

**MOTIVATION OF TEACHERS FOR THE
IMPLEMENTATION OF THE FURTHER EDUCATION
AND TRAINING CERTIFICATE (GRADES 10-12)**

by

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DECLARATION

I, Paul Matthew Treu, declare that this dissertation, submitted for the degree of Master Educationis in the Faculty of Education at the Nelson Mandela Metropolitan University, has not previously been submitted to this or any other university. I further declare that it is my own work and that, as far as is known, all material used has been recognized.

The dissertation was submitted for editing by a professional language editor, Ms M Nel.

.....

Paul M Treu

January 2007

DEDICATION

To my mother

I dedicate this dissertation to my mother, whose faith and resilience carried our family through times of adversity.

“Always face the sunshine and the shadows will fall behind you.”

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ABSTRACT

Educational change in South Africa has been met with stern resistance and educators are faced with enormous difficulty in implementing new policies and curricula. Educators who have been deskilled over the years are now all of the sudden required to think 'outside the box' and to undergo a complete mindset change regarding the implementation of the new Further Education and Training curriculum. The new challenges educators have to cope with, heavily impacts on their day to day working conditions and subsequently their motivation.

Due to the increased awareness and concern with regards to the level of educators' motivation, this research study is based on the **research question**, namely how motivated educators were for the implementation of the new Further Education and Training curriculum and secondly, to explore guidelines to enhance their motivation.

In an attempt to provide answers to the research problem, a qualitative research design was adopted for this research and was undertaken in two phases. In **Phase 1**, the data gathering consisted of semi-structured group interviews. The data was then coded into themes, sub-themes and categories and served as the basis for the interpretation of how motivated educators were for the implementation of the new Further Education and training curriculum. Four main themes emerged from the data analysis:

- Teachers expressed distrust in the Department of Education.
- Negative expectations of FET are based on the inadequate training teachers received.
- Teachers are de-motivated and display a low morale.
- Few aspects contribute to a positive attitude.

Phase 2 offered recommendations, derived from the findings of Phase 1, to enhance the motivation of educators for the implementation of the new Further Education and Training curriculum.

It was evident from the data analysis that educators were experiencing difficulties in coping with the heavy demand being placed on their shoulders to effectively implement the new curriculum. They displayed negative feelings towards the Department of Education who expected them to implement change within a limited time-frame.

The conclusion was reached that educators are in desperate need for motivational strategies and support to enhance their emotional well-being, motivation and self-efficacy.

KEY WORDS

Attitude

Drive

Educator

FET curriculum

Goal

Interest

Motive

Need

Self-worth

Teachers Self-efficacy

OPSOMMING

Daar is sterk weerstand teen veranderinge op onderwysgebied in Suid-Afrika, en opvoeders ondervind ontsaglike probleme met die implementering van nuwe beleidsrigtings en leerplanne. Opvoeders wat hul vaardighede oor die jare verloor het, moet nou skielik “buite die kisse” dink en hul ingesteldheid heeltemal verander ten einde die nuwe Leerplan vir Verdere Onderwys en Opleiding te implementeer. Die nuwe uitdagings wat opvoeders die hoof moet bied, het ’n groot uitwerking op hulle daaglikse werksomstandighede en gevolglik hul motivering.

As gevolg van die groter bewustheid van en kommer oor die motiveringsvlakke van opvoeders was hierdie navorsingsstudie gebaseer op die volgende **navorsingsvrae**, naamlik hoe gemotiveerd opvoeders is vir die implementering van die nuwe Leerplan vir Verdere Onderwys en Opleiding en, tweedens watter riglyne verskaf kan word om hul motivering te verbeter.

In ’n poging om antwoorde op die navorsingsprobleem te verskaf, is ’n kwalitatiewe navorsingsontwerp vir hierdie navorsing aanvaar, en dit is in twee fases gedoen. In **Fase 1** is data by wyse van semi-gestruktureerde groeponderhoude ingesamel. Die data is toe in temas, subtemas en kategorieë gekodeer en het gedien as die grondslag van die vertolking van hoe gemotiveerd opvoeders was vir die implementering van die nuwe Leerplan vir Verdere Onderwys en Opleiding. Vier hooftemas het uit die data-ontleding na vore getree:

- Die onderwysers het hul wantroue in die Departement van Onderwys uitgespreek.
- Negatiewe verwagtinge van Verdere Onderwys en Opleiding is gebaseer op die ontoereikende opleiding wat onderwysers ontvang het.
- Onderwysers is ongemotiveerd en het ’n lae moraal.
- Min aspekte dra tot ’n positiewe gesindheid by.

In **Fase 2** is aanbevelings aangebied, verkry uit die bevindinge van Fase 1, om opvoeders meer gemotiveerd te maak vir die implementering van die nuwe Leerplan vir Verdere Onderwys en Opleiding.

Dit was duidelik uit die data-ontleding dat opvoeders dit moeilik gevind het om die moeilike taak wat op hul skouers geplaas is, naamlik om die nuwe leerplan doeltreffend te implementeer, te hanteer. Hulle het negatiewe gevoelens jeens die Departement van Onderwys, wat van hulle verwag het om verandering binne 'n beperkte tydsraamwerk te implementeer, geopenbaar.

Daar is tot die slotsom gekom dat opvoeders 'n dringende behoefte aan motiveringstrategieë en ondersteuning ondervind ten einde hul emosionele welstand, motivering en self-effektiwiteit te verbeter.

SLEUTELWOORDE

Behoefte

Belangstelling

Doel

Dryfkrag

Eiewaarde

Houding

Motief

Opvoeder

Self-effektiwiteit van Onderwysers

Verdere Onderwys en Opleiding

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ACRONYMS

C2005	:	Curriculum 2005
CEM	:	Council of Education Ministers
FET	:	Further Education and Training
FETC	:	Further Education and Training Certificate
GET	:	General Education and Training
GETC	:	General Education and Training Certificate
HET	:	Higher Education and Training
NQF	:	National Qualifications Framework
NSC	:	National Senior Certificate
OBE	:	Outcomes-based Education
RNCS	:	Revised National Curriculum Statement

CHAPTER 1

BACKGROUND AND RATIONALE, PROBLEM STATEMENT AND AIMS OF RESEARCH, CONCEPT CLARIFICATION, RESEARCH DESIGN AND METHODOLOGY, AND RESEARCH PLAN

1.1 BACKGROUND AND RATIONALE

The South African educational curriculum is currently in a process of transformation in order to remove all vestiges of the discrimination entrenched by the apartheid (pre-1994) government. On 26 February 1997, the Council of Education Ministers (hereinafter referred to as CEM) decided to replace the education curriculum inherited from the previous regime with *Outcomes-Based Education* (hereinafter referred to as OBE) in the General and Further Education and Training Bands (Department of Education, 2002b).

This decision envisaged the phasing in of OBE into both the General Education and Training (hereinafter referred to as GET) and the *Further Education and Training* (hereinafter referred to as FET) Bands by 2005, hence the brand name Curriculum 2005 (hereinafter referred to as C2005) (Department of Education, 2002b:2). A new certificate, titled the Further Education and Training Certificate (hereinafter referred to as FETC), was to replace the Senior Certificate qualification awarded to learners in Grade 12 (Department of Education, 2002a). The FETC has now been renamed the National Senior Certificate and was developed to ensure that learners acquire and apply skills and knowledge that are meaningful in their day-to-day lives. A National Senior Certificate will be awarded as a Grade 12 school exit qualification from 2008.

C2005 was developed through an extensive process of participation and consultation, and was at the time considered to be one of the most progressive educational curricula in the world (Howie, n.d:44). Implementation of C2005 began in 1998 in Grade 1; progressing to Grade 2 in 1999; Grades 3 and 7 in 2000; Grades 4 and 8 in 2001; and Grades 5 and 9 in 2002. It was expected

that learners finishing Grade 9 in 2002 would be the first to enter the new FET curriculum, in 2003. However, implementation was postponed to 2006, to allow more time for the development of the Curriculum (Western Cape Education Department, 2003).

OBE has elicited *criticism* from many quarters, primarily based on the anticipated difficulty of its implementation by predominantly under-prepared and/or under-qualified educators (Howie, n.d:44). Jansen (1999:146) warned that OBE would fail, because it was driven by political imperatives, which had little to do with classroom realities. He further warned that it would undermine the already fragile learning environment in schools and classrooms in South Africa. Other reasons why OBE would fail in South Africa, as cited by Jansen, include the complexity of the curriculum; the undesirability of OBE in democratic schools; and the administrative burden it would place on educators (Jansen, 1999:146).

A study conducted in the Western Cape by Le Grange and Reddy (2000:215) concluded that educator retrenchments had eroded educator morale, creating intense feelings of disappointment in and resentment towards the *Department of Education*. The aforementioned authors concluded that it was unrealistic to expect (mostly poorly qualified) educators, who had been systematically deskilled over many years, to cope with larger classes, poor educational resources, new school governance structures and a sophisticated OBE curriculum. The hit-and-run five-day workshops on OBE conducted by officials from the Department of Education were clearly inadequate and contributed little to the desired transformation in South African classrooms (Le Grange & Reddy, 2000:21).

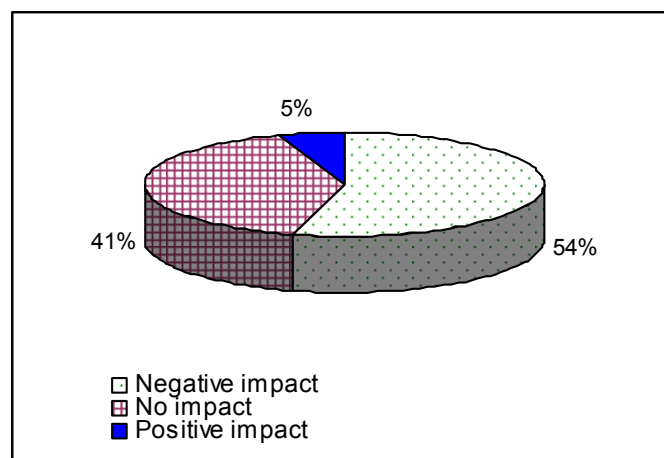
To address these concerns, the South African Minister of Education at the time, Kadar Asmal, in February 2000 set up a committee to review the implementation of C2005, which confirmed the limitations experienced, and recommended that the Curriculum be streamlined and strengthened. On 20 March 2002, the *Revised National Curriculum Statement* (hereinafter referred to as RNCS) for Grades R - 9 in schools was approved as policy, and endorsed by

the Council of Education Ministers on 15 April 2002 (Department of Education, 2002b). Educators already hard pressed to assimilate and implement the changes required by C2005, experienced even more *pressure* to cope with the second wave of change required by the implementation of the RNCS (Grades R-9) in schools. Adding to this pressure is the consequent preparation of educators for FET implementation in 2006.

Pretorius, in Wevers and Steyn (2002:205), notes that the volume and extent of changes with which educators have to cope, as well as the implementation of these changes in a limited time-frame, could generate such *resistance* that the entire process could be rendered meaningless and unproductive. The Minister of Education at the time, Kadar Asmal, acknowledged the influence of educational change on untrained educators as follows: “*Many educators at all levels may suffer a more subtle and insidious form of demoralisation if they are not professionally equipped or resourced to cope with the demands that are being made of them*” (Department of Education, 1999:1).

The *effect* of educational change was well demonstrated by a study conducted by Booyse and Swanepoel (1999:219). Interestingly, more than half of the respondents (54,1%) indicated that educational change had had a negative impact on their professional development (See Figure 1.1).

FIGURE 1.1: EFFECT OF CHANGE ON PROFESSIONAL DEVELOPMENT



Source: Booyse and Swanepoel (1999:219)

However, Fullan, in Le Grange and Reddy (2000:25), cautions that successful change does not simply entail putting the latest educational policy into practice, but largely depends on educators' perceptions and attitudes. It is essential that they adapt to educational change, otherwise uncertainty and stress will prevail, which will negatively impact on their *motivation* (Wevers & Steyn, 2002:205). Evans (1999:2, 7) agrees, stating that educators' response to the challenges posed by change is mainly determined by their level of motivation, morale and job satisfaction within the workplace.

Over the past few years, the changes in the South African education curriculum have become the subject of much debate. These changes may have a serious impact on the working conditions of educators and subsequently affect their motivation (Wevers & Steyn, 2002: 205). While the *relationship* between educator motivation and the proposed implementation of the new FET curriculum as such has not yet been established and investigated, much research has been conducted on educator motivation and job satisfaction (Mertler, 2002; Bishay, 1996).

Against the framework of the above discussion, the research problem will now be formulated.

1.2 PROBLEM STATEMENT

Ever since educational policies were first introduced in South Africa, the design of such policies, together with curriculum planning and development, was conducted solely by government agents. However, after the demolition of the educational curriculum of the previous regime in 1994, active attempts have been made to involve a large number of stakeholders in bringing about educational change. However, scant attention has been paid to the resultant effect on the work life of key agents in the facilitation of change: the educators (Booyse & Swanepoel, 1999:214). According to Lumsden, in Mertler (2002:44), the implementation of the proposed FET curriculum may have a profound impact on the emotional wellbeing of educators.

It is contended that educational planners, policy-makers and trainers who wish to implement the new FET curriculum effectively, will have to ensure that sufficient support systems are in place. The motivation of educators will be enhanced only if the setting allows motivation to prosper, and policies and procedures are in place to address low levels of motivation.

Against the background of the above line of thought, the following problem statement has been formulated:

Primary research problem:

- ***Are educators adequately motivated for the implementation of the new Further Education and Training curriculum?***

Secondary research problem:

- ***Which guidelines can be provided to enhance the motivation of educators regarding the implementation of the new FET curriculum?***

1.3 AIMS OF RESEARCH

The ***primary aim*** of this research is directly in line with the formulated research problem and is to establish if educators are adequately *motivated* to implement the new *FET curriculum*. An attempt will be made to derive the factors responsible for their current motivational state from the initial investigation.

The ***secondary aim***, emerging from the primary aim, is to determine *guidelines* that can be proposed to enhance the motivation of educators regarding the implementation of the new FET curriculum.

1.4 DEFINITIONS OF TERMS

For the sake of clarity, definitions of the following terms relevant to the study are now presented:

1.4.1 Motivation

People tend to ascribe their actions to high – or low – levels of *motivation*. Perhaps this is why Hamachek (1995:275) refers to motivation as the “go” of personality, or the engine that powers and directs behaviour. It provides an explanation for the way people behave (Mwamwenda, 1996:181); whether they are energized to obtain their goals (Fox, 1993:107), and it concerns the intention with which we do something in the first place (Ryan & Deci, 2000:69). Mwamwenda (1996:181), Fox (1993:108, 112) and Slavin (1991:328) argue that people are motivated by “drives”.

The behaviour of a person may be either extrinsically or intrinsically motivated (Reeve, 1996:5; Mwamwenda, 1996:182; Fontana, 1988:133). *Intrinsic* motivation occurs when learners work on tasks for internal reasons, such as pleasure or enjoyment (McCown, Driscoll and Roop, 1996:280). The child who reads for pleasure during recess, or on the bus to and from school, is intrinsically motivated. In contrast, when something is done in order to earn an outside reward, avoid punishment or for some other reason that has little to do with the task itself, *extrinsic* motivation is experienced. It is, therefore, fuelled by the anticipation and expectation of some kind of payoff from an external source.

Based on these definitions, in this research, the concept *motivation* will refer to educators’ desire to seek and conquer challenges (inner drive), which is not primarily driven by external conditions (from outside the individual).

1.4.2 Further Education and Training (FET)

The FET Band is located on Level 4 of the National Qualifications Framework (hereinafter refer to as NQF), between GET and HET (see Table 1.1 on page 33). To qualify to enter the FET band, learners will have to attain a General Education and Training Certificate (hereinafter refer to as GETC) at the end of Grade 9. This will mark the end of compulsory schooling, after which learners may enrol for an academic or technical FET, or enter employment (Cape Argus,

2003 August:1). Learners in Grades 10 to 12 will still be required to write exams, which will be conducted by outside examiners. Continuous assessment (year marks) will make up 25% of a learner's final mark, and exams the rest. The Minister of Education at the time of the introduction of the FET curriculum, Kadar Asmal, also emphasized that tertiary institutions – many of which operate on a points system, which looks at collective results and grades – will have to change their admission criteria (Cape Argus, 2003 August:1).

1.4.3 Educator

The term educator in this study applies to all teachers in the classroom, heads of departments, deputy principals and principals.

1.5 DEMARCATION OF FIELD OF STUDY

In accordance with the aims of the research, the researcher will limit the investigation to Grade 10 to 12 educators teaching Commerce subjects in the Southern Cape in order to contextualize the stated problem in terms of Business Studies. No attempt will be made to analyse or to describe OBE in detail; the investigation will focus on whether educators are adequately motivated for FET implementation. This study will therefore provide an educational psychological perspective on the research topic. The study will further attempt to identify conditions conducive to motivation, professional development, and a healthy mindset among educators. A culturally diverse group of educators will be included in the investigation.

1.6 METHODOLOGY

The methodology of this research will be thoroughly explained in Chapter 4. However, for the sake of clarity, a brief explanation is provided below.

1.6.1 Research design

A *qualitative* design will be followed to investigate whether educators are

adequately motivated for the implementation of the new FET curriculum (Denzin & Lincoln, 1998:35; Holloway and Wheeler, 1996:3). Data will be collected by means of semi-structured group interviews. An inductive approach will be followed for Phase 1 of the research. Fetterman (1989:11) comments as follows about qualitative research:

“The logic of the design will be inductive, developing a story or patterns from detailed categories or themes. This logic also suggests an emerging design, not a static design, wherein the categories develop during the study, rather than are predetermined before the study begins”.

For Mertens (1998:160), the key words associated with qualitative methods include *complexity, context, exploration, discovery, and inductive logic*. The research will be open and not guided by preconceived ideas. Educators will be interviewed in their natural setting to record their behaviour and experiences. A holistic description will be presented, that is, the motivation of educators in the situation in which they are compelled to implement the new FET curriculum will be described in detail (Fraenkel & Wallen, 1990:367, 368).

1.6.2 Research method

1.6.2.1 Introduction

This research will be conducted in two phases:

Phase 1: This phase will entail the exploration and description of educators’ motivation for the implementation of the new FET curriculum.

Phase 2: In this phase, guidelines will be derived from the results of Phase 1 to enhance the motivation of educators regarding the implementation of the new FET curriculum.

The execution of **Phase 1** and **Phase 2** will be conducted as follows:

PHASE 1

1.6.2.2 Sample population

The sample population for this research will consist of Grades 10 to 12 educators in the Southern Cape, who will be responsible for the implementation of the new FET curriculum. They are regarded as a primary source of information regarding the research topic and should therefore serve as an appropriate sample population.

1.6.2.3 Sampling of respondents

Purposive sampling (Silverman, 2001:250; De Vos, 1998:198; Berg, 1995:179; 76; Creswell, 1994:148; Fraenkel and Wallen, 1990) will be undertaken for this research. Educators, who will be able to produce information that is rich in description, as well as informative, will be included in this investigation (De Vos, 1998:258; Holloway and Wheeler, 1996:74; Munhall and Boyd, 1993:70). No attempt will be made to randomly select informants, because of the nature of the research, that seeks deeper insight in the personal perceptions and feelings of the participants (Creswell, 1994:148).

1.6.2.4 Data collection

Data will be collected by means of focus-group interviews (Holloway & Wheeler, 1996:55; Berg, 1995:33). The role of the researcher will be that of a “research instrument” (De Vos, 1998:258; Janesick, 1998:8; Mertens, 1998:175; Kvale, 1996:147), facilitating the discussion and doing participant observation (Schurink, 1998b:280). Another researcher, the observer, will attend all sessions and will be responsible for taking field notes for the sake of triangulation. The interviews will also be recorded on audiotape (Silverman, 2001:161, 162; Wisker, 2001:176; Kvale, 1996:160, 162; Krefting, 1991:215).

The following open-ended research question (Silverman, 2001:17, 88; Kvale, 1996:132) will be put to the respondents:

On the basis of your experience of OBE, how motivated do you feel for the implementation of the new FET curriculum?

Interviews will continue until the data reaches a state of saturation and no new issues, themes or categories emerge (De Vos, 1998:317). To ensure the flow of the interviews, respondents will be encouraged to speak freely. This will be realised by using follow-up questions, probing (without putting ideas in participants' minds) (De Vos, 1998:322; Holloway & Wheeler, 1996:58; Kvale, 1996:133), and active listening (Kvale, 1996:132; Berg, 1995:50). To identify any obstacles and to refine the methodology, a pilot study will be conducted prior to the main investigation (Denzin & Lincoln, 1998:42; Burns & Grové, 1993:48).

1.6.2.5 Data analysis and description

The audiotapes of the interviews will be transcribed verbatim (Silverman, 2001:163; Kvale, 1996:170), followed by the analysis of the information, as advised by Tesch (Creswell, 1994:55). Given that all preconceived ideas will be put aside, bracketing, by means of coding, will continue until definite themes and categories can be identified (De Vos, 1998:337, 339).

Simultaneously, an independent qualitative researcher will be requested to undertake an independent re-coding of the data, in order to determine if the same themes emerge (Creswell, 1994:155). Consensus discussions between the researcher and the independent expert will be conducted in order to finally determine and confirm the findings of the research. The results of the study will be reported in a narrative style (story-telling), substantiated by direct quotations from the participants and supportive information from relevant literature.

1.6.2.6 Literature review

A literature study will be undertaken to establish whether other researchers have previously investigated the research problem. This will allow the researcher to establish a theoretical framework, validate the accuracy of the findings, and establish how this research is similar to or differs from the

published literature (Mouton, 2001:86; De Vos, 1998:104; Mertens, 1998:34; Berg, 1995:17; Creswell, 1994:21; Silverman, 1985:9).

PHASE 2

During this phase, guidelines will be generated to enhance the motivation of educators regarding the implementation of the new FET curriculum.

1.6.2.7 Data gathering and analysis for Phase 2

Guidelines to enhance the motivation of educators with regard to the implementation of the new FET curriculum will be derived from the results of **Phase 1**, which will serve as data for **Phase 2**.

1.6.2.8 Literature review for Phase 2

The feasibility of implementing the proposed guidelines will be verified by means of a literature review and will also be discussed with appropriate professionals and academics.

1.6.3 Considerations to ensure trustworthiness of research

Lincoln and Guba's model (Mertens, 1998:180) will be used to ensure the trustworthiness and credibility of this research. The following criteria will receive attention:

Truth-value

Truth-value asks whether the researcher has established confidence in the truth of the findings for the respondents and the context in which the study was undertaken (De Vos, 1998:349). Lincoln and Guba (1985:301) term this **credibility**, which will be attained by not confining the investigation to the George area, but also extending it to more remote areas in the Southern Cape. Triangulation will also be ensured by reviewing the literature, through participant observation, and the interview data, that will be transcribed verbatim (Mertens,

1998:183).

Applicability

Applicability refers to the degree to which the findings can be applied to other contexts and settings, or groups (De Vos, 1998:349). Lincoln and Guba (1985:316) term this **transferability**. This will be attained by presenting the background of the educators in terms of their pre-knowledge of the new FET curriculum, a dense description of the chosen research methodology, and suggestions how the results of this study can be utilised and applied to other disciplines (not just Commerce subjects).

Consistency

Consistency of the data considers whether the findings would be consistent if the enquiry was replicated with the same respondents or in a similar context (De Vos, 1998:350). Lincoln and Guba (1985:299) term this **dependability**. A dependability audit, peer examination, triangulation and the code-re-code procedure will be applied to ensure that the data is consistent and that the same procedures apply throughout the research (Mertens, 1998:184).

Neutrality

The fourth criterion of trustworthiness refers to the freedom from bias in the research procedures and results (De Vos, 1998:50). Lincoln and Guba (1985:300) term this **confirmability**. This will be accomplished by triangulation and the code-re-code procedure (confirmability audit) (Mertens, 1998:184).

Authenticity

Authenticity will be added to Lincoln and Guba's model as a criterion to ensure the trustworthiness of the research. Mertens (1998:184) describes this as the presentation of a balanced view of all perspectives, values, and beliefs. Authenticity will therefore be ensured by the **fairness** (being unbiased) of the researcher in presenting the findings.

1.6.4 Ethical considerations

The researcher will conduct himself in such a manner that he will be accepted as a member of the group of participants, *inter alia* through respecting the views of all participants. Participants will be protected by informing them about the ethical measures that will be followed (Silverman, 2001:270; De Vos, 1998:25; Mertens, 1998:23; Berg, 1995:200; Creswell, 1994:165). Participation will be on a voluntary basis (Mertens, 1998:24; Holloway & Wheeler, 1996:43) and from the onset, participants will be informed that all interviews will be recorded.

The following information, as indicated by De Vos (1998:25), will be conveyed to participants:

- Title of the research.
- The aims of the research.
- The research methods to be used.
- Participants' right to withdraw from the research at any given time.
- The potential advantages of the research to educators.

Confidentiality will be ensured by an active attempt to remove any elements from the research records that may reveal the participants' identities (Berg, 1995:213). The information discussed, will remain "on record" and participants will remain anonymous in order to gain their trust and to protect them from any psychological harm (Wisker, 2001:168; Holloway & Wheeler, 1996:46; Berg, 1995:213). Feedback will also be provided to the participants.

1.7 RESEARCH PLAN

Chapter 1: Background and rationale, problem statement and aims of the research, concept clarification, research design and methodology, and research plan.

Chapter 2: Overview of FET landscape.

Chapter 3: A theoretical reflection on motivation.

Chapter 4: A theoretical explanation of the chosen research design and methodology.

Chapter 5: A report of the results and interpretation of the research.

Chapter 6: Conclusions, implications, recommendations, limitations and suggestions for further research.

1.8 CONCLUSION

The implementation of the FET curriculum will confront educators with difficult challenges, for which they may feel unprepared. The strengthening of educators' motivation for implementing educational change will become one of the primary challenges confronting the entire schooling curriculum of South Africa. In this chapter, the background and rationale, problem statement and aims of the research, concept clarification, research design and methodology, and research plan have been explained. In the following chapter, an overview of the FET landscape will be given.

CHAPTER 2

OVERVIEW OF FET LANDSCAPE

2.1 BACKGROUND

With the opening of political and socio-economic space in 1990 and the installation of a democratically elected government in 1994, the scene was set for the transformation of the apartheid Further Education and Training Curriculum. In 1997, the then Council of Education Ministers made the decision to replace the old apartheid curriculum with a new Outcomes-Based Education curriculum in the GET and FET bands by 2005, hence the brand name Curriculum 2005 (Department of Education, 2003b:2). This approach was adopted to address growing concerns about the ineffectiveness, non-productivity and wastefulness of the previous education system, which was largely content-based and educator orientated (Department of Education, 2000:13).

However, the new curriculum was introduced in an environment characterised by enormous difficulties. A review committee was set up in February 2000 to hear the views of society, presenting a detailed report on 31 March 2000 (Department of Education, 2003b:2). The Review Committee confirmed the limitations and recommended that the curriculum be streamlined and strengthened. The revised National Curriculum Statement for Grades R – 9, was endorsed by the Council of Education Ministers on 15 April 2002, was welcomed by the public for its simplicity and clarity (Department of Education, 2003b:2). The above developments impacted on the FET curriculum development process and the plan was to develop FET curricula based on the design of the GET curriculum that was defined by the 66 specific outcomes and associated features (Department of Education, 2003b:2).

The decision to develop the outcomes-based National Curriculum Statement Grades 10 – 12 (General) (hereinafter refer to as NCS) was taken by the then

Council of Education Ministers on 22 October 2001 (Department of Education, 2002b). It represents a policy statement for learning and teaching and has replaced the old Report 550 (2001/08) (Department of Education, 2002b). The NCS Grades 10-12 (General) have originated from the *Constitution of the Republic of South Africa* and the *Manifesto on Values, Education and Democracy*, that stipulate the principles of democracy, human rights, social justice, equity, non-racism, non-sexism, and *ubuntu* (Department of Education, 2003a).

It was argued that a strong foundation for lifelong learning was needed and that this would further ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. Principles underpinning the new approach are based on the Policy Framework for Curriculum Development, and it drives all national policies for the reconstruction and development of education and training. According to the Department of Education (2000:13), collectively, these policies will provide the background against which all curriculum development processes should occur.

2.1.1 The new FET school curriculum

On 6 August 2003 (Cape Times, 2003:1), Education Minister Kadar Asmal announced several changes to the then Senior Certificate system. Matric – as generations of South Africans have known it – would cease to exist. From 2006, learners in Grade 10 will be introduced to the “revolutionary” new FET system which, among other things, would do away with marks and symbols. The first learners to pass matric with a Further Education and Training Certificate (now referred to as the National Senior Certificate) will do so in 2008 (Department of Education, 2003a).

Changes include the following:

- Learners will no longer be able to aim for an “A” aggregate for matric. Symbols will disappear entirely, and learners’ written assessments will be evaluated from “not achieved” (Code 0 = 0 to 29%), which will denote

failure, to “outstanding” (Code 7 = more than 80%) (Department of Education, 2005b).

- Learners will be required to take a minimum of seven subjects, as opposed to the present six. Compulsory subjects will include two languages, life skills, and mathematics or mathematical literacy (Department of Education, 2005b).
- Learners will be allowed one subject failure, provided they pass two languages, mathematics and life orientation (Department of Education, 2003b; You Magazine, 2003).
- There will no longer be higher grade and standard grade subject choices.
- Learners will be assessed not on aggregate performance when applying to higher education institutions, but rather on individual subject performance.

2.1.2 National Curriculum Statement (NCS) Grade 10 – 12 (General)

The adoption of the *Constitution of South Africa of the Republic of South Africa* provided a basis for curriculum transformation and development in South Africa. The preamble states that the aims of the Constitution are to (Department of Education, 2003a:1):

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Improve the quality of life of all citizens and free the potential of every person;
- Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The subjects in the NCS Grades 10 – 12 (General) are categorised as *Learning Areas*, which serve as a home for cognate subjects and facilitate the formulation

of rules of combination for the FETC (General). Each subject listed in the NCS Grades 10 – 12 (General) is underpinned by a *Subject Statement*, which is a national policy document that spells out the *Learning Outcomes* (LOs), *Assessment Standards* (Ass) and required content to be attained by all learners in each grade in the FET Band (Department of Education, 2005a:5). A *Learning Outcome* is a statement of an intended result of learning and teaching and describes knowledge, skills and values.

The subjects in the NCS Grades 10 – 12 (General) will be implemented in schools by means of Learning Programmes. Educators are tasked to interpret and design Learning Programmes in accordance with the *Norms and Standards for Educators* that will provide them with guidance that reflects the uniqueness of the subject in question, along with the NCS principles (Department of Education, 2005a:5). These Learning Programme Guidelines (LPG) should be read in conjunction with the relevant NCS Grades 10 – 12 (General) Subject Statements, the *Qualifications and Assessment Policy Framework* (QAPF) and other supporting documents (Department of Education, 2005a:73).

2.1.3 The National Senior Certificate

The National Senior Certificate (NSC) will, from 2008, replace the current Senior Certificate as the Grade 12 school-exit qualification. Until recently, the proposed new examination was referred to as the FETC, but has now been renamed the NSC to avoid the confusion that has arisen over the FETC being offered by FET colleges and workplace environments as well as schools (Gardener, 2005).

The addition of the word 'National' to what is presently called the Senior Certificate denotes that, from 2008, all state examination papers will be nationally and there will no longer be provincial bodies (ISASA, 2005). The term FETC is likely to be reserved for non-school qualifications, such as those delivered in FET Colleges.

The NSC, which is a band qualification registered at Level 4 of the NQF, has

been developed to address these limitations. The purpose of the NSC will be to (a) equip learners for meaningful participation in society, (b) provide access to higher education, (c) facilitate the study-to-work process, and (d) provide employers with a profile of learner competences. An NSC can be obtained through either a General (Schools and Colleges); General Vocational (FET Colleges); or a Trade, Occupational and Professional (Colleges and industry-based providers) pathway.

2.2 BUSINESS STUDIES AND NCS PRINCIPLES

The NCS spells out the key principles, addressed below, that underpin the curriculum. In this analysis, Business Studies is used to contextualise these principles. The relationship between Business Studies and the NCS Grades 10 – 12 (General) principles are as follows (Department of Education, 2003(a)):

- *Social transformation*

This ensures that the imbalances of the past are addressed through equal business opportunities for all and the recognition of potential. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

- *Outcomes-based Education (OBE)*

OBE essentially involves the four principles of design down, clarity of focus, high expectations and expanded opportunities, and business studies' learning outcomes are underpinned by most critical outcomes across the grades. The new Curriculum has been designed around four learning outcomes, from which assessment standards for the three grades were developed. This illustrates two of the OBE principles, i.e. design down and clarity of focus.

- *High levels of knowledge and skills for all*

The assessment standards are determined according to what skills, knowledge and values learners require in order to perform productively and responsibly in

the world of business. In Business Studies, the necessary knowledge and skills have been built into the text and the activities (Human, Bean, Llewellyn, Kleyn, Tshabalala & Eksteen, 2006:8).

- *Integration and applied competence and Progression*

The Business, Commerce and Management Field Statement, as well as the critical and developmental outcomes, serve as departure point of the design of Business Studies and indicates the relationship between Business Studies, Economics and Accounting. Complexity and depth in learning increase from the beginning to the end of a grade (vertical progression) and from grade to grade (horizontal progression), e.g. the economic environment is addressed in all three grades but related content knowledge and skills progress from the understanding of the components (Grade 10) of the Business Environment to developing strategies in response to challenges in the Business Environment (Grade 12).

- *Articulation and portability*

Through Business Studies, the learner is enabled to enter the world of business and it entitles him or her to specialize in the many fields of commerce offered by any of the institutions of higher learning. Articulation refers to the relationship between qualifications in the GET and FET bands, and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band (Human *et al.*, 2006:7).

- *Human rights, inclusivity, environmental and socio-economic justice.*

Business Studies focuses on issues relating to labour legislation, such as the *Basic Conditions of Employment Act*, establishing equity through the *Employment Equity Act*, environmental responsibility and sustainability, redress through partnerships, joint ownerships, as well as corporate and individual social responsibility. Business Studies have endeavoured to directly or implicitly include in the ASs, human rights, inclusivity, HIV/Aids, environmental sustainability and socio-economic justice e.g. Industrialization and the promotion and violation of human rights and the environment, black economic

empowerment, land restitution etc (Human *et al.*, 2006:7).

- *Indigenous knowledge systems (IKS)*

This refers to applications of indigenous knowledge in solving economic problems that contain modern approaches to the same economic situations. Indigenous and endogenous local communities need to be included in our economic actions and thinking. The Business Studies curriculum requires attention to the role of business in society in the context of geographical and cultural aspects, e.g. different negotiation strategies in rural vs urban cultures or isiXhosa speaking people from the Eastern Cape may differ substantially from other cultures and regions (Human *et al.*, 2006:7).

- *Credibility, Quality, Efficiency and Relevance*

Various sectors of South African society have been drawn in the development process of both the GET and FET NCSs and all draft statements have been widely circulated for public comment, to facilitate and improve the learning process. Standards are being raised to address the decline in the degree of difficulty in the examination papers over the past few years. The introduction of a new curriculum and assessment system has been long overdue (Gardener, 2005).

2.2.1 Entrance, duration and changing subjects in the FET Band

Although there are some discrepancies with regard to the difference between a Grade 9 certificate and a GETC, the statement on entrance requirements and the duration and general requirements of the NSC are in part clear. The possibility of subject changes in Grade 10, with a degree of flexibility being built into Grade 11, is welcomed. The following section has been extracted from the Department of Education (2005(b)).

- *Entrance requirements*

The minimum requirement for Grade 10 is a Grade 9 Certificate or a General Education and Training Certificate for Adult Basic Education (ABET), a NQF Level 1 Certificate, or a recognized equivalent qualification obtained at Level 1.

- *Duration and general requirements of the NSC*

The duration of the NSC programme is three years, namely Grades 10, 11 and 12. To obtain an NSC, learners must:

- (a) Enrol for Grades 10, 11 and 12 separately and obtain the distinct outcomes and associated assessment standards of all three years; and
 - (b) Comply with the internal and external assessment requirements of Grades 10, 11 and 12, as contemplated in the Subject Statements and the Subject Assessment Guidelines of the various subjects listed in the National Curriculum Statement Grades 10-12 (General).
- *Changing subjects in the FET Band*
 - 1) Should the learner wish to change one or more subjects in his or her Grade 10 year, such a learner would have to give evidence of having achieved the Learning Outcomes of the new subjects at the conclusion of Grade 10. Teachers will ensure that the assessment tasks of the subject to which the learner is changing, show that the learner has achieved the Grade 10 Learning Outcome before the learner may proceed with Grade 11.
 - 2) Learners may not change a combination of subjects once they have enrolled for the Grade 11 programme. Learners may not change any subject(s) in Grade 12 and may therefore only offer those subjects assessed in Grade 11. In exceptional cases, learners may apply in writing to change subjects.

2.2.2 Dual system

The NSC has been implemented in 2006 and resulted in a dual system for the 2006 and 2007 school calendars. Whilst teachers will be busy implementing the new FET curriculum in 2006 for Grade 10, Grades 11 and 12 will still be operating on the native Rapport 550 (old Senior Certificate) system until the final exit of learners in 2007. Given the already high workload of teachers, they

will now be required to prepare for both systems simultaneously, which may impact heavily on their level of motivation and subsequently the effective implementation of the new NSC.

2.2.3 Programme and Promotion Requirements for the NCS Grades 10 – 12 (General)

The promotion and general requirements of the NCS have been met with support in general. However, some concerns from the Higher Education South Africa are (Higher Education South Africa 2005:3); 1) the different treatment of part-time and fulltime learners, 2) the gap between mathematics and mathematical literacy, 3) learners who were not promoted to the next grade and 4) confusion related to the preferred language of learning and teaching. Should these concerns remain unresolved, it will just create further confusion amongst educators and impact on their morale and self-efficacy. The following section has been extracted from the Department of Education (2005(b)).

- *Organising fields*

(1) The NCS Grades 10 – 12 (General) uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising purposes and registration on the NQF. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner.

(2) The Organising Fields are used for classification and grouping purposes.

- *Rules of subject combination*

(1) The approved subjects for the NCS Grades 10 – 12 (General) are grouped in two main categories. A learner, under certain conditions must select four subjects, namely two official languages,

Mathematical Literacy or Mathematics, and Life Orientation and a minimum of any three subjects.

- *Requirements of the NSC*

(1) An NSC shall be issued to a candidate who has complied with the following requirements:

(a) Offered and completed the internal and external assessment requirements in not fewer than seven (7) subjects. Four subjects selected as follows:

Two (2) official languages, provided that one of the two official languages is offered on the the Home Language level, and the other, on either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching (LOLT).

(i) Mathematics or Mathematical Literacy

(ii) Life Orientation

(iv) A minimum of any three subjects selected. Of the minimum three required subjects, a maximum of two additional languages may be offered.

- *Provisos*

(1) A candidate that has met the minimum programme requirements of the NSC, may offer more than the required minimum of seven (7) subjects, provided that he or she complies with the following requirements:

(a) The additional subjects must be offered for all three years of the NCS programme, namely Grades 10 – 12.

(b) All the internal assessment requirements for the required subjects, and the practical assessment where applicable, must

be met for all three (3) years of study, namely Grades 10 – 12.

- (2) Not more than one language shall be offered from the same group, namely:
 - (a) isiXhosa, isiZulu, SiSwati and isiNdebele; and
 - (b) Sepedi, Sesotho and Setswana.
 - (3) The same language shall not be offered as a Home and a First or Second Additional Language, or as a First and Second Additional Language.
 - (4) A candidate may not offer both Mathematics and Mathematical Literacy.
 - (5) A maximum of one subject developed and assessed by an accredited assessment body, and approved by the Minister for this purpose, may be offered to meet the requirements. Additional approved subjects will be added from time to time.
 - (6) N1-N3 National Certificate, National Intermediate Certificate and National Senior Certificate subjects as listed in the technical college policy document, namely, *Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08)* will not be considered for the NSC. This applies to all learners registering for the NCS Grades 10 –12 (General) since 2006.
 - (7) Institutions that allow part-time learners to offer subjects with a practical component must ensure that all the practical requirements of the NSC are met as set out in the Subject Assessment Guidelines.
- *Promotion and certification requirements*
 - (1) An NSC shall be issued to a candidate who has complied with the following promotion requirements:

- (a) Obtained at least 40% in the required official language at Home Language level.
- (b) Obtained at least 30% in the other required language on at least First Additional Language level.
- (c) Obtained at least 30% in Mathematical Literacy or Mathematics.
- (d) Obtained at least 40% in Life Orientation.
- (e) Obtained at least 40% in one of the remaining three subjects and at least 30% in two subjects.
- (f) A condonation of a maximum of one subject per grade with a rating of 'Not Achieved' will be allowed for one subject, and such a subject will be deemed to have been obtained with a rating of 30%, provided that a condonation is applied only once.

2.2.4 Assessment and time allocation

It has become clear that assessment under the new NSC will play a major role in the ultimate perception thereof and could be further enhanced by the transparency and usefulness of proper educator guidelines. It is therefore important that the internal and external assessment results should not be too disparate, to enhance the assessment standards in general. It is also clear that the offering of additional subjects will make effective teaching practices extremely challenging given the time constraints. This will impact on the workload of educators, which in turn could affect their level of motivation. The following section on assessment and time allocation has been extracted from the Department of Education (2005(b)).

- *Internal and external assessment*
 - 1) Assessment of learning for promotion in the FETC consists of two components of assessment, namely a portfolio of evidence of

achievement gathered during the school year, and end-of-year-examinations.

2) *Assessment in Grades 10 and 11:*

- a) Learners will be assessed internally according to the requirements as specified in the Subject Assessment Guidelines.
- b) The end-of-year examination must consist of written or practical assessment tasks that are internally set, marked and moderated.

3) *Assessment in Grade 12*

- a) The portfolio of evidence mark will be 25% and the final external examination mark 75% of the total mark.
- b) Subjects with a prescribed subject specific practical assessment component may contribute a further 25%, over and above the portfolio of evidence mark to the total portfolio of evidence assessment mark Grades 10 – 12. In this case, the Grade 12 final external examination mark will be 50% of the total mark.
- c) The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The internal assessment component, which could be a combination of the portfolio of evidence and the prescribed subject specific practical assessment component, will be 100% of the mark on the report card, or of the promotion mark. In Grade 12 Life Orientation portfolios of evidence will be externally moderated.

- *Recording and Reporting*

Seven Levels of competence have been described for each subject. The various achievement levels and their corresponding percentage bands are shown in Table 1 below. Teachers or examiners may either work from mark allocation/percentages to rubrics, or from rubrics to percentages.

- **Scale of Achievement for the NCS Grades 10 – 12 (General)**

Seven levels of competence have been described for each subject in the Subject Assessment Guidelines. These descriptions will assist teachers in assessing learners and grading them at the correct level. The various achievement levels and their corresponding percentage bands are as shown in Table 2.1 below. Teachers/Examiners may either work from mark allocation/percentages to rating codes, or from rating codes to percentages.

TABLE 2.1: SCALE OF ACHIEVEMENT FOR NATIONAL CURRICULUM STATEMENT GRADES 10 – 12 (GENERAL)

RATING CODE	RATING	MARKS
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Moderate achievement	50-59
3	Adequate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

- *Supplementary examination*

A supplementary examination will be granted under the following conditions:

- If a Grade 12 full-time candidate has not met the minimum certification requirements in the final external examination, but requires two subjects to obtain a National Senior Certificate, he or she may register for a maximum of two subjects in the supplementary examinations in the following year. These two subjects must be subjects that the candidate sat for in the previous October/November examination.

- (b) If a Grade 12 part-time candidate or a private candidate has not met the minimum promotion and certification requirements in his or her final external examination, but requires only one subject to obtain a National Senior Certificate, he or she may register for a maximum of one subject in the supplementary examinations in the following year. This subject must be a subject that the candidate sat for in the previous October/November examination.
- (c) In exceptional cases, candidates who are medically unfit and as a result are absent from one or more external examinations, may have the supplementary examination regarded as part of the same sitting.
- (d) A candidate who wishes to improve his/her performance in the end-of-year examinations may register for supplementary examinations in a maximum of two subjects.
- (e) Admission to the supplementary examination is at the discretion of the Head of Department.
- (f) In cases (a) to (e) above, the internal assessment of the Grade 12 year will be used, including practical/oral assessment marks where applicable.

- *Time allocation*

The contact time for teaching the NCS Grades 10 – 12 (General) for Grades 10, 11 and 12 will be 27,5 hours per week, excluding the time allocated to breaks, assemblies and extramural activities.

- (1) The 27,5 hours of teaching contact time per week must be used as follows:
 - (a) Languages: 9 hours per week, that is, 4,5 hours per week for each of the two languages;
 - (b) Mathematical Literacy or Mathematics: 4,5 hours per week;

- (c) Life Orientation: 2 hours per week; and
- (d) Four hours per week should be allocated to each of the remaining three subjects.

(2) Table 2.2 provides a summary of the time allocations.

TABLE 2.2: SUMMARY OF THE TIME ALLOCATION FOR SUBJECTS OFFERED FOR THE NCS GRADES 10-12 (GENERAL)

Subject	Time allocation (hours per week)
Language	4,5
Language 2 (LOLT)	4,5
Mathematics and Mathematical Literacy	4,5
Life Orientation	2,0
<u>Group B</u> subjects (3 x 4hours)	12,0
Total	27,5

- (3) The allocated 27,5 hours per week may be utilised only for the minimum required NCS Grades 10-12 (General) subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

2.2.5 Repeal of policy and transitional arrangements

Finally, after intensive debate and collaboration between all stakeholders, the implementation of the much-anticipated NSC finally commenced in 2006. The new NSC requires a complete shift in mindset, and major difficulties will be encountered by both educators and learners in its implementation till 2008. However, the planned transitional arrangements have been a positive amendment. The following section has been extracted from the Department of Education (2005(b)).

- *Repeal of policy*

- (1) The NCS Grade 10-12 (General) has been introduced in 2006 in Grade 10. This means that learners entering Grade 12 in 2008 will write the NSC examination.
- (2) The policy document, a *Résumé of instructional programmes in schools, Report 550 (2001/08)* containing the programme requirements for the Senior Certificate, is repealed.
- (3) The policy document, *National Curriculum Statement Grades 10-12 (General) Overview* and *National Curriculum Statement Grades 10-12 (General) Qualifications and Assessment Policy Framework*, are repealed subject to *paragraph 21*.

- *Transitional arrangements*

- (1) Unsuccessful Senior Certificate candidates in the Senior Certificate examination of 2007, as well as part-time candidates already enrolled for the Senior Certificate, will be given an opportunity until March 2011 to complete the Senior Certificate programme. All Senior Certificate subjects successfully completed prior to 2006 will be recognised for the issuing of the Senior Certificate until March 2011.
- (2) No new enrolments of full-time or part-time learners have been accepted in Grades 10 for any subjects of Report 550 from 1 January 2006.
- (3) All Grade 10 learners in 2006 have been offered the NCS grades 10 – 12 (General).
- (4) A candidate who has enrolled for the Senior Certificate examination at any accredited assessment body prior to the promulgation of this policy, and who has received a certificate from either the South African Certification Council, or Umalusi, the Council for General and

Further Education and Training Quality Assurance, indicating that the candidate obtained certain credits, shall retain such subject credits for the NSC.

(5) The Minister may, if deemed necessary, 1996), amend the transitional arrangements. Should the Minister regard it as essential that such amendments to the transitional arrangements be regulated, he or she may promulgate such regulations.

- *Commencement and date of implementation*

This policy commenced on the day of its promulgation in the Government Gazette and became effective from January 2006 in Grade 10 (January 2007 in Grade 11 and January 2008 in Grade 12).

TABLE 2.3: COMMENCEMENT AND DATE OF IMPLEMENTATION

YEAR	SENIOR CERTIFICATE	NSC PILOT	NSC
2009			First NSC (General) intake into HE studies.
2008			FET NCS intake in Grade 12 and 1 st NSC exit.
2007	Last SC Grade 12-intake and exit group by year end.	Pilot Grade 12.	FET NCS intake in Grade 11.
2006	Last SC Grade 11-intake.	Pilot Grade 11.	FET NCS intake in Grade 10.
2005	Last SC Grade 10-intake. HE sector to decide on admission requirements for degree studies.	Pilot introduced for Grade 10.	HE sector to advise school sector by mid year of HE requirements.
2004	Matriculation endorsement/exemption conditions still apply.	HE sector to advise pilot schools by mid year of HE admission requirements.	

Source: Department of Education (2002a).

Educator preparation for the implementation of the new FET has already commenced and will continue until all educators have been trained (Department of Education, 2002a).

2.3 POLICY IN TERMS OF BUSINESS STUDIES

The NCS curriculum policy, as extracted from Human *et al.* (2006:8), states the following:

- *Description of Business Studies*

The subject of Business Studies is structured to develop the knowledge, skills, attitudes and values that are necessary to enable learners to participate responsibly, productively and effectively in business activities in both the formal and informal sectors (Human, *et al.*, 2006:8, Department of Education, 2005a). It covers the management and achievement of profit and other objectives by private and public enterprises, while providing goods and services for satisfying human needs. Business Studies also explains how individuals, through performing critical business roles, can participate and contribute positively to both the South African and global economy.

- *Definition of Business Studies*

Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. It encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth (Department of Education, 2005b).

- *Purpose of Business Studies*

Business Studies will ensure that learners:

- (a) acquire and apply essential business knowledge, skills and principles to productively and profitably conduct business in changing business environments
- (b) create business opportunities, creatively solve problems and take risks respecting the rights of others and environmental sustainability
- (c) apply basic leadership and management skills and principles while working with other to accomplish business goals

- (d) be motivated, self-directed, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals
 - (e) be committed to developing others, as well as self, through business opportunities and ventures.
- *Scope*

Business Studies encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable business enterprises. Skills such as decision-making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to the subject. The subject revolves around:

- a) *business environments* – investigates the different elements of the macro, micro and market environments, as well as the complex and diverse nature of business sectors.
- b) *business ventures* – focuses on the development of important factors that contribute towards the creation of sustainable business enterprises.
- c) *business roles* – introduces learners to the essential roles, that they need to perform in a variety of business contexts.
- d) *business operations* – equips the learner with knowledge and skills to effectively manage essential business operations human resources, public relations, marketing and production.

2.3.1 Changes in content and methodology

The subject name Business Economics, as we know it, has been changed and will in future be called Business Studies. Significant changes are evident and educators are expected to adopt new teaching methods necessary for implementing the new subject. The following table summarizes the major differences in content between the old Report 550 Syllabus and the new Business Studies (Human, *et al.*, 2006:7):

TABLE 2.4: DIFFERENCES BETWEEN THE OLD 550 SYLLABUS AND THE NEW BUSINESS STUDIES

THE NCS BUSINESS STUDIES	REPORT 550 SYLLABUS
A. SKILLS, ATTITUDES, VALUES (SKAV)	
<ul style="list-style-type: none"> • There are additions in the subject in terms of skills, attitudes and values • Even weighting of Learning Outcomes in terms of teaching time 	<ul style="list-style-type: none"> • No focus on skills, attitudes, values to be acquired by learners • Uneven weighting of modules for examination purposes
OBE New terms/phrases	Pre-OBE Old terms/phrases
<ul style="list-style-type: none"> • National Curriculum Statement • A learning programme consists of three stages of planning: <ol style="list-style-type: none"> 1. Subject framework (3-year plan) 2. Work schedule per grade per subject 3. Lesson Plans • Learning outcomes (Los) • Assessment standards (ASs) • Lesson plan or learning experience • Learning and teaching support materials (LTSM) • Learning is outcomes-based 	<ul style="list-style-type: none"> • Core syllabus • Scheme of work • Aims • Objectives/topics/content • Lesson plan • Text books • Syllabus is content driven
B. CONTENT	
<ul style="list-style-type: none"> • Learning outcomes: <ol style="list-style-type: none"> 1. LO 1 – Business Environment 2. LO 2 – Business Ventures 3. LO 3 – Business Roles 4. LO 4 – Business Operations • Learning is outcomes-based • Focus on acquiring of business skills • Assessment standards are in line with the Critical Outcomes and Development Outcomes • There is continuation from grade 10 to 12 in the different learning outcomes • Business Studies has a proposed content, which leaves room for expanded opportunities, eg. the gifted learner can do in-depth research • Different assessment strategies, 	<ul style="list-style-type: none"> • Content based subject • No exact focus • It is formal syllabus divided in modules • Not a continuous syllabus • No room for expanded opportunities • The formal memorandum are used to mark / assess tests, examinations, assignments • No integration in modules or grades

THE NCS BUSINESS STUDIES	REPORT 550 SYLLABUS
techniques and methods are used <ul style="list-style-type: none"> • Integration within the learning outcomes and across the grades, even subjects 	and subjects
C. METHODOLOGY	
<ul style="list-style-type: none"> • Traditional teaching methods are enhanced through methods that require active involvement • The NCS White Paper 7 involves the use of computer techniques in learning and teaching (e-teaching) • Learner-centered • Teacher an facilitator • A variety of assessment methods is used (self-, peer-, teacher assessment, etc. • Observation, test- and task-based assessment • Learners take responsibility for their own learning – learners are motivated by constant feedback and affirmation 	<ul style="list-style-type: none"> • Traditional teaching methods being text book driven • No accommodation for advanced technology in subject • Teacher-centered • Teacher an instructor • Learners work is assessed by the teacher • Test-based assessment • Motivation depends on personality of teacher

2.3.2 Learning and teaching support materials

Learning and teaching support materials (LTSMs) refer to any materials that facilitate learning and teaching. LTSM can effectively assist the teacher with interpreting the curriculum, developing a sound and comprehensive learning programme, lesson planning and ensuring curriculum coverage. When researching texts and policy documents as part of a proper planning process, the unproductive use of LTSM is eliminated. A variety of textbooks should be used as resources, such as *publications* (textbooks, newspapers), *products* (posters, models), *people* (experts in their fields), *places* (site visits), and *electronic media* (internet, CD-ROMs).

Learners should not be exposed to sources inside the classroom only, but should also be given the opportunity to make site visits and to observe the historical environment around them. Resource-based learning is therefore emphasized, involving active interaction, learning by doing, making meaning in groups and also as individuals, and solving problems by applying acquired

knowledge, skills, attitudes and values.

- *Developing, evaluation and selection of LTSM*

When choosing LTSMs, materials should be considered that foster enthusiasm, develop information literacy skills in the learner, are appropriate to what learners are expected to achieve, and promote the educational goals of the school. A very positive step was taken by the Department of Education by introducing broad criteria for the development, evaluation and selection of LTSM to serve as a guide to teachers and material developers. To evaluate the material, a four-point scale with additional motivating comments will be used, followed by a detailed report reflecting all strong and weak points (Department of Education, 2005b:73). The following rating scale applies (Department of Education, 2005b:73):

- 1: Poor or no criteria covered (Inadequate)
- 2: Insufficiently covers the criteria (Partially adequate)
- 3: Good coverage of the criteria (Satisfactory)
- 4: Excellent, fully covers the criteria (Excellent)

After rating each of the criteria on the four-point scale in each of the following sections, percentages will be determined. A final recommendation will be made, followed by a detailed report after which a final evaluation score will be given.

TABLE 2.5: SCORING SHEET

SECTION		SCORE	
Section 1: Generic OBE and the NCS principles	40		
Section 2: Assessment	20		
Section 3: Learning activities	20		
Section 4: Human rights and cross cutting issues	20		
Section 5: Layout and design	20		
Section 6: Subject specific evaluation			
TOTAL		=	100%

Scoring sheet (Department of Education, 2005b:74)

2.3.3 Orientation of educators for the introduction of the NCS curriculum for Business Studies

The orientation of Grade 10 – 12 educators in the Western Cape only commenced during the first week of the July holidays in 2005, less than six months prior to the planned introduction of the NCS in 2006.

Urban areas were targeted during the first week, followed by rural areas in the second week, of the July holidays in the Western Cape. The primary focus was to introduce the layout of the much-anticipated FET and the reason for changing from the old Senior Certificate/Raport 550 Syllabus, namely the NCS. It was evident that after the democratic elections in 1994, South Africa needed to be incorporated into the global market as soon as possible. New challenges emerged, such as international competition associated with operating within an open economy, requiring a different curriculum. The issue and relevance of transformation and the driving force behind the need for change and changing people's mindsets were also conveyed during orientation. Orientation started in the Western Cape and was fully introduced in all provinces by the end of 2005. Another week was set aside for orientation during the September holidays in 2005, to deal with assessment criteria.

The question therefore arises: how well will educators be trained and informed for implementing the new FET system, starting 2006? How much pressure will be placed on their shoulders for effective implementation, after a mere two-week training workshop, and how will this impact on their motivation? Further, educators will receive no recognition from the Department of Education for attending the workshops, as these workshops have not been accredited with SAQA. Once again, if no formal qualification can be obtained that may be beneficial to educators' careers, how motivated will they be for engaging in such a venture in the first place?

2.3.4 Planning for the Business Studies curriculum

In order for learners to attain the Learning Outcomes prescribed by the

Assessment Standards for a specified grade, teachers need to plan adequately. A learning programme is such a tool that enables teachers to plan for sequenced learning, teaching and assessment opportunities across the FET band. The following steps should be considered when designing a learning programme (Human, *et al.*, (2006:28)):

1. Clarify the Learning Outcomes

- Check the policy documents and select the Learning Outcomes and Assessment Standards for the learning programme.
- Critical Outcomes and Developmental Outcomes also need to be taken into account.

2. Clarify the kind of evidence required.

- Consult various resources to determine what should be included in the learning programme and to what level.
- List the knowledge to be included: facts, concepts, theories, etc.
- List the skills to be developed.
- List the contents that will help focus on attitudes and values.
- Decide on the assessment activities, methods and tools that will be used during the programme. Decide on what assessment will happen and how it will be recorded and reported.

3. Design the teaching, learning and assessment plan

- Draw up a plan that will be learnt into a sequence (sections) for delivery in class.
- Work out how long each section will take and include time for assessment.
- If learners need to draw on previous work or on learning from another subject, check with other teachers.

4. Design each learning activity or experience

- Plan what will happen at each stage during the learning experience, lesson or period and allocate an appropriate time.
- Decide on which learning methods to use.
- Plan what resources will be needed, and in what quantities.

- Plan the assessment tasks, questions or assignment.
5. Reflect, record and prepare
- Reflect and note what worked and what needs to be changed.
 - Decide what learning programme needs to be completed next.

This step in the planning of the delivery of the Business Studies Curriculum is crucial for effective teaching and learning, and should be given ample attention during professional development workshops.

2.4 CONCLUSION

The new FET landscape have placed considerable pressure on Educators for the implementation of the NSC. The NCS principles require educators to adopt different teaching methodologies in order to provide the required basis of learning and teaching. The focus has been shifted towards a more learner-centered approach, and educators will have to adapt accordingly. While educators have to adapt to deal with a complete new curriculum to be implemented, they simultaneously have to teach the previous Senior Certificate curriculum. New rules and regulations have been instituted for the NCS, such as organising fields, rules of combination promotion, requirements, etc. Changes in subject content and methodology will further require educators to consult different LTSMs, as opposed to the outdated textbooks.

Probably one of the most significant changes facing educators in the implementation of the NSC, is that of planning and assessment. Concerns are already expressed, such as time-constraints, competency and the ability and know-how to bring the standards of internal and external assessment results closer.

It has become clear that the new changes required by the NSC will immensely impact on the working conditions of educators and subsequently their motivation. However, most educators will see the positives of the new curriculum, for instance, the employability of school leavers, and will strive to overcome the barriers mentioned above. In this chapter, an overview of the FET landscape was given. In Chapter 3, a theoretical reflection of motivation will be given.

CHAPTER 3

THEORETICAL REFLECTION ON MOTIVATION

3.1 INTRODUCTION

Consider the following events:

- A group of young women and men lower themselves into a dark cave and proceed to explore it. As they do, they must squeeze through openings barely large enough for their bodies and avoid sudden drops where the cave floor plunges away into seemingly bottomless pits. They finally re-emerge into the sunlight five days later, dirty and tired, but happy (Baron, 1996:334).
- A married couple drives almost one hundred miles over snow-covered roads in order to eat at a restaurant serving a type of food unavailable where they live (Baron, 1996:334).
- In Texas, a school truant officer discovers Alfredo Gonzales, age 14, picking fruit and sends him off to the first day of school in his life. Although placed at the lowest skill level and paddled for asking questions in Spanish – he knows no English – Alfredo decides “I could do better”. Indeed, today he is a highly educated college administrator, committed to motivate the youth to wake up, as he did, to “their own potential and to gain a desire to achieve it” (Myers, 1998:363).

Motivation is one of the explanations we use when we try to account for the kind of behaviour described above. It provides a rationale for why we seek desirable outcomes and avoid activities that are expected to have unpleasant or aversive outcomes (Beck, 2000:30). The more persistent and vigorous our behaviour, the higher the probability that the preferred outcomes will be reached.

3.2 CLARIFICATION OF CONCEPTS

For the sake of clarity, the concepts and factors related to motivation will now be explained.

3.2.1 Need

A basic *need*, whether it be physical or psychological, is an energizing state that, if satisfied, contributes toward health and well-being (Ryan & Deci, 2000a:74). A need is said to exist within an individual, that gives rise to a drive, that in turn compels him or her to act (Craig, Mertens & Clarizio, 1975:148). Behaviour arises as an outcome of the relation between one's needs and one's environment (Mwamwenda, 1996:261).

3.2.2 Drive

Covington (2000:171) defines a *drive* as an internal state, need or condition that impels individuals toward action. This means that the drive motivates the person to engage in activities that will satisfy the need (Steenkamp, 2001:104). Early theorists proposed that specific consequences were reinforcing only when they addressed a particular drive (Ormrod, 2006:369). Others believe that learning sometimes occurs without satisfying or reducing any apparent drive and that a great deal of human behaviour seems to be aimed at accomplishing long-term goals, rather than fulfilling short-term needs (Ormrod, 2006:369). Furthermore, people sometimes behave in ways that actually *increase* drive.

3.2.3 Goal

Ames (1992:261) defines goals as an integrated pattern of beliefs, attributions and affects that produces the intentions of behaviour and is represented by different ways of approaching, engaging in, and responding to achievement-type activities. Elliot and Dweck, in Ames (1992:261), define it as involving a "programme" of cognitive processes that have "cognitive, affective, and behavioural consequences". Most studies differentiate between two types of

goals, i.e. a goal of *learning how* to solve problems (learning goal), or a goal of merely solving them (performance goal) (Kruger & Adams, 1998:143; Schunk, 1996:359). Furthermore, sought-after goals can be chased, while unpleasant goals can be steered away from (Lockwood, Jordan & Kunda, 2002:854).

3.2.4 Motive

Psychologists who have analyzed motivation have found that a *motive* has two identifiable components – a need and a drive (Sprinthall, Sprinthall & Oja, 1994:529). The term motive refers to a drive (an activated need) that is directed toward or away from some sort of goal (Sprinthall, *et al.* 1994:529). Led by an inner deficit (need), motives therefore push a person into action (drive) to reach or move away from a goal (motive). Hamachek (1995:276) believes that motives are the reason why people feel motivated in the first place and that motivates, energize, direct, and help us to select behaviour most appropriate for achieving our goals.

3.2.5 Interest

When people have an *interest* in a particular topic or activity, they find it intriguing. Engaging in such topic or activity is often referred to as a form of intrinsic motivation (Ormrod, 2006:400; Reber, 1985:367). When someone is interested in a particular topic, they will devote more attention to it and become more cognitively engaged in it and apt to learn it in a more meaningful, organized and elaborative fashion (Ormrod, 2006:401). It has also been found that people who are interested in what they study, show higher academic achievement and are more likely to remember the subject matter over the long run (Ormrod, 2006:401).

Theorists distinguish between two general types of interest, namely a) *situational interest* (which is evoked by something in the immediate environment – external); and b) *personal interest* (personal preference about the topics being pursued and the activities in which to become engaged – internal) (Ormrod, 2006:402; Eccles & Wigfield, 2002:114), reminding of extrinsic and intrinsic

motivation. Alexander, in Ormrod (2006:402), argues that while situational interest may temporarily capture someone's attention, it is our personal interest that ultimately sustains our involvement in an activity over the long run (Ormrod, 2006:402). The correlation between interest and motivation is evident.

3.2.6 Attitude

As social beings, our behaviour is influenced by our understanding or interpretation of our social environment. That is, we do not respond blindly to others and their actions, but apply cognitive processes that in part determine how we respond (Christensen, Wagner & Halliday, 2001:201). One aspect of social cognition is the concept of *attitudes*. An attitude is an association between an act or object and an evaluation. In other words, an attitude – whether towards or against, e.g. Pepsi, Nike or Osama Bin Laden – is a tendency to evaluate a concept, person or group positively or negatively (Kowalski & Westen, 2005:632).

Attitudes are important, because they inform us about the type of person another (or oneself) is, and, importantly, may enable us to predict or explain behaviour. While various definitions of attitudes have been proposed, most consider that they are learned, and that they have three components (Kowalski & Westen, 2005:633; Christensen, *et al.*, 2001:201).

- Affective – evaluative feelings about the object.
- Cognitive – beliefs, knowledge, and opinions about the object.
- Behavioural – intentions or tendencies to behave in particular ways towards the object.

One dimension in which attitudes vary, is their strength. Attitude strength refers to the *durability* (when it tends to persist over time and is resistant to change) and *impact* of an attitude (when it affects behaviour and influences the way the person thinks and feels) (Kowalski & Westen, 2005:633). Two particularly relevant and related variables that can affect an attitude strength are *attitude importance* (refers to personal relevance to an attitude and the psychological

significance of that attitude for an individual), as well as *attitude accessibility* (refers to the ease with which an attitude comes to mind) (Kowalski & Westen, 2005:633).

3.2.7 Teacher self-efficacy

Teacher self-efficacy refers to a teacher's belief or conviction that he or she is capable and can influence others (Enderlin-Lampe, 2002:142; Reeve, 1996:89). Evers, Brouwers and Tomic (2002:230) describe perceived teacher efficacy as the extent to which the teacher believes he or she has the capacity to affect learner performance. Bandura, in Woolfolk (1998:392), suggests that one's thoughts and predictions about possible outcomes of behaviour are also affected by *self-efficacy* (competence or effectiveness) in a given area. Self-efficacy theory predicts that teachers with a high sense of efficacy work harder and persist longer even when students are difficult to teach (Ormrod, 2006:401; Woolfolk, 1998:393), in part because these teachers believe in themselves and in their students.

It has been found that prospective teachers tend to increase in their personal sense of efficacy as a consequence of completing student teaching. Hoy and Woolfolk, in Woolfolk (1998:394), conclude that teachers' sense of personal efficacy is higher in schools where the other teachers and administrators have high expectations for students and where teachers receive help from their principals in solving instructional and management problems. Another important conclusion from their research is that efficacy grows from real success, not just from the moral support or encouragement of leaders, managers and colleagues (Woolfolk, 1998:394).

3.2.8 Self-worth

Some theorists have proposed that people have a basic need to feel competent and want to believe that they can deal effectively with the objects and events they encounter (Ormrod, 2006:370; Eccles & Wigfield, 2002:122). Covington (1998:16) and Ormrod (2006:369) have proposed that protecting one's sense of

competence – something Ormrod calls *self-worth* – is one of man’s highest priorities. While other people’s judgements and approval play a key role in the development of self-worth, achieving success on a regular basis is another important way of maintaining, and perhaps even enhancing, self-worth and motivation (Ormrod, 2006:371).

3.3 DEFINING MOTIVATION

The Latin root of the word motivation, *movere*, means “to move”, hence, in this basic sense, the study of motivation is the study of action (Eccles & Wigfield, 2002:110). Some psychologists define motivation as an internal process that activates, guides, and maintains behaviour over time (Slavin, 1994:347). Woolfolk (1993:336) argues that motivation focus on three basic questions. Firstly, what causes us to *initiate* some action? Secondly, what causes us to *move* toward a particular goal? Thirdly, what causes us to *persist* in attempts to reach that goal? Motivation therefore, attempts to explain what energizes and directs behaviour (Myers, 1998:364, Weiner, 1992:2).

Beck (2000:25) differentiates between two major differences in emphasis that represents motivation. First, the *regulatory* approach, which emphasizes the body’s responses to such disruptive internal forces as hunger and pain and the way that the body tries to restore internal equilibrium (commonly referred to as homeostasis). Secondly, the *purposive* approach, which emphasizes the goal-directed nature of behaviour, that is more cognitive and less concerned with the physiology of regulation.

Hamachek (1995:276) believes that a person is never unmotivated, but either motivated toward something or away from it. To be motivated, means to be driven to engage in an activity and to pursue it with vigour and persistence (Colman, 2003:464; Mwamwenda, 1996:259; Ford, 1992:3; Craig, *et al.*, 1975:143). The drive theory approaches motivation as behaviour that is “pushed” from within by drives stemming from basic biological needs, such as hunger, thirst and fatigue (Colman, 2003:464; Baron, 1996:335).

For Weiner (1992:1), motivation lies at the heart, the very centre, of psychology. Many theorists and researchers have defined the concept of motivation, in different periods of time. However, the motivational question has remained the same: how one learns or how one perceives (Weiner, 1992:1).

Ford (1992:2) emphasizes that motivation concerns three sets of phenomena: the selective *direction* of behavioural patterns (i.e. where people are heading and what they are trying to do); the selective *energization* of behavioural patterns (i.e. how people get “turned on” or “turned off”); and the selective *regulation* of behavioural patterns (i.e. how people decide to try something, stick with it, or give up).

In the Motivational Systems Theory, motivation is defined as the organized patterning of three psychological functions that serve to direct, energize, and regulate goal-directed activity, namely personal goals; emotional arousal processes; and personal agency beliefs (Ford, 1992:3).

3.4 NATURE OF MOTIVATION

Motivation has been a central and perennial issue in the field of psychology, for it lies at the core of biological, cognitive, and social direction, energization and regulation (Ryan & Deci, 2000a:69). It is therefore of crucial concern to educators and managers, whose professions require that they mobilize people to act. However, people are moved to act by different reasons, with different experiences and consequences. They can be motivated because they value an activity, or because of strong external coercion. Motivation therefore comes in two forms: intrinsic or extrinsic motivation, which will be discussed next.

3.4.1 Intrinsic motivation

Ryan and Deci (2000a:70) single out intrinsic motivation as the one single phenomenon that reflects the positive potential of human nature, which they describe as the inherent tendency to seek out novelty and challenges, to broaden one’s capacities, to explore, and to learn. Individuals perform many

activities simply because they find them very enjoyable. Such activities may be described as deriving from intrinsic motivation, that is, we perform these activities primarily because of the pleasure they yield, and not because they lead to other external rewards (Eccles & Wigfield, 2002:112; Standage & Treasure, 2002:90; Baron, 1996:352, Myers, 1975:145).

A number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control (Lepper & Henderlong, 2000:257; Ryan & Deci, 2000b:14), which makes the activity interesting and likely to be performed for its own sake, rather than as a means to an end. However, Shah and Kruglanski (2000:106) point out that there may be two distinct ways to define intrinsic motivation. They suggest that intrinsic motivation can be defined in terms of *structure* (i.e. when an activity is associated with one, and only one, goal) and in terms of *substance* (i.e. when the content of the different goals matter).

The aforementioned authors further suggest that when a person's relationship with an activity is considered intrinsic according to one definition, it may not be considered intrinsic according to another, and that this has implications for understanding a person's choices, his or her degree of persistence, and his or her emotional experience while working toward a given goal. In contrast, Sansone and Smith (2000:343) define intrinsic motivation as occurring when individuals are motivated to experience interest, and they suggest that a variety of goals may be associated with interest for different people and/or in different contexts.

Taking a different perspective, Hidi (2000:311) and Renninger (2000:375) suggest that interest that results from a particular set of situational characteristics is not necessarily intrinsically motivated. Instead, intrinsic motivation occurs when the activity is central to the self (Hidi, 2000:311), or when it is associated with individual interest (i.e. more enduring interest that develops as knowledge and value increases) (Renninger, 2000:375).

3.4.2 Extrinsic motivation

Two distinct definitions of extrinsic motivation have apparently emerged: (1) when motivation is based on something extrinsic to the *activity*; and (2) when motivation is based on something extrinsic to the *person* (Sansone & Harachiewicz, 2000:445). Endorsing the first definition of extrinsic motivation, Ryan and Deci (2000b:14) suggest that individuals may have different kinds of extrinsic motivation, which differ in terms of the degree to which the person is self-determined. Self-determined extrinsic motivation, they suggest, can be sufficient to motivate individuals to select and persevere in *activities* that are not intrinsically motivated.

Sansone and Smith (2000:343), in contrast to Ryan and Deci, agree with the first definition of extrinsic motivation, but suggest that this criterion may be difficult, because the individual can flexibly define the *activity*, and include factors that others would define as extrinsic. Hidi (2000:311) endorses the second definition, suggesting that individuals are extrinsically motivated when the source of motivation is external to the *person*. She suggests that individuals can be motivated by the degree of interest that is caused by characteristics of the activity, but that this constitutes extrinsic motivation.

3.5 RELATIONSHIP BETWEEN INTRINSIC AND EXTRINSIC MOTIVATION

People may engage in learning for different reasons and with different consequences. The intrinsically motivated person is more likely to stay involved in and demonstrate a commitment to learning, while the extrinsically motivated person's task engagement is likely to cease when the extrinsic reasons for learning no longer exist (McCown, *et al.*, 1996:280).

As might be expected from the great diversity in the definitions of intrinsic and extrinsic motivation, conceptions of the relationship between them have also grown more complex (Sansone & Harackiewicz, 2000:446). For example, Ryan and Deci (2000b:14) keep intrinsic and extrinsic motivation distinct, but suggest

that the same factors that may enhance intrinsic motivation by promoting feelings of self-determination, can also promote self-determined extrinsic motivation (and *vice versa*).

Sansone and Harachiewicz (2000:82) suggest that the same extrinsic motivator (performance-contingent reward) can simultaneously initiate processes that result in greater intrinsic motivation or extrinsic motivation, depending on the circumstances and the individuals. In contrast, Lepper and Henderlong (2000:257) suggest that intrinsic motivation and extrinsic motivation can operate simultaneously and are not necessarily reciprocal.

Rather than emphasizing parallel processes, Sansone and Smith (2000:343) suggest that extrinsic motivation can actually enhance intrinsic motivation when it motivates the individual to engage in interest-enhancing strategies. Hamachek (1995:281) believes that two working principles may be extracted from intrinsic versus extrinsic motivation research: (1) that both types of motivation are important; extrinsic motivation gets things started when interest is lacking, while intrinsic motivation sustains learning itself; and (2) *tangible* rewards (e.g. incentives, bonus points) are important extrinsic motivators, but the acknowledgements from *others* will encourage the self-perpetuating energy behind intrinsic motivation.

On the basis of these perspectives, researchers would not ask whether a particular extrinsic factor, such as a reward for performing an activity, enhances or detracts from intrinsic motivation, but rather how this factor affects both intrinsic and extrinsic motivation (Sansone and Harachiewicz, 2000:446). It is important to note though, that researchers no longer focus on mutually exclusive relationships between intrinsic motivation and extrinsic motivation, but have begun to investigate multiple ways in which extrinsic motivation and intrinsic motivation can affect creativity, academic performance, and persistence, as well as activity choices, both initially and over the long term, throughout life (Sansone and Harachiewicz, 2000:453).

3.6 THEORIES OF MOTIVATION

Several theories of motivation exist to explain how people are motivated to do what they do. The theories shown in Table 3.1 were outlined by Woolfolk (1993:342) as four general approaches to motivation.

TABLE 3.1: FOUR THEORIES OF MOTIVATION

	Drive Theory	Self-actualization Theory	Attribution Theory	Self-efficacy Theory
	Behavioural	Humanistic	Cognitive	Social learning
Source of motivation	Extrinsic reinforcement	Intrinsic reinforcement	Intrinsic reinforcement	Extrinsic and intrinsic reinforcement
Important influences	Primary and secondary reinforcers and punishment	Need for self-esteem and self-fulfilment	Beliefs, attributions for success and failure expectations	Value of goals, expectations of reaching goals, self-efficacy
Key theorists	Skinner	Maslow	Weiner	Bandura

Source: Woolfolk (1993:342)

Of the several motives that have been identified to account for human behaviour, *achievement motivation* (the generalized tendency to endeavour (strive) for success and to choose goal-orientated success/failure activities) has been singled out by McClelland and Atkinson, in Slavin (1991:329), as an important motivational factor for educational psychology. Several theories of motivation will now be discussed briefly below.

3.6.1 Self-efficacy theory of Bandura

Bandura, in Eccles and Wigfield (2002:110), defines self-efficacy as the individual's confidence in his/her ability to organize and execute a given course of action to solve a problem or accomplish a task; he characterizes it as a multi-

dimensional construct that varies in strength, generality, and level (or difficulty). This theory points at the anticipation of success and is grounded in ideas about the success one can have with an undertaking based on one's motivation. People with greater perceived motivation and self-efficacy actually do perform better on many kinds of tasks (Beck, 2000:342).

Bandura, in Eccles and Wigfield (2002:110), has listed the following principles of the theory:

- Self-efficacy increases with *personal accomplishment*. Perceived efficacy is greater if we have more accomplishments, and efficacy expectations generalize across situations; efficacy training is therefore possible.
- Self-efficacy can increase or decrease if we see *others* similar to ourselves succeeding or failing at a task. When a person tries to imitate someone else, the degree of perceived success is determined by the actual degree of success. A person who tries to imitate someone else and fails, is therefore not going to develop a sense of self-efficacy.
- We can be *persuaded* that we are capable of coping with a situation. This process actually breaks down if we fail in such situations. Persuasion may serve to get a person to try some activity, but the effort must be followed by perceived *success* at the actual task.
- *Emotional arousal* could affect our feeling of self-efficacy. When we are emotionally disturbed, we do not perceive our self-efficacy as high as when we are in a better mood. We may learn to use our emotions as a cue for levels of self-efficacy.

Two kinds of expectancy beliefs can be distinguished (Eccles & Wigfield, 2002:111), namely *outcome* expectations – the belief that certain behaviours will lead to certain outcomes (e.g. the belief that practising will improve one's performance) – and *efficacy* expectations – beliefs about whether one can effectively perform the behaviour necessary to produce the outcome (e.g. "I can practise sufficiently hard to win the next tennis match"). As a result of these two kinds of expectancy beliefs, individuals can believe that a certain behaviour will produce a certain outcome (outcome expectation), but may not believe they can

perform that behaviour (efficacy expectation).

3.6.2 Drive theory of Skinner

According to the drive theory, biological needs lead to the arousal of appropriate drives, which activate ('propel') specific forms of behaviour (Baron, 1996:336). In order to eliminate such feelings and restore a balanced physiological state, known as homeostasis, we engage in certain activities (Baron, 1996:335). Actions that satisfy (reduce) these drives are strengthened (reinforced) and tend to be repeated when the drive is again present. Behaviours that fail to satisfy the drive are weakened. It is argued that motivation stems from physiological need deprivation, which "drove" people to engage in random activity until, by chance, the need was satisfied and the drive was thus reduced (O'Neil & Drillings, 1994:13).

Skinner, in O'Neil and Drillings (1994:13), asserts that behaviour is controlled by reinforcements, which are consequences that follow behaviour, making subsequent, similar responses more likely to occur in similar situations. The most influential drive theory, according to Beck (2000:176), holds that drive is a general energizer and that specific responses are determined by learning. Responses are said to be learned if they are reinforced (Beck, 2000:176).

Drives and "action" were early theories of achievement motivation (Sansone & Harackiewicz, 2000:131). It was believed that people sought achievement because they possessed an affective desire, a "need", for it, as they did for food or water. These theories identified two basic motives behind achievement motivation, namely, a "need to achieve" and a "fear of failure", and set out to discover when and how these motives expressed themselves (Sansone & Harackiewicz, 2000:132). The picture of motivation that emerged from this endeavour centred on questions of *who* strives for success; *when* this striving is initiated; and for *what length of time* it is sustained.

The drive theory was upheld in psychology for several decades. Most psychologists now believe that the drive theory, by itself, does not provide a

comprehensive framework for understanding human motivation, primarily because we often engage in actions that increase rather than decrease various drives. However, the drive theory has still not been completely discarded (Sansone & Harackiewicz, 2000:132).

3.6.3 Maslow's self-actualization needs hierarchy

Maslow (1969:35) suggests that all human beings have a hierarchy of needs, ranging from lower-level needs for survival and safety, to high-level needs for intellectual achievement, that motivates their actions and behaviour (Woolfolk, 1998:382). The self-actualized person is motivated by needs to be open, not defensive; to love others and self, without yielding to aggression or manipulation; to act in ways that are ethically and morally good for society; to express autonomy and creativity; and to be curious and spontaneous in interacting with the environment (Berlinger, 1998:317).

Maslow (1969:35) calls the four lower-level needs – for survival, safety, belonging, and self-esteem – *deficiency needs*. When these needs are satisfied, the motivation for fulfilling them decreases (Woolfolk, 1998:383). He labelled the four higher-level needs – intellectual achievement, aesthetic appreciation, self-actualization, and transcendence – *growth or actualization needs* (Hamachek, 1995:47). When they are met, a person's motivation does not cease; instead it increases to seek further fulfilment (Woolfolk, 1998:383). For example, the more successful you are in your efforts to know and understand, the harder you are likely to strive for even greater knowledge and understanding.

3.6.4 McClelland's need for achievement theory

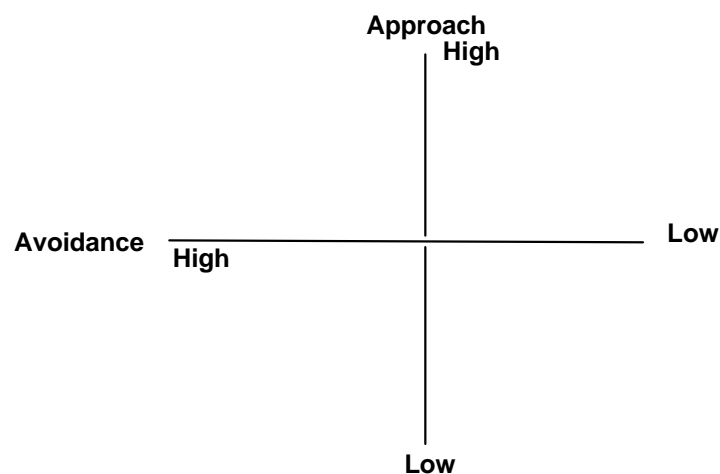
To many people, being "motivated" means being interested in achievement (Coon, 2001:420). McClelland, in Coon (2001:420), defines the need for achievement as the desire (motivation) to meet some internal standard of excellence. The person with high needs for achievement strives (is motivated) to do well in any situation in which evaluation takes place.

Some psychologists see achievement motivation as a stable and unconscious trait – something an individual possesses to a greater or lesser degree (Woolfolk, 1998:384). Other theorists see achievement motivation as a set of conscious beliefs and values, shaped mainly by recent experiences of success or failures and by factors in the immediate situation, such as the difficulty of the task or the incentive available (Woolfolk, 1998:384).

Atkinson, in Woolfolk (1998:384), added a new consideration to the theory of achievement need when he noted that all people had a need to avoid failure as well as a need to achieve – an emotional conflict between a tendency to approach success and a disposition to avoid failure (Pintrich, Brown & Weinstein, 1994:159). If our need to achieve in a particular situation is greater than our need to avoid failure, the overall tendency, or *resultant motivation*, will be to take the risk and try to achieve (Woolfolk, 1998:384; Pintrich, *et al.*, 1994:161). On the other hand, if the need to avoid failure is greater, the risk will be threatening rather than challenging and the resultant motivation will be to avoid the situation.

Atkinson's theory featured an orthogonal, two-dimensional curriculum (Fig. 3.1) in which individuals could be located not only high or low with respect to either approach or avoidance tendencies, but could also be described by their relative placement on the two dimensions (Pintrich, *et al.*, 1994:161).

FIGURE 3.1: QUADRIPOLAR MODAL OF NEED ACHIEVEMENT



Source: Pintrich, *et al.* (1994:161)

This quadripolar model has the advantage that it allows for the presence of conflicting tendencies, as in the case of those people who are simultaneously attracted to and repelled by (motivated toward and against) academic challenges (Pintrich, *et al.*, 1994:161).

3.6.5 Weiner's attribution theory

The term attribution refers to the explanation a person gives for his or her own or another person's actions or believes (Colman, 2003: 63; Sprinthall, *et al.*, 1994:625). Cognitive explanations of motivation, called attribution theories, begin with the assumption that that we all ask "Why?" in our attempts to understand our actions, successes and failures (Woolfolk, 1998:387). Attribution theories therefore describe how the individual's explanations, justifications and excuses influence motivation.

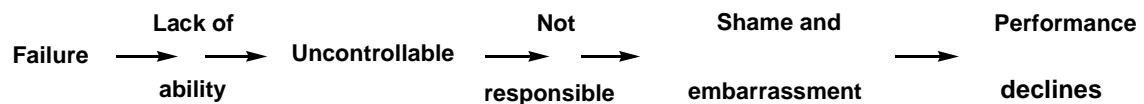
Most of the causes to which we attribute our successes or failures can be characterized in terms of three dimensions (Colman, 2003: 63; Eccles and Wigfield, 2002; Berliner, 1998:321; Woolfolk, 1998:387; Hamachek, 1995:292; Slavin, 1994:354):

- *Locus* – location of the cause internal or external to the person.
- *Stability* – whether the cause stays the same or can change.
- *Responsibility* – whether the person can control the cause.

The *internal/external locus* seems to be closely related to feelings of self-worth. If success or failure is attributed to internal factors, success will lead to pride and increased motivation, whereas failure will diminish self-esteem and motivation (Woolfolk, 1998:387). The *stability* dimension seems to be closely related to expectations about the future. If, for example, we attribute our successes/failures to stable factors, such as the difficulty of the task, we will expect to succeed/fail in that task in the future. But if we attribute the outcome to unstable factors, such as mood or luck, we will expect changes in the future when confronted with similar tasks (Woolfolk, 1998:387; Hamachek, 1995:292).

The *responsibility* dimension is related to emotions such as anger, pity, gratitude, or shame. If we fail at something that we believe is controllable, we may feel guilty; conversely, if we succeed, we may feel proud. Failing at an uncontrollable task may lead to feelings of shame or anger toward the person or institution in control, while succeeding may lead to feelings of luck or gratefulness (Woolfolk, 1998:387; Hamachek, 1995:292).

The sequence of motivation, when failure is attributed to lack of ability, and ability is considered uncontrollable, can be summarized as follows (Eccles & Wigfield, 2002; 117; Woolfolk, 1998:388):



When failure is attributed to lack of effort, the sequence looks as follows:



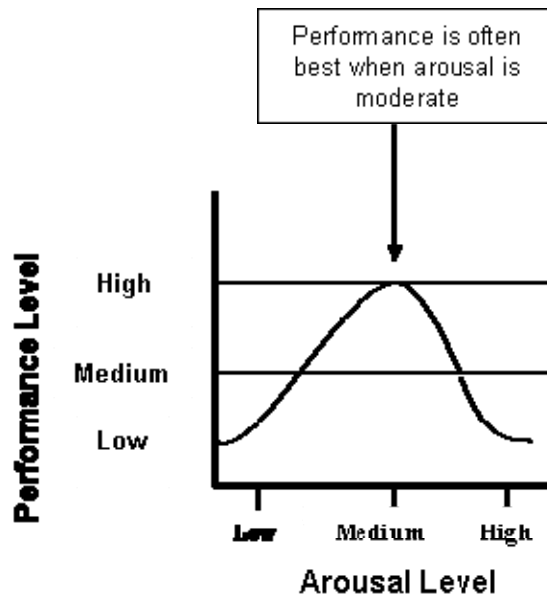
3.6.6 Arousal Theory

When it became clear that people sometimes sought to increase rather than decrease existing drives, an alternative theory of motivation, known as arousal theory, was formulated (Baron, 1996:336). This theory focuses on arousal – our general level of activation – which is reflected in both physical and psychological reactions. When we are aroused, there are changes in our brain-wave patterns, heart rate, blood pressure, and breathing rate (Baron, 1996:336, Woolfolk, 1993:342). We are alert, attentive, wide awake, or even excited.

Arousal theory suggests that what we seek is not minimum levels of arousal, but rather optimal arousal – a level of arousal that is best suited to our personal characteristics and whatever activity we are currently performing. On a simple

or well practised task, the best performance occurs when arousal is moderately high, but on a complex task, lower arousal leads to better performance – as long as the arousal is not too low (Woolfolk, 1993:343) (as shown in Figure 3.2).

FIGURE 3.2: AROUSAL AND PERFORMANCE



Source: Baron (1996:337)

3.6.7 Bandura's social learning theory

A cognitive approach to motivation primarily places emphasis on a person's thought processes. It assumes that people decide what to do on the basis of their evaluations of the likely outcomes of their behavioural alternatives (Deci, 1975:15). Bandura's theory presents an expectancy x-value approach, which postulates that the degree to which people will be motivated to expand effort on a task, is a function of (a) their expectation that they will be able to perform the task successfully and obtain the rewards associated with it; and (b) the value they place on the rewards associated with the successful completion of the task (Tollefson, 2000:65).

Bandura's social learning theory also rests on two premises, firstly, that people make personal interpretations of their past accomplishments and failures and

set goals accordingly, and secondly, that people set individual goals that become their personal standards for evaluating their performance (Tollefson, 2000:67). Individuals' beliefs about their abilities make up their sense of self-efficacy (Tollefson, 2000:67; Moriarty, Douglas, Punch & Hattie, 1995:74). People with a high sense of self-efficacy attempt tasks and persist in the face of difficulty, while people with a low sense of self-efficacy expend minimum effort and, in many cases, give up (Tollefson, 2000:67). These judgements about the attractiveness of particular tasks are likely to influence motivation and subsequently achievement (Moriarty, *et al.*, 1995:74).

According to Bandura (1977:195) and Tollefson (2000:68), people develop their personal sense of efficacy from four sources:(a) performance accomplishments; (b) observation of the performance of others; (c) verbal persuasion and related types of social influence; and (d) states of physiological arousal from which they judge personal capabilities and vulnerability. Tollefson further argues that for efficacy expectations to be enhanced by the mastery or successful completion of a task, such success needs to be attributed to ability or effort (Tollefson, 2000:68). According to Skinner, in Tollefson (2000:69), the initial task is to establish the means-end belief that effective behaviours lead to high achievement. Once the outcome expectancy has been established, the task becomes one of implementing the desired behaviours, and by doing so the achievement is increased.

Bandura also distinguishes between *outcome* and *efficacy* expectations (Tollefson, 2000:67). Outcome expectations are beliefs that particular courses of action lead to particular outcomes; efficacy expectations are beliefs that the person is capable of successfully completing the course of action that will lead to success. Outcome and efficacy expectations are differentiated, because although individuals may believe that a particular course of action will produce certain outcomes, such belief would not influence their behaviour if they entertain serious doubts about whether they can perform the necessary activities (Bandura, 1977:193). Bandura (1977:194) also notes that efficacy outcomes differ in *magnitude*, *generality* and *strength*.

3.6.8 Self-Determination Theory of Ryan and Deci

We all have a need to experience choice in the initiation and regulation of our behaviour. We prefer to choose behaviours based on inner needs and desires, in other words, we have a need for *self-determination* (Reeve, 1996:20). The Self-Determination Theory (hereinafter refer to as SDT) highlights the importance of man's evolved inner resources for personal development and behavioural self-regulation (Ryan & Deci, 2000a:68). Its arena is the investigation of people's inherent growth tendencies and innate psychological needs, which are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes. Three such needs have been identified (the need for *competence*; *relatedness*; and *autonomy*) that appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being (Ryan & Deci, 2000a:68).

However, because of the functional experimental differences between self-motivation and external regulation, a major focus of SDT has been to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at any given time (Ryan & Deci, 2000a:69). SDT is concerned not only with the specific nature of positive developmental tendencies, but also examines social environments that are antagonistic toward these tendencies (Ryan & Deci, 2000a:70).

Early investigations focused on the social conditions that enhanced (or diminished) a very positive feature of human nature, namely, man's natural activity and curiosity, which is referred to as *intrinsic motivation*. Ryan and Deci (2000a:76) have presented the Cognitive Evaluation Theory (CET) as a subtheory of SDT, concluding that conditions supportive of autonomy and competence reliably facilitate this vital expression of the human growth tendencies, whereas conditions that control behaviour and hinder perceived effectance undermine its expression.

Contexts supportive of autonomy, competence and relatedness have been

found to foster greater internalization and integration than contexts that thwart the satisfaction of these needs (Ryan & Deci, 2000a:76). The aforementioned authors further argue that this latter finding is of great significance for individuals who wish to motivate others in a way that engenders commitment, effort, and high-quality performance. Within SDT, Ryan and Deci (2000a:72) have introduced a second subtheory, Organismic Integration Theory (OIT), to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder the internalization and integration of the regulation of these behaviours.

Ryan and Deci (2000a:72) distinguish between different forms of extrinsic motivation, such as external regulation, introjected regulation, identified regulation, and integrated regulation.

3.6.9 Covington's self-worth theory

Covington (1998:15) posits that in our society, human value is measured largely in terms of one's ability to achieve competitively. Pintrich, Brown and Weinstein (1994:161) agree with this notion, arguing that the need for self-acceptance is the highest human priority and that, in reality, the dynamics of achievement largely reflect attempts to aggrandize and protect self-perceptions of ability. Ability (or the lacking thereof) is often perceived as the major cause of success (or failure) and therefore becomes a central part of a person's self-definition. Beery, in Covington (1998:15) and Covington (2000:181), emphasizes that to be able, is to be valued as a human being, but to do poorly, is evidence of inability and reason to despair one's own worth. According to Covington (2000:181), the self-worth theory assumes that the achievement goals adopted by people, reflect a life-spanning struggle to establish and maintain a sense of worth and belonging in a society that values competency and doing well.

From this self-worth perspective, only those people who occupy the upper right quadrant of the quadripolar model, the so-called success-orientated, are likely to be relatively immune to the kinds of stress that trigger defensive, failure-oriented strategies, such as procrastination and unrealistically high goal setting

(Figure 2.1). According to self-worth formulations, the remaining quadrants in Figure 2.1 represent three distinctive self-defeating responses to the threat of failure, namely 1) *overstrivers* (high approach/high avoidance), which are alleviated by a defensive strategy of avoiding failure by succeeding; 2) *failure-avoiders* (high avoidance/low approach) who create excuses either before falling short, or after the fact of failure, by making excuses retrospectively; 3) *failure acceptors*, whose sense of competency has failed. As failures mount, the increasing implausibility of their self-serving explanations finally force some individuals to conclude that they are in fact incompetent, and hence unworthy (Pintrich, *et al.*, 1994:162).

In terms of the Self-worth Theory, one must be wary of blaming failure on a lack of motivation. *Absence* of behaviour on the part of educators may stem from the same level of motivation than a lively abundance of behaviour (Covington, 1998:16). This suggests that the Department of Education should review the reasons listed for truancy or poor performances by educators.

3.7 FACTORS INFLUENCING MOTIVATION

3.7.1 Praise and criticism

As a general rule, praise is a more powerful motivator than criticism when trying to enhance people's work performances. Research has indicated that the effects of praise and criticism are also related to personality differences (Hamachek, 1995:283). For instance, people tend to respond to praise differently, depending on whether they are more inclined to be introverted (quiet and shy) or extroverted (outgoing and confident). In order to use praise and criticism wisely, we have to pay attention to how it affects individuals. Some people respond easily to praise given for relatively minor accomplishments, while others are motivated only by praise for genuinely noteworthy accomplishments related to their high ability (Hamachek, 1995:285).

Generally, praise is an all-purpose, motivational fuel: it helps people in getting their motivational engines started, while it assists others in keeping them

running smoothly. Both research and experience have shown that the judicious and appropriate use of praise and constructive criticism can facilitate the learning process (Hamachek, 1995:290). Praise, by its nature, is highly biodegradable and dissolves quickly after it is received, which is why each of us, no matter what our age or status, can always use more of it (Hamachek, 1995:290).

3.7.2 Success and failure

Someone who experiences success in a particular activity is likely to develop an interest and continue to participate in the activity. On the other hand, failure in an activity is likely to result in a decline of interest in and avoidance of the activity (Mwamwenda, 1996:262). Past experience also plays an important role in motivation; those who have experienced success in the past expect to experience success in subsequent exercises, whereas those who have experienced failure, expect more failure, and therefore may resort to undesirable behaviour such as fear, withdrawal or uncooperativeness (Mwamwenda, 1996:262). Hamachek (1995: 291) further argues that success and failure can have an enormous effect on our aspirations. He notes that success experiences tend to spur high and realistic aspirations about what is possible. Conversely, repeated failure tends to cause students to aspire to either unrealistically high, or dismally low, goals. Atkinson, in Slavin (1991:329), expands the idea that some people are more motivated to avoid failure than to seek success (“failure avoiders”), while others are more motivated to seek success than to avoid failure (“success seekers”).

3.7.3 Reinforcement and punishment

In general, people are more likely to attribute events to internal, controllable causes when others reinforce their successes, but do not punish their failures (Ormrod, 2006:417). Conversely, they are more likely to make external attributions when others punish their failures and ignore their successes (Ormrod, 2006:417). According to Bandura, Rosenthal and Zimmerman, in

Ormrod (2006:331), both reinforcement and punishment can influence learning and behaviour in the following ways:

- People form expectations about the likely consequences of future responses, based on how current responses are reinforced or punished.
- People's expectations are also influenced by their observations of the consequence that follow other people's behaviours.
- Expectations about probable future consequences affect how people cognitively process new information.
- The non-occurrence of an expected consequence may have a reinforcing or punishing effect in and of itself.

3.7.4 Competition and cooperation

By definition, competition refers to a contest between rivals, whereas cooperation refers to an association with another, or others, for mutual or common benefit (Hamachek, 1995:306). Some argue that competitive approaches bring out the best in people and lead to higher levels of achievement, while others champion cooperative approaches, which are more pleasant. While competition can add excitement and incentive to almost any activity, it creates both winners and losers. Some people need and want a competitive atmosphere, while others need the more relaxed climate that cooperative activities provide (Hamachek, 1995:306). It is evident that there is a place for both competitive and cooperative approaches. Both can be positive or negative motivators, depending on how they are used, and we therefore seek a balance (Hamachek, 1995:314).

3.7.5 Self-concept

Self-concept is the way a person perceives him- or herself in terms of social, physical and intellectual attributes (Mwamwenda, 2004:308; Mwamwenda, 1996:372). Its development may be affected by the way in which the person is

brought up and how he or she interprets his or her life experiences. Mwamwenda (2004:312) argues that self-concept is not innate, but is acquired through learning. Many theorists distinguish between two aspects of the sense of self: *self-concept* (cognitive assessments of one's own characteristics, strengths and weaknesses) and *self-esteem* (value judgements and feelings about one's own worth) (Ormrod, 2006:65; Hamachek, 1995: 326). People tend to behave in ways that mirror their beliefs about themselves, and those who have positive self-views are more likely to succeed academically, socially and physically (Ormrod, 2006:65; Hamachek, 1995: 345).

Everyone wants to feel good about him-/herself; that he/she is a person of worth and competent enough to perform most of the tasks required of him/her. People's self-assessment depends on how successful they have been in the past, while other people's behaviours may also influence our self-perceptions in at least two ways: 1) how people evaluate their own performance depends to some extent on how it compares to the performance of those around them, and 2) people's self-perceptions are affected by how others behave toward them; (Ormrod, 2006:66). Super in Eloff and Ebersohn (2004:294), notes that the degree of satisfaction educators attain from work is proportional to the degree to which they are able to implement self-concepts.

3.8 CONCLUSION

In this chapter, a theoretical perspective on motivation was presented, while in Chapter Four, a theoretical explanation of the chosen research design and methodology will be given.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, a theoretical reflection on motivation was given. In this chapter, the research design and methodology will be presented in greater detail, to illustrate that the researcher is well acquainted with the chosen methodology and research approach.

According to Denzin and Lincoln (2005:21), three interconnected, generic activities define the qualitative research process, namely: theory, and ontology, epistemology, and methodology. The researcher approaches the world with a set of ideas (theory, ontology) that specifies a set of questions (epistemology) that he or she examines in specific ways (methodology) (Denzin & Lincoln, 2005:21). This research will be initiated by the research problem (Denzin & Lincoln, 1998:39) and the only reliable source of information that can answer this question, is the participating teachers themselves. The participants interpret their experience, perceptions or feelings and then the researcher interprets the explanation provided by the participants (Burns & Grove, 1993:66).

4.2.1 Orientation

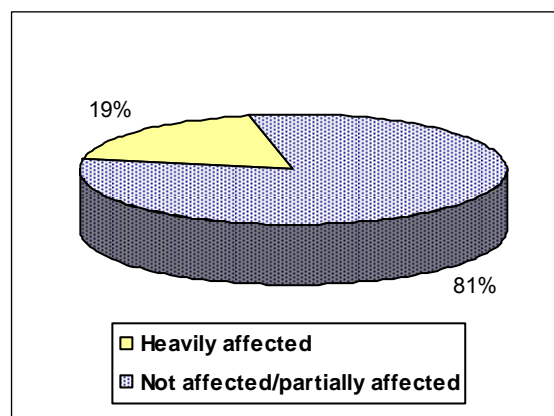
“Continuing development in the sciences and the need to include new content will mean constant updating, and educators will have to accept radical changes in the development of and the way in which they think about, their profession. If something is not done about the lack of direction felt by educators, to keep pace with the imminent changes, then the problem of “teacher burn-out” will escalate and the quality of teaching will steadily deteriorate as educators become more and more demoralized. Good quality teaching will be increasingly necessary to meet the specialist needs of a changing society” (Cole & Walker, 1989:6).

The striking truth about the aforementioned quote has reiterated by Everard and

Morris, in Wevers and Steyn (2002:210). They assert that individuals will embark on educational change with different feelings about the desirability of change; some may perceive it as a threat and it may therefore lead to feelings of insecurity and concern about personal exposure. This, in turn, could cause a spiral effect and could influence the motivation of educators profoundly.

In their research about the impact of educational change on the work life of South African teachers, Booyse and Swanepoel (1999:218) concluded that almost 81% (see Figure 4.1 below) of the respondents were of the opinion that they had been dramatically affected by educational change. Regarding obstacles in the way of the effective implementation of change, the respondents felt that too many changes had been introduced simultaneously and that they had not been given sufficient time to pay attention to each of these changes (Booyse & Swanepoel, 1999:221). On the basis of the above conclusion, it is evident that the level of motivation experienced for the proposed implementation of the new FET curriculum will play an influential part in the effectiveness thereof.

FIGURE 4.1: DEGREE TO WHICH WORK WAS AFFECTED



Source: Booyse and Swanepoel (1999:218)

Le Grange and Reddy (2000:24) contend that educators will require a great deal of support and time if OBE (and therefore FET) is to be implemented in any meaningful way in the classroom. No matter how creative and innovative a curriculum might be, the implementation of that curriculum in the classroom will

determine its effectiveness and structure. If educators do not believe in the methodology suggested, have no faith in the successful implementation of the model proposed, have no sense of ownership pertaining to the changes that need to be made, and little or no common vision as to where they are going, then the likelihood of OBE reaching its potential is questionable (Singh & Manser, 2000:111). The same could apply to FET.

Motivating educators is a crucial component of effective schools. The degree of satisfaction that educators derive from their work will determine their motivational state and the effectiveness with which they fulfil their duties (Wevers & Steyn, 2002:210). Against the above background, the research questions emerged.

4.2.2 Formulation of the research problem

The following primary and secondary research problems were formulated for this study:

Primary research problem:

- *Are educators adequately motivated for the implementation of the new Further Education and Training curriculum?*

Secondary research problem:

- *Which guidelines can be provided to better motivate educators regarding the implementation of the new FET curriculum?*

Research aims

The **primary aim** of this study was derived from the primary research problem and is to:

- *explore and describe if educators are adequately motivated to implement the new FET curriculum.*

The **secondary aim** emerging from the primary aim is to:

- *establish which guidelines can be provided to improve the motivation of educators regarding the implementation of the new FET curriculum.*

4.3 PHILOSOPHICAL FOUNDATION OF STUDY

Before commencing any research, it is necessary to make explicit the philosophical foundations of the research, which will assist the researcher in:

- Clarifying the research design and methodology.
- Achieving congruence between the research purpose and research design.
- Analysing the research process against a specific philosophical/political bias (Wood, 2004).

Since this study is qualitative in nature, four major interpretive paradigms structure such a research approach, namely: positivist and post-positivist, constructivist-interpretive, and critical and feminist-post-structural (Denzin & Lincoln, 2005:22). However, for this study, a constructivist-interpretive paradigm was adopted.

The constructivist paradigm assumes a relativist ontology (there are multiple realities), a subjective epistemology (knower and participant co-create understandings), and a naturalistic (in the natural world) set of methodological procedures (Denzin & Lincoln, 2005:24). Terms such as *credibility*, *transferability*, *dependability*, and *confirmability* replace the usual positivist criteria of internal and external validity, reliability, and objectivity. The research design involves a clear focus on the research question, the purpose of the study, what kind of information most appropriately will answer specific research questions, and which strategies are most effective for obtaining it (Denzin & Lincoln, 2005:25).

Rodwell (1998:4) argues that constructivist inquiry provides practical guidelines for ways to understand and manage the context of multiple perspectives and

diversity and by assisting the researcher to look at the world with more flexibility.

For the purpose of this study, the term “constructivist” will refer to the philosophical foundation on which the research is based (Wood, 2004:41). The dimensions of *ideology*, *purpose*, *knowledge*, and *methods* will bring the assumptions of constructivism into alignment with the tenets of qualitative research.

- **Ideology**

The underlying ideology of constructivism is pragmatism or functionalism (Rodwell, 1998:5). Constructivist pragmatism focuses on what is done with the meaning we give to our life experiences and focuses more precisely on human capacity and autonomy (Rodwell, 1998:6). The constructivist assumes that every person determines his or her own meanings and constructions of events and that human potential is unlimited.

- **Purpose**

The primary purpose of constructivism is understanding, but through understanding comes knowledge that in turn enhances the individual’s power to make informed choices that can lead to effective change. The goal of this study was to enhance the motivation of educators for the implementation of the new FET curriculum and is therefore compatible with the primary purpose of constructivism.

- **Knowledge**

Constructivism, due to its epistemological assumptions, is only idiographic (need to know the particulars of a case) in its approach to knowledge (Rodwell, 1998:7).

- **Methods**

In the constructivist framework, responsible, ethical and competent researchers

use a reflective process, are conscious of their own feelings, intentions and needs in relation to the participants under investigation (Rodwell, 1998:7). Persistent observation is employed to provide data for analysis, which are normally analysed *inductively*. The constructivist strategy focuses on evidence of improvement in the participant's conscious experiencing of his or her world, which is based on a belief that through consciousness raising comes a more sophisticated understanding of the world.

4.3.1 Research design

The chosen research design attempts to provide an educational psychological perspective on the research topic, since the researcher will try to explore and describe if educators are adequately motivated to implement the new FET curriculum. Seltiz, Jahoda, Deutch and Cook, in Mouton and Marais (1990:32), define research design as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design implies that the research is well planned.

Mouton and Marais (1990:33) and Babbie and Mouton (2001:74) explain research design as planning and structuring a given research project in such a manner that the validity of the research findings is maximized. De Vos and Fouché (1998:99) indicate that the research design is the road map or blueprint according to which we intend achieving our research goals and objectives. In this study, a qualitative research design was used to capture the "lived experience" of teachers (Denzin & Lincoln, 1998:xvii; Burns & Grové, 1993:65). It will attempt to make the invisible visible; to describe experience without considering its origin or cause, in order to articulate the prereflective level of lived meanings (Kvale, 1996:53).

The explicit characteristics of a qualitative approach, which was used for this research, are discussed below.

4.3.2 Qualitative approach

Qualitative research, according to Creswell (1994:1-2), is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in the natural setting of the participants. Words such as *understanding*, *discover*, and *meaning* form the glossary of emerging qualitative terms (Creswell, 1994:6).

The qualitative researcher is concerned with (Schurink, 1998a:243):

- Understanding, rather than explanation.
- Naturalistic observation, rather than controlled measurement.
- The subjective exploration of reality from the perspective of an “insider”, as opposed to the “outsider” perspective that is predominant in the quantitative paradigm (De Vos, 1998:243).

Qualitative researchers interact with those they study, whether this interaction assumes the form of living with or observing informants over a prolonged period of time, or actual collaboration (Creswell, 1994:6). A variety of techniques and methods are utilised “to describe, decode, translate and come to terms with the meaning of phenomena in the social world” (Creswell, 1994:4).

Silverman (2001:32) states that the methods used by qualitative researchers are believed to provide a “deeper” understanding of social phenomena. Qualitative research tends to lay considerable emphasis on situational and often structural contexts, in contrast to quantitative research (Strauss, 1987:2). For the qualitative researcher, *concepts* are meaningful words that can be interpreted in a number of ways (Creswell, 1998:5; Robinson, 1998:409; Mouton & Marais, 1990:160; Patton, 1987:22). Qualitative researchers attempt to understand behaviour and institutions by getting to know the persons involved, particularly their values, rituals, symbols, beliefs and emotions (Frankfort-Nachmias & Nachmias, 1992:272). The focus is therefore on the deep meaning and quality of life-experiences (Williams, 2003:20).

4.3.3 Exploratory nature

When exploring a phenomenon, a researcher attempts to search for, open up and collect new information (Creswell, 1994:103). New avenues are followed where little is known about the topic (Creswell, 1996:102). This approach is typical when a researcher examines a new interest or when the subject of study itself is relatively new. Babbie and Mouton (2001:80) believe that the most important research design considerations that apply here are the need to: 1) follow an open and flexible research strategy; and 2) use methods such as literature reviews, case studies and informants, which may lead to insight and comprehension. At present, there is an urgent need to provide teachers with sound guidelines, based on the exploration of educators' motivation with regard to the new FET that is yet to be implemented.

4.3.4 Descriptive nature

Descriptive studies emphasize the in-depth and accurate description of a specific individual, situation, group, organization, sub-culture, interaction or social object. According to Creswell (1994:145), qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding. One may also emphasize the frequency with which a specific characteristic or variable occurs in a sample. The researcher's goal is to describe that which exists as accurately as possible and to discover new meaning (Mouton & Marais, 1990:43). Descriptive analysis involves the identification of the discreet elements in the interview data and ordering these discreet elements into categories (Babbie & Mouton, 2001:272; Radnor, 1994:18). The aim of this research was to explore and describe in detail if educators are adequately motivated for the implementation of the new FET curriculum.

4.3.5 Contextual nature

The research is contextual if it allows the researcher to interview participants in their concrete natural context (Babbie & Mouton, 2001:272). It is only if one

understands events against the background of the whole context and how such context confers meaning to the events concerned, that one can truly claim to “understand” the events (Babbie & Mouton, 2001:272). This “understanding” explains when phenomena or events are studied because of their intrinsic interest and also in terms of their immediate context (Mouton & Marais, 1990:49), namely their schools. This research was conducted within a demarcated and familiar context, namely schools in the Southern Cape, and investigated Commerce educators’ motivation for the implementation of the new FET curriculum.

4.3.6 Inductive strategy

A researcher following an inductive strategy, embarks on a project without an explicit conceptual framework or preconceived notions, and merely uses a research question to guide the emerging process of the research. This strategy is appropriate to studies of an exploratory and descriptive nature (Mouton and Marais, 1990:103). The researcher obtains many observations of a present or past situation, from detailed descriptions of people’s perceptions and social realities, and then generates from these descriptions an understanding to explain the phenomenon (McMillan & Schumacher, 1993:91). Inductive reasoning allows one to *explore* and *discover* with an emerging research design (McMillan & Schumacher, 1993:91).

Van Maanen (1983:108-109) has identified two essential steps in inductive research: 1) Detective work – the tracking down of patterns and consistencies; and 2) Creative leap – breaking away from the expected to describe something new. Inductions are based on the belief that we can proceed from a collection of facts concerning social life and then make links between these to arrive at our theories (May, 1993:22). In qualitative research, the researcher builds abstractions, concepts and theories from details (Creswell, 1994:145; Patton, 1987:306). The researcher therefore embarks on a process of discovery (Schutt, 2004:415).

4.3.7 Holistic view

Qualitative design is holistic in nature. It looks at the larger picture, and begins with a search for understanding the whole picture (Denzin & Lincoln, 1998:42). It is based on the assumption that the whole is greater than the sum of the parts, and that understanding the context is essential for understanding a situation (De Vos, 1988:109). The research is holistic if the data involved places observations and interview data into a larger context (Morse, 1994:162). Holistic, according to Miles and Huberman (1994:6), means to gain a curriculumatic, encompassing and integrated overview of the context under study: its logic, its arrangements, and its explicit and implicit rules. The strategic mandate to be holistic, inductive and naturalistic means getting closer to the phenomenon under study, and the researcher neither manipulates the setting under study, nor predetermines what variables or categories are worth measuring (Patton, 1987:43).

4.3.8 Interpretive

Mason, in Robinson (1998:426), believes that the interpretation of lived experience involves the consideration of meaning, or what the researcher can infer about something beyond the interview interaction itself or the observations of a given event. The researcher has to construct or document a version of what he or she thinks the data mean or represent. Schwarzt, in Mertens (1998:11), assumes that interpretive paradigms are guided by knowledge that is socially constructed in the research process, and that researchers should attempt to understand the “complex world of lived experience from the point of those who live in it”. Interpretive paradigms are based on the perception that reality can be interpreted, but not predicted or controlled (De Vos, 1998:246).

4.4 RESEARCH METHODOLOGY

The research was conducted in two phases. **Phase 1** explored and described the motivation of educators for implementing the new FET curriculum. The results of **Phase 1** served as data for **Phase 2**, in which guidelines are

proposed to better motivate educators regarding the implementation of the new FET curriculum. A literature check was undertaken in both phases to verify the outcomes.

4.4.1 Phase 1

Exploration and description of the motivation of educators for the implementation of the new FET curriculum.

In order to explore and describe if educators are adequately motivated for the implementation of the new FET curriculum, the following steps were taken:

4.4.1.1 Sampling of participants

If, as the poet Alexander Pope stated '*The proper study of mankind is man*' then social scientists should study people. The question follows: What is it about people we wish to study? We may be interested in the *groups* in which people work, the *interactions* in which they engage, and the *settings* in which they are born or die (Brewer & Hunter, 1989:100). Sampling refers to the method used to select a given number of people (or things) from a population (Mertens, 1998:253). For Lane, in De Vos and Strydom (1998:191), a sample represents the element of a population considered for actual inclusion in the study.

Sampling is connected to the decision about which persons should be interviewed (case sampling) and from which groups these should come (sampling groups or cases) (Flick, 1998:62). Furthermore, it also involves the decision about *which* of the interviews should be further treated, i.e. transcribed and interpreted (material sampling). During the *interpretation* of the data, the question again arises which parts of a text should be selected for general or detailed interpretation (sampling of the material). Finally, sampling involves presenting the findings: which cases or parts of text are best used to demonstrate the findings (presentational sampling) (Flick, 1998:62).

The participants in this research were *purposively* selected (De Vos & Strydom, 1998:198; Mertens, 1998:254; Berg, 1995:179). Purposive sampling relies on

the researcher's prior theoretical and empirical understanding of the universe with respect to the issue under study. It attempts to include particular categories or subgroups of the population and selects only certain subgroups that represent theoretically meaningful variation because they are regarded as the experts in their respective fields (Brewer & Hunter, 1989:114).

Fetterman (1998:32) suggests that the researcher must filter out those sources of information that will add little to the study. Schutt (2004:150) suggests that participants should be knowledgeable about the research topic and willing to talk and be representative of a range of points of view. He further argues that they should pass the tests of "completeness" and "saturation".

A research sample of educators involved in the implementation of the new FET curriculum in the South Cape, within George and the surrounding area, was consciously selected, as teachers are regarded as the most characteristic population who can provide information that is rich in description (De Vos and Strydom, 1998:198). The research was further demarcated by the inclusion of educators involved in the teaching of Commerce subjects at High School Level exclusively, as they will provide information that is meaningful and rich in description for the implementation of Business Studies in the new FET curriculum. Furthermore, the findings of this research could also be utilized and applied to other subjects. Educators aged between 25 and 60 years, representative of diverse socio-economic, religious, race and gender groups, were selected.

4.4.1.2 Data collection

Miles and Huberman, in Creswell (1994:149), list four parameters to identify any research project: the *setting* (where the research will take place); the *actors* (who will be observed or interviewed); the *events* (what the actors will be observed doing or interviewed about); and the *process* (the involving nature of the events undertaken by the actors within the setting). The data collection steps involve (a) setting the *boundaries* for the study; (b) *collecting information* through observations, interviews, documents, and visual materials; and (c)

establishing “the protocol” for *recording* the information (Creswell, 1994:148).

- **Fieldwork observations**

The teachers who volunteered as participants in this research all met the criteria as outlined in Section 4.4.1.1, and were very enthusiastic about making a contribution towards the motivation of educators. Eleven schools were purposively selected for sampling. Two of the schools were situated in so-called white areas; one such school was in a predominantly black (isiXhosa-speaking) area, while the remaining eight schools were located in predominantly “coloured” areas. Two participants were English-speaking, while the rest of the participants were all Afrikaans-speaking. Biographic data about the participants are contained in Table 4.1.

TABLE 4.1: BIOGRAPHICAL DATA OF PARTICIPANTS

GENDER	QUALIFICATIONS	TEACHING EXPERIENCE	HOME LANGUAGE	RACE	AGE
Male	B.Com	13 years	Afrikaans	White	36
Male	B.Econ., B.Ed., HDE	20 years	Afrikaans	White	41
Male	HDE, BA	13 years	Afrikaans	White	39
Female	HDE, Commerce	11 years	Afrikaans	White	33
Female	B.Ed., B.Econ.	26 years	Afrikaans	White	48
Male	Ed., FDE	24 years	Afrikaans	Not disclosed	44
Male	HDE	5 years	Afrikaans	Not disclosed	30
Male	B.Econ., HDE, B.Ed.	18 years	Afrikaans	Not disclosed	42
Female	HDE, B.Com	17 years	Afrikaans	White	40
Female	BA, HDE	18 years	Afrikaans	Coloured	41
Female	B.Econ, HDE	15 years	Afrikaans	Coloured	37
Female	FTD (Commerce)	20 years	Afrikaans	Coloured	42
Female	B.Econ.	16 years	Afrikaans	Not disclosed	38
Female	HDE (Commerce)	16 years	Afrikaans	Not disclosed	38
Female	HDE (Commerce)	23 years	Afrikaans	Not disclosed	43
Female	B.Ed.	12 years	Afrikaans	Coloured	36
Female	HDE (Commerce)	20 years	Afrikaans	Coloured	42
Male	HDE	30 years	Afrikaans	Not disclosed	56
Male	BA, Hons	19 years	Afrikaans	Not disclosed	41

GENDER	QUALIFICATIONS	TEACHING EXPERIENCE	HOME LANGUAGE	RACE	AGE
Male	HDE (Commerce)	13 years	Afrikaans	Not disclosed	37
Female	HDE (Commerce)	20 years	Afrikaans	Not disclosed	45
Female	B.Econ, HDE	16 years	Afrikaans	Not disclosed	37
Male	HDE (Commerce)	6 years	Afrikaans	Not disclosed	48
Male	HDE (Commerce)	16 years	Afrikaans	Not disclosed	35
Male	HDE (Commerce)	6 years	Afrikaans	Coloured	30
Male	B.Ed., HDE, B.Econ. B.Commerce	19 years	Afrikaans	Coloured	42
Female	HDE	12 years	Afrikaans	Not disclosed	39
Male	B.Econ., B.Ed, HDE	20 years	Afrikaans	Coloured	43
Male	HDE (Commerce)	17 years	Afrikaans	Not disclosed	42
Male	HDE (Commerce)	7 years	Afrikaans	Not disclosed	31
Female	HDE (Commerce)	10 years	Afrikaans	Not disclosed	33
Female	SED, B.Tech	10 years	English	Black	33
Male	BSc, B.Com (Hons)	2 years	English	Black	28
Male	HDE (Commerce)	19 years	Afrikaans	Not disclosed	40
Male	B.Com.	25 years	Afrikaans	Not disclosed	49
Male	B.Com (Acc) B.Ed, HDE	30 years	Afrikaans	Not disclosed	53
Male	HDE (Com) NHDE (Management)	24 years	Afrikaans	Not disclosed	44

The *setting* in which this research took place, was private offices at secondary schools in the South Cape. The *actors* or participants were high-school educators responsible for the implementation of the new FET curriculum. The *event* that this research was about was to determine how motivated educators were for the implementation of the new FET curriculum. Educators involved in teaching Commerce subjects and who will be responsible for implementing the new FET curriculum in schools starting 2006, provided the *process*.

The data were collected by means of semi-structured group *interviews*. Gillham (2000:17) defines semi-structured interviews as verbal approximations of a questionnaire with explicit research goals. These interviews generally serve comparative and representative purposes – comparing responses and putting them in the context of common group beliefs and themes (Fetterman, 1998:38). Radnor (1994:14) describes the main skill in conducting interviews as one of

active listening.

Interviews are the heart of conducting qualitative research, because they seek the words of the people we are studying, the richer the better, so that we can understand their situations with increasing clarity (Ely, Anzul, Friedman, Garner & Steinmetz, 1991:58). Gillham (2000:1) and Ely *et al.* (1991:58) define an interview as a purposeful conversation, usually between two or more people, that is directed by one person in order to get information. The main purpose of an interview is to see the world through the eyes of the person(s) being interviewed (Ely *et al.*, 1991:58). Interviews explain, and put into a larger context, what the qualitative researcher sees and experiences (Fetterman, 1998:37).

During this research, all interviews were recorded on audio-tape, which allowed the researcher to engage in lengthy informal and semi-structured interviews without the distraction of manual recording devices. Audio-taping effectively captured long verbatim quotations, essential to good fieldwork, while the researcher maintained a natural conversational flow and the quotations could be analysed over and over again (Fetterman, 1998:64).

Field notes were taken by an observer while recording the data, to help the interviewer facilitate later analysis and for the sake of triangulation (Frankfort-Nachmias & Nachmias, 1992:282; Patton, 1987:137).

- **Differentiated nature of semi-structured interviews**

Interviews are usually carried out away from the action, so that there is a chance to talk in peace and in greater depth (Ely, *et al.*, 1991:57). Interviews can be conducted as follows (Flick, 1998:77-95):

1. *Focused interviews* – four criteria need to be met during the design of the interview guide and the conducting of the interview itself: non-direction; specificity; range and depth; and personal context shown by the interviewer. The different elements of the method will serve to meet these criteria.

2. *Problem-centred interviews* – these interviews are characterized by three central criteria: *problem centring*, i.e. the researchers' orientation to a relevant social problem; *object orientation*, i.e. that methods are developed or modified with respect to an object of research; and, finally, *process orientation* in the research process and in the understanding of the object of research.
3. *Ethnographic interviews* – these interviews can be seen as a series of friendly conversations into which the researcher slowly introduces new elements to assist informants to respond as informants. A specific request to hold the interview, ethnographic explanations and ethnographic questions are included.

- **Advantages of face-to-face interviews**

An overpoweringly positive feature of the face-to-face interview is the richness and vividness of the material it turns up (Gillham, 2000:10). Interviewing is a flexible technique that could enable the researcher to explore greater depth of meaning and where interpersonal skills could be used to facilitate cooperation and elicit more information (Burns & Grové, 1993:367). It allows the collection of data from subjects unable or unlikely to complete questionnaires (Burns & Grové, 1993:367).

In a research report in which different kinds of data are used, the interview material is almost always the most interesting and, above all, it enables one to see and understand what is reflected more abstractly in other kinds of data (Gillham, 2000:10). Frankfort-Nachmias and Nachmias (1992:227) identify feasibility, instructions to the interviewee, control over the interview situation, high response rate, and the collection of supplementary information as the key advantages.

- **Disadvantages of face-to-face interviews**

The main disadvantages of face-to-face interviews are high cost, interview bias, and lack of anonymity (Frankfort-Nachmias & Nachmias, 1992:229). Face-to-

face interviews are enormously time-consuming and are not stimulating, because of the non-diversity of meaning. Gillham (2000:9) identifies the following disadvantages:

1. *Developing and piloting the interviews:* Interviews require much more time than questionnaires and are therefore more costly, which reduces the sample size (Burns & Grové, 1993:367).
2. *Setting up and travelling to and from the interview location:* This typically involves more time than the interview itself.
3. *Transcribing the interview:* A one-hour interview takes about ten hours to transcribe into a tidy format.
4. *Analysing the interview:* Time specifications are not clear, because so much “to-ing” and “fro-ing” is involved and you will be moving from one transcript to another, categorizing the responses (Gillham, 2000:9).

The semi-structured group interviews in this research were based on the following initial open-ended question:

On the basis of your experience of OBE, how motivated do you feel for the implementation of the proposed FET curriculum?

An open-ended question enables the researcher to understand and capture the points of view of other people, without predetermining those points of view through prior selection of questionnaire categories (Patton, 1987:28). It allows participants to interpret the question according to their own framework (Fetterman, 1998:43; Ely *et al.*, 1991:66). Open questions, according to May (1993:78), give participants greater freedom in answering the question, because they answer in a way that suits their understanding and experience. Adequacy of data is attained when sufficient data have been collected, saturation occurred and variation is both accounted for and understood (Denzin & Lincoln, 1998:76).

At the early stage of the investigation, a pilot study can offer certain indications to the researcher that can either reassure him or her or suggest that he or she should modify his or her strategy (Strydom, 1998:187). The purpose of a pilot study is therefore to give direction to the main investigation (Strydom, 1998:188)

and to improve the methodology (Burns & Grové, 1993:48). During the pre-session activities, the following ground rules were communicated, as indicated by Msutwana (2004:56):

- Free, open and relaxed speech was required.
- Others' viewpoints were to be respected, even when one disagreed.
- Anonymity would apply.

A pilot interview was undertaken prior to the research to identify any obstacles (Burns & Grové, 1993:52). During this pilot study, it became clear that it was advisable to conduct a post-knowledge test to ascertain educators' knowledge after training has commenced for the proposed implementation of the new FET curriculum.

- **Role of researcher**

In qualitative research, the researcher plays an important role. With his or her communicative competencies, the researcher is the main “instrument” for collecting data and of cognition (Gillham, 2000:4; Flick, 1998:55; Mertens, 1998:175; Marshall & Rossman, 1995:59; Creswell, 1994:145; May, 1993:116). The researcher cannot adopt a neutral role in the field and in the contacts with the persons to be interviewed or observed, but rather takes, or is allocated, certain roles and positions – sometimes vicariously and/or unwillingly. The interviewer registers and interprets what is said, as well as how it is said; he or she must be observant of and able to interpret vocalization, facial expressions, and other bodily gestures (Kvale, 1996:31).

The qualitative researcher decides which questions to ask, in what order and what to observe, while the observer writes field notes (Mertens, 1998:175). Rossman, in Babbie (2001:278), points out that the researcher might plan a role that entails varying degrees of “participantness”. According to Mertens (1998:178), the researcher can adopt the role of supervisor, leader, and friend.

Schurink (1998a:259) advises that the researcher has to establish an acceptable role for him or her in the setting under study. Gold, in De Vos

(1998:260), distinguishes four master roles that can be performed by the qualitative researcher, namely:

- *Full observer* – the researcher is a complete outsider striving to be objective and to become invisible.
- *Observer as participant* – the researcher interacts casually and non-directively with research participants, but strives not to become part of the setting.
- *Participant as observer* – the researcher interacts closely enough with participants to obtain an insider view, but does not participate in the activities.
- *Full participant* – the researcher is either part of the setting or becomes involved in the course of the research.

Guidelines provided by Polsky, in De Vos (1998:261), were followed to guide the researcher through the interview process for this research. The author advises that one should not contaminate the environment with devices such as tape recorders without the permission of participants, be friendly, but careful not to intrude before establishing relationships, and answer all questions openly and honestly.

Two researchers participated in this research: one as the moderator, who facilitated the interview, and the other one as an observer, responsible for taking field notes to ensure triangulation. Denzin, in Mouton and Marais (1990:91), coined the term triangulation for the use of multiple methods of data collection. In this study, Heads of Departments for Commerce subjects were contacted to arrange interviews with the participants concerned. Permission for these was obtained from the various principals of the relevant schools. Interviews were conducted in private offices and tape recorded.

4.4.1.3 Data analysis

Analysis is the process of bringing order to data, organising what is collected into patterns, categories, and basic descriptive units (Patton, 1987:144).

Strauss (1987:11) prefers the term induction (actions that lead to discovery of a research question). Frankfort-Nachmias and Nachmias (1992:282) describe data analysis as an ongoing process.

Fetterman's (1988:229) conception of data analysis is that the data concerned appear in words rather than numbers, and are usually organized into extended text. He postulates that data analysis consists of three concurrent flows of activity: data reduction, data display, and data conclusion/verification (Miles & Huberman, 1994:10). Data analysis can involve reading, annotation, creating categories, and organising information (Robinson, 1998:410). Data analysis, according to Morse (1994:129), is a reflective process and involves a sensitive attunement to opening up to the meaning of experience, both as discourse and as text. The critical task in qualitative research is not to accumulate all the data you can, but to "can" most of the data you accumulate (Wolcott, 1990:35).

Tesch (1990:4) notes that for qualitative researchers, analysis is the process of making sense of narrative data. Bogdan and Taylor, in Tesch (1990:113), define data analysis as the process that attempts to formally identify themes and to construct ideas as they are suggested by data, and an attempt to demonstrate support for those themes. As a rule, you must somehow divide the text into segments, and then sort these segments into groups. For Tesch (1990:115), data "segmenting" and "categorising" involve the concepts of "de-contextualisation" and "re-contextualisation".

Tesch, in Creswell (1994:155), provides eight steps to consider during coding of data:

- Carefully read through all the transcripts and jot down some ideas as they come to mind.
- Pick one document; go through it, asking yourself: what is this about? Do not think about the "substance" of the information, but rather its underlying meaning. Write thoughts in the margin.
- Make a list of all topics, cluster together similar topics, and form these topics into columns as 'major topics', 'unique topics', and 'leftovers'.

- Return to your data, abbreviate the topics as codes, and write the codes next to the appropriate segments of the texts. See whether new categories and codes emerge.
- Find the most descriptive wording for your topics and turn them into categories. Reduce your list of categories by grouping topics that relate to each other, and draw lines between them to show inter-relationships.
- Make a final decision on the abbreviation for each category and alphabetize these codes.
- Assemble the data material belonging to each category in one place and perform a preliminary analysis.
- Re-code your existing data.

Schutt (2004:421) also reinforces these techniques by outlining the following phases:

- The process of data collection and documentation.
- Organizing/Categorizing of the data into concepts.
- Connection of the data to show how one concept may influence another.
- Corroboration/Legitimation, by evaluating alternative explanations and disconfirming evidence and searching for negative cases.
- Reporting the findings.

In this research, data analysis took place in the following manner: The audiotapes of the semi-structured interviews were transcribed verbatim, after which the information was analysed by means of the descriptive analysis of Tesch (Creswell, 1994). An audiotape recorder was used to capture the remarks of the researcher and also to record the precise responses of the research participants. The transcribed interviews were used to derive the themes and categories, which form the basis of this report (Creswell, 1994:154). Field notes were kept as raw material and considered with each transcript, in order to make a more accurate inference (Creswell, 1994:154).

The researcher, together with the supervisor, as well as an experienced

independent coder, analysed the material to reach consensus on the identified themes, categories and sub-categories (Poggenpoel, 1998:345).

4.4.1.4 Literature control

This research was placed in the context of the general body of scientific knowledge to indicate where this research fits into the picture (Babbie & Mouton, 2001:565). Having presented the general outcomes of this research, the literature study then brought the reader up to date with previous research in the area, pointing to general agreements and disagreements among the previous researchers. According to Creswell (1994:21), literature should be used inductively so that it does not direct the questions asked by the researcher during the interview. He further argues that the literature should accomplish several purposes:

- It shares with the reader the results of other studies that are closely related to the study being reported.
- It relates a study to a larger, ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies.
- It provides a framework for establishing the importance of the study, as well as a benchmark for comparing the results of a study with other findings (Creswell, 1994:20-21).

The literature control serves four broad functions (Marshall & Rossman, 1995:28). Firstly, it demonstrates the assumptions underlying the general research questions. Secondly, it demonstrates that the researcher is thoroughly knowledgeable about related research and the intellectual traditions that surround and support the study. Thirdly, it shows that the researcher has identified some gaps in previous research and that the proposed study will fill a demonstrated need. Finally, the literature control refines and redefines the research questions by embedding those questions in larger empirical traditions. A literature check will be conducted and references from previous research will be included in the reporting of the results in Chapter 5, to validate the results of this study.

4.5 PHASE 2

Generation and proposal of guidelines to better motivate educators regarding the implementation of the new FET curriculum.

During this phase, guidelines will be derived from the results of **Phase 1** and recommended to better motivate educators for effective FET implementation.

- **Data collection, analysis and literature control**

The information gathered from the data analysis, the literature control and the results of Phase 1 form the basis for the formulation of guidelines to improve the motivation of educators regarding the implementation of the new FET curriculum. A literature check will also be performed to verify the recommendations. The proposed guidelines will be discussed with the research participants, and after discussions with professional role-players, final guidelines will be presented. The findings of the investigation and the inferred guidelines will be presented in the final two chapters.

4.6 DATA VERIFICATION

Verification involves checking for the most common biases that could steal into the process of drawing conclusions (Msutwana, 2004:64). The following section addresses the concepts of *credibility*, *transferability*, *dependability*, and *confirmability*.

4.7 CONSIDERATIONS TO ENSURE TRUSTWORTHINESS

Researchers need alternative models appropriate to qualitative designs that ensure rigour without sacrificing the relevance of the qualitative research (Poggenpoel, 1998:346; Krefling, 1991:215). Researchers must establish indicators that provide evidence that the information generated in the research is trustworthy and believable (Mertens, 1998:287). Krefling (1991:214) posits that too frequently qualitative research is evaluated against criteria appropriate to quantitative research. She argues that terms like reliability and validity are

relative to the quantitative view and do not fit the details of qualitative research, because of the absence of statistical data.

Lincoln and Guba (1985:290) argue that the basic issues in relation to trustworthiness are simple: how can an inquirer persuade his/her audience that the findings of an inquiry are worth paying attention to and taking account of? What arguments can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue? Guba's model (Lincoln & Guba, 1985:290-327) will be used to ensure the trustworthiness of this research. Guba identified four criteria to operationalise trustworthiness:

- *Credibility*

Credibility or *truth value* asks whether the researcher has established confidence in the truth of the findings, for the participants and the context in which the study was undertaken (Krefting, 1991:215). It establishes how confident the researcher is with the truth of the findings based on the research design, informants, and context (Krefting, 1991:215) (see Table 4.2 on page 94).

Lincoln and Guba, in Msutwana (2004:65), distinguish four main activities to ensure credibility, which were used for the purpose of this research, namely: prolonged engagement, peer examination, reference adequacy, and member control.

The researcher has been teaching for the past ten years and therefore prolonged engagement with teachers has been established. A relationship of mutual trust has therefore developed over the years and provided the basis of this research. The field notes taken during the interviews and the audio-tapes provided for reference adequacy and two of the transcribed interviews have been included as an addendum. Triangulation and help from colleagues were applied to contribute to the credibility of this research.

- *Transferability*

Transferability or *applicability* refers to the degree to which the findings can be

applied to other contexts and settings or with other groups; it is the ability to transfer the findings to larger populations (Krefting, 1991:216). As long as the researcher presents sufficient descriptive data to allow comparison, he or she has addressed the problem of applicability (Krefting, 1991:216) (see Table 4.2 on page 94).

Participants in this research were purposefully selected from secondary schools in the Southern Cape to investigate the research problem. The lived-experience and thoughts of participants were clearly presented by sufficient descriptions and quotes. The context of this research was controlled against the context in relevant literature.

- *Dependability*

Dependability refers to the *Consistency* of the data, that is, whether the findings would be consistent if the inquiry were replicated with the same participants or in a similar context (Krefting, 1991:216). Krefting (1991:221), for example, is suggesting a code-recode procedure on the data during the analysis phase of the research (see Table 4.2 on page 94).

The code/recode procedure was followed for this research and a dense description of the research methodology was presented.

- *Confirmability*

Confirmability or *neutrality* refers to the degree to which the findings are a function solely of the participants and conditions of the research and not of other biases, motivations, and perspectives (Krefting, 1991:216). Qualitative researchers try to ensure the worth of the findings by decreasing the distance between the researcher and the participants, for example, by prolonged contact or lengthy periods of observation (Krefting, 1991:217) (see Table 4.2 on page 94).

These criteria are important to researchers in designing ways of increasing the rigour of their qualitative studies and also for readers to use as a means of

assessing the value of the findings of qualitative research (Krefting, 1991:215). The table below summarizes the strategies utilized for this study to ensure trustworthiness (this table has been adjusted and revised from Williams, (2003)):

TABLE 4.1: STRATEGIES TO ENSURE TRUSTWORTHINESS

Criteria	Strategy	Application
Credibility	<ul style="list-style-type: none"> • Prolonged and varied engagement • Interviewing techniques • Peer examination • Member checking • Triangulation • Authority of the researcher • Referential adequacy 	<ul style="list-style-type: none"> • The researcher spent considerable time with the participants to form a relationship of trust with them. • The researcher made a study of interviewing techniques and a pilot interview was conducted. • The findings were discussed with impartial colleagues. • The researcher consulted with participants whether the data obtained were correct. • Field notes were taken during the interviews, and all interviews were audio-taped. A literature control will also take place to verify the results. • The supervisor has extensive expertise in conducting qualitative research. • Raw data will be available in order to compare the findings (audit trail).
Transferability	<ul style="list-style-type: none"> • Purposive sampling • Dense description • Working contextually • Applicability 	<ul style="list-style-type: none"> • Participants were consciously selected. • A detailed description of the data and direct quotes will be given from the transcriptions. • All the participants were involved in teaching Commerce subjects at secondary level. • All the results and guidelines were interpreted in an educational

Criteria	Strategy	Application
		context, namely schools.
Dependability	<ul style="list-style-type: none"> • Dependability audit trail • Dense description • Peer examination • Code-recode 	<ul style="list-style-type: none"> • The raw data were filed and is available for checking (audit trail). • A detailed description of the research methodology, the methods of data gathering and analysis is provided. • Independent checking was done by a colleague and supervised by experts. • The interviews were coded and recoded.
Confirmability	<ul style="list-style-type: none"> • Confirmability audit trail • Appropriate distance • Triangulation • Code-recode 	<ul style="list-style-type: none"> • Records of raw data, data analysis and a pilot study were maintained. • The researcher kept an appropriate distance from the participants in order not to influence the research. • The information that was derived from the interviews will be subjected to a literature control. • Re-coding was done.

4.8 ETHICAL MEASURES

Qualitative research is an ethical endeavour in which researchers strive to be faithful to another's viewpoint, and to maintain confidentiality and trustworthiness (Ely *et al.*, 1991:218). The researcher has the responsibility to protect the rights, needs and values of the participants (Creswell, 1994:165).

For the purpose of this research, the following ethical measures were considered:

- **Confidentiality, privacy and anonymity**

The privacy of research participants was at all times safeguarded against the

sensitivity of the information, settings being observed and dissemination of information (ability to match personal information with the identity of research participants) (Frankfort-Nachmias & Nachmias, 1992:84). Moral and professional obligations on the part of the researcher to ensure the confidentiality and anonymity of participants were conveyed to them (Miles and Huberman, 1994:290).

- **Consent**

Diener and Crandall, in Frankfort-Nachmias and Nachmias (1992:80), and Morse (1994:343) define informed consent as “the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decision”. Ethical measures were adhered to and participants were informed about all relevant information to ensure competence, voluntarism and comprehension (Frankfort-Nachmias & Nachmias, 1992:80). Participants were informed right from the start of the nature of the interviews, that all interviews would be anonymous, and that they had the right to withdraw at any time, should they feel uncomfortable. Consent was obtained from school principals to conduct interviews with educators involved in the implementation of the new FET curriculum, as well as to gain access to facilities such as private offices.

4.9 CONCLUSION

In this chapter, the research design and research methodology applicable to this research were explored. Data collection, data analysis, strategies to ensure trustworthiness, literature control, as well as various ethical considerations, were discussed. In Chapter Five, a report of the results and interpretation of the research will be presented.

CHAPTER 5

RESULTS AND INTERPRETATION OF RESEARCH

5.1 INTRODUCTION

The purpose of this research was to investigate educators' motivation for the implementation of the new FET system. The previous chapter dealt with the chosen research design and methodology which guided the research. This chapter will outline the findings (based on the data gathered during the fieldwork) in a narrative format, with verbatim quotations of the participants. Furthermore, the findings will be interpreted and validated by means of relevant literature.

5.1.1 Discussions on results

Four main themes emerged from the data analysis, which were further divided into sub-themes and categories. A structured overview is presented in Table 5.1.

TABLE 5.1: THEMES, SUB-THEMES, CATEGORIES

THEMES	SUB-THEMES	CATEGORIES
1. Teachers expressed distrust in the Department of Education.	1.1 Top-down structure	1.1.1 Out of touch 1.1.2 Pushed through 1.1.3 Political decisions
	1.2 No proper research done	1.2.1 Not well thought through 1.2.2 No pilot study conducted 1.2.3 Cover-up - not working
	1.3 Impose extra work	1.3.1 Complicates implementation 1.3.2 Admin and paper work, documents 1.3.3 Time constraints
	1.4 No support	1.4.1 No guidance
2. Negative expectations of FET are based on the inadequate training teachers received.	2.1 Training is a waste of time.	2.1.1 Language problem. 2.1.2 Rushed workshops 2.1.3 Model lessons only work on paper. 2.1.4 Cancellation of sessions. 2.1.5 Distances to workshops. 2.1.6 More trainers were needed.

THEMES	SUB-THEMES	CATEGORIES
		2.1.7 Workshops during holidays.
	2.2 Gaps: teachers not ready for FET.	2.2.1 Need more training. 2.2.2 Mixed messages. 2.2.3 Teachers are not computer literate. 2.2.4 Teachers have to train themselves. 2.2.5 Teachers need more information.
	2.3 Negative mindset of teachers re FET.	2.3.1 Sceptical. 2.3.2 Expect failure.
3. Teachers are de-motivated and display a low morale.	3.1 Uncertainty, because basis not right.	3.1.1 OBE experiences. 3.1.2 Management not motivated. 3.1.3 Vagueness, uncertainty. 3.1.4 Overlap with colleges. 3.1.5 External examination papers.
	3.2 Experience negative emotions.	3.2.1 Ignorance. 3.2.2 Panic-stricken, worried, scared. 3.2.3 Guilt, frustration, discouraged. 3.2.4 Doubt, confusion, anger.
	3.3 Negative implications.	3.3.1 Tension, pressure, burn-out. 3.3.2 Physical illness. 3.3.3 Absence; quit profession. 3.3.4 Do what they please.
	3.4 Dealing with a lost generation of learners.	3.4.1 Learners not prepared and ready – promoted through primary school. 3.4.2 Classes too big. 3.4.3 Disciplinary problems. 3.4.4 Cannot work independently; tendency towards laziness. 3.4.5 Drop-out.
	3.5 Environmental factors.	3.5.1 No resources; poverty. 3.5.2 No parental involvement; illiterate. 3.5.3 Unions.
	3.6 Personal factors.	3.6.1 No salary increases. 3.6.2 Close to retirement.
4. Few aspects contribute to a positive attitude.	4.1 Open to new challenges and changes.	4.1.1 Is a learning process.
	4.2 Improved content and benefit to learners.	4.2.1 Exciting new textbook. 4.2.2 More practical, focused on real world. 4.2.3 Develop self-confidence. 4.2.4 Preparation for success.

5.2 THEME 1 – TEACHERS EXPRESS DISTRUST IN DEPARTMENT OF EDUCATION

The teachers interviewed had conflicting experiences related to the implementation of the FET Curriculum and verbalized their negative perceptions in no uncertain terms. As the teachers patently worked under difficult circumstances, with little or no support, they all felt strongly that the Department of Education should invest more in its teachers, make them feel valuable and provide them with sufficient support structures to do their work to the best of their ability. They felt that all this would serve to improve teachers' motivation to implement in the FET curriculum.

Issues of concern highlighted by the teachers included the top-down structure followed by the Department. They also accused the Department of introducing new systems without first undertaking the required research. Other complaints were the extra workload imposed on teachers by the implementation of the FET curriculum and the little support they generally received from the Department.

5.2.1 Top-down structure

5.2.1.1 Out of touch

A major concern expressed by participating teachers was that the Department of Education had not undertaken the necessary consultation with the teachers nor properly established grassroots classroom situations in devising the new FET curriculum. Teachers' comments included the following:

“... daar is mense wat hulle na die skole toe stuur of na opleidingsessies toe stuur ... die mense weet nie waarvan hulle praat nie.”

(“They send people to the schools or to training sessions ... those people don't know what they're talking about.”)

As hulle onderwysers wat in die praktyk staan inkry en sê, gaan stel vir ons 'n nuwe sillabus saam, dan, dan sal ek rustiger daaruit gaan, want dan is dit mense wat, wat weet hoe lyk die kinders, wat weet watter tyd ons het, en dit maak my bang.”

“it scares me – if they would call in teachers who work in the practical situation and ask, compile a new curriculum, my mind would be a lot easier, because these are people who are familiar with the children and know how little time we have.”

“Ek is seker dat as ons as onderwysers voel dat ons is saamgevat, dan gaan ons kan identifiseer daarmee en aangaan.”

“I am convinced that if we as teachers felt that we were being taken on board, we would be able to identify with it and take it further successfully”.

Participants were of the opinion that an agreement should be reached on what strategies and pathways should be taken in implementing the new FET curriculum. They stated that only when the changes required were collectively perceived by all stakeholders, the desired outcomes would be reached. While listening to the participants, it became clear that the role-players enforcing the new FET policies were not in touch with grassroots classroom situations, making implementation extremely difficult and often unrealistic (Jansen, 1999:146). In order to bring about a collaborative working environment, the Department must embrace and promote the concept of empowerment by providing educators with opportunities to mutually determine the implementation of new curricula (Enderlin-Lampe, 2002:143).

Participants were also concerned that some of the government officials conducting the FET workshops were ill informed about the curriculum and uncertain about their duties as trainers. This lack of knowledge and information on the part of the trainers had a spiral effect and impacted on the motivation of teachers.

5.2.1.2 Pushed through

“Op die oomblik is dit ’n ‘top-down structure’: julle doen net wat ons besluit gedoen moet word.”

“At this stage a top-down structure applies: You have to do what we have decided should be done.”

“Hoekom het C2005 gesneuwel? Omdat hy is deurgestoomroller.”
[sic]

(Why did c2005 fail? Because it was steam-rolled through.) [sic]

The participating teachers complained that new educational policies and systems were being pushed through with undue haste and teachers were expected to adapt within a very limited time-frame. Decisions on the implementation of the new FET curriculum were being taken by top management and enforced on grassroots teachers. All participants were of the opinion that they were simply required to implement a curriculum that had been decided for them, without them being given any prior opportunities for giving input. Changes were being made and promulgated by the Department of Education, without proper consultation with all stakeholders. These changes were therefore often perceived negatively by the people responsible for their implementation. It was stated that the implementation of C2005 had introduced and implemented with undue haste, without the adequate training of teachers; the very same reason why some of the participating teachers believed that OBE had failed.

Teachers' motivation for the implementation of the FET curriculum was therefore negatively affected by the sudden rush to get policies approved and to get the new curriculum off the ground, while they feared that they were not well prepared for and adequately trained for its implementation (Howie, n.d:44).

5.2.1.3 Political decisions

A second concern expressed by participating teachers that explained their general distrust and lack of confidence in the Department of Education was that educational decisions were sometimes based on political reasons.

“Sisisu Bengu het daai ding deurgestoomroller om politieke munt daaruit te slaan ...”

(“Sisisu Bengu steamrolled that whole thing through for reasons of political expediency.”)

Participants felt that new educational systems were being implemented for political reasons, exacerbating their feelings of doubt and distrust in the Department. Jansen (1999:146), a stern critique of the South African

Department of Education and the way the new curriculum was being implemented, anticipated that teachers would develop distrust in government should new educational policies not be introduced and developed for sound educational reasons, but to serve hidden political agendas. Teachers were left in the dark, without feeling part of the bigger plan, and were therefore less motivated to implement the FET curriculum.

5.2.2 Lack of proper research

5.2.2.1 Not well thought through

“Die Departement, hulle pak enigiets aan, dan dink hulle nie eens daaroor nie en dan sê hulle sommer dit gaan daai tyd gebeur en dan is die goed nog nie in plek nie.”

(“The Department, it will tackle anything without proper reflection, just stating it will happen this or that time, and then things are not in place.”)

“Ek sou gevoel het dat hierdie ding, uhm, egalig moes gegaan het, miskien Graad 9 een jaar en dan weer Graad 10, dan weer so.”

(“I feel that this thing, uhm, should have been undertaken in an orderly fashion, maybe Grade 9 one year, and then Grade 10, and so forth.”)

The participating teachers complained that new policies were being developed by the Department of Education without proper planning and attention and that the characteristics of a well thought-through process were therefore lacking. Dates were being set aside for the implementation of new policies without the required infrastructures and support systems being in place. This general under-preparedness impacted heavily on the effectiveness of teachers' work, and on their morale, creating a vicious circle.

There is an old saying: *“People are more comfortable with old problems than with new solutions.”* Most people will resist any form of change that is implemented too quickly and without proper consultation. There is a general sense of powerlessness and helplessness in most educators and meaningful

change will never take place unless educators have the belief that they can be successful (Enderlin-Lampe, 2002:144). The teachers participating in this study felt that the new FET curriculum should have been introduced more gradually and that sufficient time should have been allowed for proper training and for teachers' confidence and motivation for the implementation of FET to develop and improve.

5.2.2.2 No pilot study

The absence of a proper pilot study was severely criticized as another failure in government's research foundation regarding the implementation of the FET curriculum in 2006. This would have added merit to the new system and teachers would have felt more relaxed knowing that implementation would be based on well-researched methods.

“Wat hulle nou maar moet doen, is die opleiding, hulle moes al begin het met die opleiding, ..., wat dan elke keer stukkies vir stukkies gaan kyk of dit werk. ‘Kom terug, waarmee het julle probleme gehad?’ ‘Kom ons kyk hoe ons die probleme hok kan slaan’. Dit gebeur nie, dit, dit lyk dit gaan weer wees soos in die ou dae.”

(“What they have to do now, is the training. They should already have started with the training ... and then repeatedly, bit by bit, checked whether it worked. ‘Report back to us, with what did you experience problems?’ ‘Let’s see how we can resolve the problems’. This has not happened, it, it seems that the same old approach will again prevail.”)

A proper pilot study would have given all role-players ample opportunity to make comments and recommendations, especially at grassroots level, and would have strengthened the increasingly fragile relationship between the Department and its teachers. This would have created a solid basis for the effective implementation of the new FET curriculum, as was suggested by Everard and Morris, in Wevers and Steyn (2002: 210).

5.2.2.3 Cover-up of failure

The participating teachers also commented that the fact that the new FET

curriculum was not working in the classroom situation, mainly based on the aforementioned lack of proper planning, research and consultation, was being covered up by the Department.

“Wat ons wil hê is, gaan terug, doen ’n bietjie navorsing en kyk, het die saak meriete, maar nou word dit toegesmeer en die ding werk nie regtig in die praktyk nie.”

(“What we want, is for them to go back and do a little research and to see if the issue has merit, but now it is all being hushed up and does not really work in practice.”)

Teachers also believed that the absence of a pilot study as mentioned above and the lack of proper research on the part of the Department, had led to a cover-up by the Department, to hide the fact that the new system did not work in practice situations. All this had created, was continuous changes in the implementation stages, as had been previously encountered with OBE, and the introduction of new strategies on a regular basis. As a result, teachers felt that they had been left in the dark and that their problems were not being addressed.

5.2.3 Imposition of extra work

A third factor that contributed to the general distrust of the Department of Education evident among participating teachers was that the introduction of the new FET curriculum had added to the already enormous existing workload of teachers.

“... so dis hoekom ek ontsteld is, oor die massa werk, want hierdie mense het nie ’n ‘clue’ en dis wat maak my bang maak.”

(“... that’s why I am so upset, about the masses of work, because these people don’t have a clue, and that scares me.”)

“Ons sukkel dan nou so met die matriek-sillabus oor sewe, agt maande en nou sit hulle net by.”

(“We are already battling with the matric syllabus over seven, eight months, and now they are just giving us more work.”)

“Wat my bang of negatief maak, is niks val weg nie.”

(“What makes me scared or negative, is that nothing has been taken away.”)

A lot of extra work was imposed on teachers by the implementation of the FET curriculum on top of an existing full programme, resulting in longer working hours. The administrative burden placed on the shoulders of teachers is also growing at a rapid pace and is a major concern for educators (Jansen, 1999:146). The respondent teachers expressed the concern that the Department was totally unaware of the heavy workload imposed by the new curriculum, especially as new policies and content were being implemented simultaneously. Teachers were already struggling to meet their deadlines with their current syllabus and anticipated that the new FET curriculum would present them with even more work, which in turn would further erode their level of motivation and morale (Jansen, 1999:146).

5.2.3.1 Complicates implementation

“Kom ek sê, in wese is UGO ’n goeie beginsel, maar in die uitvoerbaarheid van die beginsels is daar groot twyfel. Ek dink die groot probleem is dat die basiese dinge wat veronderstel was om gedoen te word, word in ’n groot mate geïgnoreer. Die ander gedeelte is die opleiding van die onderwysers. Dit baat nie ons [sic] vir 3-5 dae na ’n werkswinkel ... ”

(“OBE is in essence a good principle, but there is great doubt about the execution of the principle. To my mind, the main problem is that the basic things that should be done are largely ignored. The other issue is the training of teachers. It is of little use if we go to a workshop for 3-5 days.”)

Although some of the teachers recognized that OBE represented a great innovation, they criticized its practicality and executionability. What crystallized as the main cause of this high frustration levels among teachers, was the apparent lack of adequate and sufficient training of teachers for the implementation of the new FET curriculum from 2006 to 2008, which rendered them unprepared and demotivated from the outset (Howie, n.d:44).

5.2.3.2 Administration, paperwork, documents

The extra administrative work associated with the introduction of the new FET curriculum was identified by participating teachers as a major component of the extra workload caused by this change.

“Die admin het so baie geraak, dat jy neem al klomp werk elke dag huistoe. Jy werk ure by die huis, naweke en vakansies ook, so daardie klomp werk het hulle op ons afgestoot.”

(“The admin has increased to the extent that we take work home every day. We work for hours every day, weekends and holidays included; so all this work was also dumped in our laps.”)

“Ons sit met massas en massas papiere, papiere en boeke. Ons kyk nie eens meer daarna nie, dit maak ons negatief.”

(“We have masses and masses of papers, papers and books. We have ceased to look at these, as it makes us negative.”)

“Die skoolhoof kry ’n klomp informasie, dan laat weet hulle jou daai inligting het al weer verval, daar is al weer nuwes op pad.”

(“The principal receives a lot of information, and then one is informed that, that information is already obsolete, new information is now on its way.”)

Participants complained that they were struggling with all the administrative work required under the new system (Jansen, 1999:146). Many found themselves unable to complete all their tasks during school hours, and the additional paperwork was affecting their preparation and planning. Consequently, teachers had to complete most of their administrative work at home and over weekends.

Teachers were almost forced to ‘soldier on’ and do as they saw fit. They grew uninvolved, tending to withdraw from all activities. The loads of paperwork affected their motivation negatively. They had to work through and digest increasing amounts of information emanating from the Department, which were usually replaced by new information soon thereafter.

5.2.3.3 Time constraints

“U weet, dit help nie ek sit met honderde vorms wat ek moet invul en die leerders sit daar en ek het nie tyd om aan hulle te spandeer nie.”

(“You know, it is of little use that I have hundreds of forms to complete and the learners are sitting there and I do not have time to spend on them.”)

“Ek is bevrees, ek is bevrees dat ons met die tydfaktor, gaan ons dieselfde paadjie loop as UGO, want die jaar is verstreke.”

(“My fear is, my fear is that with the time factor, we will go the same route as OBE, because the year is gone.”)

“Ek dink nie dit is voldoende tyd nie. So, ek dink nie ons gaan heeltemal gemotiveer of heeltemal reg wees vir die implementering vir FET nie.”

(“I do not think that is sufficient time. So I don't think we will be adequately motivated or adequately prepared for the implementation of FET.”)

A major drawback of OBE was the fact that teachers now had to spend most of their time on paperwork, prevented spending their time and energy on their true focus, namely the learners. This made individual attention extremely challenging, and learners were being neglected as a result of all the administrative work.

Participants feared that implementation was imminent, while no sufficient training had been presented. The results of this study, showing a degree of time-constraints and failure, concur with the study of Wevers and Steyn (2002:205) who contended time constraints would affect the effective implementation of the FET curriculum and even predicted that FET would follow the same path as OBE, which failed dismally. Teachers also anticipated a further erosion of their motivation and morale should the existing *status quo* be maintained.

Participants found it difficult, if not impossible, to do any form of remedial teaching due to the ever-increasing class numbers. Intervention had also become even more problematic, as most teachers found it to be time-

consuming.

5.2.4 No support

The participating teachers' complaint of lack of support from the Department of Education regarding the implementation of the FET curriculum was patently a contributory factor in their general distrust of the Department.

5.2.4.1 No guidance

“U sien ’n ander probleem ook, ons voel ons kry nie leiding van die Departement oor hierdie ding nie. Vakadviseurs, as jy hulle vrae vra, dan trek hulle, hulle skouers op want hulle weet self nie.”

(“Another problem is that we feel we are not getting guidance from the Department concerning this issue. Subject advisors, if we ask them, they simply shrug their shoulders, because they don’t know themselves.”)

“Die mense wat daar was, hulle is net inligting in die hand gestop en hulle moes die inligting oordra en ek meen, ek kon dit ook gelees het.”

(“The people who attended, they were simply handed information, instead of the information being presented to them, I mean I could have read it myself.”)

“... ek het eenkeer, my vakadviseur, ek het gesê ... ek het ’n klag gehad in verband met GTA’s, ek het vir hulle gesê hulle moet dit asseblief deurgee boontoe. Toe sê hulle vir my nee, hulle sal vir my ’n adres gee waarheen ek dit kan deurgee, ek moet dit maar self skryf onder my eie naam.”

(“I, once, my subject advisor, I said ... I had a complaint about the GTAs, I asked them to pass it on to their seniors. They then told me, no, they would give me an address to write to, I should write a letter myself, under my own name.”)

“U sien ons kry nie leiding van die Departement oor hierdie ding nie. Daar is nie ’n lekker ondersteuningsraamwerk nie, daar is niemand.”

(You see, we are not receiving any guidance about this issue. There’s no proper support base, there’s nobody.”)

“Hulle het ook nie antwoorde nie. Hulle moet eers iemand anders

vra, en dan kom hulle ook nie terug na jou toe nie. So jy moet op jou eie aansukkel en self bronne soek.”

(“They’re not able to answer our questions. They always have to refer to somebody else, and then they don’t come back to you. You have to struggle on by yourself and find sources yourself.”)

Due to the existing lack of support structures, teachers anticipated finding comfort in their Curriculum Advisors, but even they were unable to adequately address their problems and were not prepared to take their (teachers’) concerns to the Department. This further eroded the level of motivation of teachers, seeing that they were now required to solve their problems themselves and to liaise with the Department in a personal capacity.

Teachers also complained that Curriculum Advisors were generally not on par or in touch with what was happening in classrooms and were consequently unable to provide sufficient guidance and support. Teachers were generally left to cope on their own, with a complete lack of resources (Le Grange & Reddy, 2000:215). All the participants agreed that the training presented to them had been a waste of time and that no new knowledge had been acquired at all.

5.3 THEME 2 – NEGATIVE EXPECTATIONS OF FET ARE BASED ON INADEQUATE TRAINING TEACHERS RECEIVED

The participating teachers in this study generally agreed that the existing training system had failed the Department, not so much in its content, but in a complete lack of knowledge and confidence on the part of trainers and insufficient time allowed for proper training. Teachers left these workshops with negative experiences, instead of the confidence that they had been equipped with the necessary skills and knowledge to implement the new FET curriculum successfully. At the end of the day, they had been left with more questions than answers and experienced training as a complete waste of time, as outlined in the next section.

5.3.1 Training was a waste of time

5.3.1.1 Language problem

“Even if you go to these workshops, they are going to speak Afrikaans. How many times have we marched out, how many times? Yes, the curriculum advisor is trying to say it in English, but the questions from the educators is in Afrikaans.” [sic]

isiXhosa-speaking teachers particularly struggled to follow the workshops, which were conducted mainly in Afrikaans. They were often promised that they would be briefed afterwards, but it appeared as if different information was then passed on to them from the discussions held during the workshops.

5.3.1.2 Rushed workshops

“Dit baat nie ons gaan vir 3-5 dae na ’n werkswinkel en in hierdie werkswinkel moet ’n ‘mindshift’ gemaak word nie”

“(It’s of no use if we go on workshops of 3-5 days only and are expected to make a mindshift during the workshop.)”

“’n Mens sou verwag dat die persone wat die beplanning doen, reeds by C2005 gesien het, veral as ons dink aan die FET van 2006 en verder, dat hulle nou al iets in plek moes gehad het. Die tyd is definitief te kort om onderwysers van daai negatiewe en onsekerheid af, oor te bring na ’n positiewe beeld.”

“(One would have expected that the people entrusted with planning, that they would have learnt from C2005, particularly concerning the FET of 2006 and onward, that they should have something in place. The time is definitely too short to change teachers’ current negative perceptions and feelings of insecurity into positive ones.)”

Participants were required to adopt a new mindset within the short duration of workshops, almost as if all previous knowledge and perspectives had to be erased and make way for a lightning-like insight into how the new system should be perceived and implemented. Hit-and-run crash courses were presented by means of handouts. Obviously, it was difficult, if not impossible, to accomplish a change of mindset in a five-day workshop (Le Grange & Reddy, 2000: 215).

The participating teachers in this study considered these rushed workshops to be counter-productive and missing their whole purpose, as initially envisaged with the entire curriculum change. Howie (n.d: 44), also concluded in his research that teachers had been set in their ways in the old education system far too long and that it would be disastrous to expect them to adapt to new changes, as required by the FET curriculum. Evers, Brouwers and Tomic agree with Howie in that the more reluctant educators are to implement the FET curriculum, the more time they will spend on traditional educational practices.

5.3.1.3 Model lessons only work on paper

“Die voorbeelde wat hulle vir jou vat, is voorbeelde waar daai kinders, hulle is geleer basies, hier kom iemand nou ’n foto of ’n ding vat, hulle is tjoepstil in daai klas. Dis nie die werklike situasie wat ons het nie.”

(“The examples they present to you, are examples, where those kids, they were taught basically, somebody would come to take a photograph or something. They sit as quiet as mice in that class. That is not the situation we experience in reality.”)

The participating teachers stated that the new system looked good on paper, but that they believed that it did not work in practice and was not addressing the real problems. They emphasized that the new FET curriculum should have been introduced gradually over time and could not be achieved overnight. Model lessons conducted by Curriculum Advisors did not reflect the real-life situations where learners were often ill-disciplined, unreserved and uncooperative. They stated that even group-work had become a challenge in itself, as the stronger learners tended to do most of the work.

5.3.1.4 Cancellation of sessions

“In die verlede was ’n kursus afgestel omdat die vakadviseur nie weet wat aangaan, maar sy word betaal daarvoor.”

(“In the past, a course was cancelled because the subject advisor did not know what was going on, but she was still paid for it.”)

Adding to the teachers’ frustration was the continuous cancellation of training

sessions, because of the lack of communication between trainers and the Department of Education. This, according to participants, could be attributed to a lack of information from the Department and trainers' avoidance of situations in which they would be exposed to difficult questions.

5.3.1.5 Distances to workshops

“Nou moet ons in die middag bymekaar uitkom en dan is dit onderwysers van Ladysmith, Prins Albert, ons is so vier. Ons is so wydverspreid en dit is moeilik om bymekaar uit te kom.”

(“Now, we have to meet in the afternoons, and these are teachers from Ladysmith, Prince Albert, we are about four. We are located far from each other and it is difficult to get together.”)

Distances to and from workshops also created problems, and teachers had to commute long hours for training, and consequently had to leave home early and arrive back late in the evening, only to attend school again the next day. This contributed to the already negative emotions experienced by teachers and did little to improve their low morale. This applied especially in the remote areas of the Southern Cape. This affected the quality of the workshops, and training was restricted to once-off workshops, instead of regular workshops to address the already low levels of motivation for the FET curriculum.

5.3.1.6 More trainers were needed

Participants stated that they almost felt lost because of the little direction given during training sessions or in schools. With the existing *status quo*, only a few Curriculum Advisors were employed, for too many schools. Participants were of the opinion that their numbers should be increased to ensure higher visibility and proper guidance, when needed. The small number of trainers at workshops was another major concern, and participants stated that more trainers should be employed to guarantee effective training.

“I would love to say, if the Education Department can employ more people to help us, because I believe that those Curriculum Advisors have a lot to do, because there are many schools.”

5.3.1.7 Workshops during holidays

“Vakansietye moet ons gaan vir werkswinkels en dit is ’n hele week wat opgeoffer word en die aanbieders wonder self.”

“(We have to attend workshops during holidays, and we sacrifice an entire week and the presenters themselves question this.)”

Training during holiday times was not conducive to increased levels of motivation, and participants admitted that they struggled to get themselves in the right frame of mind for these workshops. Teachers felt stressed out, with no time to recharge their batteries during holidays, as in the past. The increasing workload imposed on teachers also did not serve to improve their already low morale, and most teachers expressed extreme reluctance to undergo training during holidays. Right from the outset, teachers were therefore already demotivated towards FET and reluctant to attend these workshops. According to Le Grange and Reddy (2000:25) and Wevers and Steyn (2002: 205), educators will have to undergo a major change in attitude for FET to be implemented effectively.

5.3.2 Gaps: teachers were not ready for FET

5.3.2.1 Need more training

“We must be trained the whole year so that we can take that information and go and test it in the class.”

“Ek gaan miskien nou met daai ‘gap’ wat hulle vir my skep, gaan ek miskien nie nou daar betrokke wees nie en dit gaan my agtertoe sit. Dit gaan my ’n jaar of drie agtertoe sit, dat ek nie daai opleiding gekry het nie.”

“(With that ‘gap’ they have now created for me, I will possibly not be involved there, and this will set me back. This will set me back a year or three, that I have not received that training.)”

“... Graad 10-12, sal hulle meer moet kyk na, veral ons hier onder van Graad 8, 9, dat ons miskien meer kursusse en ’n bietjie langer en voldoende kursusse het vir, vir FET.”

“(Grades 10-12 they will have to give more attention, especially us here

from Grade 8, 9 that we possibly can have more courses and slightly longer-lasting and adequate courses for FET.”)

Teachers were of the opinion that training should be presented throughout the year, as opposed to the once-off training sessions conducted during holidays. It was anticipated that teachers involved in Grades 10-12, who had not been exposed to OBE at all, would struggle with the new FET curriculum, due to a lack of experience and effective training. Teachers, who had not been involved with OBE at the time, feared that they would have to start from scratch, with no basis or foundation for the new system.

This highlighted the gap in the readiness of some teachers in the lower grades, and the readiness of the underexposed teachers involved in teaching the old Rapport 550 syllabus in the higher grades. Teachers feared that this lack of readiness would prove to be a major setback and suggested that aggressive training had to be introduced to allow the affected teachers to catch up.

5.3.2.2 Mixed messages

“Dan het ons nou net ’n kursus gehad, dan môre hoor ons dit het verander. Ek het in my lewe nog nooit so baie beplan soos die afgelope drie jaar nie en jy kry nou dit, en jy het nou net jou werk beplan, dan verander dit.”

(“As soon as I have completed a course, we learn the next day that [the content] has changed. In the past three years, I have done more planning than ever before in my life, and now this, you have just completed the planning for your work, and then it changes.”)

“Vir ons van die onderwyskant wat nou wel in die onderwys is, maak hulle ook deurmekaar en daar is verskillende menings, verskillende opinies en inligting wat deurkom. Dit maak die leerder deurmekaar.”

(“For us on the teaching side, who are in education, they are confusing us, too, and different opinions, different views and information are being conveyed. This confuses the learner.”)

There seemed to be no uniformity; mixed messages were the order of the day, creating even more doubt and frustration. Participants found it extremely difficult to implement the new curriculum when the Department itself was still

experimenting with the new system and was constantly changing information. Teachers complained about the varying opinions and information being disseminated to schools. It also had a negative effect on the learners, who served as guinea pigs.

5.3.2.3 Teachers are not computer literate

“Die ander groot probleme is dat meeste van ons opvoeders is ook [sic] nie rekenaargeletterd nie ...”

(“Among the other major problems is that most of we educators ourselves are not computer literate ...”)

“As ek dink aan daai UGO, die rekenaarprogramme waar hulle ons nou verplig ons moet dertig uur werk, maar daai rekenaarprogram, baie min onderwysers kan, is rekenaarvaardig.”

(“If I think of that OBE, the computer programmes we are now compelled to operate for thirty hours, very few teachers can, are computer literate.”)

The new system also posed another problem, in that most of the prescribed work is computer-based, while many teachers and learners were not computer literate. Teachers now have to cope with implementing a new curriculum and at the same time have to undergo basic computer training.

5.3.2.4 Teachers have to train themselves

“Ek het regtig geleer oor die jare om nie te verwag dat iemand aan my leiding gee. Ek weet aan die einde van die dag, oor die jare moes ek maar vir myself uitvind.”

(“I have really learnt over the years not to expect anybody to give me guidance. I know that at the end of the day, over the years I had to establish things out for myself.”)

Due to the lack of support and effective guidance teachers received, they had to turn to each other for help and were mostly self-trained. It seemed as if most of the existing knowledge and know-how of teachers had not been gained through the much talked-about training sessions, but rather through word-of-mouth and self-investigation conducted by teachers themselves.

5.3.2.5 Teachers need more information

“Ooh, ek weet regtig nie wat gaan gebeur nie, ons weet dit gaan verander, maar ons weet nie hoe dit gaan werk nie ... ”

(“Oh, I really don’t know what will happen, we know it will change, but we don’t know how it will work ...”)

“Op die stadium het ons nog nie genoegsame inligting. As ’n mens nou dink aan die OBE van Graad R-9, voel jy bekommerd, want dit lyk asof die ding nie reg gestruktureer was nie en dat die persoon wat die ding aanbied ook nie regtig ten volle opgelei of ingelig is en weet watter inligting om oor te dra nie.”

(“Currently, we don’t have sufficient information. If one reflects on the OBE of Grade R-9, one feels concerned, because it appeared that the thing was not properly structured and that the person presenting it was also not really properly trained or informed or knew which information to convey.”)

The participating teachers emphasized that more information should be disseminated at ground level for teachers to gain more knowledge about the new Curriculum and more confidence in their preparation and implementation. Teachers used to be specialists in their respective subjects, because they were familiar with the content. With the new approach, such expertise would cease.

Pretorius, in Wevers and Steyn (2002: 205), also found this lack of readiness to be counterproductive, as it led to a lack of readiness on the part of educators. This was supported by the Ministry of Education itself, when it acknowledged that a demoralized teaching corps could emerge, should the required resources not be in place and educators not properly prepared (Department of Education, 1999:1). The importance of adequate information was also highlighted by the results of a study conducted by Booyse and Swanepoel (1999:219), in which more than half of the participants stated that they were heavily impacted by their lack of readiness for and knowledge about FET and that their own professional development had been impaired because of that.

5.3.3 Negative mindset of teachers regarding FET

5.3.3.1 Sceptical

“Uhm, aan die begin was ek baie skepties oor die verandering. Met alle veranderings, gaan dit [sic] gepaard met vrese en die ‘workshops’ wat aangebied was, was hopeloos te min gewees.”

(“Initially I was highly sceptical about the change. All change is accompanied by fears and the workshops presented, were hopelessly too few in number.”)

“Ek is bietjie skepties, ek is ’n bietjie bang vir wat voorlê.”

(“I am a little sceptical, I am a little fearful of what lies ahead.”)

From the outset, teachers were sceptical about the changes brought by and the challenges associated with the implementation of the new FET Curriculum. These feelings of scepticism were exacerbated by the natural human reaction of fear of the unknown, and an anticipated lack of readiness due to the insufficient training of teachers.

5.3.3.2 Expect failure

Teachers were unanimously of the opinion that the FET curriculum would fail, mainly because of negative experiences with the implementation of OBE. The expectation that the FET curriculum would fail, came across strongly and participating teachers confirmed that they had developed a negative mindset before the implementation thereof. There was the notion that, because OBE had failed them, the FET curriculum would follow suit. The teachers clearly expected the problems encountered with OBE to resurface and were concerned that their complaints would again fall on deaf ears. A lack of effective and sufficient training was one of the main driving forces behind those negative expectations.

“Baie van ons het lelike ervarings van UGO, nou sit jy met die verwagting dat vroeër of later, gaan dit weer ‘flop’.”

(“Many of us have had negative experiences of OBE, now one tends to

expect that sooner or later, it will again flop.”)

“As ek kyk na OBE, is dit onderwysers wat nie rêrig opleiding gehad het nie en ek het die vrees dat dieselfde gaan gebeur met die FET.”

(“If I look at OBE, the teachers did not really have training, and I am scared that the same will happen with the FET.”)

According to Fullan, in Le Grange and Reddy (2000:25), in order for any new educational system to succeed, a complete mindshift has to occur in the people (educators) responsible for its implementation, otherwise more stress and further erosion of educators’ motivation would follow. Effective change is heavily reliant on a positive response to the challenge and the drive of educators’ resultant level of motivation and morale (Evans, 1999:2).

5.4 THEME 3 – TEACHERS ARE DEMOTIVATED AND DISPLAY A LOW MORALE

A worrying factor that surfaced in all interviews conducted with the teachers participating in this study was the lower morale. In addition, a total lack of motivation, which should be the main driving force behind the successful implementation of any new system, was evident. Negative emotions impacted heavily on the day-to-day activities and consequently the emotional well-being of the teachers. The readiness for the job market of learners coming through the South African educational system was also repeatedly questioned and teachers were of the opinion that drastic action was required at their own schools and South African schools in general. These negative perceptions and feelings towards FET and the value and standard of South African education had a profound effect on the participating teachers, both physically and emotionally.

5.4.1 Uncertainty, because basis is not right

5.4.1.1 OBE experiences

“Hulle het net gesê: Pas hom toe en klaar! en daar ‘flop’ hy en dis die onderwysers se grootste vrees, gaan dit nie met FET gebeur nie? Want gebeur dit met FET, gaan hy presies dieselfde paadjie loop, gaan hy doodgebore wees.”

(“They simply said: Implement it! and then it flopped, and this is teachers’ biggest fear: won’t the same happen with FET? Because if it does happen with the FET, the end result will be exactly the same and it will be a futile exercise.”)

“Die ander probleem is, die, die OBE het gemaak dat die kinders het baie min gedoen [sic], Graad 8 en 9. Nou gaan hulle oor Graad 10 toe, hulle kan net nie “cope” met die hoeveelheid werk nie, nie dat ons hulle oorlaai nie. Jy neem in ag dat hulle kom uit die OBE, maar ... uhm, hulle kan net nie op hulle eie werk nie.”

(“The other problem is the OBE has caused the children to do very little, Grades 8 and 9. When they now enter Grade 10, they just cannot cope with the volume of work, not that we overload them. One takes into account that they have come out of OBE, but ... uhm, they just cannot work on their own.”)

Subconsciously, the teachers had already formed an opinion about the new FET curriculum, mainly based on their intensely negatively experiences of OBE. Teachers’ fear of failure of the new curriculum led to further pessimism, and they almost felt that FET was doomed before its implementation.

OBE was gradually introduced from Grade 1. As a result, learners in Grades 8 and 9 had never been exposed to the old educational system. Teachers, however, now feared the fact that the aforementioned learners would now be required to revert from OBE to the old system when they reach Grade 10 and that they would be unable to cope with the massive workload, examinations and memorization. The old South African curriculum required dedicated and disciplined learners and teachers felt that learners were already battling to work independently, which they argued was a legacy of OBE.

5.4.1.2 Management not motivated

“Daar is sekere strukture wat betref jou senior ... ek praat nou van regoor, maak nie saak waar dit is nie. As daar, ek sê jou, as daai mense nie reg is nie, hoe gaan jy kan kyk wat gebeur en ek weet nie eens regtig wat ek moet doen nie.”

(“There are certain structures regarding one’s senior ... I mean everywhere, doesn’t matter where. If there, I’m telling you, if those people are not good, how will one be able to tell what’s happening, and I don’t really know what I should do.”)

“Die hele ding kan val, want as ons kyk waar, waar jou senior man by ’n skool, waar hulle ongemotiveerd is, dit maak sommer die onderwysers ook ongemotiveerd.”

(“The entire thing could fail, because if one observes where your senior guy at school, where they are unmotivated, then the teacher are also unmotivated.”)

It emerged from the interviews that the teachers were expecting their senior personnel to guide them in the implementation of the FET curriculum. However, teachers were concerned by the lack of motivation displayed by their seniors, and questioned that should these people not be motivated, how the Department could expect them – the teachers – to display a positive attitude towards the NCS.

5.4.1.3 Vagueness, uncertainty

“Ek weet ook nie mooi nie, maar ons skole is nie regtig gefokus vir FET nie. Dit is wat ons oor sekerheid moet kry as onderwysers, gaan ek bly of gaan ek ’n verandering maak. Want wat gaan die skool aanbied aan die einde van die dag, as al die skole sê ons wil handelskole word. Wat gaan ons wees aan die einde van die dag?”

(“I don’t quite know, but our schools are not really geared towards FET. We as teachers have to obtain clarity on this, are we going to stay or are we going to make a change. Because what will the schools be offering at the end of the day if all the schools insist on becoming commercial schools? What will we be at the end of the day?”)

Teachers were uncertain about the future direction of their schools’ field of specialization and whether they would be forced to look for employment at other

schools or in other provinces that could accommodate their existing expertise. Teachers commented that they had received no advice or information with regard to their future, which would obviously have given them some peace of mind and provided at least some comfort and motivation.

5.4.1.4 Overlap with colleges

“Ek wil net sê dat wat FET betref, kyk hier het so baie kolleges in die laaste tyd opgespring in, in die land in. Nou wonder ek nou net, die staat subsidieer kolleges en goeters, is dit nie ’n duplisering wat besig is om plaas te vind nie. Ek meen, as jy nou kyk na die South Cape, ’n handelsmatriek wat die kinders daar doen, ek het gewonder of die kolleges net in George gaan wees.”

(“I just want to say, regarding FET, look, so many colleges were opened lately, in, in the country. Now I’m just wondering the state subsidises colleges and things, is this not a duplication. I mean, consider South Cape, a commercial matric the children are doing, I wonder if the colleges will only be in George.”)

Colleges in the South Cape already existed before the announcement of the proposed implementation of the new FET curriculum. Due to the vagueness surrounding the future direction of schools, teachers were worried that any possible duplication of activities between colleges and schools would result in the withdrawal of funds from certain schools. These colleges were already subsidized, and teachers feared that these subsidies could now be justified and teachers would now be transferred to the existing colleges, with the great upheaval and adjustment this would entail.

5.4.1.5 External examination papers

“As jy net hierdie GTA vraestelle kyk, Graad 9, die eksterne GTA vraestelle. As ’n mens moet kyk na daai goed wat moet deurkom, baie van die opvoeders wat Graad 9 aanbied, ken nie eens van daai antwoorde en goed op daai vraestelle nie.”

(“if you just look at these GTA papers, Grade 9, the external GTA papers. If one has to look at what must come through, many of the educators presenting Grade 9 do not even know some of the answers and things in those papers.”)

Teachers expressed dissatisfaction with the existing Grade 9 external examination paper and argued that it was too difficult for learners to master; the teachers themselves had found it extremely difficult to answer some of the questions. This was the result of inadequate information and guidance from the Department. Teachers found it unacceptable and ironic that they had not been provided with certain information, that would have enabled them to prepare their learners better.

5.4.2 Teachers experience negative emotions

5.4.2.1 Ignorance

“Ja, want hulle (leerders) kom van ’n stelsel af waar hulle feitlik niks gedoen het by die huis nie. Ek weet nie, ek wil nou nie sê op laerskool nie, maar voor Graad 10 dan doen hulle amper niks nie!”

(“Yes, because they (learners) have emerged from a system where they did virtually nothing at home. I don’t know, I don’t want to state at primary school, but before Grade 10, they nearly don’t do anything.”)

Teachers teaching at secondary level felt that not enough was being done at primary school level to address the growing number of illiterate learners emerging from the system. The failure of the system at primary school level was especially concerning, as learners were now required to be more vocal and self-dependable and apply their knowledge and skills.

5.4.2.2 Panic-stricken, worried, scared

“Die onderwysers raak paniekbevange oor die kinders nie hulle werk wil inhandig en gedoen kry nie. So, dit is nou net weer druk op onderwysers om die werk gedoen te kry. Ek voel regtig omdat ek nou al so lankal by Graad 9 saamwerk, voel ek regtig nie positief nie.”

(“The teachers become panic-stricken, because the children do not hand in and complete their work. So, it is again just more pressure on teachers to get the work done. Because I have been working with Grade 9 for so long, I really do not feel, really do not feel positive.”)

“Kyk, as ek nou na my klas toe stap, dan weet ek presies wat om

te doen. Ek kan daai kinders lei, maar as dit uitkom by die VOO (Verdere Opleiding en Onderwys), daar het nog geen opleiding plaasgevind nie, so dit maak 'n man, 'n man 'n bietjie bekommerd. Uit die aard van die saak gaan dit daai motiveringsaspek, gaan dan daaronder ly [sic]."

("Look, when I go to my class, I know exactly what to do. I can guide those children, but when it comes to FET (Further Education and Training), no training has been given, so one, one gets a little concerned. Obviously, the motivational aspect will suffer.")

"As daar miskien meer inligting deurkom, dan sal 'n mens seker meer positief wees, maar vir die huidige dink ek meeste van ons is half onseker en bang vir wat voorlê."

("If new information comes through, then one will possibly be more positive, but as things are now, I think most of us are unsure and afraid of what lies ahead.")

"Daar is 'n vak LO, dit gaan verpligtend wees. As ek dit doen, dan gaan ek bly ... dan is ek 'safe'. Wiskunde en Natskei is die behoefte vakke, moet ek nie liewer daar ingaan nie?"

("There is a subject Physical Education, which will be compulsory. If I present that, I will stay on ... then I will be 'safe'. Mathematics and Physical Science lack teachers, should I not really focus on those.")

Learners' inability to keep to strict time-lines, not completing projects in time for moderation, made teachers panic. Learners showed a complete disrespect for punctuality and meeting deadlines. What made teachers even more worried was the fact that not enough training had taken place before the implementation of FET.

The lack of information emanating from the Department also added to teachers' state of panic and teachers were generally worried and scared because they never knew what to expect. Teachers felt threatened that some of them may be forced to teach compulsory subjects that would secure their positions at their respective schools.

5.4.2.3 Guilt, frustration, discouragement

"Dit lyk asof ons is, ons is worsmasjientjies. Jy druk die kind hier in, gooi alles bymekaar, die, die wors kom aan die ander kant uit, of daar nou meer soja of wat ook al in daai wors is, ons gee nie

om nie, en en dit laat my skuldig voel, want daai kind is 'n volwassene wat moet werk. Gaan daai kind gereed wees om dit te kan doen ...?"

("We seem to be, to be, sausage machines. You push the child in on this side, add everything together, the, the sausages emerges at the opposite end whether there is more soy or whatever in the sausage, we don't care, and that makes me feel guilty, because that child will be an adult in need of employment. Will that child be ready to take that on?")

"Dit wat 'n mens eintlik frustreer en mal maak, is dat die mense wat jou moet help, jou nie kan antwoord nie, nie kan help nie."

("What really frustrates you and drives you crazy, is that the people who have to help you, cannot answer you, cannot assist ...")

"... later raak jy so moedeloos dat jy maar later eers terug gaan na die ou stelsel waaraan jy gewoon is, dit is wat gebeur."

("... in the end, you grow so discouraged that you revert to the old system to which you are accustomed. That is what happens.")

It was evident from the many complaints and comments by participants that they felt guilty about the poor quality of learners emerging from the system. The participating teachers complained that what was completely ignored by the Department of Education was the fact that teachers were dealing with human beings and carried the enormous responsibility for preparing them for life after school. Teachers seemed to feel that they were failing society for not doing their work effectively by equipping learners with the necessary life skills. The attribution theory of Weiner explains these negative emotions of educators as a result of their explanation of their success and failures (Woolfolk, 1998:387). Educators who believe they are failing at something that is controllable, may feel guilty.

Teachers were *frustrated* because they felt that the level of learner maturity was not adequate and that there were not sufficient resources to implement FET. They (teachers) were desperately requiring guidance, but in vain, which added to their frustration. This lack of guidance rendered them even more despondent and discouraged them from implementing the new system. In a way, they were forced to revert to the old system, while they were supposed to implement new changes.

5.4.2.4 Doubt, confusion, anger

“So, vir ons van die onderwyskant wat nou wel in die onderwys is, maak hulle ook deurmekaar en daar is verskillende menings, verskillende opinies en inligting wat deurkom, dit maak vir jou deurmekaar, dit maak die leerder deurmekaar.”

“(For us on the teaching side, who are in education, they are confusing us, too, and different opinions, different views and information are being conveyed. This confuses the learner.”)

“Ek sou jou sê hier by ons in die personeelkamer in die oggende, as ons op ’n kursus was, dan gons dit hier, dan is die mense kwaad, kwaad en negatief, hoekom? Dis mos verkeerd, en jy? jy moet mos hierdie ou positief hou.”

“(Let me tell you, here in our staffroom in the mornings, if we had been on a course, people talk non-stop, they are angry, angry, and negative. Why? This is not the way it should be. And you? You have to keep this person positive.”)

Participating teachers expressed the concern that learners were generally emotionally immature for FET. At the moment, it seems if learners were being pushed through primary school and not adequately prepared for their secondary school years. Training sessions were regarded with negativity, as trainers were not adequately prepared for running these workshops. Teachers felt that the officials responsible for designing the FET curriculum had not properly thought it through. The problems encountered, could mainly be attributed to doubt and confusion among teachers regarding the way that FET should be implemented, which feelings and perspectives obviously filtered through for the learner. Attending FET workshops had instilled feelings of anger and frustration, and negative emotions were the order of the day.

The teachers commented that standards were dropping and learners were unable to do even the basics. They struggled to do assignments and did not approach their schoolwork with the commitment required, because they knew they would pass (OBE disallows any learner to stay in one Grade for longer than two years). Learners were often absolved from any punishment or consequence for unacceptable behaviour, were generally lazy and refused to study, as a result of which academic standards were deteriorating.

5.4.3 Negative implications

5.4.3.1 Tension, pressure, burn-out

“Wat hulle bang maak of negatief maak, is niks val weg nie. Dis amper, van wat ons nou gehoor het, klink dit asof, dat dit is ten minste vier weke se nuwe werk, en ons het nie tyd daarvoor nie [sic]. So, dit gaan weer spanning meebring, maar nou moet ek die goed klaarkry, en dit maak jou weer negatief.”

(“What makes them scared or negative, is that they lose none of their existing duties. Its nearly, from what we have now learnt, it’s nearly four weeks’ new work and we don’t have time for that. So, this will create tension again, we will have to finish the work, and this in turn makes one negative.”)

“U sien, hulle verloor, of die staat verloor, nou baie goeie onderwysers. Jou goeie onderwyser ... uhm sit in die pienk dakkies. Hulle kan nie meer “cope” nie want daar, daar is soveel onsekerhede.”

(“You see, they are losing, or government is now losing excellent teachers. Your good teacher ... now work in the private sector. They cannot cope anymore, because of all the uncertainties.

Teachers commented that while the new FET curriculum seemed exciting, a lot of new content had been added to an already full workload, without anything being taken away. This increased tension and pressure on teachers, who were already battling to cope, to cover all the work in one year. Educators with negative attitudes towards FET do not spend the required time on implementing innovative strategies, thus preventing the development of a discrepancy between behaviour and attitudes and consequently the susceptibility to burn-out (Eccles & Wigfield, 2002: 110; Evers, Brouwers & Tomic, 2002:238).

Teachers’ expressed fears and subsequent feelings of constant burn-out and exhaustion also supported by Cole and Walker (1989:6), who reiterated that should teachers fail to meet the challenges of the highly anticipated FET curriculum, the quality of the entire South African teaching system would be affected. They were also adamant that should the Department of Education strive to meet the challenges of the fast-changing South African society, good quality teaching should be non-negotiable in implementing change, such as the

introduction of the FET curriculum.

5.4.3.2 Physical illness

It emerged from the interviews that low morale was one of the main factors affecting the quality of teachers' work and also impacted on their physical and mental health. Teachers increasingly took sick leave for stress-related illnesses. Even the most competent and motivated teachers were losing the battle against the enormous workload. The participating teachers stated that they were mentally drained and found little encouragement to continue with what was once one of the most prestigious professions in the world.

“ ... die onderwysers se moraal is verskriklik laag. Jy kan sien hoeveel onderwysers raak siek deur die jaar.”

(“... the morale among teachers is extremely low. This is also evident from the number of teachers going on sick leave through the year.”)

“As jy dink aan die klomp goeters wat nie afgehandel is nie, wat nie in plek is nie. Jy is gefrustreerd. Twintig jaar hou ek nou al skool, maar ek is moeg, uitgeput.”

(“Just thinking about all the many duties that were left uncompleted, the many things not in place, makes me feel frustrated. I have been teaching for the past twenty years, and I am tired, exhausted.”)

5.4.3.3 Absence, quit profession

There was a clarion call from the participating teachers that something had to be done about the erosion of motivation and morale among teachers. Schools were struggling with high absenteeism rates among teachers, while nothing was being done to address their low self-esteem and lack of self-efficacy. Researchers and policy analysts assert that teacher self-efficacy is a critical component in the restructuring of educational policies (Enderlin-Lampe, 2002:141). The key focus therefore should be on determining how to bring about and sustain widespread teacher sense of efficacy. More teachers were opting to quit the teaching profession, due to the ever-increasing class numbers

and the functional illiteracy among learners.

“Daar sal definitief iets gedoen moet word vir motivering. Ons, onse skool byvoorbeeld, die afwesigheidskoers van onderwysers met stres, is hoog.”

(“The issue of motivation definitely requires some attention. For example, in our school, the teacher absenteeism rate for reason of stress, is high.”)

“OBE het gemaak dat ek die onderwys vaarwel toegeroep het. Klasse is te groot ... 40/50, amper die helfte kan nie lees en skryf nie.”

(“OBE has caused me to take my leave of the education profession. Classes are too big ... 40, 50, and nearly half of them cannot read or write.”)

5.4.3.4 Do what they please, battle

It became clear from the interviews that teachers did not understand what they should be doing to implement the new system, due to a basic lack of information and guidance. They were really soldiering on, on their own, and it seems as if no help or guidance would be forthcoming for the foreseeable future.

“Ek weet uit ondervinding dat die onderwysers verstaan nie, nou ploeter hulle maar so aan, want tot op verlede jaar sal die onderwysers net vir jou sê: ‘nee man, ek doen net wat ek wil’, en ’n mens is net bang dat daai aanploetery gaan voortduur, omdat alle onderwysers nie ingestel is om hulself op te lig nie.”

(“I know from experience that the teachers do not understand, now they are simply soldiering on, because even last year teachers would tell you: ‘No man, I do exactly as I see fit’. One is scared that this situation will continue indefinitely, because not all teachers are focused on uplifting themselves.”)

5.4.4 Dealing with a lost generation of learners

5.4.4.1 Learners not prepared and ready – promoted through primary school

“Die kinders is nie vaardig genoeg, hulle kan nie eens ’n opsomming doen, so wat nog van ’n projek van 4-5 bladsye?”

(“The children are not skilful enough; they cannot even compile a summary, forget about tackling a project of 4-5 pages!”)

“ ... kom hulle hier by Graad 11, hulle kan nie lees nie, hulle kan nie skryf nie . Die kinders het nie die vermoë om vrae te interpreteer, en insig nie.”

“... when they reach Grade 11, they cannot read, they cannot write. The children do not have the ability to interpret questions, nor any insight.

“Accounting is a real problem, because at Grade 8, the learners do EMS. There is no distinction between Economics, Accounting and Business Economics, then the learner goes to Grade 10, he must do straight Accounting. He doesn’t know the source document, what is a receipt, what is a deposit.”

The participating teachers were referring to their learners as a ‘lost generation’, unable to find their feet in the new system. They predicted that learners subsequently would be lost for society in adult life. Although learners were able to reach higher grades, they were merely being pushed through the system without achieving the desired outcomes as outlined in the new Curriculum. It was indeed sad and most disconcerting to learn from the participating teachers that learners in Grade 11 were unable to make summaries, could not read or write, or do even basic mathematics. This in turn affected conditions for effective teaching, and consequently teachers’ success rates.

According to some participants, this sad situation was due to a lack of specialization in lower grades. On entering Grades 10-12, learners were all of a sudden required starting specializing in certain fields. This applied especially in Economic and Management Studies in the lower grades, which constituted a combination of Economics, Business Economics and Accounting. However, learners were then required to specialize in each field in Grade 10, something

for which they were totally under prepared.

5.4.4.2 Classes too big

According to Le Grange and Reddy (2000: 215), cutting back on teacher numbers will exacerbate the existing low morale of educators and make it even more difficult to cope with the large numbers of learners in classes. The already fragile relationship between educators and the Department of Education has now reached a point of almost complete distrust and resentment. Teachers found it hard to deal with the high numbers of learners and questioned whether it was conducive to the attainment of the goals of the new FET curriculum, to ensure its success. Individual attention was almost non-existent, while remedial work was virtually impossible, due to the large class numbers.

“Op die oomblik sit ons met groot klasse. Gaan die OBE werk as jy sit met 60, 70 in ’n klas?”

(“At this stage, our classes are big. Will OBE succeed if teachers have to cope with 60,70 in a class?”)

“Die getalle maak dit ook nie moontlik om die leerders te monitor en om remediërend op te tree nie.”

(“The numbers make it impossible to monitor learners and to take remedial action.”)

5.4.4.3 Disciplinary problems

“Daar is nie dissipline in die eerste plek nie en dit gee natuurlik aanleiding dat ... uhm, jy kan nie doen wat jy eintlik wil doen nie want as ’n kind nie wil luister nie, dan luister hy nie, en om vir hulle te ‘spoon feed’ nog altyd [sic] alhoewel hulle in die sisteem is waar hulle die vaardighede moet aanleer. Hulle stel net nie belang nie omdat hulle weet, jy kan niks maak nie, en dis moeilik.”

(“In the first instance, there is no discipline, and the natural result is that ... when you cannot do what you really want to do, because if a child doesn’t want to listen, he won’t listen. We have to spoon-feed them still, although they are in a system that requires them to learn skills. They are simply not interested, because they know you are powerless. This is difficult.”)

“Hy gaan regdeur die skool, want hy mag nie druipe nie. Hy moet net so ’n jaar of twee aanhang, dan moet jy hom oorplaas, ja, en dis die kinders wat, wat die dissiplinêre probleme in die klasse veroorsaak.”

(“They proceed right through the school system, because they may not be failed. They may hang on for a year or two, and then you have to pass them and those are the very children who cause disciplinary problems in our classes.”)

Teachers felt handicapped by learners’ refusal to do their work and by poor classroom discipline. According to teachers, the learners who were academically weak generally tended to be the most problematic and needed to be spoon-fed throughout their entire school careers.

5.4.4.4 Cannot work independently, tendency towards laziness

“’n Groot probleem wat ek het, is dat leerders nie onafhanklik kan werk nie.”

(“One major problem confronting me is that learners cannot work independently.”)

Participants felt helpless, because Grade 10-12 learners were truly battling, struggling to cope with the new system and were unable to work independently, as expected. Even when they were required to participate in group-work, only the strong learners really gave input. The poorly performing learners were completely reliant on others to do the work on their behalf and tended to become extremely lazy and dependent.

5.4.4.5 Drop-out

“Die kinders met die leerprobleme, raak heeltemal weg in die stelsel. Daar is niks en as hulle by ons kom, dan is hulle te oud om verwys te word na ander skole en dan kom hulle hier by Graad 11, hulle kan nie lees nie, hulle kan nie reg skryf nie – en dan val hulle maar net weg. Na twee, drie jaar val hulle uit, en ons kan niks vir hulle doen nie.”

(“The children, who present with problems, are completely lost in the system. There is nothing to assist them, when they reach us, they are too old to be referred to other schools, and when they enter, say, Grade

11, they cannot read, they cannot write properly, and then they simply fade away. After two years, they fall out, and there is nothing we can do for them.”)

The slow learners were the ones who were affected the most, as they were simply promoted from one Grade to the next, without acquiring the skills needed for FET. After a while, they became completely lost in the system, and schools were unable to accommodate them at such a late stage in their development. When they finally reached the FET stage, they were generally so disorientated that they tended to drop out completely.

5.4.5 Environmental factors

5.4.5.1 No resources, poverty

“Ek weet nie wat om te doen nie, maar die boeke in die biblioteek is net swak. Nou is daai kind alreeds gedemotiveerd, verstaan u?”

(I don't know what to do, but the books in the library are so poor. Now that child is already demotivated, you understand?)

“Ook die ekonomiese omstandighede by ons skole, daar is 'n verskriklike tekort aan hulpbronne. Die skool het nie eens 'n biblioteek nie. Hulle kan nie eens koerante koop nie.”

(“And the economic state of our schools, we are battling an enormous shortage of resources. Schools do not even have libraries. They cannot even afford to buy newspapers.”)

During the interviews, the participating teachers stated that the new FET curriculum, required learners to work more independently and to complete assignments and projects on their own, utilizing different resources in their vicinities. However, as not all learners had access to the same resources, due to their different socio-economic circumstances, some were unable to complete the projects. Some schools did not even have sufficient resources at their own libraries, which was already a demotivating factor for learners. Some schools even lacked libraries, which put more pressure on teachers to provide learners with at least the basic resources.

5.4.5.2 No parental involvement, illiterate

“Die ouers self weet nie hoe om die kind te help nie. Baie van hulle is self nie geletterd nie, so dit kom van die huis af.”

(“The parents themselves can’t help the child. Many parents are illiterate, so the problems start at home.”)

“As, as ons die ouers kan meer betrek by die proses, maar onse ouers is ook nie gereed nie. Sommige van ons ouers, soos mnr. D...gesê het, wil nie betrokke raak by die skool nie.”

(“If, if we could involve the parents more in the process, but the parents themselves are not ready. Some of our parents, as Mr. D stated, do not want to become involved with the school.”)

Participants felt pressurized by the new FET Curriculum, because it paved the way for more independent work *outside* the classroom. When the new Curriculum was designed, it was based on the premise that parents would be able to assist learners with complex matters and provide them with the necessary resources. In reality, however, many South African parents are illiterate and therefore unable to assist and provide effective guidance to learners in completing homework. The introduction of the new FET curriculum has therefore added to teachers’ workload, as they now have to help learners in all areas of learning. The situation is being exacerbated by the fact that some parents refuse to get involved in school activities and are making the teaching process even more difficult. In contrast, there are also those parents who do support their children, to the extent that they complete projects on their behalf, thereby denying the learners the opportunity to develop to their maximum potential.

5.4.5.3 Unions

“’n Ander ding is nè, dis ’n ander vakbond, dink ek ook ’n rol gaan hê, spesifiek nou met die FET. Selfs die ding wat nou gebeur waar die onderwysers staak. Is die besol ... [sic] hoe die onderwysers betaal word. Dit gaan selfs ’n effek hê op hoe gemotiveerd is die opvoeder om daai veranderinge na te help, dis ’n feit.”

(“Another thing is that this is a different union; this could also play a role,

specifically regarding FET. Even the recent development that teachers have begun to strike. It's the remuneration ... [sic] the teachers' salaries. It will even affect the educators' motivation to promote those changes, and that's a fact.")

At the time when the fieldwork was conducted, teachers were striking over salary disputes. Teachers felt demotivated with all the new changes they had to implement and did not receive any financial incentives to lift their low morale. Participants also expressed disappointment in their unions exploiting such situations for political gain.

5.4.6 Personal factors

5.4.6.1 No increases in salaries

"Hier is mense wat 1996 laas 'n verhoging gehad het. Jy gaan mos nie 'n man wat, wat onder die broodlyn leef gemotiveerd hou deur te sukkel met die FET." [sic]

("Some of our people haven't had a raise since 1996. Now, you are not going to keep a man who, who is living below the subsistence level, motivated by tampering with FET." [sic])

Although salaries only formed a small part of the discussions, participants strongly believed that there was no scope for promotions and that their salaries should be increased. At the same time, they realised that no significant increases had occurred during the previous few years. Teachers did not feel encouraged to improve their academic qualifications, due to the lack of recognition and monetary incentives.

5.4.6.2 Close to retirement

"'n Ander ding en selfs sekere opvoeders, kom ek sê wat hulle ouderdom gaan bereik, hulle gaan selfs ... uhm, selfs hulle op die personeel, as ek weet ek gaan, maak oor vier jaar klaar ... daai een is so negatief omdat ek weet oor vier jaar gaan ek klaarmaak. So ek gaan ma, daar is nie sin dat ek my nou moet verder moet gaan oplei." [sic]

("Another thing is that certain educators who are approaching their (retirement) age, they even ..., uhm, even staff members, if they know

they're finishing up in four years time, they are so negative, because they know its only four years before they retire. So they just, they don't see the sense in receiving any further training." [sic])

Another real challenge identified for the Department of Education is how to keep teachers close to retirement still motivated to implement new changes. Some teachers expressed their complete lack of motivation and were highly reluctant and negative about attending workshops, only to retire a year later.

5.5 THEME 4 – A FEW ASPECTS CONTRIBUTE TO A POSITIVE ATTITUDE

After listening to all the complaints, concerns and fears of participants, one would not have expected to also hear some positive remarks and attitudes. However, participating teachers still conveyed an eagerness to make the new FET curriculum work and were prepared to give it their all and make the best of the situation. Teachers were especially excited about all the new content and how it could benefit both learners and society as a whole.

5.5.1 Open to new challenges and changes

5.5.1.1 Is a learning process

"Verandering is altyd goed, maar dan moet, uhm, uhm, uhm, dan moet dit, uhm, georganiseerd wees en daar moet duidelike planne en riglyne wees."

("Change is always a good thing, but then it must, uhm, uhm, uhm, be, uhm, organised and there should be clear plans and guidelines.")

"Ek wil net sê, ek sien met moderering is die vakadviseurs redelik goed deur te sê jy is op die regte pad."

("I just want to say that the subject advisors do a reasonable good job with moderating, or they confirm that one is still on the right track.")

"Ek is baie meer gemotiveerd, alhoewel ek nou al 49 is. Ek moes ook vinnig 'n 'mindshift' ondergaan."

("I am much more motivated, although I am already 49 years old. I had to undergo a quick mindshift.")

“Ek wil nou nie absoluut negatief klink nie, maar dan moet ek nogal sê, daar is enkeles in ons skool van wie ’n mens positiewe resultate kry. Daar is, is tog enkeles wat weet hoe om navorsing te doen.”

(“I don’t want to sound totally negative, and I do have to acknowledge, there are a few at our school who do deliver positive results. There are a few who know how to do research.”)

Some teachers felt committed to make this modality work and regarded all the changes as a new learning process. It appeared as if most participating teachers were prepared to tackle the new challenges with vigour and persistence, should the planned implementations and training be organized, proper training take place and adequate resources be made available. According to the participants, they had received good guidance from their subject advisors regarding moderation and they were willing to do their utmost to ensure the success of the new FET Curriculum.

While some of the participating teachers who were closer to retirement were hesitant to undergo new training for the new FET Curriculum, as previously indicated, some did feel motivated to make a positive contribution. Teachers were also inspired by the few learners who excelled and who were motivated to succeed.

It was encouraging to hear that the main driving force behind teachers was still their passion for teaching, which, they stated, was the only reason why they had not abandoned their teaching careers.

5.5.2 Improved content and benefit to learners

5.5.2.1 Exciting new textbooks

“Daar’s nou beter handboeke wat nou geskryf is volgens dit wat hulle moet doen en in die FET t.o.v wat jy moet doen. Dit spel nou duidelik wat jy onder die leerkomplekse moet doen en die Departement gaan vir jou ’n ‘Learning Programme Guide’ stuur, wat jou sê in Graad 10 tot waar jy moet gaan.”

(“There are better textbooks now compiled, based on what they need to

do and in the FET, based on what we have to achieve. They clearly spell out what you have to do regarding learning outcomes, and the Department will send you a Learning Programme Guide to guide you in Grade 10 till whenever you have to go.”)

“Ek het byvoorbeeld ’n Rekeningkundeboek vir Graad 10 wat geskryf is vir die VOO band. Hy is basies dieselfde as die huidige Graad 10, 11 en 12 leerplanne.”

(“I have, for example, an Accounting book for Grade 10, that was written for the FET band. The book is basically in line with the current curricula for Grades 10, 11 and 12.”)

According to all the participating teachers, the old textbooks were too theoretical and offered no scope for creativity. It seems as if the new textbooks planned for the FET curriculum were addressing these problems quite neatly and paved the way for exciting teaching methodologies. During the interviews, the participating teachers confirmed a definite improvement in the new textbooks, stating that it was more user-friendly than previous textbooks, with specific guidelines for teachers. The teachers were especially excited about the fact that specific outcomes would need to be achieved and that these would be explained thoroughly.

5.5.2.2 More practical, focused on real world

Although teachers expressed negative emotions and various concerns with regard to the new FET curriculum, they were still positive about the fact that it promised to be more practice-orientated, as opposed to the traditional, conservative approach of the previous system. Instead of just focusing on theory, learners would now be required to apply their knowledge in real-world practical situations. Teachers expressed their excitement and enthusiasm about the fact that learners would henceforth be educated for a more meaningful purpose and that they as teachers would be instrumental in bringing about such change.

“Ek dink ook daar, daar is heelwat positiewe goeters en ons het nou by daai inligtingspraatjie het ons inligting gekry en goed gehoor van meer praktykgeoriënteerdheid, wat meer positief is.”

(“I also think there, there are many positives, and we gathered information from that briefing session and learnt more about practical orientation, which was a positive thing.”)

“Ek sien nou in Sakestudies, sien ek dit nou, Entrepreneurskap word meer ingelyf in Bedryfseconomie m.a.w. dit gee nou vir die kind ’n beter, die kinders moet nou sakeplanne kan opstel, dit is nou baie meer prakties.”

(“I see in Business Studies, I see now that Entrepreneurship is better represented under Business Management in other words, the child has a better, the children must now be able to compile business plans, so it has become far more practical.”)

“I think this syllabus is going to assist us in understanding the real world.”

“Binne die FET, wat die vakke betref, ek is bly daarvoor dat hulle ten minste die inhoud verander het van die vakke.”

(“Within the FET, as far as the subjects are concerned, I am glad that they have at least changed the content of the subjects.”)

5.5.2.3 Develop self-confidence

Another positive identified by the participating teachers was that with all the new changes, came more opportunities for learners to develop their true potential, even for the most reluctant learners, allowing them to gain more self-confidence and to become more expressive and vocal.

“Daar is positiewes van die OBE. Die kinders het ongelooflik meer selfvertroue.”

(“The OBE also has positives. The children’s confidence has improved incredibly.”)

5.5.2.4 Preparation for success

Given the old curriculum, in terms of which learners were mostly tested on theoretical knowledge, teachers were also optimistic about the fact that the new FET curriculum would create opportunities for learners to be better prepared for the workplace. This in turn would develop entrepreneurial skills, resulting in more job creation. In addition, participants also felt that the new system would

deliver learners that were better prepared to meet the challenges of tertiary education.

“As ek nou weet dat die nuwe stelsel wat by die skole geïmplementeer wil word, gaan ons leerders voorberei vir tersiêre studies en die arbeidsmark en ons as opvoeders gaan voldoende opleiding kry om ons toe, toe te rus, om, om daai kinders voor te berei vir die toekoms, dan, dan sien ek lig aan die einde van die tunnel.”

(“If I could know for sure that the new system to be implemented at schools will prepare our learners for tertiary studies and the labour market and that we as educators will receive sufficient training to equip us to prepare those children for the future, then, do I see a light at the end of the tunnel.”)

5.6 CONCLUSION

The implementation of the National Senior Certificate has put tremendous strain on educators to effectively cope with the demands of the new curriculum. Teachers' working conditions, emotional well-being, and physical health have been affected profoundly and as a result impacted negatively on their level of motivation and functioning as an educator.

The resultant low morale and stress experienced by educators were confirmed by the research findings as presented in this chapter. The themes, categories and sub-categories that emerged, were discussed and substantiated with relevant literature references and direct quotation from the transcriptions.

CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 INTRODUCTION

The purpose of this study was to investigate how motivated South African teachers were for the implementation of the new FET curriculum. A qualitative approach was therefore adopted, and from the information obtained in Phase 1, recommendations to enhance the motivation of teachers were derived and will now be presented in a narrative style as Phase 2 of the study.

In Chapter 1, the background and rationale, problem statement and aims of the research, concept clarification, research design and methodology, and research plan were presented. This was followed by an overview of the Further Education and Training (FET) landscape in Chapter 2. Chapter 3 provided a theoretical reflection on motivation.

In Chapter 4, a theoretical explanation of the chosen research design and methodology was presented, while Chapter 5 covered the report of the results and interpretation of the research. Chapter 6 will deal with the conclusions, implications, recommendations, limitations of the study and suggestions for further research.

6.2 CONCLUSIONS AND IMPLICATIONS OF RESULTS OF STUDY

6.2.1 Main conclusions

Based on the findings of this study, it was evident that the existing low level of motivation teachers displayed within the current educational system had to be addressed urgently. The Department of Education should take note of the negative mindset of teachers in general and enhance their working conditions

so that these become more conducive to motivation and job satisfaction.

The main conclusions can be summarized as follows:

- Teachers display distrust in the Department of Education.
- Teachers have negative expectations of FET, based on the inadequate training they received.
- Teachers are demotivated and display a low morale.
- Only a few aspects contribute to teachers' positive attitude.

6.2.2 Detailed conclusions

6.2.2.1 Teachers display distrust in the Department of Education

The implementation of change in any environment will always be met with resistance, as was the case when OBE was first introduced. The Department of Education had no choice but to develop new policies and curricula in line with tenets of our newly established democracy and to keep up with international practices and demands. However, the manner in which such new policies and curricula were conveyed and declared, caused intense feelings of resentment and distrust towards the Department of Education.

(i) Top-down structure

It often happens that top management will introduce new ideas without proper consultation with the rest of line management. This tends to be problematic, especially as the people responsible for the implementation of such ideas will find it difficult to feel part of the bigger plan. In this study, participants felt out of touch with the new FET curriculum and that they should have been consulted. The implementation of the new FET curriculum was therefore met with resistance and fear of the unknown.

(ii) No proper research was done

Any business who wishes to sell new products, should first undertake proper

research to establish whether there is in fact a market for such products. This is done primarily to identify any obstacles that may be encountered on the way and to prevent major financial losses. The absence of a proper pilot study by the Department of Education was severely criticised by the participating teachers in this study, who felt that all the obstacles they had since encountered could have been properly addressed had the curriculum been investigated and tested properly.

(iii) The new system imposes extra work on teachers

Teachers already felt strain with the introduction of OBE, which requires ongoing training and the continuous development of new teaching methods. The extra work added by the introduction of the new Curriculum has not alleviated this problem at all and the heavy burden already placed on teachers has in fact been aggravated by the additional administrative work required by the new system. This heavy workload has left teachers with little time for preparation, and effective teaching has gone astray.

(iv) Teachers are offered no support

When young children are faced with difficulties, they turn to their parents for help. Even in our adult lives, we have numerous support structures we can turn to when faced with matters we are unable to solve. However, teachers, with the implementation of new changes, are faced with a complete lack of any sufficient support structures. When faced with unanswered questions and uncertainty, they have no one to turn to, mainly because of the uncertainty of trainers and subject advisors themselves, and are therefore forced to soldier on and cope on their own.

6.2.2.2 Negative expectations of FET are based on the inadequate training teachers received

(i) Training was a waste of time

People usually need time to adjust to new challenges, but teachers were

requested to make an immediate paradigm shift to embrace the FET curriculum during once-off workshops conducted after school hours. Workshops also did not cater for all language groups, and the few trainers made available could not adequately address the needs of the entire Southern Cape region. The participating teachers felt that the model lessons presented did not reflect real-world classroom situations, while the teachers were expected to draw from these ideas. Teachers were also very unhappy about sacrificing their precious holidays to attend training sessions, of which some were cancelled for no apparent reason.

(ii) Teachers were not ready for FET

It was clear from the investigation that not enough training had been presented to implement the new FET curriculum and that insufficient information had been disseminated to grassroots levels. This caused further confusion as mixed messages were constantly being received, which affected the motivation and morale of teachers profoundly. Teachers had to develop their own sense of direction and had to become computer literate, as that was almost compulsory for implementing the new FET Curriculum.

(iii) Teachers display a negative mindset about FET

Negative experiences encountered with OBE at lower grades made Grade 10-12 teachers worried that they would be faced with the same problems and difficulties. Negative emotions accompanied by stress-related illnesses aggravated matters further. OBE was introduced, failed in its implementation and was subsequently revised after wider consultation. Teachers now felt concerned that if that was the case with OBE, there was no guarantee that the same would not happen to the new FET curriculum.

6.2.2.3 Teachers are demotivated and display a low morale

(i) Teachers feel uncertain, because the basis for FET is not right

In times of difficulties and when one is faced with new challenges in one's life,

there is a strong need for guidance and leadership. However, the leadership and management at schools were apparently also affected by the sudden introduction of new curricula, hence their lack of support to their teachers. The participating teachers felt very little to be confident about themselves and therefore felt that their jobs were under threat.

(ii) Teachers experience negative emotions

The new FET curriculum introduced new content, as well as new and compulsory subjects. Some teachers feared that they would be declared redundant and felt frustrated, with feelings of anger, worry, doubt, confusion and anger. Some expressed a strong need to skill themselves for the new Curriculum. Teachers felt guilty for not providing effective education to their learners, that constituted our future generation.

(iii) The new system has negative implications on teachers

The negative emotions experienced by teachers manifested itself in burn-out, physical illness and feelings of being pressurized and tense. Where teaching was once regarded as one of the most prestigious professions in the world, teachers now found it hard to motivate themselves to even go to school. The high absenteeism rate and the high exit rate of teachers from the profession need the serious attention of the Department of Education.

(iv) A lost generation of learners

Learners during the Soweto riots who objected to Afrikaans as a medium of instruction were famously branded as the lost generation of Bantu Education. The participating teachers felt compelled to also label their learners as a lost generation, due to their low literacy and numeric skills, even at secondary level. They predicted that these learners would be lost to society and cautioned that something needed to be done urgently to address the problem. Big classes were not helping at all, and teachers found individual attention and intervention were virtually impossible. The participating teachers commented that those learners who were struggling, needed to develop strong work ethics and work

independently, as opposed to a dependency on group work.

(v) Environmental factors

Poverty is a worldwide crisis and the South African educational system has to shoulder the brunt. The participating teachers stated that, due to the socio-economic circumstances of some learners, they found it hard to cope with the demands of the new curriculum. Without proper resources and sound parental support, it would be impossible to implement the new FET curriculum effectively. They commented that the situation was being aggravated by the fact that some parents were illiterate and therefore unable to provide sufficient support.

(vi) Personal factors

The cited lack of monetary incentives and salary increases for keeping teachers motivated and inspired seemed to be de-motivating and causing a rift between teachers and the Department of Education. Furthermore, teachers close to retirement found it extremely hard to attend training sessions and to school themselves into the new curriculum in the knowledge that they would be retiring soon.

6.2.2.4 Some aspects contribute to a positive attitude

(i) Teachers are open to new challenges and change

It was encouraging to see that some teachers, irrespective of all the negativity around the new FET Curriculum, still felt positive about implementing change. While most teachers expressed concerns and negative feelings about FET, some saw it as a learning curve and were ready to tackle emerging problems head-on.

(ii) Improved content and benefit to learners

Teachers across the board felt enormously positive about the new content and

textbooks. It seems as if the limitations of the old textbooks had been well addressed, and a positive identified, was that they contained proper guidelines for both teachers and learners. Instead of rote-learning, learners would now be better prepared for work, and teaching would become more practice-based.

6.3 RECOMMENDATIONS TO ENHANCE THE MOTIVATION OF TEACHERS FOR THE IMPLEMENTATION OF THE NEW FET CURRICULUM

6.3.1 Distrust in the Department of Education

6.3.1.1 With regard to the top-down structure, the following is suggested:

Almost all the participants were of the opinion that the FET curriculum had been introduced without proper consultation with the teachers. Although it is now too late for such prior consultation, due to the implementation of FET in Grade 10 in 2006, it is strongly recommended that teachers at their different Educational, Management and Development Centres (hereafter referred to as EMDC) be consulted on how to streamline the implementation and to draw up proposals regarding the obstacles and teething problems that are encountered.

6.3.1.2 No proper research done

One would have thought that valuable lessons were learned during the introduction of OBE, as well as the RNCS (Grades R-9). However, the Department of Education never made provision for a transition period when the FET was implemented in Grade 10 in 2006 while, at the same time, Grades 11-12 were still operating on the old system. Adding to this frustration was that Grade 10 learners in 2005, having been taught in OBE now had to revert to the old system for Grade 10 in 2006, something for which they were ill prepared. It is recommended that the impact on both learners and teachers be assessed and interim strategies be put in place to prevent high failure rates among current Grade 10 learners and burn-out on the part of teachers. Provision have

been made for learners unable to pass Grade 11 and who will be required to adapt to the new FET curriculum in 2007.

6.3.1.3 Impose extra work

At present, teachers are battling with the massive workload and paperwork that needs to be completed and find it extremely difficult to finish their current syllabus. Another problem is the progression of content from Grade to Grade. Teachers are therefore unable to achieve the desired outcomes as stipulated by the ASs. Another problem teachers have to address, is that they now have to prepare for both the old curriculum for (Grades 11 and 12) and the new FET Curriculum (for Grade 10). This scenario is unfortunately unavoidable, due to the structuring of its implementation of the FET Curriculum. I would suggest that sufficient support systems be put in place and priority be given to these teachers to phase out the last Senior Certificate exit group with the least amount of resistance and problems.

6.3.1.4 No support

Sufficient support structures, as mentioned above, need to be put in place to address the growing number of concerns teachers are currently experiencing. Regional and national offices with permanent staff members could be assigned to deal with teachers' queries. These offices should be accessible at all times and provide teachers with proper feedback. All issues related to the new FET curriculum could be documented and where there is uniformity, this could be addressed on a national basis.

Personnel should be trained properly, with a clear understanding of what should be done and how the new curriculum should be implemented. Trainers should be more involved in the planning of the new FET curriculum and have access to a designated person to consult regarding the concerns expressed by teachers. Proper feedback whether by means of e-mail, fax or telephone, should become standard practice and more training sessions should be conducted.

6.3.2 The negative expectations of FET, that are based on the inadequate training teachers received

6.3.2.1 Preventing the perception that training is a waste of time

Due to the demographics of the Southern Cape, most of its teachers are Afrikaans-speaking. It would be advisable to rather send the few English-speaking teachers to other training centres, with the cost fully covered by the Department of Education. Alternatively, English-speaking trainers could be deployed to those areas.

Training in the Western Cape focused mainly on two aspects, i.e. content and generic aspects. However, only the generic part was compulsory, resulting in teachers missing out on the content training, which is in fact the more important aspect. It is recommended that all training should be compulsory and that clear guidelines be given to teachers on how to implement the new curriculum. Examples of planning and activities should be provided. It is further recommended that the information given at these workshops be translated in more than just one language, e.g. into both English and Afrikaans. More trainers should be employed, due to the long distances in rural areas, to give them the opportunity to spend more time with schools.

6.3.2.2 Gaps: teachers not ready for FET

Teachers felt that not enough training had been presented to prepare them for the new curriculum. The biggest problem encountered was the lack of uniformity among new content and in planning, and most teachers felt that the new content was too difficult for learners to master. A possible solution to this problem could be to introduce a standard textbook for all the provinces and regions, to avoid any confusion. Trainers should be trained at the same time, and training should occur more often. Trainers should also become more visible and should be accessible at all times. It seems as if there is a worrisome gap between the June training sessions and when implementation is due the following year.

The researcher suggest more contact sessions in between workshops and that training also be conducted during the first week of the new school calendar. Many teachers are still not computer literate, and although a growing number of schools are being equipped with computer laboratories, this will be a waste of time and money should a permanent person not be employed to train teachers and learners. A cautionary note is that teachers will only be motivated to undergo such training if it culminated in a certified qualification, accompanied by monetary incentives.

6.3.2.3 Negative mindset regarding FET

It was obvious that teachers had little hope that the new FET curriculum would succeed, mainly because of their experience with OBE and lack of sufficient training. Regardless of their perceptions and forecasts, the implementation of the new curriculum is inevitable. In my opinion, two things need to happen: firstly, teachers need to undergo a progressive shift in mindset and start to embrace the new changes as a positive step in the right direction. This will give them peace of mind and a goal to work toward, instead of their current approach of resisting change. Secondly, the Department of Education should embark on a national strategy to help teachers cope with the new challenges and to enhance their levels of motivation and self-esteem. Teachers are lacking confidence and self-efficacy. They need to know that they are a phenomenal contribution and a positive difference towards a better life for all. In short, teachers should receive more recognition for work well done.

6.3.3 In order to motivate teachers and lift their morale, the following could be considered

6.3.3.1 Uncertainty because basis is not right

The negative experiences encountered in OBE have tainted perceptions of the new NCS: teachers fear that the same negativity will surface again. Senior management should be playing a more active role in eradicating these negative

feelings and should in fact undergo the same training as teachers to provide them with the necessary and much anticipated support. By filtering the support structures down to grassroots level, many problems could be solved within the school structures. Unfortunately, it seems as if many of the sound guidance and support structures provided in the old system have now been replaced. The Head of Departments in the old system provided teachers with much appreciated help and support, as they were experts in their field. This system should be re-instituted and could potentially remove much of the frustration, confusion and uncertainty currently experienced.

Learners not making the grade at secondary level are now opting to enrol at FET colleges and teachers fear redundancy, due to the resultant decrease in learner numbers. Curriculum advisors should be consulted regarding the compilation of external examination papers to provide guidance to teachers in implementing the right content. This will prevent a situation where even teachers are unable to answer some of the questions because they were uninformed.

6.3.3.2 Experience negative emotions

The negative emotions experienced by teachers mainly resulted from a lack of support and guidance. These problems could have been avoided had proper support structures been in place and a uniform approach implemented. Teachers should be informed exactly what changes would occur and how these would be implemented. At the moment, teachers are expected to cope with too much information and too many challenges. One way to help them is to initially provide them with all the necessary documentation and planning strategies, after which they could start developing their own. Cluster groups have already been formed in which ideas and problems are being addressed; such groups should be implemented at school level, and cross-cluster groups between schools in the same vicinity could be introduced.

6.3.3.3 Negative implications

Currently, school psychologists are being employed to help learners cope with psychological problems. Their focus is mainly at primary school level. However, no support structures in this regard are in place for any psychological problems teachers may experience. The teachers participating in this study complained of burn-out, physical illness, high absenteeism rate and even of quitting the profession. To prevent or manage this, the Department of Education should consider either employing psychologists or alternatively, they could contribute towards teachers' medical aid for consultation fees. Even teachers declared redundant need help and support to cope with the difficulties they may experience. While teachers are usually still coping in the first semester of school, they should be given a few days off in the second semester, to avoid burn-out, similar to the arrangement that applies in other public services, e.g. at prisons.

6.3.3.4 A lost generation of learners

Strategies should be implemented to address the poor level of literacy and numeric skills among learners at secondary school level. To focus on primary schools solely, will improve the situation over the long run, but immediate remedial steps should be implemented at secondary level. Learners tend to be hesitant to be part of such support structures, because they fear other people will view them as incompetent. The Department of Education should therefore devise a more acceptable method of support that will not expose learners as lacking skills, but rather build their confidence.

Classes are too big; the current teacher-learner ratio should be decreased to a more acceptable level, i.e. 1:30. This will not solve the problem, but it will make individual attention and intervention possible. Teachers should equip themselves with a broader educational psychological base to meet the demands of classroom management. This will allow them to attend to learners who display disciplinary problems and learning disorders, and possible dropouts.

6.3.3.5 Environmental factors

Once again, some of the ideas and structures of the old system could be re-introduced. School libraries, in which permanent teachers were employed, were an excellent idea and provided learners with much-needed support. However, school libraries now function without such teachers, and most of the resources are provided by teachers. Alternatively, teachers could provide learners with resources at town libraries that learners could consult at given times. This will teach learners how to conduct research and instil the discipline required meeting deadlines. Possible solutions to secure greater parental involvement in school activities are to provide refreshments at school meetings and for parents to be present when new enrolments take place.

6.3.3.6 Personal factors

The teachers interviewed for the purpose of this study stated that their inputs exceeded their outputs by far and should be compensated accordingly. Some teachers had not received increases for years and felt that the Department of Education should reinstate annual increases. Also, the lump sum paid for further studies did not cover the cost, while no increase in salaries had been received. This issue should be revisited, so that teachers could move to a higher post level. Teachers close to retirement who are de-motivated could be shifted to another capacity.

6.3.4 Some aspects contribute to a positive attitude

6.3.4.1 Open to new challenges and change

The Department of Education could use the information that some teachers are in fact motivated to make this modality work, to inspire others to follow suit. Emphasis should be placed on improved content, preparing learners for work, and the fact that teachers regard this as a learning experience. The Department should embark on an aggressive marketing campaign to promote

the new FET curriculum as beneficial to society and to change the negative views of the public. This, however, should be accompanied by sufficient support structures for teachers, hopefully also by implementing some of the suggestions above.

6.4 LIMITATIONS OF RESEARCH STUDY

The limitations of the research are noted below:

- The investigation was conducted in the Southern Cape only, and the conclusions of the study can therefore not be generalized to other regions and provinces.
- Only Grades 10-12 Commerce teachers were included in the study and the findings of this study can therefore not be generalized to teachers of other grades and disciplines.
- The overlap in the emerging themes resulted in a complicated report.

Taking the above limitations into account, the study was conducted thoroughly and the intended purpose of the study, i.e. Phase 1 and Phase 2, was achieved and presented.

6.5 RECOMMENDATIONS FOR EDUCATIONAL RESEARCH

This was a qualitative study to determine how motivated teachers were for the implementation of the new FET curriculum. I strongly believe that further studies should be conducted to determine and compare how teachers felt before this study was conducted and how they feel after the new FET curriculum has been implemented. This study mainly focused on Grades 10-12 Commerce teachers. Further studies could attempt to report the views of learners with regard to the new FET system. The value of proper pilot studies and its effect on teachers when implementing change could also be researched.

6.6 CONCLUSION

This study explored and highlighted the motivation of educators with regard to the implementation of the new FET curriculum. From the findings of the study it would seem that teachers distrust the DOE, have received inadequate training of the FET curriculum and display a low morale. The limitations of the research were accentuated and recommendations were made to enhance the motivation of educators for the implementation of the FET curriculum.

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ANNEXURE A:**BIOGRAPHICAL INFORMATION**

NO	GENDER	AGE	ETHNICITY	LANGUAGE	EXPERIENCE	QUALIFICATIO	TOWN/SUBURB
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

ANNEXURE B:

FIELD-NOTES

- A Positief 1-3
 B Negatief 1-3
 C Ontspanne 1-3
 D Gespanne
 E Aggressief
 F Semwettig
 G Selfversekerend
 H Geïnteresserd

FIELD-NOTES

DATE 2004.09.13

INTERVIEW/.....

NO. OF PARTICIPANTS6.....

Part.	Body Language	Facial expressions	Tone of voice	Atmosphere	Mood
1	A ₂	B ₃	E ₃	A ₃	H ₃
2	A ₁	G ₂	C ₁	A ₂	H ₁
X 3	A ₃	B ₂	G ₁	A ₃	H ₃
X 4	A ₂	B ₃	E ₃	B ₂	B ₃
5	A ₃	B ₃	G ₃	A ₃	H ₂
X 6	A ₃	B ₂	B ₃	C ₃	H ₃

ANNEXURE C:

INTERVIEWS/ONDERHOUDE

- R^{*} Ek wil net dankie sê vir...uhm vir julle tyd wat julle opoffer om deel te kan wees van my studie. Ek weet julle is baie besig en die skool sluit Donderdag en ek weet dat daar baie druk op julle is om alles klaar te maak. Die vraag wat ek vandag aan julle wil stel is: Hoe toereikend is julle gemotiveerd, gebaseer op julle ondervinding van OBE, vir die implementering van FET in 2006? So as daar enige iemand is wat iets daarop wil sê?
- PT1^{**} OBE het gemaak dat ek die onderwys vaarwel toegeroep het...uhm klasse is te groot, klasse is wat...40/50 in 'n klas? Amper die helfte van die klas kan nie ordentlik lees en skryf nie en ... uhm dit is bitter moeilik.
- PT2 Wat ek kan sê is dat die groepwerk het dit baie moeilik gemaak. Kinders kan nie in groepe werk nie. Ek vind uit dat een kind in groepe werk en die res doen niks...uhm kinders gee nie hulle opdragte in nie. Die groot klasse is ook 'n probleem, jy kan nie individuele aandag aan die kinders gee nie.
- R Kan ek gou terugkom na die eerste spreker. So wat u basies vir my sê is dat a.g.v. die OBE stelsel wat geïmplementeer was, dat dit het basies aanleiding gegee tot jou ongemotiveerdheid en basies jou laat besluit om uit die onderwys te tree. Dit maak my baie bekommerd want is dit die trant wat gevolg gaan word deur baie onderwysers?
- PT1 Ja, dan die ander probleem is, die, die OBE het gemaak dat die kinders het baie min gedoen, graad 8 en 9. Nou gaan hulle oor graad 10 toe, hulle kan net nie "cope" met die hoeveelheid werk nie, nie dat ons hulle oorlaai nie. Jy neem in ag dat hulle kom uit die OBE, maar ... uhm hulle kan net nie op hulle eie werk nie.
- R So dit plaas baie druk op die onderwyser om die werk voltooi te kry?
- PT1 ... en in graad 10 is daar 'n leerplan wat afgehandel moet word. Graad 10'e het ek verlede week eers begin te werk en ons sit nou al aan die einde van die derde kwartaal.
- PT3 Nee, ek is ook al op van die onderwys self omdat jy sit met 'n probleem in die klas. Daar is nie dissipline in die eerste plek nie en dit gee natuurlik aanleiding dat ... uhm jy kan nie doen wat jy eintlik wil doen nie want as 'n kind nie wil luister nie, dan luister hy nie en om vir hulle te "spoon feed" nog altyd alhoewel hulle in die sisteem is waar hulle die vaardighede moet aanleer. Hulle stel net nie belang nie omdat hulle weet, jy kan niks maak nie en dis moeilik.
- R So wat u vir my sê op die stadium...uhm is die gevoel vir FET in 2006, is u

* R=Researcher

** PT=Participating teacher

gemotiveerd of nie gemotiveerd nie.

- PT3 So half-half, ek weet nie. Ek het eintlik vrese vir my eie kinders ook wat deur die sisteem kom waar jy agterkom daar is sekere dinge, die basiese dinge wat hulle nog nie vasgelê het nie. Dit maak dit moeilik veral in die leerproses waar hulle alleen sit.
- PT4 Ek dink wat, waar die Departement miskien groot tekort skiet is die feit dat ons was nooit regtig ordentlik opgelei gewees nie, ons was nie reg voorberei nie. Die, die goed wat op papier gestaan het, die groot aantal dokumente wat deurgekom het en gedurig verander het, dit het jou daai onsekerheid gegee. Jy weet nie of dit wat jy nou beplan nog vir die volgende Maandag, nog vir die volgende kwartaal, vir die volgende jaar nog gaan geld nie. Baie van ons wat mos nou hier sit, kom uit 'n stelsel waar jaar na jaar dieselfde ding gedoen is. Jy het amper gewoon geraak jy kan dieselfde goed oor en oor gebruik het. Nou skielik kom hulle hier met 'n nuwe stelsel reg, waar jy nou van vooraf alles moet gaan sit en beplan en elke dag moet aanpas en en soos juffrou gesê het die, die klasgrootte, reg. Die bedoeling met OBE was goed gewees, reg, die doelwit daarvan en so aan, maar die klasgrootte en 'n gebrek aan opleiding het veroorsaak dat ons nie OBE tot sy reg kon laat kom het nie, dan met die gevolg ons sit nou met kinders, ons is besig om kinders deur die stelsel te sit ... uhm wat, wat ek nie persoonlik dink reg is vir die, vir die volgende graad nie, reg en, en ek het my vrese rondom dit dat, dat ons gaan sit met 'n slag kinders wat nie werklik gereed gaan wees vir die wêreld daar buite nie. Ek, ek weet die ou stelsel het ook sy tekortkominge gehad, ek besef dit heeltemal. Onse kinders was nie gereed vir die werklike situasie daarbuite nie, maar ek dink dat die, die UGO, reg ... uhm hy hy wil die kinders gereed maak vir dinge daar buite, maar ek weet nie of ons as onderwysers al gereed is daarvoor nie en of die kinders wat huidiglik deur die stelsel kom en oorgaan na die volgende band toe, en of hulle gereed is daarvoor nie want ons kinders, soos juffrou gesê het, is net nie reg nie. Daar sit kinders in graad 10, selfs in graad 11 wat nie behoorlik kan lees en skryf nie. Ons het nou 'n stelsel by die skool waar ons transkribering toepas nê, waar ons nou vir die kinders half die vraestelle lees, reg en hulle antwoord mondelings en iemand anders skryf dit vir hulle neer. Ten spyte van ons personeel tekort maak ons voorsiening daarvoor en dit help nie veel nie, daai kinders...dit dit is nie al wat hulle nodig het nie, dit gaan nie net daarvoor nie. So ... uhm ek wil nie sê ek is pessimisties oor, oor die toekoms wat die UGO betref nie, maar ek dink tog ... uhm iemand sal definitief moet gaan kyk, is ons skole, daarby sluit ek nou in die onderwysers, ons fasiliteite, reg...uhm die kinders self, is ons regtig gereed, reg om, om daai nuwe band toe te pas in die skool. Ons hoor maar van skole wat net sekere ... uhm, vakke of wat ookal sal moet aanbied en die tipe goed. Daar word vergaderings gehou en goed en, en ... maar ons kom nie dat ons kom op 'n punt dat ons gaan weet wat al, wat gaan gebeur nie.
- R. Dink u dat ... uhm ons is basies nou aan die einde van 2004, daar is nog net 'n jaar oor waar onderwysers opgelei kan word. Dink u dit gaan voldoende tyd wees om die onderwysers op te lei vir 2006?
- PT4. Dit is natuurlik as jy jou vakansies moet opoffer, dit is wat hulle nou al klaar doen, reg en, en ek sal sê, dit kan miskien gedoen word in die, in die jaar, reg om, om die onderwysers op te lei, maar ek weet nie of die Departement genoegsame bronne het om dit te kan doen nie, reg ... uhm u weet, 'n mens kry

somtyds die gevoel, jy kom by 'n kursus en hulle kry die groot ghoeroes en wat ookal om die kursus te kom aanbied en die helfte van die goed...jy verstaan amper nie wat gesê word nie. Daar word amper deurgehardloop in , in...al waaraan ons onderwysers soms dink, wanneer gaan ons klaarmaak, hoe laat gaan ons weer by die huis kom. Dit is iets wat jy nou half verplig voel om by te woon, ek wil net klaarkry. So uhm miskien moet daar, daar sal 'n manier moet wees waar die Departement moet kyk na hoe gaan ons dit regkry dat onderwysers se gemotiveerdheid teenoor die hele besigheid verander, hulle houding teenoor die ding verander want ons is nou al so negatief ingestel a.g.v dit wat gebeur het by UGO, reg dat ons ook nou half al klaar sê al die VOO gaan nie werk nie.

- PT3 Kyk, dit baat nie jy werk ... ons as onderwysers gee ons alles en dan nou aan die einde van die jaar dan ... uhm volgens ons moet hierdie kind...en daai kind is nie gereed vir die volgende ... vir graad 9 nie. Dan kom die Departement, dan plaas hulle daai kinders oor. So, hoekom moet jy dan nou werk want hulle gaan in elk geval oorgeplaas word. Nie dat ons hulle...daar is rêrig kinders wat ons wil hê moet agterbly, dit sal goed wees as hulle na die ouderdom, en ek weet nie waarna hulle nog kyk nie, maar dan hoeveel slaag, aan die einde van die jaar of hoeveel druip?
- PT4 Die Departement kom net en hulle plaas die kinders oor. Hulle vra byvoorbeeld 'n gewone vraag soos ... uhm is die ouers deurlopend deur die jaar in kennis gestel van die kind se vordering? As jy nie kan bewys dat dit gedoen is nie, dan word die kind oorgeplaas ... uhm ek meen nou, die kind is nie gereed vir die volgende graad nie.
- PT3 Ek het 'n kind gehad wat verlede jaar die hele derde kwartaal nie in die skool was nie, die kind is swanger, wat sê die dame vir ons? Ons kan nie diskrimineer teen daai kind nie. Die kind is oorgeplaas graad 10 toe.
- PT4 Kyk wat, wat die juffrou, wat die juffrou ook aanraak nou is, nou word, daar word verwag van jou nou om in die volgende jaar, om daai kind nou by te bring met met die res van haar ouderdomsgroep, reg, maar jy sit met 58 kinders binne daai klas, ek het oor die 50 kinders, reg en jy sukkel, jy sukkel net om daai kinders se werk te kry wat op 'n bepaalde vlak is. Daar is amper nie tyd om aandag te gee aan kinders wie se werk bygekry moet word nie, en nou word daai kind vernalatig en dis daai kind wat somtyds die dissiplinêre probleme veroorsaak.
- R Wat sou julle sê, die juffrou het dit netnou aangeraak waar die kinders as hulle in graad 10 kom, dan kan hulle nie lees of skryf nie...uhm want julle werk met handelsvakke, julle werk met syfers ...uhm sakeplanne en goed soos dit. Watter druk gaan dit op julle plaas om basies julle werk vir die jaar te voltooi en af te handel?
- PT3 Ek wens ek kan my punte hierso vir jou wys. Ek...in graad 9 nê probeer ek maklik twee Maandae...en dis so lekker op 'n Maandag, maar hulle bring net nie ... jy doen daai sakeplan met hulle, jy doen dit met hulle en nou moet jy hom netjies oorsit en sê dan, dit is mos nou my idee. Ek gaan mos nou "chips" en wat verkoop, wat gaan jy verkoop? hulle doen dit net nie, hulle kan dit nie doen nie. so enkelinge wat dit nie wil doen nie, maar rêrig...ooh daai finansiële vraag. Dis asof jy op hulle vloek as jy moet bepaal die verkooppryse, die, die

wins bereken. Kyk hierso, nou ek sien mos nou, ons kinders is nie rekenkundig aangelê nie. Kyk, in graad 12 het ons 16, in graad 10, ek meen graad 11 het ons 35, maar die helfte van hulle kan nie eers Rekeningkunde doen nie, hulle ken nou net nie die verskil tussen 'n debiet en krediet nie. Ek is so lief vir Rekeningkunde ...(lag).

PT2 Wat die grootste bekommernis ook is, dat daar is twee of drie kinders in jou klas wat nou rêrig kan. Jy gee so min aandag aan daai kinders, jy moet nou tot op die vlak daal wat meer as die helfte van die klas is en daai kinders, op die ou einde raak hulle ook netso agter en, en verloor hulle belangstelling in die vak want jy moet nou meer konsentreer om hom te bring op daai vlak wat daai ene is. Die kind wat dit kan doen raak vervelig in die klas en later raak hy ook maar...ek worry ook nie meer.

PT3 ...Of hulle verlaat ons...uhm ons skool.

PT2 Ja, verlaat die skool en gaan na 'n ander skool.

PT4 Ek dink 'n ander ding ook wat mnr. D...aangeraak het ook, is die die betrokkenheid van die ouers. Ek dink nie, ek dink UGO en selfs VOO gaan 'n baie groot sukses wees, watter leerarea jou vakgebied ookal, reg. As, as ons die ouers kan meer betrek by die proses, maar onse ouers is ook nie gereed nie. Sommige van ons ouers soos mnr D...gesê het, wil nie betrokke raak by die skool nie, reg. Ek soek nog die persoon wat die wenresep gaan skryf van hoe gaan ons onse ouers... kom ons vat 'n realistiese persentasie van 60% gaan betrokke kry by die skool. Ek dink as, as ons dit gaan begin te regkry, nê, dat onse ouers...uhm, uhm gaan verstaan dat hulle moet begin betrokke raak by hulle kinders se, se opvoeding, reg dan gaan ons halfpad die stryd wen om, om kinders gewoond te maak aan die nuwe stelsel want jy, jy kan nie alles doen in die klas nie, dit is is prakties onmoontlik. Nou stuur jy soos juffrou gesê he,t stuur jy daai kind met sekere opdragte huistoe. Hy kom daar by die huis, die omstandighede verskil hemelsbreed van wat in die skool aangaan, daar is miskien nie eers 'n tafel om op te sit en werk nie, reg. Uhm, uhm hy kom in die biblioteek, ag die bronne is soms ook baie ontoereikend, reg. Ons het byvoorbeeld nog nie eens 'n rekenaar binne in die biblioteek vir internet toegang nie. So, dis vêr verwyderd van dit wat onse kinders verwag, word binne die klas en en nou kom daai kind môre terug in die klas en ek is ongelukkig nou verwag ek nou al daai kind se goed, dat almal moet klaar wees en ek wil almal onder dieselfde kam skeer en dis daai outjie wat môre, oormôre veroorsaak dat jy nie kan verder gaan binne die klas nie. Ons het nou kort vinnig opleiding gehad rondom die VOO, reg...uhm, ek het nie, my kollegas gaan seker verskil, ek was by die Ekonomie gewees...uhm ek kon ook maar die boek gevat het en by die huis gaan deurlees het, reg...uhm ek dink daar moet meer intensiewe praktiese opleiding wees. Iemand moet vir jou kan prakties demonstreer, luister hierso, dis wat moet gedoen word, want toe ons opgelei was as onderwysers ...yo! dit verskil hemelsbreed van wat nou van ons verwag word en jy kan nie. Ek weet nie of hulle dink onderwysers is supermense nie. Jy kan nie net in 'n klas gaan staan en handomkeer verander nie. Ek meen nou, ek sien nog vandag nog in my klasse byvoorbeeld EBW, reg, ek sien baie keer hiersô ek het die kinders se tyd mos vandag gemors man want my metode wat ek gebruik het is heeltemal verkeerd, is omdat ek nie reg opgelei is nie. en dit frustreer 'n man. Ek sien hier kom die VOO...uhm band nou aan reg, gaan ek nou weer dieselfde fout maak met daai kinders, dieselfde kinders wat

alreeds benadeel is en dit, dit frustreer my baie, ek gaan nie sê gedemotiveerd nie, maar dit frustreer my baie.

- R Die graad 12 onderwysers nê, word tradisioneel gemeet aan hul resultate aan die einde van die jaar, watter druk gaan dit op julle plaas t.o.v. dit...uhm siende dat die kinders wat die die UGO uitkom nie heeltemal geskool is vir graad 10, 11 en 12 nie.
- PT4 Ek probeer myself oortuig deur vir myself te sê: luister hierso, jy het mos al goeie resultate gelewer, die Departement kan mos nie nou skielik 'n vinger na jou wys nie, maar as, as jy regtig nou 'n onderwyser is dan wil jy graag hê jou kinders moet presteer, dis maar iets...Ja, dit plaas, dit plaas verskriklik druk op 'n mens, reg en enige iets gryp op daai stadium om te sorg dat daai kinders goeie uitslae kry, ons weet mos nie hoe gaan die vraestel lyk nie, hoe dit deurgevoer gaan word na graad 12 nie. So, ja ek is regtig bekommerd daaroor en ek ek weet die druk gaan op ons wees, maar ek gaan maar kyk daai tyd met die graad 12'e.
- R Wil enigiemand nog iets byvoeg?
- PT4 Ek dink dit is 'n belangrike aspek wat u aangeraak het, daar sal definitief iets gedoen moet word vir motivering. Ons, onse skool byvoorbeeld, die afwesighedskoers van onderwysers met stres, is hoog. Dit is nou maar deel van die stelsel, maar dit is jong mense wat uit die onderwys uit wil gaan en en vat nou goeie onderwysers, juffrou J... is van ons beste Rekeningkunde onderwysers op die stadium, reg en, en ons is besig om juffrou te verloor en ons sukkel nou al vir hoeveel maande om 'n Rekeningkunde onderwyser te kry. Sy is oppad Engeland toe, sy kry van die beste resultate in die Wes-Kaap, reg en hier sit mnr. S... ook, hy is ook besig om rond te kyk. Hier sit ek, ek is te oud, ek kan nie meer rondkyk nie...(lag), maar as die geleentheid kom, sal ek ook twee keer dink. Ek wil die hoop uitspreek dat die Departement gaan kyk na die aanbevelings van u studie, dit gaan miskien in tyd wees voor die ding, geïmplementeer gaan word.
- R Dan wil ek net vir almal dankie sê vir julle tyd wat julle opgeoffer het, ek hoop ook van my kant of dat my studie...uhm van waarde sal wees vir, vir die implementering van die FET en dat dit 'n verskil sal maak t.o.v u motivering. Baie dankie vir julle tyd.

- R I just want to welcome you and thank you for your precious time...uhm I know that you're very busy...uhm and it's end of term basically on Thursday. The question that I would like to put to you today is: How motivated do you feel, on the basis of your experience of OBE, for the implementation of FET in 2006?
- PT1 I think, I think the syllabus for Economy is fine for me because it focuses on Micro-economics, Micro-economics which is the day-to-day issues. Like for instance, the previous syllabus was focussing more on history of Economics where did it come from, like in South Africa and abroad. Now, that thing demotivated our students, because their focus was not on the history, their focus was on what is happening today, listen, why are we hearing a lot of things like Bin Laden and Bush? listen if the education that we are dealing with now, if it assisting us in understanding the real world. I think this syllabus is going to assist us in understanding the real world.
- R And in terms of your motivation for the implementation of FET?
- PT1 I'm motivated but I don't know, I don't have hands-on experience on that, I cannot talk more about it.
- R Do you think, it's basically the end of 2004 now, there's only one year left before the implementation of FET. Do you think there will be enough time for the training of, of educators?
- PT1 ...uhm, I don't think so, because if you look at that syllabus, it deals with day-to-day issues, listen, the rand and and the current, the current Economic conditions which force a teacher to know more, understand about the current issues so that the teacher can be in a good position to answer those question when the students pose questions to the teacher, listen so, I think the time is very short. I think we need to extend a little bit...the time, to train those teachers.
- PT2 In my view, Accounting has been changed in the new Curriculum and it will...that we have to study again unlike these, in times. If you an educator then you have experience of five years, for example so you don't need to prepare yourself as much as if you were new in the syllabus. So we are knowing our syllabus by heart, but now there's new changes because we went to George, it was last month, there was changes and 65% of the Accounting will be taken away and then it means that we have to study a lot, but at the very same time, for the grade's 12...the, the sports club ... there is a a module about the sports clubs then now, it will be only named as a non-profitable organization, it does not have a problem with **(kan nie uitmaak wat hier staan nie dit is aan die einde van die bladsy)** we were doing the production function, but practical now not in Business Economics terms, but practical in Accounting. So, that can also cause a problem because I do understand but I have to go back to books, but if the training will be there, it will be proper to get that training at the very same time, these workshops are not in a proper way or the timing, its not all right for us because, we work at school as from 08h00 until 14h00, the workshop will be in George at 15h00 and even in the workshop, everything is in Afrikaans. There they wanted us to implement these in other schools meanwhile they trained us for an hour, give us the documents. You know the teachers, we don't want to study the, the document, then when the curriculum advisor came in the school, only once a year or twice a year and he or she expects us to, to be excellent in

that, so that is my, my proposal is: how about to get the training because we have studied at our Tertiary institutions for three to four years and then it were the good quality because we have studied for three years, but now, how can we go to the lecture for an hour, per term, then you became a good teacher in that area – you can't. So if they can give us enough time, maybe during holidays, then they take us for two weeks at least, then for the other term, two weeks again. Not the workshop, once after a **(vul in)** then they think everything must be changed overnight, that is impossible.

R If, if adequate training should take place next year ...uhm will that make you more motivated for FET?

PT2 Yes, of course, I will be very much motivated because it will be useless for us not to have training and then at the very same time they want us to produce a good quality of the learners of which I've got insufficient training. So how can I deliver, I don't even know what to do, so enough training will benefit learners as well, will equip myself and empower myself

PT1 I think this thing of training, I think...uhm it should be continuous, listen. We must be trained the whole year so that we can take that information and go and test it in the class, listen, If there are problems that we experience in the classroom, we can go back and communicate those problems so that these people can have hands-on experience on the problem that are taking place, not as it was happening currently, listen. Currently, we get the training...will be after six months, then you can't interact, listen you can't debate about these issues and, and get a clear-out understanding of of the direction – what can you do about this problem in this class. I think they should be continuous.

PT2 ... and again, I think the problem also is within the education system because even now, lets forget about FET, OBE or the Revised National Statement, even at present, yes we fortunate the cluster meetings, even now, the, the Accounting cluster meeting the Business Economy, the Biology and so on. We only meet during the moderation of which maybe for the whole year, I was not on the right track then during moderation – you were suppose tot do this and this and this an even our Curriculum Advisor...sometimes they are not visible. My Accounting, the last time was, it was June because he wanted to see my paper , he wanted to see my paper, he wanted to see my work, but July, August I've never seen him, even September. I will see him again during my phase moderation. So, I would love to say, if the Education Department can employ more people to help us because I believe that those Curriculum Advisors have a lot to do because there are many schools. Say for example Mr F ... is having, say about sixteen schools, so its difficult for him to concentrate and then to do this cluster moderation and we are not the only high school in Mossel Bay. We are the only black high school, but I'm having a problem as a result, even the language, it's a problem. Even if you go to those workshops, they are going to speak Afrikaans. How many times we have marched out, how many times? because they don't .. yes, the Curriculum Advisors are trying to say it in English, but the questions from the educators is in Afrikaans. Wherever he is trying to interpret it, he will interpret less, then you don't understand. Even when they are discussing the memoranda, they are doing it in Afrikaans, as a result, my Curriculum Advisor is always visiting me at school because I'm teaching two subjects at grade 12, so how can I go to Business Economics, meanwhile ... uhm I'm also needed in Accounting. So, the one will come to me, say for

example the phase moderation will be at 14h00, so the Accounting one will phone me and say be ready because I will be at your school at 11h00. The other one will come at 13h00 so that I cannot be part...They know the situation there, they will speak Afrikaans. So, if they can bear with us with the language then they must conduct their workshops in English because the reason why we don't implement this because we heard in Afrikaans then when you read, it is not enough, so we needed to be helped somewhere, but you can't be helped. That is the situation that we are sitting with.

R Also the other thing that you mentioned is, there seemed to be a lack of support from the Curriculum Advisors, not a lack of support, but they not visible as you said and also ... uhm it sounds like if there is also a lack of support from the Department ... uhm do you think that will influence your motivation for 2006.

PT2 Yes, it can influence unless they can change. They can reduce the workload from the Curriculum Advisors and, and employ more people so that those people can help us at ground level because we are a developing school, developing society, so they must help us in that regard. Say for instance, it was 2002, before Mr F... came in, Mr PW ..., my Curriculum Advisor for Accounting, he was heading Accounting, Compu-typing, Typing, Business Economics. What Curriculum advise? As a result, there was a guy, mr R...I think, he was a substitute for someone, then they gave him the job and then we were having Mr. W ... for only Typing, Compu-typing and also Accounting. So it, it's a great relief for him, it's a great relief for him, can you see because he, he was overloaded. What I am trying to say, the Department must employ people, the Department must, must train people so that they can help us, that is the point.

PT1 I think also the...another very important point is support form the students. Currently the, the student that we are having are demotivated, listen and...uhm they don't want to work ... uhm maybe they got a lot of things to do, listen. Like for instance, they like to go bashing and all that but they don't want to prioritize education, listen, currently. That's the problem that I think will, will make this programme not to be effective because if you don't get that support from the student then you won't get the right result for this.

R Also in terms of the learners who came out of grade 9 and then into grade 10 last year had to go back to the old system, they weren't prepared for for the old traditional system ... uhm, how do you experience that.

2. ... ooh it's a problem. It's not a real problem i.t.o. Business Economics because we have introduced in school a seventh subject at grade 12, it does not have a problem. Business Economics is like anything else but i.t.o Accounting it's a real problem because at grade 8, the learners do EMS, there is no distinction between Economics, Accounting and Business Economics. The three subjects is in one Learning Area, that is EMS and then the learner proceeds to grade 9. The same story happened there, Economics, Business Economics and Accounting. What is going to happen, the learner passes grade 9, then the learner goes to grade 10, he must do straight Accounting meanwhile at grade 8 and 9 maybe that specific teacher loves Economics not Accounting. So, Accounting will be neglected when the learner gets to me at grade 10, it's a hell of a problem because he doesn't know the source document, what is a receipt, what is a deposit. They don't even know what the paper looks like, what is a ledger. What side do I debit, what side do I credit. The double entry system,

they don't know what is capital, so you have to start with the terminology. Start with ... they don't understand everything. So, it's a real problem because we have always cater for...trying to take them to the right direction but even now I don't think I'm going to complete the syllabus, but even if ... because we have introduced pure Accounting, but it see the class once, then it it is not always sufficient because they forget what he has taught them. So, if we can get a particular person doing pure Accounting at grade 9, so that at grade 10, they are doing pure Accounting and then we didn't even in school, implement OBE we are still struggling because the OBE says, you as an education, you must facilitate, but when they go to FET, what about what they have done in OBE because we are using our past experience. Meanwhile, the textbooks are there to say that OBE to FET, were comfortable on that but the problem is now, we can't change their style to this style, its very difficult because we don't have the training, that is why and also the resources that we are having, its not enough.

- PT1 My, my understanding as you have listen to the input of my HOD, I think that OBE in grade 8 and 9 is not adding any value to FET because what you got there, you got raw students whom you have to start again from the bottom and inculcate those basics. So, I think its not adding any value. I don't know how it was designed.
- PT2 ... but also, I think it will help us introduce these new Learning Areas. Its so like Tourism because in our Area its so...if we can introduce that Tourism because we find out other learners, they don't want to study Human Sciences, so maybe those subjects will help them to get them to elsewhere because it's a marketable subject, but the problem of GET, is turning to be a problem.
- PT1 Ja, it's a problem.
- PT2 ... and then the Ministers wanted us to, overnight, to do everything.
- R Then ... uhm I just want to thank you for your time, I know that you very busy and I hope that my study will add some meaning to, to your teaching practice. Thank you very much for your time.