



*An Evaluation of an Implementation Model of Curriculum 2005 in the Foundation  
Phase: The Case of Malamulele District, Limpopo Province*

By

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Student Number: 9307886

A dissertation submitted in fulfillment of the requirements for the degree of

Master of Education (Science Education)

in the

School of Human and Social Sciences at the University of Venda for Science and  
Technology

Supervisor: Dr. DL Mogari

*An Evaluation of an Implementation Model of Curriculum 2005 in the Foundation  
Phase: The Case of Malamulele District, Limpopo Province*

I, *Ndifhedzani Lacton Mudau*, hereby declare that this dissertation for Masters of Education (Science Education) degree, at the University of Venda for Science and Technology, has not been previously submitted for a degree, at this or another institution, and that this is my own work in full and original composition. All reference materials contained therein have been properly acknowledged.

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..... *12 May 2004* .....

## DECLARATION

I, *Mudau Ndifhedzani Lacton*, hereby declare that this dissertation for Masters of Education (Science Education) degree, at the University of Venda for Science and Technology, hereby submitted by me, has not been previously submitted for a degree, at this or another institution, and that this is my own work in design and execution. All reference materials contained therein have been duly acknowledged.

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The study was intended to evaluate the impact of an implementation model of curriculum 2005 (C2005) in the foundation phase in the selected schools in the Limpopo province. Qualitative methods, which involved classroom visits; structured interviews with parents; the outcomes-based education (OBE) knowledge questionnaire completed by educators, principals and district managers; checklist of the availability and supply of OBE-related learner support materials; and Numeracy and Literacy achievement tests, were used to compare two groups of four randomly selected schools in the Malamulele and Thohoyandou districts, respectively. Statistical techniques involving the use of t-test were used to compare the respective means scores of measures of the two districts. Primary schools in the Malamulele district were exposed to the C2005 implementation model. For this study, only grade three classes were involved as they have had three years exposure to the model.

The results showed that learners in the Malamulele district fared better in the Numeracy and Literacy tests as compared to learners in the Thohoyandou district. In the Malamulele district, parents, educators, principals and the district manager were much more knowledgeable with the aspects of OBE; the classroom practice of educators was much more OBE-related; there were more OBE-related learner support materials in schools; and parents were more involved in the education of their children better than their counterparts in the other district. The implication of the results was that the C2005 implementation model used in the primary schools in the Malamulele district has had a significant impact in achieving the aims and objectives of C2005 particularly in the areas of Numeracy and Literacy.

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This work is dedicated to:

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| (iii) My brother Dr Nndwa R M.                                      | iv   |
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## INTRODUCTION

### 1.1 Background

When the democratic government took office in 1994 in South Africa, one of the challenges it was faced with was to redress the quality of education offered to the black majority. This necessitated a new curriculum that would empower previously suppressed, neglected and disadvantaged communities. According to Jansen (1998), the then Minister of Education Professor Sibusiso Bengu launched, in 1997, a new curriculum called Curriculum 2005 (C2005), which offers an outcomes-based education (OBE). Mark (1999) regarded C2005 as a key initiative in the transformation of the South African society because it is hoped that OBE will facilitate the development of an internationally competitive nation with literate, creative and critical thinking citizenry. The National Department of Education (NDoE) (1997) reckoned that C2005 would equip learners with relevant skills and knowledge that will make them self-reliant and self-supporting.

In order to optimize the success of the process of introducing the new curriculum in schools, there is a need to develop an implementation model. The model should ensure that C2005 is implemented with no hitches when outcomes-based teaching and learning strategies are implemented in the classrooms. An example of such a model, at district level, is the Univemalashi Project, which was developed through a partnership with key stakeholders in the education system, ranging from educators through to the provincial authorities (Onwu and Mogari, 1999).

UNIVEMALASHI is an acronym of University of Venda, Malamulele district and Shingwezi College of Education. The University's responsibility was to provide a mirror with which the project sees itself. In particular, the project was concerned with the evaluation of the implementation model through the use of explicit criteria for judging

how well the C2005 implementation programme was unfolding. Shingwezi College of Education was responsible for the provision of pre-service programme that would ensure that the in-coming educators are familiar with all aspects of an outcomes-based approach as advocated in C2005. Malamulele district was the educational precinct where the project was located and was concerned with the general administration of schools.

The project involved the following key stakeholders: Formal structures of the provincial department of education in the Malamulele district, viz. district manager; early childhood development (ECD) specialist; parents and school governing bodies (SGBs); Principals; foundation phase educators; Shingwezi College of Education and research experts who were in the employ of the University of Venda (See section 2.7).

Onwu and Mogari (1999) explain that the systematic reform approach adopted by the Univemalashi Project was conceptualized within learner-centred model of educational development. The learner was taken as central to the reform effort, since the outcomes-based education was thought to have the potential to produce skillful, knowledgeable and well-molded adults. In order to successfully introduce a learner-centered instruction model the Project adopted the following approach:

1. A series of educator workshops, which were mainly co-ordinated by the ECD specialist, were organized. The workshops were intended to introduce the educators to the terminology and principles of OBE; to develop the educators' classroom practice according to the principles and philosophy of OBE; and to provide the educators with an opportunity to share and reflect on their classroom experiences.
2. The ECD specialist visited the participating schools regularly in order to monitor the educators' classroom practice and provide necessary assistance.
3. Cluster meetings were set up with colleagues from neighbouring schools and held on weekly basis in order to coach each other and share their OBE-related classroom experiences and practices (see section 2.6.1).

4. School-based workshops were conducted by the key educators and principals to acquaint other educators in the schools with what transpired at the workshops (see section 2.6.1).
5. Parents also played a significant role in the education of their children. They monitored the progress of their children and offered assistance where necessary. In some instances they collected and prepared learning materials necessary to facilitate their children's learning (see section 2.6.2).

It is therefore necessary to determine whether or not the C2005 implementation model developed has been successful in achieving the aims and objectives of the new curriculum particularly in the areas of Numeracy and Literacy.

## 1.2 Problem of the Study

The problem of the study is to evaluate the implementation model of C2005 in the foundation phase in schools situated in the Malamulele district, Limpopo province.

## 1.3 Research Questions

To this end, the following research questions were addressed:

- i) What is the level of Numeracy and Literacy amongst the grade 3 learners?
- ii) What is the understanding of OBE by the foundation phase educators?
- iii) How do educators conduct OBE-related lessons?
- iv) What roles do parents play in the education of their children?
- v) What knowledge of the OBE is held by primary schools principals and district managers?

In addition, the following sub-questions were addressed:

i) To what extent do educators use the OBE-related assessment procedures?

ii) To what extent have the educators gathered and organized the OBE-related learning support materials?

## **1.4 Significance of the Study**

The study will provide data about how and the extent to which C2005 has been implemented in the foundation phase. The data will also be useful to the policymakers and all stakeholders involved in day to day running of education in determining the success or failure of the OBE/C2005 in terms of learners' level of basic competency in Numeracy as well as their ability to read and write. The study will also help all stakeholders to understand their roles in education. In the event of the findings of the study being positive, the implementation model adopted by the Univemalashi Project may be duplicated in other educational precincts.

## **1.5 Definition of Terms**

### **1.5.1 Implementation Model**

This refers to the strategy aimed at acquainting educators, principals, district officials and parents in the Malamulele district with the aims, principles and philosophy of C2005.

### **1.5.2 Evaluate**

This refers to giving value judgement about the process of implementing the C2005 in the foundation phase in schools in the Malamulele district.

### **1.5.3 District Manager**

This refers to the official who is heading education at district level who is responsible for managing and promoting education in the schools under his or her jurisdiction.

## 1.5.4 ECD Specialist



This refers to the official in the early childhood development field whose duty is to facilitate the education and development of the learners in the foundation phase, that is, from grade R to 3. The official also helps to support the educators in the implementation of C2005.

## 1.5.5 Numeracy

Numeracy is defined as the construction of knowledge that deals with qualitative and quantitative relationships of space and time, patterns, problem-solving, logical thinking in an attempt to understand the world and make use of that understanding (NDoE, 1997a).

## 1.5.6 Literacy

Literacy is defined as a cognitive process that deals with one's ability to read and write.

## 1.6 Structure of Research Report

The review of the related literature is done in chapter two.

Chapter three presents the methodology used to gather the necessary data.

Data is analysed in chapter four.

Summary, conclusions, limitations and recommendations of the study are discussed in chapter five.

## LITERATURE REVIEW

The chapter presents a review of literature related to the study. The need for the study is done by identifying gaps and pitfalls in the related previous studies, critiquing the C2005 implementation programme used by National Department of Education (NDoE) and elsewhere, discussing the aspects of C2005 implementation, critically discussing factors that make the Curriculum implementation successful, outlining the problems encountered when implementing C2005 and lastly suggesting an alternative implementation model of C2005.

### 2.1 Justification for the Study

The transition from content-based education to outcomes-based education necessitated the retraining of educators; district managers; much more involvement of the community in education and the development and supply of appropriate learning support materials. In particular, different models, which were aimed at ensuring that outcomes-based teaching and learning strategies are successfully implemented in the classrooms, were initiated. Examples of such models are the Cascade model (see section 2.6); the Univemalashi Project (see sections 1.1 and section 2.6) and the Fountain model, which combined the Cascade, Cluster and Classroom models. The Fountain model was initiated in the Malamana district in Region 3 in the Limpopo province.

Most of the initiated educator development programmes which were intended to acquaint the educators with OBE aspects and how to implement C2005 in their classrooms never ran free of problems (C2005 Review Committee, 2000). Firstly, the quality of training was questionable because after training most of the educators still had hazy knowledge of OBE. For example, Jansen (1999) noted that, in the Kwazulu-Natal (KZN) and Mpumalanga (MP) provinces, educators held different views about OBE knowledge.

Jansen further states that most educators in KZN and MP defined OBE as synonymous to C2005 whereas others defined it in terms of certain practice such as learner-centred instruction, group work or learning by doing and activity-based learning (see section 2.4.1).

Morar (1999), in his study conducted in the Eastern Cape (EC) province, discovered that the training was one-shot workshop per grade without follow-up support. The training left most educators without the necessary OBE knowledge. This was also evident in Jansen's (1999) study conducted in KZN and MP where the educators regarded the OBE training as inadequate. According to Jansen (1999) there were two groups of opinions regarding the issue of training. The first group felt that training was useful but much more training was still needed. The second group was disillusioned about the training they got and as a result they felt that totally different training was required (see section 2.4.2).

Moemi (1999) noted that, in the Malamana district, not all educators had received the training especially in the so-called farm schools because many farm schools are one educator school and the classrooms in such schools are multigrade. It is therefore necessary to determine the extent to which educators in the Univemalashi Project understand OBE.

Secondly, there were problems with regard to the availability of OBE-related learner support materials (LSM) in schools. Jansen (1999) noted that, in KZN and MP, all schools only had the basic documentation, which consisted of the Foundation Phase programmes of Literacy, Numeracy and Life Skills. In his study conducted in the EC, Penlington (1999) found that although the key educators had been given the OBE-related LSM, there was no evidence as to whether the materials reached all educators in the schools. Potenza and Monyokolo (1999), in the Brakpan/Benoni district in the Gauteng Province, discovered that not all schools received the basic documentation of the Foundation Phase programmes when OBE was implemented in 1998 in grade 1 (see section 2.4.3). Thus, my study seeks to assess the supply and availability of OBE-related LSM in schools in the Univemalashi Project.

Thirdly, there was inadequate clarification as to how OBE lessons should be conducted. Jansen (1999) noted that, in KZN and MP, the educators were not doing anything different from what they were doing prior to the introduction of OBE. Some educators including the well-qualified ones, particularly those who were regarded as the best facilitators were uncertain about whether their classroom practice was in line with the OBE stipulations. This was also found in EC where the educators were still using the traditional teaching approach (Morar, 1999). Morar further noted that their lessons were only based on the questions-and-answers where there were no classroom discussions. Most educators used drill and practice and were not aware that it was inconsistent with OBE (Jansen, 1999).

There was also lack of adequate clarification with regard to how the available resources should be utilized. Penlington (1999) also found that, in EC, most classrooms activities were not well organized because the educators were not familiar with the materials they were using. My study will determine whether or not educators in the Univemalashi Project were able to make use of OBE-related LSM.

Fourthly, most educators were confused with the assessment policy (Nakabugo and Sieborger, 2000). The educators did not know what, where, how and when to assess the learners (Gauteng Education Training Council (GETC), 1999). The GETC further states that most educators understood continuous assessment to mean that they should test the learners more frequently. My study seeks to determine the extent to which educators in the Univemalashi Project assess their learners in accordance with the OBE principles.

Lastly, the Fountain and Cascade models did not make adequate provision for the involvement of key stakeholders such as parents, district officials and principals in the education ( see section 2.4.3) even though they were supposed to play a vital role in teaching and learning process (Moemi, 1999). My study is intending to establish the role of parents in the education of their children.

## 2.2 Programme of Curriculum Implementation



The National Department of Education (NDoE) had planned to implement C2005 in grades one and seven in 1998. In fact, NDoE (1997a) envisaged the programme of phasing in C2005 in schools as follows:

Grades	Years of phasing in
1 and 7	1998
2 and 8	1999
3 and 9	2000
4 and 10	2001
5 and 11	2002
6 and 12	2003

According to NDoE (2001) the above programme was not adhered to due to some unfortunate situations such as the inadequate training of educators especially the grade seven educators who felt that they were not fully supported as compared to their counterparts in the Foundation Phase, and the unavailability and inadequate supply of learning and teaching materials in most schools. As a result the NDoE came up with an alternative implementation plan of C2005 which was to begin with the phasing in of OBE in grade 1 in 1998 and followed by grade 2 in 1999, grades 3 and 7 in 2000, grades 4 and 8 in 2001, grades 5 and 9 in 2002 and was supposed to be followed by grades 6 and 10 in 2003, grade 11 in 2004 and grade 12 in the year 2005 (Young, 1998).

Amid the implementation process, a committee was appointed to review the C2005 with a view to re-look at the process and where necessary to improve its implementation (NDoE, 1997a). In order to ensure the smooth implementation of C2005 implementation, the NDoE took heed of aspects of curriculum implementation.

For the successful implementation of curriculum, the following aspects are essential: curriculum development, educator development, and developing teaching and learning materials. According to Potenza and Monyokolo (1999) these aspects should be aligned to ensure the successful transformation of what was happening in the classrooms.

### 2.3.1 Curriculum Development

Taylor (1999) regards curriculum development as the life-blood of education. McNeil (1990) writes that curriculum development includes the following factors: learning programmes, methodology of delivering the content and the framework of assessment and evaluation of outcomes. Each of these factors is discussed in detail below.

#### 2.3.1.1 Learning Programmes

The NDoE (1997a) defines the learning programmes as “the pathway through which the curriculum is implemented”. The NDoE provides a set of national curriculum guidelines that would help the provincial departments develop their own learning programmes depending on their specific needs. Potenza and Monyokolo (1999) indicate that the provinces should develop their learning programmes guided by the Foundation Phase Policy Documents and illustrative learning programmes.

### 2.3.2 Educator Development

In areas where the Foundation Phase Policy Documents and illustrative learning programmes were received late in 1997 and where there were no resources to develop their learning programmes, the provincial departments worked hand in hand with the national department of education to develop their learning programmes (GETC, 1999). In Gauteng, for example, the GETC (1999) indicates that the Gauteng Institute for Curriculum Development (GICD) helped the Gauteng Department of Education to develop the learning programmes.

### 2.3.1.2 Assessment Framework



The NDoE (1997a) asserts that assessment should measure learners on a continuous basis by employing the following strategies: observation and comment, portfolio, self or peer assessment, performance, verbal and written profile and monitoring assessments. Assessments should help both the learners and educators to determine whether the agreed upon outcomes have been achieved (Northern Province Department of education, 2000). Furthermore, assessment should assist with the identification of learners' requirements and additional support through continuous monitoring of progress. External assessment would be done at the end of grades 3 and 6 while comprehensive assessment would be conducted in grades 9 and 12 (NDoE, 1997b).

### 2.3.1.3 Instructional Methods

For the success of C2005 there is a need to identify the appropriate instructional methods required to equip learners with knowledge, skills, values and attitudes. The NDoE (1997b) indicates that the methodology based on a learner-centered model is preferred to equip learners with skills, knowledge, values and attitudes. Some examples of learner-centered instructional methods are: group work, discussion, research and problem solving methods. In all these models the educator becomes the facilitator of learning process (Killen, 2000). My study will determine how educators conduct their OBE -related lessons.

### 2.3.2 Educator Development

Educator development should be regarded as a national priority to enable educators plan for the changes ahead of them and understand such changes. McNeil (1990) maintains that education is a labour-intensive field that requires educators' training and therefore educators' development is regarded as a major key in the success of curriculum change and implementation (see sections 2.1 and 2.4.2). The training should equip educators with ability to plan in an integral way, to deliver the content using appropriate teaching strategies and to use a variety of methods to assess whether the outcomes have been

achieved. According to King and Newman (2001) this would boost the ability and knowledge of the educators and hence the success of the learners and the curriculum implementation process. Hence my study seeks to determine whether or not an educator development initiative in the Malamulele district managed to provide educators with the necessary expertise.

#### 2.4 Successful Curriculum Implementation Process

The NDoE (1997a) indicates that educators would have been introduced to C2005 as from June 1997. As a way of facilitating the process of educator development countrywide, NDoE adopted the Cascade model. According to the GETC (1999) the officials who were appointed by the Media in Education Trust (MIET) ran the training programmes for the educators. Potenza (1997) indicates that officials in each province were trained in 1997 to run the training programmes and were expected to cascade the information to the educators who in turn would cascade the information to their fellow educators back in their schools. The NDoE (1997a) reports that the grades 1 and 7 educators were targeted first for training since they were the first ones to implement C2005 (see section 2.2). The field tests were conducted in the second half of 1997 to get a clear picture on how the implementation of C2005 was progressing in schools (NDoE, 1997a).

#### 2.3.3 Teaching and Learning Materials

For the successful implementation of any curriculum, adequate teaching and learning materials are important as they form a crucial part of teaching (see section 2.5.1.2). As Potenza and Monyokolo (1999) point out, that these materials should be accessible to everyone including educators and learners.

In the case of the implementation of C2005, the NDoE (1997a) reports that adequate learning and teaching support materials were cascaded down from the provincial department to the respective districts (see section 2.1). These materials, which were in the form of textbooks and workbooks, also included educators' guidance on assessment. Unfortunately, as mentioned in section 2.1, the materials were not available in some schools and educators in turn, due to the inadequate training they were exposed to, could

not develop their own LSM. It is therefore important that educators should have the necessary skills and knowledge to develop their own LSM and should always prepare them well in advance.



## **2.4 Successful Curriculum Implementation Process**

For the curriculum to be successfully implemented, the following factors need to be taken into account: the preparedness of educators in the implementation of curriculum, training, planning and involvement of all stakeholders in the curriculum. Each of these factors is discussed in detail below.

### **2.4.1 Preparedness of Educators in the Implementation of Curriculum**

Rogan (1999) mentions that the success of curriculum implementation depends on the willingness of educators to change their practice in line with new curriculum and their level of understanding of the new curriculum. The curriculum should not come as a surprise to the educators. The educators should instead be given time to discuss and make inputs so that they may have the sense of ownership (see section 2.4.3). My study seeks to determine the readiness of educators to implement C2005.

### **2.4.2 Training**

The most important factor that influences the successful implementation of a curriculum depends mostly on the quality of training afforded to the educators (see section 2.1). Fullan (1994) points out that high quality professional development programme is important in helping educators cope with the changes that challenge their profession. Among others, the training should help educators change their traditional roles and practices (see sections 2.1 and 2.3.2).

## 2.5 Shortcomings experienced with the Implementation of C2005



According to Jansen (1999) C2005 was met with mixed feelings from various quarters. The doubts and criticisms were due to the anticipated difficulty for implementing it in a setting that has a considerable number of under-qualified as well as under-prepared educators coupled with under-resourced schools. Siyakwazi (1998) states that in terms of the actual implementation of C2005, in schools in 1998 in grades 1 and 7, the process never ran free of shortcomings. In short, there were widespread criticisms regarding the introduction of C2005 in 1998. Some of the criticisms were based on the fact that it was too early to introduce OBE, as all the necessary preparations had not been completed. In particular, educators were not adequately prepared, teaching and learning resources were insufficient or not there at all in the schools; key stakeholders in education were not involved or consulted about C2005; lack of mastery of subject matter by educators and lack of clarification regarding assessment policy. Each criticism is discussed in detail below (C2005 Review Committee, 2000).

### 2.5.1 Some of the Educator Development Programmes Used

The educator development programmes were designed to introduce and prepare the educators to implement C2005 (see section 2.3.2). There were instances where these programmes did not adequately prepare the educators to implement C2005. According to Khulisa (1999) the implementation of C2005 happened too quickly, and this affected the quality of training offered to the educators. There were problems with regard to the Cascade model, a model which was widely used to train educators (see section 2.3.2), quality of training offered and follow-up support (see sections 2.1 and 2.4).

#### 2.5.1.1 Cascade Model

The GETC (1999) indicates that the Cascade model failed to adequately prepare the educators and the educational officials for the successful implementation of C2005. In one instance it was noted that the officials, who were appointed by the Media in Education

Trust in 1997 to train the educators, also lacked confidence, understanding and knowledge on how to manage the educator training session (see section 2.3.2). The officials also lacked the understanding of the terminologies used in the C2005 documents. According to Chisholm (2001) the basic documents of C2005 also created serious confusion amongst those who were conducting the training programmes and the educators. In particular the confusion was caused by lack of understanding of the key principles of C2005 and its implementation. This led to a variety of interpretations of the key principles of C2005 by both the trainers who were expected to cascade the information to the educators and the educators who were expected to cascade the information to their fellow educators back at their respective schools (see section 2.1). This led to the question raised about the content and quality of training received by the educators during the training programmes.

The GETC (1999) mentions that the Cascade model was not enough for the training because the educators who were expected to cascade the information to their colleagues back at their respective schools were not given enough time to do so. In some instances they were only given time to report what transpired at the workshops without sharing with their colleagues what they actually learned. Vinjevold and Robert (1999) state that some of the educators who attended the workshops came back home unable to apply their understanding in their own classrooms, after claiming to have understood what they were taught at the workshops. When the education officials visited the schools they were disappointed to find that the educators did not correctly cascade the information to the fellow educators. Vinjevold and Roberts (1999) also mention that there were instances where the training given to fellow colleagues at school was too much theoretical and not related to what they were taught at the workshops (see section 2.5.1.2).

Potenza and Monyokolo (1999) noted that principals and school heads of departments (HOD) were generally not involved in the training. This affected the process of successful implementation of C2005 particularly where an educator came across some difficulties neither the principal nor the HOD could provide the necessary help.

According to Kahn (2000) some of the training officers had never found themselves in the classroom for their entire life while others were not in the classroom for many years and this weakened the effectiveness of training. One would find that, the training officer does not take the classroom complexity and problems into consideration during presentation. As a result the aspects of training and the actual classroom situation were detached.

### 2.5.1.2 The Quality of Training of the Cascade Model

The C2005 Review Committee (2000) reports that the quality of training was poor and weak. The training was insufficient in terms of concepts, duration and quality especially in the implementation process (see sections 2.1 and 2.4.2). This was due to the fact that there was inadequate funding to organise and run the workshops for the educators (C2005 Review Committee, 2000). Jansen (1999) writes that some educators received very basic training whereas others only learned from colleagues within and across schools. Educators and principals were also dissatisfied with the two to three days theoretical training workshop without follow-up support. This prompted them to yearn for extensive training accompanied by follow-up support (see sections 2.1 and 2.5.1.3).

Potenza and Monyokolo (1999), for example, state that in areas such as Benoni/Brakpan the quality of training was affected by the starting time. Training in these areas only started late in 1997. When it eventually started more time was spent on explaining the terminologies rather than what was needed in the successful implementation of C2005. By so doing most educators failed to have a full grasp of OBE. The training also failed to cover all the learning areas such as the Life Orientation and Technology (Potenza and Monyokolo, 1999). The C2005 Review Committee (2000) also notes that more than 50% of educators were unable to explain the sixty-six specific outcomes.

What transpired during training was questionable. The GETC (1999) notes that the Draft Policy Documents guided the officials and the educators during training and examples of relevant OBE-related activities were rarely given. This created problems in so far as the educators implementing in their lessons all that they had learnt.

Young (1998) states that the methodology used was an old-fashioned passive lecture style and there was no one with foundation phase experience or background in the teaching and learning unit (see section 2.1). The GETC (1999) found that there was no co-ordinated strategy to develop educators in the provinces to guide the implementation. As a result all these adversely affected the implementation of C2005.

### **2.5.1.3 Educators' Follow-up in School Support**

There was either insufficient or no educators support programmes in place. Khulisa (1999) argues that the problems associated with the educator support programmes were due to the fact that there was a lack of adequate and readily available expertise amongst the regional, district and provincial education officials. In particular, this problem was created by lack of funding and shortage of personnel to run the effective follow-up programmes. The GETC (1999) indicates that in Gauteng, particularly in areas such as Benoni/Brackpan district, there was only one subject advisor for a large number of schools. This affected the C2005 implementation programmes as educators lacked support when they encountered problems in the classrooms. My study will determine whether or not the Malamulele district educator development programme was successful in terms of the implementation of C2005.

### **2.5.2 Teaching and Learning Resources**

Jansen (1999) points out that the educators who were willing and eager to implement C2005 and believed that it is beneficial for their learners were demoralized by the problems associated with the learning and teaching materials ranging from availability, quality and proper use to either no regular or total lack of supply. The C2005 Review Committee (2000) mentions that due to inadequate supply of LSM learners were not adequately taught particularly how to read and as a result they proceeded from grade 1 to grade 3 with limited reading skills.

Furthermore, the educators were not given enough time to select relevant materials and this led to them making hasty choices of materials, which was problematic (Potenza & Monyokolo, 1999). According to the Report by the South African Democratic Teachers Union (SADTU) (2000) some schools received materials that could not meet the needs of the educators. SADTU further reports that in some schools, materials were received too late and this delayed the implementation process. The GETC (1999) indicates that in Gauteng, for example, materials such as grade one Policy Document and learner workbook were only delivered to the schools in the second and third quarter of 1998. Unfortunately, in some cases, the delivered materials, according to Khulisa (1999), were kept in the principals' offices and were rarely used by the educators.

There was a problem with regard to the selection of learning and teaching materials for the provincial departments. According to Khulisa (1999) the publishers rather than department of education selected learning and teaching materials. This caused a lack of alignment between learning and teaching materials from one grade to another. The fact that the publishers selected the materials meant that the curriculum was being delivered in essence through learning and teaching materials that has been decided on by the publishers (GETC, 1999).

### 2.5.3 Subject Matter Mastery and Confidence

Vinjevold and Taylor (1999) state that there was a low-level of conceptual knowledge and poor grasp of subject matter amongst the educators. This led to fundamental constraints on the quality of learning. As a result, as Jansen (1999) noted, the educators avoided difficult and complex aspect of the learning area and only taught simple ones particularly those that only required recalling and remembering. Learners were therefore, denied opportunities to develop analytical and synthetic skills.

According to Mahomed (1999) there was a complaint from the educators that language of C2005 is too complex and confusing. The C2005 Review Committee (2000) also noted the issue of difficult and confusing language. According to the Committee the terminology of

C2005 was quite demanding to the educators to the extent that much attention was focused on it at the expense of exposing educators to the technical aspects of OBE. Commonly known and understood terms have been replaced with new terms such as “learners” for “pupils” and “educators” for “teachers” and so on.



#### **2.5.4 Assessment Policy and Practice**

There was a problem regarding educators’ understanding and implementing continuous assessment, organizing curriculum and increasing the amount of time allocated on monitoring individual learner performance against outcomes (Brandt, 1994). Potenza and Monyokolo (1999) write that the process of assessment was weak. It created a lot of confusion and as a result little or no continuous assessment was done. There was no alignment between the curriculum assessment policy and practice. According to Chisholm (1999) more time was spent on managing and organizing curriculum rather than administering assessment.

There were problems with regard to the outcomes. The C2005 Review Committee (2000) indicates that outcomes are phase oriented and not based on grade level because there were no grade benchmarks to assess the learners’ performance. This left most educators frustrated and despondent about the assessment demands which take educators away from their teaching time (Chisholm, 1999). Critical aspects of Literacy and Numeracy were neglected in favor of the sixty-six specific outcomes.

#### **2.5.5 Participation of Stakeholders**

Lack of participation by stakeholders such as parents was created during the designing of the curriculum and affected the implementation of the C2005. Jansen (1999) states that the educators, principals, lecturers, prominent historians and parents as well as the education officers in regions, districts and provinces were not involved in designing the C2005. As a result some of the key stakeholders, e.g. parents, played a limited role in the curriculum implementation.

The Cascade model was introduced to develop the educators for the successful implementation of C2005 (see section 2.5.1.1). According to Howie (2001) the model failed to adequately develop educators for the successful implementation of C2005. The model did not make it possible for the educators to be trained on how to develop teaching and learning support materials as well as how to appropriately make use of the available materials such as textbooks. Furthermore the design of the model and the way it functions excluded some of the stakeholders, e.g., parents, principals, circuit and district managers. My study will present an implementation model which involved all stakeholders.

In some instances there were no notable nor significant changes in the supposedly OBE classes. Rogan (1999) indicates that the following were still noted in the OBE classes: educators dominate the lesson, real world examples were still used in superficial way, little group work occurred, lessons were still characterized by lack of structures and there were insufficient activities to promote higher order skills such as creativity and investigation.

Given the shortfalls of some of educator development programme organised, there was therefore a need to develop an alternative model for the successful implementation of C2005. The Univemalashi Project was set up in the Malamulele district as an alternative model of an implementation of C2005 (see section 1.1). The Project, according to Onwu and Mogari (1999), encouraged all key stakeholders: the educators, principals, district and circuit managers and the parents to be actively involved in the education. The model was introduced with the view to optimize the implementation of C2005. For the model to be successful the following were taken into consideration: in-service programmes for educators, the involvement of the key stakeholders such as parents, circuit and district managers and the availability of learning and teaching support materials.

## 2.6.1 History of the Univemalashi Project



After conceptualising the Univemalashi Project, the Limpopo Department of Education was approached to discuss its location in the province. Given the structure of the project (see section 1.1), it was important that the identified district should in addition to having primary schools have a college of education and university. The Malamulele district turned out to be a district with such specifications.

At the beginning of the Project only 22 primary schools were involved. Seven months later it was discovered that setting up a separate co-ordination structure for the project schools posed logistical problems. As a result, it was felt that it would be much more convenient to include all the 110 primary schools in the district. Such a move meant that the additional educators, principals, had to be duly trained and additional support materials be organized and supplied to the new participating schools.

## 2.6.2 Training Provided to the Educators

For successful implementation of C2005 educators and other key stakeholders have to be provided with the necessary training. The training should go beyond the Cascade model and other similar models. The strategy for training should include workshops and provide ongoing support.

In terms of the Univemalashi Project, general training provided by the ECD specialist was followed by educator cluster meetings and school-based workshop. The training provided by the ECD specialist focused on both practical and theoretical aspects of C2005. Educator cluster meetings, which took place weekly, were organized and facilitated by the educators. During these meetings the educators shared their experiences and problems they encountered in their classrooms. In addition to the cluster meetings there were school-based workshops, which extended beyond the classroom and the school itself and included parents and other community members. Such form of educator development initiative

helped to build confidence amongst the educators facilitating inquiry based learning (see section 1.1).

The educators were given reflective feedback with follow up visits and consultation by the ECD specialist who visited the schools to monitor the progress and render school-based support service and offer necessary advice on how to overcome the problems encountered. Principals also monitored and provided other necessary support to their educators (see section 1.1).

### 2.6.3 The Role of Parents

Parental involvement in the education of their children can have an influence on the learner performance (NDoE, 1996). According to Onwu and Mogari (1999) the Univemalashi Project encouraged collaboration between parents and the schools. The parents monitor the progress of their children and help them with schoolwork at home. The NDoE (1997a) supports that parents are in the better position to help and guide their children with homework and the development of learning materials and where necessary provide extra lessons at home. Potenza and Monyokolo (1999) state that parents should also sign the homework diary to show that indeed they have seen the homework.

Ornstein and Hunkins (1993) state that parents should also be involved in the educational affairs as governors of the schools through the SGBs where they help in drawing the school policy; goals; objectives and mission statement and organizing the fundraising activities (see section 1.1).

### 2.6.4 The Supply of LSM

According to GETC (1999) educators should be involved in assessing and evaluating new materials. The GETC further indicates that the NDoE should ensure that all educators and training practitioners regard the textbooks and other available learning materials as key components in the lesson presentation. The government should provide the necessary

learning and teaching materials and ensure that they are available before changes in the curriculum are effected. Potenza and Monyokolo (1999) indicate that the materials should be sent to the publishers in time so that they could have sufficient time to develop them.

According to Onwu and Mogari (1999) the Univemalashi Project speeded up the supply of the learning and teaching materials. The funding from the Open Society of South Africa and the National Research Foundation facilitated the supply of the learning and teaching resources. The educators were provided with necessary training on how to use the materials and to select the appropriate ones for their lessons.

## 2.7 Conclusion

It is evident from the discussion in this chapter that the implementation of C2005 in schools in general was never free of problems. While the alternative implementation model, viz. the Univemalashi Project, appears to have come up with a strategy to overcome problems that were normally encountered in some of schools during the phasing in of C2005. It is therefore important to determine the impact of the Univemalashi initiative on the implementation of C2005.

## 3.3 Population

According to Graziano and Raulin (1993) a population is a group of subjects from which a sample will be drawn. The population of the study includes parents, district managers, principals and foundation phase educators in the Malamulele and Thohoyandou districts, Limpopo province. Malamulele and Thohoyandou districts are situated in the Region



## METHODOLOGY

### 3.1 Introduction

This chapter presents and describes the methodology of the study. In particular, the following are outlined: research design, population, sample, measurement instrument, data collection and data analysis.

### 3.2 Research Design

According to Creswell (1994) research design refers to the plan according to which relevant data is to be collected. The study followed a descriptive survey, which included the use of quantitative and qualitative methods. The former involved the use of Numeracy and Literacy measuring scales; OBE knowledge questionnaires for educators, principals and district managers; structured interviews with parents; classroom observation schedules and checklist of the OBE-related LSM. The quantitative approach involved the test of significance between learners' scores in the Numeracy and Literacy tests across the Thohoyandou and Malamulele districts using t-test. Such a design was followed so as to compare the data of the two districts and be able to evaluate the impact of the Univemalashi Project in schools in the Malamulele district.

### 3.3 Population

According to Graziano and Raulin (1993) a population is a group of subjects from which a sample will be drawn. The population of the study includes parents, district managers, principals and foundation phase educators in the Malamulele and Thohoyandou districts, Limpopo province. Malamulele and Thohoyandou districts are situated in the Region

Three of the Limpopo Province. The Region is characterized by lack of well-established training facilities, considerable number of inadequately trained educators, large classes, and few educators who are sufficiently qualified in mathematics (Onwu and Mogari, 1999).



### 3.4 Sample

Melville and Goddard (1996) define a sample as a number of individuals selected from a population of a study to represent a large group from which it was drawn. Graziano and Raulin (1993) also define a sample as a subset of the participants drawn from the population to represent the whole population. The sample for this study were as follows:

- a. Eight primary schools, which were randomly selected. Four of the schools were derived from the Malamulele district while the other four came from the Thohoyandou district.
- b. From each of the participating primary schools forty grade 3 learners were randomly selected. Grade 3 learners were targeted mainly because they were at the senior level of the foundation phase and this would provide a better picture of how the Univemalashi Project has impacted on the C2005 implementation. The total number of learners who participated in the study was 320, where 160 learners came from each district.
- c. Eight grade 3 educators who were taken from each of the participating primary schools took part in the study.
- d. Eight principals of the participating primary schools were used in the study.
- e. Two district managers were involved in the study, viz. one district manager from each district.
- f. A convenience sample of ten parents per each of the participating schools took part in the study.

## 3.5 Measurement Instruments



The study used the following instruments:

- (a) Numeracy and Literacy measuring scales
- (b) OBE knowledge questionnaire for the educators, principals and the district managers
- (c) A structured interview schedule for parents
- (d) Classroom observation schedule for grade 3 educators
- (e) Checklist of availability and supply of OBE-related learning support materials (LSM).

### 3.5.1 Development of instruments

I developed all the instruments for the study and modelled them on those that were used in the Kgatelopele District Improvement Project. The language specialists at the University of Venda translated the Numeracy and Literacy measuring scales into the learners' home languages, viz, Xitsonga and Tshivenda. All other instruments were in English (see Appendices C, D, E, and F)

#### 3.5.1.1 Numeracy Measuring Scale

Numeracy measuring scale consists of six sections, viz; section A which has four questions, section B which has twelve questions, section C which consists of three questions, section D which consists of five questions, section E which consists of five questions and section F which consists of six questions. The total number of items was thirty-five (see Appendix A). In all sections there were no multiple-choice questions.

Literacy measuring scale consists of three sections, viz. section A that consists of five questions, section B that consists of five questions and section C that consists of five multiple-choice type questions that have four possible answers from which each learner has to select one possible answer. The total number of score was sixteen (See Appendix B). In all the three sections only section C was multiple-choice questions.

#### 3.5.1 Validity

### 3.5.2 Checklist of the Availability and Supply of OBE-related LSM

The instrument consists of two sections: section A, which has six multiple-choice and two open-ended questions. This section deals with the supply of OBE-related LSM in the schools. Section B consists of one close-ended question and one open-ended question. This section was aimed at collecting data on the availability of OBE-related LSM in the schools (see appendix D).

### 3.5.3 A Structured Interview Schedule for Parents

The instrument is of two main areas. The first area reflects the personal details of the respondents. The second area deals with the respondents' opinions on the issue in question (see Appendix F).

### 3.5.4 OBE Knowledge Questionnaire for the Principals, Grade 3 Educators and the District Managers

The instrument consists of two sections: section A consists of twenty-nine close-ended questions and section B consists of eighteen close-ended questions that focus on measuring the OBE knowledge of educators, principals and the district managers (see Appendix C).

The instrument consists of nine close-ended and two open-ended questions that focus on measuring the educators' OBE-related classroom practice (see Appendix E).

## 3.6 Validity and Reliability

### 3.6.1 Validity

All instruments used in the study were validated and had their reliability determined. Numeracy and Literacy measuring scales were content validated by an ECD specialist and a foundation phase OBE-related curriculum specialist. The following comment was given: there should be section in the Literacy measuring scale that measures the learners' ability to read and interpret pictures (see Appendix B). Section C was then added in the test.

With regard to Numeracy, it was suggested that more examples should be given in section B and F. Four examples were then given in each of these sections. The examples involve the use of one or two operations. Still in section B, it was also suggested that there should be items with more than two operations (see Appendix A). Four items; I, J, K and L were then added in section B.

The structured interview schedule for parents was convergent validated. The checklist of availability and supply of OBE related LSM; classroom observation schedule; OBE knowledge questionnaire for the district managers; Principals and educators were face validated by a foundation phase OBE-related curriculum specialist and then convergent validated. The foundation phase OBE-related curriculum specialist was satisfied with the instruments. I was therefore convinced that all my instruments would measure all that I intend measuring.

### 3.6.2 Reliability



The reliability of questionnaires and classroom observations schedules were determined through a test-retest technique. While the reliability for Numeracy and Literacy tests were determined using Kuder-Richardson 21 (KR 21) formula and the following KR 21 values were obtained:

- Numeracy test = 0.73
- Literacy test = 0.69

I therefore concluded that my instruments were reliable.

### 3.7 Pilot study

The pilot study was carried out in the Vuwani district in order to determine whether or not the methodology of my study was feasible. Vuwani district is one of the districts in Region Three of the Limpopo Province. I used a primary school that had similar features and conditions as the research schools of my study.

#### 3.7.1 Sample

My sample consisted of randomly selected forty grade 3 learners, one grade 3 educator, one principal, one district manager and ten parents associated with the participating school.

#### 3.7.2 Administration

Numeracy and Literacy tests were administered to the forty grade 3 learners. The Numeracy test was administered first in the morning followed by the Literacy measuring scale. A maximum of three hours was allowed for the completion of the Numeracy test but a considerable percentage of learners managed to complete the test within two hours thirty minutes. I therefore reduced the time allowed for the completion of the test from three hours to two hours thirty minutes.

A maximum of one hour thirty minutes was allowed for the completion of Literacy measuring scale but learners managed to complete the test within 1 hour ten minutes. I therefore reduced the time allowed for the completion of the test from 1 and half hour to 1 hour ten minutes.

I observed three grade 3 lessons (viz. Literacy, Life skills and Numeracy). This enabled me to determine whether or not the classroom observation schedule could provide me with all the necessary data.

I conducted structured interviews with a sample of ten parents and administered the OBE knowledge questionnaire to the district manager, principal and the educator. The educator also completed the checklist of the availability and supply of OBE related LSM. Through all these, I was able to get a sense of the actual study.

### 3.7.3 Results of the Pilot study

#### 3.7.3.1 Numeracy test

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The results of the Numeracy measuring test are shown in table 3.7.3.1

Table 3.7.3.1 Numeracy test results

Sections	% of correct answers
A	15
B	25
C	28
D	07
E	20
F	03
Average Response in %	16

It is clear from table 3.7.3.1 that most learners wrongly answered all sections. This implies that learners are struggling to improve their performance because the scores are low in all the sections of the test.

### 3.7.3.2 Literacy



Literacy test results are clearly illustrated in table 3.7.3.2

Table 3.7.3.2 Literacy test results

Sections	% of the correct answers
A	20
B	34
C	56
Average Response in %	37

Table 3.3.3.2 shows that most learners wrongly answered all sections except section C. This means that learners' ability to read is very low. Learners are struggling to improve their performance in Literacy especially in the comprehension test.

### 3.7.3.3 Principal's OBE Knowledge

The results of section A of the principal's OBE knowledge questionnaire show that the principal gave "true" answers in all items except in items 2 and 19 where he gave "false" answers. In section B, the principal answered, "yes" in all items. This means that the principal has better knowledge of OBE. The principal knows most aspects of OBE.

### 3.7.3.4 District Manager's OBE Knowledge

The results of section A of the district manager's OBE knowledge questionnaire show that the district manager gave "true" answers in all items except in items 2; 5 and 19 where he gave "false" answers. In section B, the district manager answered, "yes" in all items. This means that the district manager has better understanding of most aspects of OBE.

### 3.7.3.5 Educator's OBE Knowledge

The results of section A of the educator's OBE knowledge questionnaire show that the educator gave "true" answers in all items except in items 2 and 5 where he gave "false" answers. In section B, the educator answered, "yes" in all items. This means that the educator is aware of most aspects of OBE.

### 3.7.3.6 Parents' OBE Knowledge



The results of the parents' interview schedule show that 70% of the parents do not have any profession and have never attempted grade 12. 64% of these parents do not have OBE knowledge and have never heard about OBE possibly because of their deficient educational background.

### 3.7.3.7 Classroom Observation Schedule

The results of the educator's OBE-related classroom practice reveal that educator has lesson plans, which have themes, topic to be covered, activities to be undertaken and also the reference materials to be used to support the main materials. The educator failed to use a variety of learner-centred teaching methods. In the three lessons observed, the educator was unable to integrate all three learning areas; Numeracy, Literacy and Life Skills. In terms of assessment the educator does not record learners' performance during the lesson. This means that the educator does not know what, where, how and when to assess the learners and how to integrate all the three learning areas in one lesson.

### 3.7.3.8 Checklist of the Availability and Supply of OBE-related LSM

The checklist of the availability of OBE-related LSM shows that the school got OBE-related LSM from the government through the Provincial Department of Education and all in all 45% of the OBE-related LSM are available. This means that the supply of LSM in the school is inadequate.

## 3.7.4 Conclusion

The results of the pilot study show that the number of items in Numeracy and Literacy were sufficient. Learners answered all the items appropriately. In the Numeracy test, the performance was poor in all the sections. In Literacy, learners' performance was poor in

sections A and B. Learners perform relatively better in section C. This performance can be attributed to learners' low ability to read.



With regard to parents OBE knowledge, the results show that the majority of parents have limited OBE knowledge as a result they are unable to play their role in the education of their children.

The educator, principal and district manager seem to have better knowledge of OBE. This is clearly indicated in sections 3.7.3.3, 3.7.3.4 and 3.7.3.5.

In terms of the availability and supply of OBE related LSM, the school got LSM from the government through the provincial department of education but most LSM are not available.

With regard to OBE-related classroom practice, the educator was unable to integrate all three learning areas: Literacy, Numeracy and Life Skills.

Based on the findings of the pilot study I concluded that the study was feasible and the instruments I had prepared would enable me gather data necessary to address the research questions of my study.

### **3.8 Data Collection Procedure**

Before collecting data, I sought the consent of participants to be part of the study and explain to them what the study sought to achieve. I collected data in Four Phases during 2002. Phase I was administered during the Second and the Third week of October. Phase II was conducted in the Fourth week of October. Phase III was conducted during the First and second week of November. Phase IV was conducted during the Third week of November.

## Phase I



In this phase, I administered the Numeracy and Literacy measuring scales, educators' and principals' questionnaires. Numeracy and Literacy measuring scales were administered to 320 learners during the normal school hours, 08H00 to 12H10. The Numeracy measuring scale was administered first in the morning, and then followed by the Literacy measuring scale because the challenges posed by the questions in the Numeracy test require a fresh mind. Time allowed for Numeracy test was two hours thirty minutes. Literacy measuring scale was administered after a twenty minutes break. Time allowed for the Literacy measuring scale was one hour ten minutes. Each section of the two tests was allocated specific time. Learners had to wait for further instruction before proceeding to the next section. The educators and principals completed questionnaire on knowledge of OBE and availability of OBE-related LSM while the Numeracy and Literacy tests were administered.

### 4.2.1.1 Section A

## Phase II

During this phase, I visited eight grade three classrooms in different schools to conduct the classroom observation. I observed three lessons in accordance with classroom observation schedule. I spent thirty five minutes in each lesson.

## Phase III

I conducted the structured interviews with the parents. The aim of the interviews was to establish the parents' understanding of their role in the education of their children and in the affairs of the school.

## Phase IV

In this phase, I administered questionnaires to the district managers. The aim was to determine their understanding of OBE.

## Data Analysis

### 4.1 Introduction

The chapter provides the analysis of data. The data were presented in the form of tables, frequency counts and percentages.

### 4.2 Data obtained from the Numeracy and Literacy Measuring Scales.

#### 4.2.1 Numeracy Measuring Scale

##### 4.2.1.1 Section A

In this section, I was interested in knowing the learners' ability to read and interpret data from the text. Learners were given a passage to read and answer questions that followed. Table 4.2.1.1 shows the breakdown of the percentage of the answers given by learners in items A-D.

Table 4.2.1.1 Percentages of learners' ability to read and interpret data from the text

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	58	36
B	40	33
C	34	20
D	46	29
Average Response in %	45	30

Table 4.2.1.1 indicates that a considerable percentage of learners answered items B, C and D wrongly in the Malamulele and Thohoyandou districts. Learners in the Malamulele

district performed better in all items than those in the Thohoyandou district. However, in total learners in the Malamulele district scored an average of 45% as compared to 30% scored by those in the Thohoyandou district.

A t-value of 3.10 at  $P < 0.05$  was obtained when the mean scores of the two groups. This indicates that the difference between the mean scores of correct answers obtained by learners in the two districts is statistically significant. This implies that learners in the Malamulele district performed relatively better in section A than their counterparts in the Thohoyandou district. Therefore, learners in the Malamulele district have relatively better ability to read and interpret data from the given passage than their counterparts in the Thohoyandou district.

#### 4.2.1.2 Section B

This section was intended to measure the learners' ability to compute numbers using up to three operations. In this section, twelve items were given. In terms of the performance of the learners in items A to L, the breakdown of the results is widespread (see table 4.2.1.2).

Table 4.2.1.2 Percentages of learners' computational ability

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	90	84
B	49	43
C	76	52
D	58	43
E	49	41
F	34	20
G	42	26
H	46	36
I	33	28
J	42	38
K	22	16
L	10	10
Average response in %	46	36

It emerges from table 4.2.1.2 that the highest percentage of the learners in the Malamulele and Thohoyandou districts answered items A and C correctly. Furthermore, more learners in the Malamulele district answered items D correctly than their counterparts in the Thohoyandou district. The table also shows that items B, E, F, G, H, I, J and L were wrongly answered by the highest percentage of learners in the two districts.

The average percentages of correct scores in the two districts are 46% and 36% respectively. The t-test analysis, with t-value of 5.13 at  $P < 0.01$ , shows that the difference between the two percentages is statistically significant. Thus learners in the Malamulele district have performed relatively better on section B than their counterparts in the Thohoyandou district. This means that learners in the Malamulele district have relatively better ability to compute numbers using up to three operations.

#### 4.2.1.3 Section C

This section focused on measuring the ability of the learners to read and interpret data from the given figures ranging from triangle, circle, star, square and rectangle. The section requires learners to identify picture and count them. Table 4.2.1.3 reveals the breakdown of the results showing the percentage of the answers as from items A to C.

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Table 4.2.1.3 Percentages of the learners' ability to read and interpret data from different types of geometrical figures

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	53	28
B	16	6
C	46	27
Average response in %	38	20

Table 4.2.1.3 depicts that in the Malamulele district a considerable percentage of learners answered item A correctly while their counterparts in the Thohoyandou district obtained wrong answers in the same item. It turns out that more learners in the Malamulele and

Thohoyandou districts answered items B and C wrongly. It is also evident from table 4.2.1.3 that the highest percentage of given answers were wrong in the two districts.

Overall, learners in the Malamulele district obtained 38% compared to their Thohoyandou counterparts who obtained 20%. When comparing the percentages scores of correct answers using t-test, I obtained the t-value of 4.12 at  $P < 0.05$ . This shows that the difference between the two percentages is statistically significant. This suggests that learners in the Malamulele district show some improvement with regard to their ability to interpret data from the given figures than their counterparts in the Thohoyandou district.

answers in items A to E.

#### 4.2.1.4 Section D

Table 4.2.1.5 Percentages of learners' understanding of bar graph

Section D was aimed at measuring the ability of the learners to use time. Table 4.2.1.4 provides the breakdown of the percentage scores of the learners' answers in items A to E.

Table 4.2.1.4 Percentages of the learners' understanding of the concept of time

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	34	23
B	31	18
C	10	15
D	16	10
E	23	12
Average response in %	23	18

It emerges from table 4.2.1.4 that a considerable percentage of the learners in the Malamulele and Thohoyandou districts wrongly answered all items.

The average percentage scores of answers in the two districts are 18% for the Thohoyandou district and 23% for the Malamulele district. The t-test analysis with t-value of 2.41 at  $P < 0.05$  shows that the difference between the two scores is statistically significant. Furthermore, the total percentage scores are low and this means that learners in

the two districts have poor conception of time. Nonetheless learners in the Malamulele district performed better than their counterparts in the Thohoyanodu district.



The section sought to measure the learners' ability to convert one measuring scale to another. Figure 4.2.1.5 depicts the breakdown of the results showing the percentage of the answers given in items A to E.

This section was intended to measure the ability of the learners to read and interpret data from the given bar graph. The names of the seven learners and their marks scored in Maths were written in a graph. Learners were expected to study the graph and provide the necessary answers. Table 4.2.1.5 shows the breakdown of the percentage scores of the answers in items A to E.

Table 4.2.1.5 Percentages of learners' understanding of bar graph

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	66	42
B	46	31
C	38	29
D	86	10
E	27	8
Average response in %	53	24

Table 4.2.1.5 points out that the highest percentage of learners in the Malamulele district answered items A and D correctly while in the Thohoyandou district a considerable percentage of the learners obtained wrong answers in the same items. A high percentage of learners in the Malamulele and Thohoyandou districts wrongly answered items B, C and E.

The table shows that the mean percentage scores of correct answers in the two districts are 53% for the Malamulele district and 24% for the Thohoyandou district. When comparing the two percentages scores using t-test analysis, I obtained the t-value of 5.41 at  $P < 0.01$ . This shows that the difference between the mean percentage scores of the two districts is statistically significant. This means that learners in the Malamulele district have a better ability to interpret bar graph than their counterparts in the Thohoyandou district.

#### 4.2.1.6 Section F



The section sought to measure the learners' ability to convert one measuring scale to another. Table 4.2.1.6 depicts the breakdown of the results showing the percentage of the answers given in items A to F.

Table 4.2.1.6 Percentages of learners' ability to convert one measuring scale to another

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	38	24
B	34	18
C	26	16
D	18	12
E	20	10
F	11	13
Average response in %	25	16

It is clearly seen from table 4.2.1.6 that the highest percentage of learners in the Malamulele and Thohoyandou districts obtained wrong answers in all items.

Table 4.2.1.6 shows that learners in the two districts are struggling because the scores of the correct answers were low, viz, 16% for the Thohoyandou district and 25% for the Malamulele district. However, scores differ in all items. On average learners in the Malamulele district performed relatively better than their counterparts in the Thohoyandou district. When comparing the scores using t-test, the t-value of 3.44 at  $P < 0.05$  was obtained and this shows that the difference between the average percentage scores of the two districts is statistically significant. This implies that the learners' ability to measure objects in the Malamulele district is relatively better.

#### 4.2.1.7 Overview of learners' Numeracy test scores answers



Table 4.2.1.7 shows the total percentages of the correct answers given by learners in all sections.

Table 4.2.1.7 Total percentage of learners' Numeracy skills

Sections	Districts	
	Malamulele % of correct answers	Tohoyandou % of correct answers
A	45	30
B	46	36
C	38	20
D	23	16
E	53	24
F	25	16
Average response in %	38	24

Table 4.2.1.7 shows that a considerable percentage of the learners in the two districts wrongly answered all sections.

Looking at the overall Numeracy scores, learners in the two districts seem to be struggling because the scores are low, viz, 38% for the Malamulele district and 24% for the Tohoyandou district. However, the performance of learners in different aspects of the test differs. That is, learners in the Malamulele district performed relatively better in all sections except in sections D and F. This implies that learners in the Malamulele district show better performance in all sections than their counterparts in the Tohoyandou district.

When comparing the total percentage scores using t-test, I obtained the t-value of 4.42 at  $P < 0.01$ . This means that the difference between the percentages scores of correct answers is statistically significant.

## 4.1.2 Literacy Measuring Scale



### 4.2.2.1 Section A

This section aimed at measuring the learners' ability to use time and measure physical quantities. Learners were expected to study the table and answer the five given questions. Table 4.2.2.1 provides a detailed breakdown of the results showing the percentages of the given answers in items A to E.

Table 4.2.2.1 Percentages of learners' ability to use time and measure physical quantities

Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	41	36
B	24	18
C	16	6
D	33	22
E (i)	11	8
(ii)	9	9
Average response in %	22	16.5

Table 4.2.2.1 shows that most learners in the Thohoyandou and Malamulele districts wrongly answered all items.

Table 4.2.2.1 shows that in the Malamulele district learners obtained an average score of 22% while their counterparts in the Thohoyandou district obtained 16.5%. A t-test analysis with t-value of 3.73 at  $P < 0.05$  shows that the difference between the two percentages is statistically significant. This means that in the Malamulele district, learners' conception of time and measurement of physical quantities is statistically different than their counterparts in the Thohoyandou district.

### 4.2.2.2 Section B

Section B was intended to measure learners' ability to read with understanding. Learners were given a passage to read and then answer questions that followed. Table 4.2.2.2 shows the percentages of the answers in items A to E.

Table 4.2.2.2 Percentages of learners who correctly identified pictures of particular objects



Items	Districts	
	Malamulele % of correct answers	Thohoyandou % of correct answers
A	75	57
B	69	45
C	64	34
D	36	30
E	33	17
Average responses in %	55	37

From table 4.2.2.2, it is clear that a considerable percentage of the learners in the Malamulele district obtained correct answers in items A, B and C while most learners wrongly answered items D and E. It turns out that in the Thohoyandou district the highest percentage of the learners wrongly answered items B, C, D and E. Furthermore, most learners in the Thohoyandou district answered item A correctly.

The mean percentage scores of correct answers viz, 55% for the Malamulele district and 37% for the Thohoyandou district were obtained. A t-test of significant using t-test analysis yielded a t-value of 2.33 at  $P < 0.05$ . This shows that the difference between the two percentage score is statistically significant. This implies that learners in the Malamulele district have better ability of reading with understanding than their counterparts in the Thohoyandou district.

### 4.2.2.3 Section C

Section C sought to measure the ability of the learners to recognize the picture of particular object. The section deals with multiple-choice questions. In each question, learners were given one picture and four possible answers related to the picture. Learners were expected to circle the word that best describes the picture. In terms of the learners' performance in items A to E the breakdown of the results in percentages widespread are shown in table 4.2.2.3 below.

Table 4.2.2.3 Percentages of learners' ability to recognize pictures of particular objects

Items	Districts	
	Malamulele % of correct answers	Tohoyandou % of correct answers
A	96	87
B	94	79
C	79	64
D	73	41
E	87	62
Average response in %	86	67

It is clearly illustrated in table 4.2.2.3 that, a considerable percentage of learners in the Malamulele district correctly answered items A, B, C, D and E. Furthermore, most learners in the Tohoyandou district correctly answered items A, B, C and E while item D was poorly answered (Table 4.2.2.3).

#### 4.3.1 Section A

Overall, an average of 86% was obtained by learners in the Malamulele district while learners in the Tohoyandou district obtained an average of 67% of the correct answers. When comparing the two percentages using t-test, I obtained a t-value of 5.05 at  $P < 0.01$ . This means that the difference between the two percentages is statistically significant. This implies that learners in the Malamulele district have relatively better ability to recognize pictures than their counterparts in the Tohoyandou district.

#### 4.2.2.4 Overview of learners' Literacy scores

Table 4.2.2.4 below shows the total percentages of the answers given by learners in section A to C in the Literacy test.

Table 4.2.2.4 Percentages of learners Literacy skills

Sections	Districts	
	Malamulele % of correct answers	Tohoyandou % of correct answers
A	22	16.5
B	55	37
C	86	67
Average response in %	54	40

Table 4.2.2.4 shows that a higher percentage of learners in the Malamulele district gave correct answers in all the sections than their counterparts in the Thohoyandou district.

When comparing the two percentages scores of correct answers using t-test, I obtained t-value of 3.52 at  $p < 0.05$ . This implies that the difference between the percentage scores of the two districts is statistically significant. Looking at the overall Literacy test scores, learners in the Malamulele district show better performance than those in the Thohoyandou district.

### 4.3 Educators' OBE Knowledge

#### 4.3.1 Section A

My interest in this section was to determine the extent of the OBE knowledge held by the educators. The educators were expected to indicate whether the given statements are True, False or Do not know by ticking "t" for "True", "f" for "False" and "d" for "Do not know". Table 4.3.1 shows the breakdown of the percentage scores of the answers given for items 1-29 in the Thohoyandou and Malamulele districts.

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Table 4.3.1.1 shows that in the Thohoyandou and Malamulele districts items 1; 3; 4; 7; 8; 9; 11; 14; 15; 18; 20; 21; 23; 26; 27 and 29 were answered "true". It emerges from table 4.3.1.1 that all educators in Malamulele district answered "false" in item 2 while 75% of the educators in the Thohoyandou district answered "true" in the same item. Furthermore, half of the educators in the Malamulele district answered, "false" in item 5 while the other half answered, "true" in the same item. 75% of educators in the Thohoyandou district answered "false" in item 5.

Table 4.3.1.1 further shows that 100% of the educators in the Malamulele district answered, "true" in item 6. It can also be seen from table 4.3.1.1 that half of the educators in the Thohoyandou district answered, "true" in item 6 whereas the other half answered "false" in the same item.

Table 4.3.1.1 Percentages of educators' BE knowledge



Item Number		Districts	Responses		
			t	f	d
1	1; 3; 4; 7; 8; 9; 11; 14; 15; 18; 20; 21; 23; 26; 27; 29	M	100	-	-
		T	100	-	-
2	2	M	-	100	-
		T	75	25	-
3	5	M	50	50	-
		T	-	75	25
4	6	M	75	25	-
		T	50	50	-
5	10	M	25	75	-
		T	25	50	25
6	12; 13; 25	M	100	-	-
		T	75	25	-
7	16	M	75	25	-
		T	75	25	-
8	17	M	-	100	-
		T	100	-	-
9	19; 22; 24; 28	M	75	25	-
		T	100	-	-
10	Average response in %	M	84	16	-
		T	87	10	3

T=Thohoyandou  
M= Malamulele

Table 4.3.1.1 shows that in the Thohoyandou and Malamulele districts items 1; 3; 4; 7; 8; 9; 11; 14; 15; 18; 20; 21; 23; 26; 27 and 29 were answered “true”. It emerges from table 4.3.1.1 that all educators in Malamulele district answered “false” in item 2 while 75% of the educators in the Thohoyandou district answered “true” in the same item. Furthermore, half of the educators in the Malamulele district answered, “false” in item 5 while the other half answered, “true” in the same item. 75% of educators in the Thohoyandou district answered “false” in item 5.

Table 4.3.1.1 further shows that 100% of the educators in the Malamulele district answered, “true” in item 6. It can also be seen from table 4.3.1.1 that half of the educators in the Thohoyandou district answered, “true” in item 6 whereas the other half answered “false” in the same item.

The majority of the educators in the Thohoyandou and Malamulele districts answered “false” in item 10 (table 4.3.1.1). From table 4.3.1.1, it can be seen that items 12,13 and 25 were answered “true” by 75% of the educators in the Thohoyandou and Malamulele district. Item 16 was answered “true” by 75% of the educators in the Thohoyandou and Malamulele district. It is clear from table 4.3.1.1 that item 17 was answered “false” by 100% of the educators in the Malamulele district while all educators in the Thohoyandou district answered “true” in the same item. 100% of the educators in the Thohoyandou and Malamulele districts respectively, answered “true” in items 19; 22; 24 and 28. The results imply that educators in the Malamulele district have relatively better knowledge of OBE than their counterparts in the Thohoyandou district.

### 4.3.2 Section B

In this section I am interested in knowing how much the educators know of OBE and the principles of OBE. In this regard educators were required to indicate whether they are familiar with the terms provided by ticking the column that best represents their feelings. For example, if they think that it is “yes” they tick under “yes” column. Table 4.3.2.1 presents percentage scores of answers given by educators.

Educators in the Thohoyandou district answered all items the same way as their counterparts in the Malamulele district except in items 5; 6; 10 and 18. With the exception of item 10, wherein all educators answered “yes”, 75% of educators answered “yes” and 25% answered “no” in items 5; 6; and 18.

This means that educators in the Malamulele district have better understanding of the most terminology used in OBE than their counterparts in the Thohoyandou district. In the overall, the educators in the Malamulele district have better knowledge of OBE.

Table 4.3.2.1 Percentage of educators' familiarity with given aspects

Aspects		Districts			
		Malamulele		Thohoyandou	
		Yes	No	Yes	No
1	Learning area	100	-	100	-
2	Learning programme	100	-	100	-
3	Learning area outcomes	100	-	100	-
4	Assessment	100	-	100	-
5	Continuous assessment	100	-	75	25
6	Assessment criteria	100	-	75	25
7	Profile	100	-	100	-
8	Portfolio	100	-	100	-
9	Performance	100	-	100	-
10	Range statement	50	50	100	-
11	Competency	75	25	75	25
12	Observation sheet	100	-	100	-
13	Phase organizer	100	-	100	-
14	Foundation phase	100	-	100	-
15	Program organizer	100	-	100	-
16	Notional time	100	-	100	-
17	Flexi-time	100	-	100	-
18	Critical outcomes	100	-	75	25
Average responses in %		96	4	94	6

Note: Yes = Expected response; No = Negative response

It can be seen in table 4.3.2.1 that all educators in the Malamulele district answered “yes” in all items except in items 10 and 11. In items 10, there was a 50% split between “yes” and “no” answers while in item 11, 75% of educators answered “yes” and the rest answered ‘no’.

Educators in the Thohoyandou district answered all items the same way as their counterparts in the Malamulele district except in items 5; 6; 10 and 18. With the exception of item 10, wherein all educators answered “yes”, 75% of educators answered “yes” and 25% answered “no” in items 5; 6; and 18.

This means that educators in the Malamulele district have better understanding of the most terminology used in OBE than their counterparts in the Thohoyandou district. In the overall, the educators in the Malamulele district have better knowledge of OBE.

## 4.4 OBE Knowledge of Principals



### 4.4.1 Section A

This section is aimed at determining the extent of OBE knowledge of principals in the Malamulele and Thohoyandou districts. In this section the principals were expected to indicate whether the given statements are True, False or they Don't know by ticking "f" for False, "t" for True and "d" for Don't know. Table 4.4.1 presents the percentage scores of the answers given by the principals in the districts of Thohoyandou and Malamulele.

Table 4.4.1: Percentages of Principals' knowledge of OBE

Item Numbers	Districts	RESPONSES		
		t	f	d
1;3;4;5;6;7;8;12;13;15;16;17;18;21;22;24;25;26;27; 28; and 29	M	100	-	-
	T	100	-	-
2	M	-	100	-
	T	100	-	-
9;11;14;23	M	75	25	-
	T	75	25	-
10	M	25	75	-
	T	25	75	-
19	M	-	100	-
	T	-	100	-
20	M	75	25	-
	T	100	-	-
Average response in %	M	88	11	1
	T	85	12	3

From table 4.4.1 items 1; 3; 4; 5; 6; 7; 8; 12; 13; 15; 16; 17; 18; 21; 22; 24; 25; 26; 27; 28 and 29 were answered "true" by all principals in the Thohoyandou and Malamulele districts. All principals in the Thohoyandou district answered item 2 "true" while in the Malamulele district the same item was answered "false" by all principals.

It can be seen from table 4.4.1 that 75% of principals in the Thohoyandou and Malamulele districts answered “true” in items 9,11,14 and 23.

Table 4.4.1 also illustrates that more principals in the Thohoyandou and Malamulele districts answered “false” in item 10. All principals in the Malamulele and Thohoyandou districts answered “false” in item 19. In item 20, 100% of the principals in the Thohoyandou district answered, “true” while 75% answered “true” and 25% answered “false” in the Malamulele district. This means that principals in the Malamulele district have better OBE knowledge than their counterparts in the Thohoyandou district.

## 4.4.2 Section B

In this section I am interested in knowing how much the principals know of the OBE. Principals are expected to indicate whether they are familiar with the given terms by ticking the column that best represents their feelings. For “yes” they tick under yes column and likewise for “no”. Table 4.4.2 shows the percentages of the given answers in items 1 to 18.

Table 4.4.2: Percentages of principals’ understanding of given concepts

Concepts		Districts			
		Malamulele		Thohoyandou	
		Yes	No	Yes	No
1	Learning area	100	-	100	-
2	Learning programme	100	-	100	-
3	Learning area outcomes	100	-	100	-
4	Assessment	75	25	100	-
5	Continuous assessment	100	-	100	-
6	Assessment criteria	100	-	75	25
7	Profile	100	-	75	25
8	Portfolio	100	-	75	25
9	Performance	100	-	75	25
10	Range statement	75	25	75	25
11	Competency	75	25	75	25
12	Observation sheet	75	25	100	-
13	Phase organizer	100	-	100	-
14	Foundation phase	100	-	100	-
15	Program organizer	100	-	100	-
16	Notional time	100	-	100	-
17	Flexi-time	100	-	100	-
18	Critical outcomes	100	-	75	25
Average response in %		94	6	93	7

Note: Yes = Expected Response; No = Negative Response

Table 4.4.2 shows that all principals in the Malamulele district answered “yes” in all items except in items 4; 10; 11 and 12. In these four items, 75% of principals answered “yes” and 25% answered “no”. All principals in the Thohoyandou district answered “yes” in all items except in items 6 to 11 and 18 where 75% of them answered “yes” and 25% “no”.

The results show that the principals in the two districts answered all items nearly the same way. That is, 94% for the Malamulele district and 93% for the Thohoyandou district. This means that in essence, the principals in the Malamulele and Thohoyandou districts have similar understanding of the OBE terminology.

### 4.5 The OBE knowledge of the District Managers

#### 4.5.1 Section A

In this section, I am interested in knowing whether the district managers are familiar with OBE terminology. The managers were expected to tick the column that best represents their feelings in the questionnaire (see appendix C). For “yes” they tick under “yes” column and likewise for “no.” All the district managers in the two districts answered “yes” in all items. It is evident that the district managers of the two districts are knowledgeable about the OBE terminologies.

#### 4.5.2 Section B

Section B is intended to measure the knowledge of OBE of the district managers. In this section the district managers are expected to indicate whether the given statements are “True” or “False” or they “Don’t know” by ticking “t” for True, “f” for False and “d” for “Do not know.” Table 4.5.2 shows the percentages of the given answers by the district managers.

Table 4.5.2.1 Percentage of district managers' OBE knowledge

Item numbers	Districts	Responses		
		t	f	d
1;3;4;6;7;8;9;10;11;12;13;14;15;16;17;18;20;21;22;23;24;25;26;27;28; and 29	M	100	-	-
	T	100	-	-
2 and 19	M	-	100	-
	T	-	100	-
5	M	100	-	-
	T	-	100	-
Average Response in %	M	93	7	-
	T	90	10	-

Table 4.5.2.1 shows that the district managers in the Thohoyandou and Malamulele answered “true” in all items except in items 2 and 19 where they answered “false”. Item 5 was answered “true” in the Malamulele district while in the Thohoyandou district the same item was answered “false”. This means that the district manager in the Malamulele district has better understanding of OBE than his counterpart in the Thohoyandou district.

## 4.6 The Supply and Availability of OBE-related LSM.

### 4.6.1 Section A

This section deals with the supply of OBE-related LSM in schools in the Malamulele and Thohoyandou districts.

**Question 1:** The question required the educators to choose the suppliers of OBE-related LSM in their schools. In both districts, 75% of the schools got their OBE-related LSM from the government through the Provincial Department of Education. 25% of the schools in the Malamulele got their OBE-related LSM from the government; the learners and the educators also purchase the OBE-related LSM. In the Thohoyandou district, 25% of the schools purchase the materials and got others from the learners. It is evident that schools in the Malamulele district were supplied with the OBE-related LSM by Provincial Department of Education.

**Question 2:** This question required the educators to describe the rate of supply of OBE-related LSM. 25% of the educators in the Malamulele district and 100% of the educators in the Thohoyandou districts described the supply of OBE-related LSM as poor. They indicated that the supply is irregular and the schools wait for a long time for the next supply. In this regard 50% of the educators in the Malamulele district described the rate of supply of OBE-related LSM as regular. 25% of the educators in the Malamulele district described the rate of supply of OBE-related LSM as good. This implies that the supply of LSM in the Malamulele district is relatively better than in schools in the Thohoyandou district.

**Question 3:** The question required the educators to describe the supply of OBE-related LSM in class. 75% of the educators in the Thohoyandou district and 50% of the educators in the Malamulele district described the rate of supply of OBE-related LSM in class as inadequate. Only some of the required OBE-related LSM is supplied. 50% of the educators in the Malamulele district described the rate of supply of OBE-related LSM in class as adequate. All the required OBE-related LSM is supplied. In the Thohoyandou district, 25% of the educators described the rate of supply of OBE-related LSM in class as disastrous. In actual fact, there is no supply of OBE-related LSM at all. This means that Thohoyandou district has the highest percentage of the schools where the classrooms are inadequately supplied with LSM.

**Question 4:** The question required the educators to describe the OBE-related LSM they are supplied with. In the Thohoyandou district, 25% of the educators described the types of OBE-related LSM supplied as fair. Some of the OBE-related LSM supplied is wrong. 75% of the schools in the Thohoyandou district described the types of the OBE-related LSM supplied as appropriate. Correct OBE-related LSM is supplied in the schools. All educators in the Malamulele district described the types of OBE-related LSM supplied as appropriate. Correct OBE-related LSM are supplied in those schools.

**Question 5:** The question required the educators to describe the process of supply of OBE-related LSM. In the Thohoyandou district, 25% of the educators described the process of supply of OBE-related LSM as disastrous. There is no supply despite considerable effort. 25% of the educators in the Thohoyandou district described the process of the supply of OBE-related LSM as frustrating as materials are only supplied after considerable effort. All educators in the Malamulele district as compared to 50% of the educators in the Thohoyandou district described the process of supply of OBE-related LSM as pleased. They only get materials upon making requisition.

**Question 6:** This question required the educators to provide information relating to the waiting period for the supply of OBE-related LSM. In the Malamulele district, 50% of the educators as compared to 75% of the educators in the Thohoyandou district indicated that they wait for a long time to get the OBE-related LSM. 25% of the educators in both districts indicated that they wait for over a month but not more than a school term. 25% of the educators in the Malamulele district got their OBE-related LSM after waiting for days but not more than a week. This means that the highest percentages of the schools in the Thohoyandou district wait for long time to get LSM.

**Question 7:** The seventh question required the educators to provide any additional information relating to the supply of OBE-related LSM. The following were noted in the answers of educators in the Malamulele district, viz.:

- (i) Some of the OBE-related LSMs are not properly bounded.
- (ii) There is a problem of estimation of the OBE-related LSM because of more learners admitted in the following year.
- (iii) After missing the supply of OBE-related LSM they expected the Department of Education to make a speedy supply for the sake of the learners but instead they waited for four years.

The following came from the educators in the Thohoyandou district:

- (i) Grade three learners never received OBE-related LSM. There were no readers, no OBE-related LSM for grade three learners. Learners in grade 3 are using grades 1 and 2 readers.
- (ii) Officials should check if all schools are supplied with OBE-related LSM.
- (iii) National Government should liaise with the schools through the Provincial Department of Education so that educators can check the sample books.

This implies that in the Malamulele district there is a minor complaint about the shortage of LSM because the educators complain about the binding of LSM while in the Thohoyandou district there are serious problems regarding reading materials because grade 3 learners were using grades 1 & 2 materials.

**Question 8:** In this question the educators were required to suggest the possible solutions to the problems mentioned in question seven. The educators in the Malamulele district suggested the following:

- (i) Parents should be encouraged to register their children in time so that the schools can finalize the registration of learners and be able to determine the amount of LSM required.
- (ii) The officials should check OBE-related LSM before they are delivered to the schools.
- (iii) The Department of Education should act properly if it happens that a school has missed or run short of the OBE-related LSM.

Educators in the Thohoyandou district suggested the following:

- (i) The Department of Education should send OBE-related LSM for grade 3 as they did in Grades 1 and 2.
- (ii) The government should try to supply OBE-related LSM in the first months of the first term in each year.
- (iii) Officials should check if all schools are supplied with OBE-related LSM.

It is evident that if parents in the Malamulele district register their children in time the educators will be able to determine the amount of needed LSM. In the Thohoyandou

district it is evident that the Provincial Department of Education should supply LSM for grade 3 especially readers. This means that schools in the Thohoyandou district are experiencing a severe shortage of grade 3 LSM than their counterparts in the Malamulele district.

#### 4.6.2 Section B

This section deals with the availability of OBE-related LSM and has two questions to be answered.

**Question 1:** The question requires the educators to indicate whether the given OBE-related LSMs are available or not. They were also to indicate whether the available materials were shared by ticking “yes” or “no”. Table 4.6.1 presents the response of the educators in percentages.

Table 4.5.1: The availability and sharing of OBE-related LSM

Types of OBE-related LSM	Districts							
	Malamulele				Thohoyandou			
	Availability		Shared by Learners		Availability		Shared by Learners	
	% of yes answer	% of no answer	% of yes answer	% of no answer	% of yes answer	% of no answer	% of yes answer	% of no answer
Teaching aids (projects, charts, etc)	50	50	50	-	75	25	-	-
Chalkboard and chalk	100	-	-	-	100	-	-	-
Chalkboard and eraser	100	-	-	-	75	25	-	-
Worksheets	25	75	-	-	25	75	25	-
Audi-visual aids (e.g. video machines)	25	75	-	-	25	75	-	-
Textbooks	75	25	-	-	75	25	25	-
Improved teaching material	-	100	-	-	75	25	-	-
Exercise books (or Writing Pads)	-	100	-	-	100	-	-	-
Commercial Teaching Materials	50	50	-	-	-	100	-	-
Audio Teaching Aids (Tape recorder, Radio, etc)	75	25	-	-	25	75	-	-
Visual Teaching (OHP etc)	75	25	-	-	-	100	-	-
Equipment for Teacher Demonstrations	25	75	-	-	25	75	-	-
Equipment for Individual Activity	100	-	-	-	-	100	-	-
Equipment for Group work	25	75	-	-	25	75	-	-
Material to Stick Pictures, Posters on the wall	50	50	-	-	50	50	-	-
Material for Cutting Posters (Scissors, etc)	75	25	75	-	25	75	-	-
Meter-ruler stick	75	25	75	-	50	50	-	-
Writing Materials For Learners (Pens, Pencils, etc)	50	50	-	-	50	50	-	-
Files For Learners, Portfolio and Profiles	100	-	-	-	75	25	25	-
Counting Aids (Pebbles, Marbles, Counter, etc)	75	25	-	-	50	50	50	-

It emerges from table 4.5.1 that the classrooms of all the participating schools in the Malamulele district have the chalkboard and chalk, chalkboard and erasers, equipment for individual activity and files for learners' portfolios and profiles. It is further illustrated in the table that 75% of the schools in both districts have textbooks, audio teaching aids (viz, tape recorder, radio, etc), materials for cutting papers (scissors, etc), meter ruler stick, counting pebbles, (viz, marbles, counters, etc) and visual teaching (viz, OHP, etc). Half of the schools in the Malamulele district have teaching aids such as posters and charts, commercial teaching materials, materials for mounting posters, pictures and charts etc and writing materials for learners (viz, pens, pencils etc). It is also evident that 75% of the schools in the Malamulele district do not have worksheets, audio-visual aids such as video machines, equipment for teacher demonstrations and equipment for group work. All schools in the Malamulele district do not have exercise books and improvised teaching materials.

It is evident from table 4.5.1 that, in the Thohoyandou district, all the participating schools have chalkboard, chalk, and exercise books. 75% of the schools have chalkboard and eraser, teaching aids such as posters, charts etc, improvised teaching materials and files for learners' portfolios and profiles. Half of the schools have meter-ruler stick, materials to stick posters, pictures and charts etc, writing materials for learners and counting aids such as pebbles, marbles, counters etc. Table 4.5.1 further depicts that 75% of the schools do not have worksheets, audio visual aids, text books, audio teaching aids, equipment for teacher demonstrations, equipment for group work and materials for cutting papers such as scissors etc. All the participating schools in the Thohoyandou district do not have commercial teaching materials, visual teaching aids such as overhead projector and equipment for individual activity (Table 4.5.1).

Table 4.5.1 also shows that in 75% of the schools in the Malamulele district, learners shared the following OBE-related LSM: material for cutting papers such as scissors, meter-ruler stick. 25% of the learners shared the textbooks. In the Thohoyandou district, 50% of the learners shared counting aids such as pebbles, marbles, counters, etc. 25% of

the learners in the Thohoyandou district shared worksheets, files for learners portfolios and profiles and as well as textbooks. This means that schools in the Malamulele district have relatively higher percentages (57%) of LSM than their counterparts (44%) in the Thohoyandou district. This implies that there is a shortage of LSM in the Thohoyandou district.

**Question 2:** In this question the educators were requested to mention the names of the item(s) shared by learners but were not supposed to share and how teaching and learning are affected by sharing of these items. In the Malamulele district, learners shared textbook, meter-ruler stick and scissors. This affects teaching and learning because:

- (i) Learners have to wait for others to finish a particular resource object
- (ii) When learners are working in groups more time is spent working on an activity.

In the Thohoyandou district learners shared textbooks, worksheets, counting materials, files for learners' portfolios and profiles. This affected teaching and learning because:

- (i) Lack of textbooks and teaching and learning materials dragged the process of learning behind since learners had to wait for others to finish before they could carry out their own activities.
- (ii) It takes a longer time to count because learners had to wait for others to finish counting and this is time consuming. On the other hand learners who are through with the activities sat and idled while waiting for others to finish.

The sharing of the items was as follows:

In the Malamulele district:

- (i) Three scissors and three textbooks per group of eight learners on the average.

In the Thohoyandou district,

- (i) One counting aids, worksheets, files for learners' portfolios, profiles and textbooks per eight learners.

The question also required the educators to provide additional information relating to the availability of OBE-related LSM. In the Malamulele district, the following were mentioned:

- (i) Sometimes the LSM supplied were fewer than the number of learners.
- (ii) The government should supply more audio-visual aids and audio teaching aids materials in the schools.

In the Thohoyandou district the following were mentioned:

- (i) The Department of Education should see to it that OBE-related LSMs are distributed to all schools in the beginning of the year.
- (ii) For OBE-related LSM to work effectively, LSM should be available in each grade.

It is evident that more items were shared in the Thohoyandou district than in the Malamulele district.

Looking at the overall results, schools in the two districts seem to be under-resourced because the percentage of the available LSM is low, viz, 57% in the Malamulele district and 44% for the Thohoyandou district. It is evident that the availability of LSM in the two districts differs. Despite the little amount of available LSMs in the schools in the two districts, schools in the Malamulele district are relatively better resourced than those in the Thohoyandou district.

#### 4.7 Classroom Practice of Educators

**Questions 1 and 2:** The two questions required the educators to mention the topics and some of the intended outcomes of the lessons they had prepared. In the Thohoyandou district the following topics together with their intended outcomes were mentioned:

- (i) Measurement - learners should be able to measure things.
- (ii) Types of animals - Learners should be able to know the different types of animals.
- (iii) The importance of plants - Learners should be able to know the importance of plants that are found around them.

Table 4.7.1: Educators' classroom interaction



Items		Districts	Responses		
			Excellent or superior	Good or skillful	Fair needs attention
1	Strong evidence of integration across learning areas and programmes (Literacy, Numeracy and Life Skills)	M	75	25	-
		T	50	50	-
2	Educator utilizes a variety of teaching methodologies (for example: visual, auditory and tactile/ hands on).	M	25	75	-
		T	25	75	-
3	Evidence of some learner-initiated, learner-generated lessons, activities, and discussions linked to outcomes.	M	-	75	25
		T	-	75	25
4	Activities are relevant to learners or real world (home or community involvement).	M	100	-	-
		T	50	50	-
5	Educator questioning is probing, challenging and open-ended requiring learners to think "outside the box" and to listen carefully.	M	75	25	-
		T	50	50	-
6	Innovative and creative learners' responses to educator questioning.	M	25	75	-
		T	-	100	-
7	Communicative and actively engaged learners.	M	25	75	-
		T	50	50	-
8	Learners are organized and self-disciplined, focused towards achieving outcomes.	M	50	25	25
		T	50	50	-
9	Positive learner- educator relationship (trusting and friendly interaction).	M	100	-	-
		T	100	-	-
10	Educator clearly articulates the outcomes of the lesson.	M	25	75	-
		T	25	75	-
11	Educator records and monitors strength and weaknesses of learner performance.	M	25	50	25
		T	25	50	25
12	Educator uses learner assessment during class to adjust instruction and re-teach concepts related to understanding the outcomes of the lesson.	M	-	75	25
		T	-	75	25

Table 4.7.1 shows that, 75% of the educators in the Malamulele district are excellent and superior in integrating content across the learning areas and programmes. In the Thohoyandou district half of the educators are good and skillful while the other half are excellent and superior in integrating content across the learning areas and programmes (Table 4.7.1).

It emerges from table 4.7.1 that, in both districts 75% of educators are good and skillful in utilizing a variety of teaching methodologies such as visual, auditory and tactical/hands on materials.

75% of the educators in both districts are good and skillful in showing evidence of some learner-directed, learner-initiated, learner generated lessons, activities, discussions linked to outcomes.

Table 4.7.1 reveals that all educators in the Malamulele district are excellent and superior in bringing activities that are relevant to learners or real world (home community involvement or examples relevant to the current world). Half of the educators in the Thohoyandou district are good and skillful while the other half are excellent and superior in bringing the activities that are relevant to learners or real world.

It is also evident from table 4.7.1 that, in the Malamulele district, 75% of educators are excellent and superior in asking questions that are probing, challenging and open-ended, requiring learners to think outside the box, to listen more carefully to problem solving or extended learning. Half of the educators in the Thohoyandou district are excellent and superior while the other half are good and skillful in asking questions that are probing, challenging, open-ended and require learners to think outside the box.

Table 4.7.1 shows that, in 75% of the schools in the Malamulele district and 100% of the schools in the Thohoyandou district, learners' responses were good and creative.

75% of educators in the Malamulele district are good and skillful in communicating and actively engaging learners. It is clear from table 4.7.1 that half of the educators in the Thohoyandou district are good and skillful while the other half is excellent and superior in communicating and actively engaging learners in the lesson.

In the Malamulele district, 50% of educators are excellent and superior in organizing and disciplining the learners, focusing towards achieving outcomes. Table 4.7.1 also depicts that, in the Thohoyandou district, half of the educators are excellent and superior while the other half is good and skillful in organizing and disciplining the learners, focusing towards achieving outcomes.

It is evident from table 4.7.1 that all educators in the Thohoyandou and Malamulele districts, are excellent and superior in showing positive learner educator relationship (friendly interactions and trusting).

	Thohoyandou	Malamulele
1	3	3
2	4	4

Table 4.6.1 further shows that, in both districts 75% of educators are good and skillful in communicating outcomes for the lesson and it is easy to see.

It is clearly illustrated in table 4.7.1 that 75% of educators in Malamulele district and 50% of educators in Thohoyandou district are good and skillful in monitoring and recording the strength and weaknesses of the performance of the learners.

In both districts 75% of educators are good and skillful in assessing and re-teach concepts related to understanding outcomes before moving on with the lesson sequence to meet learner needs.

Looking at the scores in the table 4.7.1, it is evident that educators in the Malamulele district are excellent and superior in practising OBE lessons while in the Thohoyandou district educators are good and skillful in practising OBE lessons. This implies that educators in the Malamulele district have relatively better skills of practising OBE lessons than their counterparts in the Thohoyandou district.

**Question 4:** This question requires the ranking of the most dominant forms of learner behaviour during the lesson from 1 (most dominant) to 4 (least dominant). Table 4.7.2 provides the breakdown of the most dominant forms of learners' behaviour in class during the lesson.

Table 4.7.2: Dominant forms of learners' behaviour

Learners Behaviour	Districts	
	Thohoyandou	Malamulele
Rote response to questions	1	1
Learners asking questions for clarifications and for transferring or building on knowledge	3	3
Learners expressing ideas, opinions or emotions	2	2
Little or no learner interaction – Little or no learner responses	4	4

Table 4.7.2 shows that the schools in the two districts are comparable on 'dominant forms of learners' behaviour'. In actual fact the items for learners' behaviour were rated the same in the two districts.

In both districts, the most common behaviour that is observed in the classrooms is that learners shows 'rote response to questions', then 'learners ask questions for clarification and for transferring or building on knowledge', followed by 'learners express ideas, emotions, and opinions' and lastly 'there is or no interaction – little or no learner responses'.

This means that rote learning is still common in the schools and learners are free to talk in the class and can express their feeling as well.

**Question 5:** This question deals with the availability of OBE related LSM and whether they look like they are used often. Table 4.6.3 shows the availability of OBE related LSM and how they are used

Table 4.7.3: The availability and use of OBE-related LSM

Items		Districts			
		Malamulele		Thohoyandou	
		Yes	No	Yes	No
1	Are there sufficient textbooks/ workbooks for each learner?	75	25	25	75
2	Are there books and reference materials in the class (on desks, tables or shelves)	100	-	100	-
3	Do the books/ workbooks and reference materials look like they are used often?	100	-	100	-
4	Are there materials for Numeracy lesson in the classrooms on shelves, desks or tables?	100	-	100	-
5	Do the materials look like they are used often?	100	-	100	-
6	Are there materials for Literacy in the classrooms on desks, tables or shelves?	100	-	25	75
7	Do the Literacy materials look like they are used often?	100	-	25	75

Table 4.7.3 shows that 75% of schools in the Malamulele district have sufficient textbooks or workbooks for each learner while in the Thohoyandou district 75% of the schools do not have the textbooks or workbooks for each learner.

Schools in the Malamulele and Thohoyandou districts have books, reference materials and Numeracy materials in the classrooms (on desks, shelves and tables). These materials look like they are used often.

It is also evident that schools in the Malamulele and Thohoyandou districts have Numeracy materials. In the Malamulele district all schools have Literacy materials, which look like they are used often. In the Thohoyandou district the highest percentage of the schools do not have the Literacy materials. In both districts the available books, reference materials, Numeracy and Literacy materials look like they are used often. This implies that unlike in the Malamulele district the schools in the Thohoyandou district do not have sufficient textbooks particularly in the Literacy and as a result such materials are not used as often as they should. Otherwise other materials are sufficiently available in the schools in both districts and are used often.

**Question 6:** The question deals with the language used at home and at school (language of instruction) by both learners and educators. Table 4.7.4 depicts the percentage of the learners and educators using a particular language.

Table 4.7.4: percentage of the languages used

Languages	Districts	Responses		
		Educators' home language	Language of instruction	Learners' Home language
1 Afrikaans	T	-	-	-
	M	-	-	-
2 English	T	-	50	-
	M	-	-	-
3 Tsonga	T	-	-	-
	M	25	50	50
4. Venda	T	100	50	100
	M	75	50	50

It emerges from table 4.7.4 that, all educators in the Thohoyandou district have Venda as their home language. The table further reveals that half of the schools in the Thohoyandou district use Venda as the language of instruction whereas the other half use English as the language of instruction. The table also indicates that all learners in the Thohoyandou district have Venda as their home language.

Table 4.7.4 shows that, in the Malamulele district, 75% of the educators commonly have Venda as their home language. Half of the schools in the Malamulele district use Tsonga as the language of instruction whereas the other half uses Venda as the language of instruction (table 4.7.4). Half of the learners in the Malamulele district use Tsonga as their home language whereas the other half has Venda as their home language. The educators in the Malamulele district use the learners' home language as a language of instruction. The results show that Tsonga and Venda are used in both districts whereas English is only used in some of the schools in the Thohoyandou district. This means that there are schools in the Thohoyandou district that use home language as a media of instruction and some number of schools in the same district use English as a media of instruction. In the Malamulele district none of the schools uses English as media of instruction.

**Question 7:** The question deals with the preparation of lesson. All educators in both districts prepared lesson plans for their previous lessons. The lesson plans show the outcomes, times allocated for the lesson, activities to be undertaken and materials as well as the resources to be used.

**Question 8:** The question deals with the assessment procedures. It is evident that in the Thohoyandou and Malamulele districts all educators have a record of each learner's academic progress and they also kept a record of learners' grades or progress scores. The records show that learners had a variety of scores assigned for different activities tests, projects and oral presentations, etc. This is an indication that educators are using continuous assessment.

**Question 9-10:** These questions require the educators to indicate as to whether they assign homework to the learners and also indicate the number of days that they give learners homework. All educators in the Malamulele district indicated that they gave learners homework daily whereas in the Thohoyandou district it was of 75% who gave daily learners homework. All educators indicated that they marked the homework. This implies that all educators in the Malamulele district assign homework to the learners as compared to their counterparts in the other district.

**Question 11:** This question requires the educators to indicate the subject areas wherein homework assignment is given. Table 4.7.6 provides data in percentage.

Table 4.7.6: Percentage amount of homework given in particular subject area

Subjects	Districts	
	Malamulele	Thohoyandou
A. Numeracy	50	25
B. Literacy	-	-
C. Life Orientation	50	50

Table 4.7.6 shows that in the Malamulele and Thohoyandou districts learners are given 50% of homework in Life Orientation. For Numeracy, it is 50% of homework for learners

in the Malamulele district and 25% for the Thohoyandou district. Evidently learners in the Malamulele district are given more homework in Numeracy than these in the Thohoyandou district.

## 4.8 The Role of Parents and their Profile

### 4.8.1 Educational Background of Parents

This part deals with the personal characteristics of the parents. The table below shows the percentages of the professional and non-professional parents in the districts of Thohoyandou and Malamulele.

Table 4.8.1: profile of parents

Districts	% of professional parents	% of non-professional parents
Malamulele	17.5	82.5
Thohoyandou	12.5	87.5

It is clear from table 4.8.1 that, the majority of parents in the Thohoyandou and Malamulele districts do not have a profession. It is also evident that the Malamulele district has a higher number of professional parents. In the table that follows the educational profiles of the parents are presented.

Table 4.8.2. Educational profile of parents

Grades	Districts	
	Thohoyandou % of the parents	Malamulele % of the parents
0 - 3	25	12.5
4 - 6	7.5	15
7 - 9	20	20
10 - 11	27.5	30
12 and above	20	22.5

Table 4.8.2 shows that more parents in the Thohoyandou district have not gone beyond grade 3. The Malamulele district has double the number of parents with senior primary

education (grades 4-6) in the Thohoyandou district compared with the other district. The two districts have same number of parents with junior secondary education (grades 7-9). The Malamulele district has more parents with grades 10-11 and grade 12 and above as compared to those in the Thohoyandou district. It is evident that Malamulele district has the highest percentage of parents who have gone beyond grade 10. This means that the highest percentage of parents in the Malamulele district has relatively better educational profile than their counterparts in the Thohoyandou district.

#### 4.8.2 The Role of Parents in Education

This part is aimed at obtaining parents' role in the education of their children.

**Question 1:** The first question requires parents to indicate whether or not they have children at school. All parents indicated that they have children at school. This implies that all parents in the two districts do value education hence they have taken their children to school.

**Question 2:** In this question, parents should state as to whether they help their children with their schoolwork. In the Thohoyandou district, 92.5% of the parents indicated that they helped their children with their schoolwork. In the Malamulele district, 95% of the parents indicated that they helped their children with schoolwork. All the parents claimed that they helped their children by teaching them to read and write as well as helped them with their homework. 7.5% of the parents in the Thohoyandou district and 5% in the Malamulele district stated that they did not help their children because they were not educated. It is evident that in the Malamulele district most of the parents helped their children with schoolwork as compared to those in the Thohoyandou district.

**Question 3:** In this question, parents were expected to state the meaning of OBE. In the Thohoyandou district 77.5% indicated that they did not know the meaning of OBE because they had never heard of it, 12.5% indicated that OBE means visual and practical work, 2.5% indicated that OBE is related to time and what learners would come across in future,

2.5% stated that OBE means that learners were able to start their career in primary school and 5% indicated that OBE meant change within a short period of time.

In the Malamulele district, 62.5% stated that they had never heard about OBE, 17.5% indicated that OBE means that learners are doing practical work on their own with the help from the educators and 20% stated that OBE means good education which helps the learners to have experience because much of the things they do will come in future. It is evident that Thohoyandou district has more parents who do not know the meaning of OBE.

**Question 4:** In this question parents were supposed to mention their opinion about the OBE. In the Thohoyandou district, 77.5% indicated that they did not have any idea regarding OBE and 22.5% indicated that OBE is good education.

In the Malamulele district, 62.5% indicated that they did not have any idea regarding OBE, 30% stated that OBE makes education better and encourages the learners to work on their own and 7.5% mentioned that OBE is about culture. The results show that Thohoyandou has the highest percentage of parents who did not have opinion regarding OBE.

**Question 5:** This question requires parents to indicate whether OBE is different from the type of education they were exposed to during their school days. In the Thohoyandou district, 87.5% mentioned that there is a difference between the two types of education. The following reasons were mentioned: 55% indicated that with OBE, children are doing practical work without corporal punishment unlike in the past where there was corporal punishment. 32.5% stated that with OBE people are talking about grades unlike in the past where they were talking of standards. 12.5% indicated that there is no difference between the two types of education.

In the Malamulele district, 92.5% mentioned that there is a difference between the past education and OBE. They mentioned the following reasons: 87.5% indicated that in the past corporal punishment was used and this made children to memorize but OBE is

learner-centred and is about visual practical things where children learn at their own pace. 5% stated that rote learning was easy but OBE is difficult. 7.5% asserted that they saw no difference between OBE and the education they were exposed to during their school days. This means that Malamulele district has more parents who agree that there is a difference between OBE and the education they were exposed to during their school days.

**Question 6:** In this question parents should indicate as to whether they go through their children's books and how often do they do that. In both districts 2.5% of the parents stated that they do not go through their children's books and 97.5% indicated that they are only able to go through their children's books.

In the Thohoyandou district, 44% of the parents stated that they go through their children's books twice a week. 26% of the parents asserted that they go through their children's books three times a week. 25% of the parents indicated that they go through their children's books on a daily basis while 2.5% of the parents stated that they go through their children's books after a month because they are working far from their homes.

In the Malamulele district, 52.5% of the parents indicated that they go through their children's books daily. 30% of the parents stated that they go through their children's books twice a week. 10% of the parents mentioned that they go through their children's books weekly. 2.5% of the parents stated that they go through their children's books once per month. 2.5% of the parents indicated that they go through their children's books three times a week. This implies that Malamulele district has the highest percentage of parents who go through their children's books on a daily basis.

**Question 7:** In this question, parents were expected to indicate whether or not they know the learning areas done in schools in grades 1-3 and that they should also mention them.

In the Thohoyandou district, 42% of the parents indicated that they do not know anything about learning areas. The rest of the parents stated that they knew something about learning areas and 15.5% of the parents mentioned English and Tshivenda, 7.5% of the

parents mentioned Life Skills, Numeracy and Literacy, 5% of the parents mentioned English and Literacy, 2.5% of the parents mentioned Tshivenda, 2.5% of the parents mentioned English, 2.5% mentioned computer and Maths, 2.5% of the parents mentioned Home Economics, 2.5% of the parents mentioned Maths, 2.5% of the parents mentioned Maths, Literacy and English, 2.5% of the parents mentioned Maths and Tshivenda, 5% of the parents mentioned English and Afrikaans, 2.5% mentioned Maths, Tshivenda and English while 5% of the parents mentioned Human and social sciences (HSS), Tshivenda and Literacy, Language and Communication (LLC).

In the Malamulele district, 47.5% of the parents indicated that they do not know anything about the learning areas. The rest of the parents stated that they knew something about learning areas and 5% of the parents indicated that they know HSS, Maths, Life Orientation and art and Culture. 7.5% of the parents stated that they know History and Geography, 5% of the parents mentioned English and Maths, 12.5% of the parents mentioned Numeracy, Literacy and Life Skills, 5% of the parents mentioned Tsonga and Maths, 2.5% of the parents mentioned English, History and Maths, 2.5% of the parents mentioned Maths, 2.5% of the parents mentioned Tsonga, English and Maths, 5.5% of the parents mentioned Life Skills and Literacy, 2.5% of the parents mentioned Art and Culture, Technology and Life Orientation, 2.5% of the parents mentioned HSS and Maths, 2 of the parents mentioned Business and Technology, 2.5% of the parents mentioned Tsonga and English.

Looking at the results, the majority of parents, i.e. 8% in the Thohoyandou district and 52.5% in the Malamulele district claimed to know the learning areas done in grades 1-3 but the results show that very few parents, 20% in the Malamulele and 7.5% in the Thohoyandou districts were able to mention the correct learning areas. This means that knowledge of learning areas amongst the parents in the Malamulele district is relatively better than their counterparts in the Thohoyandou district.

**Question 8:** This question requires parents to indicate their feelings regarding the language of instruction. In the Thohoyandou district, 5% of the parents indicated that they

feel happy when their children are taught in their home language. 5% of the parents stated that they do not know which language is important to them; they prefer both languages (home language and English). 90% of the parents asserted that they feel happy when their children are taught in English rather than home language.

In the Malamulele district, 75% of the parents asserted that they feel happy if their children are taught in English rather than home language. 22.5% of the parents stated that they feel happy if their children are taught in their home language rather than English. 2.5% of the parents indicated that they are not certain which language should be used or which is important to them, they prefer both English and home language. It is evident that Thohoyandou district has the highest percentage of parents who prefer English as a language of instruction.

**Question 9:** In this question, parents were asked to state whether or not positions in class should be written in their children's reports and how would they feel if such positions are written or not written.

In the Thohoyandou district, 5% of the parents indicated that they do not know whether the positions are written or not written. 50% of the parents indicated that positions are written in their children's reports. 45% of the parents stated that positions are not written in their children's reports.

Still in the Thohoyandou district, 80% of the parents indicated that they feel happy if positions are written in their children's reports because positions encourage the child. 15% of the parents indicated that they do not feel happy if positions are written in their children's reports because position discourages the child (they prefer comments). 5% stated that they do not know whether positions are good or bad.

In the Malamulele district, 5% of the parents indicated that they do not know whether positions are written or not. 27.5% of the parents mentioned that positions are not written in the children's reports. 67.5% stated that positions are written in the children's reports.

Still in the Malamulele district, 72.5% of the parents stated that they feel happy if positions are written in their children's reports because positions encourage the children. 27.5% of the parents prefer comments rather than stating children's position in class because to them positions discourages the children. The results imply that parents still rate positions in class highly particularly in the Thohoyandou district.

### 5.1 Introduction

**Question 10:** In this question, parents should provide their opinion as to whether OBE encourages learners to work on their own or in groups on a given task in class.

In the Thohoyandou district, 75% of the parents indicated that OBE encourages learners to work on their own or in groups on a given task in class. 25% of the parents stated that OBE does not encourage learners to work on their own or in groups on a given task in class.

In the Malamulele district, 50% of the parents indicated that OBE encourages learners to work on their own or in groups on a given task in class. 50% of the parents stated that OBE does not encourage learners to work on their own or in groups on a given task in class. The results indicate that the highest percentage of parents in the Thohoyandou district agreed that OBE encourages learners to work on their own in groups or in pairs in a given task in class.

In the overall, parents in the Malamulele district are much more knowledgeable about OBE and are more involved in their children's schoolwork than their counterparts in the Thohoyandou district.

## 4.9 Conclusion

In this chapter, I presented the data collected as well as the related interpretations of the data. Implications and conclusions drawn from the data are discussed in the next chapter.

## Summary, Conclusions and Recommendations

### 5.1 Introduction

The chapter provides the summary of the study, discussion of the results, conclusions drawn from the results, limitations of the study and recommendations.

### 5.2 Summary of the Study

The purpose of this study was to evaluate an implementation model of C2005 in the foundation phase in the Malamulele district in the Limpopo Province, South Africa. This was done by comparing a sample of randomly selected schools in the two districts. The data set was collected using both qualitative and quantitative methods. The qualitative method involved the achievement tests in Literacy and Numeracy; OBE knowledge questionnaires for the educators; principals and district managers; structured interviews with parents; classroom observation schedule and checklist of OBE related LSM. The quantitative approach involving the use of t-test to compare the mean scores of the measures of the two districts were used.

The study was conceptualized around the following:

- The previous initiatives that were aimed at equipping the educators with the skills of implementing C2005 did not make adequate provision of involving the parents in the training. Parents were not adequately involved or consulted about C2005.
- Schools were not adequately supplied with OBE-related LSM. Most schools did not receive the basic documentation of the foundation phase programmes when OBE was implemented in 1998 in grade 1.

- Educators were not sufficiently trained. They were unable to apply their understanding in their own classrooms after they claimed to have understood what they learned during the workshops.
- School principals were not involved in the training of OBE. They could not provide any support to the educators.
- There was lack of clarity regarding assessment policy. The educators did not know what, when, how and where to assess the learners.
- There was inadequate clarification as to how OBE lessons should be conducted. The educators were not doing anything different from what they were doing prior to the OBE. They were not certain about whether or not their classroom practice was in line with the OBE stipulations.
- The curriculum implementation models did not involve the district managers in the training of OBE. This created a gap between what the district managers and the educators knew about OBE.

The results of the study are summarized as follows:

- The overall learners' percentage score in Numeracy was 38% in the Malamulele district and 24% in the Thohoyandou district (see section 4.2.1.7).
- In Literacy, learners' percentage score was 54% in the Malamulele district and 40% in the other district.
- Most parents, 62.5% in the Malamulele district and 77.5% in the Thohoyandou district, were not knowledgeable about OBE (see sections 4.8 and 4.8.2).
- Schools in both districts received LSM from the government. The supply of LSM in the Thohoyandou district was relatively poor when compared to that in the **Malamulele** district. Malamulele district had 57% of LSM and Thohoyandou had 44% (see sections 4.6.1 and 4.6.2).

- Most educators (38%) in the Malamulele district can be judged to be excellent in practising OBE lessons as compared to 35% in the other district (see table 4.7.1).
- The data shows that the educators, principals and the district manager in the Thohoyandou district were not well vested with OBE and related terminology (see sections 4.3, 4.4 and 4.5).

## 5.3 Discussion

This section presents the discussion of the study.

### 5.3.1 Learners' Performance

Learners' performance will be discussed in two sections; viz; Numeracy and Literacy. The discussion on learners' performance is separated according to the learning areas that were investigated.

#### 5.3.1.1 Numeracy

The data shows that learners' performance in the two districts was very low. But in the Malamulele district, learners seem to be doing relatively better than those in the Thohoyandou district (see tables 4.2.1.1, 4.2.1.3, 4.2.1.4 and 4.2.1.6). This might mean that learners have better Numeracy skills and can also interpret text better than those in the Thohoyandou district who were struggling to work out answers from the questions that deal with word application problems. This finding is in contrast with the report by the Joint Education Trust (JET) (2000) which noted that learners have difficulty with items requiring reading and interpreting text than with straightforward arithmetic problems. I therefore claim that poor reading skills and difficulties with interpreting text seem to have contributed to lower performance in Numeracy by learners in the Thohoyandou district.

Learners in the Malamulele district also performed better in items I; J; K and L (see table 4.2.1.2). The items required learners to compute numbers using two and three operations. This might mean that learners in the Malamulele district have relatively sophisticated computational skills. This observation is in contrast with the report by the JET (2000), which states that learners' ability to compute numbers is confined to add or subtract simple problem and their ability to add or subtract one or two numbers decreased as the problems become complex. Learners in the two districts performed better in questions that require them to add, subtract and divide numbers. It is clear that learners were able to use basic operations. However, learners' poor performance in items on bar graph means that Thohoyandou district learners have problems with the interpretation of a bar graph. This finding is confirmed by Onwu's (1992) study that shows that bar graphs are more difficult to understand. This implies that educators should place more emphasis in reading and interpreting bar graph. I therefore claim that learners in the Malamulele district had better problem solving skills than their counterparts in the Thohoyandou district.

The indication that the principals and the district manager in the Malamulele district were

### 5.3.1.2 Literacy

in OBE knowledge might mean that the training was adequate (see sections 4.5 and 4.3). In the Thohoyandou district the principals and the district manager

Learners' performance in the Malamulele district in the sections on comprehension test, interpretation of text and recognizing the picture were relatively better than their counterparts in the other district. This might mean that learners in the Thohoyandou district have relatively poor reading skills. The finding in the Malamulele district is in contrast with the argument I presented in sections 2.5.3 and 2.5.4 that the educators do not adequately develop reading and writing skills. It can conclude that educators in the Malamulele district have systematically developed the Literacy skills of the learners.

### 5.3.2 Educators' OBE knowledge

#### 5.3.2.1 The Supply and Availability of OBE-related LSM

The indication that educators in the Malamulele district were well vested with OBE knowledge and terminologies than their counterparts in the Thohoyandou district implies that the training in the Univemalashi Project was effective and that the educators who attended the training sessions performed better. The finding is in contrast with the

findings of an evaluation of an implementation of OBE in grade 1 classrooms in EC which showed that while 92% of the educators had received training in the province, only 36% found it good or excellent (Human Sciences Research Council (HSRC), 1999). The findings in the Malamulele district contrast the findings of the Review Committee of C2005 (2000) that the quality of training provided to the educators was insufficient particularly in terms of concepts (see sections 2.5.1.1.2 and 2.1). The finding also contrast with Moemi's (1999) study, which shows that the OBE-related in-service training was not adequate since it was not well spread to all the areas. It can therefore be assumed that the educators in the Malamulele district probably had better knowledge of OBE and understood the OBE-related terminology than those in the Thohoyandou district mainly because of the nature and quality of training they were exposed to.

### 5.3.3 Principals' and Districts Managers' OBE Knowledge

The indication that the principals and the district manager in the Malamulele district were well equipped with OBE knowledge might mean that the training was adequate (see sections 4.5 and 4.3). In the Thohoyandou district the principals and the district manager did not seem to be knowledgeable of the OBE as they should. This finding validates the argument presented in sections 2.1 and 2.5.5 that the principals were not involved in the planning and designing of C2005 hence they lacked the knowledge of OBE. May be if they took part in the formative process they would have been more familiar with the aspects of C2005 and OBE as educational philosophy of C2005. This argument is supported by the argument that was presented in sections 2.1 and 2.5.1, namely, that the principals and the districts managers were not involved in the planning and designing of C2005.

### 5.3.4 The Supply and Availability of OBE-related LSM

From the above analysis, it is clear that schools in the two districts ran short of LSM (see table 4.5.2) while schools in the Malamulele district seemed to be better resourced in some respects. This finding collaborates the data argument presented in section 2.6.3 that the

Univemalashi Project facilitated the supply of LSM through funding from Open Society of South Africa and the National Research Foundation. Probably the finding seemed to show that the Univemalashi Project addressed Jansen's (1999) view that there were insufficient LSM in the schools when C2005 was implemented. I may therefore argue that for schools to be better resourced, they need to take an initiative of fending for themselves unlike solely dependent on government.

### 5.3.5 The Role of Parents in Education

The results of the data show that in the two districts most parents have limited OBE knowledge particularly in the Thohoyandou district. This might mean that most parents were not able to play their role in the education of their children as they were expected to. This finding is supported by Morar's (1999) study, which shows that parents were not participating in the C2005 as they should especially if they were to be of help to their children. It can therefore, be suggested that there should be a C2005 awareness campaign for parents as they have a vital role to play in education of their children.

### 5.3.6 The Educators' Practice of OBE Lessons

The indication that the educators in the two districts were using continuous assessment might mean that the educators had developed an OBE-related strategy that helps them to assess their learners. This observation is supported by NDoE (1997a), which states that assessment should measure learners on a continuous basis by employing different strategies (see section 2.3.1) This observation seemed to indicate that Univemalashi Project addressed what was noted by Jansen (1999) in EC that the educators were not aware of what, when, how and where to assess learners (see section 2.1).

The data reveals that most educators (38%) in the Malamulele district were relatively excellent and superior in practicing OBE lessons as compared to their counterparts in the Thohoyandou district (35%) (see section 4.7.1). This finding emphasized a need for training based on practicing OBE-related lessons in both districts even though educators in

the Malamulele district seem to be doing better than their counterparts in the Thohoyandou district. The finding is confirmed by Jansen's (1999) study, which shows that in terms of classroom practice the educators were not doing anything different from what they were doing prior to the introduction of OBE. Morar (1999) also validated the observation by stating that the educators were still using their traditional ways of teaching and most lessons were still based on the questions-and-answers. Based on the findings of the OBE-related classroom practice, It can be concluded that the in-service training the educators in the Malamulele district were exposed to is quiet helpful in some respect.

## 5.5 Limitations of the study

## 5.4 Conclusions

Like any study that involves human beings, this study has constraints that go along with it. The study intended to determine the impact of a curriculum implementation initiative, viz. Univemalashi Project, in the schools in Malamulele district. This was done by selecting a sample of schools that were exposed to the model and an equal sample of schools that were not part of the implementation initiative. The two samples were then compared qualitatively. The study shows that schools that were exposed to the initiative seem to be better in many respects to their counterparts in the other sample. Learners appear to have more Numeracy and Literacy skills; educators are more OBE-oriented in their classroom practices and together with their principals and district manager; educators appear to be knowledgeable with OBE aspects; parents are little more involved in the education of their children; schools are better resourced with relevant LSM than those in other district. I therefore conclude that the Univemalashi initiative was to some extent successful in its campaign.

## 5.6 Recommendations

Given the relative success of the Univemalashi Project, I conclude that for a curriculum to be successfully implemented the focus should not be on educators but on all key stakeholders such as principals, district managers, members of the community and the availability of LSM. My argument is supported by McNeil (1990) who noted that the curriculum related training should include all educators, principals and the officials in the department of education such as circuit and district managers. The GETC (1999) also support the argument by stating that school management teams need to be centrally

involved in the training either as master trainers or as necessary support for those education practitioners who are doing the training in the learning sites. The GETC (1999) further support the argument by stating that community members should be encouraged to be involved in the education of their children by helping them in their projects, assignments and collecting learning materials. The C2005 Review Committee (2000) adds that C2005 demands well-resourced classroom that should include LSMs such as textbooks for each learning area and other print-based materials.

## 5.5 Limitations of the study

1. Like any study that involves human beings, this study has constraints that go along with those studies.
2. Only eight schools were selected for the study and not all educators in the foundation phase in the two districts were included in the study since the sample was purposive and included only grade three educators. A possibility will always exist that a different picture might be obtained about the implementation of C2005 in the Malamulele district if more schools were involved in the study.
3. The study only involved two districts and possibly different results might have been obtained if more districts were involved. Therefore, the results of the study cannot be generalized.

## 5.6 Recommendations

In order to improve the impact and application of the Univemalashi Project in the Malamulele district in the foundation phase I made the following recommendations:

- The principals and the educators must supplement the resources supplied by the Provincial Department of Education with the in-house LSM. This can be done through fundraising by the schools.
- Educators should be given training on how to develop LSM.

- The DoE should establish a resource center in each district where educators will have access to information and other resources.
- The DoE should supply devices such as overhead projector and video cameras.
- The DoE together with the school neighbouring communities should work hand in hand.
- The DoE should organize OBE workshops for all stakeholders. In such workshops the following should be outlined: meaning of OBE, learning areas, the difference between OBE and content-based education and the role of parents in education.
- Educators should focus their attention in developing reading and writing skills and in areas of Numeracy such as graphs, measurement and problem application
- Parents should also be encouraged to register their children in the last quarter of the school term each year for the following academic year to enable educators to organize the required learning and teaching materials.
- There should be collaboration and co-operation amongst the key stakeholders in the education system.

### 5.6.1 Possible further studies

Future study should be done to determine the effectiveness of the Univemalashi Project in other phases (intermediate and senior phases) with the view of observing the performance of the learners who are progressing through various learning stages.

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Use the information from the passage to answer the following questions:

For example:

How many sisters does Joe have?

Answer: .....

Try to answer the following questions on your own:

- a) How many brothers does Joe have? .....
- b) Altogether, how many apples will Joe's sisters get? .....
- c) How many apples will each child get when Joe's mother equally divides the apples among her children? .....
- d) Between Joe's sisters and brothers, who were given more apples? ..... and how many more apples did they get compared to the other? .....

STOP

## NUMERACY

Name of school.....

Name of the learner.....

**Surname of the learner**.....

Grade.....

### A. Read the passage then answer the questions that follow.

Joe has Mike, Andrew and Samuel as his brothers. Sylvia and Samantha are Joe's sisters. Joe's mother goes to the market on Saturdays. One Saturday Joe's mother came back with a packet of 15 apples. Joe's mother divided the apples equally among all her children.

Use the information from the passage to answer the following questions:

**For example:**

How many sisters does Joe have?

**Answer:** .....

**Try to answer the following questions on your own:**

- How many brothers does Joe have? .....
- Altogether, how many apples will Joe's sisters get? .....
- How many apples will each child get when Joe's mother equally divides the apples among her children? .....
- Between Joe's sisters and brothers, who were given more apples? ..... and how many more apples did they get compared to the others? .....

STOP

**B. Find answers to following questions.**

**For example:**

1.  $3 + 8 = \dots\dots\dots$

2.  $15 - \dots\dots\dots = 10$

3.  $14 \times 2 = \dots\dots\dots$

4.  $30 - 10 \div 5 \times 2 = \dots\dots\dots$

**Try to answer the following questions on your own**

(a)  $11 + 4 = \dots\dots\dots$

(b)  $20 + \dots\dots\dots = 22$

(c)  $27 - 14 = \dots\dots\dots$

(d)  $17 - \dots\dots\dots = 9$

(e)  $7 \times 4 = \dots\dots\dots$

(f)  $\dots\dots\dots \times 10 = 50$

(g)  $40 \div 4 = \dots\dots\dots$

(h)  $25 \div \dots\dots\dots = 5$

(i)  $7 - 2 \times 10 - 5 = \dots\dots\dots$

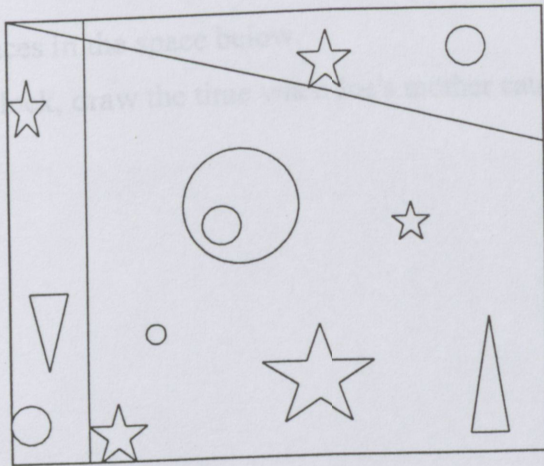
(j)  $8 + 2 \times 1 + \dots\dots\dots = 20$

(k)  $40 + 4 \div 7 + 4 = \dots\dots\dots$

(l)  $4 \times 4 \div 2 \times 4 = \dots\dots\dots$

**STOP**

C. Look at the picture below. Answer the questions that follow.



**For example:**

How many stars can you find in the picture? .....

**Try to answer the following questions on your own:**

- a) How many rectangles can you find in the picture? .....
- b) How many triangles can you find in the picture? .....
- c) How many circles can you find in the picture? .....

**STOP**

**D. Read the passage below. Use the passage to answer the questions that follow.**

Joe's mother catches the bus at 8:30 when she goes to the market. She arrives at the market  $\frac{3}{4}$  of an hour later. She finished shopping at 11:20. After shopping, she walks 5 minutes to

the bus stop. She only waits 5 minutes for the bus to take her home. Joe's mother arrived home at 12:15.

Draw 2 clock faces in the space below.

a) On the first clock, draw the time when Joe's mother caught the bus to the market.

b) On the second clock, draw the time Joe's mother arrived at home from the market.

c) At what time did Joe's mother arrive at the market? .....

d) How long did Joe's mother take to shop at the market? .....

e) At what time did Joe's mother catch a bus home? .....

For example:

**STOP**

Try to answer the following questions in your own words.

a) How many students wrote the test? .....

b) How many marks did most obtain in the mathematics test? .....

c) Name the students who obtained same marks in the test? .....

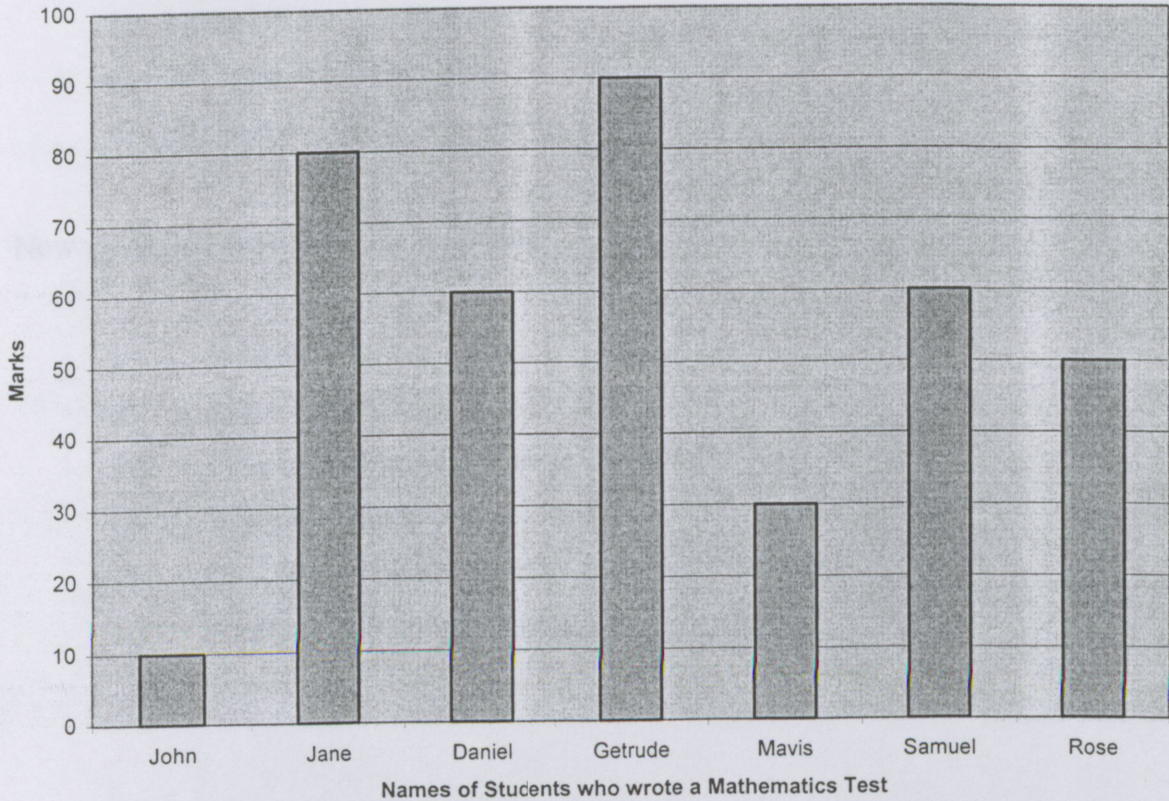
d) What was the highest mark obtained in the mathematics test? .....

e) How many students obtained marks higher than 50? .....

**STOP**

E. Look at the bar graph below. It shows the marks students obtained in a mathematics test. Use the bar graph below to answer the questions that follow.

**Students Mathematics Marks**



**For example:**

Who obtained the lowest marks in the test? **Answer:** .....

**Try to answer the following questions on your own:**

- How many students wrote the test? .....
- How many marks did Rose obtain in the mathematics test? .....
- Name the students who obtained same marks in the test? .....
- What was the highest mark obtained in the mathematics test? .....
- How many students obtained marks higher than 50? .....

**STOP**

## F. Find answers to the following questions.

(Remember that  $1\text{kg} = 1000\text{g}$ ;  $1\text{litre} = 1000\text{ml}$ ;  $1\text{km} = 1000\text{m}$  and  $1\text{m} = 1000\text{mm}$ ).

### Example:

- a)  $2\frac{1}{2}\text{kg} = \dots\dots\dots\text{g}$
- b)  $3000\text{ml} = \dots\dots\dots\text{litre}$
- c)  $\dots\dots\dots\text{km} = 2000\text{m} + 3\text{km}$
- d)  $1000\text{mm} = \dots\dots\dots\text{mm} - \frac{1}{2}\text{m}$

Now try to find answers to the following:

- i)  $\frac{1}{4}\text{kg} = \dots\dots\dots\text{g}$
- ii)  $1\text{kg} = 750\text{g} + \dots\dots\dots\text{g}$
- iii) How many litres are there in  $25\,000\text{ml}$ ?
- iv)  $2000\text{ml} = \frac{1}{2}\text{litres} + \dots\dots\dots\text{ml}$
- v)  $\dots\dots\dots\text{km} = \frac{1}{2}\text{km} + 500\text{m}$
- vi)  $5000\text{m} = 200\,000\text{mm} + 4\frac{1}{2}\text{km} + \dots\dots\dots\text{m}$

DAYS	10:00-10:30	10:30-11:00	11:00-11:30	12:00-12:30
MONDAY	BREAK	Literacy	Numeracy	Science
TUESDAY	BREAK	Science	Literacy	Life skills
WEDNESDAY	BREAK	Science	Science	Literacy
THURSDAY	Numeracy	Literacy	BREAK	Clubs
FRIDAY	Literacy	Numeracy	BREAK	Science

STOP

At what time is break on Friday?

Answer: .....

Try to find answers to the following questions on your own.

1. At what time is the Literacy period on Monday?
2. Wednesday what subject is offered at 11:00?
3. On which day do we have two literacy lessons?
4. On Thursday what time is break?

**LITERACY**

Name of school.....

Name of the learner.....

Surname of the learner.....

Grade.....

**A. Study the chart and answer questions that follow.**

**SCHOOL TIME TABLE FOR THE WEEK**

DAYS	8.00--8.30	9.00--9.30	10.00--10.30	11.00--11.30	12.00--12.30
MONDAY	Life skills	Numeracy	<b>BREAK</b>	Literacy	Science
TUESDAY	Literacy	Science	<b>BREAK</b>	Numeracy	Life skills
WEDNESDAY	Guidance	Numeracy	<b>BREAK</b>	Science	Literacy
THURSDAY	Numeracy	Literacy	<b>BREAK</b>	Science	Clubs
FRIDAY	Literacy	Numeracy	<b>BREAK</b>	Literacy	Science

**Example**

At what time is break on Friday?

Answer:.....

**Try to find answers to the following questions on your own.**

1. At what time is the Literacy period on Monday?  
.....
2. Wednesday what subject is offered at 9.00--9.30?  
.....
3. On which day do we have two literacy lessons/periods?  
.....
4. On Thursday what time is break?  
.....

5. Which two subjects are offered once a week?  
.....and.....

**STOP**

**B. Read the passage carefully.**

Susan and her mother live in Lwamondo Village. Her mother used to tell her not to play near the dam because there were crocodiles. One day while her mother was away, she went to swim in the dam with her friends. Slowly they saw the crocodile approaching. Splash, Splash, they quickly swam out of the water and ran towards home. Poor Susan bumped on to a big rock which she did not see and broke her leg. Susan ended up in a hospital where she was admitted for three weeks.

**Answer the following questions on your. Circle the correct answer**

**Example**

Who swam with Susan in the dam?

Answer: .....

**Try the following questions on your own**

1. Where do Susan and her mother live? .....

2. Why did Susan's mother not allow her to play near the dam? .....

3. Why did Susan and her friends quickly swim out of the water? .....

4. Why did Susan end up in hospital? .....

5. For how long was Susan in hospital? .....

6. Why did Susan and her friends run away from the crocodiles? .....

Boy  
Brother

### STOP

C. Circle the word corresponding with the picture

Example:

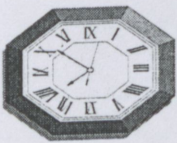
A.



- A goat
- A sheep
- An elephant
- Δ lion

Try to answer following questions on your own.

1.



- A clock
- A coin
- A button
- Δ badge

2.



- A spanner
- A knobkerrie
- A stick
- A hammer

3.



- A dove
- A hen
- A bat
- Δ duck

UNIVERSITY OF VENDA  
LIBRARY



Grandmother  
Grandfather  
Boy  
Brother



Tree  
Flower  
Grass  
Leaf

Concepts	STOP	Yes	No
Learning areas			
Learning Programme			
Learning area outcomes			
Assessment			
Continuous assessment			
Assessment criteria			
Profile			
Portfolio			
Performance			
Range statements			
Competency			
Observation sheet			
Phase organisers			

## APPENDIX C

### Knowledge of Outcomes-based Education

Name of District.....

Name of Circuit.....

Name of the school.....

Current Position.....

### Section A

I am interested in knowing how much you know of Outcomes-based education. Indicate whether you are familiar with the following terms by ticking the column that best represents your feelings. If you feel it's 'Yes' tick under 'Yes column' and likewise for 'No'.

Concepts	Yes	No
Learning areas		
Learning Programme		
Learning area outcomes		
Assessment		
Continuous assessment		
Assessment criteria		
Profile		
Portfolio		
Performance		
Range statements		
Competency		
Observation sheet		
Phase organisers		

Foundation phase		
Programme organisers		
Notional time		
Flexi time		
Critical outcomes		

## Section B

Indicate whether you think that the following statements are true (T); false (F) or you don't know (D) by ticking in the appropriate column.

Items	T	F	D
Outcomes are important in a child's learning. Each child should achieve them.			
Learners are only taught number concept in Numeracy			
OBE is more learner-centred than teacher-centred			
Learners also have a role to play in assessment in OBE			
General outcomes are also referred to as critical outcomes which means that no child should be allowed to proceed to the next grade without achieving most of them.			
Notional time only refers to time spent by learners at school and at home doing homework			
When learners are taught life skills, they are able to participate within their own environment			
Assessment evaluates the learner's performance against criteria which would prove that s/he has achieved the outcomes.			
Assessment criteria serves to assess the learner's progress towards the achievement of the lesson outcomes			
In literacy, the learner is supposed to know how to use a typewriter and a computer.			
Self assessment can be used to help the learner see how much more he has to do to be successful.			
A written report to parents should be completed at least once a term to inform them on their child's performance.			
Continuous assessment means assessing a learner in every activity in class			
In each learning area there are specific outcomes which learners have to show when they learn.			
Range statements make sure that each specific outcome achieved equips the learners with knowledge, skills and values.			
OBE is concerned with the learner's ability to do things correctly.			
A learner has to achieve all sixty-six outcomes by end of the foundation phase.			
OBE spells out what a learner is supposed to know at the end of an activity.			

A learner who has achieved certain outcomes and is able to perform certain tasks is said to be competent and can be promoted to next grade.			
Learners are given a chance to participate when teachers compile their portfolios by helping to pick the best from their activities			
OBE requires learners to learn by doing in groups, in pairs or individuality			
When compiling an observation sheet for a learner, it is very important to emphasize the learner's good points and to indicate where improvement is necessary			
Parents play a vital role in the learning of their children by teaching them about things that are not taught at school, e.g., family trees.			
OBE allows for specialists in certain fields to avail their expertise in the school to give learners first-hand information, e.g., nurses can teach about infectious diseases.			
The environment offers learning opportunities because learners are able to generate knowledge intuitively.			
When teaching in the foundation phase, it is important to integrate all three learning areas.			
Placing learners in groups helps them develop their social skills early in life.			
It is important to provide a lot of learning materials to enable learners to <u>manipulate them on their own</u> trying to achieve the desired outcomes.			
It is easy for the teacher to engage in <u>individual attention for those learners</u> who find it difficult to master the activity at hand when learners are working in groups.			

- (a) Government through the Department of Education
- (b) The school purchases/repairs its own LBM
- (c) Learners provide their own LBM
- (d) The government + the school + learners
- (e) The government + the school
- (f) The government + learners
- (g) The school + learners
- (h) No supply of LBM
- (i) Other Specify \_\_\_\_\_

2. How would you describe the rate of supply of Learning Materials (LBM) to your school?

(tick the appropriate alternative)

- (a) Disastrous = OBE-related LBM are never supplied
- (b) Poor = the supply is irregular and the school waits for a long time for the next supply.

## APPENDIX D

### Checklist of the Supply and Availability of OBE-related Learning Support Materials

Name of the school:.....

District where the school is situated:.....

#### Section A

#### Supply of OBE-related Learning Support Materials

1. Who supplies the OBE-related learning support materials (LSM) to the school?

(tick the appropriate alphabet)

- (a) Government through the Provincial Department of Education
- (b) The school purchases/organizes its own LSM.
- (c) Learners provide their own LSM.
- (d) The government + the school + learners.
- (e) The government + the school.
- (f) The government + learners.
- (g) The school + learners.
- (h) No supply of LSM.
- (i) Other. Specify \_\_\_\_\_

2. How would you describe the rate of supply of OBE-related LSM to your school?

(tick the appropriate alphabet)

- (a) Disastrous = OBE-related LSM are never supplied.
- (b) Poor = the supply is irregular and the school waits for a long time for the next supply.

(c) Regular = the supply is regular and OBE-related LSM are readily supplied whenever requested.

(d) Good = the supply happens voluntarily and the OBE-related LSM are abundant.

3. How would you describe the supply of OBE-related LSM in your class?

(tick the appropriate alphabet)

(a) Disastrous = no supply at all.

(b) Inadequate = only some of the required OBE-related LSM are supplied.

(c) Adequate = all the required OBE-related LSM are supplied.

(d) Surplus = more than required OBE-related LSM are supplied.

4. How would you describe the OBE-related LSM you are supplied with?

(tick the appropriate alphabet)

(a) Disastrous = wrong and irrelevant OBE-related LSM are supplied.

(b) Fair = some of the OBE-related LSM supplied are wrong.

(c) Appropriate = correct OBE-related LSM are supplied

(d) Abundant = correct OBE-related LSM plus additional ones are supplied.

5. How would you describe the process of supplying OBE-related LSM to your school?

(tick the appropriate alphabet)

(a) Disastrous = no supply despite considerable effort

(b) Frustrating = only supplied after considerable effort

(c) Pleasing = supplied upon making requisition

(d) Good = supplied without any requisition

6. How long does your school wait for the supply of OBE-related LSM?

(tick the appropriate alphabet)

(a) Wait for a long time (exceeds a school term)

(b) Wait for over a month but not more than a school term (about 3 months)

(c) Wait for over a week but not more than a month

(d) Wait for days but not more than a week

(e) Wait for less than two days

7. Any additional information relating to the supply of OBE-related LSM.

.....

.....

.....

.....

8. Suggest possible solutions to the problem(s) you mentioned in (7).

.....

.....

**Section B: Availability of OBE-related LSM**

1. Please indicate, by ticking where appropriate, which OBE-related LSM is available and also indicate the items that are shared by learners.

Items	Available		Shared by learners	
	yes	no	yes	no
Teaching aids (posters, chart etc).				
Chalk-board and chalk				
Chalkboard eraser				
Worksheets.				
Audio-visual aids (e.g. Video machines).				
Textbooks.				
Improvised teaching materials.				
Exercise books (or writing pads).				
Commercial teaching materials.				
Audio teaching aids (tape recorders, radio, etc)				

Visual teaching (OHP, etc.).				
Equipment for teacher demonstration.				
Equipment for teacher demonstration.				
Equipment for individual activity.				
Equipment for group-work.				
Materials to stick pictures/posters on the wall.				
Materials for cutting paper (scissors, etc.).				
Meter ruler/stick.				
Writing material for learners (pens, pencil, etc.).				
Files for learners' portfolios and profiles				
Counting aids (pebbles, marbles, counter, etc.).				

1. Identify the topic/lesson/programme for the lesson, which is being observed.....

2. Identify the intended outcome(s) of the lesson. If the outcome is not clear or not explicit, please indicate so:.....

3. Rating of Instructional Practices: Tick either Excellent or superior, Good or satisfactory, Fair, needs attention

Instructional Practices	Excellent, superior	Good, satisfactory	Fair, needs attention
Strong evidence of integration across learning areas and programmes (Literacy, Numeracy and Life Skills)			
Teacher utilizes a variety of teaching methodologies (for example: visual, auditory, kinesthetic, etc.)			
Use of learner-centred, learner-generated, activities, and discussions			
Application of learning to learners or real world			

## APPENDIX E

### CLASSROOM OBSERVATION SCHEDULE

NAME.....

DATE .....

LENGTH OF LESSON .....

GRADE .....\_

NUMBER OF LEARNERS.....

NUMBER OF LEARNERS ABSENT.....

1. Describe the topic/theme/programme for the lesson, which is being observed.....

2. Specify intended outcome(s) of the lesson. If the outcome is not clear or not evident, please indicate so:.....

3. Scoring of Instructional Practices: Tick either Excellent or superior, Good or Skillful and Fair, needs attention

Description of excellent	Excellent, superior	Good, skillful	Fair, needs attention
Strong evidence of integration across learning areas and programmes (Literacy, Numeracy and Life Skills)			
Educator utilizes a variety of teaching methodologies (for example: visual, auditory and tactile/ hands on).			
Evidence of some learner-initiated, learner-generated lessons, activities, and discussions linked to outcomes.			
Activities are relevant to learners or real world			

(home or community involvement).			
Educator questioning is probing, challenging and open-ended requiring learners to think “outside the box” and to listen carefully.			
Innovative and creative learners’ responses to educator questioning			
Communicative and actively engaged learners			
Learners are organized and self- disciplined, focused towards achieving outcomes.			
Positive learner- educator relationship (trusting and friendly interaction).			
Educator clearly articulates the outcomes of the lesson.			
Educator records and monitors strength and weaknesses of learner performance			
Educator uses learner assessment during class to adjust			

4. Learners dominant forms of behaviour during the lesson: Rank from 1 = Most common to 4 = Least common – the following types of behaviour.

Behaviour	Ranking
Rote learning to questions.	
Learners asking questions for clarification and for transferring or building knowledge.	
Learners express opinions, ideas or emotions.	
Little or no learner interaction – little or no learner response.	

5. The availability and use of OBE-related LSM. Indicate whether the following LSM are available and are used by ticking yes or no

Items	Y	N
Are there sufficient textbooks/workbooks for each learner?		
Are there books and reference materials in the class (viz. on desks, tables or shelves)?		

Do the books/ workbooks and reference material they are used often?		
Are there materials for Numeracy lesson in the classrooms on shelves, desks or tables?		
Do the materials look like they are used often?		
Are the materials for Literacy in the classrooms on shelves desks or tables?		
Do the materials look like they are used?		

**6. Language: Indicate the language of instruction and the home language of the educators and the learners.**

Language	Educators' home language	Language of Instruction	Learners home language
Afrikaans			
English			
Tsonga			
Venda			

7. Do the educators have a prepared lesson plan for the lesson that was observed?  
 Yes.....No.....

8.a) Do the educators have the records of each learner's academic progress/ performance?  
 Yes.....No.....

8.b) Do the marks books/sheets have progress marks or grades entered?  
 Yes.....No.....

8.C) Do the marks books show evidence that the educators are using continuous assessment methods? Yes.....No.....

9.a) Do the educators normally assign homework to the learners?  
 Yes.....No.....

9.b) In the last two weeks, how many days have you assign homework to the learners?  
 Insert number from 1 to 10:.....

10. Did the educators marked the homework assignments? Yes.....No.....



11. What was the general subject area of the home work? Please tick

Learning areas	Tick
Numeracy	
Literacy	
Life Orientation	

Parents Name: .....

Name of the School where your children attend: .....

Your Profession: .....

Highest class passed: .....

1. In what classes are your children? .....

2.a) Do you help your children with their schoolwork? .....

2.b) Explain your answer: .....

.....

.....

.....

3. What does outcomes based education mean to you? .....

.....

.....

.....

4. What opinion do you have of the outcomes based education? .....

.....

.....

5.a) Do you think it is different from how you were taught during your days at school? .....

5.b) If yes, Explain how different it is. .....

.....

## Parents Knowledge of Outcomes-based Education

Parents Name: .....

Name of the School where your children attend:.....

Your Profession. ....

Highest class passed. ....

1. In what classes are your children?.....

2.a) Do you help your children with their schoolwork?.....

2.b) Explain your answer.....

.....  
.....  
.....  
.....

3. What does outcomes-based education mean to you?

.....  
.....  
.....  
.....

4. What opinion do you have of the outcomes-based education?.....

.....  
.....

5.a) Do you think it is different from how you were taught during your days at school?.....

5.b) If yes, Explain how different it is.....

.....

.....  
.....  
5.c) If no, explain how similar it is.....  
.....  
.....  
.....

6.a) Do you go through your children's books?.....

6.b) If yes, how often do you go through your children's books?.....  
.....  
.....

6.c) If no, why/.....  
.....  
.....

7.a) Do you know the learning areas your children do at school?.....  
.....

7.b) Can you name them?  
.....  
.....  
.....

8.a) How do you feel about your children being taught in their home language rather than English?  
.....  
.....

8.b) How do you feel about your children being taught in English rather than their home language?  
.....  
.....  
.....

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