk much but at least as a teacher you try to get them involved, perhaps by asking questions based on their prior knowledge, you just encourage them to ask questions where they do not understand. And I think also in the classes [indistinct] raising up their hands, you will go to this one, the other one would say this. I think that was okay, because it was a new thing. I mean, the same thing would not happen

today if I have to continue with the same topic. Today it will be different and many learners will participate. But overall you look at whether this objective has been met, and the only way to know this is by assisting them. If you give them a test and they pass the questions, so you know the objective has been met. I think the old-school of teacher-centred does not work well anymore, but as I said earlier, it is not just confined to group work. Where learners participate and are saying something, to me that is learner-centred, and I have to make sure those objectives are met.

**Oshona region, teacher 8:** The approach itself is also fine, because it is the learners that need to learn so they must be given enough time to discuss and learn from one another. Also, they should also be given time to ask what they do not know from the teachers, rather than the teacher going in the class and then at the end of the day it is you who are talking and then the learners are not given a chance to learn. Because it is like when you go there and talk, you are just talking but the learners are not learning. Give them the freedom, a chance to talk, a chance to ask questions, a chance to learn. The approach good, I think it is good.

**Oshona region, teacher 9:** A learner-centred approach is a good system, but on the other hand there are some bad about it. Now, the good thing about learner-centred is that it gives learners opportunity to think for themselves and discover some of the things that they do not know just on their own. So these people can gather information and present. But on the other hand, I always struggle sometimes with the learners because you might give them something, a topic that the learners have never treated before, and it is always a problem for them to gather information regarding that topic. If they are to gather information they will only dictate, they draw information, extract information directly from the sources. And that one does not in any way create a better understanding because normally the whole idea is for them to be able to discover things and gather information in their own way so that it can create a better understanding. But when information is extracted directly from the source, I do not think learners will be able to understand it.

**Oshikoto region, teacher 10:** My personal view is for us, I do not want to say old teachers, but for us it is difficult to really go over to completely learner-centred education. One feels

*sometimes that learners are getting out of hand, they want to take over the classes. But at the end changes must come in to make our kids to think more critically to be able to analyze things themselves. So, although it is difficult for us, but I think one way or another we will have to allow that learner-centred education.*

**Kavango East region, teacher 11:** *Yes, learners have to talk more but that will depend on the topic at hand. You start a topic and the primary objective is to get learners involved, but when learners have few information about that topic they would not really talk much but at least as a teacher you try to get them involved, perhaps by asking questions based on their prior knowledge, you just encourage them to ask questions where they do not understand. And I think also in the classes [indistinct] raising up their hands, you will go to this one, the other one would say this. I think that was okay, because it was a new thing. I mean, the same thing would not happen today if I have to continue with the same topic. Today it will be different and many learners will participate. But overall you look at whether this objective has been met, and the only way to know this is by assisting them. If you give them a test and they pass the questions, so you know the objective has been met. I think the old-school of teacher-centred does not work well anymore, but as I said earlier, it is not just confined to group work. Where learners participate and are saying something, to me that is learner-centred, and I have to make sure those objectives are met.*

**Kavango East region, teacher 12:** *My belief is that it makes a learner to know much more when they talk it over. But now, the problem there is of the fact that a person will talk more if he knows the thing, especially as I have experienced [indistinct]. You will find there will be a situation where learners have not experienced anything on a topic which is in a book. There you will find that even when you want them to talk, they will talk [indistinct] because that is how limited their experience is. Unless we provide them with resources to say this is what is here, this is what is there, so they may go and read and when they come back at least they have the knowledge of what to say.*

*In summary, on the issue of perception, the teachers did have a clear understanding of what learner-centred education was. The teachers mentioned that learners had to observe, discuss*

*and do fieldwork. Learners needed to ask more questions and had to be involved in the lesson. Objectives should also be clear and teachers should know whether objectives were met at the end of a lesson.*

### **5.8.2.3 Teachers' definitions of learner-centred education**

The follow-up question on the perception issue was to find out whether the teachers could define learner-centred education. Following are responses the researcher received from the teachers.

#### **Question: What is your definition of the term "learner-centred approaches (LCE)?"**

***Karas region, teacher 1:** Learner-centred, as it indicates, that here the emphasis is more on the learners in the sense of to make sure that they actually understand and they should also participate in the lesson. In the old days we as the teachers were standing there in front and just explained everything on the board, and there the learners go. But today it is really difficult because first of all you must have the discipline in class. It must be very well important.*

***Karas region, teacher 2:** As a teacher that is coming from the old regime it was really, it took a couple of years before we started applying this learner-centred approach. But I think today, the things that have changed that you as a teacher also has to change your approach, give them the opportunity to talk. If they talk, mostly learners like to listen to each other instead of just listening to the teacher. So you also have to use this new approach to be successful today as a teacher.*

***Hardap region, teacher 3:** This is, I think, the kind of approach where learners are usually actively involved in the classroom, so they are not being passive but active.*

***Hardap region, teacher 4:** My definition actually is learners should be involved from the beginning of the lesson to the end of the lesson, whether it is writing something, oral questions and answering, presenting something in front of the class, assisting one another, peer teaching involvement. They should be actively involved in the class, not just sit and absorb information and then go home, but they should be more active in the class.*

**Erongo region, teacher 5:** *Learner-centred approach is more about the learners themselves tackling the lesson, learners themselves discovering the objectives, learners themselves getting the knowledge on their own. It is not whereby a teacher has to provide. As a teacher you just give the objectives, you give the resources, but let the learners discover their own learning.*

**Erongo region, teacher 6:** *My definition of a learner-centred approach is where a teacher gives a topic, a teacher is more a facilitator in that he gives more guidance instead of explaining all the work he gives topic tasks, he gives related information, he deals with the topic using the outline of the topic. And what the learner-centred approach is that these learners should work individually as well as in groups in class, especially with regard to group work maybe to analyze a certain topic and to discuss it among themselves. And yes, this is for me learner-centred education, my idea of what learner-centred education is taking topics home, peer tutoring, finding out from one another, projects – given them a project on a certain topic for them to form a group on their own, discuss the ideas about the topic, maybe write a report on the topic, maybe summarize the topic, and then come to the teacher, and then amongst the learners maybe even provide a lesson to the rest of the learners such as saying okay, this is my topic, this is what we discussed in our group. This for me is learner-centred education.*

**Oshona region, teacher 7:** *I feel that in a learner-centred approach there is still a big role for the teacher to play. I feel that if you do not select your groups well, or you do not select your topic well, then education can be hindered by learner-centred. So you must afterwards, I also go and evaluate myself to see did this lesson work, should I try another way of teaching, but at the end of the day I feel that learner-centred should be the learner should work more but with the help of the teacher still.*

**Oshona region, teacher 8:** *The term "learner-centred approach", I would rather say a learner-centred approach is a teaching approach whereby learners are given enough time to discuss, to talk, and to ask questions, rather than a teacher talking much. So I would rather say it is more that learners are given enough time to talk and ask questions than a teacher. And learners also need to learn from one another a chance to learn. The approach good, I think it is good.*

**Oshikoto region, teacher 9:** *It is a system where learners are given time to discover things on their own. These are things that they do not know maybe. So it is from the known to unknown, so we are creating an opportunity for them to find out things, information that will help them in the whole process of learning.*

*School 10: Definition on learner-centred approaches, if a teacher explains something, explains and from there gives it over to the learners to discuss, do exercises, assignments, do extra research on their own, and come back and the teacher must make sure they understand the topic.*

**Kavango East region, teacher 10:** *Learner-centred approach is an approach where learning and teaching are taking place in the classroom and most learners are involved and they are taking part. And the teacher is not the source of knowledge, so they can ask questions and sometimes may go beyond what is happening in the class. And they feel that they are part of learning and the teacher is not a source of information. So there is actually an interaction in that class between the students and the teachers.*

**Kavango East region, teacher 11:** *The way I understand that thing is to say the learners should participate in the lesson to give the way of what they know, but the teacher must be there to facilitate so that they should not just talk carelessly just like that. They must talk but they must talk a guided talk in class.*

**Zambezi region, teacher 12:** *I feel in a learner-centred setup the learner should come up with the answers, and to do that he must do the research and everything that goes with it. It is not even a thing that I ask him a question and he has to give me the answer, because then I am still leading him. I want to first know what he knows and then, like I said before, I color the picture in. I do not know if that is the answer to the question, but that is how I understand learner-centred.*

**Zambezi region, teacher 13:** *Learner-centred I think is when teachers act as facilitators of learning where the learners have to do the learning themselves, and the teacher has to be a*

*facilitator of learning. The learner has to participate more, has to do a lot. That is what I understand about learner-centred.*

*In summary of the teachers' understanding of LCE, the researcher found that the teachers had a clear understanding of what learner-centred education was. The following articulations can support the findings: the teachers had to change their teaching approaches from the previous regime where the teachers did all the talking and learners passively listened to the teacher. There should be total learner involvement in a learner-centred approach. Learners should ask more questions, do writing and summaries on their own, discuss more, discover present information either individually or in groups on their own and do more research. Learners should do projects on their own and come up with reports. The teacher should just be a facilitator. In this summary, it is clear that teachers did understand the concept of learner-centred education.*

#### **5.8.2.4 Teacher training**

Namibia has been under different colonial rules with different teacher training programs. Teachers had been trained prior to Independence globally and therefore had different teaching styles. The researcher wanted to determine whether teachers were trained to teach through a learner-centred approach.

**Question: During your teacher training, was learner-centred teaching effective, while you were trained as a teacher by your lecturers? Have they been taught through learner-centred teaching?**

The way in which teachers were trained also had an effect on whether teachers would be in a position to apply and implement learner-centred teaching effectively. Tables 6.5 and 6.5 show that the majority of teachers were trained before the implementation of the learner-centred approach at tertiary level. The researcher received the following responses:

***Karas region, teacher 1:*** *I am unfortunately one of the guys that came after. In our time they mentioned it but it was not a big thing. It became a big deal after Independence.*

**Karas region, teacher 2:** No, we mostly concentrated on the content and you as the teacher how you should perform in front of the class. And I think it was much easier, especially your preparation at that time.

**Hardap region, teacher 3:** It was. I had my teaching practice at some of the senior school in Windhoek. So, kids that side are more talkative and once somebody is visiting your class also, these kids, some kids just do not want to act or participate in the class, they introverts sit and just listen.

**Hardap region, teacher 4:** Yes, I can think about especially in the teaching methods, the major subjects were you are to do the teaching methods in Biology and in Geography, we had lots of presentations whereby you need to prepare something as a student and then you have to present. And we were taught more as well that give a chance to your learners at least to have more to say in a lesson rather than you as a teacher.

**Khomas region, teacher 5:** During my teacher training learner-centred education, I would say not really. We still had the more teacher-centred approach.

**Erongo region, teacher 6:** Not really.

What was then the teaching method?

**Erongo region, teacher 7:** Lecturing. So, 17 years back is still after we have accepted that teachers should be trained, because we are now in 23 years of independence, and 17 years back, so we have been six years into teacher training, the new approach. During my teacher training learner-centred education, I would say not really. We still had the more teacher-centred approach.

**Oshana region, teacher 8:** No, I would rather say it was only effective in some parts of Geography where we needed to do practicals, but in most cases it was kind of like you go in the lecture hall where it can be hundred and something students, and then it is more of a lecturer talking. Students were not given enough time to discuss and talk, not really. If you are the most quiet one you can even finish your B.Ed without saying anything in the class, if the class is very

full. But for Geography it is more practical. Practicals were given more time to discuss and to talk to one another, but not really. Especially in subjects that have more of education content, like we had Educational Psychology, just to mention few whereby a lecturer was just talking, you were never getting enough time to talk.

**Oshana region, teacher 9:** No, no. I mean, most of the teaching was done through the teacher-centred approach, so there was not much emphasis done on the learner-centred approach.

**Oshikoto region, teacher 10:** No, it was not.

**Kavango East region, teacher 11:** I would not really say that it was effective. At tertiary institution must that took place was lecturing. Lecturing was not learner-centred. That is something that we only began to employ when you are in the classrooms, when you are on the ground. So there was no relationship between what we did at college and what is in the class. Those are quite different. I did my college in the 90s, it was different. And then the concept of learner-centred was a new concept and some lecturers did not really understand that at all.

**Kavango East region, teacher 12:** I was trained a long time ago, so [incomplete]

**Zambezi region, teacher 13:** Lecturing is very different, maybe because at university it is mostly teacher-centred, because a teacher has to do this and do that and does that. We go and write the assignment after that, we hand in the assignment. It is some that we do some dramas and all those, maybe presentations. But the university level is mostly the lecturers that are doing the most part.

In summary the majority indicated that learner-centred education including teaching was not effective. Teachers were not trained according the learner-centred approach.

### 5.8.2.5 Challenges or problems in implementing LCE

*The researcher wanted to determine whether the teachers experienced challenges or problems while implementing LCE in their teaching activities.*

**Question: Are you experiencing problems with the implementation of learner-centred education in your school?**

**Karas region, teacher 1:** *I would probably say classroom sizes. At the moment we have very small classrooms to arrange desks into groups.*

**Karas region, teacher 2:** *The big classes are a challenge. In the perfect world I would like them to be 20 maximum, but we cannot do that.*

**Hardap region, teacher 3:** *Yes, because if they were fewer it would be much easier to use the learner-centred approach.*

**Hardap region, teacher 4:** *But at the moment what we are sitting with is that learners themselves are not disciplined enough to have this learner-centred approach.*

**Khomas region, teacher 5:** *Some learners are disciplined enough to have a learner-centred approach, but in some cases some learner just do not have the motivation to do the study work on their own and that is why I still employ this teacher-centred approach most of the times.*

**Erongo region, teacher 6:** *I think it comes down to self-motivation or lack of discipline from the side of the learners. I might be mistaken, maybe there are learners, but it is not in all cases, but the classrooms we have, 80% of it these learners, in all honesty, lack the self-motivation and lack the self-discipline.*

**Erongo region, teacher 7:** *Yes, one of the biggest problems that you have is discipline. It must be well-organized, you as the teacher must be very well-prepared as well, and from there another problem is you should make sure that all the learners are involved otherwise you will have a major problem with discipline especially in your class.*

**Oshona region, teacher 8:** Yes, the problem is mainly time; the duration of a period is only 45 minutes. Because sometimes learners do not presenting their findings and I have to move on to the next lesson, which is not supposed to be.

**Oshona region, teacher 9:** One, I would say kids that do not participate in class, the shy type of kids. Sometimes you get ill-disciplined learners, disruptive learners who will always deviate, you and you are disciplining the child while the time is running out for the other 25 that are sitting in the class. So this type of things is really hindering the progress of learner-centred education. And you have mentioned the lack of resources. Would you say that is also a challenge Yes, actually the lack of resources as well? But I think we are better off compared to the other schools, coming to resources. But certain topics are just abstract that you will not have enough resources for a specific topic. But once you go the extra mile you can reach some of the information. In my classes so far not that there are no problems, but the problems only happen if you have a larger class. I will just put it in the past, whereby if you have maybe kids 40 and above sometimes it is a little bit, it may be effective like the active learners will be able to show up, but the less able ones it will be difficult for you as teacher to spot out those that are left behind, the slow ones. That is the only challenge that I have observed.

**Oshikoto region, teacher 10:** You have mentioned ill-discipline, lack of motivation and a lack of resources. If we look at the physical Geography aspect part maybe fieldwork, and so on. But is there more than what you have mentioned already?

Discipline not so much because of the person that I am. Most of the kids know me as a coach because I am involved heavily with the sports, so I really cannot complain about discipline.

What are the bigger classes? You mentioned 49. How do we handle that?

The bigger classes are a challenge. In the perfect world I would like them to be 20 maximum, but we cannot do that. But I think even in bigger groups you can implement learner-centred teaching if they have the resources. The problem at the end boils down to the resources.

**Kavango East region, teacher 11** Yes, a lot of problems that I have experienced. Problem number 1, one of the challenges that you are facing especially in Namibian schools when it comes to learner-centred approach, as I said before learners should be given more time for them to talk, but then the time allocation in most cases is not enough. So you go to the classes and sometimes you only have 40 minutes to present your lessons, and then you will not really have enough time to give learners time to discuss and for them to give feedback. If we have for instance five groups in the class, each group needs like 10 minutes: they need 5 minutes for discussion, they need 5 minutes for presentation. At the end of the day the time will not be enough. I would rather say the time allocation is not enough.

**Kavango East region, teacher 12:** And the other thing is a large number of learners. Like the class that you have observed today is a class of 38, around there. But now, in most of the classes that we have in the school, that is the class with fewer learners. Most of the classes that we have are 40, 41 and 42, and it is always difficult to group the learners. When you are putting them in a group it means that you are going to have more groups.

**Zambezi region, teacher 13:** I think the main one is the lack of learning and teaching materials. So as long as that problem is there, I know we will struggle with the system. It will not be easy for us to implement it, but we are willing. But the whole process of implementing it is being hampered by the lack of teaching and learning materials Discipline? And also discipline among the learners. It is also a problem because there are so many things that prevent the whole system from working much more effectively, because yes, we can talk about giving learners that time to think but I think the problem of discipline is also becoming a major problem in schools, so it is also hampering the process. A challenge maybe also I forgot to mention is the fact that Grade 11 and 12 you have higher level learners. Grade 11 is still fine, but coming to Grade 12 it is difficult because you have them in one class. And that is also a big challenge because you do not get the different levels different times of the day, it is in one class. So that is a challenge to give through what you want ordinary for that period and what you want higher level learners. Even the way learners are answering certain questions, because as a higher level learner you need to say more. So that is also a challenge. Material, yes it would be nice if you have like a

*smart board in your class where you can just bring up a volcano and learners can see. But that must not be an excuse for us to still see what we can give to the learners.*

**Zambezi region, teacher 14:** *What I think [indistinct] number 1, is lack of teaching facilities. We have quite a lot of projectors here in this school, but other schools do not have. Textbooks, [indistinct] in the class yesterday the reason they have handouts is because we do not have enough textbooks in Geography. I mean, they are sharing a book, and they are four, one book. So, that is a problem. But we have ordered some books and I spoke to the principal who said the school will buy. That other school received from Millennium Challenge Account and (indistinct) reach us. I think that is a problem, lack of facilities and textbooks. And partly maybe in other schools, the fact that some teachers would not really understand learner-centred, especially teachers who went to college in the 80s did not do anything about learner-centred.*

**Omaheke region, teacher 15:** *Looking at the learners that we have, how capable they are, because most of the learners that we have here are learners that some of them are not really interested in school, we force them and most of them are struggling, academically they are strolling. Now, it actually makes it difficult for you to introduce what you want, to teach the way you want in the form of learner-centred. But somehow somewhere we always manage to use the learner-centred approach in our teaching.*

**Question: What do you think are the most challenging factors that hinder the implementation of LCE?**

**Omaheke region, teacher 16:** *Generally it is the training of teachers. Some of the teachers, when they introduced learner-centred, I do not know how many years ago, when they introduced it, it was just something being taught, and people heard about learner-centred. But there was no training of teachers that teacher-centred is like this, learner-centred is like this. The methodology that the university is using to teach, because I was also part of the universities that train teachers, we could see that students are not always exposed to the aspect of learner-centred. They are just been taught to be teachers, but then the emphasis is not really on learner-centred. So that is a difficulty.*

**Khomas region, teacher 17:** *The other difficulty is the situation that we find ourselves in, the materials at school. Obviously we have to come up with teaching aids, but sometimes schools do not have enough resources, and that is also difficulty for learner-centred. That is another aspect, thank you for reminding me. Because if sometimes you let the learners do something, they either stay there, do nothing, you group them to do something, and then at the end of the day they did not do anything. And then you will be faced with a situation whereby you did not cover what you wanted to cover, the learner did not get anything because of the discipline among learners.*

*In summary of the teachers' implementation of LCE, teachers indicated that the following were challenges/problems in the implementation of learner-centred education: Discipline and a lack of motivation were two of main challenges in Namibian schools where Geography was taught. The duration of periods for teaching Geography was a problem. A further challenge was where higher and ordinary level learners were in the same class, but different topics had to be covered. The challenge was to keep the ordinary level learners busy, while the teacher was teaching higher level content. Training of teachers and the support from regional offices were also experienced as problems.*

**Question:** **There is also a document from NIED 'How Learner-centred Are You?' Have you applied this document while preparing for a learner-centred approach?**

The majority of teachers were not willing to answer this question.

**Karas region, teacher 1:** *No, we have the learner-centred circulars so we have them in our files, so we always have a look at it, go through, just to always remind yourself how you successfully can apply that.*

**Karas region, teacher 2:** *In the school it has been [indistinct] that each and every teacher is provided with the document of learner-centred approach. And then there was a time that the principal took an initiative of us to go through it in a meeting, it was a staff meeting, so that the teacher can be aware. I am aware of how learner-centred I am, I [indistinct] about myself, I*

know, and at least I know how to use the method, except that sometimes I am limited because of the challenges that I am facing.

**Hardap region, teacher 3:** Oh yes. Not on a daily basis. Like I said, it depends on the topic that I am to treat with the learners.

**Hardap region, teacher 4:** No, I do not think I use that document on a daily basis. If I use my syllabus and I know about the content about learner-centred education in some important documents, but I do not use that document every day.

**Erongo region, teacher 5:** Well, I would not remember everything but I know I had that document. We had the document at college and also had it in our file that we used, only that we do not take that to class to evaluate yourself daily.

**Erongo region, teacher 6:** When I am preparing a specific topic, I will have items for myself and I must also have items for my learners. That is why I say I will talk, and then a question, or I will question first, then I will talk after they have given me what they know.

**Oshana region, teacher 7:** I can only remember we were only provided with that document from the regional office, but then in most cases they will just tell you use learner-centred approach. In most cases they will just say use it shelved it.

This document 'How Learner-centred Are You?' are you constantly using that document while you are preparing your lessons?

**Question: Have you recently read articles about learner-centred education?"**

Not all the teachers did answer this interview question.

**Kavango East region, teacher 1:** Not really an article. I am busy reading one of the journals from NIED which all of them are talking about learner-centred approach. It was just released in April last year.

**Hardap region, teacher 3:** No, to be honest, I did not download.

*Hardap region, teacher 4: To be honest, not so recently. I went through the learner-centred approach in my personal file, but that was also at about 980 kilometers per hour! I would not say that I am a boffin that I would know everything about learner-centred teaching.*

*Oshona region, teacher 8: I have not done that for quite a while now, but I understand the concept. My concentration for the past five years was studying ICT, telecommunication law that I am doing, but I am still teaching.*

*Erongo region, teacher 6: Usually once in a week, or two times in a week. But if I am too busy with other stuff of the Ministry, two weeks might go. Like in these two weeks' time I went there once just to research my winds and cyclone, that story that I wanted to show the learners. Time is another problem. You see, when you research, if I sit there for 3, 4 hours, you are not researching for small information, you research more and more and more than you say, and then you come back.*

#### **5.8.2.6 Summary**

The aim of this interview question was to test whether the teachers had read policy documents and whether they actually implemented them on a daily basis or regularly. Unfortunately, not all the teachers were prepared to have the answer to this question recorded. Those who responded were either vague or indicated that they were not applying the documents on a daily basis or even regularly.

### **5.8.3 INTERVIEWS WITH PRINCIPALS**

Interviews were conducted with 17 schools principals where senior secondary Geography was offered as a school subject.

#### **5.8.3.1 Introduction**

The researcher interviewed principals to determine whether safe, constructive and learner-centred teaching and learning took place in their schools, in general, but specifically in Geography. All principals were of the opinion that their schools provided a safe and conducive

environment for teaching and learning to be executed to the fullest. Great care was given to the learners with social difficulties, when class and subject teachers were reporting individual cases to the Life Skills teachers. The duty of the Life Skills teacher was to follow up and provide practical solutions to the challenges that learners might face. In total, six questions had been posed to each principal, but the researcher for purpose of this study concentrated on the views of principals where learner-centred teaching and learning took place in their respective schools.

The most important question for the researcher was that of the issue of whether learner-centred teaching and learning was taking place on a daily basis and herewith the responses of principals to the question:

### **5.8.3.2 Constructive learner-centred teaching and learning**

The researcher wanted to determine whether learner-centred teaching and learning was taking place on a daily basis. Are lesson preparation in such a manner that it always cater for learner-centredness? The following question was posted to principals during the interview

**Question: Do you think that lessons are well-prepared in such a manner to always cater for learner-centred teaching and learning? Explain in-depth with examples.**

The following responses were recorded:

***Principal 1:** Just as I have said now, there are old dogs that we cannot teach new tricks and as much as we encourage learner-centred teaching we cannot claim that it is happening in every classroom and on a daily basis. There are teachers who feel there is still room for the teacher-centred presentations, while at times they will resort to child-centred teaching also. But it is especially the old guard that remains with the old-fashioned style of teacher-centred teaching.*

*However, as I mentioned also, we have brought in integrated smart boards and in this way we are trying to encourage teachers to move away from the old-fashioned style of teaching, because what we are doing is, we are teaching kids the way we were taught, and times have changed, and unless we move with times we will not really stimulate our learners enough to do better in their subjects. But it is a given fact that at our school there is a move in the direction of*

*a more learner-centred approach. We have seen it at other schools where this approach is applied, that the results are also better.*

**Principal 2:** *Yes, the lessons are well-prepared because there is the format of the lesson preparation which the teachers normally follow, whereby they have to attend to group work activities as well as individual learner activities, as I have already mentioned. During our classroom observation we used to attend to those areas, we use to ensure that the teachers are attending to all the learners in groups as individual learners, and if there are those learners who did not get the lesson clearly then it will compensate on that group of learners. It can be a group of learners or an individual learner.*

**Principal 3:** *No, I do not think with learner-centred there is still a big problem with the planning especially also. I do not have any examples at the moment to show. I only know a few teachers that really use the learner-centred approach when I see the outside with their learners. And the planning, I think they should be more advised on how to do it and more examples for them also.*

**Principal 4:** *When you look at the part of the question that says always cater for learner-centred, we are not there, we are surely not there. The reason why I am saying we are surely not there is, because if the results come out the results are not satisfactory, which means there is a place or part where we do not reach our learners. [indistinct] we want to reach our learners, we need to reach our learners, but we are not reaching our learners. That is why I referred you to the intervention that we are engaged in currently.*

**Principal 5:** *In some cases it is very possible, because if you look at the learners' work, the work that they do every day you will find that there is enough work in their books. If you look at the tests that the learners have done, you will see that there are enough tests. The projects, you see that they have done. They are covering the syllabuses, they are going according to the syllabus. In some other cases there is still much to be done, desired to be done.*

**Principal 6:** *It is coming back to the previous question. Like I said, lessons are prepared and you find very interesting lessons. If you just look at a paper or at that lesson plan you can clearly see this is definitely more learner-centred than teacher-centred, but coming into the classroom you*

*find definitely a different setup. And like I said, it is very difficult. When you have a class of 30 or 35 learners it is very easy to do some of these things, but when it comes to 48 learners and you go in a classroom and there are not even enough desks and chairs for group activities or different kinds of things, it becomes very, very, very difficult. But we encourage teachers always, whenever we are preparing to make sure that the focus is on the learners and not really only a teacher standing there and talking. And you do find that there are some of them that are trying to balance it. Many of them, I want to say the majority are there, but there are still some that are struggling with it.*

**Principal 7:** *I will say sometimes, and most of the time it might not favor the learner-centred approach with the basis that most of the classes are overcrowded. We have around 40 learners or 41 learners in a class, than it really becomes a problem when you have to involve all the learners and reach all the centers of the class. Sometimes preparing a learner-centred activity will really look time-consuming, because for you to teach these learners in 40 minutes, and they are 40 learners, is like you have a minute for every learner and then it looks like practically not possible. But there are times that a teacher can bring it in two times a week, for example, whereby the teacher diverts from the teacher-centred approach and then brings in activities which learners discuss and all this, but it is not most of them.*

**Principal 8:** *I think that we have more than one example that we can mention regarding the preparation and the thoroughness of the preparation to cater for learner-centred education. I have experienced that teachers are a little bit scared about this learner-centred approach, because learner-centred education is bringing along some atmosphere where it seems that the teacher is not quite in control, and the teacher always would like to be in control. That learner-centred teaching, especially where the learners have to investigate themselves, is going hand-in-hand with a certain amount of noise. And while they are talking and discussing things it might seem to the teacher that he is not in control or she is not in control, and he or she would always like to be in control of the class. So, that is a new approach and most of our teachers at the school are coming from the old dispensation where we are used to talking for most of the time, the period, and only the last 10 or 7 minutes learners have got to work. That is why the lessons*

are prepared in such a way to cater for a condition, if I can put it that way, in which the teacher is feeling comfortable and in control of the class. When you as a HOD or the principal even, gives a demonstration lesson then in most cases the comment is “I cannot handle this looseness or this level of noise in the class”. It is especially where it comes to practical oriented subjects like Geography and Physical Science and Life Science where learners have to investigate and use instruments and have to discuss certain issues where this problem is experienced the most. In subjects like History and Development Studies, Afrikaans, English, I think they are used to this discussion type of thing or method so that in those subjects it is not such a big problem. But I think with more experience or more practice with this approach, things can only get better, but for now I would like to say that lessons are not prepared in such a way to always cater for the learner-centred teaching approach.

**Principal 9:** This I think mostly it is no, especially in these content subjects. Languages, maybe yes, to some extent. Because even myself as a principal and teacher, I find it difficult to really employ this strategy of learner-centred education mostly because of the background of the learners that we have. From a young age they were trained in a teacher-centred approach and they are used to it. When you give them work, you will find that they will not do at the time you want to cover. And the time is running so fast, especially when you go to Grade 10 and 12 they have to cover everything before mock examinations. Now, using that approach, yes, we are injecting it here and there, but mostly it is teacher-centred. This is the reality on the ground.

**Principal 10:** The learner-centred approach for teaching and learning I know is still a challenge in some subjects. That I know for sure. But it is very much encouraged at this school. That is the strategy that we use to encourage our teachers to go about, because it has been proven that the teacher-centred approach does not work. You may talk to the learners alone, at the end of the day they may not even grasp the lesson. But here we do a lot of practicals in the classes; we do demonstrations in terms of social science subjects where learners are sent out. Even now most of our learners in the afternoon you will find them very busy, because we embrace and we support the learner-centred approach where we designate some of the learning activities into the hands of the learners. They decide how they do it, and they just do presentations. So that is

very much encouraged. Even language classes, you will be very interested if you get into a language class and see what is happening there. So they are part of the planning of the lessons. We really encourage that. So that is the approach that we uphold at this school.

**Principal 11:** Most of the teachers try their utmost best to handle it in that way, but because of certain constraints, one of the biggest ones is that our learners come from different backgrounds, with their mother tongue differences. The medium of instruction is English and, because of a lack of it, then it is difficult to explain certain terminology and so forth in English, because of the reading and writing backlog. Now you have to move from trying to turn back to his mother tongue to get him acquainted with the meaning of certain vocabulary, like subject vocabulary, and so on. But it is also difficult for teachers or for some teachers, especially the old ones. They know for a fact that they are supposed to be in charge and they must present the lesson and you have to listen. So, it is that sort of old habit. They try their utmost best to do it this way and then suddenly they will kick into second gear and it is back to square one, but in most of the cases the teachers use the learner-centred approach.

**Principal 12:** Learner-centred teaching and learning, I think under the previous question I also touched on this learner-centred teaching and learning. I do believe that lessons are well-prepared in such a manner to cater for learner-centred teaching and learning. Examples from me are now a little bit vague. The classes that I visited I have noted that teachers are preparing a lesson and give explanation, and then the learners are given time to ask questions, also to do exercises. Some of the learners are asked by the teacher to do examples or to solve the problem, and the learners are listening and they are also questioning the learner. I believe that is a good example of learner-centred teaching. And also, you will find that teachers are explaining and they give the learners chance to also pose questions, meaning that they are not just pumping information into the learners but learners are also given the opportunity to ask and to pose questions, and also to do some exercises. Those are some of the examples. Homework is given to them and then the teacher is also then controlling and checking some of the homework.

I think the other thing is also that the learners are given work to go and do and even prepare. One lesson which I have observed was of the English lesson, where the learners were given a

*task to come and talk about marriages in different countries. And it was a good example of learner-centred teaching where the learners are teaching others, where the learners are the center of the lesson.*

**Principal 13:** *Our lesson presentation, I hope we are also catering for learner-centred teaching, because you find learners are more engaged in work. Sometimes in class you find a teacher demonstrates, maybe wants learners to discover something, then learners themselves are the ones you will see in class are doing some of the activities. Sometimes you will find the sitting arrangement of some of the classes you will see that learners are sitting in groups. You can see that there should be a group discussion that should be going on. And also, as a school we are also encouraging it to happen in every subject that we teach, that learner-centred makes a learner to engage more in activity rather than the teacher doing the activities.*

**Principal 14:** *I do, because by visiting them in the classes we look at the way the learners are sitting, because the way they sit also demonstrates whether they are following or focusing on learner-centred education or not. And then again, during the lesson presentation I will discover that the learner-centred approach is really followed or focused on if the learners are given or they have an opportunity to discuss in their groups and to solve problems themselves by sharing ideas. And if I see this then it means that the approach is being executed. And if this is not done, then I still have to call in the teacher to explain to him or her that at least 75% of the work must be done by the learners. He must act as a facilitator. That is how we do it. We just have to monitor how they are doing it in the classes, because this.*

### **5.8.3.3 Summary**

The principals had mixed feelings about lessons being well constructed to be taught through a learner-centred mode. Some principals indicated that learners were taught through a learner-centred mode and some indicated that they were not there yet.

#### **5.8.3.4 The perception of principals on learner-centred education**

The researcher wanted to determine what the perception or views of principals were on learner-centred education. This was done through an interview with the principals and the following responses were recorded.

**Principal 1:** *There are old dogs that we cannot teach new tricks and as much as we encourage learner-centred teaching we cannot claim that it is happening in every classroom and on a daily basis.*

**Principal 2:** *No, I do not think with learner-centred there is still a big problem with the planning especially also.*

**Principal 3:** *Always cater for learner-centred, we are not there, we are surely not there.*

**Principal 4:** *If you just look at a paper or at that lesson plan you can clearly see this is definitely more learner-centred than teacher-centred, but coming in to the classroom you find definitely a different setup.*

**Principal 5:** *I will say sometimes, and most of the time it might not favor the learner-centred approach with the basis that most of the classes are overcrowded.*

**Principal 6:** *I have experienced that teachers are a little bit scared about this learner-centred approach because learner-centred education is bringing along some atmosphere where it seems that the teacher is not quite in control, and the teacher always would like to be in control. That learner-centred teaching, especially where the learners have to investigate themselves, is going hand-in-hand with a certain amount of noise. And while they are talking and discussing things it might seem to the teacher that he is not in control or she is not in control, and he or she would always like to be in control of the class.*

**Principal 8:** *This I think mostly it is no, especially in this content subjects. Languages, maybe yes to some extent. Because even myself as principal and teacher, I found it difficult to really employ this strategy of learner-centred, mostly because of the background of the learners that we have.*

**Principal 9:** *The learner-centred approach for teaching and learning I know is still a challenge in some subjects.*

**Principal 10:** *But it is also difficult for teachers or for some teachers, especially the old ones. They know for a fact that they are supposed to be in charge and they must present the lesson and you have to listen.*

**Principal 12:** *The classes that I visited I have noted that teachers are preparing a lesson and give explanation, and then the learners are given time to ask questions, also to do exercise. Some of the learners are asked by the teacher to do examples or to solve the problem, and the learners are listening and they are also questioning the learner. I believe that is a good example of learner-centred teaching.*

**Principal 13:** *And if this is not done, then I still have to call in the teacher to explain to him or her that at least 75% of the work must be done by the learners.*

#### **5.8.3.5 Relationship between parents, teachers and principal**

In education and especially with learner-centred education it is important that all parties, school management, teachers and parents are involved in the education of learners. The following question was asked:

**Question: Is there a constructive relationship between class teachers, principals and parents? Can you give us practical examples?**

The responses on the question were the following:

**Principal 1:** *Yes, let me say we have different parent meetings during the first term with all the grades separately, for example, Grade 8, 9, 10, 11 and 12. And during these meetings we started this year with a teacher-parent association. In other words, that we can contact parents but parents have also the need to bring something under the attention of the school regarding their learners. So there is a relationship. Not all the parents come to the school because some parents are staying far away from the school in different areas, like in Rosh Pinah and maybe in*

*Oranjemund or in remote areas on farms, but those parents who want to speak to the principal or to the teacher walk the extra mile to come to the school and talk to the principal or to the teachers about situations.*

**Principal 2:** *Yes, we do have a constructive relationship between the three parties. Almost every term we have a teacher-learner-parent meeting whereby the parents come to school and they must come into contact with the teachers, they check how their kids are performing. Because we inform the teachers to collect all the information about the learners because they have to sit down with the parents of the learners to give them feedback on how their kids are performing and how their grades look at school. And as I said earlier, we also contact the parents to come to school. Whenever there is a problem we invite them. If the problem is severe, we send it to the school board and the parents are invited to come and meet with us and the school board to hear what the kid has done, and they also have an input in the things which the kids are doing at school.*

**Principal 3:** *The relationship between the teachers, principal, parents, it happens when one of the learners commits something wrong in the school, so we have to call the parent for a disciplinary and we put the child between us so that we can ask. And mostly when you are disciplining them we do not really give them, like we need to punish them, we just want to educate them that what you have done is wrong. So, sometimes when you do that at least now the teacher, principal and the parent have a good relationship so that we know that what we all do is in the line to educate our children.*

**Principal 4:** *So, if I can maybe give another example, we as teachers in the school are always having good coordination. We do not have these groups of who is supporting who, who does not like who, and this is the team of who. We do not have that. All of us are just one team and we all do our thing correctly in the school. So, by saying that, we have very good communication between ourselves, and even with non-teaching staff members the relationship is really very good. Anything coming up, if we need to come together we are just coming together without any problem.*

**Principal 5:** Yes, I do believe so because education nowadays is the responsibility of teachers, parents and learners. And I have a good relationship with my staff, I believe so from my side, otherwise you also have to find out from the staff themselves what is the relationship from their side. But from my side I think that I have an open door policy where staff is open and if they have a problem they will come to me individually. And also, every morning we have devotion where we always greet each other before we go to classes and also hear who is not here and what problems and so on. And also, during the week every Wednesday we are having a meeting where teachers are given the platform to come up with suggestions, problems, and also good things to share with the rest. I think that is another testimony or good sign that there is at least cooperation between the teachers and the principal.

**Principal 6:** And we are also having parents meetings every term, and this term we also had special meetings. We had a general parents meeting and then also Grade 10 parents meeting and Grade 12, and the parents, the way they showed up is showing that there is a good relationship and they want to support the school. Those are some of the practical examples that I might give. Also, if there are problems with the learners we have the contact numbers of the parents and we contact them, and we invite them to school, they come, so that we can talk about problems. Even if some of the learners did well, we also invite those parents to congratulate them and also to thank them. So, I do believe that the relationship between Kuisebmond Secondary School and the parents is good. But I think you can maybe also find out from the parents from their side how they see the relationship. But I am positive, I think we have a good relationship.

**Principal 7:** With the first question I refer to the parental involvement, because we identify it as one of the biggest problems. From more than three decades now in the teaching profession it is obvious that parents are involved in the education of the learners up to the primary school. And then it is only individuals. I would like to refer to the high schools as an educational dumping site. Why? Because parents will enroll their children at the school, and then you will never see them again most of them. So what we are trying to do now is to get that communication line

correct between the class teachers and not only look at the class teacher and the parent, but also the subject teachers and the parents.

**Principal 8:** Now, according to me and my management, after analysing the results and looking for ways and means to improve the results from Grade 8 to Grade 12, we realized that one of the biggest problems is that lack of parental involvement. So what we did, you know, the cell phone thing, the cell phones and more specifically the negative influence of the cell phones on the learners' performance, I said to myself the cell phones are here to stay. If you do not like it, get rid of your cell phone. So, try to figure out how the cell phone which they are so fond of can help you to enhance their performance.

**Principal 9:** So what we did, I have got a class list here for instance. Let me give you an example. With the name of the child, the previous school, the contact number of the parent, and the postal address. So, on a daily basis the class teacher, the subject teacher is in contact with the parents. The child is not in school. Do you know something about his whereabouts? So the parent will immediately respond and do something about it. Or the parent will say sorry, I forgot to inform you this morning my child is sick and is at home. The result of a test, send it to the parent. If there is a problem, more specifically those who do not perform, inform the parent there is a problem in terms of the performance of the learner, and you expect the parent to react immediately. But there are a lot of parents who just ignore it. So we are trying to figure out some ways and means of how to get the parents involved.

**Principal 10:** Indeed there is that constructive relationship between the class teacher, the principal and the parents. If you can refer to my answer to question 2, where I clearly demonstrated to you our operational relationship in terms of information concerning a child, which connects clearly from the class teacher to the office of the principal or the management. And of course, what we do as management, once we have received this information regarding a specific child, we immediately call the parent and find out the whereabouts of the child. So, you can see a very good working relationship that is created just for the sake of a child.

**Principal 11:** *Yes, there is. Teachers give feedback of what is happening in their classes to the principal, mostly through the coordinator. There is a head of department for languages, for that matter, who is controlling the attendance of learners given by the register teachers. We have examples whereby teachers, with the permission of the school principal, contact the parents. Sometimes they call them and they inform them about mostly things that are not well about their kids at school. We use to invite also, as the principal in serious cases we invite the parents to come. I also have examples of parents who called me directly just to tell me about things, mostly things that they are not happy with at school, like a teacher who did not give enough tests according to what I saw in the book of my child. We used to have meetings (this year we did not have one, we are planning to have one in the second term; last year we had two) where we give each other numbers, and all this. I think there is positive communication between the parties.*

**Principal 12:** *To a great extent I believe that there is a constructive relationship between myself, the class teachers and parents, in that we propagate parents to communicate to the school especially regarding absenteeism of learners, and on the other hand if they are concerned about poor progress of a learner, and any assistance that they can provide or suggest to the class teacher regarding a specific subject. If the class teacher is kind of uncomfortable with the communication between the parent and her or himself, then the parent is referred to the principal. But since it is constructive they tend to handle it and simply give a report through to me in this regard.*

*I am thinking about parents that know retired teachers to assist with enrichment classes for the difficult subjects like Physical Science, Mathematics especially in the lower Grades, and nowadays accounting is also added. But they do not only give negative comments but try to find out from the class teacher or from myself where do we feel that we have a need and then come up with suggestions on how they can assist. Perhaps it is someone in a profession, like an accountant or a teacher at another school or institution that can assist even tutors or lecturers from tertiary institutions that can assist during weekends or even during evenings.*

**Principal 13:** *In our school the relationship between the staff members and the parents is very strong. Most of the time this can be reflected, for example, in situations whereby the school needs for example certain financial or certain assistance from the parents. I can give an example of we had a circuit award in our school, and they have to communicate to the parents for the parents to contribute a little towards this function. And it was really a good response that we received. For 915 learners we have in the school, at least 910 paid their money in. That shows that when the school principal or whoever communicates to the parents, they really respond as a matter of urgency.*

*And we can also reflect this in parent meetings. Like our first parent meeting that we had at school was fully packed. The record shows that around 888 parents turned up out of 915. So it is a very good turnout.*

**Principal 14:** *Constructive I am not so sure, but there is a relationship definitely between the three. How effective it is, that is something that we can talk about. My class teachers are not very involved with parents. Parents do not really go directly to a class teacher. It will always be the principal first and then it goes down to the teacher, whereas I would have wanted it for my teachers to link up with the parents. But unfortunately that is not the case here. But yes, there is a relationship because normally parents will come to the school through the office of the principal down to the class teacher, and then the class teacher again on the other hand goes through the office of the principal to the parent. So yes, there is a relationship although it is not running smooth every time, it has its hiccups, there are some hindrances, but there is, we do have it in place.*

*Yes, there are some relationships. Normally if we pick up problems for a child we also involve the parents and they come, we share those problems and together we see how we can assist that child.*

*Yes, I think we have got an open door policy where the teachers, parents and even learners can air their views with the management and we always make room for them with regard to actually platforms like meetings where they can say whatever they want. Even in parent*

*meetings or staff meetings or daily debriefing meetings where they can air their views. And we have the LRC where the learners can air their views also. They are not restricted to the LRC's, they can also give their views through the class teacher.*

**Principal 15:** *Yes, definitely between the principal and teachers, and then why we have a constructive one is next week we will have our parent week, it is an open time actually for the parents who are willing to come from 1 o'clock up to 6 o'clock in the evenings so that they can visit the subject teachers and see their performance and other problems that occur, discuss it with the class teacher.*

*For sure there is that mutual relationship between the principal, the teachers as well as the parents. Because whenever there is a problem the teachers are free to visit my office, as well as if there is a problem between a teacher and a learner, the teachers are free to extend their request to my office to the parents. And normally we use to have some parents meetings whereby we share in particular the education of the learners with our parents. We normally use to give them the reports of the tests as well as the reports how their learners are attending classes, as well as other different activities pertaining to the school.*

**Principal 16:** *I think the relationship is open, and if it is open I can say then it is constructive. Constructive in the sense that we cannot claim that there are no mistakes made on our part, or that we are generally a school where there are no problems. I cannot claim that that is the situation. But parents have an open line and an open door. That is the policy of the principal. They can come any time to speak. The same with learners and the same with teachers. The relationship between teachers and learners, we also try to encourage a good relationship so that learners should feel open and free to speak to teachers, and vice versa. Of course again we will find exceptions to the rule. There are teachers who are not very approachable; there are teachers who maybe appear to be too strict. But I think generally teachers, you know, there is a good relationship among teachers and learners and the principal.*

#### **5.8.3.6 Summary of interviews with principals**

All but about five principals were of the opinion that there was a good relationship with the parents. The schools which the researcher visited indicated that they had a structure where there were parental meetings on a trimester basis with parents, teacher, heads of departments and principals. At these meetings there were discussions on the progress of learners. Other than the meetings parents could at any time visit the principals to discuss serious matters with him/her. Class teachers also contacted parents where teachers experienced disciplinary problems in the classroom, or where learners were absent for a long time without reasons.

In the next chapter, the findings, conclusions and recommendations of the study will be discussed.

# CHAPTER SIX

## FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 6.1 INTRODUCTION

Chapter 5 combined the literature dealt with in chapters two, three and four and also defined how the study was conducted. It also provided a summary of how information and data were collected, both qualitatively and quantitatively. Chapter 5 also provides how observation, questionnaires and interviews were conducted. In chapter 6 the researcher will discuss the findings, conclusions and recommendations

### 6.2 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ON LEARNER-CENTRED TEACHING AND LEARNING IN GEOGRAPHY CLASSROOMS

#### 6.2.1 Findings

The main aim of the research reported on is to evaluate the execution of a learner-centred teaching and learning method in teaching senior secondary Geography in Namibian schools and how teachers in a new educational system implemented it after independence in 1990.

The question was broken down in a number of sub-questions or objectives. The aim of the research was to determine whether learner-centred education in the teaching and learning of Geography is taking place in Namibian secondary schools. The aim of the research will be directed and focused by the following sub-questions or objectives:

##### 6.2.1.1 Findings with regard to objective 1

Regarding objective 1, namely **to describe the nature of learner-centred teaching and learning**, the findings were as follows:

In LCE education teachers no longer play the roles of masters in delivering content. Teachers should be facilitators to show learners how to be involved in their own learning. Teachers should be flexible by adjusting the classroom environment and curricular content to meet the changing needs of the students. Teachers should gain knowledge on how to use technology and other resources in connecting students with information beyond their classrooms and textbooks (cf. 3.2).

Teachers themselves should be researchers. They should do research on human development, including all aspects of growth – cognitive, social, physical and emotional. Teachers should know how learners learn best and how learners should apply new knowledge to real world situations. Teachers should have subject knowledge and should be in the position to apply it and connect it across all subjects. Teachers should create a climate where dialogue and interaction with other learners are encouraged. Learners should be able to take risks and make errors which are seen as part of the learning process (cf. 3.3.5).

Teachers should encourage participation in the learning process where learners should be in a position to identify problems and solve such problems. Learners should be allowed to make decisions about the topics covered in class. Teachers should be in a position to find out what each learner wants and needs to know, and to be in a position to know how to devise ways and means to assess learners, taking into account their different learning styles (cf. 3.3.5 & 4.2.12.4).

Teachers should create opportunities for active involvement and participation from learners in the learning process. This can be done where learners are working in groups, pairs and individually. Learners should be taught how to explain, demonstrate, pose questions, ensure understanding and ask for help. It is the teacher's responsibility that learners should be interested in what they are learning (cf. 3.3.5 & 4.2.5 & 4.2.7).

Teachers must change the way they are teaching. Teachers should take care and respect their learners. They should know their learners. In changing the culture, everyone becomes a learner. Inquiries become top priority in learner-centred schools (cf. 3.3.5).

Teachers are required to: stimulate pro-active, self-directed learning; make resource-based learning more flexible; enhance learner motivation; provide opportunities for learning founded on collaboration and group or social approaches; provide opportunities for enrichment via resources and learning extension; capitalize on situated and workplace learning opportunities; promote learning situations which support a constructivist orientation to knowledge acquisition; stimulate self-awareness of learning processes and encourage meta-cognitive activities (cf. 3.3.5 & 4.2.9).

#### **6.2.1.2 Findings with regard to objective 2**

Regarding objective 2, namely **to give an overview of the history of the implementation of learner-centred education in Namibian secondary schools**, the findings were as follows:

The findings on the history of LCE are that there were no learner-centred teaching and learning prior to Independence. This includes traditional, missionary, German-colonial education, as well as pre-independence education under the South African rule. Education under SWAPO's education in exile was also not learner-centred orientated. This education system only had a strong technical and vocational element.

Learner-centred education was introduced in all Namibian schools only after Independence. Chaka (1997), Shaalukeni (2002) Shinyemba (1999) and Sibuka (1997) found that most teachers were experiencing problems with the implementation of learner-centred approaches. This was confirmed by Kamumpingene (1998) who found that there is a lack of common understanding of learner-centred education. Alberts (1999) states that before Independence there was only teacher-centred education in Namibian schools.

#### **6.2.1.3 Findings with regard to objective 3**

Regarding objective 3, namely, **to determine the most dominant learner-centred methods and approaches in Geography teaching according to literature**, the findings were as follows:

In the majority of classrooms visited, the researcher found that the teachers are more conversant with the lecturing question and answer method, because only that method was

used (cf. 4.2.7, 4.2.8. & 5.6). The lecturing method is found to be the oldest traditional none learner-centred teaching method. The researcher found that the majority of teachers were in charge of all activities, explaining and demonstrating while the activity for learners is to just listen and answer the teacher when provoked by the teacher (cf. 4.2.8 & 5.6).

#### **6.2.1.4 Findings with regard to objective 4**

Regarding objective 4, namely **to determine the extent to which teachers implement learner-centred teaching and learning practices in their teaching of Geography**, the findings were as follows:

In the majority of Geography classes visited, the researcher found there was no learner-to-learner interaction, rather a great deal of teacher-learner interaction, but only when provoked by the teacher. Not much group work, discussions, demonstration, laboratory work, question-and-answers or investigations were done (cf. 4.2.1 - 4.2.9).

The researcher found that in 11 out of the 17 classrooms the desks were organized in straight, single or double rows. The teachers' tables were in the front of the classrooms and in one classroom, the teacher had no table. In one classroom the desks were organized in double rows, where the learners faced each other (cf. Table 5.40).

The researcher found that where the teachers did map work, the number of topographic maps were not enough. Learners had to share those topographic maps. Little reference was also made to such maps. Although the teacher indicated in the lesson preparation that learners would work in pairs, little pair work was done.

The researcher found that the chalkboard was used as the primary resource and was full of written notes for both Geography, as well as additional subjects given by certain Geography teachers. In two lessons the teachers used a digital projector or an overhead projector (cf. 5.6.1.4 – 5.6.17.4).

During the interviews the researcher found that teachers did not read and apply, firstly, the ministerial policy and, secondly, articles about learner-centred education. No articles were read

about subject content. No reference of downloads was presented to learners at the time of the researcher's visit. At each and every school the researcher found articles on the internet on all topics that were taught. The researcher is of the opinion that teachers had a narrow understanding of learner-centred education (cf. 5.8.2.2).

The researcher found that the majority of Geography teachers did not involve learners nor their peers in setting the questions and the marking of scripts. This is in agreement with the finding from learners whether they were involved or not in setting questions and marking them. Learners were also not allowed to choose topics for teaching or assessment involving tests or examinations (cf. 3.3.4 and tables 5.10, 5.11, 5.12, 5.14, 5.49, 5.51, & 5.53).

The researcher found that the majority of principals indicated that lessons on a daily basis were not prepared so that they could be taught by means of a learner-centred approach. A further finding was that teachers did not have enough teacher training in LCE to prepare and teach effectively through a learner-centred approach. Learner-centred teaching was taking place on a very small scale, but mainly with group work as a teaching method. Few demonstrations were also used (cf. 4.2.5).

The researcher found that the Geography teachers only used the question and answer, group work and role play methods. Group work is seen by teachers as an important arm of LCE since the majority of teachers have referred to group work (cf. 4.2.9).

On assessment the researcher found that assessment in senior secondary Geography is an integral part of the teaching and learning. The assessment, however, is of a more summative nature in that teachers, while they were teaching, constantly referred to how the learners should answer the question when asked in the national examination. No mention was made of how learners should apply the knowledge in their daily activities. The approach of telling learners how they should answer questions encourage learners to opt for rote learning and memorization of facts while in a learner-centred approach more emphasize is given to how learners should revise, modify and even redirect their energies in the application of knowledge. Learners should be able to take initiative to assess their own progress (cf. 3.3.5).

The researcher further found that the Ministry of Education opted for continuous assessment and course work, but the teachers were not properly trained to apply course work and continuous assessment. Instead of the real course work, there was a paper where learners should reflect on how to do investigation, rather than to do it themselves and be graded accordingly (cf. 4.2.5).

The researcher found formative assessment to be productive, learners should be trained in self-assessment so that they can understand the main purpose of their learning and thereby understand what they need to do to achieve. There should be opportunities for learners to express their understanding, and assessment should be designed into any piece of teaching, for this will initiate the interaction through which formative assessment aids learning (cf. 4.5.1).

#### **6.2.1.5 Findings with regard to objective 5**

Regarding objective 5, namely **to determine learners' experiences and perceptions regarding teaching and learning practices in Geography in Namibian secondary schools**, the findings were as follows:

The finding is that at the end of their school career senior secondary Geography learners did not have a clear understanding of learner-centred education in the Namibian situation (cf. 5.8.2.2).

The research finding was that learners indicated that they performed better at the end of year examinations, followed by end of term examinations, thereafter weekly examinations and lastly not scheduled tests. End of year examinations are summative of nature. It is not user friendly, because feedback is then futile for learners. Learners further indicated that the comments made by Geography teachers made them read more; the researcher thus concludes that comments were useful to learners. The majority of learners also indicated that they only studied for tests or examinations. Those who studied continuously were very close to those who studied for tests or examinations only (cf. table 5.56).

The researcher found that learners indicated that they were not involved in the setting or marking of tests or examinations. Involvement of learners in assessment practices were minimized so that learners were not allowed to choose a topic for test writing. The learners indicated that teachers always or frequently decided on tests or examination topics. Further to the choice of topics, teachers alone also set questions for test and examinations. The majority of learners indicated that they never had an opportunity to set questions for assessment purposes. The researcher, furthermore, found that other classmates or peers were given the opportunity to mark test or examinations (cf. table 5.52 - 5.56).

#### **6.2.1.6 Findings regarding objective 6**

Regarding objective 6, namely **to determine factors that inhibit the success of learner-centred teaching and learning practices in Geography in Namibian secondary schools**, the findings were as follows:

The barriers found in the relevant literature are the workloads of teachers; huge classes; multiple assessment events within a learner-centred approach; a lack of time; a lack of knowledge about learner-centred instruction; the subject culture and teachers' attitude towards learner-centred instruction; the lack of funding and limited resources; learners' behavior; parents complaining about challenging activities; the quality of the teachers; availability of teaching resources; the quality of the learners; the management of the school; the adequacy of room dimensions for the number of learners in a class; the availability of Geography laboratories for learners and the examination driven curriculum (cf. 3.3.9 & 5.8.2.1).

The researcher found that the Geography teachers experienced problems in the implementation of LCE. The classes were overcrowded; they lacked educational resources; the duration of periods was a maximum of 45 minutes; they had ill-disciplined learners; learners were not motivated and teachers were teaching both ordinary and higher level, but different content, in the same class (cf. 3.3.9, 5.8.2.1 & 5.8.3.5).

The researcher found that there was a lack of educational resources. The researcher did not experience any disciplinary problems (cf. 3.3.9 & 5.8.2.5).

The findings are that the majority of Geography teachers did not have training in LCE. The experience of teachers was between 5 and 25 years (cf. 5.8.2.4). However, there was a limited number of Geography teachers who had training in LCE. Where it was effective, teachers mainly referred to group work and not to the teaching methods (cf. 5.8.2.4).

## **6.3 CONCLUSIONS**

The researcher drew six major conclusions.

### **6.3.1 Teacher-centred teaching**

There is still great dominance of teacher-centred teaching and learning, and assessment is summative in nature in that the majority of learners mainly studied for end of year examinations. The teachers dominated most of the instructional processes and practices. Even where teachers applied group or role play activities, there was no effective guidance or facilitation of such group activities. The learners merely reflected on the facts from the textbooks or teacher notes. Most of the time the teachers posed questions contrary to the learner-centred approach. However, the teachers had a reasonably good understanding of learner-centred education in contrast with that of the Geography senior secondary learners. The instruction of lessons was dictated by the subject curriculum and relevant subject materials such as subject syllabuses, textbooks, and teachers' lesson notes on the chalkboards.

### **6.3.2 Classroom Communication**

There was effective communication between learners and teachers through the medium of English. Only in one school did the learners address the teacher through their mother tongue, which was Afrikaans.

### **6.3.3 Geography syllabus for Grade Eleven and Twelve**

The Geography syllabus for Grade Eleven and Twelve was characterized by too many topics to be covered. The syllabus in itself was too much examination-driven. Preparation was at all times focused on what would be in the final examinations. Little time was allotted to

knowledge construction and daily experiences. The main focus was on class tests, assignments or projects and external or final examinations. There were not many critical thinking exercises or problem solving activities. In most cases homework was either examples of textbook activities or questions from previous examination papers.

#### **6.3.4 Geography instructional resources**

Not even basic Geography instruction resources like globes, atlases, wall and topographic maps were available. No school visited had weather instruments, nor instruments like line dividers, pentameters, clinometers and flow metres, for the measuring of river and coastal processes. The implication of this state of affair is that learners will finish their schooling with Geography as a subject, but without knowing how to use, for example, weather instruments or measuring instruments for river and coastal processes. However, even where there were no instruments available, none of the teachers made an effort to show to the learners pictures of such instruments.

#### **6.3.5 Assessment practices**

The teachers did not involve learners in assessment practices. There was also little evidence that peers were involved in assessment practices. Teacher training played a role here, because teachers had not been trained to apply formative assessment; instead they mainly applied summative assessment.

#### **6.3.6 Teacher knowledge**

The teachers, furthermore, lacked global knowledge about learner-centred teaching, because they did not read articles about learner-centred teaching and learning. This was confirmed by all teachers that they had not recently read any article about learner-centred education. Furthermore, the teachers were also not applying ministerial policies in the implementation of LCE. A policy document 'How learner-centred are you?' was available. The Geography teachers did not utilize this document in their daily planning of lessons. Geography teachers did not use the internet for retrieval of additional information or materials.

## **6.4 RECOMMENDATIONS**

By reflecting on the conclusions made in 6.3 above, the following recommendations are made.

### **6.4.1 Teaching methods**

Secondary Geography teachers should undertake to use a variety of teaching methods on offer like discussion, demonstration, fieldwork, lecturing, project and laboratory. The majority of Geography teachers have used only one type of teaching method which they were familiar with (cf. 4.2).

### **6.4.2 Instructional materials**

The Ministry of Education, as well as schools, should consider to budget for the provision of instructional materials in Geography seriously. Geography teachers should insist that the most basic instructional materials should be available for all Grades from Grade 8 to Grade 12.

Geography teachers in the absence of these basic instructional materials should encourage learners to generate either funds, or build models on their own.

Information on all aspects of teaching geography is available and therefore, geographical material should be downloaded and this should become second nature to all geography teachers.

### **6.4.3 Subject allocation**

School management should strive as far as possible to assign only one teaching subject to a teacher in order to implement learner-centred teaching in the assigned subject. Learner-centred teaching requires intensive preparation from teachers. To do it for two school subjects is overloading such teachers. To assign more than one subject to one teacher is an automatic choice for negligence in one of the subjects.

#### **6.4.4 In- service training**

That in-service training should be offered for the use of integrated, formative assessment and evaluation, instead of the current summative evaluation that is in place. In applying formative assessment and evaluation, critical thinking and problem solving skills will be developed and instilled in learners. The continuing professional development of teachers regarding training in the application of learner-centred education should also be implemented.

#### **6.4.5 Ministerial policies**

School management should also ensure that all ministerial policies are implemented on a daily basis. The use of the internet in lesson preparation should be encouraged. Information on all aspects of teaching Geography is available and, therefore, geographical material should be downloaded and this should become second nature to all Geography teachers.

Geography teachers and teachers in general should be encouraged to read articles on the implementation of LCE. Departments should be encouraged to share information across the curriculum with one another.

### **6.5 FURTHER RESEARCH**

The study focused on the understanding of the implementation of learner-centred education in the teaching of Geography at senior secondary level. Findings can be transferred to other subjects, as well as other geography teachers, but it cannot be generalized. Further research can be done on all senior secondary school subjects to determine the practice of LCE on all subjects.

The teachers are placing great emphasis on final examinations and for this reason it would be good to research how national examinations influence learner-centred teaching for those groups writing national examinations.

Research should be carried out to determine what educational instructional materials are available and how teacher utilize it on a daily basis.

The researcher also found that secondary Geography teachers do not implement the policy of learner-centred education. Further research is necessary to determine whether historical background, beliefs and perceptions of learner-centred education play a role in the implementation of learner-centred education.

## **6.6 FINAL SUMMARY**

In this study learner-centred practices and learning practices in Geography teaching in Namibian secondary schools were explored. Numerous challenges regarding the implementation of learner-centred teaching and learning were identified for example the gap between policy and practice, teacher's tendency to lean heavily on transition mode, teacher-centred teaching and learning approaches, insufficient classroom management, lack of materials, assessment practices, in- service training and subject allocation. Education officials and teachers need to take note of the need to implement learner-centred methods and approaches effectively in order to facilitate optimal learner-centred teaching and learning, in not just Geography classrooms, but also in all classrooms in Namibian secondary schools. The researcher hopes that this research can contribute to addressing this goal.

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## **ANNEXURE A**

### **RESEARCH ON LEARNERS' PERSPECTIVES ON TEACHING METHODS AND CLASSROOM ACTIVITIES IN NAMIBIAN SECONDARY SCHOOLS**

2014

JA OCKHUIZEN

Dear participant

Thank you for your willingness to complete this questionnaire.

Please complete this questionnaire by giving your honest answers on the teaching methods and activities in your current class and about your Geography teacher's methods and classroom practices.

Anonymity with respect to your answers will be secured and respected at all times. None of the information will be disclosed to your teacher, principal or any other persons. Your answers will only be used for research purposes.

It is hoped the findings and recommendation from this research will help to improve teaching in Namibian schools.

**ANNEXURE B**

**QUESTIONNAIRE: SENIOR SECONDARY LEARNERS**

*A. DEMOGRAPHIC INFORMATION*

*Instruction: Mark the appropriate answer(s) with an X*

		X
1.	1 Male	
	2 Female	

1	2
---	---

2.	Age:	
----	------	--

--

3.	How many learners are there in your class?	
----	--------------------------------------------	--

--

			X
4.	My subject teacher is:	1 Female	
		2 Male	

1
2

*B. ABOUT YOUR ACHIEVEMENT/PERFORMANCE*

IN THE FOLLOWING QUESTION, MARK THE CORRECT ANSWER WITH AN X

5. In which type of assessment do you perform better?

		X
1	In weekly scheduled tests	
2	In which have not been scheduled tests	

1
2

3	In end of term tests	
4	In the end of year examinations	

3
4

C. *ABOUT MY SUBJECT TEACHER*

6. Does your teacher do all the talking during a lesson?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

7. Does only my Geography teacher ask questions during a lesson?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

8. Does my Geography teacher alone decide on a topic?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

9. Does my Geography teacher alone set question for a test or examination?

		X
1	Always	

1
---

2	Frequently	
3	Seldom	
4	Never	

2
3
4

10. Do I get the opportunity to set questions for a test or an examination?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

11. Do my peers/classmates have a chance to set questions for a test or an examination?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

12. Do my classmates and I have an opportunity to choose a topic for a test or an examination?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

13. Do my classmates and I have an opportunity to mark a test or examination?

		X	
1	Always		1
2	Frequently		2
3	Seldom		3
4	Never		4

14. How many tests or assignments are you given in a term per subject?

		X	
1	1		1
2	2		2
3	3		3
4	4		4
5	More than 4		5

15. How frequently is the test or assignment given in this subject?

		X	
1	Weekly		1
2	Two weekly		2
3	Three weekly		3
4	Once a month		4

E. FEEDBACK FROM THE TEACHER AFTER A TEST OR PROJECTS / ASSIGNMENTS

16. How fast does the teacher mark and return the *tests*?

		X	
1	Within two days		1
2	Within five days		2
3	Within two weeks		3
4	Never returned		4

17. How fast does the teacher mark and return *projects / assignments*?

		X	
1	Within two days		1
2	Within five days		2
3	Within two weeks		3
4	Never returned		4

18. Does my teacher give written comments after a test or project /assignment?

		X	
1	Always		1
2	Frequently		2
3	Seldom		3
4	Never		4

19. Think of the last test that you completed. Please write down one or two comments that the teacher wrote on your test paper:

.....

.....

.....

.....

.....

F. *VALIDITY OF A TEST*

20. Do the tests cover topics you have studied immediately before the test?

		X	
1	Always		1
2	Frequently		2

3	Seldom	
4	Never	

3
4

21. Do the tests cover topics you have not studied, immediately before the test?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

22. Do tests cover general knowledge only?

		X
1	Always	
2	Frequently	
3	Seldom	
4	Never	

1
2
3
4

G. *ABOUT MOTIVATION*

Mark the appropriate answer with an X

23. Do the teacher's comments make you read more?

		X
1	More	
2	In a relaxed manner	
3	Less	
4	Not at all	

1
2
3
4

24. With whom do you normally discuss the comments made by the teacher on tests or projects / assignments:

		X
1	Best friend	
2	Your brother/sister/cousin	
3	Parents	
4	No one	
5	If none of the above, with whom else:  .....	

1
2
3
4
5

25. Can you give some examples of comments you received from these other people?

.....

.....

.....

.....

.....

H. ABOUT STUDY HABITS

Mark the appropriate answer with an X

26. How often do you study?

		X
1	Only when there is a test or an examination	
2	Continuously	
3	When the teacher requests me to study	
4	When my parent(s) requests me to study	

1
2
3
4
5

5	Never	
---	-------	--

27.	If the teacher asks you to read for general knowledge, do you read?	1	YES	X
		2	NO	

1	2
---	---

28. What do you do immediately after school?

			X
1	Do home work		
2	Play with friends		
3	Watch television		
4	Practice some sports at school		

1
2
3
4

I. ABOUT YOUR SCHOOL

Mark the appropriate answer with an X

29.	Do you have a syllabus for each subject?	1	YES	X
		2	NO	

1	2
---	---

30.	Do learners share Geography syllabuses?	1	YES	X
		2	NO	
	If YES, with how many other learners?			
1	Two learners			
2	Three learners			
3	Four learners			
4	Four learners			

1	2
---	---

1
2
3
4

				X
31.	Do you share Geography text books with other learners?	1	YES	
		2	NO	
	If YES, with how many other learners?			
	1	Two learners		
	2	Three learners		
	3	Four learners		
	4	Four learners		

1	2
---	---

1
2
3
4

*J. ABOUT YOUR TEACHER'S PERFORMANCE*

Mark the appropriate answer with an X

32. How would you rate your Geography teacher?

			X
1	Excellent		
2	Very good		
3	Good		
4	Poor		

1
2
3
4

				X
33.	Do you think your teacher follows the syllabus closely?	1	YES	
		2	NO	

1	2
---	---

34. How often does your Geography teacher help you with things you do not understand?

			X
1	Always		
2	Frequently		
3	Seldom		
4	Never		

1
2
3
4

35. I ask help from the Geography teacher during the following times?

				X
1	During class time			
2	After class			
3	After school			
4	Never			

1
2
3
4

36.

				X
Do you think your Geography teacher likes teaching in general?	1	YES		
	2	NO		

1	2
---	---

37.

				X
Do you think your subject Geography teacher likes teaching Geography?	1	YES		
	2	NO		

1	2
---	---

38. Whom do you ask for help when you have difficulties with Geography assignments?

				X
1	Your teacher			
2	Your brother/sister or cousin			
3	Your parents			
4	Your best friend			
5	If none of the above, with whom else: .....			
6	Nobody			

1
2
3
4
5
6

K. *ABOUT YOUR GEOGRAPHY CLASSROOM*

Mark the appropriate answer with an X

39

Does your classroom have a reading corner?	1	YES	X
	2	NO	

1
2

40

Are your desks in the Geography classroom in straight rows?	1	YES	X
	2	NO	

If your desks are not always in straight rows how are the desks organized? Give a short explanation.

.....

.....

.....

.....

.....

1
2

41

Are teaching aids available in the Geography classroom?	1	YES	X
	2	NO	

If the answer is yes, what kind of teaching aids?

.....

.....

.....

.....

.....

1
2

42.

In your own words, how best would you describe learner-centred education?

.....

.....

.....

.....

.....

**ANNEXURE C**

QUESTIONNAIRE

SENIOR SECONDARY TEACHERS

A. *DEMOGRAPHIC INFORMATION*

*Instruction: Mark the appropriate answer(s) with an X*

*For Office*

*Use Only*

<i>Male</i>	<input type="checkbox"/>
<i>Female</i>	<input type="checkbox"/>

<input type="checkbox"/>	1
<input type="checkbox"/>	2

2. From the list below, please tick all the teaching qualifications which you currently have.

	X
Education Diploma Primary (E.D. Primary Education)	<input type="checkbox"/>
Education Diploma Primary (E.D. Primary)	<input type="checkbox"/>
Higher Education Diploma Post Diploma (H.E.D Postgraduate)	<input type="checkbox"/>
Higher Education Diploma (Primary) H.E.D Primary	<input type="checkbox"/>
Higher Education Diploma (Secondary H.E.D. Secondary)	<input type="checkbox"/>
Bachelor of Education (B.Ed.)	<input type="checkbox"/>
Master of Education (M.Ed.)	<input type="checkbox"/>
Any other: .....	<input type="checkbox"/>

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5
<input type="checkbox"/>	6
<input type="checkbox"/>	7
<input type="checkbox"/>	8

3. For the qualifications ticked [ ] in no 2 above, please indicate which Qualification (s) was done through distance education, and the place of study.

Qualification

Place of Study

	1
	2
	3

4. How many years of experience do you have?, at the various educational levels shown below.

Number of years experience

Levels of Education	X
Lower Primary (Gr. 1 – 4)	
Upper Primary (Gr. 5 – 7)	
Junior Secondary (Gr. 9 – 10)	
Senior Secondary (Gr. 11 – 12)	

	1
	2
	3
	4

5. Tick [ ] all the certificates that you have.

	X
Primary School Certificate	
Grade Ten School Certificate	
Cape Matriculation Certificate (Standard Grade)	
Cape Matriculation Certificate (Senior Grade)	
Any other certificate: .....	

	1
	2
	3
	4
	5

6. Write down two subjects in which you did teaching methodology, and Teaching practice when you were training to be a teacher.

1	
2	

B. *TEACHING AND ASSESSMENT: ABOUT A LEARNER CENTRED APPROACH*

Mark the appropriate answer with an X.

7. Do you involve your learners in setting test questions?

		X
a	Always	
b	Seldom	
c	Never	

	1
	2
	3

8. Do you involve peers in setting test question for tests or examinations?

		X
a	Always	
b	Seldom	
c	Never	

	1
	1
	3

9. Do you involve learners in marking their tests or examinations?

		X
a	Always	
b	Seldom	
c	Never	

	1
	2
	3

10. If you marked *always* in question 9, what type of assessment was involved?

		X
a	Test	
b	Examination	

	1
	2

11. Do learners choose a topic for a test / examination?

		X
a	Always	
b	Seldom	
c	Never	

	1
	2
	3

12. How are assessment done?

		X
a	2	
b	3	
c	More than 3	

	1
	2
	3

13. How frequent are the tests or assignments given?

		X
a	Weekly	
b	Two-weekly	
c	Every month	

	1
	2
	3

14. How are assignments done?

		X
a	Individually done?	
b	In groups of 4?	
c	In groups of six?	

	1
	2
	3

C. *ABOUT FEEDBACK*

15. How fast are test/examinations mark?

		X
a	within one day	
b	within three days	

	1
	2

c	within one week	
d	after two weeks	

	3
	4

16. Are comments made on test/assignment?

		X
a	Always	
b	Seldom	
c	Never	

	1
	2
	3

17. Do you send comments to parents after a test or examination?

		X
a	only in case of good learners	
b	only in case of weak learners	
c	a and b	

	1
	2
	3

18. Please give examples of comments that you normally write for learners?

a	
b	
c	

19. Are weaknesses or strengths/good work discussed?

		X
a	Always	
b	Seldom	
c	Never	

	1
	2
	3

20. Do answers of learners give an indication of the strength or weakness of your methodology? Please explain.

a	
b	
c	

21. Tests/assignments are given ?

		X
a	to comply with the rules and regulations of assessment	
b	to accumulate marks for the prescribed continuous assessment marks	
c	to test whether the learners have achieve basic competencies	

	1
	2
	3

22. How do you communicate with parents on the performance of learners?

		X
a	inviting parents to a subject meeting	
b	communicate in writing to parents	
c	only discuss performance of learners at parents evening	
d	by sending reports	

	1
	2
	3
	4

*D. ABOUT VALIDITY OF TESTS OR EXAMINATIONS*

23. Do you only cover general knowledge in a test?

YES	
NO	

	1
	2

24. Do you cover objectives in your tests or examination papers?

YES	
NO	

	1
	2

25. List the objectives you are covering

a	
---	--

b	
c	

E. *ABOUT MOTIVATION AND HEALTHY STUDY HABITS*

26. How do you prepare your students for test writing? Explain briefly.

a	
b	
c	

27. How do your learners react to your comments? Give examples.

a	
b	
c	

28. Have analyse the study habits of learners?

YES	
NO	

	1
	2

29. If yes, what did you find out?

a	
b	
c	

30. Whose responsibility or accountability is it to report to parents:

		X
a	the principal	
b	the head of department	
c	the subject teacher	
d	the learner	

	1
	2
	3
	4

e	All of the above	5
---	------------------	---



REPUBLIC OF NAMIBIA



**OSHANA REGIONAL COUNCIL  
DIRECTORATE OF EDUCATION**  
*Aspiring to Excellence in Education for All*

Tel: 065-230057  
Fax: 065 – 230035  
E-mail: [otrc\\_physical\\_science@yahoo.co.uk](mailto:otrc_physical_science@yahoo.co.uk)  
Enquiries: Maria Udjombala  
To  
Mr. J.A. Ockhuizen  
Private Bag 5518  
Khomsdal

Private Bag 5518  
Oshakati, NAMIBIA

5 March 2014

Dear Mr. Ockhuizen

**RE: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL STUDY IN OSHANA EDUCATION DIRECTORATE**

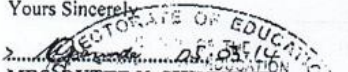
Your letter dated 5 February 2014 regarding the above mentioned subject has a reference.

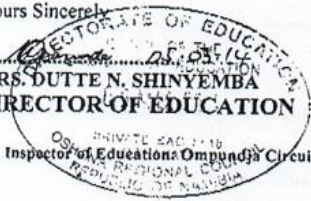
The Office of the Permanent Secretary in the Ministry of Education has granted you permission to conduct educational study at Gabriel Taapopi SS and Mweshipandeka SS, in Ompundja circuit, Oshana Region.

However, please kindly take note that the research activities should not interfere with the normal programmes of the school and the participation should be on a voluntary basis.

We wish you the best of luck with your research study and hoping that your findings will be shared with other stakeholders in the Region and beyond.

Yours Sincerely,

  
**MRS. DUTTE N. SHINYEMBA**  
**DIRECTOR OF EDUCATION**  
Cc: Inspector of Education Ompundja Circuit



**ANNEXURE E //KARAS EDUCATIONAL REGION**

Mr J A Ockhuizen

P.O.Box 10214

Windhoek

The Director, //Karas Educational Region

Private Bag 2122

Keetmanshoop

Date: 28 January 2014

Dear Sir/Madam

RE: Permission to Conduct an Educational Study in the //karas Region

I am an Assistant Registrar at the University of Namibia. I am studying part time at the University of the Free State for my PhD. I am planning to carry out a study in all educational regions in the country.

My research topic is: The practice of learner centred teaching and learning of Geography at Senior Secondary Schools in Namibia.

The study attempts to determine the extent to which secondary geography teachers implement the learner-centred approach in their classrooms as well as to establish the nature of classroom challenges and problems experienced by geography teachers in their teaching when applying learner – centred approaches.

It is therefore anticipated that this study will expose relevant and necessary information that could be useful to both the Ministry of Basic Education and the University of Namibia in terms of best practices in teaching and learning geography at senior secondary schools.

My supervisor is Prof LP Louw, Faculty of Education, Department of Curriculum Studies at the University of the Free State.

My intention is to collect data at the following Senior Secondary Schools, namely:

1. JA Nel Senior Secondary School
2. PK de Villiers Secondary School

My research instruments will be questionnaires for both teachers and learners. Interviews will be conducted with geography teachers, HOD, as well as subject advisor. Classroom observations will be conducted in at least three Geography teacher's classrooms. I will spend at least two days per school and would be between January and April 2014.

Could you kindly grant me permission to conduct the research in your educational region?

Yours sincerely

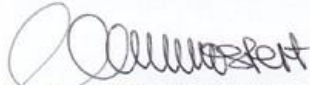


John Abraham Ockhuizen

Permission granted/~~Not granted~~

Provided that the research will not interrupt normal teaching and learning activities at the schools.

Signature.....



Date.....



MR /AWEBAHE J //HOESEB

DIRECTOR: EDUCATION

//KHARAS REGIONAL COUNCIL

*Recommended  
Please arrange with principals  
to accommodate you*

*J.E.*

*31-01-2014*

Mr J A Ockhuizen

P.O.Box 10214

Windhoek

The Director, Hardap Educational Region

Private Bag 2122

Mariental

Date: 30 January 2014

Dear Sir/Madam

RE: Permission to Conduct an Educational Study in the Hardap Region

I am an Assistant Registrar at the University of Namibia. I am studying part time at the University of the Free State for my PhD. I am planning to carry out a study in all educational regions in the country.

My research topic is: The practice of learner centred teaching and learning of Geography at Senior Secondary Schools in Namibia.

The study attempts to determine the extent to which secondary geography teachers implement the learner-centred approach in their classrooms as well as to establish the nature of classroom challenges and problems experienced by geography teachers in their teaching when applying learner – centred approaches.

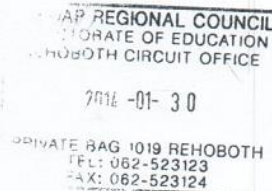
It is therefore anticipated that this study will expose relevant and necessary information that could be useful to both the Ministry of Basic Education and the University of Namibia in terms of best practices in teaching and learning geography at senior secondary schools.

My supervisor is Prof LP Louw, Faculty of Education, Department of Curriculum Studies at the University of the Free State.

My intention is to collect data at the following Senior Secondary Schools, namely:

1. M&K Gertze High School
2. Dr Lemmer High School

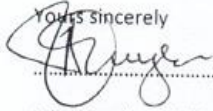
My research instruments will be questionnaires for both teachers and learners. Interviews will be conducted with geography teachers, HOD, as well as subject advisor. Classroom observations will be conducted in at least three Geography teacher's classrooms. I will spend at least two days per school and would be between January and April 2014.



The interview with the subject advisor will be arranged with that person him/herself.

Could you kindly grant me permission to conduct the research in your educational region?

Yours Sincerely



.....

John Abraham Ockhuizen

Permission granted/Not granted

Signature.....

Date.....

Director, Khomas Educational Region



**ERONGO REGIONAL COUNCIL**

**DIRECTORATE OF EDUCATION**

Telephone : 064-4105101  
Fax number: 064-4105136  
E-mail : [dirsec@moe.org.na](mailto:dirsec@moe.org.na)

Private Bag 5024  
SWAKOPMUND

Enquiries : Mr. J. /Awaseb  
Date : 21 February 2014

Mr. J.A. Ockhuizen  
P O Box 10214  
Khomasdal

**PERMISSION TO CONDUCT AN EDUCATIONAL STUDY IN ERONGO EDUCATIONAL REGION**

This response refers to your letter dated 04 February 2014, on the above matter.

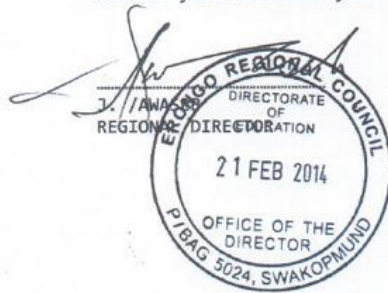
The Erongo Region hereby grant you permission to come and do your research at the two schools; Kuisebmond SS and Swakopmund SS as suggested in your request.

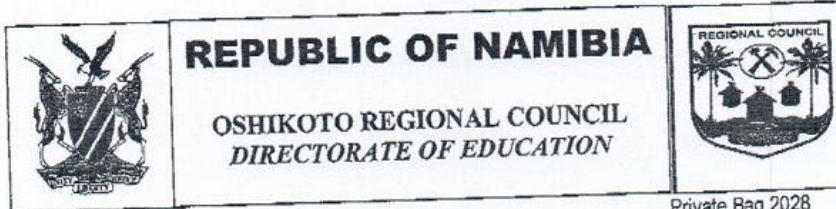
We are in agreement that the research will be useful for both Erongo schools and the ministry of Education when completed.

We would however caution you not to disrupt the normal teaching programme of the school and rather seek permission from the principals on the most suitable times to do your research.

Further please make prior appointments with the school authorities in explaining the process.

We wish you success in your studies.





Tel (065) 281900  
 Fax (065) 240315  
 Enq: Mr Lamek T. Kafidi

Private Bag 2028  
 ONDANGWA  
 11 March 2014

Ref: 12/2/6/1

Mr J.A. Ockhuizen  
 PO Box 10214  
 Khomasdal  
 Windhoek  
 Namibia

Dear Sir

**RE: PERMISSION TO UNDERTAKE PHD RESEARCH IN OSHIKOTO REGION**

With reference to your letter dated 17 February 2014, seeking for an approval from the Regional Director to conduct a research in our region towards the completion of your PhD, with University of the Free State, permission is hereby granted to you to carry out your research in Oshikoto Region using Uukule SS and Etosha SS as study sites.

It is very important that your research does not interfere with the normal teaching and learning process at schools and that any participation should be on a voluntary basis. Consult the concerned school principal well in advance for further arrangements.

Thank you for showing interest to do research in Oshikoto Region. It is our sincere hope that the information you are going to get will be quite useful towards the completion of your PhD.

Yours faithfully

Director  
 11 MAR 2014  
 MR LAMEK T. KAFIDI  
 DIRECTOR OF EDUCATION  
 OSHIKOTO REGION

CC: IoE: Oshivelo Circuit  
 IoE: Onyaanya Circuit  
 Principal: Etosha SSS  
 Principal: Uukule SSS

(no subject)

https://mail.google.com/mail/u/0/?ui=2&ik=21c98be415&view=pt&s...



Pecka Sempa <peckasempa@gmail.com>

(no subject)

1 message

Ockhuizen, John <jaockhuizen@unam.na>  
To: "peckasempa@gmail.com" <peckasempa@gmail.com>

Fri, Jun 27, 2014 at 12:58 PM

Mr J A Ockhuizen  
P.O. Box 10214  
Khomasdal  
Cell: 081 325 2207  
E-mail: jaockhuizen@unam.na

Director, Omaheke Educational Region  
Private Bag 2004  
Gobabis  
Date: 23 June 2014  
Mr P Semba

RE: Permission to Conduct an Educational Study in Omaheke Educational Region  
I am an Assistant Registrar at the University of Namibia. I am studying part time at the University of the Free State for my PhD. I am planning to carry out a study in all educational regions in the country.  
My research topic is: The practice of learner centred teaching and learning of Geography at Senior Secondary Schools in Namibia.

The study attempts to determine the extent to which secondary geography teachers implement the learner-centred approach in their classrooms as well as to establish the nature of classroom challenges and problems experienced by geography teachers in their teaching when applying learner – centred approaches. It is therefore anticipated that this study will expose relevant and necessary information that could be useful to both the Ministry of Basic Education and the University of Namibia in terms of best practices in teaching and learning geography at senior secondary schools.

My supervisor is Prof LP Louw, Faculty of Education, Department of Curriculum studies at the University of the Free State.

My intention is to collect data at the following Senior Secondary Schools, namely:

1. D du Plessis, Secondary School
2. Mokgamedi Tlhabanello HS

My research instruments will be questionnaires for both teachers and learners. Interviews will be conducted with geography teachers, HOD, as well as subject advisor. Classroom observations will be conducted in at least three Geography teacher's classrooms. I will spend at least two days per school and would be between January and April 2014.

Could you kindly grant me permission to conduct the research in your educational region?

Yours sincerely

.....  
John Abraham Ockhuizen  
Permission granted/~~Not granted~~  
Signature: .....  
Director, omaheke Educational Region



John Ockhuizen  
Assistant Registrar : Examinations

27-Jun-14 1:04 PM



REPUBLIC OF NAMIBIA  
KAVANGO REGIONAL COUNCIL

DIRECTORATE OF EDUCATION

Tel: 258911  
fax:2589213 .....

Enquiries: Fanuel Kapapero  
Email: [kapapero@iway.na](mailto:kapapero@iway.na)

04 June 2014

Mr. J A Ockhuizen  
P. O. Box 10214  
Khomasdal  
Windhoek

Dear Sir

**Re: Permission to conduct an educational study – Kavango Educational region**

Your letter dated 05 February 2014 on the above matter bears reference.

Permission is hereby granted for you to conduct educational study in schools within the region as per your programme. However, be advised that such activity should not interfere with the normal teaching and learning in schools. Kindly inform principals of the identified schools in advance to introduce yourself and the purpose of the study.

We wish you success in your studies.

Yours faithfully,

FANUEL KAPAPERO  
ACTING DIRECTOR





Republic of Namibia  
Zambezi Regional Council  
Directorate of Education



Enquiries: AK Mukela  
File No: 12/21/1

Private Bag 5008, Katima Mulilo, Namibia

Tel: 086 261932/902  
Fax: 086 263187

18 February 2014

Mr J A Ockhuizen  
P.O.Box 10214  
Khomasdal  
Windhoek

Dear Sir,

RE: PERMISSION TO CONDUCT AN EDUCATIONAL STUDY - ZAMBEZI EDUCATIONAL REGION.

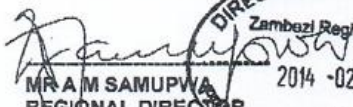
Your letter dated 05 February 2014 requesting for permission to conduct an Educational Study within schools in Zambezi Region as per above has reference.

Permission is hereby granted to you to conduct your educational study in schools within the region as per your programme. However, be advised that such granted permission should not disrupt the normal teaching and learning activities at those schools you intend visiting. Principals of schools you intend visiting should be notified in advance, so as to propose a programme for such activity.

By a copy of this letter the Inspectors of Education will be notified accordingly.

Counting on your understanding and cooperation in this regards.

Thank you,

  
 MR A M SAMUPWA  
 REGIONAL DIRECTOR  
 2014-02-18  
 Director  
 DIRECTORATE OF EDUCATION  
 Zambezi Regional Council  
 PRIVATE BAG 5008 - KATIMA MULILO



SUBJECT: <u>Geography</u>		GRADE: <u>11</u>	DAY NO: <u>2</u>
THEME: <u>Landforms and landscape processes</u>		TOPIC: <u>River processes</u>	
Syllabus Ref: <u>A.12</u>		DATE: <u>10/03/14</u>	DURATION: <u>45 m.</u>
LESSON OBJECTIVE: <u>Understand the weathering, river, wind and marine process</u>			
BASIC COMPETENCY: <u>Name and describe landforms associated with the work of rivers e.g. waterfalls, rapids, flood plain, Meanders.</u>			
RESOURCES/TEACHING AIDS: <u>PC &amp; projector</u>			
INTRODUCTION: <u>Ask questions based on the last lesson</u>			
TEACHER'S ACTIVITIES:		LEARNER'S ACTIVITIES:	
<u>Use PC to describe how waterfalls form.</u> <u>Q Where do we find most waterfalls?</u> <u>Refer to page 43 Discovering text book.</u>		<u>learners try to answer using prior knowledge.</u>	

Describe the formation of rapids and floodplain

learners listen and ask question

CONCLUSION:

Emphasize on the Main points again

OWN REFLECTION:

Went well

HOMEWORK: page 50 module 1  
Class work (non open book)

SIGNATURE: TEACHER



SIGNATURE: HOD/PRINCIPAL

DATE 10/03/14

DATE:

describe the formation  
of rapids and floodplain

learners listen and  
ask question

CONCLUSION:

Emphasize on the Main points again

OWN REFLECTION:

went well

HOMEWORK: page 50 module 1  
Class work (non open book)

SIGNATURE: TEACHER



SIGNATURE: HOD/PRINCIPAL

DATE 10/03/14

DATE:

**DAILY PREPARTION**  
**OND/THIRD TRIMERSTER 20.14.**

TEACHER: MR. SUBJECT: Geography GRADE: 12

CYCLE: (Week1) 3 DATE: 10/02/14 DAY: 1

THEME AND TOPIC: Settlement studies

TEACHING AIDS AND RESOURCES TO BE USED:  
Whiteboard, textbook

LEARNING OBJECTIVES WITH THE LESSON: Learners will:  
Understand the dynamic nature of settlements in  
LEDS and MPDC.

BASIC COMPETENCIES (refer to syllabus): Learners should be able to:  
analyse and discuss problems associated with  
growth of urban areas such as CBD, housing shortage, informal settlement traffic congestion.

**PRESENTATION OF LESSON**

- Monitoring of home work done:  
Check that learners work is up to date.
- An appropriate short introduction:  
Use Question and answer method to arouse interest of learners.
- Presentation of subject content and learning tasks:  
CBD - central Business district  
usually found in the centre of settlement  
usually where a piece of street

functions of CBD

- Example high-order retail functions
- shops, markets, clothing stores, furniture shops
- banks, financial institutions
- Administrative functions
- municipal offices
- hotels, restaurants etc

Problems of the CBD

congestion, noise, pollution, increasing crime

4. Consolidation: Re enforce oral questions

5. ASSESSMENT/HOMEWORK/TASK/EXERCISES:

Activity page 344 (a)(b)

OPPORTUNITIES TO DEVELOP LEARNERS ENGLISH READING AND WRITING SKILLS IN THE SUBJECT:

Reading activities: Read on topic

Writing activities: Copy Notes

Numeric skills:

Comments:

Controlled by:

Date:



## LESSON PLAN

(ACCORDING TO NATIONAL STANDARDS)

TEACHER: Ms Mwilima	GRADE: 12	DAY: 3.	DATE: 12.02.14
SUBJECT: Geo	THEME AND TOPIC: Energy Resources (H.E.P)		
<b>LESSON OBJECTIVE:</b> Learners will: understand the different processes involved in the production of power using renewable fuels			
<b>BASIC COMPETENCIES:</b> Learners should: Describe the process of generating hydro-electric power (H.E.P) - Explain the advantages and disadvantages of generating H.E.P			
<b>PRESENTATION OF THE LESSON:</b>			
1. Monitoring of homework done:			
			Time: .....
2. Short introduction:			
Ask questions to find out learners prior knowledge.			Time: .....
3. Presentation of subject content and learning tasks:			
- Introduce the lesson objectives and			
- Learners will work in groups to describe the process of generating hydro-electric power (H.E.P)			
- Explain the advantages and disadvantages of generating H.E.P			
- Discuss the findings, allow questions and respond to the questions.			
			Time: .....
<b>ASSESSMENT/HOMEWORK/TASK:</b> Home work.			
			Time: .....
<b>TEACHING AIDS AND RESOURCES TO BE USED:</b> Textbook, chalkboard and power point notes			
<b>OPPORTUNITIES TO DEVELOP LEARNERS ENGLISH READING AND WRITING SKILLS IN THE SUBJECT:</b>			
Reading: encourage reading			
Writing: emphasise on correct spelling			
<b>PROVISION FOR SPECIAL NEEDS:</b> (Compensatory/-extension activities)			

- 6 (a) (i) Using the information in Fig. 11, explain how electricity may be generated and transported from a hydro-electric power station.

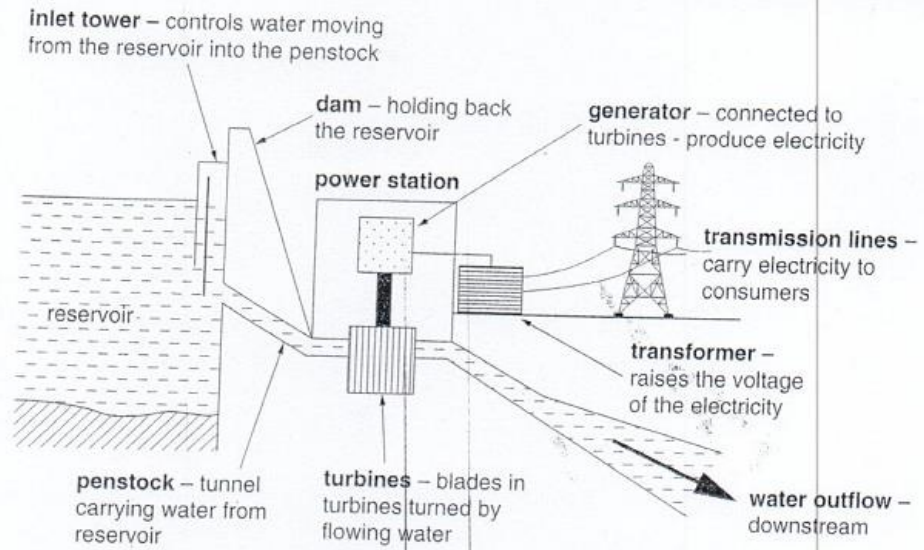


Fig. 11

- (ii) What physical features, including climate, favour the siting of a hydro-electric power station?
- (iii) Why are objections sometimes made when it is proposed to develop a reservoir and a hydro-electric power station in a rural location?

## Lesson preparation form.

## Social Sciences

Subject: <u>Geography</u>	Grade: <u>12 B + H</u>	Date: <u>10.06.14</u>
Teaching Materials and Resources to be used: <u>Chalkboard, maps</u>		Time: <u>7h50 - 08h30</u> <u>08h40 - 09h58</u>
Notes for the teacher		
Lesson Objectives: Learners will: <u>Reading and interpret</u> <u>topographical maps from SA: 1:50.000</u>		
Basic Competencies (Refer to Syllabus): Learners should be able to: <u>Character</u> <u>istics and title of the maps and how to</u> <u>work out directions</u>		
Presentation of the lesson:		
1. Monitoring of homework done: <u>Check progress on previous</u> <u>lesson by asking question in class.</u>		
2. An appropriate short introduction: <u>General questions on</u> <u>map work.</u>		
3. Presentation of subject matter and learning activities:		
Teacher activities	Learners activities	
<u>Teacher introduces the</u> <u>lesson by writing it on</u> <u>chalkboard. Teacher will</u> <u>hand out maps. Ask</u> <u>question to facilitate the</u> <u>lesson.</u>	<u>- Learner will answer</u> <u>the question individually</u> <u>- Work out answer to</u> <u>questions in pairs</u> <u>- Work on maps with pencils</u>	
4. Consolidation: <u>Teacher will give the summary and</u> <u>explains the home-work</u>		
5. Assessment / Homework / Tasks / Exercises		
<u>Draw the own maps and Ask five questions</u>		
English across the Curriculum:		
Reading activities:		
<u>Study pages 369 - 372 textbook</u>		
Writing activities:		
<u>Write down their questions</u>		

Compensatory teaching: *Case study on developing and developed towns of the world.*

Reflections:

*Well taken by learners.*

Controller's comments + signature

Lesson Preparation: Geography

Term TW Week \_\_\_\_\_ Day WED Date 11-06-2014  
 Lesson Number 31 Grade 12  
 Syllabus Theme population and settlements  
 Lesson Topic population studies

1. Lesson Objective:

- By the end of this lesson, learners should be able to:
- (a) identify and discuss reasons for contrasting patterns of population growth in different world areas
  - (b) as influenced by birth rate, death rate and migration

2. Subject matter/Content (points only)

- = factors influencing birth rate
- = factors influencing death rate
- = migration → causes → push + pull factors
- = negative effects of migration
- = problems faced by migrants in cities
- = problems caused by rapid rural-urban migration

3. List of teaching aids:

- 3.1 pictures
- 3.2 atlascases
- 3.3 textbook
- 3.4 \_\_\_\_\_

4. Evaluation

For written work please use the basic competencies form syllabus and old examination papers.

- (a) Explain push factors that cause people to move away ( )
- (b) explain pull factors that cause people to move to urban areas ( )
- (c) List problems encountered by migrants in urban areas ( )

5. Comments from controller (s):

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Designation \_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Designation \_\_\_\_\_

**Lesson Preparation**

Theme: Tourism

Topic: Eco-tourism



Teaching aids and Resources to be used:

Teacher's guide, Textbook, and chalkboard

**Learning objectives: Learners will:**

Investigate how eco-tourism is done, the challenges and benefits

**Basic competencies: Learners should be able to:**

1. Define Eco-tourism
2. Discuss the challenges and benefit of Eco-tourism.
3. Suggest some solutions

**Presentation of the Lesson**

- A. Short introduction: by the teacher
- B. Learners perform a role play

Briefly discuss the implementation of eco-tourism.

- C. Presentation of subject matter and Learning activities:

1. Define eco-tourism in the role play

- D. Consolidation: Summarize

**English across the Curriculum**

- Reading activities: notes
- Writing activities: N/A
- Compensatory teaching: N/A
- Reflections.....

Subject: <u>Nyasa</u> <u>Geography</u>	Time: <u>1 Period</u>
Theme and Topic: <u>The Physical World: Hydrological cycle</u>	
Teaching Materials and Resources to be used: <u>Mod. Book 1 / Discovering Geography 11 &amp; 12</u>	
Lesson Objectives: Learners will: <u>Show knowledge of drainage basins.</u>	
Basic Competencies (Refer to Syllabus): Learners should be able to: <ul style="list-style-type: none"> <li>→ Name and explain the factors influencing hydrographs/length lag time</li> <li>→ Define drainage density and describe the factors influencing</li> </ul>	
Presentation of the lesson: → Understand the concept of stream orders	
1. Monitoring of homework done: Review previous period's work on hydrographs.	
2. An appropriate short introduction: Refer back to hydrograph: Sometimes it can take very long for a river to reach its peak discharge, sometimes it happens quickly.	
3. Presentation of subject matter and learning activities: quick <ul style="list-style-type: none"> <li>→ Ask learners to give feedback on what they had to read on "Factors influencing hydrographs"</li> <li>→ Explain "Drainage density" with reference to "Population density" which is already known to them.</li> <li>→ Refer to factors influencing drainage density. Learners have to say (figure out) how each will affect the</li> </ul>	
4. Consolidation: drainage density <ul style="list-style-type: none"> <li>→ Draw example on blackboard to explain stream order</li> </ul>	
5. Assessment / Homework / Tasks / Exercises Read work on drainage patterns. Summarise the underlying	

National Subject Policy Guide  
for Social Sciences, NIED 2008

soil/rock<sup>13</sup> formations that might lead to this specific drainage pattern

Words: permeable/impermeable  
density

SUBJECT : Geography

GRADE : 11

DATE : 08-07-2014

THEME & TOPIC : The physical world. coastal/marine

TEACHING AIDS / RESOURCES : Textbook, module

LEARNING OBJECTIVES : THE LEARNERS WILL : understand wave  
-sing, rills, wind and marine process

BASIC COMPETENCIES (SYLLABUS) : LEARNERS SHOULD BE ABLE TO :  
distinguish the types of waves, such as  
constructive and destructive and explain the  
of the waves, swash and backwash

PRESENTATION OF LESSON :

1) MONITORING OF HOMEWORK : Homework were given  
- marked

2) INTRODUCTION : Types of waves.

3) PRESENTATION OF SUBJECT CONTENT & LEARNING TASKS :

x Constructive waves cause sediment  
- build up above the low tide mark.  
They have little energy and do not pl  
- or much erosion.

x Constructive waves usually create  
- widely sandy and fairly flat beaches.  
x The result is that sand and other small ma  
- all will be pulled up the beach, but  
- little will be removed.

Destructive waves, drag material d  
- the beach and deposit it below the low  
- mark.

4) CONSOLIDATION : all questions based on the  
- lesson.

ASSESSMENT / HOMEWORK / EXERCISE : Homework were  
- given and marked.

DEVELOPMENT OF LEARNERS ENGLISH READING & WRITING SKILLS

READING : read more books related to the topic

WRITING : Link ideas

GEOGRAPHY

**THEME AND TOPIC:** PHYSICAL WORLD - EARTHQUAKES

**TEACHING AIDS AND RESOURCES TO BE USED:** BLACKBOARD  
TEXTBOOKS & EXTRA INFO. FROM INTERNET

**LEARNING OBJECTIVES WITH THE LESSON:** Learners will: UNDERSTAND  
THE STRUCTURE OF THE EARTH AND PLATE MOVEMENT.

**BASIC COMPETENCIES (Refer to Syllabus):** Learners should be able to: .....

Explain the theory of plate tectonics.  
Describe the distribution of earthquakes,  
volcanoes, tsunamis etc.  
plates moving away from each other,  
moving towards each other and sliding  
past each other.

**PRESENTATION OF THE LESSON:**

- Monitoring of homework done QUESTION ON CASE STUDY  
mountain PINATUBO
- An appropriate short introduction. learners must understand  
how does earthquakes happen, the effects  
preventions and prediction
- Presentation of subject content and learning tasks:

Teacher's Activity	Learners' Activity
TEACHER Explain to	learners work in
learners what happened	group to understand
when earthquake is	formation of earthquakes
happens. Give an	and volcanoes better.
example - Kobe	DRAW DIAGRAM TO
earthquake	Explain and describe
Explain Tsunamis	what happened and
Give layout to	the after effects.
learners of	
assignment.	

• Consolidation: .....

**ASSESSMENT /HOMEWORK/ TASK/ EXERCISES:** .....

LEARNERS MUST DO WORK THROUGH  
CASE STUDY ON KOBE EARTHQUAKE  
WHAT CAUSED EARTHQUAKES  
4 GROUPS IN CLASS DIVIDED TO FIND  
OUT ABOUT RECENTLY HAPPENINGS ON EARTHQUAKES

**OPPORTUNITIES TO DEVELOP LEARNERS' ENGLISH READING WRITING SKILLS  
IN THE SUBJECT:** .....

Reading activities: READ THROUGH EXTRA NOTES .....

Writing activities: MAKE SUMMARIES .....

Numeracy skill: .....

Learning support: DO REVISION ON WORK DONE LEARNERS  
WORK & USES ATLAS TO LEARN MORE ABOUT REPORT

Reflections: .....

Signature: Principal/HOD

Date

Subject Head

Date

Lesson plan

21/ 02/2014

**\*Mark questions on Case study Mount Pinatubo**

**\*Ask learner to come and draw a diagram on the board explaining the formation of Kobe earthquake. The 2 plates involve are Phillipines and Eurasion plate. Explain the formation of landforms deep sea trench and subduction zone.**

**\* Explain the focus ( Kobe earthquake due to shallow depth of the focus that was only +16km below the surface), epicenter (occurred close to a very heavily populated area immediately above the focus), shockwaves P-waves known as push and pull waves travelles in all directions from the focus, they cause back and forth movements. S-waves known as shake waves travelles outwards in all direction and the L-waves travelles along the surface of the earth and are the slowest waves. They cause an up and down movement travelled from Awaji Island (where the epicenter are) along the Nojima Fault to the cities of Kobe and Osaka), Richter scale ( Instrument that measured the strength or magnitude of the earthquake. See figure on extra notes. ( Work through Case study of Kobe earthquake on p. 26- 28 in Discovery and answer the questions on p. 28**

**The impact of eathquakes. Summaries on p. 18**

**How can we manage earthquakes- see xtra notes**

**Summaries on p. 20 in Module 1**

**Prediction /forecasting of earthquakes- p.20 and extra notes**

**Precaustions – extra notes.**

**Tsunamis.**

**When an earthquake causes instability on the ocean floor, a tsunami or a giant wave can be generated. Due to size and speed, tsunamis can cause huge amounts of damage and they can penetrate kilometers inland in flat coastal areas.. See p. 21 in Discovery.**

**Example 26 December 2004, one of the most destructive tsunamis followed after a massive earthquake occurred in the sea near the Indonesian island Sumatra, killing + 250 000 people. Do research and find out if after 2004 there was any other Tsunamis.**

**Work through Case study of Indonesias tsunami and answer the questions on p. 22. In Discovery.**

**Project: Divide class into 6 groups. Each group must do research on any recently happened volcanoes or earthquakes. Draw a diagram on platemovement and describe what happened and the after effects. Make use of a poster and give detailed information. Accurateness and neatness very important.**

GEOGRAPHY

GRADE:

DATE: FROM Feb 4 TO Feb 8

DAY: \_\_\_\_\_

SYLLABUS: Research Techniques

LESSON TOPIC: Coastal Processes

OBJECTIVES: Coastal  
Longshore Drift  
Profile / Width

SUB-TOPIC: \_\_\_\_\_

TIME: \_\_\_\_\_

BASIC COMPETENCIES: LEARNERS SHOULD BE ABLE TO:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LEARNING SUPPORT MATERIALS:  
\_\_\_\_\_  
\_\_\_\_\_

TEACHING AIDS:  
\_\_\_\_\_  
\_\_\_\_\_

METHODOLOGY/STRATEGY

(a) Introduction:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Beach studies

- How do we measure the beach profile?
- Describe how we determine the longshore drift
- How do we do a pebble survey of the beach
- How do we study cliffs

### Beach profile

- Transects
- **Downshore transect:** from the back of the beach to the base of the cliff
- Longshore transect: from one side of the beach to the other, parallel to the sea
- Beach profile
- Choose a transect from the back of the beach to the sea
- Decide upon interval between readings along the transect line (systematic sampling or break of slope down the beach)
- Measure the distance between the points and take clinometer readings to give angle of the beach slope

### Question

- At each site, the students measured the angle of slope of the beach every two metres along a transect line from the low water mark to the back of the beach. The students used a pantometer and a long tape measure. Describe in detail how the students measured the beach profile.
- Use of tape to set out transect line/straight line from water's edge to back of beach
- Starting at the water's edge the pantometer is placed along the transect line/vertical pole
- The angle of slope change is measured using the protractor
- Record the measured angle
- Repeat the measurement for the width of the beach/length of the transect

### Question

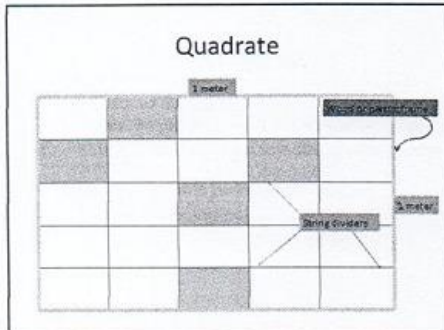
- Describe how they would measure a beach profile.
- The students used the following equipment:
- Two ranging poles
- A clinometer
- A tape measure
- A recording sheet

### Answer

- Establish eye level height on each pole and mark it with a piece of visible tape/top of pole
- Use tape measure to measure 10 m/distance between poles
- Put the two ranging poles at 10 m intervals across beach
- Hold the clinometer at arm's length and sight the visible marker
- Read the angle of deviation from the horizontal/measure the angle with the clinometer
- Record the angle on a recording sheet
- Repeat every 10 m along/up/down/across beach

### Particle size survey

- Decide upon the interval between samples along the transect line.
- At the sample site randomly select 5- 10 particles.
- Increase your chances of randomly selecting particles by placing a quadrat over the site and then randomly selecting within the quadrat to decide which particles to measure
- Measure the size (long axis), using ruler and callipers and shape (roundness index)



### Question

(a) Students used a transect line and a quadrat (a measuring frame) to sample the beach material at six sites from the low water mark to the cliff.

(i) Draw a labelled diagram of a quadrat. [2]

(ii) Explain how a quadrat was used systematically to measure the percentage of different types of beach material along the transect. [2]

(iii) Quadrats can also be placed at random to sample beach material. Describe the advantages and disadvantages of this method. [3]

(a) (i) A quadrat drawn to indicate frame with label; String lines/divisions to divide area with label; 2 @ 1 mark (2)

(ii) quadrat placed along transect at intervals; count/record number of squares of different material 2 @ 1 mark (2)

(iii) advantages eg random/unbiased selection; larger area covered; disadvantages eg practical considerations; miss the area; biased by sun/other factors 'needs more than 'not fair' or 'unbiased' single marks max 2 for adv or disadv (3)

### Question

- Pebble size can also be measured using callipers, two short lengths of metal hinged together, and a ruler. Describe this method in detail.
- Pebble placed between open ends of callipers/callipers opened to measure long axis of pebble; the callipers remain/keep the measurement; a ruler is used to measure the open distance of the callipers

### Longshore drift

- 20 to 30 brightly coloured floats
- Trown into the sea at clearly marked point
- Locate point where the floats washed up on the shore
- Measure distance from the starting point
- Position marked on a scale map of the beach
- Indicate the direction of longshore drift

### Question

- Explain the process of longshore drift.
- Wind drives waves/wave move in direction of wind
- Waves come to the beach at an angle/oblique
- Swash carries material up the beach
- Backwash takes material back down the beach
- Process is repeated with each wave

## **ANNEXURE V**

### **TEACHERS' INTERVIEW SCHEDULE**

#### **1. LESSON PRESENTATION AND DEVELOPMENT**

In this lesson you were dealing with (topic/s) ..... Could you tell me briefly how you decide what method to use to teach this topic?

(In other words, what does teacher draw on to develop and plan lesson content and its delivery?)

#### **2. USE OF RESOURCES FOR TEACHING AND LEARNING**

2.1 I noticed that you used writing (name the materials?) in your lessons.

(Comment on resources and used or lack of both teacher & learner?)

How do you select what materials to use? Where do you get them from? What about learners using materials? (I.e. probe use of material resources used in lesson)

#### **3 MEDIATION OF KNOWLEDGE (methods/teaching approach)**

3.1 There is a great deal of talk today in education learner-centred approaches, where pupils talk more in class to each other, ask more questions, and so on. What are your views on this?

3.2 What is your definition of the term "learner-centred approaches" (LCE)?

3.3 During your teacher-training was it effective? Can you explain more on your answer?

3.4 If so, do you think the training was effective? Can you explain more on your answer?

3.5 How would you rate your teaching in terms of using LCE?

- a) All the time
- b) Most of the time
- c) Sometimes
- d) Never

3.6 Could you elaborate on your choice, please?

Findings, conclusions and recommendations on the effectiveness of the teachers' teacher training program.

Findings on the effectiveness of the teachers' teacher training program

- 3.7 Are you (have you) experiencing problems with implementation of LCE in your classes? Can you explain more?
- 3.8 What do you think are the most challenging factors that hinder your implementation of LCE?
- 3.9 Have you recently read about the topic learner-centred teaching? How frequently do you search for articles? Are you aware about the directive How Learner- Centred are You? Tell me more about it.

## **ANNEXURE W**

### **PRINCIPALS INTERVIEW SCHEDULE**

1. Do you think that your school provides an environment where learners feel safe and supported in their learning? Give me some examples
2. Is there a constructive relationship between class teachers, principals and parents? Can you give us practical examples?
3. Do you think that lessons are well-prepared in such a manner to always cater for learner-centred teaching and learning?