FACTORS CONTRIBUTING TO THE IMPLEMENTATION OF OUTCOMES BASED ASSESSMENT IN MANKWENG CIRCUIT PRIMARY SCHOOLS, LIMPOPO PROVINCE

Submitted by

MOTHAPO MOCHEKO EDWARD

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DECLARATION

I declare that the dissertation submitted to the University of Limpopo for the Degree of Masters of Development has not been previously submitted by me for a degree at this or any other University; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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ABSTRACT

The study describes the factors contributing to the implementation of Outcomes Based Assessment at Mankweng Primary Schools, Limpopo Province. The investigation was influenced by the fact that there is a paradigm shift in assessing the learners. The shift is from the old apartheid system of education to the new democratic system based on Outcomes Based Education. The findings of the study view that there are certain factors that are contributing to the poor implementation of Outcomes Based Assessment. The status quo of the findings is confined to only to the primaries under investigation.

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1. CHAPTER 1: INTRODUCTION

1.1. Background

Before the African National Congress led government took over the government in 1994 after the general elections, the education system was under the National Party. The election ended many years of apartheid, during which the policy of apartheid even introduced in education. Christie (1985: 78) says about the Eiselen Commission appointed by the National Party to make plans for education of the natives as an independent race that "the Commission recommended a radical reorganization of African education. It said that Bantu education should be brought under the control of the government, and should be used to rebuild and extent the Bantu culture. On the basis of cultural differences, people should be separated in other spheres of life." From this statement one can see that their aim of education was political and their philosophy of promoting apartheid was to be achieved through education. When the National African Congress took over the country in 1994, it introduced its own system of education based on its philosophy of all people being equal. The Department of Education mentions that (2002:4) "life long learning through a National Curriculum Framework document was the first major curriculum statement of a democratic South Africa." This was aimed at transforming the education system of South Africa which promotes various values as enshrined in the Constitution of the Republic of South Africa. Through various role players, the Department of Education introduced Curriculum 2005, the Revised Curriculum statement and now the National Curriculum Statement. This new curriculum came with various changes to the old system of education and with Outcomes Based Education as a new approach to education.

The study focuses on Outcomes Based Assessment which is the driving force behind OBE. Educators who were used to the old way of assessing learners are now faced with a new way of assessing learners. Robinson (1999:191) says "the period since then has been the first time that South African educators could seriously begin to educate a new generation of post apartheid teachers". The introduction of Outcome Based Assessment was aimed at improving the education system for the betterment of our country; but it needs educators to also change from their previous ways of teaching and assessing. Vandeyar and Killen, (2003:119) say that "when Outcomes Based Education was introduced in this country, it requires teachers to follow some new approaches to planning, teaching and assessment." They further maintain that prior to the introduction of Outcomes Based Education; most South African schools adopted an approach to learning and assessment that placed strong emphasis on the accumulation of isolated facts and skills. Assessment in this paradigm was characterized by paper and pencil tests that emphasized academic exercises and the recall of textbook-based knowledge. In Outcomes Based Education assessment is an integral part of teaching.

It should be borne in mind that the driving force behind OBE is Outcomes Based Assessment, as has been put by Wilmot, (2005:72) that "given the shift to the Outcomes Based Education system in South Africa where assessment can be viewed as the engine driving transformation, we are starting to see a similar burgeoning of the assessment industry."
This Outcomes Based Education approach encourages learners to attain and demonstrate skills, attitudes, values and knowledge. Whatever educators are doing in their respective learning area they should ensure that these learning outcomes are achieved. The building blocks of learning outcomes are assessment standards. The achievement of assessment standards by learners will lead to the attainment of learning outcomes which are the main aim of assessing learners.

Educators should be equipped with skills and knowledge to help learners demonstrate learning outcomes. Various assessment methods and techniques should be employed to help them grow to their full potential. Outcomes Based Assessment will be used to measure the attainment of assessment standards. This implies that when assessing learners, educators should in their planning for assessment include skills, knowledge, values and attitude that are to be attained.

1.2. Problem Statement

As an educator being an observer, one has noticed that educators are struggling to use Outcomes Based Assessment as a new approach to assessing learners. Educators are still used to a content base form of assessment whereby learners are requested to memorize and regurgitate the information. In this form of assessment educators are expected to assess skills, knowledge, attitudes and values of the learners.

The researcher is conducting the investigation to determine factors affecting the implementation of Outcomes Based Assessment. When Outcomes Based Education was phased in into the education system educators were expected to align themselves with Outcomes Based Assessment. The researcher as an educator has observed that educators are still using the old method of assessing the learners and would investigate the factors that contribute negatively to the implementation of Outcomes Based Assessment and this is lowering the standard of education.

1.3. The main research question deals with factors affecting the implementation of Outcomes Based Assessment.

1.3.1. The study would attempt to provide tentative answers to the following sub questions.

1.3.1.1. How does the language used in OBE affect the implementation of Outcomes Based Assessment?
1.3.1.2. What the conditions in schools are that affects the implementation of Outcomes Based Assessment?

1.4. Aim of the Study

The aim of the study therefore would be to investigate the factors that contribute to the poor implementation of Outcomes Based Assessment and to suggest the possible solutions to the problems.

1.5. Objectives of the Study

The study aims at achieving the following objectives

- To determine the extent of training for the effective implementation of Outcomes Based Assessment.
- To investigate management of Outcomes Based Assessment by school managers
- To examine how Outcomes Based Assessment is being operationalised by the educators
- To investigate parental involvement in Outcomes Based Assessment.
- To investigate conditions at schools that are affecting implementation of Outcomes Based Assessment.

- To suggest possible policy recommendations aimed at improving implementation of Outcomes Based Assessment.

1.6. Significance of the Study

The recommendations of the study can help parents, educators and the department of education policy makers. The study would help them to acquaint themselves with factors affecting the implementation of Outcomes Based Assessment. Both educators and parents would know their expected roles when assessing their learners. Parents would know their expectations in the assessment tasks given to their children. The Department of Education can use the study to check and monitor whether high quality standards are achieved and can also effect some changes in their policies.

1.7. Definition of Concepts

There are concepts are worthy to be defined in the study: Outcomes Based Education, Outcomes Based Assessment, Assessment Standards and Learning Outcomes.

Abbreviations on the two concepts will be used in the investigation.

OBE (Outcomes Based Education)
OBA (Outcomes Based Assessment)

1.7.1. Outcomes Based Education.

(van der Horst and McDonald, 1997) describe OBE as an approach that requires educators and learners to focus their attention on the desired end result, that is the outcomes of learning, and the instructive and learning process that will guide the learners to these end results. They are supported by (Botha, 2002) who maintains that OBE is primarily concerned with focusing on what learners learn and how they learn it, not on what learners are supposed to learn.

Looking at these definitions of Outcomes Based Education it is clear that an emphasis is placed on outcomes. It should be borne in mind that it is through Outcomes Based Assessment that gauges whether assessment standards have been achieved.

1.7.2. 0utcomes Based Assessment

(The Department of Education, 2007a) mentions that assessment involves four steps: generating and collecting evidence of achievement, evaluating this evidence against the outcomes, recording the findings of this evaluation, and using this information to understand and thereby assist the learner's development and improve the process of learning and teaching.

It should be noted that it is through assessment that evidence could be given as to whether a particular learning outcome ha been achieved. Erasmus et al (2006: 212) explain learner assessment as "a structured process for obtaining evidence about the learner's ability to achieve specific learning outcomes." To them assessment is a process by means of which

the quality of a learner's achievements can be judged, recorded and reported. For Bellies (in Erasmus et al, 2006) assessment is a way of linking learning with the outcomes of learning and the evidence of learning.

1.7.3. Learning Outcomes

(Erasmus et al, 2006) define learning outcomes as the results that learners must demonstrate at the end of a learning experience.

1.7.4. Assessment Standard

(The Department of Education, 2007a) defines assessment standard as standard that describes the minimum level at which learners should demonstrate the achievement of a Learning Outcome and the ways or range demonstrating the achievement.

1.7.5. Methods of Assessment

It is about who is carrying out the assessment. It can be teacher assessment, self assessment, peer assessment and group assessment. According to (McMillan, 2004) methods of assessment are different approaches that are used to assess the students.

1.7.6. Tools for assessing the learners performance

Tools are instruments that are being used to assess the performance of the learners and that includes among others; rubrics and observation sheets.

1.8. CHAPTER OUTLINE

1.8.1. Chapter 1. Introduction

The chapter gives background to the study, problem statement, research questions, aim of the investigation, objectives, operational definitions and abbreviations and outline of the chapter.

1.8.2. Chapter 2. Literature Review

The chapter comprises a discussion of OBA based on literature relating to the topic under investigation. It covers aspects such as the introduction, general overview of OBE, premises and principles of OBE and research questions on a particular theme.

1.8.3. Chapter 3. Research Methodology

The chapter covers introduction, research design and research methodology which includes aspects such as; area of study, population description, sampling procedures, data collection methods, data collection procedures and data analysis, delimitations of study, ethical considerations and conclusions.

1.8.4. Chapter 4. Data Presentation, Analysis and Interpretation of Data

The chapter covers the introduction, presentation of raw data, analysis and interpretation of data and conclusion.

1.8.5. Chapter 5. Conclusions, Recommendations and Implications

The chapter covers conclusions and recommendations. Implications of the recommendations will be included in the chapter and conclusion.

2. CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

Outcomes Based Assessment is an element of OBE and therefore the theories that will be discussed in this chapter will be based on OBE. It is through OBA that the aims and objectives of OBE are being fulfilled. OBE; like the former education system is based on theories and that will be discussed in this chapter.

The origin, its rationale, objectives and expected outcomes will be discussed in this chapter. How the OBA is supposed to be implemented, by whom and how will be covered in the chapter.

Scholars that carried out the related study, where, how, what is their findings and their line of argument will form the basis of the chapter. Gaps will be identified and the study will attempt to close the gaps. Special attention will be payed to the way it was introduced in South Africa.

2.2. General Overview of OBE

2.2.1. Theories underpinning OBE.

According to (Mda and Mothata, 2004) there are theories underpinning the basis for OBE and they include Behaviorism, Social Reconstructivism, Critical Theory and Pragmatic theory. According to them the philosophy of behaviorism has a strong psychological bias, focusing on external human behavior, which can be observed. The linkage between the theory and OBE is best explained by Spady (1994:2) defining outcomes as "clear learning results that we want students to demonstrate at the end of significant learning." Outcomes are what learners can actually do with what they know and have learned. This indicates that OBE has its roots on this theory of learning because the outcomes can be observed. OBE is about the achievement of outcomes by learners and learners can demonstrate their achievement through their behavior and actions.

Social Reconstructivism is a philosophy that is aimed at social transformation and OBE was introduced as a vehicle for transformation. (Mda and Mothata, 2000), mention that Social Reconstructivism is a philosophy oriented towards social transformation. What is needed, according to this theory, is more emphasis on society centered education that takes into consideration the needs of society and all classes, not only the middle classes. Schools should take an active role in determining the new social order. In OBE the teacher is no longer the custodian of knowledge but serves as a facilitator.

Critical Theory encourages critical thinking and according to (Mda and Mothata, 2000) key areas in the philosophy of critical theory are the change and emancipation of societies and individuals from being regulated and indoctrinated, towards being critical and questioning. Learners in OBE are expected to be critical thinkers who will be able to identify and solve problems and make decisions using critical and creative thinking.

Pragmatism encourages practicalism that is whatever works in practice is of the outmost importance. This is a philosophy that emphasizes usefulness, whatever works in practice

or what is useful is of importance. The pragmatist considers teaching as a process of reconstructing experience according to a scientific method. Erasmus et al (2006:105) emphasize that "learners must engage, fully and openly, in new experiences, reflect on, observe and consider these from various perspectives, create concepts that assimilate these experiences into grounded theories, and appropriately apply these theories to their life situations." This theory features more in OBE as seen in the new curriculum, and can be seen in the first critical outcome which refers to learner's ability to identify and solve problems and make decisions using critical and creative thinking.

2.2.2. Premises underpinning OBE

(Spady, 1994) mentions that there are three premises underpinning OBE, and four basic principles underlying these premises. These are: All learners can learn and succeed, but not at the same time and pace; Success breeds success and according to (Spady, 1994) when learners become successful in one learning activity, they become confident and gain courage for success in other activities. Schools control conditions for success that is the schools should arrange their conditions to be conducive for learning for the learners to learn and succeed.

2.2.3. Why OBA has been introduced in South Africa.

Outcomes Based Assessment standards have been introduced in various countries like USA, UK and Australia as a model for the improvement of education. The increasing changes of the world call for education that will address the challenges and OBE was seen as a relevant model for education. OBE emphasizes knowledge, skills, values and attitude in learning outcomes that must be acquired for the development of the country. Assessment is a mode that can be used to measure whether those skills have been achieved. Maree and Frazer (2008:2) say "global and local pressures influence new approaches to assessment in South Africa and in the rest of the world." They further say that in South Africa, it is believed that a national qualifications framework built on an outcomes-based approach to education and training, and to assessment, will bring a paradigm shift in relation to the role and function of assessment in the system.

The traditional mode of assessment of teaching to test under OBA is a thing of the past. Motala, Van Niekerk and Mays (2003:84) say "Assessment may be formative, enabling a learner or you [teacher] to check the response against criteria; it may be diagnostic, enabling at least an initial identification of strengths and potential areas of learning difficulty; it will be used to provide guidance and feedback; it may be summative, providing a grade which contributes to a final mark". From the explanation it is clear that Outcomes Based Assessment practices are fundamental to outcomes education and the main reason for their introduction to the education system of South Africa.

Literature is reviewed based on the below mentioned aspects

2.3. Proper Training of Educators

OBA is a policy in education and is aimed at improving the quality of education in the new dispensation. Proper implementation will result in learners acquiring all the skills, knowledge, values and attitude. Teachers should therefore attend proper training for proper OBA to be implemented. Smit (2001:73) mentions that "a teacher who attended one workshop as a representative of a school was instructed to workshop it with the staff at her school." According to (Smit, 2001) some teachers complained about receiving information late at school, as well as lack of capacity amongst the trainees at the workshop. According to (Lewin, Samuel and Sayed, 2002) when educators were first exposed to training for C2005 it was through The Media in Education Trust. This training was commissioned by the National Department of Education to introduce the new curriculum to departmental officials and then all educators. These departmental master trainers and lead educators were subsequently expected to provide training to district based educators who will organize workshops for school based educators.

Rogan cites (in Maphutha, 2006) that educators wanted information on how to purchase relevant learning support materials for assessment and on what information is available from publishing stores, and also on how to develop their own learning support materials.

(MacMillan, 2004) mentions that many different tasks and events occur simultaneously and decisions must be made quickly. (MacMillan, 2004) further avers that research has shown that in this complex environment, effective teachers employ a process of beginning instructions, assessing students' progress, making decisions about what to do next, responding to students, and revising planned instructions as appropriate.

Teachers need to change, and that it is clear that they need proper training to assist them in effecting these changes.

From the above scholars it is clear that for effective implementation of OBA educators need thorough training. They need the knowledge and the skill to implement OBA and that could be acquired through effective training.

It is the responsibility of educators to ensure that OBA is implemented. Assessment in OBE focuses on the prescribed learning outcomes that must be achieved. Assessment should be continuous as is an integral part of teaching and learning. Therefore when an educator plans for teaching and learning; he/she should also plan for assessment for the achievement of learning outcomes. Teachers should familiarize themselves with types of assessments. When planning for learning activities, teachers should think about the assessment strategy that could be used towards attainment of assessment standards. This will ensure the validity of the assessment because assessment will be measuring the set standards. Now that assessment planning has been done, what has been planned should be put into practice. Assessment should be integrated in teaching and learning. It is clear that all aspects of OBA should be understood by educators. Principles of OBE aligned to outcomes based assessment, types of assessment methods, planning assessment, assessment strategies and tools, recording should be known to educators. They are the ones responsible for implementation and therefore the study would find out whether they understand all what is expected of them in assessment.

One of the research questions would then be to investigate whether proper and effective training took place for educators to implement outcomes based assessment. If proper

training has been received, then the likelihood is that effective implementation would take place.

2.4. Management of Outcomes Based Assessment by the school managers

The Employment of Educators ACT NO6 of 1998 Section 4 (2) says this about the principal: it "ensures that the education of learners is promoted in a proper manner and in accordance with approved policies." The policy is supported by (Kramer, 1999) who says, although the successful implementation of OBE depends on many things, the quality of school management remains one of the most important factors. (Bossert et al, 1982) further indicate that effective research indicates that the success of schools is dependent on the effectiveness of school managers in that they influence instructional programs and resultantly learner performance. (Kramer, 1999) is also vocal about the role of the principal when he says the school managers have to manage amongst other things programs of the school. To him programs refer to the classroom based part of the curriculum. This suggests that the principal must offer instructional guidance to both learners and educators. When the educators are having problems with certain aspects of outcomes based assessment he/she is available for consultation. Coetzer (2001:78) points out that "the preparatory training for OBE implementation focused on teachers neglecting district and school managers who had to provide teachers with both support and supervision."
Van der Westhuizen (in Malungane, 2000: 4) mentions that "the success and failures of the school revolves around the principal, as she/he is a change agent." Her findings when studying, how principals manage curriculum change were that their role to manage curriculum change is not effective because the department did not workshop them to manage curriculum change.

The principal is playing a central role at the school as a manager, as he or she must ensure that OBA at school is being implemented effectively. The principal at school is the accounting officer and whatever goes wrong at school he/she should account for. The success or failure of OBA rest on his/her shoulders.

The study would therefore investigate whether principals are well conversant with aspects of OBA and at school is being implemented effectively. How is OBA being managed by the principal would be the research question.

2.5. Operationalisation of Outcomes Based Assessment by the educators

2.5.1. Operationalisation of OBA in OBE principles

The study will find out whether these principles are being adhered to when assessing learners.
OBA should take place and be informed by the following Spady`s OBE principles.

2.5.1.1. Clarity of focus

According to this principle OBE is geared to what learners must be able to demonstrate at the real end-that is, at the end of a learning activity of their schooling. The implication of clarity of focus on assessment has been explained as follows in the (Department of Education, 2007b).
Teacher/assessors should know exactly which group is being targeted for assessment;
Teachers/assessors and learners should know why they are being assessed, how this will be done, by whom, when and where;
Learners should also know what criteria will be used to determine competence and what avenues will be available to them should they wish to appeal against assessment decisions.
Every one involved must have a picture of what is expected of them, including learners. Learners must be informed of the assessment standard against which they are to be assessed and what they are expected to demonstrate.
According to Vandeyar and Killen (2003:123) "clarity of focus requires that all assessment tasks must be clearly and explicitly linked to well defined outcomes. These links are essential if the assessment is to produce evidence from which valid inferences can be made about learners` achievements. It can be argued that the basic tenets of fairness require that learners are not assessed on things that they have not been helped to learn". This implies that learners should know what is expected of them in assessment; the purpose of assessment must be understood by both learners and educators.

This clarity of focus on assessment means that the purpose, focus, procedures and target group should be clear to all concerned.
The researcher wonders whether primary learner can really know what is expected of them and even know why they are being assessed and appeal to the educators if they are not happy with how assessment has been conducted.

2.5.1.2. Expanded Opportunities

Educators must provide more than one opportunity to learners, if they are not successful in demonstrating important learning outcomes. Rigid time frames and schedules must not restrict learning, although there must be some limits to every learning opportunity. Assessment instruments should be designed in such a way that they accommodate different learning styles and/ or needs. According to (Killen and Vandeyer, 2003) this principle of expanded opportunity embodies the idea that all learners can succeed if they are given adequate opportunity and time.
(The Department of Education, 2007b) says that the provision should be made to assess learners at different times-when they are ready to be assessed; assessment instruments should be designed in such a way that they accommodate different learning styles and/ or needs. It further says that learners who struggle to meet the standards must receive remedial support before they try again.

This may not be possible because teachers have to work within practical constraints for example learners have to attend school for a particular time. Time limit in teaching is very important.
More often expanded opportunities are being offered in the afternoon, while other learners are going home. During school hours educators are engaged in attending periods

and doing administrative work. Learners, when going home move in groups and it may be difficult for an educator to remain with learners for expanded opportunities. While learners who did not achieve a particular outcome should be helped, it may not be easy for educators to help learners. Preparing learners for different assessment tasks may be difficult because expanded opportunities implies that the methods used for collecting evidence of learner competence and timing of assessment must take cognizance of individual learner differences.

2.5.1.3. High Expectations

Learners must be exposed to challenges on a higher level that will raise the standard of the expected level of performance for successful learning. High expectations require that no restrictions be placed on the number of learners that can be successful. Every learner performs against a pre-set criterion. The implication is that teachers/assessors should assess all learners in the target group against the same outcome/s and/ or assessment standards.

Criteria used to judge learner performance against the assessment standards should help assessors to distinguish performances that are average, below or above average. Naicker (1999:63) adds that with high expectations "all learners are aware of the specific outcomes and the expectations are communicated to them that they need to complete the task and that the educator believes they can in fact do so. If learning breakdown occurs, the learners' understanding that the task will have to be completed ensures that standards are not compromised". The study will find out as to how this principle is being operationalised in school contexts.

It may be possible for an educator as an assessor to communicate expectations to learners. When giving learners tasks; the educator can explain to the learners the assessment standards that he/she wants them to attain.

2.5.1.4. Design down principle

The starting point will be what learners must be able to do at the end of their learning experience. Naicker, (1999) says the learner and the teacher are both very clear from the beginning about what the learner needs to demonstrate at the end of the learning experience.

Assessment instruments should be appropriate to the assessment purpose and target group.

All these premises and principles are according to (Spady, 1994) the rationale for the implementation of OBE. The purpose of assessment which will also be the rationale for introducing it, is clearly summarized in the (Department of Education, 2005).

To assist teachers parents and other stakeholders to make decisions about the progress of learners; provide indication of learner achievement; monitor and provide feedback on learner progress; results as basis for future planning; to identify learning difficulties o that appropriate remedial help and guidance can be provided; to obtain an overall impression/ picture of a learner's knowledge or competence; to judge the quality of teaching, learning and assessment with a view to adjusting/improving curricula, standards, teaching/learning materials and assessment instruments/procedures.

Assessment is an important element of OBE and therefore the premises underlying OBE and the principles can only be achieved through Outcomes Based Assessment.

Outcomes Based Assessment as an important component of OBE will be used to measure achievement of learners. (van der Host and McDonald, 1997) say without valid and reliable assessment procedures one will simply not know whether or not the learners have achieved the learning outcomes that are the focus of OBA.

2.5.2. Operationalisation of Types of Assessment in the School Context

When planning for assessment; educators should take types of assessments into consideration. The study would find out whether in planning assessment the type of assessment is mentioned.

2.5.2.1. Base Line Assessment

According to (Dreyer, 2008) baseline assessment takes place before learning commences and it is used to determine what learners know and can do. It informs one where to begin the teaching and learning process.
It is the assessment that educators use at the start of new learning activities in order to determine what learners already know and can demonstrate.

Baseline assessment could be applied with ease because it is about finding out whether a particular assessment standard has been achieved. The intention is to determine prior knowledge of an assessment standard.

2.5.2.2. Formative Assessment

(Erasmus et al, 2006) mention that in this form of assessment the learners are assisted in the learning, they get feedback of their learning and they are assisted to evaluate learning processes and outcomes. This form of assessment is more developmental than judgmental in that it provides information to the learner to improve his or her work.
It is used to inform both teachers and learners about how the learners have progressed. It therefore helps to determine what the learner's strengths and developmental needs are in relation to a particular assessment standard. Formal assessments should always be interpreted in terms of criterion frame of reference.
It is clear that the main purpose of outcomes based assessment is to measure the performance of learners against the learning outcomes and assessment standards. Learners who have achieved the learning outcome will then be credited. Those learners who failed to attain the outcome can be helped by educators and be reassessed when they are ready. Those who continuously fail may need special help until they achieve the learning outcomes. One should bear in mind that in OBE all learners can succeed, but at their own pace.
This implies that on a daily bases learners should be assessed; particularly when conducting formative assessment. This could be done by observing learners and the implication is that educators should among other assessment tools have an observation sheet.

2.5.2.3. Diagnostic Assessment

This type of assessment focuses on finding out the nature and cause of learning difficulty, and providing appropriate remedial help and guidance. The investigation would find out as

to whether schools are having such learners and what is being done to help them. Educators need knowledge and the skill to conduct diagnostic assessment so that learners who are having a barrier to education can be helped. (Department of Education, 2007:17c) says this about diagnostic assessment "the purpose is to determine any gaps in teaching and learning." If such causes are found learners could be referred to Education Auxiliary Services. Educators are therefore expected to have the skill and knowledge on how to diagnose learners.

2.5.2.4. Summative Assessment

Mare and Fraser (2008:37) say "summative assessment is a form of assessment that is largely concerned with the final summing up of educational work. This type of assessment often comes at the end of a chapter, a course or a school career, and is used as a base for decision making on progress to a next grade, or exit point possibilities." They are supported by Sieborger (1998:24) who says that "it is assessment that occurs at the end of a task or period of learning. It is used to report to others about achievement of a learner." It is therefore concerned with the overall report on the performance of the learner.

2.5.2.5. Continuous Assessment

All of the above mentioned types of assessment should both be criterion referenced and should be continuous. The Department of Education (2007: 41b) maintains that "in a criterion-referenced system, assessors judge performance against specific, predetermined standards that spell out the knowledge, skills or attitude that each learner is expected to demonstrate in order to be deemed competent." In a continuous based model the principle of criterion referenced assessment underpins all assessment in the learning site, which is measuring individual performance against clearly defined standards. It is therefore diagnostic in nature as it enables educators to monitor strengths and weaknesses of the individual learner.
According to Le Grange and Reddy, (1998:11) "continuous is the assessment of the whole learner on an ongoing basis over a period of time where cumulative judgments of the learners` abilities in specific areas are made in order to facilitate further positive learning."
In continuous assessment model, (Vandeyar and Killen, 2003) say the principle of criterion referenced assessment underpins all assessment; it is no longer necessary to compare a learner`s performance with that of others.

Continuous assessment means that educators should happen all the time and it must have the monitoring of learners` progress. This kind of assessment is part and parcel of classroom practice and can also happen during break time when learners are eating and playing. When learners are playing the educators can make use of the observation sheet to assess the learners. This might difficult for educators and can increase workload on them.

2.5.3. Operationalisation of Assessment Strategies, Methods, Tools and Feedback

The terms are clearly explained in the Department of Education (2007:2a) "assessment strategies mean the approaches taken to assess a learner`s performance, using a number of assessment forms appropriate to the task and the level of the learner`s understanding."
(Naicker, 1999) mentions that OBA means that educators have to assess the work and the progress of learners all the time. This does not mean that teachers have to give test after

test, but rather they should give feedback on many different of assessment activities. Methods include but not limited to the following: self assessment, peer assessment, teacher assessment, interviews, oral question and answer, test, observation, conferencing etc.

According to (Naicker, 1999) in the assessment methods learners are learning in variety of ways and assessment should be structured to allow differences in learners and this can be achieved through assessment strategies.

Assessment tools are any instruments that the educator uses when assessing and are appropriate to the method of assessment. Those tools are question papers, written assignments; observation sheets, rubrics etc and educators should acquaint themselves with these tools. Apart from question papers and assignment which were tools used prior to OBA introduction the study will find out whether tools such as rubrics and observation sheets are being used when assessing learners.

Assessment strategies, tools and assessment methods should cater for the different needs of learners. Educators are therefore expected to familiarize themselves with these aspects of OBA so that they can operationalise it.

2.5.4. Reporting on the Learner's Progress Report

Parents should receive information about the school progress of their children continuously and not only quarterly. The investigation would however focus only on the information that is provided on the progress report of learners. It is important for parents to receive feedback on program of assessment using a formal reporting tool such as a report card. Department of Education (2006:5) says "recording and reporting of learner performance is against the assessment task and not the Learning Outcomes."

The research question is how OBA is being operationalised at schools by educators.

2.6. Conditions at School Affecting OBA Implementations

There are conditions at school that may affect proper implementation of OBA implementation.

Overcrowding is one of the conditions at school that may affect OBA implementation. Towers (1992:298) states that "increased responsibility is placed on the teacher, who must adapt to the instruction to each student. The teacher must continuously monitor each students work, determine what skills and tasks each student has mastered, and provide immediate feedback- not an easy instructional task in a class of 25 or more students." Kokot (1997:18) says "it would require a highly trained educator to handle forty learners. A well trained educator can handle a large group better than an inadequately trained educator." If the leaner-teacher ratio is high, then it might impossible foe educators to deal with learner individually. This indicates that large number of learners per learning are can be a challenge to educators to effectively implement OBE. These large numbers of learners per learning areas may impact negatively on the continuous assessment of learners. Particularly in primary schools, learners need a lot of support and guidance and when doing a group work the educator will have to move around to check on their progress.

Those conditions may include, but are not limited to the following: overcrowding, access to libraries and lack of SGBs (School Governing Bodies) training. One of the principles of OBE is expanded opportunity based on the premise that all learners can succeed at their own pace. School Governing Bodies are partners in education and should be trained

through workshops to help promote education. Gardner (in Chisholm, Motale and Valley, 2003) analyses the way on which learners can be affected by the teaching and learning process and he mentions among others the following: Access to books, radio and TV; Lack of training to SGBs; Access to libraries; inadequate school management and low morale on educators

The study would attempt to establish whether the above mentioned conditions at school have a bearing on assessment. The research question is what the conditions are that affect the implementation of OBA in schools.

2.7. Parental Support and Involvement

OBA requires parents to be involved in the education of their children. Spady and Schlebusch (1999:121) mention that "through parental meetings, they can ask for certain matters to be put on the agenda and, together with the teacher, can work out good group consensus approaches to learning and parental role." They go on to say OBE needs participants and will thrive in a community which sees its benefits for community involvement and growth. OBE schools have plenty of parents and grandparents coming in: as teacher aids in more formal relationship, as story tellers, language assistants in multilingual classrooms and itinerant visitors. They also mention that parents need to be involved in the school visioning, strategic planning, budgeting and support for the implementation of OBE.

Parental role in the implementation of OBA is further supported by Wallane (1989:98), who says "parents should of course, always access their child developmental information, but educators must develop specific procedures that require parental involvement in the molding of the learners. All parents must have an input in the implementation of the new curriculum." (Maphutha, 2006) avers that parents must also prepare to learn the need and requirements of the OBE.

Gampambwe, (1980:7), further states that "parental educational background has a bearing on pupils` scholastic performance." Limited educational experience of the parents is a handicap to pupil's school progress. Dale and Griffths (cited in Kampambwe, 1980) when investigating about the involvement of parents in the education of their children in England; they found that one parent out of thirty nine families is educated in secondary school. McGrath and Kuriloff state (in Singh and Mbokodi, 2004:301) that "to involve parents may be biased by giving further advantage to wealthier parents while creating hindrances to the involvement of the working class." This shows that involvement of parents in education depends on the socio economic status of parents. Those parents from a poor economic background may not participate optimally in the education of their children. Socio economic status will influence also the literacy level of parents.
It should be noted that there are those learners who are from a poor background and not being helped at home and yet performing very good at school. There are also those learners who are from a rich background and yet performing poorly at school.

It is also true that to a certain extent a child's capacity to do well in school work is related to the support and influence of the family. The research question is how parents are involved in the implementation of OBA.

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2.8. Research Questions

The following research questions are asked after consulting literature and one can refer to consistancy matrix in appendix A.

2.8.1. Main research question

What are the factors contributing to implementation of Outcomes Base Assessment?

2.8.2. The investigation would attempt to provide tentative answers to the following sub questions:

2.8.2.1. What is the extent of training offered to the educators?
2.8.2.2. How is the Outcomes Based Assessment being managed by the school management?
2.8.2.3. How OBA is being operationalised at schools by the educators?
2.8.2.4. How are parents the involved in the implementation of Outcomes Based Assessment?
2.8.2.5. What the conditions in schools are that affects the implementation of Outcomes Based Assessment?
2.8.2.6. What are the other factors that are affecting the implementation Outcomes Based Assessment?

2.9. Conclusion

Chapter two is review of relevant sources related to the investigation. It has addressed all aspects of Outcomes Based Assessment; including the principles, the rationale, and purpose, types of assessment, methods and instruments. Both concepts of OBE and Outcome Based assessment were dealt with in the chapter. Most studies dealt with the implementation of OBE as a whole and not outcomes based assessment. One of the principles of OBE is that all learners can succeed when being given opportunities. This implies that when assessing learners and using different methods that will cater for all learners; there is no learner that will fail. Chapter three will then deal with research strategies and methods that will be used to gather data.

3. Chapter Three: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In chapter two the researcher concentrated on literature review on Outcomes Based Assessment in Outcomes Based Education. In chapter three the researcher will then describe the research design and methodology that he is going to use in conducting the research. The aim of the project is to describe factors affecting implementation of Outcomes Based Assessment in primary schools at Mankweng and the possible solutions towards the problem. Those solutions will help educators to implement OBA. The researcher acknowledges that the research has been conducted on OBE but not on primary schools at Mankweng and not on OBA. Research strategies and methodology vary and therefore only those that will be applicable to the study will be described.

3.2. Research Design

Interpretative research paradigm using qualitative design has been followed when collecting data. According to the interpretative paradigm, reality is not what people see it is internally experienced and socially constructed through interaction. According to Welhemen and Kruger (2005: 7) "While positivists aim to uncover laws that will be applicable to all human beings, phenomenologists are concerned with understanding human beings from the perspective of the people involved." In this study the results are not based on numbers, but on the opinions of educators who are implementing OBA. The design is qualitative case study design as (Payne and Payne, 2004) indicate that case studies using qualitative approaches are likely to use observation, unstructured interviews or participants as methods of collecting data. According to (Bouma and Atikson, 1995:110) "a case may be one person, one group, one group, one family, one classroom, one town and one nation. A qualitative case study was used to discover the relationship between factors and outcomes based assessment."

(Gay,1996) maintains that "qualitative research is concerned with how the social research undertake within the habitat of the participants so that meanings and intentions that underline human actions were understood and interpreted in relations to the context."

When collecting data the opinions of educators on OBA were taken into consideration. Focus group interviews were conducted at their respective schools and their opinions were used to analyze data. According to (Miles and Huberman, 1994), one of the advantages of qualitative study is that it is rich and holistic because it is collected in real life situations

3.3. Reaserch Methodology

3.3.1. Area of Study

Kumar (1996:200) explained the area of study as a "setting which briefly describes the organization, agency or community in which one will conduct his or her studies." The study took place on six primary schools of Mankweng circuit, which has twenty primary schools. The area is situated next to the University of Limpopo in the Capricorn District, Limpopo province. Its nearest town is Polokwane, the capital city of Limpopo Province and it is about 37 kilometers from Polokwane. Mankweng circuit is in Mankweng Township and its schools are all public schools and some are on private land, others in rural areas and some in township.

The primary schools in this area were selected due to their proximity to the researcher and are close to the work place of the researcher. This saved the researcher on travelling cost and time. The researcher followed Bodga and Bichlen (1992:60) advice that "without your data source close by, you cannot spontaneously jump in and out of the field." All schools selected are also not very far from each other and even the school managers are living around Mankweng Township.

3.3.2. Population Description

According to Arkava and Lane in de Vos (2002: 198) population refers to individuals in the universe who possesses specific characteristics. They were supported by (Welman et al, 2005) who defines population as the study object which consists of individuals, groups, household organizations, human products and events. The population of the researcher was six primary schools in the Mankweng Circuit. People who were interviewed were educators who are permanently employed and have been in the system when Outcomes Based Education was introduced and the school managers. Both educators and School managers interviewed are from the same school. They are the ones who are responsible for the implementation of OBA.

3.3.3. Sampling Procedures

The researcher used purposive sampling where one has selected information rich cases for an in depth study. According to (McMillan and Schumacher, 1993) a case refers to an in-depth analysis of a phenomenon and not the number of people sampled. Furthermore (McMillan and Schummacher, 2001) highlight that in purposeful sampling, the samples are chosen because these participants are likely to be knowledgeable and informative about the phenomena the researcher is investigating. Educators are implementers of OBA and involved in assessing learners continuously.

The project was based in Mankweng area in the Capricorn district in the Limpopo Province. The area was chosen due to the researcher's proximity. Focus group interviews were conducted on five schools and groups ranged from six to ten. The educators who took part in the focus groups which were arranged by their principals as per request from the researcher were available. A convenient sampling method was used. Cohen, Manion and Morrison (2000:102) say that "convenient sampling involves choosing the nearest individuals to serve as respondents." Educators were busy with examinations and schedules and the school managers organized for me those educators that were not hard pressed for work.

3.3.4. Data Collection Methods.

Interviews were conducted among educators and the school managers on their management of the implementation of OBA, OBA training, and parental involvement in assessment and conditions at schools that are affecting the implementation of OBA. (Patton, 1990) says that the purpose of the interview is to find out what is in or on someone`s mind. Patton is supported by Silvermen (2006:114) "qualitative interviewing is particularly useful as a research method for accessing individuals` attitudes and values- things that cannot necessarily be observed or accommodated in a formal questionnaire." Both educators and principals in the study will be asked questions to determine their understanding of factors contributing to the implementation of OBA. According to (Payne and Payne, 2004) case studies using qualitative approaches are

likely to use observation, unstructured interviews or participants as methods of collecting data. Observation and document analysis were used to gather data at Sione Primary School were the researcher is an educator.

3.3.4.1. Focus Group Interviews

According to Johnson and Christensen (2000:145) "focus group is a type of interview in which a researcher leads a discussion with a small group of individuals to examine, in detail, how the group members think and feel about a topic." They are supported by (Morgan, 1998) who says that a focus group provides a rich understanding of participants` experiences and beliefs. The researcher has conducted five focus groups of educators at five different primary schools. All educators are involved in the assessment of learners and therefore have homogeneous characteristics. Educators in this focus group were used to create a fuller, deeper understanding of factors contributing to poor implementation of OBA.

An interview schedule as a guideline was used during the interviews (see appendix D). Answers were recorded using a tape recorder used during the interviews and later on transcribed verbatim.
Questions on the interviews centered on training of educators, management of Outcomes Based Assessment, parental involvement and conditions at school that are affecting the implementation of assessment. Unstructured questions were used during interviews, except on the conditions at school where structured questions were used. (Dawson, 2007) mentions that in unstructured interviews the researcher attempts to achieve a holistic understanding of the interviewees` point of view or situation.
Focus group was conducted in five schools and the number of the groups ranges from six to ten. Interviews started on the 01-06-2010 and ended on the 15-06-2010.

3.3.4.2. Face to Face Interviews

Face to face interviews were conducted with principals as managers of OBA. Semi structured interviews were used for collecting data. Welheman and Kruger (2005: 166) mention that "between completely structured interviews on the one hand and the completely unstructured interview on the other hand, various degrees of structuredness are possible". Interviews between the two extremes are usually called semi structured interviews. Semi structured interviews were determined before interviews can take place and this was done through an interview schedule. Dawson (2007: 29) says that "in this type of interview the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews." The school managers were expected to show their understanding of OBA through their management. Structured interviews were also used in the interviews. The researcher has conducted five interviews with school managers. The school managers were used to supplement data gathered through educators and to verify information provided by educators. During interviews transcription was made and a tape recorder was used. Tape recorder was used later on to verify the transcribed information and to analyze information.
Structured interviews were also used in the investigation. (Dawson, 2007) structured interviews are interviews where the interviewer asks you a series of questions and ticks box with your responses.

3.3.4.3. Participant Observation

The researcher is an educator at Sione Primary School and used both participant observations and document analyses. The researcher is part of the environment of the cultural context. The researcher has to visit some educators to observe the way educators are assessing learners and the instrument used. Tuckman says (1994) that in qualitative educational research this often means sitting in the classroom in an unobtrusive manner as possible and watching educators deliver programme to students. Bell (1993:660) further says that "observation is a direct means of studying the action behavior of people and its most advantage is that, it is possible to record behavior as it happens." Observations on assessment have been useful to help one to get information that might not have been supplied during interviews. Through observations, it could be determined whether educator's assessments relate to assessment in OBE. The observation schedule has been made (see appendix G).

3.3.4.4. Document Analysis

The researcher as an educator had an access to documents related to OBA at Sione Primary Education. Bailey (cited in de Vos, 2005: 317) says that official documents or non personal documents imply documents that are compiled and maintained on a continuous basis by large organizations such as government institutions. Some documents are more formal and structured than personal documents. A school is one of the government institutions and therefore documents on OBE are authentic. Erasmus et al (2009: 146) mentions that "document analysis requires that relevant documents be studied to determine the contents and context of the problem". Baker (1994:276) says "secondary sources are written materials which describe and or interpret some past event either close to the time it occurred or later in years." The relevant documents in the study which were easy to access were classroom assessment evidence such as continuous assessment schedules, progress reports, portfolios. The purpose of document analysis was to investigate whether educators and principals are assessing and managing and parents are being involved in the assessment as required by OBA policies (See appendix H).

3.3.5. Data Collection Procedures

Permission to conduct the study was sought from the circuit manager as the head of all schools within his circuit (see appendix B). A letter from the University of Limpopo which requested authorities to help the researcher in his endeavor to do a mini dissertation was attached to the researchers' letter. The circuit manager responded and agreed in writing. The other letter seeking permission was send to the principals of schools (see appendix C) and all of them responded telephonically. The interview schedule was sent to the schools immediately after the agreement to take part. The researcher made sure that issues of validity and reliability are covered on the interview schedule. According to McMillan and Schumacher (2001:407), "validity addresses the following questions: Do researchers actually observe what they think they observe? Do researchers actually hear the meanings that they think they hear?" The instruments used in data collection should satisfy content validity; which according to (Cohen et al, 2000) should cover (instruments) the domain or items that it purports to cover. The instrument has been validated by literature and one can refer to the consistency matrix in table A. The researcher took Cresswell (1994:148) advice that "before a researcher began with research, it was important to access the research by seeking approval of the school principal." One school due to work pressure of schedule and the progress reports turned down the request

and a replacement had to be found. The school managers agreed to organize the groups on behalf of the researcher and organized the setting.

After the interviews were finished the researcher has spent some time listening to the tape record and transcribing the information into the notebook. The researcher transcribed information verbatim and those notes were typed and safely kept.

3.3.6. Data Analyses

The researcher was able to do interviews, observation and document analyses and before collecting data interview schedules were made. The schedules were made being guided by the consistency matrix which already categorized questions; being the main theme and the sub questions; which are the sub themes on the schedules. This made it possible and easy for the researcher to compare responses according to those already made categories. According to (Mouton, 2001) the aim of data analyses is to understand the various elements of the data through an inspection of the relationships between concepts, to see whether there are any patterns or trends that can be identified or to establish themes in the data. The schools and the focus group were given some codes, for example if the code for the school is B then the focus group was also coded as B and the school manager was also coded B. The envelopes were use to store the raw data collected.

Marshall and Rossman (1999:150) say "qualitative data is a search for general statements about relationships among categories of data."

The researcher after the collection of raw data organized it and kept on reading it and making sense out of it and interpreting. The collected data was grouped according to the themes and subthemes as they appear and planned on the interview schedule and meanings were attached to it.

The researcher then grouped those responses together according to similarities and dissimilarities. Form the similarities and dissimilarities; the researcher was able to interpret the findings.

3.3.7. Delimitations of the Study

The research was conducted at six primary schools in Mankweng circuit and the results cannot therefore be generalized to other schools. The other limitation is that the researcher concentrated on some aspects of assessment and not all of them.

The researcher also due to time factor interviewed respondents only, and should have done document analysis at those schools to cross check the findings.

Participants of the study are only educators and school managers; parents of the learners at schools were not considered.

3.3.8. Ethical Considerations

Ethical measures as guiding principles were followed from the beginning to the ending of the study. (Bless and Higson, 2006) maintain that research ethics places an emphasis on the humane and sensitive treatment of research participants who may be placed at varying degree of risk by research procedure.

The following are ethical principles:

Voluntary participation and informed consent

All participants voluntarily participated in the study and no one was forced to participate. The researcher sought permission from both the circuit manager and the school principals (see appendix). In that letter the topic was made known to the principals. The purpose of the study was made clear to the participants.

Anonymity and confidentiality

Anonymity and confidentiality notes were signed by all participants. This was done to assure them that only their opinions will be used in the study, but their names and that of the school will appear no where (see appendix). The use of the tape recorder was clearly explained, that it is for the purpose of helping the researcher to analyze data.

3.4. Summary

In this chapter the research methodology and design were discussed. Ethical issues were also taken into consideration. In chapter four the results of the research will be presented, analyzed and discussed.

4. Chapter four: DATA PRESENTATION AND DATA INTERPRETATION

4.1. Introduction

In chapter three both research design and methodology used in the study were described. In chapter four data was presented, analyzed and interpreted. The data was collected from six primary schools using both focus group interviews, face to face, observation and document analysis as data collection methods. The research investigated the factors determining poor implementation of outcomes based assessment in primary schools.

Data was analyzed by breaking it into manageable categories and relationships were created and represented on the table. On the table only major categories and sub categories based on the research questions and the findings were presented. The extraction of the meaning from accumulated data was done, that is data was interpreted. Data presentation was done mainly for the focus groups and face to face interviews with principals.

4.2. Data analyses

Focus group interviews, face to face interviews, observation and document analysis were designed to answer research questions in chapter one. Focus group interviews on the educators and face to face interviews with principals and document analysis responded to all research questions. Observation only answered some of the research questions.

4.2.1. Document Analyzes at School A

Document analyses were conducted at school A and the following documents were analyzed: circulars from the Department of Education and School journal book which provided data on educators training, educator's workshops and support from the Department of Education. The other documents were educators and learners portfolio which provided data on all aspects of assessment; including whether parents are helping their learners with assessment tasks. (Department of Education, 2007a) says that all teachers are expected to keep a portfolio containing all documents related to assessment. It is the teachers` responsibility to ensure that the information in their assessment portfolios is kept up to date.

From the school file where circulars are being kept, a circular calling for a training of educators on assessment was not found. The circulars that were available called for educators to attend workshops pertaining to various learning areas. The time for the workshop to start was from twelve o clock on the circular and more often the actual starting time is half past twelve. The implication is that those workshops takes only three hours and are conducted when educators are tired from the school. When educators come back to school to report; there is nothing tangible that one would say he gets from them. When Departmental official like learning area advisors visit schools they sign in the school Journal. From the beginning of the year only one advisor from the department visited the school to help educators in Arts and Culture. The advisor only visited once and therefore monitoring and support are lacking. After having visited in February, the advisor could haven been back to check the implementation.

The other document looked at was educators portfolio. In the educators' portfolio one is expected to find assessment planning and all the tasks being given to learners which will

indicate the type, methods of assessment and tools used in conducting assessment. One would also find whether task given to learners and tools are moderated. The files were there, but planning of assessment which is integral part of learning and teaching was not available. For only four out of eighteen educators the planning was available, but when checking the planning against the tasks given to learners they don't correspond. The type of assessment like diagnostic which should be recorded was not available. Methods of assessment whereby educators and learners assess themselves were not available. Tools use in assessment like observation sheets and rubrics were not available in their portfolios. Moderation was not done as per outcomes based assessment. Tasks which require parents to help their children were not available in all grades, except in the foundation phase.

Data analyzed from portfolios indicate that educators are still assessing like in the olden ways before the introduction of Outcomes Based Education. The tasks are given to the learners is in the form of class works and home works and more often with learners marking their books. In some instances their work was not controlled.Only formative and summative assessment are given in the form of tests with memoranda as an assessment tool. Failure to this summative test leads to the detainment of the learners, whereas there are other assessment methods that can help the learner to progress. The test and memorandum are moderated; but moderation is based on whether the marks from the task and from the tool correspond. The issue of validity and whether the task is addressing the assessment standard is not being taken into consideration. Evidence of learners and educators assessing themselves is not available. All these indicate that educators cannot operationalise Outcomes Based Assessment and school managers cannot manage it.

The data collected from the progress reports shows that the information as required by the policy is lacking. According to the Department of Education: National Policy on Assessment and Qualifications for Schools in the General Education and Training Band; the information on the report card should be based on the assessment standard and comments about the learner`s performance in relation to his/her previous performance. When analyzing the reports it was clear that educators are commenting generally about the leaner and the assessment standard are not presented on the progress reports. It is once again that the operationalisation of outcomes based assessment is a problem to educators.

Norms and Standards for School Funding show that the school is in quintile three; the quintiles indicate the poverty level of the school. Our school is a no fee and this indicates that according to the Department of Education the poverty level is above average. The poverty level and the literacy level according to studies are related. The fact that parents are not coming to school to query educators about not involving them in helping their children with tasks bear's testimony. Educators in the lower grades, sometime request parents to help their children with tasks and from learner`s portfolio the response is not satisfactory.

The results from the documents analyzed are that training for assessment in OBE was not sufficiently done and it was done in the form of workshops. Workshops for each learning area have been called from January to June 2009 in the afternoons and no follow ups have been done. From the findings of the documents analyzed the researcher can therefore conclude that workshops were not effective as they are being conducted for a short period of time. If this scenario continues the standard of education would go down and the aim of Outcomes Based Assessment would be compromised.

From the document analyzed, it is clear that the educators cannot operationalise methods of assessments and various assessment tools. The poverty level of the school is low and this affect the involvement of parents in the education of their children.

4.2.2. Observations at school A

Observation at school A was conducted to supplement data gathered in documents. The researcher observed among others, arrangement of desks in classrooms and found that desks are arranged in rows. This clearly indicates that the educator is at the centre of teaching and not a facilitator. OBE requires that the learners take the centre stage, but the arrangements of desk suggest otherwise. Group work is not being encouraged. The Department of Education (2003:27) says that "Group assessment of learners involves assessing social skills, time management and group dynamics, as well as the output of the group."

Beside the arrangement of desks when the lessons were presented, only educators were having textbook, chalk and chalkboard as a resource. The learning outcomes were not even mentioned as OBE requires that it is transparent and that both educators and learners should know the outcomes. When the outcomes are known, then assessment would be valid because educators would be assessing the skill, knowledge, values and attitude from that learning outcome. Only class works and home works are being given to learners and this compromise other assessment methods. Those learner who cannot cope are regarded as slow learners; forgetting that people learn differently and should therefore be assessed differently.

The researcher's observation shows that observation sheets and rubrics as tools for assessment are not being used. Individual feedback is also not being provided to learners, but it is being provided generally to the whole class.

Numbers of learners in classes were observed and it was found that it ranges from forty five to sixty. This creates a heavy burden to educators and coupled with that is the work load on them. There are educators who are offering more than three learning areas.

The school does not have a functional library, internet and laboratory and all these contribute to poor implementation of Outcomes Based Assessment. One form of assessment is experimentation and there those learners that can learn effectively by experimenting. The fact that there are no laboratories implies that those learners are lagging behind. Internet would help both educators and learners to access information on various assessment tasks.

Evidence from the observation revealed that the educators are using the old method of assessment in the form of class works and home works. Observation sheets and rubrics as tools for assessment are not being used hence no individual feedback to the learners. Overcrowding is also a serious issue because educators may find it difficult to arrange learners the way they like and individual feedback is not possible under these conditions.

CATEGORY A: OUTCOMES BASED ASSESSMENT TRAINING
4.2.3. Focus Group Interviews

4.2.3.1. Outcomes Based Training for the Implementation by the Educators
This category on training covers aspects such as the duration of training, the level of training by facilitators, understanding of the course content of training on assessment and whether the department of education is making follow ups after training. The findings of each sub category are displayed on tables.

4.2.3.1.1. Duration of Training

Training of educators was one of the aspects that were investigated. The investigation wanted to find out whether both educators and principals were trained on outcomes based assessment. Training of both educators and principals would help raise the standard of education in our country. Learners would be able to acquire the required knowledge and skills for the betterment of our country. The responses and the results on the investigation are presented on table 1a.

Table 1a

School focus group	Sub category	Responses
	a. Duration of training	
Focus group B	What are your thoughts on the duration of training?	Training was not enough. Received a circular in the morning inviting us for a work- shop. Training was from twelve to two o` clock when people were tired.
Focus group C	What are your thoughts on the duration of training?	Training was not enough. We were taken after school to go somewhere to be trained for few hours and we were expected to implement OBA. We were tired from classes. It took years being trained from colleges, but expected to understand in three hours time.
Focus group D	What are your thoughts on the duration of training?	Silence. Training was not enough. To be a teacher you train for three years to learn everything, but for this OBE and its OBA it was different. Three days after school we were taken for training when people are tired and there are no follow ups.
Focus group E	What are your thoughts on the duration of training?	Silence. That was not a training; it was a workshop. Gave us pace setters and did not understand them. It was a workshop of two to three hours. Facilitators did not understand OBE with its assessment
Focus group F	What are your thoughts on the duration of training?	Duration of training was not enough. We were called after school, which means it was done three hours. It should maybe be done twelve months.

Views of five focus group on the duration of training on Outcomes Based Assessment	Enough duration		Not enough duration		
	Number	Percentage	Number	Percentage	
	0	0 %	5	100 %	

The aim of introducing OBE with Outcomes Based Assessment as the driving force behind it was to ensure that skills, knowledge, values and attitudes for each every learning area are achieved and to do away with apartheid type of education. These can be achieved through the assessment of learners. Educators can only be able to implement assessment as required by OBE if they can be taken for training for a reasonable period of time, considering that some educators spend three years training for the old system of education. The actual time for the training differed from one focus group to another and from one principal to another.

When analyzing raw data presented on the Table 1a one can see that the results are showing that 100% of all focus groups as respondents agreed that the duration of the training was too short. Not even a single focus group was satisfied with the duration of training. Generally all respondents pointed out that training was conducted over a day to three and was conducted in the afternoon when they were tired from classes. Actually some maintained that it was more of a workshop than training.

In interpreting the results the researcher can say that with lack of enough time for training it is clear that the educators are making use of their own discretion when implementing and managing OBA.
They maintain that it was not enough for them to be able to implement Outcomes Based Assessment. The findings imply that educators at the schools investigated did not receive adequate training on OBA. They maintain that training was done in the afternoon while they are tired from teaching and this implies that training did not meet its expectation of equipping educators with knowledge on assessment. (Erasmus et al, 2009) define training as aiming to improve employee performance in an enterprise-usually when standards are low because of lack of knowledge and/or skills and/or poor attitudes among individual employees or groups. Erasmus is supported by (Ho and Hi, 2003) who rightfully points that the world in which teachers operate is changing rapidly, especially when entering the 21st century. According to educators and principals interviewed the duration of training was not enough and therefore the aim of training which is it improve kills and knowledge of employees was compromised.

4.2.3.1.2. Rating of Facilitators

The sub category on the rating of facilitators was used to investigate the level of training on both educators and principals. Educators were requested to rate facilitators so that the researcher can determine the level of training. Their findings are presented on the table below.

Table 1b

School focus group	Sub category	Responses
	Rating of facilitators	
Focus group B	How would you rate facilitators in that training (level of training)?	Bad, they needed workshops themselves.
Focus group C	How would you rate facilitators in that training (level of training)?	The very people who trained us did not have adequate skills. Use to give us different information. Those facilitators were not fully trained.
Focus group D	How would you rate facilitators in that training	They know nothing. Unable to answer some questions. When asked a question; they would say that the seniors told us to

	(level of training)?			tell you like that. .	
Focus group E	How would you rate facilitators in that training (level of training)?			They were learning with us. When you ask them questions they cannot answer.	
Focus group F	How would you rate facilitators in that training (level of training)?			They were not also trained. Did not know what to do.	
Views of Five focus groups of educators on the rating of facilitators	Good		Bad		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

Data presented indicates that 100% of the focus groups rate them badly. Again not a single focus group rated them good, 0% rated them badly. They maintained that they were learning with them and they could not answer the questions. This indicates that there might have been cascading of information and it was distorted when it reached educators. This implies that people might have been trained nationally and those trained took the information to the provinces. Those at the provinces trained people at the districts and downwards to the circuits. Cascading information downwards from the top to bottom might result in problems.

Evidence collected implied that facilitators were not good enough to train the educators. The fact that the focus groups rated them badly implies that facilitators themselves were conversant with OBA and educators did not understand them. The researcher, from the results can interpret that OBE as an approach was haphazardly introduced. With facilitators being badly rated the level of training was therefore below the expectation of the National Department of Education and the educators.

Dreyer (2008:145) says "more precisely, measuring the merit of training includes whether training achieves the results it is envisaged to achieve; the results achieved by training are worth while, and the results were achieved by the cost effective methods." According to (Siyakwazi, 1998) training of educators focused on the orientation to the new terminology rather than the teaching strategies. More often after training a questionnaire is distributed among the learners to rate the effectiveness of training and this has not been done. Phillips (1991:146) says that "a questionnaire is probably the assessment instrument used most often in training, particularly those that are distributed at some stage during or after a training activity."

According to Erasmus et al (2009: 39) the role of the training practitioner is to "ensure that employees perform to the best of their abilities, and his or her efforts are directed at all aspects of employee performance." It will be difficult for training practitioner to make educators perform if they are being badly rated.

4.2.3.1.3. Understanding of the Course Content of Assessment during Training.

This was raised to ascertain whether educators have understood the content of Outcomes Based Assessment and data was collected. (Erasmus et al, 20092) mention that training system aims to ensure that learners pass the training course. The results are presented on the table below.

Table 1c

school focus group	Sub category	Responses
	Understanding of course content of assessment during training	
Focus group B	What are your thoughts on the course content of the training?	We did not grasp what we were told. When coming back from training it was difficult to implement assessment.
Focus group C	What are your thoughts on the course content of the training?	Silence. If we were given enough time and qualified facilitators it could have been good. They came with different types of information. Some people did not know what to say. Questions raised could not be answered. There was no focus.
Focus group D	What are your thoughts on the course content of the training?	Did not say anything new. Stick on manual. If you ask questions, they did not answer. Some have never been teachers, know nothing about teaching. Experienced teachers were needed. Somebody who knows the children. They just picked anyone who was interested to come and train us, hence the content could not be understood .
Focus group E	What are your thoughts on the course content of the training?	We did not grasp. Just take the pamphlet and read. They just read the assessment standard.
Focus group F	What are your thoughts on the course content of the training?	We did not understand content. Facilitators not sure of what they were saying. Just taken from other countries like New Zealand.

Five focus groups views` on their thoughts on course content of training	Course content understood		Course content not understood		
	No.	Percentage	No	Percentage	
	0	0%	5	100%	

From the responses given it is clear that the content of assessment has not been understood. The results from all focus groups interviewed shows that 100 % of educators did not understand the course content of what they were being taught. The fact that educators rated

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them badly (Cf in sub section 4.2.3.1.2.) implies that the course contents have not been understood.

The findings which imply that the course content has not been understood can be interpreted that educators are struggling to implement OBA. The other implication is that as they have been trained to assess using the old method of assessment they are still grounded on it. It will then be difficult for educators to implement something that they did not pass. Dryden and Vos (2005; 91) rightfully point that "teachers are still teaching in ways similar to the talk and chalk, desk row classroom model and one can assume that assessment is still based on the traditional paper and pencil tests." The fact that educators did not grasp the content implies that educators because they have to do something at schools, they are doing it in the old ways which has been understood during their three years tertiary training.

4.2.3.1.4. Assistance by the Department of Education

The investigation was raised on believe that it is their responsibility of The Department of Education to ensure that after training follow ups and monitoring would be done to ensure proper implementation of OBA.

Table 1d

School focus group	Sub category	Responses
	Assistance by the Department of Education	
Focus group B	How is the Department of Education helping the educators in ensuring effective assessment?	They send pace setters which were not effective. The department is not helping as we don't have enough textbooks. When they come to school and find some tests and memoranda, that is fine with them.
Focus group C	How is the Department of Education helping the educators in ensuring effective assessment?	Not helping us a lot. Bring a check list and that is how they make follow ups. Curriculum advisors do not visit schools regularly.
Focus group D	How is the Department of Education helping educators in ensuring effective assessment?	They only provide material. Just called a workshop last year in the afternoon and we found book sellers. No follow ups. Torture to educators. Never assist at school.
Focus group E	How is the Department of Education helping the in educators ensuring effective assessment?	Silence. Sometimes curriculum advisor come and look for files. Look at test and memoranda. Once per quarter, sometimes a year can pass.
Focus group F	How is the Department of Education helping the educators in ensuring effective assessment?	The department doesn't help. Teachers do everything. Don't equip us with materials. Not trained to assess the learners.
Five focus groups` view on whether the department is helping them in	Helping	Not helping

ensuring effective assessment.	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

Data presented and the result shows that the focus groups are not happy with the type assistance they receive from the Department of Education. The findings show that all focus groups are not happy with the assistance they are receiving from the Department of Education. 100% of the focus groups maintain that the Department of Education is helping them in ensuring effective assessment at schools. Whether training has been effective or not, it is the responsibility of the department to ensure that support is being given to educators to ensure effective assessment. Erasmus et al (2009: 40) says "the training practitioner should also be able to identify typical problems in the enterprise and create suitable learning experiences to address these unique problems."

The fact that the Department of Education is not making follow ups implies that educators cannot be certain whether what they are doing in OBA is the right thing. The Department officials may not be making follow ups because among other factors they don't know how OBA should be implemented.

Educators agree with Scott (1997: 38) who mentions that "after this little training there is no follow up support from the supporting staff officials who co ordinate the programme."

CATEGORY B: MANAGEMENT OF OUTCOMES BASED ASESSMENT

4.2.3.2. Management of Outcomes Based Assessment by the School Managers

It is the responsibility of the school managers to manage OBA and one of his responsibilities is the management of OBA through moderation of various assessment tasks.

4.2.3.2.1. Moderation of Assessment Tasks

The question was raised to ascertain whether the school managers are being able to manage Outcomes Based Assessment. If the principals are able to manage it, then implementation would take place because schools based workshops would take place. A question was raised on educators and the researcher was convinced that if moderation is being conducted correctly, then OBA those schools would be implemented.

Table 2

School focus group	Sub category	Responses
	Moderation of assessment tasks	
Focus group B	How is moderation conducted at your school by the school management	There is a management plan at our school. Moderation plan with dates. The plan is not being followed. standards.

Focus group C	How is moderation conducted at your school by the school management	After the achievement of learners, must be taken back for moderation. Some are doing further studies. Design task according to Head of Department.
Focus group D	How is moderation conducted at your school by the school management	They check tests and memoranda
Focus group E	How is moderation conducted at your school by the school management	Set a test and take it to the senior, together with test and memorandum. Go through it, look for marks. After making scripts are taken to the principal.
Focus group F	How is moderation conducted at your school by school management	We take tests and memoranda to our seniors

Views of five focus groups on how moderation is being conducted.	Knowledge of moderation and correctly done		No knowledge of moderation and not correctly done		
	No.	Percentage	No.	Percentage	
	0	0%	5	100	

The researcher after being told that educators are being helped in assessment, and that that structures that are helping in assessment are effective; then he wanted to find out how moderation is being conducted (Cf.sub section 4.2.4.2.1.). The findings are that moderation at schools investigated has not been done correctly. 100% of educators in all focus groups could not explain how moderation is being conducted according to the requirements of OBA. The responses received have nothing to do with the questions asked.

Actually one would have expected all responses to say something on the moderation tool or a checklist. In the check list or moderation tool there should have been learning outcomes, assessment standards and even the skills, knowledge, values and attitude to be attained by learners. Focus group E concentrated on test and memoranda which are being taken to the senior educators who will look as to whether the allocation of marks is correct. Focus group E is more or less the same with focus group F which mentioned that they are still using knowledge of the previous education. It is only mentioning tests and memoranda as a form of assessing learners while there are various forms of assessment. Moderation should be done to ensure that assessment activities are addressing particular learning outcomes.

According to the Department of Education (2007: 26d) "moderation is the process of verifying the results of the continuous and external assessment. It should be done before and after learners have been given a task." (The Department of Education, 2007d) says moderation is one of the number of strategies aimed at ensuring the quality of assessment practices and procedures in educational institutions. Its primary purpose is to ensure that the assessment of individuals and/or groups during a particular assessment event is valid, reliable, fair and

consistence. It is important to note that moderation can de done at classroom level with the educator acting as a moderator. At a classroom level according to the (Department of Education, 2007d) the educator could moderate whether or not learners judged their own or their peers` performance fairly and objectively during self and peer assessment. In this case the teacher the teacher would moderate would moderate the results of self and peer assessment at the end of the period or day on which these took place.

Again moderators should moderate assessment instruments which are techniques used in the collection of evidence. (Department of Education, 2007d) says a moderator who is evaluating assessment instruments will have to do so in a criterion referenced way, that is s/he would have to judge whether or not the assessment instrument/s being moderated satisfy the criteria for assessment instruments in general. Those criteria are appropriateness, fairness, validity and reliability. Moderation tool for the school should be developed and the seniors use the tool as a check list.

It is clear from what moderation is that schools investigated are far from conducting effective moderation. What is happening generally at schools is taking of a task in the form of a test and memoranda to the seniors. Issues of moderation being done against learner and peer assessment, moderation against instruments do not appear in the schools. The results from Table 2 imply that no proper moderation is being conducted and whether educators are giving learners assessment tasks related to a particular learning outcomes is not known. Moderation from the results is still being through the old system of education where only test and memorandum are checked.

CATEGORY C: OPERATIONALISATION OF OUTCOMES BASED ASSESSMENT

4.2.3.3 Operationalisation of Outcomes Based Assessment by the Educators

Operationalisation of OBA includes aspects such as clarity of focus, types of assessment, observation sheets, rubric, individual feedback and the progress report. The interview is aimed investigation the understanding of OBA by the educators. If the educators can understand OBA, then they would be able to operationalise it.

4.2.3.3.1. Operationalisation of Clarity of Focus on Outcomes Based Assessment.

For educators to be able to operationalise OBA it is important that they understand terminology. The researcher has mentioned all four principles of OBE, namely design down, high expectations, expanded opportunities and clarity of focus. The question was then for them to provide practical implication of clarity of focus on assessment.

TABLE 3a

School focus group	Sub category	Responses
	Operationalisation of clarity of focus	
Focus group B	At your school how are you operationalising the concept of clarity of focus on OBA?	Silence. Don't understand the concept.
Focus group C	At your school how are you operationalising the concept of clarity of focus on OBA?	Silence. Come again? Not conversant with that.

Focus group D	At your school how are you operationalising the concept of clarity of focus on OBA?	Silence. What is that?
Focus group E	At your school how are you operationalising the concept of clarity of focus on OBA?	We are not familiar with them. No
Focus group F	At your school how are you operationalising the concept of clarity of focus on OBA?	What is that clarity of focus?

View on the operationalisation of clarity of focus on assessment by F focus groups.	Cannot operationalise the concept		Can operationalise the concept.	
	No.	Percentage	No.	Percentage
	5	100%	0	0%

All respondents when being asked on how they are operationalising clarity of focus on OBA mention that they are coming across the concept for the first time. Almost all focus groups kept quiet before they can even respond to the question. Clarity of focus is one of the terminologies that should be used on daily bases by educators when assessing the learners. After thirteen years of the introduction of OBE educators are still struggling with certain concepts. The total number of educators in the focus group was forty five and all of them (100%) are not familiar with the concept.

The findings imply that educators are unable to operationalise some of the concepts that should be used in assessment. The fact that educators are not conversant with the concept, implies that the assessment purpose, focus, procedures are not known to learners as expected by the Department of Education (Cf. section 2.5.1.1.).

Jansen (1998:89) states that "the language of OBE is too complex and inaccessible for most educators to give these assessment policies meaning, through their classroom." The researcher may also interpret and agree with Jansen that educators are failing to understand many concepts associated with OBA.

Killen (2003b: 68) says that about clarity of focus "by writing clear outcomes statements, performance indicators and assessment criteria, learners will know what learning they are required to demonstrate and how that learning will be judged."

4.2.3.3.2. Operationalisation of the Types of Assessment

There are types of assessment, but the researcher concentrated on investigating diagnostic type with the intention of finding out whether learners are being diagnosed. The diagnosing of learners would help educators to help those learners who are lagging behind in learning. The question was asked to ascertain whether educators are aware of types of assessments that should be operationalised. There are various types of assessment, but the researcher concentrated on whether diagnostic type of assessment is being used so that learners can be helped and all succeed.

Table 3b

School focus group	Sub category		Responses	
	Operationalisation of types of assessment			
Focus group B	How do you find diagnostic type of assessment helpful to learners.		We give same level tasks. There is no intention of diagnosing.	
Focus group C	How do you find diagnostic type of assessment helpful to learners		Kept quiet. Don't do that. Don't know how to do it. We teach first and give them work, class work.	
Focus group D	How do you find diagnostic type of assessment helpful to learners		Kept quiet. Hmm. Diagnose the learners? We just give them work generally.	
Focus group E	How do you find diagnostic type of assessment helpful to learners		No, there is no diagnostic of learners.	
Focus group F	How do you find diagnostic type of assessment helpful to learners		No we just assess them. When teaching and learning, but we don't Follow those things. Don't follow.	
Five focus groups on whether learners Are being diagnosed.	They are being diagnosed		They are not being diagnosed	
	No.	Percentage	No.	Percentage
	0	0%	5	100%

The findings are that 100% of all focus groups are not giving learners diagnostic type of assessment.

The implication of the results is that some learners might be having a barrier to learning and they cannot be known if they are not being diagnosed. The fact they don't diagnose implies that appropriate remedy to the learners who are having difficulties to learning is not taking place.

Maree and Fraser (2004:49) mention that "diagnostic assessment diagnoses learning difficulties during instruction. Diagnostic decisions are made through information gathered; allowing educators to diagnose specific areas that need further attention or where progress is being made." Go on to say the aim of diagnostic assessment is to determine causes of persistent learning problems and to formulate a plan for remedial action.

Dreyer (2008:41) notes "here the teacher will specifically focus on identifying learning difficulties in order to provide appropriate remediation, guidance or an interview programme.

According to Spady (1994:10) there are three premises underpinning OBE and they are:

That all learners can learn and succeed, but not at the same time and pace; that success breeds success that is when learners become successful in one learning area activity, they become confident and gain courage for success in other activities and that schools control condition for success.

 By not conducting diagnostic type of assessment implies that it won't be easy for educators to make all learners succeed. It means that schools have not created conditions to be conducive for learning for the learners to learn and succeed. The fact that educators are mentioning that they teach first and gives class works implies that things are being done the way they have been done in the apartheid education system.

(Department of Education, 1997) says educators are expected to keep detailed and diagnostic records of assessment. This is something that schools investigated are not keeping and having.

4.2.3.3.3. Operationalisation of Methods of Assessment on the Learners in Outcomes Based Assessment.

The investigation was aimed at finding out whether educators are helping primary learners to assess themselves. By assessing themselves they will notice their strong points and weak points and improve on themselves.

TABLE 3c

School focus group	Sub category		Responses		
	Operationalisation of methods of assessment on the learners				
Focus group B	Are primary learners able to assess themselves?		We have not been doing it.		
Focus group C	Are primary learners able to assess themselves?		Kept quiet. We don't do that.		
Focus group D	Are primary learners able to assess themselves?		Difficult for us. How can that be done?		
Focus group E	Are primary learners able to assess themselves?		As individual learners? No.		
Focus group F	Are primary learners able to assess themselves?		Peer assessment? No, learners cannot assess themselves. Maybe at high school.		
Five focus groups on how they are helping learners to assess themselves.	Know how to help learners		Do not know how to help them		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

From the responses one could see that learners of the respective schools cannot be able to assess themselves because educators are being unable to help them to do that. Self assessment would help learners to see areas that need improvement and work on them. Again 100% of respondents are saying primary learners cannot assess themselves and that they are not even helping learners to assess themselves.

Responses like, may be high school learners can assess themselves indicates that primary learners are not being helped. If learners can be helped on how to assess themselves, they can do that after each an every individual assessment task has been given. Self assessment can help learners to work on areas that needs improvement and can be helpful.

4.2.3.3.4. Operationalisation of Observation Sheet as a Tool for Assessing the Learners

In Outcomes Based Assessment when the learners are being assessed various tools are being used. Those tools being used ranges from rubrics, rating scale, checklists, observation sheets, marking memoranda, assignment grids; etcetera. Outcomes Based Assessment emphasis continuous assessment on learners and the researcher investigated the use of observation tool when continuously assessing learners.

TABLE 3e

School focus group	Sub category		Responses	
	Operationalisation of observation sheet			
Focus group B	How is the observation sheets used at your school?		Hmm, we dont use observation sheets. It is a waste of time.	
Focus group C	How is the observation sheets used at your school?		No it is not here.	
Focus group D	How is observation sheets used at your school?		Observation sheet? No no. We do not make use of that.	
Focus group E	How is observation sheets used at your school?		No, no. Not used at our school.	
Focus group F	How is observation sheets used at your school?		We just teach our learners	
Five focus groups on the operationalisation of observation tool	Use observation tool		Do not use observation tool	
	No.	Percentage	No.	Percentage
	0	0%	5	100%

100 % of the responses from the focus group indicate that they are not making use of observation sheet as an assessment tool for assessing the learners. Some do not even know the sheet because they responded by saying that they just teach the learners.

The fact that observation sheets are not available implies that continuous assessment is not taking place. Some are claiming that observation sheets are time consuming and this might be caused by the fact that they don't know what is expected of them or they don't know what they must really observe.

Already educators have mentioned lack of training as a factor contributing to the implementation of Outcomes Based Assessment. Proper observation of learners can take place if proper training has taken place. By not observing the learners; the weaknesses and strengths of learners cannot be seen as observation sheets can be used to record the strengths and weaknesses of learners.

Cohen and Spenciner (2003: 93) say "observation is one of the important skills the teacher should learn and master in working with learners. To do meaningful observation, training and practice are needed and should be part of all teacher training programmes." Bentzen (2000: 45) notes "scientific observation is not merely looking at something, it is looking for something. (Bentzen, 2000) further avers that observing learners should not be seen as a casual activity and should be based on the sound knowledge of developmental theories and practices. Bentzen says to watch children play, the teacher must understand what play is, know the theories regarding play, different forms of play, and the developmental levels of play.

4.2.3.3.5. Operationalisation of Rubric as an Assessment Tool

The question was asked to find out whether learners are informed on how they are going to be scored on the rubric.

TABLE 3f

School focus group	Sub category	Responses
	The use of rubric as an assessment tool	
Focus group B	When you develop rubric as an assessment tool, do you discuss it with the learners on how they are going to be scored?	Kept quite. We discuss it with them. Sometimes learners are given the rubric before the assessment task.
Focus group C	When you develop rubric as an assessment tool, do you discuss it with the learners on how they are going to be scored?	Yes that is being done and we attach it on the assessment task.
Focus group D	When you develop rubric as an assessment tool, do you discuss it with the learners on how they are going to be scored?	No, no.
Focus group E	When you develop rubric as an assessment tool, do you discuss it with the learners on how they are going to be scored?	Yes, we use rubric and discuss it with learners.
Focus group F	When you develop rubric as an assessment tool, do you discuss it with the learners on how they are going to be scored?	Yes, we do it at our school.

Five focus groups on the use of rubric as an assessment tool	Use rubric		Do not use rubric	
	No.	Percentage	No.	Percentage
	3	60%	2	40%

The findings are that 60% of focus groups are said to be using rubric and 40% is said not to be using it and discussing it with learners. The results show that 40% of the focus groups are making use of it.

The implication of the findings is that most educators at schools investigated are making use of the rubric. From the results it is clear that the use of rubric is one of the most understandable tools of assessing the learners.

(The Department of Education, 2007b) explains rubric as a grid used by assessor to help them make judgments about the quality of evidence presented by learners. The grid consist of norm-reference descriptions (good, average, excellent) or marks/symbols and performance descriptions. The assessor would then match the evidence presented by the learners with the performance descriptor and then match this with relevant mark or symbol.

4.2.3.3.6. Individual Feedback to the Learners

Individual feedback is one of the important aspects of assessment. It is the responsibility of educators to ensure that individual feed back is being given to learners and it should not only be those learners who are struggling. The investigation was aimed at determining whether individual learners are receiving individual attention. The findings are presented on the table below.

Table 3g

School focus group	Sub category		Responses	
	Individual feedback to learners			
Focus group B	How is individual feedback being provided to your Learners?		We help them generally in class	
Focus group C	How is individual feedback being provided to your Learners?		Not individually. That would increase the workload.	
Focus group D	How is individual feedback being provided to your Learners?		Silence. We mark the leaner's work and give corrections in class.	
Focus group E	How is individual feedback being provided to your Learners?		By means of corrections generally. We don't do it individually.	
Focus group F	How is individual feedback being provided to your Learners?		Eh, eh, individual feedback no. For example we do corrections on the chalk board.	
Focus groups on operationalisation of individual feedback on learners	Provide feedback		Do not provide feedback	
	No.	Percentage	No.	Percentage
	0	0%	5	100%

The findings are that individual feedback as required by OBA is not being done at schools. The results from the table shows that 100% of the focus groups interviewed are not attending to the learners individually. Most of the focus groups interviewed have different views on operational of feedback on learners. Some claim to be doing it partly. Some are said to be giving feedback

generally in class in the form of class works and they are the ones who are still doing it like in the previous old system of education.

The implication of the findings is that even if the assessment standards are not being achieved; educators are doing very little to help the learners. The non achievement of assessment standards implies that the skills, knowledge, values and attitudes are not being attained. Towers (1992:298) say "increased responsibility is placed on the teacher, who must adapt to the instruction to each student. The teacher must continually monitor each student's work, determine what skills and tasks each student has mastered, and provide immediate feedback-not an easy instructional task in a class of 25 or more students."

4.2.3.3.7. Information on the Progress Report

The question was based on the information that educators are presenting on the progress reports of learners bearing in mind that the aim of assessment is to ensure that assessment standards are being attained. The educator should know the skills, knowledge, values and attitude to be achieved within each an every assessment standard. The researcher is aware of various forms of reporting to parents, but concentrated on the progress reports. Findings are presented on the table below.

Table 3h

School focus group	Sub category	Responses			
	Progress report				
Focus group B	How do you report Assessment Standards on the progress of the learners?	On the report we commend only on the learning area. Only the class teacher reports. Commend were the learner has achieved or needs support.			
Focus group C	How do you report Assessment Standards on the progress of the learners?	No, Not assessment standards. Commend generally on the learning area			
Focus group D	How do you report Assessment Standards on the progress of the learners?	No, Only the learning area if a learner needs support.			
Focus group E	How do you report Assessment Standards on the progress of the learners?	No we don't have that on the report, we commend generally on the learning area.			
Focus group F	How do you report Assessment Standards on the progress of the learners?	No, we report on the learning area if the learner has achieved or needs support.			
Focus groups on information that they include on the progress report of the learners.	Assessment standards included on the progress reports		Assessment standards not included on the progress reports		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

The result from responses shows that 100% of educators on the focus group, report mainly on the general achievement of learners on each learning area. They don't show the assessment standards on the progress

report of the learners. They report on the achievement or non achievement of a particular learning area. Actually the information on the report is the same as information on the report before the introduction of Outcomes Based Assessment. The issue of assessment standards which are key in Outcomes Based Assessment do not appear anywhere in the progress report of learners.

The researcher then interprets the results that the parents do not have full information on the performance of their learners. Educators are still commenting generally on a particular learning area. A learner might have failed a learning area but having attained certain assessment standard and therefore commenting on the whole learning area might be misleading to both parents and the learners. The assessment standards contain the skills, knowledge, values that learners must attain. If they don't appear on the report of the learners, then parents are not getting particular information about their children.

There results imply that educators when they assess learner are not taking the learning outcomes, assessment standards and the skills to be achieved into consideration. If that was the case they could be appearing on the progress of learners and equip parent with all information of were to help their children.

Van der Horst and McDonald (2003:248) mention that "reporting comprises a teachers documentation about the learner's performance which informs the parent and the learner. It therefore reflects on the progress of the leaner by commenting on the learner's strengths and weakness and on the knowledge, skills, values that he/she has or has not demonstrated. Learner's progress should therefore be measured against learning outcomes." (Lubisi, Parker and Gultig, 2002) say outcomes based reporting supposedly only report on success. The learners who do poorly should get a report showing only the outcomes they have attained.

By commending that the child needs support on a particular learning area is misleading. The learner might have achieved certain learning outcomes in those particular learning areas. By reporting that the learner has not achieved in a particular learning area implies that all learning outcomes have not been achieved.

CATEGORY C: PARENTAL INVOLVEMENT

4.2.3.4. Parental Involvement

4.2.3.4.1. Poverty Level of the Community

The question was posed to investigate the relationship between poverty level and the level of involvement of parents in their children's school work. The researcher used the quintile of the schools to determine the poverty level of the communities.

Table 4a

School focus group	Sub category	Responses
	Poverty level of the community under which Educators are working.	
Focus group B	In your opinion what is the poverty level of the	They ultimately agreed that the poverty level is low. Mentioned that most of the learners don't have parents. The school is on

	Community under which you are working?	quintile three. No school fees.
Focus group C	In your opinion what is the poverty level of the Community under which you are working?	Poverty level is too high. Some are orphans. When feeding is not supplied, learners do not attend.
Focus group D	In your opinion what is the poverty level of the Community under which you are working?	No school fees. Most of the parents are unemployed.
Focus group E	In your opinion what is the poverty level of the Community under which you are working?	No, they are not from well to do families. Quintile 3, they do not pay school fees and they started this year.
Focus group F	In your opinion what is the poverty level of the Community under which you are working?	Whistle. Poorest of the poor. Most are not employed. Quintile 2. Department did not check, should have been on quintile 1. Put us there because the school is next to the university.

Opinion of focus groups on the poverty level under which they are working	Poverty level is high		Poverty level is low		
	No.	Percentage	No.	Percentage	
	5	100%	0	0%	

The results of the investigation shows that the poverty levels of the communities under which educators are working are poor. 100% of all educators in the focus group mentioned that the poverty level is low. All schools are no fee schools which supports the idea that the communities under which the schools are located are poor. 100% of the focus groups interviewed mentioned poverty and the fact that most parents are not literate as factors contributing to poor involvement of parents in the tasks of their children.

The interpretation is that the learners due to the high poverty level of their parents are not being helped with the assessment tasks. Kampabwe (1980:9) on investigating the relationship between home background and scholastic achievement in Zambia mentions that "material poverty, resulting from inadequate incomes, can result in the pupil's poor health and limited general knowledge- all of which result in poor school work." He further mentions that apart from providing food, clothing and other necessary for the maintenance of bodily health, money can also provide objects, for example toys, books and other household good which can help widen the experience of the child and his ability to deal with the new situation. McGrath and Kuriloff state in Singh and Mbokodi (2004:301) that "to involve parents may be biased by giving further advantage to wealthier parents while creating hindrances to the involvement of the working class." It is then clear that poverty and illiterate level and the level of involvement of parent in their children's school work are related.

4.2.3.4.2. Involvement of Parents in the Task of Their Children

The investigation wants to find out whether parents are involved in the education of their children as on of the requirements of Outcomes Based Assessment. The Department of Education (1997: 27b) "parents are expected to try to understand the new curriculum so that they can assist their children with their school work." The document is supported by Jacob et al (2004: 276) say "the new approach to schooling in South Africa encourages principals and school management teams to involve parent more actively in their children's

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education. Another way to involve parents is to encourage them to participate in their children's assessment at school." Went on to say parents who are not literate in the language of instruction of the school can still be involved in assessment as the child could read and translate his/her work to the parent

Table 4b

School focus group	Sub category		Responses		
	Parental involvement in the tasks of their children				
Focus group B	What is your opinion on the involvement of parents in helping their children with assessment tasks?		Poor, most of them are not staying with their parents. Most parents are still illiterate.		
Focus group C	What is your opinion on the involvement of parents in helping their children with assessment tasks?		Very few learners are being helped. May be two out of ten. They lack parental support. Many kids are not being taken care of. Frustrated. Home works not done.		
Focus group D	What is your opinion on the involvement of parents in helping their children with assessment tasks?		Some don't know how to read and write.		
Focus group E	What is your opinion on the involvement of parents in helping their children with assessment tasks?		No, no. most of the parents of this community are illiterate. They depend on educators. They do not help learners. The content itself is difficult for them.		
Focus group F	What is your opinion on the involvement of parents in helping their children with assessment tasks?		No, they are not being helped.		
Focus groups opinion on the Involvement of parents in helping their children with tasks	Parents are helping their Children with assessment tasks.		Parents are not helping their children with assessment tasks.		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

The results on the above table shows that parents are not involved in the tasks of their children. Illiteracy of parents is found to be the main contributing factor. 100% of respondents agreed that parents are not helping their children with tasks.

The findings imply that one of the requirements of Outcomes Based Assessment which is the involvement of parents is being overlooked. The fact that parents are not helping their children with assessment tasks implies that some assessment standards are not being covered. Educators also are having a lot work pressure because the whole issues of assessment rest no them.
(Chabalala, 2006) when supporting the fact that parents should be literate and help their children, when talking about adult education says that learning is important because they can also be able to help their children with homework, give them guidance and support. They can also be able to read the school reports and identify areas in which their children have problems. He is supported by Berger (1991:3) that "children whose parents help them at home do better at school." Therefore the low level of literacy and poverty level among the majority of parents and their limited understanding of Outcomes Based Assessment implies that parents experience difficulties in assisting learners with tasks.

CATEGORY D: CONDITIONS AT SCHOOL

4.2.3.5. Conditions at Schools that are affecting the Implementation of Outcomes Based Assessment.

One of the objectives of the investigation is to find out whether conditions at school are affecting the implementation of Outcomes Based Assessment. Conditions at school such teacher learner ratio, functional library, internet and electricity were separately asked to participants. Their responses will be synthesized and are presented on the table below.

Table 5

School focus group	Sub category	Responses
Focus group B	What is the teacher learner ratio Is the library functional Is there internet at your school Is electricity available?	The teacher learner ratio is about 1:40. Library is not functional There is no internet There is electricity.
Focus group C	What is the teacher learner ratio Is the library functional Is there internet at your school Is electricity available?	The teacher learner ratio is 1:60. 1:70. Even more than 70 No library No internet Electricity: yes
Focus group D	What is the teacher learner ratio Is the library functional Is there internet at your school Is electricity available?	Teacher learner ratio is 1:43 Functional library, no Internet, no Electricity, yes
Focus group E	What is the teacher learner ratio Is the library functional Is there internet at your school Is electricity available?	Teacher learner ratio is 1:60 Not functional No internet There is electricity
Focus group F	What is the teacher learner ratio Is the library functional Is there internet at your school Is electricity available?	1: 30 Just by the name library. Books date 1922. Not functional Internet no Electricity, yes

Focus groups on the availability of resources at schools	Resources are available		Resources are not available		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

When analyzing the results one could see that 100% of all educators in the focus groups responded by saying that there are no resources at school that are promoting the implementation of OBA.

The results imply that conditions experienced at schools are pathetic and are influencing the implementation of assessment in OBA. While all schools are boasting of electricity it is clear that they are lacking basic resources. Electricity at schools can be functional and useful if there are computers and internet. All schools do not have functional library, internet and in some instances the teacher learner ratio is high.

The implication is that educators are still teaching in overcrowded classes where effective teaching is hard to find. Some teacher learner ratio is reasonable at 1:40 but considering that these ratio are for a primary school were learners need individual attention and were educators are not being trained the ratio is still high. Educators are offering more than one learning area and concentration on all aspects of assessment will not be possible. In other instances the ratio is at 1:70 which will be a problem in educators in assessing their learners. The educator who has to implement group work had to walk around the group to view their progress might fail to do so. Libraries and internet which should be used to access information are not available for both learners and educators and therefore proper assessment is not taking place.

Ndayini has cited in Maphutha (2006:23) that " lack of learning and teaching support material in support of outcomes based assessment range from the availability, quality and proper use as well as the training which the educators were given on how to assess learner in the outcomes based education." Went on to say in some situations an educator finds himself with 50-60 learners in a small classroom with no equipments but a chalkboard and piece of chalk and few miserable text books with no pencil and pieces of paper to go around. While educators are important components in assessing learners, textbooks are important aspects of education. Textbooks make it possible for learners to acquire knowledge and skills from them, rather than from educators. In the absence of libraries at our institutions then schools have a long way to go in assessment.

CATEGORY E: OTHER CHALLENGES

4.2.3.6. Other Challenges Affecting Implementation of OBA.

Apart from the factors influencing the implementation of OBA put across by the researcher to the interviewees; the researcher asked about other challenges affecting the implementation of OBA.
Table 6

Focus group B	What are other factors contributing to the the implementation of Outcomes Based Assessment?	Workload of educators, one educator teaches three or four to five learning areas. The workload of educators.
Focus group C	What are other factors contributing to the the implementation of Outcomes Based Assessment?	Lack of resources. Socio economic factors-state of communities under which the school is situated. No internet at home. Moving of educators from different phases-don't have knowledge.
Focus group D	What are other factors contributing to the the implementation of Outcomes Based Assessment?	Dilapidated classrooms. Silence. Some educators lack knowledge on how to assess.
Focus group E	What are other factors contributing to the implementation of Outcomes Based Assessment?	Silence. Infrastructure for example overcrowding and learning support material. We are used to the old method of assessing the learners.

Focus group F	What are other factors contributing to the the implementation of Outcomes Based Assessment?	We are few at schools. When all called to a meeting the school will remain with no teacher.

Most challenges that are mentioned by educators have been mentioned in the interviews. Educators actually emphasize the important of those challenges. However, there are some factors such as the workload of educators, and continuous assessment has been mentioned.

They mentioned that other educators are teaching up to five learning areas. Obviously one who is teaching five learning areas, even if the teacher learner ratio is low the workload would still be high. There is no way even a highly committed educator can cope with the requirements of assessment in OBA if the educators is offering five learning area, even if the educator learner ratio can be at 1:15. Given the fact that learners should be assessed on continuous bases, use different methods of assessment, record assessment and report assessment to different stake holders this would be a mammoth task. (Venter, 2002) says that the work load of the educators has increased if one looks at assessment in terms of the number of assessment tasks; additional moderation that needs to conducted internally; continuous assessment, recording of assessment; reporting on assessment and over crowded classes.

Venter is supported by Eltis (2003:41) who says "teacher workload, including paper work, preparation and selection of assessment tasks, re-writing of report formats, has increased enormously since 1995." (Van der Host and McDonald, 2003) continuous type of assessment should form integral part of teaching and learning activities. It should not be conducted at the end of semester and should also be based on classroom observation of learners` answers and responses, home work and classroom exercises and assignments, projects, portfolios and other work done by learners. The work load may be difficult for educators to carry. Other challenges are stated by Potterton in Lombard and Grosser (2008:573) that " a myriad of new policies and regulations that the teacher has to come to grips with, large classes and the stronghold of the traditional practices on teachers contribute to the fact that the curriculum is not always translated in the classroom."

4.2.4. Face to Face Interviews with School Managers

Principals of the very schools were focus groups were conducted were also interviewed. Some of the categories that were used on the focus groups were repeated to cross check the validity and reliability of the information provided by their educators. The topic is on factors contributing to the implementation of Outcomes Based Assessment in Mankweng circuit primary schools and therefore those would be the same on both educators and principals. The responses from principals would also be presented on tables.

CATEGORY F: TRAINING OF THE SCHOOL MANAGERS

4.2.4.1. Training of the School Managers on the Management of Outcomes Based Assessment.

The investigation on training of principals covered aspects such as the duration of training, level of training, course content of training and the frequency of workshops.

4.2.4.1.1. Duration of Training

Table 7a

Principal	Sub category	Responses
	Duration of training	
Principal B	What are your thoughts on the duration of training for OBA management	For some days. During weekdays and taken out of school and the duration was not enough. Called from 10 o clock until afternoon.
Principal C	What are your thoughts on the duration of training for OBA management	Cannot call it training. We were called for one to two days. It was done on weekends.
Principal D	What are your thoughts on the duration of training for OBA management	Training was not sufficient. Taken for a day or so, towards school out at Bana ba Thari. That training took approximately four hours.
Principal E	What are your thoughts on the duration of training for OBA management	I was fortunate because I did it in further education. It was just a workshop of three days. They will call you from the school from 10 o clock to two o clock.
Principal F	What are your thoughts on the duration of training for OBA management	We were taken for training towards school out for about four hours.

Principal's thoughts on the duration of training	Enough duration		Not enough duration	
	No.	Percentage	No.	Percentage
	0	0%	5	100%

The finding implies that training the training of principals for OBA management was not enough, as 100% of respondents attest to that.

The implication is that if the duration was not enough then aspects of assessment such as terminologies might have not been understood. The fact that duration was not enough implies that many aspects of assessment have not been covered by facilitators. Principals as managers would then find it difficult to manage assessment.

Their sentiments are supported by (Scott, 1997) who says school managers are only trained for some few hours in a day. This rendered them completely, not sure of what is expected of them. The training is done in the form of work shops.

4.2.4.1.2. The level of Training

Table 7b

Principal	Sub category	Responses
	Rating of facilitators (level of training)	
Principal B	What was the level of training?	The principal from school B responded by saying many of them were not good. Some of them were good.
Principal C	What was the level of training?	The principal explained that they were not good and not bad.
Principal D	What was the level of training?	Facilitators were fair. When giving explanation she said they were not 100% sure of what they were offering. There was confusion when answering questions. They said they will refer the questions to their seniors.
Principal E	What was the level of training?	Eh eh, fair. Some of them, not knowing, just reading the material. Some when asked some questions-say we are going to ask seniors.
Principal F	What was the level of training?	The level of training was poor, they did not understand most of the things they were telling us.

Ascertain whether the level of training was good enough to enable them to implement assessment.	Fair		Not good		
	No.	Percentage	No.	Percentage	
	3	60%	2	40%	

The findings are that 60% of the school managers are saying the level of training was fair and those who rated them fairly maintained that facilitators could not answer questions and they were just reading from the material. When being asked questions they will always say they are going to ask their seniors. To the researcher if facilitators can only read from the material and refer questions to their seniors; that indicate that the level of training was poor. 40% of principals have said that the level of training was poor, as facilitators did not understand what they were telling them. The school managers rated them fairly but their explanation suggests otherwise. They said they were not 100% sure of what they were doing and that when being asked questions they were referred to their seniors.

The implication is that the level of training was not up to standard and that would negatively affect the management of Outcomes Based Assessment. If facilitators were just reading material then principals who are supposed to manage assessment at their respective schools may find it difficult to do so.

4.2.4.1.3. Understanding the Course Content of Assessment during Training.

The investigation was aimed at finding out whether given the low level of training did principals understood the course content. If the course content of training has not been understood the school managers will find it difficult to manage OBA. The findings are presented on the table.

Table 7c

Principal	Sub category	Responses
	Understanding of course content during training.	
Principal B	What is your thoughts on the course content of assessment during training?	I did not grasp anything
Principal C	What is your thoughts on the course content of assessment during training?	The content was not understood. When being asked questions, they did not understand. Content not well grasped.
Principal D	What is your thoughts on the course content of assessment during training?	We dint grasp it 100%, a little bit.
Principal E	What is your thoughts on the course content of assessment during training?	To me I was fortunate because I did further training in OBE. Grasped a little bit more than other principals. The content was difficult to understand.
Principal F	What is your thoughts on the course content of assessment during training?	Content was not clear, there were a lot of concepts that were confusing.

The question wanted to find out whether principals did understand the course content during training	Course content understood		Course content not understood		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

100% of the school managers interviewed mentions that they did not understand the course content of training.
The findings are like that of the focus groups in the sense that all school managers mentioned that the course content was not understood. Principal E mentioned that she was fortunate because she attended OBE in further training, yet she said she grasped a little bit.

The researcher can only interpret that there are chaos at school as far as Outcomes based Assessment is concerned. The school managers can therefore not be able to manage the implementation of OBA and cannot help new educators in planning for assessment and cannot guide educators on OBA. .
The fact that the school managers who have been grounded in the old methods of assessment did not understand the course content implies that things are being done like in the olden days before the introduction of OBE.

4.2.4.1.4. Frequency of the Workshops

The investigation wanted to find out whether the department is empowering principals frequently on assessment. The empowerment would be displayed by among other things the frequency of workshops. The Department of Education after realization of the fact that insufficient time is being given to school managers may organize more workshops for the school managers.

Table 7d

Principal	Sub category				Responses		
	Frequency of workshops						
Principal B	In the last two years have you been called for a workshop?				Yes, to my knowledge we were called for a workshop		
Principal C	In the last two years have you been called for a workshop?				No, I cannot remember		
Principal D	In the last two years have you been called for a workshop?				I cannot remember being trained. Don't remember being called.		
Principal E	In the last two years have you been called for a workshop?				Hm, hm. yes		
Principal F	In the last two years have you been called for a workshop?				No, no no.		
The subcategory sought to know about when principals were called for a work shop on assessment for the past two years	Called		Not called		Cannot remember		
	No.	Percentage	No.	Percentage	No.	Percentage	
	2	40%	1	20%	2	40%	

The findings are that 40% of principals say they have been called for workshops for the past two years. 20% said he/he has never been called and the other 40% cannot remember.
Those who said they were called were also in doubts, especially principal E. These principals are from the same circuit and should be remembering whether they were called or not.

The implication is that if they have been called, it is not being frequently done because those who cannot remember implies that this year (2010) they have not been called for a workshop. The school managers might have been called for a workshop on assessment for the past two years and the fact that some are saying no and other cant remember being called clearly indicates that those workshops are not effective. The principals interviewed are from the same circuit and therefore should have been called on the same day. If those workshops are effective then one would remember. Of all school managers interviewed none mentioned the fact that even this year they have already attended a workshop. The view is supported by educators who maintained that when being called they found booksellers and when curriculum advisors come to school they check test and memorandum. Erasmus et al (2009: 40) says "the training

practitioner should also be able to identify typical problems in the enterprise and create suitable learning experiences to address these unique problems."

CATEGORY G: MANAGEMENT OF OUTCOMES BASED ASSESSMENT.

4.2.4.2. Management of Outcomes Based Assessment

This question was raised to find out whether principals are playing an active role in managing outcomes based assessment. Van der Westhuizen cited in (Malungane, 2000) that the success and failures of the school, when change is implemented revolves around the principal, as he/she is an agent of change. Van der Westhuizen is supported by Herman and Herman (1994:02) argues that "the principal must manage change, and not merely be subjected to it." In the investigation one would find out whether they are managing change or are they being subjected to it. Herman and Herman are being supported by Kramer (1999) who points that the successful implementation of OBE depends on the quality of school management.

4.2.4.2.1. Availability of Structures at Schools

The investigation was aimed at finding out whether structures are in place at schools that help in the implementation of OBA.

Table 8a

Principal	Sub category	Responses
	structures	
Principal B	Are structures in place at your school that help in the implementation of OBA?	Fortunately there are two Heads of Department who are really helping .
Principal C	Are structures in place at your school that help in the implementation of OBA?	yes, structures are available, but the problem is that they are not efficiently trained.
Principal D	Are structures in place at your school that help in the implementation of OBA?	Subject committees deal with different learning areas. Sometimes difficult in intermediate phase.
Principal E	Are structures in place at your school that help in the implementation of OBA?	Yes, and they are effective, when they are from workshops they seat in their respective learning areas and discuss pace setters.
Principal F	Are structures in place at your school that help in the implementation of OBA?	Structures are there in place, but also struggling in helping educators to implement assessment a they are not properly trained

The investigation was aimed at finding out whether there are structures at school.	Structures available		Not available		
	No.	Percentage	No.	Percentage	
	5	100%	0	0%	

The findings are that structures are in place and effective. 100% of all respondents mentioned that structures are in place and the form of Heads of Departments and Subject Committees.

The findings implies that if schools were equipped with proper training of assessment, then effective assessment would be taking place because structures would be able to monitor and support and manage the implementation of Outcomes Based Assessment.

4.2.4.2.2. How would you as a Manager help New Educators to Pan for Assessment?

Planning is one of the management tasks and the investigation was based on finding out whether outcomes based assessment is being managed. Marx cited in Van der Westhuizen (1991:137) regards "planning as the management task which is concerned with deliberately reflecting on the objectives of the organization, the resources, as well as the activities involved, and the drawing up the most suitable plan for effectively achieving these objectives."

Table 8b

Principal	Sub category		Responses	
	Planning of assessment			
Principal B	As managers how would you help the new educators to plan for assessment?		From the beginning it was difficult as we are not trained. For assessment it was worse.	
Principal C	As managers how would you help the new educators to plan for assessment?		Hmm, hmm. I use the Head of Department. I do not know how to help them.	
Principal D	As managers how would you help the new educators to plan for assessment?		Schools grasp themselves according to phases. Sometimes do it in grades and so on.	
Principal E	As managers how would you help the new educators to plan for assessment?		The new educators will get help from the Heads of Department.	
Principal F	As managers how would you help educators to Plan for assessment?		Not trained for things like planning for an assessment.	
Sub category wanted to ascertain whether principals can be able to help educators plan for assessment	Can assist educators to plan for assessment		Cannot assist educators to plan for assessment.	
	No	Percentage	No.	Percentage
	0	0%	5	100%

The results shows that100% of all the school managers is not saying anything about helping educators with planning assessment. All school managers are finding it difficult to help new educators to plan for assessment.

No school manager mentioned that assessment should be planned in all three levels of planning, that is when planning for the learning programme; when planning on schedules and

on lesson planning. In all three levels of planning the skills, knowledge, values and attitude must be included. Planning should be done according to learning outcomes and assessment standards. The types of assessment and the instruments to be used should be included. It is clear from their responses that aspects of planning are not being taken into consideration. One of the school managers is abdicating responsibility to Head of Department. While the Head of Department might be helping in planning for assessment, it is still the principal as a manager of a school to know how assessment is being planned.

This clearly implies that at their respective schools assessment is not being planned for and things might still be worse than before the introduction of assessment in Outcomes Based Assessment.

It should be noted that planning for assessment should be done at the beginning of the year and should be integrated in teaching and learning. The Department of Education (2007: 55b) says "Outcomes Based Assessment must be integrated into teaching and learning and learning process and then organizing, controlling and evaluating it. This supports the idea that assessment should as integral part of teaching should be done when teaching is being planned." The Department of Education (2007:56b) presented a figure which indicates how assessment should be planned:

LEARNING OUTCOME

ASSESSMENT STANDARD

ASSESSMENT FOCUS What will be assessed	TEACHING FOCUS What must be taught

ASSESSMENT TASKS How will evidence be collected?	TEACHING AND LEARNING ACTIVITIES What practice teaching and learning activities prepare learners for this kind of evidence collection?

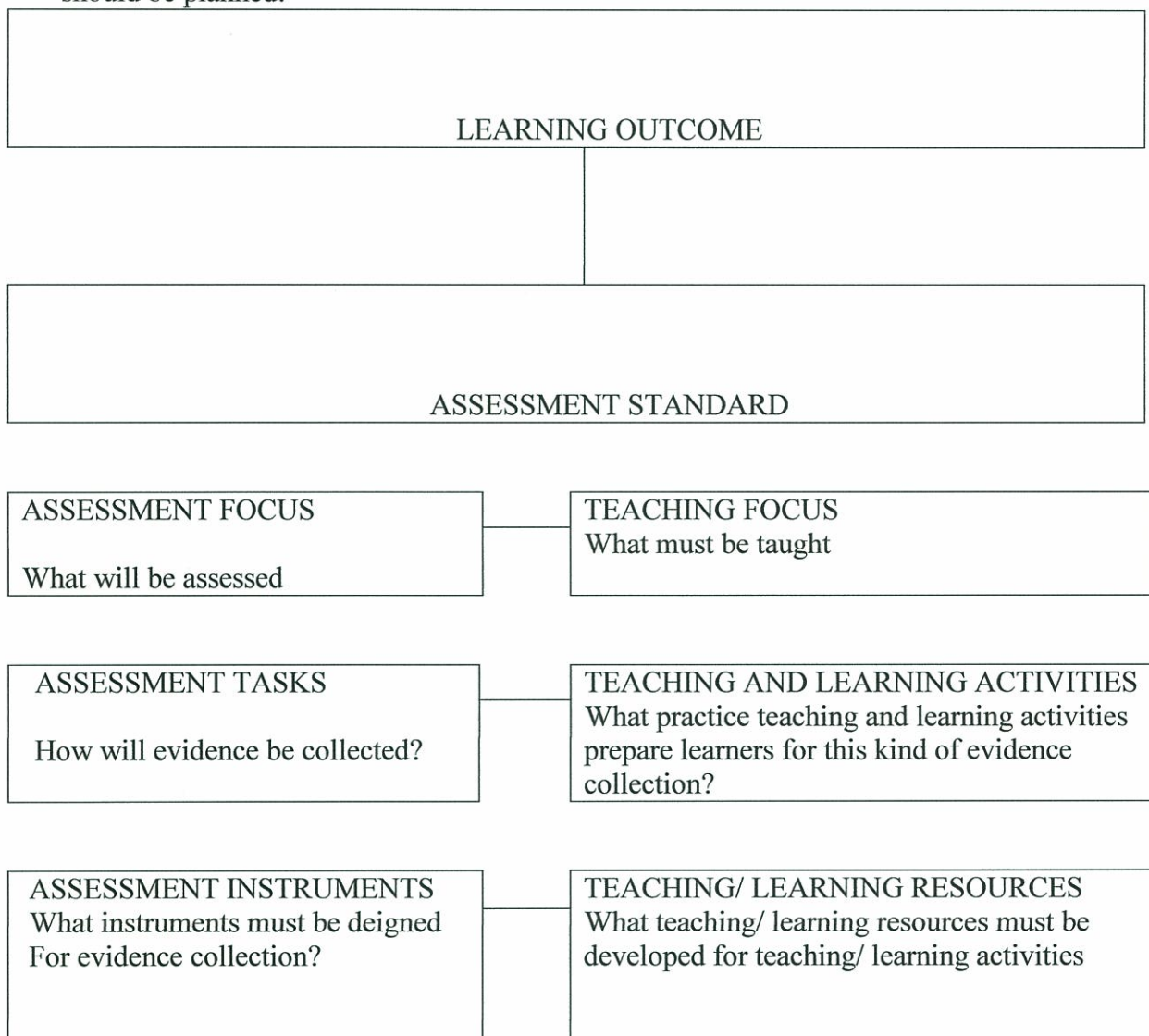| ASSESSMENT INSTRUMENTS What instruments must be deigned For evidence collection?	TEACHING/ LEARNING RESOURCES What teaching/ learning resources must be developed for teaching/ learning activities

Figure 1 shows that Outcomes Based Assessment; teaching and learning should run concurrently. By helping educators to plan in time, managers will ensure that in advance that the assessment tasks are valid. Validity in this instance would mean that assessment must measure what it supposed to measure. Assessment procedures, methods, instruments and materials are appropriate of what is being measured. If helped to plan in advance, one could as to whether is providing all learners with equal opportunities to demonstrate their competence. Leaner learn differently and therefore different forms of assessment should be used to accommodate all learners.

CATEGORY H: PARENTAL INVOLVEMENT

4.2.4.3. Parental Involvement

4.2.4.3.1. Parents Meetings and the Outcomes Based Assessment

The investigation wanted to find out whether principals in their meetings are discussing issues of assessment with parents of children at school.

Table 9a

Principal	SUB CATEGORY			Responses		
	Parents meeting and OBA					
Principal B	In parents meetings how do you go about OBA?			As I have said that most of them are illiterate, when telling them about issues of assessment they do not understand.		
Principal C	In parents meetings how do you go about OBA?			Silence. Yes, sometimes		
Principal D	In parents meetings how do you go about OBA?			Yes, even this year March we had a meeting on which Assessment issues were discussed.		
Principal E	In parents meetings how do you go about OBA?			Many meetings, in every meeting we discuss curriculum.		
Principal F	In parents meetings how do you go about OBA?			Not often because we are not conversant with issues of assessment The only thing we do is to tell parents to come and collect the Progress report of their children.		
The investigation wanted to find Out whether the principal is Involving parents in assessment issues	Discuss assessment with the parents.		Do not discuss assessment with the parents		
	No.	Percentage	No.	Percentage	
	3	60%	2	40%	

The findings are that 60% of the school managers are discussing it with parents while 40% are not doing that. The findings indicate that if the school managers were equipped with the skill of managing assessment, then some parents would be benefiting.
The implication is that if school managers know what is expected of them in assessment, then effective assessment could be taking place. The fact that 60% is discussing it with parents is a

positive factor. The problem is that they themselves are not well equipped with Outcomes Based Assessment and these might be contributing to poor involvement of parents.

4.2.4.3.2. Parents Assisting their Children with Tasks

The investigation was aimed at finding out whether parents are assisting their children with assessment task given at school. The fact that 60% of respondents have said they discuss with parents in their meeting auger well for the involvement of parents.

Table 9b

Principal	SUB CATEGORY		Responses		
	Involvement of parents in helping their children with tasks				
Principal B	How are parents involved in helping their children with assessment tasks?		Some are trying, but most of the parents are illiterate and they are not helping.		
Principal C	How are parents involved in helping their children with assessment tasks?		No, no, most learners are staying with their sisters and brothers. They are not helping them.		
Principal D	How are parents involved in helping their children with assessment tasks?		Some parents do, most do not. I can say ten percent do help and ninety percent do not.		
Principal E	How are parents involved in helping their children with assessment tasks?		Some, not all of them. Those learners whom I am teaching, I taught their parents. Literacy level is better.		
Principal F	How are parents involved in helping their children with assessment tasks?		Very, very few parents can do that.		
The investigation was aimed Cross checking whether parents are involved in helping their children with tasks	Involved		Not involved		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

The findings are that 100% of respondents said parents are not helping their children with tasks. 0% of the focus groups say parents are not helping their children with assessment tasks.

The above finding implies that the OBE principles that relate to parental involvement are not optimally applicable and impact negatively on the implementation of Outcomes Based Assessment. This does not mean that there is no single parent who is helping their children with assessment tasks. 100% imply that the majority of parents are not helping their children with assessment tasks.

The fact that 100% of school managers are saying the parents are not helping their children with assessment tasks implies that school managers (40%) are not effective in their assessment meetings with the parents. (Cf. sub section 4.2.4.3.1.)
Despite the fact that parents are said to be discussing assessment with principals, still parents are not being involved in helping their children with their tasks. The non participation of parents in tasks of their children implies that in those meetings school managers are not well equipped to deal with issues of assessment. (Bennis, 1985) says that schools should run

effectively; as such a school manager has to be a leader, specialist and mentor all the activities in the school as an organization. In this instance the school manager failed to be outcomes based assessment specialist.

CATEGORY I: CONDITIONS AT SCHOOLS

4.2.4.4. Conditions at School Affecting the Implementation of OBA

The investigation was aimed finding whether conditions at schools are conducive enough for the implementation of outcomes based assessment.

Table 10

Principal			Responses
	Conditions at school		
Principal B	What are conditions at your school that you think are affecting proper implementation of OBA?		The teacher learner ratio is 40 and considering the attention that should be given to learners that is much. No buildings, no books and there is no internet.
Principal C	What are conditions at your school that you think are affecting proper implementation of OBA?		There is no library here and some educators are teaching more than sixty learners in a class. Internet can help. Our educators are teaching more than three learning areas.
Principal D	What are conditions at your school that you think are affecting proper implementation of OBA?		Things like library and internet are not available. You can also see that our buildings are old.
Principal E	What are conditions at your school that you think are affecting proper implementation of OBA?		Eh, eh there is no library. The computer lab is available but there there is no line.
Principal F	What are conditions at your school that you think are affecting proper implementation of OBA?		Teacher learner ratio is 1:33 which is reasonable, but educators are teaching many learning areas.

The researcher wanted to find out whether conditions are conducive enough for the implementation of assessment.	Good		Bad		
	No.	Percentage	No.	Percentage	
	0	0%	5	100%	

Once more 100% responds that at schools there bad conditions which are contributing to the implementation of OBA. The findings correlate with those of focus groups, that conditions are not conducive enough for the implementation of Outcomes Based Assessment. Lack of libraries, internet and laboratory and overcrowding are some of pathetic conditions mentioned.

The conditions which are lack of resources imply that Outcomes Based Assessment cannot be well implemented. The fact that there are no laboratories, libraries implies that both educators and learners do not have an access to additional reading and experimentation. Internet is one of the most important teaching aids that can help learners in their assessment activities. Jacob et al (2004:155) says that "when linked to the internet, the learner may use the computer to find

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more information for projects." Internet is regarded as information highway via computer by Jacob et al.

CATEGORY J: OTHER FACTORS AFFECTING THE IMPLEMENTATION OF OUTCOMES BASED ASSESSMENT.

4.2.4.5. Other Factors Affecting the Implementation of OBA.

The researcher wanted to find out about other factors that are contributing to the implementation of outcomes based education. Various factors have been mentioned by the researcher and now the researcher wants school managers to mention other factors.

Table 11

Principal		Responses
	Other Factors	
Principal B	What are other factors that you are experiencing that are contributing to the implementation of OBA?	We don't have regular support from the Department to Enlighten teachers. No resources to implement OBA. Teachers should teach so that they set a test. Don't have work schedule in other learning areas and sometimes send late. The old method is still used.
Principal C	What are other factors that you are experiencing that are contributing to the implementation of OBA?	Parents are not being helpful at home. Resources for example library. Remedial lessons are not being offered. Old method of assessing the learners still used Teacher learner ratio is not acceptable.
Principal D	What are other factors that you are experiencing that are contributing to the implementation of OBA?	Paradigm shift
Principal E	What are other factors that you are experiencing that are contributing to the implementation of OBA?	This Outcomes Based Education needs time and commitment by educators. The Department of Education don't monitor. Paradigm shift gives us a problem.
Principal F	What are other factors that you are experiencing that are contributing to the implementation of OBA?	A lot of terms that has come up with OBA. We are grounded to The old method of teaching.

The findings are that most of the respondents mentioned factors that are mentioned already. However principals mentioned factors such as the workload of educators, commitment of educators and continuous assessment as some factors contributing to the implementation of Outcomes Based Assessment.

School managers mention a paradigm shift as on of the factors contributing to the implementation of OBA. School managers mentioned some of the fact that they mentioned some factors which were already mentioned, they all (100%) mentioned paradigm shift as one of the factors contributing to the implementation of OBA.

The results imply that most of our school managers are still managing assessment like it was managed before the introduction of OBE. Naiker, (1999:93) says "in South Africa we had an education system that was content based, inflexible, oppressive and segregated in terms of disability and race. It was determined by time and calendar and by failing and passing at the end of a year. A shift is now taking place towards a new, liberating system of education that is outcomes based, inclusive."

4.2.4.6. Bibliographical Information of School Managers

This category requires information on gender, age group, qualifications, experience and whether OBE is embodied in their qualifications.

Table 12

Principal	Gender	Age group	Qualifications	Experience	Outcomes Based education embodied in their qualifications
B	Male	46-60	ACE	32	Yes
C	Male	46-60	Honors	31	No
D	Female	46-60	B.ED	38	No
E	Female	46-60	Honors	31	No
F	Female	36-45	B.A	15	No

There are schools managers who have been teaching for a long period and majority of them are on the bracket of thirty years. Their age suggest that they are between forty six to sixty years. Only one principal has OBE embodied in his/her qualifications.

The findings imply that most of them are about to retire and may not engage themselves on issues of OBA. The fact that most do not have OBE embodied on their qualifications and have more than thirty years in teaching, imply that they have been grounded in the pre OBE approach.

4.3. Conclusion

Based on the interviews, observations and document analyzes it is clear that both educators and the school managers investigated have difficulty in implementing Outcomes Based Assessment. Their inability to implement assessment is based on various factors that contribute to the poor implementation of OBA. Those factors ranges from lack of training, operationalisation of Outcomes Based Assessment, poor management of assessment, lack of parental involvement and conditions at schools. These factors are contributing towards poor implementation of Outcomes Based Assessment. Chapter five will concentrate on conclusions and recommendations.

Chapter 5 CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

5.1. Introduction

The chapter is about the conclusions, discussions and the recommendations of the findings of the study and a summary of the study would be provided. It will be used to synthesize the findings of the field work (empirical data) and with those of literature. Research results are used to confirm or refute expectations from theory that there are factors affecting the implementation of OBA. Findings are discussed looking at answers to the research questions. The topic is those factors contributing to the implementation of Outcomes Based Assessment in primary schools. The researcher has mentioned those factors the he thinks are contributing to implementation of assessment and the results will be used to confirm or refute that.

5.2. Conclusions, Recommendations and Implications are presented under the following main Categories derived from the Research Questions:

5.2.1. Training of educators for effective implementation of assessment
5.2.2. Management of Outcomes Based Assessment by school management
5.2.3. Operationalisation of Outcomes Based Assessment by educators
5.2.4. Parental involvement in OBA
5.2.5. Conditions at school affecting the implementation of OBA
5.2.6. Other factors contributing to the implementation of OBA

5.3. CONCLUSIONS FROM THE LITERATURE REVIEW

5.3.1. Training of the Educators

In literature (Coetzer, 2001) mentions that preparatory trainings for OBE implementation focused on teachers and neglecting school managers, hence the misunderstanding of OBE approach by school managers. This does not imply that educators are happy with the training received, but according to Coetzer the training of school managers was worse than the training of educators. The view is supported by (Smit, 2001) who mentions that a teacher who attended one workshop as a representative of a school was instructed to workshop it with the staff at her school. According to Sommers and Skirova (2002:96) "teachers need change, and that it is clear that they need proper training to assist then in effecting these changes." It is clear that educators were offered a workshop and not necessarily training.

5.3.2. Management of Outcomes Based Assessment by the School Management

Bennis (1985: 104) says that "schools should run effectively; as such a school manager has to be a leader, specialist and mentor all the activities in the school as an organization." Benni is supported by (Kramer, 1999) who maintains that although the successful implementation of OBE depends on many things, the quality of school management remains one of the most important factors. This implies that with proper knowledge on assessment, schools would be able to implement outcomes based assessment because principals would organize school based workshops.

(Murphy et al, 1983) mention that school managers must have knowledge of the curriculum and instruction and argued that without this knowledge base, school managers cannot coordinate curriculum; promote instructional improvement, or evaluation instruction.

5.3.3. Operationalisation of Outcomes Based Assessment by the Educators

Educators should be able to operationalise aspects of assessment such as principles of OBE, types of assessment, methods of assessment, tools for assessing learner performance, individual feedback and reporting to parents. To be able operationalise outcomes based assessment the educator should be able to operationalise these terminologies. (Jansen, 1998) reveals that the language of OBE is too complex and inaccessible for most educators to give these assessment policies meaning, through their classrooms. (Dept of education, 1997) mentions that the new terminology and difficult language posed problems for many educators in assessment of their learner, as they struggle in the first place to understand learning area, specific outcomes, and so on, and plan activities for learners.

It is known that these concepts are included in the policies of assessment and the researcher recommends that educators be involved in the making of policies. If they were involved, they would not be having problems of operationalising assessment because they would be familiar with concepts. (Smit, 2001) rightfully highlights that educators should be involved when the education policy is planned. Educators are implementers of the policy and if they are not involved in drawing it, it might not be possible to operationalise it. This would be possible if the department when introducing new systems can involve educators through various forums. The researcher does not lose sight of the fact that this might have serious financial implications on the part of the department.

5.3.4. Parental Involvement in Outcomes Based Assessment

Literature consulted encourages the involvement of parents in the education of their children. (Jacob et al, 2004) argues that the new approach to schooling in South Africa encourages principals and school management teams to involve parents more actively in their children`s education. (Coetzee, van Niekerk and Wydenman, 2008) mention that all parents can help their children with schoolwork. (Steyn and Van Wyk, 1999) holds the view that parents do not want to help their children with homework or projects because they believe that teachers are paid a lot of money to teach their children.

5.3.5. Conditions at School Affecting the Implementation of OBA

The investigation reveals that conditions at schools investigated are not suitable for the successful implementation of Outcomes Based Assessment. Those conditions include among others basic resources at school. According to (Kramer, 1999) resources refer to property or all the physical assets of the school. It includes land and buildings, furniture, educational equipment, materials and books. Ndagi cited in (Maphutha, 2006) that lack of learning and teaching support materials in support of Outcomes Based Assessment range from the availability, quantity and proper use resources as well as the training which the educator were given on how to access learner in the outcomes education.

5.3.6. Other Factors Contributing to the Implementation of OBA

Other factors affecting the implementation of assessment were investigated and educators mentioned among others the workload of educators. Schwarz and Cavener (1994:335) say "OBE drastically increase an educator`s workload, as well as to increase their frustration in dealing with apathetic learners who play the system, and parents who are confused by and oppose the system." (Eltis, 2003) concurs that the teacher workload, including paperwork, preparation and selection of assessment tasks, re-writing of report formats, has increased enormously since 1995.

5.4. CONCLUSIONS FROM THE EMPERICAL INVESTIGATION

5.4.1. Training of the Educators

From the findings one can conclude that both educators and the management of the schools have not been thoroughly trained for the Outcomes Based Assessment. The findings shows that the educators and managers were called in the afternoon for training when they were tired from classes, they were called for a short duration, facilitators were incompetent and the department is did not make follow ups after training. Failure to train educators and managers contributed educators using old method of assessment. Failure to train educators contributed to poor implementation of Outcomes Based Assessment.

5.4.2. Management of Outcomes Based Assessment by the school managers

When responding to the availability of structures at their schools which help in the management of OBA, managers responded by saying that they have structures at schools to ensure proper implementation of assessment, but it was clear that they did not know how to manage assessment.

Findings from both educators and managers and document analysis indicate that Outcomes Based Assesment is not well implemented and managed. When being asked how moderation is conducted at your school; it was clear that they don't have knowledge of moderation in assessment (Cf section 4.2.3.2 in Chapter 4). When school managers were asked on how they would help new educators to plan for assessment, they would not provide adequate information. All principals did not say anything about helping educators with planning for assessment. One responded by saying he/she uses the head of department and this is an abdication of authority, because it is his/her responsibilities to know more than head of department(Cf section 4.2.4.2.).

One can conclude from what respondents have said that school managers and educators are not implementing and managing OBA as per expectations from the Department of Education. Poor implementation and management of OBA are therefore one of the factors contributing to the poor implementation of assessment.

5.4.3. Operationalisation of Outcomes Based Assessment by the educators

Findings from the educators indicate that they cannot operationalise Outcomes Based Assessment. During the investigation they claimed that the concept, such as clarity of focus as an OBE principle is new to them, they cannot diagnose learners and observation assessment tools are not in use and cannot appropriately report to parents on the progress

reports. It was also discovered that learners are not being helped on assessing themselves. (Cf section 4.2.3.3. in Chapter 4). The researcher concludes that educators are still using the old method of assessment based only on class works, home works, tests and memoranda.

5.4.4. Parental Involvement in Outcomes Based Assessment

From the evidence gathered in the field the researcher concludes that parents are not assisting their children with tasks. Focus groups, principals, documentation analyzed and observation made indicate that the majority of parents are not helping their children with tasks. They maintained that most parents are not literate and that most learners are not staying with their parents at home. Lack of parental involvement is therefore one factor contributing to the poor implementation of OBA. When being asked whether as principals in their parents meeting do discuss issues of assessment; forty percent responded by saying they do discuss it with parents. Yet hundred percent of both focus groups and principals mentioned that parents are not helping their children with tasks given at school (Cf section 4.2.3.4. and 4.2.4.3 in Chapter 3).

5.4.5. Conditions at Schools Contributing to the Implementation of Outcomes Based Assessment

From the data gathered the researcher concludes that conditions at schools are not conducive enough for the implementation of Outcomes Based Assessment. From the document analyses and observation at school A, the researcher concluded that there is a shortage of text books and educational equipments.
Interviews conducted at schools A to F indicated pathetic conditions under which educators are working and can affect implementation of outcomes based assessment. In all schools investigated it was found that there are no libraries, internet and laboratory and in some cases buildings were dilapidated. Teacher learner ratio is still a challenge in many schools and that would make individual feedback very impossible. Ndagi explains in (Maphutha, 2006) that in some situations an educator finds himself with 50-60 learners in a small classroom with no equipments but a chalkboard and piece of chalk and few miserable textbooks.

5.4.6. Other Factors Contributing to the Implementation of Outcomes Based Assessment

The empirical evidence gathered from the fieldwork is that training of educators and managers has not been enough. Educators and managers maintained that training was not enough and facilitators were not conversant with aspects of assessment. They also maintained that they were called for workshop in the afternoon from classes while they were tired and could not understand aspects of assessment. Focus group interviewed did not find the department of education helpful in making follow ups to schools for support and monitoring (Cf section 4.2.3.1. in Chapter 4). Some principals mentioned a paradigm shift as one of the factors contributing to implementation of OBA. They maintain that they have been grounded in the old system of assessing learners. To them, they are encountering problems in the new way of assessing the learner, which is the OBA.

5.5. RECOMMENDATIONS AND IMPLICATIONS

5.5.1. Training of the Educators for the Effective Implementation of Assessment

Researcher therefore recommends that the Department of Education should rigorously train facilitators who are to train both educators and school managers. This is based on the findings that facilitators did not know what they were doing and were heavily criticized. They must also make follow ups with schools after training them to ensure that implementation is being done. Van Rooy mentioned in (Dreyer, 2008) that the purpose of assessment in training is among other things to determine whether trainers are doing a competent, professional job. Had they been assessed, as facilitators the department could have realized that they too need thorough training before they could engage educators.

The other recommendation is that prior to an implementation of a new approach to education; educators and managers should be trained on continuous bases two years before the implementation. Training school managers and educators on the same year when a new system of education is introduced, brings about problems. This would be possible as both managers and educators will have enough time to prepare their minds for the implementation of OBA.

The government can also provide each an every school with a computer and the DVD containing all aspects of OBA in all learning areas. This can be helpful for the implementation of OBA. The government can lose money but the availability of the computer and the DVD would be important for the effective implementation of OBA.

5.5.2. Management of Outcomes Based Assessment by the School Management

In the light of the above mentioned findings the researcher recommends that school managers be trained by expertise on the management of Outcomes Based Assessment. They should be taken for in service training for a year.

School managers investigated have been grounded in the old system of managing assessment and proper in service training would do them good.
The Department of Education should exempt them from offering lessons so that they can concentrate on the management of Outcomes Based Assessment. They are the ones who are responsible for monitoring, guiding and supporting educators. This means that the government would employ extra educators to replace the school managers who will concentrate on managing OBA.

Programmes that will equip managers with knowledge and skills on assessment should be in place for all principals. Programs such as Advanced Certificate in Management and Leadership that includes aspects of OBA could help principals to manage their institutions on assessment. This program can be offered at the local university on Saturdays and the department should offer bursaries to them.

5.5.3. Operationalisation of Outcomes Based Assessment by the Educators

It is also recommended that facilitators be given a chance to operationalise some concepts such as OBE principles for example; that if good environment is created at schools all learners can succeed. This will make educators copy the practicality of such a principle. This implies that the Department of Education should establish a pilot school which will be taught by facilitators.

(Black and William, 2001) say that "what teachers need is a variety of living examples of implementation by other teachers with whom they can both derive conviction and confidence that they can do better, and see concrete examples of what doing better means in practice." This will convince educators that some assessment policies are practicable.

It is further recommended that The Department of Education revert back to the olden ways of assessing learners. In the olden days the use of text books and assessment in the form of writing were given a priority. Projects were given its own period in the form of what is called handworks. Jansen cited in (Wilmot, 2005) when analyzing statement made by politicians on educational policies of the new democracy that policy making was not linked to any serious intention to change practice at the sites were it was to be implemented that is, classrooms.

If this argument is to be accepted then it follows that the new curriculum, our first post apartheid national curriculum, may be viewed as symbolic and not real. The new curriculum was therefore introduced to help establish political credentials of the new government and not that the previous way of assessing learners was bad.

The Department of Education should offer user friendly assessment guidelines to educators and many confusing terminologies taken out of it. To avoid complications, primary learners need to be able to read, write and numerate. This would solve the pain of educators going through many terminologies which results in them not being able to operationalise assessment.

The researcher recommends that the educators should be part of educational changes; so that they can be able to implement policies. Had they been integral part of changes; they could be implementing OBA without problems. (Fullan and Stiegelbauer, 1993), mention that teachers would become effective partners if they were involved in all stages of the change process.

5.5.4. Parental Involvement in Outcomes Based Assessment

From the findings the researcher recommends that the government should establish sustainable and effective ABET (Adult Basic Education and Training) in most villages. The establishment of centers would reduce the rate of illiteracy. (Chabalala, 2006) mentions that with the attendance of Adult Basic Education and Training parents can be able to help their children with their home works, give the guidance and support.

The other recommendation is that schools should do situational analyses and call meetings at the appropriate time when most parents would be present. In these meetings parents should be encouraged to be involved in various activities of the school. Other

issues of curriculum can dealt with by parents. For example in Arts and Culture, parents can explain to learners various issues of culture.

Apart from Adult Basic Education and Training centers the government can introduce drop in centers in various communities whereby they would be served with food and thereafter be helped with their tasks by committee at the centre. This will help those learners who are not staying with their parents. Provision of food to the children can put strain on the finances of the government, but it would be for a good cause. The establishment of ABET would lead to the employment of educators.

These drops in centers can acquire the status of media centre and be equipped with books, newspapers and educational videos.

5.5.5. Conditions at Schools Affecting the Implementation of Outcomes Based Assessment

The recommendation is that the Department of Education should built classrooms on schools were they are dilapidated. Laboratories and libraries and internet should be made available at our schools. This would help both educators and learner to develop the liking of books and information on assessment would be accessible.

It is important for The Department of Education to calculate teacher learner ratio based on the number of learners per class and not to calculate it on the basis of the number of learners per school. The employment of more educators would reduce the workload of the present educators. This might place budgetary constraints on the government, but it can be helpful.

The other recommendation is that educators should be provided with information on how to purchase relevant learning support material for assessment. Sometimes the educators purchase learning materials as required by the department, but only to find that they are irrelevant.

Overcrowding at schools is recommended that it be dealt with through proper training of educators. (Kokot, 1997) highlights that a well trained educator can handle a large group better than an inadequately trained educator.

5.5.6. Other Factors Contributing to the Implementation of Outcomes Based Assessment

The recommendation is that the workload of educators can be reduced by reducing learning areas in grade 4. In grade 1-3, learners are doing three learning areas and are increased to eight in grade four. This is affecting both educators and learners who are not coping. Learning areas can be reduced from eight to six. Other administrative work associated with assessment should be done away with. Educators can have only one portfolio for all learning areas. Masombuka and Monama (2010:4) when reporting about changes to be effected by Minister of Basic Education say "the number of subjects in grade four to six have been reduced from eight to six."

Recommendations for further research

In the study the researcher concentrated on the opinion of educators regarding the factors affecting the implementation of outcomes based assessment. Further research on the evaluation of the impact of OBA could be conducted.

5.7. Conclusion

The research was a qualitative case study based on six primary schools in Mankweng circuit. Findings of six primary schools can not be generalized to the entire primary schools of South Africa.

The findings of the investigation at six Mankweng Primary Schools indicate that the implementation of OBA is characterized by problems. The researcher concludes that the way the learners are being assessed do not meet the requirement of OBA.

The findings of the investigations led the researcher to conclude that lack of proper training to the educators and school managers, poor operationalisation of OBA by the educators, poor management of assessment by principals, lack of parental involvement and workload of educators are all contributing to poor implementation of Outcomes Based Assessment.

Failure to implement OBA is worsened by the Department of Education's inadequate provision of training and the support to the educators. Lack of resources, overcrowding, lack of parental involvement in helping their children with tasks is exacerbating the situation.

The failure for the Department of Education to do something about the factors that are contributing to the poor implementation of OBA would continue to lower the standard of education in South Africa. Learners are being denied of the quality of education as a result of the poor implementation of Outcomes Based Assessment.

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Appendix A

Table A

CONSISTANCY MATRIX

Sub questions	Research Question	Source of Theory	Source of data	Analysis
a. Was the duration of training enough? b. How would you rate facilitators? That is the level of training. c. Your thought on the course content in training? d. Is The Dept of Education helping in ensuring effective Outcomes Based Assessment?	1. What is the extent of training offered to the educators?	Smit. 2001: 73 Lewin et al. 2002: Somers and Skirova:96 Erasmus et al.2009: 02 Ho and Yip. 2003: 534 Dreyer. 2008:145 Siyakwasi.1998:102 Dryden and Vos.2005:91 Erasmus et al.2008:40	Secondary	interviews
a. Are educators helped by management in moderation of tasks? b. How is moderation conducted at your school? c. How would managers help the new educators to plan for assessment?	2. How is the OBA being managed at your school by the school managers?	Malunganye. 2000: Bennis. 1985: 104 Herman and Hermen.1994:02 Kramer. 1995: 155 The Dept of Education.2007: 06 Van der Westhuizen. 1991:137 The Dept of Education.2007:55	Secondary	Interviews
a. What is the practical implication of clarity of focus on assessment? b. How do you find diagnostic assessment helpful to your learners? c. Are primary	3. How OBA is being operationalised at schools by the educators?	Jansen. 1998: 89 Killen. 2003: 68 Dept. of Education. 2007:48 Maree and Frazer.2004:49 Dreyer. 2008:41 Spady. 1994:10 Van der Host and	Secondary	Interviews

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learners able to assess themselves? d. How do you opretionalise observation sheet at your school as a tool for assessment? e. Do you discuss rubric with your learners? f. On the progress report how do you report about the assessment standards?		McDonald.2003:203 Cohen and Spenciner. 2003:93 Bentzen. 2000:45 Towers. 1992:298 Vander Host and McDonald. 2003: 248 Lubisi et al: 2008:18		
a. What is the poverty level of the community under which educators are working? b. Are parents helping their children with tasks?	4. How are the parents involved in helping their children with assessment tasks?	The Dept of Education.2007:27 Jacob et al. 2004:276 Kampabwe. 1980: 9 Chabalala. 2006: 33 Wallane. 1989:98 Singh and Mbokodi. 2004:23	Secondary	Interviews
a. What is the teacher learner ratio at school? b. Do you have a functional library? C. Do you have internet at school? d. Do you have electricity at school?	5. What the conditions in schools are that affects the implementation of OBA?	Maphutha. 2006:23 Jacob et al. 2004:155 Dept of Education. 2007:48 Venter. 2002: 10 Eltis. 2003:41	Secondary	Interviews
a. What are the other challenges that are contributing towards the implementation of OBA?	6. What are the other challenges that are contributing towards the implementation of OBA?	The Dept of Education.2007:48 Venter. 2002: Eltis. 2003 :41 Van der Host and McDonald. 2003:11 Lombard and Grosser 2008:573	Secondary	Interviews

APPENDIX B: LETTER OF REQUET TO THE CIRCUIT OFFICE

Enquiries: Mothapo M.E
Contact : 0824547494

Sione P School
P.O.Box 155
Boyne
0728

The Circuit Manager
Mankweng Circurt Office
Mankweng
Sovenga
O727

21 May 2010

Dear Mr Magagane

RE: REQUEST TO GATHER DATA: PRIMARY SCHOOLS, MANKWENG CIRCUIT

I humbly request permission to gather data from your schools in the Mankweng circuit.
This will help fulfill the requirement for a Masters Degree, which I have enrolled with the
University of Limpopo.

The afore said investigation will only affect six schools, and in the process I will make
sure that the day to day running of the school will not be disturbed.

Please find herein an attached letter from the University of Limpopo for your Reference.

Thanking you in advance

Yours Faithfully,

_____
Mothapo M.

APPENDIX C: LETTER TO REQUEST PERMISION TO CONDUCT INTERVIEWS

Enquiries: Mothapo M.E.

Contact : 084547494

The Principal

RE: REQUEST TO DO INTERVIEWS

Dear _____

I hereby request a permission to conduct focus group interviews with the educators at your school together with the face to face interview with the principal.

I am currently registered with the University of Limpopo as an MDEV (Masters of Development) student. As a requirement for the fulfillment of the degree, I have to submit a mini dissertation.

My topic for this mini dissertation is: FACTORS CONTRIBUTING TO THE IMPLEMANTATION OF OUTCOME BASED ASSESSEMENT AT PRIMARY SCHOOLS IN MANKWENG CIRCIUT, LIMPOPO PROVINCE.

Time for the interview will be agreed upon by all participants and will only lasts for one and half hours. A tape recorder will be used solely to help me to analyze the responses.

I promise that all information will be treated with the confidence and neither the name of the educator nor the school will be mentioned.

Thanking you in advance

Yours faithfully,

_____

Mothapo M.E

APPENDIX D

Interview Guide

Project: Factors contributing to the implementation of Outcomes Based Assessment at Primary schools in Mankweng Circuit, Limpopo Province.

Date:

Time:

Place:

Interviewer:

School Focus Group:

I am currently a registered student for a Master`s degree in Development Studies, with Turfloop Graduate School of Leadership, hence the involvement in the above mentioned project.

The researcher wants to investigate factors contributing to the implementation of Outcomes Based Assessment at primary schools. The researcher believes that the findings of the study will be helpful to other researchers, educators, the community, school managers and policy makers.

You therefore humbly requested to participate actively and share your observations regarding those factors.

Thanks

Introduction

Since the taking over by the African National Congress led government, there has been a lot of transformation. One of the transformations has been a paradigm shift from apartheid education system to Outcomes Based Education with Outcomes Based Assessment as the driving force behind OBE. Our discussion would focus on assessment.

Part 1: TRAINING OF EDUCATORS

1. It is my belief that when the new approach to education was introduced, people were trained.

A. What are your thoughts on the duration of training?

B. How would you rate the facilitators on that training?

C. What are your thoughts on the course content of assessment in training?

D. How is the Department of Education helping/ assisting in ensuring effective assessment?

PART 2: MANAGEMENT OF OUTCOMES BASED ASSESSMENT

A. How is moderation being conducted at your school?

PART 3: OPERATIONALISATION OF OBA BY THE EDUCATORS

There are four main principles of OBE, namely: Clarity of focus, Expanded opportunities, High expectations and Design down.

A. At your school how are you operationalising the concept of clarity of focus on OBA?

B. When planning for assessment, types of assessment (baseline, diagnostic, summative and systematic) should be taken into consideration. How do you find diagnostic assessment helpful to the learners?

C. In OBE various methods of assessments are encouraged. Are primary learners able to assess themselves?

D. OBE promotes continuous assessment of the individual learner and observation sheets as a tool can be used to gather information about a particular learner. How do you operationalise observation sheet as an assessment tool at you school?

E. When you develop a rubric as an assessment tool, do you discuss it with the learners on how they are going to be scored?

F. How is individual feedback being provided to your learners?

G. How do you report on Assessment Standards on the progress report of the learners?

PART 4: PARENTAL INVOLVEMENT

A. What is your opinion on the poverty level of the community under which you are working?

B. What is you opinion on the involvement of parents in helping their children with assessment tasks?

PART 5: CONDITIONS AT SCHOOL

A. What is the teacher learner ratio at your school?

B. Do you have a functional library at your school?

C. Do you have internet at your school?

D. Do you have electricity at your school?

PART 6: OTHER CHALLENGES IN THEIR OPINION THAT THEY THINK AFFECT THE IMPLEMENTATION OF OUTCOMES BASED ASSESSMENT?

APPENDIX E

Interview Guide

Project: Factors contributing to the implementation of Outcomes Based Assessment at Primary schools in Mankweng Circuit, Limpopo Province.

Date:

Time:

Place:

Interviewer:

Principal:

I am currently a registered student for a Master's degree in Development Studies, with Turfloop Graduate School of Leadership, hence the involvement in the above mentioned project.

The researcher wants to investigate factors contributing to implementation of Outcomes Based Assessment at primary schools. The researcher believes that the findings of the study will be helpful to other researchers, educators, the community, school managers and policy makers.

You therefore humbly requested to participate actively and share your observation with those factors.

Thanks

Introduction

Since the taking over by the African National Congress led government, there has been a lot of transformation. One of the transformations has been a paradigm shift from apartheid education system to Outcomes Based Education with Outcomes Based Assessment as the driving force behind OBE. Our discussion would focus on assessment.

Part 1: TRAINING OF THE SCHOOL MANAGERS FOR OBA

1. It is my believe that when the new approach to education was introduced, people were trained.

A. What are your thoughts on the duration of training?

B. Can you explain the level of training?

C. What are your thoughts on the course content of assessment during training?

D. In the last two years have you been called for a workshop?

PART 2: MANAGEMENT OF OBA

A. Are there structures at your school in place that helps with the implementation of OBA?

B. How would you as a manager help new the new educators to plan for assessment?

PART 3: PARENTAL INVOLVEMENT

A. In parents meetings at school do you discuss the issues of assessment?

B. Are the parents helping their children with assessment tasks?

PART 4: CONDITIONS AT SCHOOL

A. What the conditions at school are there that affects the implementation of OBA?

B. Are parents involved in helping their children with assessment tasks?

PART 5: What are the other challenges that are affecting the implementation of OBA?

PART 6: BIBLOGRAPHICAL INFORMATION

APPENDIX F

CODE OF ETHICS NOTE FOR EDUCATORS AND PRINCIPALS

This note confirms that the participant will be treated with respect with regard to the following:

Anonymity
The names of participants will not appear anywhere in the study.

Confidentiality
  The information given will be treated with confidentiality and will not be disclosed directly to the third parties.

Informed consent
The participant is voluntarily taking part in the interviews and has not been coerced.

No harm
The research will not in anyway harm the participants, either physically or emotionally.

Thanking you for participating in the interview.
Mothapo M.E

Signatures

1...

2...

3...

4...

5...

6...

7...

8...

9...

10...

APPENDIX G

OBSERVATION SCHEDULE AT SCHOOL A

EDUCATOR…………………………….. GRADE…………….

LEARNING AREA…………………………

CLASSROOM:

 Arrangement of desks

No. of learners.

LESSON PRESENTATION

Learning outcome presented by the educator?

Did the educator mentioned assessment standard?

ASSESSMENT:

Evidence of assessment

Type of assessment

Tools for assessment e.g. observation sheets and rubrics

Individual feedback

CONDITION AT SCHOOL

Library available

Internet available

Laboratory available

Electricity

PARENTAL INVOLVEMENT

Poverty level of parents

Parents meetings

APPENDIX H

DOCUMENT ANALYSIS AT SCHOOL A

1. Circulars from the Department of Education and School Journal Book

1.1. Teachers` training

1.2. Teachers` work shops.

1.3. Support from Department of Education on assessment

3. Educators` and learners portfolio

3.3. Type of assessment (Diagnostic assessment)

3.4. Forms of assessment (Learners assessing themselves)

3.5. Forms of assessment (Educators assessing themselves)

3.6. Assessment Instrument (Observation sheets and rubric)

3.7. Planning for assessment

3.8. Moderation

4. Report cards

5. Circular on Norms and Standard for School Funding and Learners` books

4.1. Norms and standard for school funding- quintile

4.2. Parents helping learners with tasks.