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Do Educators in the Free State Province of South Africa Engage Learners Via Outcomes Based Teaching Styles?

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ABSTRACT Since the first democratic elections in 1994, education in South Africa has been characterized by an unprecedented process of transformation. Furthermore, a resurgence from the government, business, organized labor and providers of education and training emphasized the need for educational imbalances, which were prevalent in the country's rote learning/ traditional schooling system to be redressed and that equal educational opportunities should be provided for all citizens. This process signaled the introduction of Outcomes Based Education (OBE) within the National Curriculum Statement (South Africa's own unique curriculum response to OBE) which necessitated educators to be trained and teach in learner centered, activity based teaching methodologies. Through a quantitative study, administered to 344 postgraduate educators, enrolled for the course: Self concept development and Learning styles at the University of the Free State, researchers wanted to ascertain the extent to which teaching styles employed by these educators, are reflective of OBE teaching methodologies. Findings revealed that the majority of educators' are not engaging learners via OBE centred teaching styles and that they are still advocating "traditional/rote learning" teaching styles. Furthermore, we conclude that the National Department of Education needs to empower and capacitate educators in learner centered teaching styles.