# UNIVERSITY OF KWAZULU-NATAL

## A systemic exploration of learners' performance in primary schools: A practitioner research perspective

**by**

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**2016**

# Declaration

I, Stanley Radebe declare that:

(i) The research reported in this dissertation /thesis, except where otherwise indicated, is my original research.

(ii) This dissertation has not been submitted for any degree or examination at any other University.

(iii) This dissertation does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then :

    a) their words have been re-written but the general information attributed to them has been referenced.

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Signed: _____


Date: _____

# Dedication

This dissertation is lovingly dedicated to my beautiful wife, Mary Radebe and my three beautiful girls; Zinhle, Thando and Sihlengiwe for the support and encouragement during my studies.

# Acknowledgements

# ABSTRACT

Learners in Nelspruit circuit in Mpumalanga Province performed poorly and below National average for since 200I. The researcher used a subjective interpretive paradigm, to understand the support given by subject advisors in primary schools in Nelspruit circuit. Social realities may have an influence on the behavioral patterns of the schools in the Nelspruit circuit. Using the subjective interpretive paradigm in this study, it will give the researcher an opportunity to understand the point of view of teachers and School Management Teams (SMTs) in the social reality which may affect learner performance in primary schools. School Management Teams (SMTs) have a role to play in accelerating the delivery of quality education through sound management of curriculum. Subjective interpretive paradigm acknowledges a number of advantages as well as emphasis on relationship between basic elements. It points to the need to study the organisations because there could be factors below the surface level which are less observant but may have more explanatory power than those at the surface regarding the performance of the organisation. This may include but not limited to the following factors: Socio economic factors, health factors climatic conditions and many more. Using subjective interpretive approach, the researcher will have to also look at other hidden factors which cause learners to perform so poorly.

A study was conducted in 5 primary schools in the Nelspruit circuit regarding the whole teaching and learning process focusing on the support they receive from the Department of Education through subject advisors in order to find the reasons for poor performance of learners. The questionnaires were used to gather data, enabled participants to comment on the support by subject advisors in order to improve learner's performance and also commented about the factors affecting the operations of the school either negatively or positively.

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Introduction

The researcher is a Chief Education Specialist stationed at the Head Office of Mpumalanga Provincial Department of Education. He is the Curriculum Manager responsible for the General Education Curriculum with the special focus on the Intermediate and Senior Phases in the entire province of Mpumalanga. The researcher supervises 20 professional staff members who are also based at the Provincial Head Office. His section is located within General Education Directorate which is part of the main branch of Curriculum management.

The researcher's responsibility is to develop, analyze, interpret curriculum policies, monitor curriculum implementation in schools and supervise all 20 staff members who are learning area/subject specialists in order to make sure that they(subject specialists) do things according to policies, implement all curriculum related policies to school through district structures, coordinate all curriculum related programmes for the entire province and advise Districts, Circuits and schools on the best ways to implement the curriculum. The provincial head office is functioning in consultation with the District Offices, the level where subject advisors are located.

The researcher's dissertation is based on Action research because he has to conduct a systemic exploration of learners' performance in primary schools in the Nelspruit circuit. The action research will focus on data collection from schools and teachers, analyze, interpret and draw conclusions. The findings and the recommendations from the study will be presented to the Senior Management of the Mpumalanga Department of Education for consideration in order to improve the learners' performance.

## 1.2 Background

Prior 1994 the Mpumalanga Education Department implemented the old curriculum called Nated 550 report as expected by the then National Department of Education. It was noticed that such a curriculum did not equip learners with knowledge and skills which would enable them (learners) to respond to the demands and the socio economic issues of the country as demanded by the world future.

When the African National Congress came into power in 1994, it embarked on a mission to change the old South African Constitution and its related Legislations, Acts and Curriculum (Nated 550 reports) and introduced the new Constitution of Republic of South Africa, Act No.108 of 1996 and new Acts like South African Schools Act, Act No.84 of 1996, National Education Policy Act, Act No.27 of 1996 and many more. In the process of transformation they (politicians) made consultations with international communities and many local stakeholders in order to get their inputs. Finally the new curriculum was introduced in 1998. This curriculum was called Curriculum 2005. It was Outcomes driven hence, the concept of Outcomes Based Education (OBE). It was also driven by the theory of Lifelong Learning which is a continuous engagement in acquisition and application of knowledge and skills in a context of self–directed learning and should be grounded in descriptive and prescriptive goals, this theory begins to put an emphasis that Lifelong Learning is a necessity rather than a possibility or a luxury to be considered (Fischer and Sugimoto, 1998). According to the implementation schedule it was planned that by 2005 the implementation would be completed, hence Curriculum 2005. The implementation was phased in 3 grades in one year.

Mpumalanga province consists of 4 districts, namely Ehlanzeni District, Gert Sibande District, Bohlabela District and Nkangala District. Ehlanzeni District consists of 14 circuits and Nelspruit circuit is one of them. Nelspruit consists of 27 schools; this includes both primary and secondary schools. Nelspruit circuit includes schools in town and in rural areas and most parents from schools in town have completed matric and they have got tertiary qualifications whereas only a few of those in rural areas completed matric and have got tertiary qualifications, as a result of that they (parents) are un able to assist their children with home works (Department of Education, 2003). Most teachers from Nelspruit circuit especially those that are teaching in rural areas commute because they are not staying in places where the schools are located. In Nelspruit circuit, the learner teacher ratio for schools in town is 1:25 whereas in rural schools is 1:45 (Mpumalanga Department of Education, 2013).

Teachers from rural schools in Nelspruit circuit struggle to attend the training programmes that are arranged in the afternoons by the Mpumalanga Department of Education because of the common transports they are using to commute. In rural areas, most families are headed by children because their parents passed on, the attrition rate is high (Mpumalanga Department of Education, 2013). Mpumalanga is the neighbor of the two countries namely: Mozambique

and Swaziland. The community from the borders of these countries sends their children to attend schools in Mpumalanga, and this includes Nelspruit circuit. Learners from these countries struggle to learn in Siswati as the home language which is a prerequisite for learners to progress to the next grade in the primary schools in Nelspruit circuit (Mpumalanga Department of Education, 2011b).

The provincial analysis of learner performance in the General Education and Training band (GET), especially in Nelspruit Circuit has been disturbingly poor for the past five years since 2010. In principle, schools have management structures that should ensure the delivery of quality education. Over the past five years the provincial department enforced monitoring by putting in place strategic programmes that included coordinated school visit programmes by subject advisers, circuit managers, outreach programmes and regular meetings with SMT members. Despite all these programmes the desired outcomes remained elusive.

 The recent Grade 4 and 5 PIRLS, which described the reading achievements of learners, indicated that South African learners' performance lies below the expected standard (Howie and Zimmerman, 2011). The purpose of PIRLS was to investigate how well learners in Grade 4 and 5 are able to read in the language they have been taught since Grade 1. The PIRLS assessment instrument set four different levels of reading, namely low international benchmarks, where learners can respond to explicit stated information; intermediate international benchmarks, where learners can make straightforward inferences; high international benchmarks, where learners can interpret and integrate ideas and information; and advanced international benchmarks, where learners can examine and evaluate content, language and textual elements (Howie and Zimmerman, 2011).

Among other things, PIRLS reported that the majority of South African learners, particularly those tested in African languages including learners in Nelspruit circuit, struggle at all levels of comprehension. Only 6% of Grade 4 learners were able to read at an advanced level, while 71% of learners were only able to reach basic level. It also showed that South African Grade 5 learners tested in Afrikaans and English are performing below the international average score (Howie and Zimmerman, 2011).

Furthermore, the PIRLS study revealed that many South African teachers including Nelspruit Circuit have an under-developed knowledge of what comprehension entails. This relates to

statements that teachers are not trained well in teaching reading. Too often teachers know only one method of teaching reading, which may not suit the learning style of all learners and this affect their comprehension of the texts. The majority of teachers who participated in PIRLS had received less than six hours of in-service training that dealt with reading, specifically reading comprehension (Howie and Zimmerman, 2011).

SACMEQ III (Moloi and Chetty, 2010) also found low achievement levels in reading comprehension. In particular, Grade 6 learners scored very low in all levels of reading comprehension. SACMEQ III tested reading competency at eight levels: pre-reading, emergent reading, basic reading, reading for meaning, interpretive reading, inferential reading, analytical reading and critical reading. The SACMEQ III report indicated that in 2007 the majority of Grade 6 learners in Nelspruit Circuit in Mpumalanga were only competent in basic reading; 19% of learners were able to read for meaning and only 1% of learners were able to apply critical reading skills ((Moloi and Chetty, 2010).

The following graphs show the learners' performance in all circuits at Ehlanzeni District (where Nelspruit circuit is located) covering: 2010, 2011 and 2013.

**Graph 1.2.1**
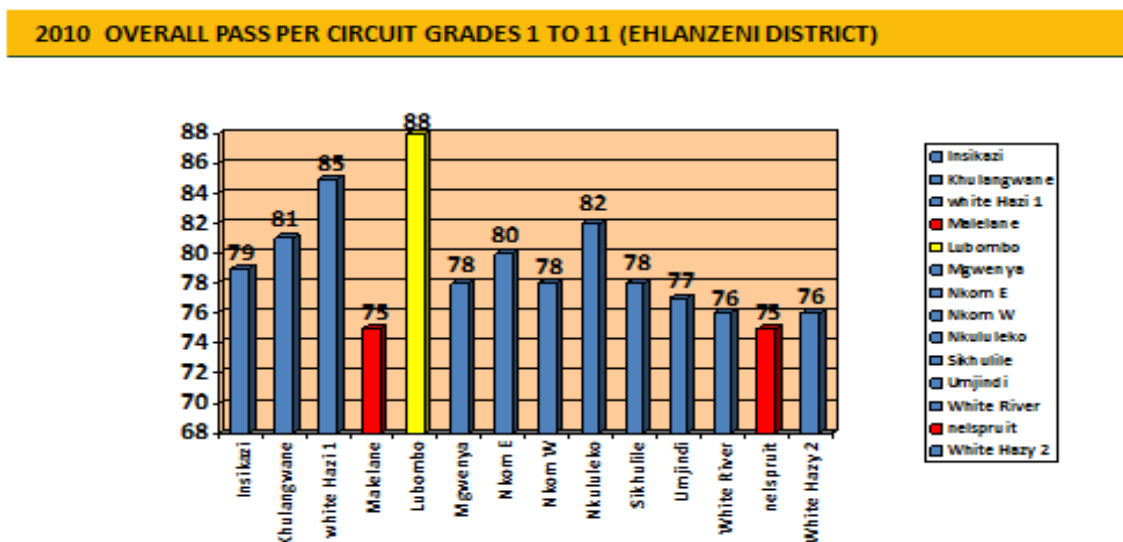
**Graph 1.2.2**



2011 OVERALL PASS PER CIRCUIT GRADES 1 TO 11 (EHLANZENI DISTRICT)
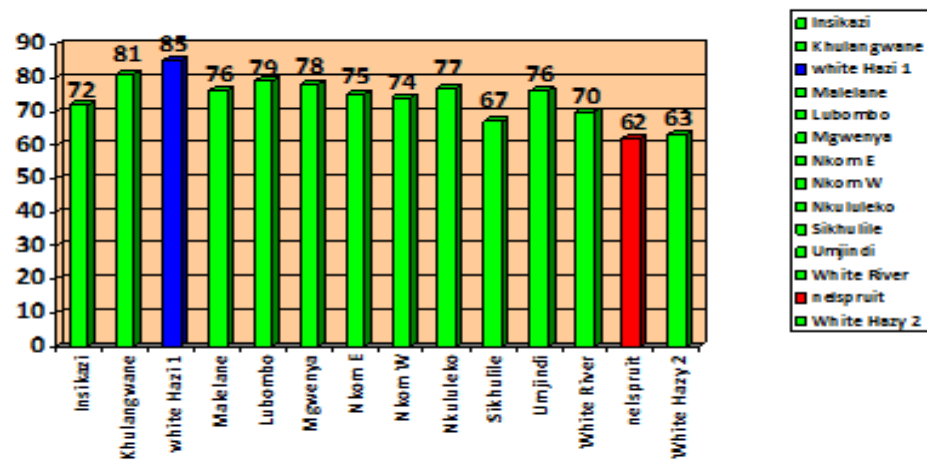
**Graph 1.2.3**



2013 OVERALL PASS PER CIRCUIT GRADES 1 TO 7 (EHLANZENI DISTRICT)
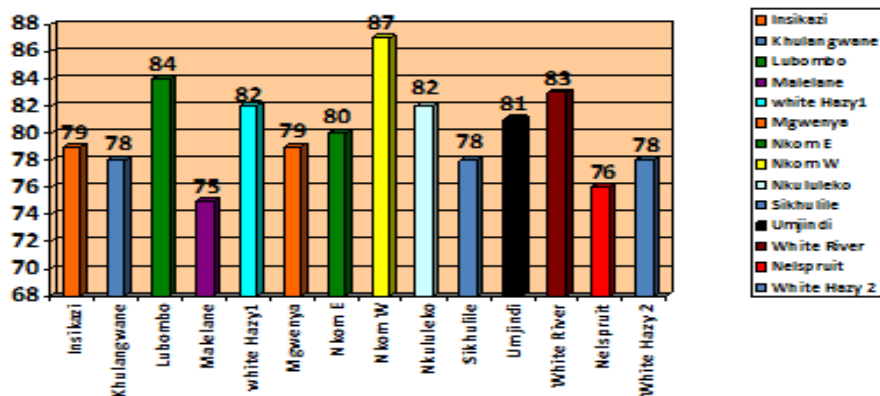
**1.3 Introduction of the new curriculum in South Africa**

When the new curriculum was introduced in 1998, South Africans were excited about it. The researcher was part of the managers who were responsible for the training of teachers. After the training programme, teachers were expected to go back and implement the new curriculum in their schools. As teachers implement, the researcher made visits to their schools and discuss with them, they (teachers) complained about the following issues: Teachers were trained for 4 days with an expectation that they will fully understand the new curriculum after that 4 day training. Facilitators who were training teachers were also not clear of what they were doing. There was too much terminology which confused teachers during training. Too many topics were covered within a short space of time during the training sessions (Jansen, 1999).

The government could not supply learner and teacher support material (LTSM) to all schools in the system (Jansen, 1998). There was a shortage in general, as a result of that most learners were expected to share resources. Professor Jansen (1998) also pointed out that the materials which were developed by publishers and eventually approved by the Department of Education were of a poor quality and some schools could not use it because it did not contain basic skills which are required for the learning process. Officials from the Department of Education expected parents to make extra financial resources available to supplement what the government provided schools whereas most parents were not working, even if they work they earn very little money do to that (Jansen, 1999).

A committee was appointed by the Minister of Education in 2009 to review the structure and design of Curriculum 2005, teacher orientation, training and development, learning support materials, provincial support to teachers in schools and implementation time-frames (Department of education, 2009). The review committee recommended that the curriculum needed to be strengthened by streamlining its design features, simplifying its language, aligning curriculum and assessment, and improving teacher orientation and training, learner support materials and provincial support. A Revised National Curriculum Statement (NCS) should deal with the curriculum requirements at various levels and phases and give a clear description of the kind of a learner expected at the end of the General Education and Training (GET) band in terms of knowledge, skills, values and attitudes (Department of education, 2009).

When this curriculum was introduced, it was introduced in grade 1, 2 and 3 in one year. The best approach would be to introduce it in one grade per year. The results of that arrangement overloaded a system. The 2001 Systemic Evaluation (SE) study conducted in Grade 3 indicated that learners in mainstream schools in Mpumalanga obtained a mean score of 38% for Literacy. This was comprised of a mean score of 44% for reading and 28% for writing. In special schools the performance was even lower (Frempong and Kanjee, 2008).

## 1.4 Systemic evaluation (SE) and annual national assessment (ANA) reports

The table below summarizes the grade 3 and 6 performance in Languages/Literacy and Mathematics/Numeracy from 2001 to 2009 as per the Systemic Evaluation (SE) and Annual national Assessment (ANA) reports (Department of Education, 2001).

| YEAR | 2001 SE | | 2007 SE | | 2008 MP ANA | | 2009 MP ANA | |
|---|---|---|---|---|---|---|---|---|
| **Grade 3** | | | | | | | | |
| Learning programmes | Numeracy | Literacy | Numeracy | Literacy | Numeracy | Literacy | Numeracy | Literacy |
| Mpumalanga | 29% | 28% | 30% | 32% | 40% | 39% | 33% | 34% |
| National | 30% | 30% | 35% | 36% | N/A | N/A | N/A | N/A |
| **Grade 6** | | | | | | | | |
| YEAR | 2004 SE | | 2005 MPSE | | 2008 MP ANA | | 2009 MP ANA | |
| Learning Areas | Mathematics | Language | Mathematics | Language | Mathematics | Language | Mathematics | Language |
| Mpumalanga | 25% | 36% | 24% | 34% | 30% | 31% | 26% | 27% |
| National | 27% | 38% | 27% | 38% | N/A | N/A | N/A | N/A |

There is enough literature in the University and public libraries to support the importance of systemic evaluation so that we can know whether the intended results are achievable or not however, we need to draw parallels between assessment and evaluation, Erwin (1991) defines assessment as the systematic basis for making inferences about the learning and development of students. Assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting and using information to increase students' learning and development. Evaluation helps to improve outputs or outcomes by means of the feedback loop. This is a clear indication that a planning by any organization before introducing a new approach is important. A question that can always be posed is whether there was a planning done before the introduction of Outcomes Based Education in South Africa. There were gatherings that

were organised by the Head of Mpumalanga Department of Education in order to analyze the results and various learner performance reports. These gatherings included amongst others, Niyabonwa Indaba, Planning and Review meeting GET and FET Curriculum. During the gatherings, school visit reports, analysis of ANA and grade 12 results were presented (Mpumalanga Department of Education, 2007).

### 1.4.1 Leadership and research

This study brings awareness to the researcher that his role has changed from that of being a primary professional, meaning that of a primary school teacher to the one who has a greater responsibilities and he is therefore, expected to display leadership role. The researcher has done some managerial training which exposed him to certain managerial problems; he has found management to be interesting but challenging also in a sense that he has to be an agent of change in case there is a need to introduce new policies in his organization, the researcher has to manage conditions of service by trying to find peace and harmony between staff members and senior management. As a manager he has been able to interact with various stakeholders and get inputs from them on how they can improve the situation in the organization. It presents an opportunity for him to develop in various aspects of management and leadership and working towards meeting the strategic objectives of the organization.

Leadership and management play a very important role in achieving the organizational goals. After studying and observing leadership in political organizations, corporate organizations and educational organizations, the researcher came to his own understanding of what leadership entails. According to Bass (2003) Leadership is the ability of one to use one's acquired and inherent wisdom to hold a team or teams together, around a common purpose, while allowing team members to positively contribute towards service delivery within their own units and within the broader picture of the whole organization while one proceeds to provide a strategic direction. Whilst acknowledging the thin line between the Leadership and the Researcher, it is of utmost importance to put them in juxtaposition so that the thin line can be highlighted, particularly for senior management levels in public service. From the standard conceptualization of management, management entails planning, organizing, controlling and directing or leading (Van Deventer and Kruger, 2003).

From the above definition of management, the researcher agrees with the notion that managers are recognized by how well they do their work. Leaders can be recognized by how well the people they lead own the strategic plan and work to realize the strategic goal or

outcome of the entire organization. Managers need to have certain competencies to be successful. A combination of knowledge, skills, behaviour and attitudes that contribute to personal effectiveness becomes the best recipe for a successful manager.

There are different types of leadership, for an example Transactional Leadership –when a leader and his/her people enter into contract and do things according to the known rules which means he/she knows where the team is going whilst Transformational Leadership means a leader will know what he/she want to achieve when he/she get there, it is a journey of exploration (Jackson, 2000). For one to deal with learner improvement in our schools there is a need to be a leader with an open mind so that he/she can embrace change when need arises. Institutions tend to adopt a particular culture, so transformed leaders are necessary to champion changes (Stacey, 2007).

## 1.5 Approaches to systems methodology

The researcher's lesson is also drawn from sociological paradigms. According to Levy (2000) Social realities may have an influence on the behavioral patterns of the organization which in turn produce certain results. Using the subjective interpretive paradigm in his research, it will give the researcher an opportunity to understand the point of view of people in the social reality which may affect the learner performance in the primary schools. Reviewing structuralisms as a methodology recognizes a number of advantages as well as emphasizing relationship between basic elements, it points us to the need to study structures, below the surface level which are less observant but may have more explanatory power than those at the surface. Learning from this approach, when looking at the learner performance, the researcher will have to also look at other hidden factors which may cause learners to perform so poorly (Jackson, 2000).

Having identified four systems approaches namely interpretive, postmodern, emancipation and functionalism, it became clear that this research will be best located in Emancipatory and Interpretive approach. Interpretive provides a home for soft systems thinking as opposed to hard functionalist systems approach. Soft systems approach serves well as a process for evaluation and problem solving or for improvement (Jackson, 2000). Interpretive is important in this study because it brings commitment to the quality of work. The researcher will be able to take into account the politics and culture of the institutions/schools because they may be some of these contributing factors to the underperformance. Noting that the researcher will be

dealing with human beings, a soft system approach becomes more relevant. Emancipation will also be used in this study because the researcher will be participating in the expanded opportunities, wanting to explore new knowledge.

The researcher has critiqued the practice and ideology of the institutions which may bring or suggest a reformation of social order. Some people are trapped in older practices that are not producing good results and that needs to change (Jackson, 2000).

## 1.6 Aim of the study

The aim of the study is to establish the reasons for underperformance in primary schools in Nelspruit circuit, focusing on the support given by the Department of Education through Subject advisors.

## 1.7 Research questions

Why are the primary schools learners in Nelspruit circuit failing to perform above the national average? What will the researcher do to improve the situation?

## 1.8 The following are some of the sub-research questions:

- Do the visits by subject advisors assist the schools in the improvement of learner assessment, planning of the lessons, management of development initiatives for educators and improvement of teaching and learning?
- Are subject advisors competent to make an impact in the schools?
- Are schools resourced enough to implement the recommendations or advises from the subject advisors?
- Are School Management Teams (SMTs) capable to manage curriculum and develop School Improvement Plans (SIP) and implement them?

## 1.9 Methodology

This study followed a quantitative approach, as it sought to explore learner performance through the support given to schools by subject advisors. According to Gall, Borg and Gall (2006), the quantitative approach is probably one of the best means of uncovering problems in education and enables researchers to understand better the total environment in which education takes place. The research approach is also interactive; in other words, the

researcher gathers information in person, by interacting with participants in their setting (MacMillan & Schumacher, 2010).

## 1.10 Data collection

A questionnaire and interviews with teachers and meetings with school management teams, reports and presentations will be used to gather data for this research.

## 1.11 Limitation of scope

Some schools may not be willing to give their opinions and reports freely and openly. Sometimes the information submitted through questionnaires may be invalid and unreliable. Some teachers and SMTs may not be available for interviews. Information and records may not be available in schools. Schools may feel threatened by the research process regardless of the fact that the purpose was clarified beforehand.

## 1.12 Conclusion

The findings of the study should be able to connect to some real life situation and the discussion should center around how it could help practitioners to better understand ways of dealing with that problem (De Vos, 2005).The approaches presented in this study will be able to assist the researcher in discovering the causes of poor performance and the necessary steps to be taken in addressing the problem. Without pre-empting the findings, the implementation of a turnaround strategy may call for a collective approach that will involve four parties namely parents, teachers, learners and the Department of Education because in an organisation like the Department of Education it is always important to draw a strength from the above mentioned parties for the solution on the issues of education delivery.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

Many countries are struggling with the improvement of learners' performance starting from the primary level; this may be attributed to the fact that basic literacy and numeracy skills are not emphasised properly. This study focuses on the learners' performance in Mpumalanga province in trying to establish the causes of underperformance. The problem mainly exists in the rural areas of the province. Schools of Mpumalanga province are located in 3 different areas namely towns, townships, semi-rural and deep rural areas (Mpumalanga Department of Education, 2009). This demarcation makes the Mpumalanga Department of Education to fund these schools according to their location; for an example schools in deep rural areas are funded better that the schools in town. Learners in rural areas lack learning resources whereas in urban areas, learners have resources because they (resources) are pumped by Non-governmental organizations (NGOs) and business community (Financial and Fiscal Commission, 2000). In trying to find out the problem areas, the emancipatory approach will be used. Although interpretive/constructivists qualitative evaluators recognises the importance that the values play in the inquiry process, this paradigm does not justify any particular set of values (Stacey, 2007).

Henning (2004) raises the question of what social justice and fairness means in program evaluation. An emerging movement within evaluation is beginning to focus on the meaning of social justice and fairness within evaluation, with the consequence opening of the door to the emancipatory paradigm of social inquiry for evaluators. As Green (1998) recognizes what importantly distinguishes one evaluation methodology from another is not methods, but rather whose questions are addressed and which values are promoted.

Christie (2008) argues that the discourse of teachers' competence and the identity roles associated with it, have been developed in countries with a form of social integration very different to that inherited by the new South Africa. National Qualifications frame works have emerged primarily in countries with a tradition of democracy advanced economic system and social welfare (Department of Education, 2001).

South Africa, begun its journey away from apartheid, it has put in place a new legalistic framework that is created along the lines that exemplify Darkener's contracts of organic solidarity. In stark contrast, the old South Africa exemplified mechanical solidarity and its covenants of clan and tribe (Dekker, 1993).

Bernstein's theory would suggest that teachers' identities were fashioned in a mechanical mode or form of social organization (Bernstein, 1996). While Bernstein's theory can be applied to changes in many settings, the sheer scale and speed of change in South Africa make the theory of South Africa's difficulties in implementing curriculum 2005 lies in the attempt to craft a legalistic social frame work and curriculum of organic solidarity on to a corps of teachers whose identities and roles were forged in the apartheid mill of mechanical solidarity (Carl, 2009).

## 2.2 Teacher empowerment

The process of teacher empowerment includes involvement in the syllabi development (which of course can take place in the classroom), schools' curriculum development, fuller subject circulation and the development of the broad curriculum. This involvement will in some instances be of a more direct nature and in others of a more indirect nature. To be involved in such a process, it does require certain aptitude knowledge and skills that will also be manifested in deferent ways. According to Carl (1995), the debate on teacher empowerment is not a simple matter. The curriculum landscape suggests that in future teachers will have to play a major role as curriculum agents than was the case in the past. To be able to do this requires that they be empowered to do so with a view to enabling them to make a contribution to the development and transformation of their environment.

The performance of the learners should be looked at from a bigger picture of the organisational performance. Learners are found in schools which belong to a district within a particular province, it is worth noting that as we deal with learner performance we will simultaneously look at the organisational performance holistically.

## 2.3 Parent involvement in education

Christie (2008, p140) states that parent involvement helps learners to discover their strength, potentialities and talents to use them for different benefit of themselves, the family as a whole and the school. Parents' involvement can take the form of:

- Co-operation,
- Participation and
- Partnership

(a) Co-operation

It must be recognized that quality of education and teaching in schools improves with an improvement in the quality of cooperation between education authorities, schools and parents. This is a very important finding, especially if one takes into consideration the statement made by Hall (2002) during a congress of the South African Association for Advancement of Education (SAAAE), now called Educators' Association of South Africa ( EASA) in 1986 regarding the relationship between home and school in South Africa at that time. He said "I think the relationship is awful and it is getting worse and it will still worse if you do not do something about it"(Hall, 2002).

For a situation of real cooperation to exist the following aspects have to be taken into account:

- Parent and teachers need each other. They are in pursuit of a common goal, namely effective educative teaching, and to achieve it they have to co-operate with one another on all levels in school. Parents do not have to be well educated to help. Every parent is indispensable. They function like the organs of a body: each organ serves a different purpose, but together they perform as the body.
- One of the basic requirements for cooperation between home and school arises from the recognition of how much they have in common and how they have to learn from one another.
  They have no alternative but to keep the communication channels between them open for the sake of the child' education. Co-operation implies active involvement which arises from the parent's interest in the welfare of the child.
- If the intention is to stimulate interest, the school must involve parents and children as quickly as possible, before a feeling of apathy takes root. Only when a determined effort is made by teachers and parents to get to know each other really well is it discovered that their aspirations for the children are very much in accord. But if parents and teachers are left in their separate spheres their attitudes harden throughout the school experience (Christie, 2008).

- Cooperation will improve if education is regarded as a key avenue to economic advancement as well as having a value of its own. Lifelong co-operation and participation in the educational process must be viewed as providing inestimable benefits to self, family and community (Department of Education, 2001).

- Parents who view education positively is also more aware of the multiple practical uses of education positive are also more aware of the multiple practical uses of schooling for everyday living. As school becomes meaningful and purposeful for the student, school issues become an integral part of the family consciousness.

- For real co-operation parents and teachers have to share skills and information with each other and to do so in an open, honest way which includes a recognition of others limitations in knowledge and expertise (Christie, 2008).

(b) Participation

Through participation parent can restore his/her natural right in education participation does not mean that everyone participate in everything, but rather the parents are represented sufficiently on all levels. The time has come to view implementation of in education critically and analytically. Those concerned must constantly take stock of where participation needs to be reinforced (Hofmeyer and Lee, 2002).

Apart from their work in the classroom, teachers need training on effective communication with parents. If not, they are likely to develop a defensive attitude towards any form of parent involvement. It is important that every teacher should be convinced of the necessity of a sound partnership between these two parties. Parents should also be trained to work with teachers.

(c) Partnership

Rapid change has become a characteristic of our society, which places emphasis on action: active involvement and participation for maximum mutual benefit.

The dynamic provision of education in our country is a process which requires constant revisions and renewal. Dialogue among parents, teachers, the community at large and employers is most important in establishing priorities. Parents and teachers have to be partners because the demands made by society on the education of children necessitate co-operation between the partners in all fields. Nowhere in education is the principle of

partnership more important than at the level where the question of how to provide the most effective education for all children in South Africa is addressed. The principle of partnership management is of the utmost importance and is based on a fundamental relationship of trust and openness between partners (Christie, 2008).

In a partnership, people's rights and particularly their privileges, cannot be adequately expressed by legal definitions alone. Mutual appreciation, understanding and respect surmount any limitations imposed by such definitions. The foundations of the structure of partnership should be such that, when a problem arises, the first resource is not to law, but rather to the mutual understanding which exists within the partnership (The South African Schools Act No.84, 1996).

There is no hierarchy of partners, but only the unwritten agreement that each partner will accept his responsibilities and pull his weight. If one partner neglects his obligations, he places a heavier burden on the other partners. The efforts of parents and teachers in defining their reciprocal responsibilities in education help to establish a sound foundation of trust. This relationship of trust must be developed in order to embark upon specific action to establish procedures and structures which will ensure sound communication.

Therefore, each party within the partnership has to be provided with all the necessary information and knowledge as to his specific part in the school's activities, how he has to execute them and within which bounds has/she has to perform these tasks. An important requirement for co-operation in a close partnership is a positive attitude. Although the ways and means of reaching objectives employed by various partners might differ, partners should never become estranged and unity should never disintegrate (Fiske and Ladd, 2002). It is now clear that partnership also means joining forces, whilst retaining individuality. A successful partnership depends among other things on parents and teachers trusting one another, being aware of and understanding one another's needs and aspirations communicating effectively and having a say in the education of the child with due considering of each partner's field of expertise (Fiske and Ladd, 2002).

Partnership involves a two-way process of joining activities in which parents and professionals come together on a basis of equality right from the start. It can take various forms and may involve setting goals, finding solutions and implementing and evaluating

them. Hall (2002) conveys the idea of partnership as follows: As partners, not a dozen per school on the PTA running fete's cake sale, walkathons and spelling competitions or selling raffle tickets, but as true partners, you and me and my child working jointly in concert to educate in the fullest sense of the work, building up his sense of self-worth, his social skills, his human understanding, his communication skills, his knowledge, his thinking capacity his reasoning, his self-discipline in a carefully and individually designed package. It hardly exists, but where you do find it, it is as rich and exciting a discovery as the first live coelacanth fish (Hall, 2002).

## 2.4 The implications for education - developing creative learning - notion of education and learning

In the knowledge age, education is about learning, creativity and thinking. Yet these topics are rarely on the curriculum and are not usually taught as subjects in their own right. Students are very infrequently provided with the tools with which to think or to be creative. Too often education, particularly the traditional examination curriculum, is based on students being able to replicate answers, rather than rewarded for coming up with creative solutions. Lead (1998) better argues that educational systems will need to move from the chronological model of education to one that is based on creativity, collaboration and learning how to learn. Education and learning continue to be seen as the province of the few, and education is still primarily institutionally-driven with success or failure as the end point of any learning experience (Lead, 1998).

Bernstein (1996) argues that while qualifications are important, it is vital to find ways to divorce the notion of learning from assessment. Notions of fixed intelligence, and what it means to be educated and clever, abound and culture still divides society into the educated and others learning has yet to develop a populist focus in the way that medical issues, for example, have been popularized by the health fitness and diet movement. Learning needs to be covered in a popular magazine in the same way that health and fitness are. While the lifelong learning revolution has moved the debate forward, too many people still associate education with social exclusivity and power (Bernstein, 1996).

Bass (2003) states that in the learning process, the issue of cultural change needs to be dealt with. Human talent and resources are being wasted or directed into uncreative areas; people are unable to discover the full range of their talents and are missing out the joys of learning (Bass, 2003). One key theme to emerge in recent years is the recognition that learning is not

an event that occurs only at the beginning of life. Instead it is a lifelong activity. Throughout the journey, learning may take many forms and be delivered in many different ways. While the late 19th and 20th century paradigm held that the state was responsible for education, the 21st – century notion is that individuals have responsibility for their own personal developments and their own learning (Dekker and Lemmer, 1993).

Education is still insufficiently flexible. In the industrial economy of the past, when only a small minority of the population went into occupations that required high levels of literacy, the traditional academics curriculum may have made sense as the educational route. In the modern society, knowledge and lifelong learning are the key issues, and the curriculum needs to be subjected to root-and-branch change, with the emphasis on the developing creativity. Education may have made people think, but it did not necessarily teach them how to think, or provide thinking skills. Education has often used too narrow a definition, based on restrictive model of intelligence, concerned largely with academic ability. Consideration also been given to the synergy between work, innovation and learning. This narrow model of learning filters out some of the most important intelligences and abilities. It ignores the relationship between work and learning; and change and creativity (Fiske and Ladd, 2002).

Education is a catalyst for change particularly in respect of developing new ways of earning a living. The workplace is rarely thought of as a place of learning- a laboratory where people can develop new skills and capabilities but is essential now to find new ways of linking the workplace into the mainstream of learning. The knowledge age requires a heterogeneous approach to developing the core competences that are required. Education policy-makers need to tackle a number of key issues. Education itself has to change and develop new models, concepts as frame works. Scenarios should be drawn up speculating about what the world will be like in the year 2020 and beyond. What will people need to know and what is the best way for them to learn it (Van der Klink, and Koper, 2009).If this mental shift is not made, education will be seriously out of step with the need for creativity in the workplace and will be filtering creativity out rather than building it in.

## 2.5 Learning and creativity

The knowledge age requires a broader definition of learning. Learning in practise needs to be favoured over abstract notions of learning. This approach allows learning to be fluid and motivational. It develops the interest for learning by making it relevant to individuals'

practice. It provides a link between work and learning and the link is the development of learning in communities, who use learning to build creativity. Such situational learning allows people to hold learning conversation where they solve problems, tells stories and share insights from hunches and feelings to analysis and well-researched ideas. (Van der Klink and Koper, 2009).

The motivation is also essential for creativity, hence it is harnessed coming from the fact that the learning has meaning for each individual because it becomes a part of his/her identity. The learners construct meaning through their interactions in a learning community. The employer has the responsibility to create the conditions in which learning communities can flourish. The employer needs to create the teams, put in the staff development and ensure that their staffs have the training to make the most of the opportunities. The responsibility of the education system is to recognise these trends and develop creativity as a major theme in the curriculum. Clearly, creativity will be a key theme for learning in the 21st century in the creative age: knowledge and skills for the new economy. Seltzer and Bentley (1980) discuss the implications for education of the creativity required for the new knowledge-based economy.

They categorize a number of characteristics that new creative learners need:
- The ability to identify problems rather than depending on others to define them,
- The ability to transfer knowledge gained in one context to solve problems in another,
- The capacity to focus attention on the pursuit of a goal, or a set of goals and
- The belief in learning as an incremental process with repeated attempts will eventually lead to success.

Educational processes will need to be designed to provide the opportunities for the development of these essential creativity skills. Drawing upon a range of international case studies from the United States, Canada and Sweden, Seltzer and Bentley (1980) identify a number of key characteristics of learning environments that encourage creativity (these apply to both educational and corporate environments);
- Trust- secure, trusting relationships are essential if people are to take risks and learn from their failures;

- Freedom of action- the creative application of knowledge is only possible where people are able to make real choices over what they do and how they are able to do it.

- Variation of context- the experience that learners need when applying their skills in a range of contexts in order to make connections between them;

- Interactive exchange of knowledge and ideas- creativity is fostered in environments where learners can draw on diverse sources of information and expertise

- Real-world outcomes- creative ability and motivation are reinforced by the experience of making an impact, achieving outcomes and changing the way things are done.

In order to bring about greater creativity in educators at all levels, including administrators, teachers and principals, local and national policy-makers will need to reflect on the nature of the curriculum, learning processes, learning infrastructures, career patterns, financial rewards for rewards for educators and the links between the community and educational organisations. It will not be easy, but the price will be high if no attempt is made to learn from experience.

New technology will force educational institutions to engage in a deep reflection and analysis about the whole process of teaching and learning. It has the capacity to facilitate highly customised learning opportunities for individuals. At the same time, educational institutions will want to preserve the sense of community and belonging that is often at the core of a learning environment. The impact of technology and the power of the internet and e-learning will need to be modelled. In any scenario, education needs to help all individuals to maximise multiple intelligence. Corporate universities will have an important role to play and will introduce new and exciting concepts of learning; collaborative learning, learning portals and so called skill-snacks will develop alongside action learning approaches (Biggie and Shermis, 2004).

## 2.6 Resources in Mathematics, Science and English language classroom practice: need, availability and use

(a) Textbooks

Two problems are frequently raised about the form and function of textbooks in school mathematics, science and language teaching. The first problem is that dominant textbooks in use present a narrow approach to these subjects. For example, most mathematics

textbooks follow a well-oiled and familiar script. A concept or procedure is introduced, with some related worked examples; this is then followed by an exercise for pupils to practise, consolidate and possibly extend their understanding of the concept or procedure (Department of Education, 2001).

This teaching and learning approach is well known for its rather deadening effects on learner motivation and interest in mathematics on the one hand, and on possibilities for learner's mathematical development on the other. A recent study of science textbooks found that many of them cover too many topics and fail to develop any of them well. The texts examined include more classroom activities that were irrelevant to learning of key science ideas and don't help students to relate what they are doing to the underlying ideas (St. Clair Dean, 2001).

A second problem relates less to content and design and more to the ways in which textbooks that structure all teaching are likely to produce in teachers a reliance on single prescribed texts, and to result in the disempowerment and de-professionalization of teachers. Both problems are well documented and both have been identified as problems that are being addressed in a new educational dispensation in South Africa (Christie, 2008).

Between the first and second years of the Further Diploma in Education (FDE) research project, Outcomes Based Education (OBE) was launched for grade 1-9 and  actually meant for teachers to be able to design (select and generate) learning resources to support a range of contextualisation teaching purposes. Throughout the three years of the research of the projects, textbooks remained changing resources for mathematics and science teachers, particularly at the senior secondary level, though less so for English teachers. For mathematics and science teachers, content remained the organiser and decider of curriculum, and key texts were indispensable for teacher's planning on the one hand, and for providing a range of tasks for learners on the other. The situation changed when a new curriculum took root in senior secondary education in South Africa (Department of Education, 2009).

However, in the present context, and particularly at secondary level, the fact that the prescribed textbooks remain crucial for mathematics and science teachers is not surprising. Green (1998) argues the point quite clearly: in Maths and Science, because content is easily

defined, prescribed textbooks serve to legitimate and sequence school curricula in a number of countries, particularly at a secondary level. Teacher's reliance on such textbooks is then more appropriately interpreted as responsibly meeting the needs of their learners to succeed in secondary school Mathematics and science (Green, 1998).

The report of the task team for the review of the implementation of the National Curriculum Statement pointed out that in contrast to secondary school mathematics and science teachers, the primary school teachers of these subjects and the primary and secondary teachers of English used textbooks for some lesson preparation. Despite consistent use for this purpose, these teachers did not use their textbooks to assist with sequential learning. There appeared instead to be a rather fragmented selection from textbooks for individual lessons (Department of Education, 2009).

As with the use of the chalkboard, this discussion on textbooks use by teachers raises the question as to whether in-service teacher development programmes should engage teachers in critical analysis of the forms and functions of a textbook. Because any textbook uses a selection and a particular reading of "subject knowledge" for a school, it contains an approach to knowledge on the one hand and a set of values attached to learning the subject in the other. A critical and reflexive use of the text entails being able to "see" this reading.

However, a reflexive stance also entails "seeing" the text's attention to selection and grading of tasks, to progression and sequence and how these support (or undermine) possibilities for particular learning's  again, as with the chalkboard, optimal use of textbook as a teaching and learning resources is often taken for granted in in-service programmes. Barnette (1994, p.73) asserts that emphasis, particularly in reform programmes, is placed instead on new and additional resources. Optimising the use of existing textbooks is perhaps most important in impoverished areas in South Africa, where possibilities for state-provided additional resources beyond the chalkboard and textbook are unlikely in the short term, despite the government's new differential funding formula to assist the poorest schools (Barnett, 1994). As Risco and Walker (2010) argue that text materials like textbooks are resources not the curriculum, but enabler to deliver curriculum. Curriculum is how a teacher interacts with text material like text books to achieve educational outcomes.

One of the rural secondary teachers in the research project, for example, explained how her experience in the programme had enabled her to understand the thinking behind the certain aspects of her textbook that she had not appreciated or even noticed before. There is a danger that is aspiring too rapidly to the ideal situation where teachers have and can select from range of texts to plan their curricula, the benefits and functionally of a good text that models appropriate tasks and their sequencing might well be undermined. Reddy (2004) outlines some benefits of effective textbook use. So far we have discussed two widely available resources, chalkboards and textbooks, in the teaching and learning of mathematics, science and English and the questions that arise for in-service professional development when these dominant and key functional resources are taken for granted (Reddy, 2004).

Our challenge then as educators is to open up possibilities for critical reflection on the forms and functions of chalkboards and textbooks in school practise, without undermining their use. The issue of resources distribution and use is raised when we look at what happens that teachers bring in use additional materials in the classroom.

(b)Additional materials

As stated in 2.6(a) material resources are used across contexts to support learning range from technologies such as chalkboards and calculators material such as textbooks, apparatus and everyday objects.

In the second and third year of the research project, a range of additional materials resources was brought into class by all primary and some of the secondary teachers that we observed. In mathematics classes these ranged from materials like hand- written or copied worksheets, tan grams, unfix cubes cuisenaire rods, tessellations, rulers for measuring and paper for paper folding and fractions. In science classes teachers brought in worksheet, and range of objects to use in observations and experiments, for example household chemicals, such as bleach, seeds, flowers and soil. English teachers made worksheets and brought in a rage of print materials including newspapers, magazine and advertising leaflets. In the mathematics, science and English courses for teachers, the materials listed above play in important role in the development of teacher.

In this section of the chapter, we use three illustrations from the research project to illuminate a relationship between the observed widespread use of additional material

resources in primary classrooms and the kind of tasks that accompanied the recruitment of these resources. We will start with an example from one of the primary teachers in the research project who works in a semi-urban, well-functioning and supportive school; over the three years of study, she provided her learners with the most task-based mathematics lessons. In one set of observed lessons on tessellation, she brought in spherical sweets, home-made tan grams and a worksheet with the intention of having a creative lesson in which learners could" see" some of the mathematics they were doing. Within the hour lesson, she organised the class into groups and presented a creative, hands on learning experience across three different tasks.

Learners were encouraged to think about whether rounds objects could cover a surface round, manipulating puzzle pieces to fit a square and how to draw tessellating shapes so that they did cover a surface. The learners' enjoyment was evident because they did not even rush out of the class as soon as the lesson ended. In the class there were over 40 learners arranged in groups of at least six. The teacher had made the tan grams that were enough for one per group. She used her own time and materials to do so. But with only one tan gram per group and six learners in a group, there were a number of learners who at no stage in the activity touched or moved any of the pieces. At best they watched others, of greater importance were the number of potentially confusing interpretations of her tasks, which diminished the possibilities for optimal use of the resources she had brought in. Three- dimensional sweets were used to illustrate "gaps" in covering a surface. The tan grams activity was used to convey a meaning of "tessellation" as shapes that "fit together" and have "straight edges". Moreover, the tan gram was home-made, and had numerous pieces that most learners did not manage to put together into a square. Finally, the tessellation worksheet only included shapes that did tessellate.

While there was a structure to the worksheet, the lesson, and the designed tasks, the independent and relational mathematical foci of the tasks and purpose were not clear. In discussion, the teacher shared her concern that some learners were not participating and her recognition that this was probably because they did not understand what was required of them. This teacher took a risk by teaching a new mathematical topic (tessellations) and doing this in a new way (through a resource-based, hands-on approach in which she had no direct pedagogical experience). The difficulties in this are widely recognised: Bentley's (1980) study of teachers and change across countries points out that: changes generate

more complex tasks which require new classroom routines. It is often left to the teachers to invent these routines. To do this they are, effectively, being asked to accept the responsibility for re-defining both their roles and relationship with their students and to reformulate both the aims and image of their subject (Bentley, 1980). This particular teacher's method of teaching and the use of resources need to be seen in the context of the above insight. She had indeed taken on a task that stretched her existing resources to the limit. To bring home the notion of resources use in context, we now turn to two examples from teachers who worked in more impoverished rural school settings.

One grade 3 mathematics teacher was teaching about measurements. She brought in some rulers for measurements task and had groups of learners who come up to measure the desk . These learners were provided with the practical experience of measuring. However, she only managed to have two groups accomplish the task at her desk during this lesson, and most of the class was left with nothing to do for most of the lesson.

By instructing learners to measure the desk, she meant measuring the perimeter, and assumed that learners could read their rulers, distinguish centimetres and millimetres, and that they could "see" that they only needed to measure two adjacent sides to measure the whole table. Later in the week, with the same class, the lesson purpose was the consolidation of the four operations. Again, with the desire for interaction and participation, the class was organised into groups and each group was given a small piece of paper (worksheets) with some calculations written on for the group to complete. Each group focused on a different operation.

The worksheets were taken in at the end of the lesson, leaving group members with no record of their tasks. While responses were shared in class, the teacher was restricted to a small section of the chalkboard (as other teachers shared the classroom space) and kept erasing each group's work for the next group to write up their answers. As a result, each group had limited opportunities to consolidate all four operations.

The second teacher, working in grade 6 English class attempted to use dictionaries and crossword puzzles for vocabulary-building activities. In preparation for the dictionary-based lesson she borrowed six dictionaries from colleagues and from friends outside the school, as there were no dictionaries at the school. In her class of 34 learners an additional problem was that the dictionaries were from a range of publishers and at differing levels of

complexity. It seemed to the researcher that while the teacher assumed that learners would know how to use a dictionary, the majority had never worked with one before. Once the teacher realised this, she shifted the focus of her lesson from a particular vocabulary building activity to how to use dictionaries with the limited resources available, some learners had no opportunity to put a dictionary to use. In another lesson this teacher brought in a set of textbooks in order to use the "word puzzles" for the development of learners' vocabulary. In this instance, the resources were available to each learner, but the teacher's assumption that learners would be familiar with such puzzles proved incorrect.

As in the dictionary lesson, she needed to reach learners how to use the resources rather than to implement her original lesson plan.


The other primary teachers and some of the secondary teachers in the research project also recruited additional material resources into their teaching and experience similar new challenges. Collectively these teachers showed interesting improvisation. Some of them used resources readily available in the environment. However, particularly in areas where paper was a scarcity, teachers struggled. For example, in a number of classes there were not enough worksheets for all the learners. This confirms that material resources play an important role to achieve educational outcomes. Where material is not available, learners and teachers and learners may struggle to achieve the educational outcomes or perform above the nation average as required by the member of the executive council for education in Mpumalanga.


## 2.7 Quality management and control

Dekker and Lemmer (1993) argue that a crucial mechanism in assuring high standards in education is an effective system of quality assurance. The South African Qualification Authority Act has created a body; the South African Qualifications Authority (SAQA) which has the function of ensuring that education offered at various educational institutions meets the required criteria (Department of Education, 1996). The norms and standards for the teacher education, training and development Department of Education (1997) has set minimum norms and standards for teacher education and provides for mechanisms which will ensure quality in providers of teacher education, as well as quality in the teaching profession. The White paper on Higher Education Transformation and the Higher Education Act refer to quality assurance system for Higher Education in South Africa based on institutional self-evaluation and external audits. The latter has already commenced during 1997, with regard to

schools, policy development concerning the implantation of quality assurance is still in process.

Why is so much attention being paid to quality?  Is South Africa alone in the quest for quality? Not at all. Today quality is in the spotlight all over the world. All sectors of society are talking about quality: industry, service centers, health services and also education. Quality is a key feature of current educational debates: quality schooling, quality assurance, quality management and quality audits are themes that reoccur in policy documents dealing with the reform of educations at all levels across international arena. Governments are requesting educational institutions to pay more attention to quality and to be countable to the public for quality (Department of Education, 2001). National Education Policy Act No.27 (1996) states that: since public education systems evolved in the nineteenth century, structures and systems for monitoring and improving the quality of educational provision have always been part of these systems. Education systems have made provision for teachers to be properly qualified and courses have been certified by various certification bodies.

In Mpumalanga the monitoring of quality in schools has traditionally been done through inspection. Inspection in Mpumalanga department of education has usually comprised the element of advice about how to improve the service and provision of schooling. However, during certain periods, the aspects of advising formed a less important function of the school inspection process. The broad definition of inspection which allows for giving direct advice and support to schools, relates to the concepts of quality assurance, quality management and school improvement. However, traditional inspections did not focus on strategic development issues or the structures and processes required for assuring continuous improvement in student outcomes (Davis, 2005). The schools in Mpumalanga suffer the consequences of that type of traditional inspection.

In South Africa, quality procedures in the past were characterized by differentiated top-down quality controls. The racially defined departments of education prescribed centrally determined curricula and centrally formulated and marked examination papers (Department of Education, 2001). School inspections, in particular were regarded as intrusive and bureaucratic and also acted as means of implementing apartheid education in black schooling. Ironically, although the previous system was characterized by highly prescriptive top-down quality, it tended to emphasize control of quality rather than development. In the modern education, a fully integrated approach to quality assurance and quality management for

school systems is being advocated in many parts of the world, including South Africa. This new approach seeks to bring together the focus of accountability of public schools and the strategic development of quality in schools in an integrated system (Department of Education, 2001).

Although policy makers, administrators and practitioners worldwide agree that quality is a key part of the work of educational institutions there remains some confusion about what quality is and how we can know when we have produced it or failed to do so.

Teachers often experience a lack of clarity about how quality can be successfully delivered in schools, which criteria is used to measure it and how the provision of quality can be managed. Conceptualizing quality has proved difficult and every new definition is hotly contested. It is commonly accepted that there is no particular version or meaning for the concept of quality on which all educators will unambiguously agree. A more useful approach to the debate about what quality is to use a notion of quality rather than a rigid definition. This notion can be built up from the various concepts of quality which have been formulated inside and outside education, that is, in business and industry.

Among the concepts currently in use are the following:

- The ISO (9000) concept approach to quality in terms of a product which is being delivered to customers. Francis (2007) states that quality is evaluated against customer's satisfaction. This concept is not without grave difficulties, however, since the concept of the product and the customer cannot be extrapolated from the world of commerce or industry to the school without considerable adaptation (Francis, 2007).

- The concept of quality in terms of value for money. This concept is particularly popular among providers of funding, such as government and donors to educational institutions. According to this model, quality is measured in terms of performance indicators (or quality indicators), such as student pass rates and teacher: student ratios (Seaton and Boyd, 2008).

- Quality is also described in terms of the quest for zero defects. Here comparison is made to certain pre-ordinated standards.

- The concept of quality in terms of ratings. In this approach, certain institutions are identified as maintaining high standards such as exceptional pass rated in school-leaving examinations. Institutions are then rated and ratings are often published. Others ????? school would compare themselves to these role models (Christie, 2008).

- The concept of quality in terms of the idea of fitness for purpose. This definition is commonly used in education. An institution is asked to formulate its mission and goals within its own particular context, and is then evaluated against these. Related to this area is the concept of fitness of purpose. According to this approach, the institution's mission goals and objectives are evaluated against national policies, regional requirements and societal expectations (Christie, 2008).

- The concept of quality in the sense of transformation processes and equity issues. This concept is particularly popular in South Africa where education is called to transform its structures, content and processes from that of the previous political regime. In this view, the student is not a finished product when he/she leaves school but a person adaptable to transformative quality has two dimensions: enhancing their conceptual ability and self-awareness, thereby giving them the power to influence their own transformation. In terms of equity and issues of redress, quality of educational institutions will be measured by the number of disadvantaged staff and students and the presence and effectiveness of developmental programs to assist these people (Dekker and Lemmer, 1993).

Centralised systems in the public sector have tended to rely on quality control as their main administrative mechanism for ensuring the quality of the service made available to clients. Bureaucratic quality control has focused on mechanisms such as administrative controls, for example completing forms or obtaining multiple signatures used to authorize activities. Oakland (2004) believes that quality control is also demonstrated by the inspection of outputs in terms of the product or service provided. In the department of education, the large scale student testing is viewed as a reliable type of quality control. The example of quality control is when the department of education does not issue the certificates to those students who did not meet the predefined quality standard. Another example of quality control is that all school teachers must be properly qualified, both academically and professionally, before they can be appointed to a post.

## 2.8 Cost of education

Since 1950s, there has been an international trend for governments to provide mass schooling and even mass higher education. More and more students are attending school and enrolling for higher education which is causing pressure on the national budgets. Consequently, expenditure per student is much lower (Chisholm, 2001). The government must assure

society that this does not endanger the quality of education. The problem of adequate spending on education has been worsened by economic recessions in the year 2009.

Thus, government feels that they must have better insight into the costs and benefits of education (Financial and Fiscal Commission, 2000).

## 2.9 Schools as public properties

The relationship between education and society has also changed in the past decades. Society has become increasingly interested in what is happening in schools. Moreover, the relationship between schools and the labour market has become a topic for discussion. Many students graduate from either high schools or higher education having studied disciplines such as Social Science, Psychology and History, but there are few available jobs in these areas. The unemployment figures are high among these students. In other areas, such Science, Technology and Mathematics, there is often a shortage of students and society could use more graduates in these areas. Such a situation places pressure on educational institutions to direct student flow in the desired direction and these outcomes are often on the focus of performance indicators used to measure quality (Heyns, 2000).

## 2.10 Equity issues

Much work on quality improvement in schools use average students improvement as the criterion or indicators to measure the quality of the school or the classroom. Frequently this approach does not explore the possibility of ignorantly different effects occurring for different groups of students. What works well for some schools or students, may not work well for others. Thus, questions of difference, inter alia, gender and ethnicity remain important. Quality, therefore should be sought in a way that is informed by concern about equity. The effectiveness of programs and institutions must be judged in terms that evaluate the fairness of the distribution of the benefits of any improvement in quality. Erwin (1991) states that equity issues are particularly important in schools where infrastructure, geographic location, service provided, equipment, resources and learning environment vary greatly owing to the legacy of apartheid. The quality Audit Manual issued by the committee of University Heads stresses the quality of the transformation processes in educational institutions in South Africa, which includes equity issues (Erwin, 1991).

## 2.13 Conclusion

In this chapter the broader literature on the essential features of education was reviewed. The different views by other writers and researchers provided some understanding on how can effective curriculum delivery and support accelerate the provision of quality education. This chapter indicates the importance for the teachers and school managers to be supported and empowered in order to deliver the quality education. Literature review also broadened the understanding of the research questions, leading to new learning to support teachers and SMT in order to make schools attractive learning environment by adapting and managing curriculum changes. Managing curriculum has to ensure quality teaching which improves learner performance (Klinginismith, 2007). In chapter three the researcher introduces the systems approach to understand the school support and the importance thereof.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

Chapter three introduces the concept of research and focuses in the manner in which the research data was collected. The research design and methodology is explained including the rationale for the choice of each. The administration and collection of the data is discussed in terms of its reliability and validity. The researcher elaborates on the data analysis and the types of statistical methods used (De Vos, 2005).

In this study a quantitative research approach was used. It is important to draw a distinction between the qualitative research and the quantitative research. The distinction lies in the quest for understanding and for in-depth inquiry. In quantitative study the focus is on the control of all the components in the actions and representation of participants. The variables will be controlled and the study will be guided with an acute focus on how variables are related. The researcher plans and executes this control in the way the study and its instruments are designed. Respondents or research subjects are usually not free to express data that cannot be captured by predetermined instruments. In a qualitative study, the variables are usually not controlled because it is exactly this freedom and natural development of action and representation that the researchers wish to capture. Researchers want to understand and also explain in argument the phenomenon they are studying by using evidence from the data collected and from the literature. The researchers do not want to place this understanding within the boundaries of instruments that were designed beforehand because this will limit the data to those very boundaries. In this way researchers' understanding will depend on these boundaries (Henning, 2004).

The topic of the research is ''A Systemic Exploration of Learner Performance in Primary Schools: a practitioner research perspective'' The purpose of the study was to establish reasons or factors that contribute to the under performance in the primary school in Mpumalanga province. The researcher identified the theoretical positions of both the interpretive system and functionalist approaches to management in a bid to understand them and establish if one or both of them could be used to understand and eventually improve poor learner performance and management challenges in schools.

The researcher outlined the theoretical positions and approaches to identify the theoretical and ideological assumptions and core practical concerns.

There were 5 primary schools from Nelspruit circuit that were sampled for this purpose. It should be acknowledged that there were studies conducted on learner performance in different countries. Various researchers used various theories to arrive at the conclusion in terms of factors that contribute to the learner performance.

## 3.2    Research design

Business research according to Sekaran (2003) is an "organized, systematic, data-based, critical, objective, scientific inquiry or investigation into a specific problem, undertaken with the purpose of finding answers or solutions to it." A research questionnaire was designed in order to gather data from 5 primary schools regarding the whole teaching and learning process in the school including the support they receive from the Department of Education. The instrument enabled the researchers to further comment on the issues relating to learner and teacher support material and the factors affecting the operations of the school either negatively or positively. The instrument was distributed to 5 schools in Nelspruit circuit namely:

1. Likazi primary school

2. Vulamasango primary school

3. Tenteleni primary school

4. Cathulani primary school

5. Buhlebuyeza primary school

Welman and Kruger (2005) define a "Research design" as a plan of obtaining research participants and collecting information from them. Ultimately it reaches conclusions about the research problem.

## 3.3    Research methodology

Welman and Kruger (2005) state that research methodology involves gathering data, using statistical methods, interpreting and forming conclusions about the research data being studied. It forms a blueprint of the study as it outlines the manner in which the research will

be conducted. Krishnaswami and Ranganatham (2007) point out that research may be classified according to its intent or method.  Focusing on the intent, research can be classified as:

- Pure research
- Applied research
- Exploratory research
- Descriptive study
- Diagnostic study
- Evaluation studies; and
- Action research

The researcher utilised a diagnostic study. Krishnaswami and Ranganatham (2007) point out that a diagnostic study is an extension of descriptive study and is directed towards what is occurring, why it is occurring and what can be done to prevent it from occurring. It aims at identifying a cause and solution for a problem. This is in line with the layout the researcher had used to answer the research questions.  A cause needs to be identified first and a solution will follow thereafter.

## 3.4    Data collection techniques

There are two data collection techniques commonly used namely quantitative and qualitative. Quantitative technique focuses on numeric data while qualitative focuses on non-numeric data. White (2002) points out that quantitative research, also referred to as positivist, aim to be objective and uses numerical data. Qualitative data, also referred to as Phenomenalist, involves the researcher partaking in the study, thus objectivity is difficult to maintain. The researcher has chosen quantitative technique. Saunders-Smith (2009) states that quantitative data refers to quantifiable data that can be used to answer research questions.

White (2002) explains that quantitative data can be analysed using descriptive statistics such as involving the production of tables, graphs, pie charts, etc. and can also be analysed via more complicated procedures and statistical tests of significance. The latter is termed inferential statistics.

Welman and Kruger (2005) state that descriptive statistics is sufficient if the entire population is used in the study while inferential statistics is used where samples are used from the population. The empirical study utilised both descriptive and inferential statistics. Welman

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and Kruger (2005) also point out that inferential statistics involves making inferences about the population indices on the basis of corresponding indices obtained from the samples (Welman and Kruger, 2005). For the purpose of this study, a Quantitative approach was used.

## 3.5    Sampling strategy

### 3.5.1    The population

There were 5 primary schools from Nelspruit circuit that were sampled for this purpose. Each school had at least 10 teachers. In each school, both male and female teachers were used as respondents to the questionnaire or instrument. 73 respondents (36 males and 37 females) were targeted. Of note is that these schools are situated in deep rural areas, as a result of that the total learner enrolment is very low (200-250) learners resulting in a small number of teachers employed per school. Saunders-Smith (2009) states that for all research studies that are impractical to collect data from the entire population, samples should be used. Samples must be a representative of the entire population. White (2002) note that sampling saves on time and money.

### 3.5.2    Sampling techniques

There are two types of sampling techniques; probability and non-probability sampling. Saunders-Smith (2009) notes that with probability sampling, the probability of each case being selected from the population is known while with non-probability sampling, the probability of each case being selected is unknown. The researcher has utilized probability sampling since statistical inferences were made about the population.

### 3.5.3    Probability sampling

The larger the sample size, the lower the likelihood of errors occurring. Saunders-Smith (2009) points out that statisticians have proved the larger the sample size, the distribution will be more closely to the normal distribution and thus more robust.

Welman and Kruger (2005) point out the advantages of probability sampling. One advantage is that it enables one to estimate the sampling error. Non-probability sampling cannot perform this task.

According to Saunders-Smith (2009) there are five main techniques that can be used to select a probability sample. These include:

- Simple random
- Systematic
- Stratified random
- Cluster, and
- Multi-stage

The researcher has chosen to use the systematic approach. Kothari (2004) notes that systematic sampling is spread more evenly over the entire population as compared to simple random sampling. Saunders-Smith (2009) highlights that systematic sampling involves selecting a sample at regular intervals from the sampling frame. The sampling fraction calculated is $\frac{1}{3}$. Thus every third pharmacy is contained in the sample. The sampling frame therefore consists of 74 community pharmacies. Systematic sampling works well with both small and large samples. It is suitable for geographically dispersed cases when face contact is not a perquisite to the study. The sampling frame with systematic sampling is easily accessible and accurate as with the study. The cost is lower as compared to the simple random sample and is also easier to explain.

### 3.6    Data collection instruments

Saunders-Smith (2009) found that the questionnaire is one of the most widely used data collection techniques. The research strategy used was the survey method. The survey method was used as it portrays its economical ability to collect large amounts of data from a large population. Saunders-Smith (2009) points out that the survey strategy is perceived as authoritative and is both simple to explain and understand.

Self-administered questionnaires as illustrated in Appendix B were used to collect primary data. The respondents were contacted personally to introduce the study. Those who agreed to participate in the study completed the questionnaires and returned them back immediately.

Sekaran (2003) points out that personally administered questionnaires assist with providing clarity on unclear questions instantly and also have the benefit of saving time by collecting the questionnaires instantly. This provides a 100% response rate unless the participant refuses to partake in the study. The researcher chose to personally administer the questionnaires due to time constraint as well as the fact the distance travelled was in close proximity. Kothari

(2004) notes that one of the added benefits of using the questionnaires is that they are free of bias of the interviewer and the answers are in the respondents own words.

### 3.6.1   Construction of the questionnaire

Saunders-Smith (2009) states the importance of clear wording when formulating the questionnaire.  Words must be familiar and be understood by respondents as it improves the validity of the questionnaires. Kothari (2004) states that structured questionnaires are "definite, concrete and pre-determined questions." Structured questions are either open or closed questions. The questionnaires contained questions with responses from which the respondents could choose and were thus considered the highly structured questionnaires as the respondents opinions are kept to a minimum. Saunders-Smith (2009) highlights that responses are easier to interpret.

The questionnaires were divided into three sections (section A, B and C). There were questions in each section. Section A and B used a likert-style rating scale wherein respondents were to indicate on a five point scale  whether they agree (A), strongly agree (SA), disagree (D), strongly disagree (SD) or no change (NC) by putting a cross in the appropriate box next to each question. Section A contained 15 questions that relate to assessment process only. Section B was divided into 3 sub-sections, namely:

1. Planning for teaching (with 8 questions),

 2. Teaching strategies (with 7 questions),

3. Assessment of learners (with 4 questions),

 4. Developmental initiatives for educators (with 5 questions) and

5. Management of teaching and learning (with 5 questions).

Section C contained 14 narrative questions wherein participants would explain or give short the description of the situation in their school.  Saunders-Smith (2009) points out that list questions allows the respondent to choose a list of responses.

Welman and Kruger (2005) found that the likert scale is the most popular type of attitude scale in social sciences due to the easiness of compiling. It may also be used for multi-dimensional attitudes whereas other attitudinal scales cannot.

### 3.6.2   Administering the questionnaire

The respondents were contacted personally to introduce the research and indicate the purpose of the study. The study yielded an 82% response rate. 60 of the 73 sample size (24 males and 36 females) successfully completed the questionnaires. The questionnaires were then coded and handed over to the statistician for analysis. Murthy and Bhojanna (2008) note that coding increases the efficiency of tabulation while editing eradicates errors.

### 3.7   Data analysis

Murthy and Bhojanna (2008) found that once the data has been collected, the next step involves analysing and interpreting the data. Once all questionnaires were completed, the researcher edited the questionnaires to ensure it was completed correctly and there were no blanks. The SPSS version 21.0 computer program was used to obtain statistical data. Graphs and tables were used to illustrate frequency distribution, mean and standard deviation of the study.

Sekaran (2003) notes that by checking the central tendency, dispersion, mean and standard deviation, the variance of the data will indicate how the respondents have reacted to the items and how good the measures are. Frequency distribution was used to check if the distribution is even across categories (Welman and Kruger, 2005). Bar charts were used to illustrate the frequency of occurrences of categories per variable in order to view the highest and lowest values. Tables were also used to illustrate the frequency count, mean and standard deviation per item.

### 3.8   Reliability

Welman and Kruger (2005) define reliability as the extent to which scores may be generalized to different measuring occasions. Saunders-Smith (2009) defines reliability as the extent to which the data collection technique yields consistent findings.  Robson's research in 2002 (cited in Saunders-Smith, 2009) identifies the four possible threats to reliability namely: subject or participant error; subject or participant bias; observer error; and observer bias. Saunders-Smith (2009) notes that reliability is involved in the robustness of the questionnaires if it has to produce consistent findings in different circumstances.  Mitchell's research in 1996 (cited in Saunders-Smith 2009, p.373) outlines three approaches to assessing reliability.  This includes:

Test re-tests. This is obtained by correlating data collected with those from the questionnaire under similar conditions. Therefore the questionnaire must be administered twice to respondents. The researcher could not use this approach because he did not want to disrupt the teaching and learning process in the schools and the fact that most respondents were commuting to different destinations using common transports in the afternoon, so they could not be available. It was also a struggle to get respondents to participate in the study and respond timeously.

Internal consistency involves correlating the responses to each question in the questionnaire to other questions. The most frequently used method of calculating internal consistency is Cronbach's Alpha. Sekaran (2003, p.307) found that the closer Cronbach's Alpha is to one, the higher the internal consistency reliability.

Alternative form - It offers some sense of reliability by comparing responses to alternative forms of the same question.

The researcher chose not to conduct a pilot study due to time constraints. Another factor that was considered was that the researcher personally handed out the questionnaires and collected it simultaneously. This eliminated any questions that may have been ambiguous or unclear in nature from the instrument. The reliability of the questionnaire was therefore not tested. Cronbach's Alpha was computed for the likert scale questions. Cronbach's Alpha was 0.077 for the measure of reliability. This reflects that the there is no correlation between the items and each question measures a different aspect.

## 3.9    Validity

Validity of data determines if the relationship between two variables appear as it should. Robson's research in 2002 (cited in Saunders-Smith, 2009) identifies the threats to validity. These include: history; testing; instrumentation; mortality; maturation and ambiguity about casual direction.

Saunders-Smith (2009) notes that internal validity refers to the ability of the questionnaire to measure what it is intended to measure. Cooper's research in 2008 (cited in Saunders-Smith, 2000, p.373) points out another three types of validity that should be noted when discussing the validity of the questionnaire.

The three types of validity include:

- Content validity: This refers to the extent the questionnaire provides adequate coverage of the research questions and objectives. Content validity was covered as my supervisor read all constructed questions and advised what needed to be restructured in order to cover the research questions and objectives.
- Criterion related validity: This is concerned with the ability of the questions to make accurate predictions.
- Construct validity: refers to the extent to which the measurement questions measures the presence of the constructs that were intended to measure. Sekaran (2003) states that this is assessed through convergent and discriminant validity. Convergent validity is established when the scores obtained with two different instruments measuring the same concept are highly correlated. Discriminant validity is established when two variables are predicted to be uncorrelated and the scores measured confirms it is uncorrelated.

## 3.10    Ethical considerations

Saunders-Smith (2009) states that ethical issues relate to all aspects of the research process whilst Welman and Kruger (2005) note that ethical issues should be considered at the three stages of a research project, namely;

- The recruitment process of the participants;
- During the intervention and measurement procedure; and
- The release of the results obtained.

It is therefore, imperative to maintain appropriate behavior to those who have consented to be a part of the study.

Participants were ensured by the researcher that participation in the research was completely voluntary. There would be no harm inflicted upon any of the participants. The respondents were not asked for any personal details on the questionnaire hence their identity remained anonymous. Furthermore the respondents were assured that all information provided will be dealt with in the strictest of confidence.

## 3.11 Limitations

The following limitations were identified:

Bias: Since the researcher was present at all stages of the research, there could be a possibility of the researcher imposing a biased result.

Validity: It could be possible that those omitted from the sampling frame, may have responded to their questions differently from the ones chosen.

## 3.12 Conclusion

This chapter highlighted the research methodology and design. The study used quantitative techniques and follows a diagnostic approach. The population was scrutinized and carefully chosen together with the sample size. Data was gathered through the administration of questionnaires and data analysis was done, this includes a statistical process as well. The next chapter will discuss in detail the statistical measurement and highlights the results thereof.

# CHAPTER FOUR

# STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA

## 4.1 Introduction

This chapter presents the results and discusses the findings obtained from the questionnaires in this study. The questionnaire was the primary tool that was used to collect data and was distributed to School Management Teams at Nelspruit circuit in Ehlanzeni District in Mpumalanga Province. The data collected from the responses was analysed with SPSS version 22.0. The results discussed in this section shows the descriptive statistics in the form of graphs and cross tabulations for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values.

## 4.2 The sample

In total 73 questionnaires were dispatched and 60 were returned which gave an 82% response rate.

## 4.3 The research instrument (questionnaire)

The research questionnaire consisted of 58 items, with a level of measurement at an ordinal level. The questionnaire was divided into three sections (section A, B and C). Section A contained 15 questions that relate to assessment process only. Section B was divided into 3 sub-sections, namely:

1. Planning for teaching (with 8 questions),

 2. Teaching strategies (with 7 questions),

3. Assessment of learners (with 4 questions),

 4. Developmental initiatives for educators (with 5 questions) and

5. Management of teaching and learning (with 5 questions).

Section C contained 14 narrative questions wherein participants would explain or give short the description of the situation in their school. The frequencies of common themes are summarised later.

## 4.4 Reliability statistics

Creswell (2007) states that reliability and validity are the most important aspects of precision. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as "acceptable" in the field of research and statistics.

The table below reflects the Cronbach's Alpha score for all the items that constituted the questionnaire.

**Table 4.4.1: Cronbach's alpha score for all the items that constituted the questionnaire**

|  | N of Items | Cronbach's Alpha |
|---|---|---|
| Assessment Process | 17 of 17 | .840 |
| Planning for Teaching | 13 of 13 | .723 |
| Teaching Strategies | 14 of 14 | .690 |
| Assessment of Learners | 8 of 8 | .777 |
| Developmental Initiatives for Educators | 5 of 5 | .909 |
| Management of Teaching and Learning Process | 3 of 3 | .732 |
| Overall | 60 of  60 | .941 |

The overall reliability score of 0.941 exceeds the recommended value of 0.700. This indicates a high (overall) degree of acceptable, consistent scoring for this research.

All the sections meet the minimum requirement value.

## 4.5 Factor analysis

Why is factor analysis important?

Factor analysis is a statistical technique and its main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. For example, as part of a national survey on political opinions, participants may answer three separate questions regarding

environmental policy, reflecting issues at the local, state and national level. Each question, by itself, would be an inadequate measure of attitude towards environmental policy, but together they may provide a better measure of the attitude. Factor analysis can be used to establish whether the three measures do, in fact, measure the same thing (Creswell, 2007).

Factor analysis can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations. A researcher may want to know if the skills required to be a decathlete are as varied as the ten events, or if a small number of core skills are needed to be successful in a decathlon (Bartlett, 2000).

Bartlett (2000) states that researchers should not believe that factors actually exist in order to perform a factor analysis, but in practice the factors are usually interpreted, given names, and spoken of as real things.

Each matrix table is preceded by a table that reflects the results of Kaiser-Meyer-Olkin (KMO) and Bartlett's Test. The requirement is that KMO Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure. Certain components divided into finer components. This is explained below in the rotated component matrix.

**Table 4.5.1 :  Assessment process**

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .634 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 227.579 |
| | Df | 78 |
| | Sig. | .000 |

**Rotated Component Matrix[a]**

| | Component | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| The external school visits by subject advisors assisted the school to improve its operations. | .742 | -.047 | .335 | -.051 |
| The external school visits by subject advisors by subject advisors, is good for overall organisational development. | .835 | .051 | .041 | -.120 |
| As a result of the external school visits by subject advisors, the school is able to conduct Self-school evaluation (SSE) process. | .574 | -.011 | .480 | -.197 |
| The external school visits by subject advisors recommendations were essential in the school's overall development. | .763 | .316 | -.136 | .099 |

| | | | | |
|---|---|---|---|---|
| The external school visits by subject advisors, findings were a true reflection of the state of the school at the time of external. | .078 | .153 | .872 | -.040 |
| Implementation of external school visits by subject advisors recommendation had a positive impact on teaching and learning at the school. | .702 | .027 | .325 | .219 |
| Educators' perception of the external school visits has positively changed since the new dispensation? | .003 | .044 | -.027 | .920 |
| I can recommend external school visits by subject advisors to be maintained as a process and tool to assist schools to improve performance and organisational development. | .840 | .171 | .082 | .183 |
| The external school visits by subject advisors have assisted the school to be accountable for its overall actions and performance. | .764 | .038 | .129 | -.020 |
| The external school visits by subject advisors should be conducted regularly for accountability purposes. | .536 | .109 | .274 | .211 |
| The external school visits by subject advisors findings should inform the school improvement plan (SIP). | .081 | .945 | .120 | .072 |
| The external school visits by subject advisors should result in an SIP. | .141 | .960 | .059 | -.005 |
| The SIP objectives should be translated to operational or action plans. | .421 | .036 | .620 | .484 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

## Table 4.5.2:  Planning for teaching

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .679 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 92.847 |
| | Df | 28 |
| | Sig. | .000 |

**Rotated Component Matrix[a]**

| | Component | |
|---|---|---|
| | 1 | 2 |
| After external school visits by subject advisors, subject allocation at the school is done closely following the qualifications and expertise of educators (including workshop and training received). | .470 | .173 |
| After external school visits by subject advisors, educators closely follow work schedules as such cover all the prescribed work for each term. | .770 | .079 |
| After external school visits by subject advisors, lessons are planned effectively by educators to include both educators' and learners' activities and the content of lesson plans is linked with what is taught. | .895 | .007 |
| After external school visits by subject advisors, educators' lesson plans have appropriate expectations for all learners, including learners experiencing barriers to learning and those with accelerated abilities. (These expectations are recorded clearly in lesson plans for easy implementation.) | -.125 | .842 |

| | | |
|---|---|---|
| After external school visits by subject advisors, the manner in which educators' plans indicate resources (books and equipment) to be introduced at various stages of the lesson has improved. | .644 | .386 |
| After external school visits by subject advisors, educators' use of resources to help increase learners' knowledge, understanding and skills has improved. | .735 | .161 |
| After external school visits by subject advisors, the extent to which educators organise classroom accommodation to enhance their teaching and learners' learning, has since improved. | .461 | .572 |
| After external school visits by subject advisors, the structuring and pacing of lessons by educators thereby make use of time as a resource to enhance teaching and learning has improved. (This is traceable on educators' lesson plans) | .431 | .695 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

## Table 4.5.3: Teaching strategies

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .668 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 113.730 |
| | df | 21 |
| | Sig. | .000 |

**Rotated Component Matrix[a]**

| | Component | |
|---|---|---|
| | 1 | 2 |
| After school visits by subject advisors, the effectiveness of teaching strategies (stimulating according to learner needs) and styles (suitable to the content and educators' skills used for learners to acquire knowledge), has improved. | .868 | .193 |
| After external school visits by subject advisors the suitability of questioning learners by educators as a way of enhancing teaching and learning has improved. | .873 | .290 |
| After external school visits by subject advisors, the suitability of explaining content by educators has improved. | .313 | .537 |
| After external school visits by subject advisors, the suitability of organizing the learners in a range of different ways to enhance teaching and learning by educators has improved. | .460 | .676 |
| After external school visits by subject advisors, the effectiveness of arrangements for learners of different abilities, especially the most able and those experiencing barriers to learning by educators has improved (use of inclusive strategies and promote individuality and diversity) | -.340 | .858 |
| After external school visits by subject advisors, the manner in which educators measure the success of the lesson has improved. (Use of forms of assessment such as tests assignment, homework etc.) | .917 | .025 |
| After external the school visits by subject advisors, manner in which planning for remedial teaching is done as a result of the findings has improved. (Mark, diagnose and plan intervention.) | .226 | .595 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

## Table 4.5.4:  Assessment of learners

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .713 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 45.509 |
| | df | 6 |
| | Sig. | .000 |

**Component Matrix<sup>a</sup>**

| | Component |
|---|---|
| | 1 |
| After external support by subject advisors, the manner in which educators assess levels of performance achieved (relationship between practical performance and scores/recorded marks), has since improved. | .768 |
| After external support by subject advisors, assessment of learners is now accurate (assessment tasks are pitched to learning outcomes and varied for different abilities and achievement levels). | .641 |
| Homework given to learners by educators, in order to assist in the evaluation of the understanding of lessons by learners, has since improved after external support by subject advisors. | .887 |
| After external support by subject advisors, the regularity in which homework given to learners in line with assessment programmes has since improved. | .838 |

Extraction Method: Principal Component Analysis.

a. 1 components extracted.


## Table 4.5.5:  Developmental initiatives for educators

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .748 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 134.722 |
| | df | 10 |
| | Sig. | .000 |

**Component Matrix<sup>a</sup>**

| | Component |
|---|---|
| | 1 |
| After the external support by subject advisors, the manner in which developmental programmes are followed at the school has improved. | .792 |
| After the external support by subject advisors, classroom visits by SMT members leads to developmental initiatives and plans for educators. | .895 |
| After the external support by subject advisors classroom observations by SMTs to a school development plans for educators. | .862 |
| After the external support by subject advisors, the extent to which the school development programmes provide developmental opportunities for educators in relation to identified needs has improved. | .902 |
| The developmental initiatives for educators are now seriously considered and implemented by the school after the external support by subject advisors | .869 |

Extraction Method: Principal Component Analysis.

**Table 4.5.6:  Management of teaching and learning process**

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .646 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 56.855 |
| | df | 10 |
| | Sig. | .000 |

**Rotated Component Matrix[a]**

| | Component | |
|---|---|---|
| | 1 | 2 |
| Since school visits by subject advisors, the SMT has put a comprehensive monitoring plan to monitor educators' overall planning process. | .856 | .039 |
| Since, school visits by subject advisors, the SMT has put a comprehensive lesson observation programme to evaluate educators' teaching strategies. | -.020 | .896 |
| After school visits by subject advisors, the SMT has put a comprehensive programme and plan to monitor whether educators appropriately assess learners. | .834 | .173 |
| Since school visits by subject advisors , the SMT has put a comprehensive programme and plan, to ensure that developmental initiatives for educators identified through classroom observation, are implemented for the benefit of educators and learners, as well as teaching and learning in general at the school. | .692 | .553 |
| Since school visits by subject advisors there is an improvement in the way teaching and learning processes are managed at the school. | .362 | .734 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

With reference to Table 4.5.6:

- The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization.  This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.

- Factor analysis/loading show inter-correlations between variables.

- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

Conclusion of the factor analysis

It is noted that the variables that constituted Assessment of Learners and Developmental Initiatives for Educators loaded perfectly around one factor. This means that the statements (variables) that constituted these components perfectly measured the components. Each component measured what it was meant to measure.

The remaining sections split along three components. This implies that respondents identified certain aspects of the sub-themes as belonging to other sub-sections.

The last section on Management of Teaching and Learning Process splits into two components. The ones highlighted in yellow relate to Implementation of Strategies whilst the ones in green tend more towards the Actual Implementation.

## 4.6 Section analysis

The section that follows analyses the scoring patterns of the respondents per variable per section. Levels of disagreement (negative statements) were collapsed to show a single category of "Disagree". A similar procedure was followed for the levels of agreement (positive statements). This is allowed due to the acceptable levels of reliability. The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

### 4.6.1 Section A: Assessment process

This section deals with School Improvement Plans (SIP)

The summarised scoring patterns are shown below for the assessment process.

**Table 4.6.1.1: Summarised scoring patterns**

|  | Agree | No Change | Disagree |
|---|---|---|---|
| The external school visits by subject advisors assisted the school to improve its operations. | 97.30 | 0.00 | 2.70 |
| The external school visits by subject advisors by subject advisors, is good for overall organisational development. | 89.19 | 0.00 | 10.81 |

| | | | |
|---|---|---|---|
| As a result of the external school visits by subject advisors, the school is able to conduct Self-school evaluation (SSE) process. | 97.30 | 2.70 | 0.00 |
| The external school visits by subject advisors recommendations were essential in the school's overall development. | 89.19 | 0.00 | 10.81 |
| The external school visits by subject advisors, findings were a true reflection of the state of the school at the time of external. | 97.22 | 2.78 | 0.00 |
| Implementation of external school visits by subject advisors recommendation had a positive impact on teaching and learning at the school. | 100.00 | 0.00 | 0.00 |
| The external school visits by subject advisors has contributed positively towards the Grade 12 results of the school. | 88.46 | 3.85 | 7.69 |
| Educators' perception of the external school visits has positively changed since the new dispensation. | 94.44 | 0.00 | 5.56 |
| I can recommend external school visits by subject advisors to be maintained as a process and tool to assist schools to improve performance and organisational development. | 86.49 | 5.41 | 8.11 |
| The external school visits by subject advisors have assisted the school to be accountable for its overall actions and performance. | 86.49 | 5.41 | 8.11 |
| The external school visits by subject advisors should be conducted regularly for accountability purposes. | 91.67 | 0.00 | 8.33 |
| The external school visits by subject advisors findings should inform the school improvement plan (SIP). | 97.14 | 0.00 | 2.86 |
| The external school visits by subject advisors should result in an SIP. | 97.14 | 0.00 | 2.86 |
| The SIP objectives should be translated to operational or action plans. | 100.00 | 0.00 | 0.00 |
| The school has successfully implemented the external school visits by subject advisors recommendations. | 100.00 | 0.00 | 0.00 |

The average agreement score for this section was 94.14%. This implies that there was a fairly high level of agreement with most statements. Levels of agreement range from 86.49% to 100.00%.

Agree category

The trends indicate that many respondents acknowledge and appreciate the importance of schools visits by subject advisors because it positively impact on teaching and learning and therefore recommends that they should be conducted regularly. Through these visits, schools are able to do their self-evaluation. Respondents confirmed that there is truth in the findings of the subject advisors at the time of the school visits. The trends further show that all schools (100%) have successfully implemented the recommendations from subject advisors and they had positive impact. The analysis suggests that school visits by subject advisors should find expression in the School Improvement Plans and that these improvement plans should translate into the operational/action plans.

No change Category

These trends are not so significant although the attention still needs to be given to them. These respondents feel they don't recommend school visits to be used as a tool to improve performance. They feel the visits have not assisted schools to be accountable for its activities.

They also argue the findings were not a true reflection of what prevails in the school at the time of the visits.

Disagree Category

All respondents confirmed that schools have implemented the recommendations of the subject advisors. SIP should be translated into action plans. There is a significant number of respondents (10.81%) who feel that there is no need for the subject advisors' visit for organisational development and that the recommendation for the subject advisor were not essential for the school improvement. It therefore means this category of schools does not believe in external influence for their development. On the other hand the same schools managed to implement the some recommendations from the subject advisors. 8.11% of respondents feel that school visits have not assisted the school to be accountable for its overall actions and performance and therefore should not be maintained as a process and tool to assist schools to improve performance and organisational development. Respondents feel that visits should not be conducted regularly. They feel the visits do not contribute towards grade 12 results improvement.

The respondents indicated that subject advisors demand evidence of any programme that is taking place in each subject and sometimes teachers are not able to produce that. If teachers can produce evidence, they are taken to task by the Management of the school based on the reports from the subject advisors. Sometimes subject advisors demand more work from the teachers to a point where teachers don't have enough time to teach but they spend more time on what the subject advisors wants. 2.86% of the respondents feel that school visits do not result into School Improvement and that the subject advisors findings should not influence school improvement plans. The respondents indicated that most of the subject advisors who visit the schools are former teachers from their schools and they are well known for not doing their work when they were still teachers and they subject knowledge was lacking, so how can they come and coach the school.

To determine whether the differences in the scoring patterns per statement were significant, chi-square tests were done by variable (statement). The null hypothesis tested the claim that there were no differences in the scoring options per statement. The results are shown below.

**Table 4.6.1.2: Differences in the scoring patterns**

| | Chi-Square | df | Asymp. Sig. |
|---|---|---|---|
| The external school visits by subject advisors assisted the school to improve its operations. | 33.108 | 1 | .000 |
| The external school visits by subject advisors by subject advisors, is good for overall organisational development. | 22.73 | 1 | .000 |
| As a result of the external school visits by subject advisors, the school is able to conduct Self-school evaluation (SSE) process. | 33.108 | 1 | .000 |
| The external school visits by subject advisors recommendations were essential in the school's overall development. | 22.73 | 1 | .000 |
| The external school visits by subject advisors, findings were a true reflection of the state of the school at the time of external. | 32.111 | 1 | .000 |
| The external school visits by subject advisors has contributed positively towards the Grade 12 results of the school. | 35.615 | 2 | .000 |
| Educators' perception of the external school visits has positively changed since the new dispensation? | 28.444 | 1 | .000 |
| I can recommend external school visits by subject advisors to be maintained as a process and tool to assist schools to improve performance and organisational development. | 47.081 | 2 | .000 |
| The external school visits by subject advisors have assisted the school to be accountable for its overall actions and performance. | 47.081 | 2 | .000 |
| The external school visits by subject advisors should be conducted regularly for accountability purposes. | 25 | 1 | .000 |
| The external school visits by subject advisors findings should inform the school improvement plan (SIP). | 31.114 | 1 | .000 |
| The external school visits by subject advisors should result in an SIP. | 31.114 | 1 | .000 |

Since all of the sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even. It is noted that the category of "No change" also contributes to the p-value.

**Table 4.6.2: Planning for teaching**

| | Agree | No Change | Disagree |
|---|---|---|---|
| After external school visits by subject advisors, subject allocation at the school is done closely following the qualifications and expertise of educators (including workshop and training received). | 69.44 | 22.22 | 8.33 |
| After external school visits by subject advisors, educators closely follow work | 97.22 | 0.00 | 2.78 |

| | | | |
|---|---|---|---|
| schedules as such cover all the prescribed work for each term. | | | |
| After external school visits by subject advisors, lessons are planned effectively by educators to include both educators' and learners' activities and the content of lesson plans is linked with what is taught. | 100.00 | 0.00 | 0.00 |
| After external school visits by subject advisors, educators' lesson plans have appropriate expectations for all learners, including learners experiencing barriers to learning and those with accelerated abilities. (These expectations are recorded clearly i | 75.00 | 5.56 | 19.44 |
| After external school visits by subject advisors, the manner in which educators' plans indicate resources (books and equipment) to be introduced at various stages of the lesson has improved. | 100.00 | 0.00 | 0.00 |
| After external school visits by subject advisors, educators' use of resources to help increase learners' knowledge, understanding and skills has improved. | 100.00 | 0.00 | 0.00 |
| After external school visits by subject advisors, the extent to which educators organise classroom accommodation to enhance their teaching and learners' learning, has since improved. | 74.29 | 11.43 | 14.29 |
| After external school visits by subject advisors, the structuring and pacing of lessons by educators thereby make use of time as a resource to enhance teaching and learning has improved. (This is traceable on educators' lesson plans) | 88.57 | 8.57 | 2.86 |

The average level of agreement for this section is 88.07%. The average is lowered by 3 statements which have values less than 76%.

One can clearly deduce that the visit programme for the subject advisors has a major impact in so far as: the utilization of resources by education at various stages of their subject presentation, because use of resources to help increase learners' knowledge, understanding and skills has improved.

The analysis further shows that the lessons are planned effectively by educators to include both educators' and learners' activities and the content of lesson plans is linked with what is taught. Educators closely follow work schedules as such cover all the prescribed work for each term. However there is still a fraction of disagreement in terms of the allocation of teachers according to qualification and relevant skills acquired. This variable can play itself well when it comes to the results of the learners that can be poor especially to those affected/implicated teachers. Since all of the sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even.

**Table 4.6.3: Teaching strategies**

This section is concerned with teacher competences

|  | Agree | No Change | Disagree |
|---|---|---|---|
| After school visits by subject advisors, the effectiveness of teaching strategies (stimulating according to learner needs) and styles (suitable to the content and educators' skills used for learners to acquire knowledge), has improved. | 97.14 | 0.00 | 2.86 |
| After external school visits by subject advisors the suitability of questioning learners by educators as a way of enhancing teaching and learning has improved. | 97.14 | 0.00 | 2.86 |
| After external school visits by subject advisors, the suitability of explaining content by educators has improved. | 100.00 | 0.00 | 0.00 |
| After external school visits by subject advisors, the suitability of organizing the learners in a range of different ways to enhance teaching and learning by educators has improved. | 83.33 | 8.33 | 8.33 |
| After external school visits by subject advisors, the effectiveness of arrangements for learners of different abilities, especially the most able and those experiencing barriers to learning by educators has improved (use of inclusive strategies and promote individuality and diversity). | 66.67 | 11.11 | 22.22 |
| After external school visits by subject advisors, the manner in which educators measure the success of the lesson has improved. (Use of forms of assessment such as tests assignment, homework etc.) | 97.14 | 0.00 | 2.86 |
| After external the school visits by subject advisors, manner in which planning for remedial teaching is done as a result of the findings has improved. (Mark, diagnose and plan intervention.) | 80.56 | 2.78 | 16.67 |

The average score for this section was 88.85%. The lowest value of agreement was for the third last statement.

Agree Category

All schools (100%) confirmed that the suitability of explaining content by educators has improved since the visits which mean that the external influence has the positive contribution to the teacher development. 97.14% of respondents agree that after school visits by subject advisors, the effectiveness of teaching strategies (stimulating according to learner needs) and styles (suitable to the content and educators' skills used for learners to acquire knowledge), has improved and that the suitability of questioning learners by educators as a way of enhancing teaching and learning including the manner in which educators measure the success of the lesson has improved.

Disagree Category

2.86 % of respondents do not agree that after school visits by subject advisors, the effectiveness of teaching strategies (stimulating according to learner needs) and styles (suitable to the content and educators' skills used for learners to acquire knowledge), has improved and that the suitability of questioning learners by educators as a way of enhancing teaching and learning including the manner in which educators measure the success of the lesson has improved. Respondents indicated that the way educators have been teaching for the past 10 years has not changed because the subject advisors did not come with new ideas to help the schools and teachers to improve, instead they(subject advisors) still emphasise on the things educators know and implement daily, hence no improvement of learner performance.

The deduction from the analysis is that subject advisors have played a major role in improving the teaching strategies of the teachers.

Since all of the sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even. That is, the differences between agreement and disagreement were significant.

**Table 4.6.4: Assessment of learners**

| | Agree | No Change | Disagree |
|---|---|---|---|
| After external support by subject advisors, the manner in which educators assess levels of performance achieved (relationship between practical performance and scores/recorded marks), has since improved. | 100.00 | 0.00 | 0.00 |
| After external support by subject advisors, assessment of learners is now accurate (assessment tasks are pitched to learning outcomes and varied for different abilities and achievement levels). | 91.67 | 2.78 | 5.56 |
| Homework given to learners by educators, in order to assist in the evaluation of the understanding of lessons by learners, has since improved after external support by subject advisors. | 86.11 | 11.11 | 2.78 |
| After external support by subject advisors, the regularity in which homework given to learners in line with assessment programmes has since improved. | 97.14 | 0.00 | 2.86 |

The average level of agreement for this section is 93.73%.

Assessment is the critical part of teaching and learning process. If educators are unable to assess learners properly, the results of the learners can be disastrous. The analysis shows that

after external support by subject advisors, the manner in which educators assess levels of performance achieved (relationship between practical performance and scores/recorded marks), has since improved. This is confirmed by all respondents they further confirm that there is accurate in the whole assessment process, which means assessment tasks are pitched to learning outcomes and varied for different abilities and achievement levels. The regularity in which homework given to learners in line with assessment programmes has since improved.

In this section the researcher deduced that assessment process has improved because of the support by subject advisors, even though there are 15% of respondents who feel that the visits did not contribute to the improvement of the learners' homework in order to test their understanding. Since all of the sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even. That is, the differences between agreement and disagreement were significant.

**Table 4.6.5: Developmental initiatives for educators**

| | Agree | No Change | Disagree |
|---|---|---|---|
| After the external support by subject advisors, the manner in which developmental programmes are followed at the school has improved. | 97.22 | 0.00 | 2.78 |
| After the external support by subject advisors, classroom visits by SMT members leads to developmental initiatives and plans for educators. | 83.33 | 8.33 | 8.33 |
| After the external support by subject advisors classroom observations by SMTs to a school development plans for educators. | 86.11 | 5.56 | 8.33 |
| After the external support by subject advisors, the extent to which the school development programmes provide developmental opportunities for educators in relation to identified needs has improved. | 91.67 | 2.78 | 5.56 |
| The developmental initiatives for educators are now seriously considered and implemented by the school after the external support by subject advisors. | 88.57 | 0.00 | 11.43 |

The average score for the level of agreement for this section is 89.38%.
Since all of the sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even. That is, the differences between agreement and disagreement were significant.

Over 83.% of respondents feel that  the external support by subject advisors has improved the manner in which developmental programmes are followed at the school and the fact that  the extent to which the school development programmes provide developmental opportunities for educators in relation to identified needs has improved. These respondents also feel that classroom visits by SMT members have since leads to developmental initiatives and plans for educators whilst 17 % feel that there are no developmental opportunities for educators yet.

**Table 4.6.6: Management of teaching and learning process**

| | Agree | No Change | Disagree |
|---|---|---|---|
| Since school visits by subject advisors, the SMT has put a comprehensive monitoring plan to monitor educators' overall planning process. | 100.00 | 0.00 | 0.00 |
| Since, school visits by subject advisors, the SMT has put a comprehensive lesson observation programme to evaluate educators' teaching strategies. | 83.78 | 8.11 | 8.11 |
| After school visits by subject advisors, the SMT has put a comprehensive programme and plan to monitor whether educators appropriately assess learners. | 97.22 | 0.00 | 2.78 |
| Since school visits by subject advisors , the SMT has put a comprehensive programme and plan, to ensure that developmental initiatives for educators identified through classroom observation, are implemented for the benefit of educators and learners, as we | 86.49 | 10.81 | 2.70 |
| Since school visits by subject advisors there is an improvement in the way teaching and learning processes are managed at the school. | 100.00 | 0.00 | 0.00 |

The average agreement score for this section is 93.50%.

100% of respondents feel that since school visits by subject advisors, the SMT has put a comprehensive monitoring plan to monitor educators' overall planning process and there is an improvement in the way teaching and learning processes are managed at the school .97 % agree that the SMTs have begun to put monitoring mechanisms to ensure that teachers are able to assess learners properly. One can deduce that there is an acknowledgement of the positive contribution/impact from subject advisors. There is still a need to pay attention to the 17% of respondents who feel there is no change in terms of SMT putting up a classroom observation programme and identifying developmental initiatives for teachers.  For high performance of a school, leaders must help people access their sources of inspiration, intuition and imagination (Scharmer, 2009).

Since all of the sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even. That is, the differences between agreement and disagreement were significant. It is noted that the mean scores are mostly below 2 which corroborates the levels of agreement seen in all of the results.

## 4.7 Correlations

Bivariate correlation was also performed on the (ordinal) data.

The results indicate the following patterns.

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or **.

For example, the correlation value between "The external school visits by subject advisors assisted the school to improve its operations." and "After external school visits by subject advisors, lessons are planned effectively by educators to include both educators' and learners' activities and the content of lesson plans is linked with what is taught." is 0.356. This is a directly related proportionality. Respondents agree that the better the school's operations, the more effectively lessons are planned, and vice versa.

Negative values imply an inverse relationship. That is, the variables have an opposite effect on each other. That is, as one increases, the other decreases.

The table below is a summary of the correlations using the average values for the various sections.

**Table 4.6.7: Summary of the correlations using the average values for the various sections**

| Correlations | | | B1 | B2 | C | D | E |
|---|---|---|---|---|---|---|---|
| Spearman's rho | B1 | Correlation Coefficient | 1.000 | | | | |
| | | Sig. (2-tailed) | . | | | | |
| | | N | 72 | | | | |
| | B2 | Correlation Coefficient | .191 | 1.000 | | | |
| | | Sig. (2-tailed) | .108 | . | | | |
| | | N | 72 | 72 | | | |
| | C | Correlation Coefficient | .088 | .171 | 1.000 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Sig. (2-tailed) | .461 | .150 | . | | |
| | | N | 72 | 72 | 72 | | |
| | D | Correlation Coefficient | .224 | .359** | .307** | 1.000 | |
| | | Sig. (2-tailed) | .059 | .002 | .009 | . | |
| | | N | 72 | 72 | 72 | 72 | |
| | E | Correlation Coefficient | .029 | .266* | .565** | .210 | 1.000 |
| | | Sig. (2-tailed) | .806 | .024 | .000 | .077 | . |
| | | N | 72 | 72 | 72 | 72 | 72 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

## SECTION C (NARRATIVE QUESTIONS)

### QUESTION 1

Explain your overall perception of subject advisors role in the improvement of the schools overall performance.

**Table 4.6.8: Responses for question 1**

| RESPONSES | Frequency |
|---|---|
| Assisted the school to improve its operations. | 2 |
| Caters for various strategies of assessments, including learners with barriers. | 2 |
| Educators use policy documents for information. Subject advisors are doing a great job. | 2 |
| Learners and educators performances has improved. | 4 |
| Monitoring plan in place to incorporate all role players | 2 |
| Overall performance in terms of planning assessment & teaching strategies are used. | 1 |
| Subject advisors are not competent in many areas of subject content. | 13 |
| Subject advisers have played a major role in overall performance. | 3 |
| The interaction of learners & advisors makes it easy. | 6 |
| There is an improvement in teaching & learning. | 4 |
| They are critical role players in terms of their curriculum knowledge. There is less support in foundation phase. | 12 |
| They guide the school concerning learning difficulties | 2 |
| Transformation agenda is being driven | 2 |
| Visits have played a major role. A programme must be followed. Date and time should be made. | 3 |
| N/A | 10 |

Most of the comments relating to the role of subject advisors in the improvement of the schools' overall performance were positive, with a few drawbacks being highlighted as well. Respondents saw a pattern of improvement in teaching and learning with the related

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performance of learners and teachers also proportionally increasing. Apart from the academic improvements, schools have also benefitted from the subject advisors' expertise in terms of school operations, making role-players aware of policy and the implementation thereof, and providing support through the district offices. Many respondents believed that subject advisors are not competent enough to support them. 12 respondents indicated that this level of support however, was not always evident at the foundation phases.

The conclusion drawn from the last two sentences is that the impact of the subject advisors is not felt by many teachers. To those teachers that are struggling, they will not improve their teaching methods and therefore learners will still not perform well.

## QUESTION 1.1

How did the Learning and Teaching Support Material (LTSM) that was supplied by the Department of Education assisted the school in the planning for teaching and learning

**Table 4.6.9: Responses for question 1.1**

| RESPONSES | Frequency |
|---|---|
| Insufficient text books in certain areas. | 1 |
| Assistance is given by providing lesson plans, activities & assessment tasks. | 2 |
| Concrete material should be provided e.g. mathematic kits | 1 |
| Has assisted in lesson planning & pace setting although some subjects are insufficient. | 1 |
| It assists educators to improve performance. | 1 |
| It has made learning & teaching easy for both parties. | 5 |
| Learners are engaged more intensively in the curriculum & has a positive impact on teaching & learning | 1 |
| Learners have shown enjoyment & easy access to the info provided by LTSM. | 1 |
| LTSM assisted in providing text books and workbooks | 1 |
| LTSM has a great impact in planning for teachers & learners. | 1 |
| LTSM is of great help, but challenges are on workbooks as it has no teachers guide | 1 |
| LTSM played a role in planning. | 9 |
| More activities were performed. | 1 |
| Objectives were obtained. Learners' understanding is enhanced through pictures. | 1 |
| Orders LTSM's that know will assist in teaching, but unfortunately gets the wrong LTSM. This need to be addressed. | 1 |
| Subject advisors recommendations had positive impact on teaching & learning. | 1 |
| Teaching has become easy & interesting. These resources help educators to plan accordingly & learners work is made easy with learning materials. | 1 |
| Text books helped. More stationery e.g. calculators, dictionaries and mathematics sets should be provided. | 6 |
| The CAPS document has pace setters, example of lesson plan, simplified | 1 |

| | |
|---|---|
| content & learner activities. Workbooks assist. | |
| There was a challenge ordering from catalogues. Discovery can be recommended although catalogue does not have it, teachers experience difficulty in assessing information in experiments, investigations, research & projects. | 1 |
| There's always a shortage of LTSM. | 19 |
| They are relevant to the subject matter & also in line with the curriculum. | 1 |
| They have been developed with GAP's. Teacher guide assists in planning. | 1 |
| They support us with all learning materials. | 1 |
| N/A | 6 |

Participants acknowledged that LTSM pay an important role in teaching and learning process. Many participants indicated that they experience shortages of textbooks every year after the department of education has delivered. But because the schools have little budget, they cannot afford buy these text books to cover all leaners in all grades.

The lessons drawn from this analysis is that teachers are struggling to impart knowledge to learners because they do not have importance basic resources for effective teaching and learning. If teachers and learners do not have required text books, the possibility exists that curriculum coverage is not always possible before learners can sit for the examination. That condition may lead to poor performance (Department of Education, 2001).

**QUESTION 2**

How did the visits by subject advisors assist the school in the monitoring of educators' assessment of learners?

**Table 4.6.10: Responses for question 2**

| RESPONSES | Frequency |
|---|---|
| Teachers are checked to see if they are assessing learners' properly. Education specialists should moderate work. | 1 |
| By attending workshops, | 3 |
| Through monitoring educators, they are given support & are able to execute their duties diligently. | 1 |
| To insure that educators are meeting the required standards, learners are well managed during assessment, learners writing on set dates, correct number of scripts delivered to schools. | 3 |
| Workshop provided us with assessment tools. | 3 |
| Subject advisors checked if learners work is according to the teaching plan & to ensure that quality work is given. All work is according to the lesson plan. | 1 |
| Educators understood their roles & responsibilities. | 2 |
| Assessment of learners by educators is always in order. | 1 |

| | |
|---|---|
| Educators are able to assess learners by assessment tasks. | 3 |
| Teachers are aware of their tasks & activities. | 1 |
| To check assessment tasks of learners. | 3 |
| A better understanding of what Is expected from educators. | 1 |
| Workshops with teachers, advice and give/offer content related material. | 2 |
| Learners are assessed correctly & accordingly. We invented an informative assessment cause which enhanced the learner. | 1 |
| Assessment has uplifted results. Monitoring is done regularly. | 2 |
| Helps educators to assist on time & know what to access. | 1 |
| LTSM has provided quality assessment tools for different activities. | 1 |
| Teachers always know about formal & informal tasks to be covered per term. | 2 |
| Teachers know what is expected of them when conducting assessment. | 1 |
| The use of assessment programmes are useful, Teachers are monitored by HOD & subject advisors. | 3 |
| With the SAMS every educator is obliged to work harder. | 1 |
| Positive impact. | 1 |
| School is now able to conduct self-school evaluation. | 1 |
| Not enough assistance given, as compared to HOD. | 13 |
| Yes, Is now aware of how to balance assessments. | 1 |
| With the SAMS every educator is obliged to work harder. | 1 |
| Educators follows work schedule & prepares lessons accordingly. | 2 |
| Check lesson plan and learners books. | 1 |
| N/A | 3 |

On average, the respondents indicated that subject advisors helped them to be able to assess the learners according to the prescribed departmental policies. 19 respondents indicated that teachers are not given support instead it is the Heads of department who get more support. And the information does not filter down to teachers. In terms of the protocol of the department of education, heads of department are best positioned to empower teachers at school level. If that is not happening, teachers are likely not to improve their teaching skills (Shepard, 2005).

**QUESTION 3**

Explain how the visits by subject advisors assisted the school in the management of development initiatives for educators.

**Table 4.6.11: Responses for question 3**

| RESPONSES | Frequency |
|---|---|
| She initiated that we should have a class visit roster on a monthly basis. | 1 |

| | |
|---|---|
| The school does not organize/arrange in-service training for educators. | 14 |
| Focus areas were identified & inset training and workshops were organised. | 1 |
| In order to make school visits successful we must make a roaster on a monthly basis | 3 |
| They check to ensure that learners are given the quality of work required by the department of education & assist educators were information is lacking. | 2 |
| Educators were aware of their jobs description. The visit has brought change in their perception of teaching. | 1 |
| The SMTS are able to use the appropriate tool to manage the educators work. | 1 |
| A comprehensive programme & plan was put to ensure that development was implemented. | 3 |
| Assists in planning & managing developmental programmes. | 1 |
| By developing a programme for areas of development for advisors. | 4 |
| The school was able to identify areas of development needed. A plan was drawn to help develop teachers. | 1 |
| Guidance is given. | 1 |
| This development enables teachers to plan & access learners accordingly. | 2 |
| Educators are showing commitment. | 1 |
| Assists on planning & managing the developmental programme. | 2 |
| Close management by educators has improved in different levels & grades. | 1 |
| Assists when planning the management of developmental programme. | 2 |
| Played major role in planning. | 1 |
| Interaction with teachers & advisors: Issues were clarified through explanation during engagement. | 1 |
| Each learning outcome is assessed in a number of ways & time. | 2 |
| SMT has emerged, putting a comprehensive observation on programmes to evaluate level of knowledge in educators. | 1 |
| In schools overall development. | 6 |
| Want Learners to master subjects. | 1 |
| Each learning outcome is assessed in a number of ways & time. | 3 |
| Educators are encouraged by SMT. | 1 |
| To improve operation and conduct self-evaluation. | 1 |
| N/A | 3 |

The respondents acknowledged that teacher development plays an important role in the improvement of teaching methodology considering the fact that education is not static, new information gets introduced every year. Teachers get assisted in planning. However the majority of respondents feel that their schools do not organise teacher development programmes instead teachers always depend on the training that are arranged by subject advisors.

The analysis from this situation shows that there is always a danger in depending on the workshops that are arranged by an external person like a subject advisor because he or she

may not always knows the weaknesses and the needs of the teachers in a particular school and the planned workshop may not benefit the targeted teachers.

## QUESTION 4

Explain whether the visits by subject advisors assisted the school in the management of teaching and learning process.

**Table 4.6.12: Responses for question 4**

| RESPONSES | Frequency |
|---|---|
| By ensuring that time tables are done in order & planning done on a weekly basis | 1 |
| Their interaction with educators provide support so that effective teaching and learning can take place. | 2 |
| By encouraging teachers to create agency for learning through planning, scheduling organisation, time management & interaction. | 2 |
| By ensuring that the school time tables are in order, & planning done on a weekly basis. | 1 |
| The school principal & SMT become aware of challenges facing the subject through reports written by advisors. This helps to capacitate educators' performance & encourages positive learning. | 3 |
| Teachers are aware that they must attend classes regularly. | 3 |
| The SMT's are able to conduct class visits to check educator's workbook files & learners books. | 1 |
| There is an improvement in teaching & learning process. | 3 |
| Teachers are enabled to draw the programmes. | 1 |
| By drawing time for class visits, schedule for controlling files & workbooks. | 1 |
| It helped in managing teaching & learning. Workbooks are used daily, marked and controlled. | 1 |
| They help in sustaining the improvement of performance | 3 |
| Educators are under guidance of subject advisors. All preparation are done & regular assessment is monitored. | 1 |
| Educators know what to teach and when to teach. | 4 |
| SMT with educators have improved schools management of teaching & learning. | 2 |
| Management of teaching & learning is maintained by checking reports. Monitoring & supervision is conducted. | 2 |
| Lesson period are followed accordingly. | 3 |
| Visits were made during school hours as per subject by SMT | 1 |
| It has contributed positively towards the results of learners. | 3 |
| Teachers make sure programmes of assessment are followed. | 2 |
| Lesson periods are followed accordingly. | 3 |

| | |
|---|---|
| Improvement in monitoring the assessment of learners. | 2 |
| There is an improvement in teaching & learning. | 1 |
| It is the responsibility of the SMTs to check that process. | 15 |

Respondents feel that the visits assisted the schools to improve in a number of areas. This includes but not limited to the following:

- teachers know what to teach

- monitoring of learners assessment

- development of well-structured programme of assessment.

The majority of respondents feel that the management of teaching process is responsibility of the SMTs and not of the teachers.

Until such time that teachers are made aware that the improvement of the learners' performance and the school as a whole is the responsibility of everyone (teachers, SMTs learners, parents and community), the situation cannot improve in that school. Learner improvement cannot happen if teachers feel it's not their responsibility to manage teaching and learning process (Department of Education, 2009).

**QUESTION 5**

As a school what type of support do you receive from parents and the community at large?

**Table 4.6.13: Responses for question 5**

| RESPONSES | Frequency |
|---|---|
| By attending annual general meetings & assisting with homework. | 1 |
| Through parent interaction. They assist learners in reading & homework | 2 |
| The massive attendance of parents when invited to meetings, individual invitation & donations | 1 |
| Parents support. Attendance in phase & annual general meetings. Help learners with homework. | 2 |
| Through meetings & attendance to check learners' books. An open day at school also helps learners. | 1 |
| Parents support school materially & physically if needs arise. | 1 |
| Parents assist with homework. | 1 |
| Making sure homework is done. Community helps in cooking for learners. | 1 |
| Parents assist school by buying additional stationery for learners. | 2 |
| Parents meetings, Achievements awards, picnic day, farewell functions and educational tours. | 3 |

| | |
|---|---|
| Positive support, parents attend meetings, | 2 |
| Cooperation. Meetings attendance. Finance support. Support during nutrition programme. | 1 |
| Teamwork with parents. Parents participate in all activities. | 1 |
| Learners are positive. Parents are involved. | 1 |
| Parents are assisting in giving out inputs to enhance teaching & learning. | 2 |
| Communication with parents. Parents offer help where needed. | 1 |
| We get support such as inputs & assistance to teachers. | 2 |
| Parents come up with strategies on how to support learners. | 1 |
| Support in late coming. Parents phone in to notify teachers. | 1 |
| Parents play a vital role when learners' behaviour is of great concern. They also checks learners' progress. | 1 |
| Vital role by visiting school to check on progress. | 1 |
| No support at all. | 17 |
| Yes, attend to meetings, help discipline learners. | 1 |
| Parents always blame teachers | 5 |
| Parents do not attend meeting when they are invited | 8 |

The respondents acknowledged the importance of parental involvement in the education of their children. They indicated that a small percentage of parents does support the programmes of the school like attending meetings that are arranged and also come to school to check the progress of their children. Some parents make positive contribution towards teaching and learning processes. The majority of respondents feel that parents are not supportive at all. They (parents) always blame teachers on any negative matter that relates to teaching and learning including poor learner performance. The majority of respondents also feel that parents do not attend meeting when they are invited.

The analysis made from responses show that there is lack of working together between the parents, community and the school. Christie (2008) states that parental involvement helps learners to discover their strength, potentialities and talents to use them for different benefit of themselves, the family as a whole and the school.Where there is no cooperation between parents and the schools, there is likelihood that learners' performance can be negatively affected.

**QUESTION 6**

From various Annual National Assessments (ANA) reports, what are the factors that have the negative impact on teaching and learning?

**Table 4.6.14: Responses for question 6**

| RESPONSES | Frequency |
|---|---|
| No negative impact | 3 |
| Not reaching the targeted pass rate percentage. | 5 |
| ANA needs to be incorporated into school programme & to determine pass rate. | 3 |
| Too much time is wasted by ANA. Too much paper work. | 15 |
| Overcrowding and learners with learning difficulties. | 4 |
| Poor performance in mathematics. | 1 |
| Overcrowding and socio economic factors compromise the good intentions of ANA. | 2 |
| Leadership & management, parental involvement, socio-economic status and resources. | 3 |
| No words of questions may be explained to learner. | 1 |
| ANA plays a vital role in setting good standards & values. Shows learners knowledge, performance and achievements. SMT has to set goals, objectives and targets. | 6 |
| Develop fear & end up failing. | 2 |
| Learners develop fear of the unknown thus end up failing. | 1 |
| Too early to draw a conclusion whether there is any impact | 3 |
| Timetables for schools demand that we teach. | 7 |
| Group work makes some learners lazy. | 2 |
| N/A | 2 |

The respondents raised different opinions and feels about Annual National Assessments (ANA). In the main, respondents feel that ANA puts more pressure and workload on them and there is too much paper work that teachers need to do. According to the school time table teachers need to spend more time on teaching instead of administering ANA.

Judging from the table 4.26, it is clear that teachers do not realise that ANA is part of assessment programme which is meant to improve teaching and learning process in the schools (Department of Basic Education, 2011). A possibility exists that during the process of introducing ANA in the schools, not much was done by the department to clarify its purpose.

**QUETSION 7**

What are other factors that hinder teaching and learning in the school?

**Table 4.6.15: Responses for question 7**

| RESPONSES | Frequency |
|---|---|
| More meetings ,workshops and paperwork, | 5 |
| Syllabus is not covered for the specific grades. | 1 |
| There are many changes in curriculum | 5 |
| Lack & shortage of learning support material (LTSM). | 6 |
| Inconvenienced timing. Exam time is inadequate. | 1 |
| Lack of parental support. Insufficient support materials. Late delivery of stationery. Insufficient tuition to poor learners. | 4 |
| Ill-discipline of learners. | 5 |
| Chalkboards not in good condition. Computer centers, , teachers toilet, laboratory, library all  not available at the school | 1 |
| Lack of commitment by both learners & teachers.. | 1 |
| Poverty, lack of classrooms. | 2 |
| Absenteeism | 7 |
| Large numbers of learners, late comings. | 5 |
| Confusion to learners. Not knowing the subject. | 1 |
| Enrolment, Sharing same grades from different schools is difficult. Majority of learners are sent to Town. | 1 |
| Large number of learners with learning disability. | 6 |
| Teaching multi-grade classes and teaching more than one subject. | 1 |
| The roof needs attention. Water is scarce. | 1 |
| financial stress. | 1 |
| lack of teaching resources, failure to send therapists & psychologists. | 6 |
| Learners have to write ANA in short period of time. | 1 |

The respondents feel that there is too much paper work which takes away teaching time. High rate of absenteeism that results in many learners failing to catch-up with their work. Teachers are expected to teach learners with learning disabilities and are not specialists in these fields. The Department is not proving them with enough and adequate teaching resources like LTSM. Large number of learners in a class makes it difficult for the teacher to give individual attention to each learner. Parents are not involved in the teaching and learning of their children.

The analysis shows that challenges in education provisioning by the government are many. Availability of basic resources is important to enable effective teaching and learning. The competency level of the teachers to teach in various situations and conditions is crucial if the Department wants learners to perform well (Moloi, 2007), Policies on leaners discipline need

to be strengthened. More research needs to be conducted by the department in order to establish the reasons for absenteeism and late coming, that noting the study was conducted in schools that are situated in rural areas and the scholar transport provided.

## QUESTION 8

Would you say other factors identified by various assessment reports like ANA reports had a direct link to the previous grade 12 poor performance? Explain your answer.

**Table 4.6.16: Responses for question 8**

| RESPONSES | Frequency |
|---|---|
| No, this depends on conduct the behaviour of the school. Primary schools conduct is monitored, unlike secondary schools. | 1 |
| Yes, if a learner fails to master reading & writing in primary school, learner will perform poorly in grade 12. | 4 |
| Learners are not giving themselves enough time to study. | 2 |
| Yes, weaknesses n strengths can now be seen. | 1 |
| Yes, ANA report has shown learners lack basic knowledge, especially in grade 9 mathematics. Teachers need to be more qualified. | 5 |
| Yes, knowledge gap in various levels of all phases results in difficulties in terms of FET performances | 4 |
| Learners from other grades were unable to read instructions & answer questions correctly. Unable to do basic mathematics. | 4 |
| Yes, learning should begin from grade R so that our results will remain good in grade 12. | 1 |
| Some areas that are identified by educators for improvement are not considered. | 1 |
| ANA is a separate paper that tests level of knowledge in a child, it doesn't affect. | 1 |
| ANA doesn't affect in assessment. | 7 |
| No. | 3 |
| Yes, they have direct link. | 16 |
| No. Our school reached the national required average percentage. | 1 |
| Introduction of ANA helped learners to read & write. | 1 |
| No lesson plans are planned for ANA | 1 |
| N/A | 7 |

Many respondents fell that there is a direct link between ANA reports and Grade 12 results. Sanchez and Mejia (2008) state in systems theory that elements in an organisation cannot exist in isolation, but need to complement each other. Primary education needs to complement secondary education. If primary education provisioning is not done well, the results in grade secondary education will still not be good.

The Department of Education needs to take an advantage of the fact that teachers are able to realised the connection between primary education and the secondary education so that in the planning stages of education provisioning, teachers from the two phases (primary and secondary) can come together for a common planning.

**QUESTION 9**

Explain whether the visits by subject advisors had an impact in the improvement of grade 1-9 results in 2012 and 2013.

**Table  4.6.17: Responses for question 9**

| RESPONSES | Frequency |
|---|---|
| School visits have had an impact because teachers are given the necessary support needed to teach effectively. | 1 |
| School visits had an impact in improving grade 1-9 results. Teachers share their expertise & knowledge. | 2 |
| Yes most of the learners have mastered to read instructions & questions with understanding. ANA is preparing learners for exams that will lead to good performance. | 1 |
| They had a great impact. Teachers became more knowledgeable & effective in different subjects. | 2 |
| It has an impact. This is shown by the pass rate percentage. | 2 |
| Yes, Support is given to educators. | 1 |
| Yes, the ANA results are improving  but Grade 12 is still struggling | 1 |
| Yes, results were improved. | 5 |
| Yes, subject advisors has assisted teachers in providing developmental opportunities for educators | 4 |
| Yes, the target set by the school was achieved in 2012 & 2013. | 4 |
| No. In  mathematics according to department of basic education. Learners achieved below 50% in mathematics. | 4 |
| School received various support from advisors in mathematics & languages. | 3 |
| Visiting schools & providing with interventions of improving performance. | 3 |
| Not a great impact. Visits are made during exams. Regular visits should be implemented. | 5 |
| Have contributed as they give advices on what to teach in class. | 1 |
| Department of basic education has played a major role to conduct ANA in various schools. | 2 |
| Great improvement on results in 2012 & 2013. | 2 |
| It had a positive impact from grade 1 – 9 | 2 |
| Major impact in improvement of grades 1-9 in performance & achievements. Level of teaching & learning also improves. | 1 |
| They had put comprehensive lesson observation programme to ensure that educators are teaching. | 7 |

| | |
|---|---|
| Yes. In getting improved results. | 3 |
| N/A | 3 |

In the main, the respondents indicated that there is a great impact made by subject advisors in 2012 and 2013. The results were improved during those years. The targets set by the school were achieved. The visit provided developmental opportunities for teachers. However a small number of respondents did not see any impact because in their schools, the visits were made during the time of writing ANA and the fact that learners achieved below 50% national target in mathematics.

The analysis drawn from the table 4.29 is that the respondents showed an understanding that the visits by the subject advisors have a direct impact in the learners' performance. Scharmer (2009) describes improving organisations as those that are able to embrace external elements into their boundaries for the purpose of development and improvement of performance. If a schools is prepared to welcome a productive and effective external support, that can work to its advantage.

**QUESTION 10**

If the results could improve significantly in the school, what would be the contributing factors?

**Table 4.6.18: Responses for question 10**

| RESPONSES | Frequency |
|---|---|
| Teachers should attend workshops regularly | 5 |
| Monitor the planning, teaching & encouraged grade teaching, monitor formal assessment of learners. | 3 |
| Remedial work should be given to learners. | 3 |
| ANA papers should be drilled, workbooks should fully utilised or followed. ANA plans should effective. | 1 |
| Well developed & confident educators. | 10 |
| Support learners in reading skills | 2 |
| Department should set two types of ANA papers. One for then normal child & the other for children with barriers. | 1 |
| Give attention to learners with learning disabilities | 4 |
| Visits & workshops helped. | 8 |
| Subject advisors should have knowledge of their work. | 4 |
| Discipline and motivated learners. | 6 |
| Give more attention to the lower grades because they form foundation of | 4 |

| | |
|---|---|
| education. | |
| Provision of teaching resources | 9 |
| N/A | |

Respondents indicated different factors that can play a role in the improvement of results in a school. Provisioning of teaching resources, regular school visits by competent subject advisors, well trained teachers and motivated learners are the main factors identified by the respondents.

The analysis suggests that the main contributing factors for the good learners' performance in the identified schools are the provisioning of resources and the competent teachers. The analysis is confirmed by Jansen (1999) when he pointed out that the Government should invest more money in the development of teachers and resource provisioning in order to mitigate the challenges that were caused by the apartheid education system.

## QUESTION 11

As a school, explain whether you have been able to draw School Improvement Plan (SIP) which is informed by recommendations of the ANA report.

**Table 4.6.19: Responses for question 11**

| RESPONSES | Frequency |
|---|---|
| Yes, as a school we do have the SIP in place & all stake holders are involved | 1 |
| If teachers did not attend workshops, they would not be familiar with the curriculum n& their expectations. Changing curriculum loses learners self-esteem, resulting in poor performance. | 1 |
| The ANA analysis of results made it easy for the school to draw the SIP. | 1 |
| Yes, improvement & time should be implemented. | 1 |
| Yes, after the administration of ANA we develop school improvement plans, based on analysis of result. | 1 |
| Yes, was able to draw the SIP in areas that needed improvement. | 14 |
| All recommendations were used using the ANA report to obtain envisaged goals. | 1 |
| School improvement plan has been informed by the recommendation of ANA report. | 3 |
| To identify the gaps & plan strategies to improve results. | 1 |
| As a school, we extended our contact time by 2 hrs. per week so that we could teach all topics before ANA arrived. | 1 |
| Improvements were drawn with some shortcomings. | 1 |

| | |
|---|---|
| Yes, it shows room for development. Where we need to improve, report shows us low level of competency, to improve levels & quality of learner. | 1 |
| Yes, we considered the sections where learners did not perform well. | 1 |
| Our SIP has been informed by these recommendations of ANA report. | 1 |
| It was easy for educators to draw a SIP & it was understandable. | 1 |
| School improvement plan has been recommended by ANA. | 1 |
| School improvement plan has been informed by the recommendation of ANA. | 1 |
| Not yet, will soon as it is based on improving & capacitating teachers. | 10 |
| It is partly implemented. | 5 |
| Have fear implementing SIP. High failure rate | 1 |
| School must draw improvement plan to monitor whether the educators are assessing the learners. | 7 |
| I think so. | 1 |
| Yes, workbooks were used, revision of past question papers, Feedback to learners. | 2 |

In the main, the analysis shows that Annual National Assessments (ANA) report informed the development of School Improvement Plans. The report was able to indicate to the schools areas that needed improvement. As stated in the Department of Education (2011), the purpose of (ANA) is to diagnose all problems of curriculum management and implementation in schools after which they (schools) can develop plans or strategies to address these identified problems. Schools acknowledge the impact and the purpose of ANA, however 10 respondents feel that ANA report is not yet informing the development of the school improvement plan because the plans that are developed are still not addressing the development of teachers.

**QUESTION 12**

Explain whether you were able to implement the School Improvement Plan (SIP) successfully, if not, why?

**Table 4.6.20: Responses for question 12**

| RESPONSES | Frequency |
|---|---|
| Yes, The priority areas were addressed accordingly & educators were capacitated | 1 |
| ANA report enabled to improve school plan. SIP to change conditions of teaching & learning & to accomplish educational goals more effectively. Alternate strategies were developed to strengthen schools organisation as well as implementing curriculum reforms. | 1 |
| Yes, we implemented correctly. We were able to identify our strengths & weaknesses. | 1 |

| | |
|---|---|
| The SIP was implemented considering the analysis of results. This made it easy for schools to implement it. | 2 |
| Yes, dates are colliding, Always have plan B. | 3 |
| Implemented SIP successfully. Learners showed improvement in progress. | 1 |
| Yes, there was a big improvement. | 3 |
| Homework, assessment tasks, afternoon classes, weekend classes and the use of workbooks. | 1 |
| No, teacher development is still not done continuously. The results are still not improving. | 5 |
| Yes, it gives evidence to identify areas in which teachers need specific support. | 1 |
| Yes, it was well implemented. The extra lessons were given. | 1 |
| Due to lack of time, we failed to implement the SIP. | 3 |
| Yes, was implemented successfully. | 8 |
| Not yet implemented. | 11 |
| No ,We still have learners whose parents don't support the school programmes | 4 |
| We have partly implemented. | 1 |
| Yes, School obtained 63% in English & 63% in mathematics using ANA. | 1 |
| No, some learners have barriers and they are not assisted. | 4 |

The table 4.32 indicates that 33 respondents feel that the improvement plan is successfully implemented in their schools because the results have improved and are still improving every year. 27 respondents feel that there plan is not implemented because there are still learners with barriers who are not assisted, some parents are still not supporting the schools and teacher development is still not done. The analysis made from the table above suggests that many schools do implement school improvement plan. For the school improvement plan to succeed, all parties involved in education must take part in the implementation (Clarke, 2007).

**QUESTION 13**

If there are any issues that have not been addressed by the questions above that you think the support visits assisted the school with, briefly discuss them below.

**Table 4.6.21: Responses for question 13**

| RESPONSES | Frequency |
|---|---|
| In my opinion, most issues have been covered by the questionnaire | 1 |
| Yes, we were able to identify our strengths & weaknesses | 1 |
| Yes. The performance off learners was positive by focusing on problematic areas. I also changed my teaching methods. | 1 |
| Outside support can be used to boost the moral if lost. | 1 |
| Learners should be accountable. Some are not responsible. | 1 |

| | |
|---|---|
| The external support visits helped learners. | 1 |
| Developmental workshops should be conducted by 13H00 because of fatigued educators. | 1 |
| Working as a unit. External visits are there to support us. | 1 |
| Subject advisors lack knowledge of how to support and teach learners experiencing barriers. | 1 |
| Subject advisers had covered all issues regarding approaches of improving learners' results. | 1 |
| School infrastructure | 5 |
| External schools support visits have no impact on inclusive education. | 1 |
| Problem would be lack of time for improvement. | 1 |
| School visits by the CI's did not have an impact on learners with barriers. | 2 |
| Visits by our subject advisors have not contributed positively. | 1 |
| Rate of absenteeism, substance abuse, pregnancy puts learners to a disadvantage when it comes to study, research or conduct investigations & projects. | 1 |
| The influence of teacher unions in the results of a school | 4 |
| Send people who can assist & evaluate the conditions of our school. | 3 |
| All questions were asked according to work schedule as per Caps document. | 1 |
| Teacher learner Ratio (Class sizes) | 19 |
| Redeployment of teachers | 6 |
| The role of circuits in curriculum support | 2 |
| N/A | 4 |

The respondents mentioned a number of issues that have not been addressed by the instrument. This includes but not limited to the following: accountability of leaners, learners with barriers, suitable time to conduct workshops for teachers, class sizes, school infrastructure, the role of circuits and redeployment of teachers. The class size has been identified as one of the main factor for learner performance. It is clear that schools are struggling with many issues that have a direct impact of on the learner performance .The department of education needs to take such matters into account when developing strategies to improve learners' performance. As pointed by the Department of Education (2000), all possible factors that have a direct or indirect influence on education delivery must be taken into account when developing a broader plan for education delivery.

**QUESTION 14**

If you were to make recommendations on the improvement of the school support strategy from its current form, explain what changes would you suggest.

**Table 4.6.22: Responses for question 14**

| RESPONCES | Frequency |
|---|---|
| Subject advisors should provide schools with enough LTSM to cater for all learners. Visits should be made quarterly | 1 |
| Teachers should be involved when setting the GET exams, so that we can be on board of what the paper entails | 2 |
| Acknowledging staff & parents if they deserve it. Ensuring healthy competition among staff & learners thus motivating people to greater achievements. Corrective actions can always be implemented in time to individuals. | 3 |
| The external school support visits must be communicated well in advance so that school can make prior arrangements to avoid disruption of lessons | 10 |
| Subject advisor should well conversant with the subject matter | 5 |
| Subject advisors should visit schools & moderate schoolwork regularly and provide necessary support & educate teachers through workshops. | 1 |
| More capacity building activities should be implemented on governance issues | 1 |
| Subject teachers should assist teachers in teaching and learning strategy. | 1 |
| A committee should be formed to deal with learners who are not responsible. | 1 |
| No suggestions | 1 |
| No changes, the strategy seems to be working when followed. | 1 |
| More mentoring programmes to be introduced. | 1 |
| The department should avoid continuous changing of the curriculum | 5 |
| Regular meetings held by department for assessing results are good so far. | 1 |
| I have to practice the SIP first, then recommend on the improvement of the school support. | 1 |
| Address the class sizes | 3 |
| Employment of teachers against number of learners, paper budget allocations, principal paid according to size of school. | 3 |
| Department should supply more resources including text books | 7 |
| Centers for teaching learners skills such as baking, woodwork & needlework can have an impact to LSEN. | 1 |
| Get therapists and psychologists to assist learners with barriers. | 9 |
| More resources for learners with barriers should be provided. | 1 |
| Platforms should be created in order for teachers to come and share expertise | 1 |

The respondents feel that the subject advisors should make arrangements well in advance before visiting the schools in order to avoid the disruption of schools programmes. The subject advisors must be well conversant with the content of the subject they want to support. The issues of learners with barrier must be integrated into the support (Gugushe, 2009). The

provisioning of resources like textbooks should be part of the strategy for school support. The Department of education should investigate a possibility where teachers can come together to share expertise. The continued changing of curriculum has proven to be disturbing teachers.

### 4.8 Conclusion

In this chapter the researcher discovered that the support visits to schools by subject advisors yielded some good results in certain areas. However, there are serious gaps like shortage of LTSM, lack of in-service training for teachers and lack support for heads of department that need attention of the Mpumalanga Department of Education. The support to schools should be done in a way that will bring teachers to a particular level of performance so that they can improve learners' performance. The researcher has singled out two main issues that need urgent attention:

(i)The knowledge gaps of the teachers in certain content subjects like mathematics and languages and also dealing with leaning barriers in a class. There is an indication that subject advisors are not competent enough to support teachers on subject content knowledge and on learners with learning barriers. If these gaps are not addressed, teachers will still not perform well and learners will continue to underperform (Steyn and Van Niekerk, 2007).

(ii) Provisioning of basic resources by the department. The study has found that the supply of textbooks to schools is not adequate. Some schools do not receive text books in certain subjects and in certain grades. Whilst the subject advisors try their best to support teachers but if basic resources like textbooks are not provided adequately to schools, learners' performance may not improve (Steyn and Van Niekerk, 2007).

# CHAPTER FIVE

## Summary, Conclusions and Recommendations

### 5.1 Introduction

The study has revealed that the majority of teachers acknowledged the need and the importance of subject advisors visits to their schools. However there is a need for the Mpumalanga department of education to improve the current model of subject advisors visits to schools in order contribute to the improvement of learners' performance.

### 5.2 Summary of findings

In this chapter the findings indicate that subject advisors are not competent enough to support the schools, it became clear that they lack subject content knowledge. Crucial phases like foundation phase are not well supported. Teachers are struggling to impart knowledge to learners because they do not have important basic resources like textbooks for the effective teaching and learning as a result, they are not able to cover the curriculum before learners write the final examination. The continuous training of teachers is not happening at school level instead the training takes place for the heads of department only.

In the main, teachers feel that the management of teaching process is responsibility of the SMTs and not of the teachers as a result of that teachers don't care about what is happening at school including learners' performance. Teachers should realise that management of curriculum is everybody's responsibility at school level. The majority of respondents feel that parents are not supportive at all. The involvement of parents in the education of their children is very important because informal education should start at home. Initiatives of department of education like ANA are not embraced by the teachers because they are perceived as bringing more workload to the teachers and it's important for the department to arrange advocacy campaigns in order to mediate new policies and programmes to all parties involved before the full scale implementation.

Some teachers do not realise the connection between primary and secondary schools programmes, which is the reason why planning together is not embraced as a new concept toward achieving good results. Certain school visits are not planned properly, schools are not informed in good time and that approach tends to disturb the programme of the school. Schools develop improvement plans but they are not able to implement them. Learners with

barriers to learning are neglected in most cases. Teachers feel that learners teacher ratio and school infrastructure are not addressed by the department and these are matters that are reported to the different levels of the department every year. The role of Circuits and redeployment of teachers are a cause for concern. All factors mentioned above have a direct bearing on the learners' performance.

External support can play an important role if it is planned and implemented accordingly. Small changes can produce big results but the areas of highest leverage are often the least obvious. Obvious changes do not usually bring long term benefits. On the other hand small well focused actions can sometimes produce significant enduring improvements because they are in the right place at the right time (Jackson, 2000). It is worth mentioning though that some teachers may need a continuous support by the SMT in order for them to realise the importance of the ideas brought about by the subject advisors. The impact of all the external support/contribution can be measured through the improvement of the systems of a school which translates into improvement of learner performance. All the sections discussed above are interdependent.

Assessment is an integral part of teaching. Teaching strategies cannot happen in exclusion of assessment process. Teachers need to be taken through various skills and knowledge development initiatives for them to become better. According to Stacey (2007) when agents are in a new domain the learning leads to better overall performance despite the opportunity cost for error making But the domain which is not new, exploitation, rather than exploration produces better overall performance. It is through effective management of teaching and learning whereby teachers and learners knowledge gaps are identified and addressed. Effective teaching and learning has to be properly planned for.

**5.3 Recommendations**

(a)Planning for teaching

The researcher recommends "Team Teaching" as a strategy for the teachers who are responsible for the same subject(s). Teachers are still struggling with the lesson planning and presentation in class. Team Teaching happens when teachers who are teaching the same subject come together to plan the lessons .They (teachers) share the sections of the subject so that every teacher can identify a section that he/she is competent to teach. It should be acknowledged that whilst a teacher may be a specialist in a particular subject, but a possibility exist that he/ she may not master all sections of the subject he/she is responsible

for. Therefore, a team teaching model can help whereby chapters or sections are shared amongst teachers of the same subject(s) depending on their strengths.

The Team Teaching model can be escalated to the cluster level whereby schools within a particular radius or area may come together and decide on teacher(s) to be responsible for certain subjects or chapters within the subjects. To implement the model, all teachers involved must be committed to the process. School Managers like Heads of Departments (HODs) should however take their responsibility to make sure that planning is done according to policy because sometimes teachers do plan only to find that their plans are not in line with curriculum policies. It is believed that if planning is done properly, it can improve learner performance. A properly planned lesson with all necessary resources that are going to be used on the day makes teaching and learning process interesting. Learners are able to follow the lesson step by step without any confusion. In 2011 the National Department of Education introduced the streamlined curriculum called Curriculum and Assessment Policy Statements (CAPS). Team teaching will result in teachers learning from each other and ensuring that the competence of teachers in particular subjects content is increased.

(b)Teaching strategies

The researcher recommends that the Department takes into account learners with special learning abilities and allocate resources to empower all teachers in the system so that they can deal with the current demands of the teaching strategies. The modern teaching strategies should take into account diversity in the classroom and the fact that learners have various abilities. Learners with special learning abilities are integrated into the main stream thereby require multi-skilled teachers to deal with such a class. The support and development of teachers in this regard is paramount.

(c)Assessment of learners

The researcher recommends that for school to improve learner performance continuous, analysis of the results should be made a priority. It is clear from the study that when results are issued, they are not analysed by the entire teachers to determine where the short comings were. Analysis of results will assist the teacher to locate the areas which need improvement and immediate intervention. In this case a well planned follow-up or remedial programme could be implemented. Whilst teachers do conduct assessment on regular basis but the quality assurance is not a priority to them. Assessment is an integral part of teaching and learning. Assessment of learners must be fair, valid, reliable and practicable in line with approved

national and provincial assessment policies. Lessons learnt for external support like Subject Advisors should be integrated into the school improvement plan.

(d) Developmental initiatives for educators

(i) The researcher recommends that schools should invest in computer laboratories where educators can do self-empowerment through internet without spending much. As stated by Van Deventer (2007) that staff development is a continuous process that enables the teacher to cope academically and professionally at certain levels. This implies a need for refresher courses, in-service development and retraining. An effective organisation is a continuous learning organisation. The curriculum is not static, it requires that teachers should always be trained and supported in order improve their subject content knowledge to adapt to the new demands of curriculum and the methods of teaching. Though resources may not always be available for the school to subject teachers to such training programmes, sharing of good practice amongst teachers through forming clusters can also be the best empowerment strategies for teachers.

(ii) The researcher further recommends gatherings like: symposiums, conferences, colloquiums and etc. where teachers can come together to share best practises. Jansen as cited by Moloi (2007) pointed out that although the theories and models provided angles on how to construct learning organisations, in the context of South Africa, achieving the status of a learning school is difficult and complex, given the nature of the differing experiences of school leaders, teachers and learners. The researcher shares the same understanding with the writers who noted that the construction of new learning futures in rural schools is an on-going challenge but could be an opportunity for contemporary teachers and learners alike, but the crucial element of that construction was making meaning by and for all participants in the education enterprise. The reality about making meaning depends in turn on the performance of practice – that is, on the regular, repeated enactment of situated learning and teaching in specific contexts and environments that turn abstract and hypothetical ideas about education into experienced and lived realities (Danaher, Taylor and Arden, 2007).

(iii) The researcher recommends that the Mpumalanga Department of Education should invest more in the skills development programmes for teachers through partnership with institutions/institutes that provide training programmes for teachers like Universities. Skills

development programmes will ensure that teachers are better equipped with skills and knowledge for teaching and assessing learners in the specific subjects they teach.

(iv) The researcher recommends that the department of Education should exchange education programmes with other countries where experts can be sent to Mpumalanga province to come and share or empower the teachers on scarce skills like mathematics and sciences. On the other hand, the Mpumalanga Department of Education can also send teachers to these countries to go and acquire more knowledge and skills.

(v)The researcher recommends that the Mpumalanga Department of Education should establish Clusters or Professional Learning Communities that are formed by the teachers, teacher unions and officials of the department who come together for a common goal. The role of the structure will be to perform but not limited to the following: Analyse learner results, prepare lessons together for teaching, record and discuss video records of practice and other learning materials, identify areas for improvement and use expertise within the structure to help address that difficulty. The advantage of working in cluster is the collective knowledge and skills which are shared by the cluster. The cluster environment opens for learning opportunities and makes learning to be easy and on-going process. When teachers go back to their school from cluster meeting, they can immediate transfer the knowledge gained to the leaners whilst it still fresh in their minds and this will be a major boost for learners performance.

 (e) Management of teaching and learning process

The researcher recommends that teachers should be empowered to realise that management of teaching and learning process is everyone's responsibility at school level. In other countries joint management of teaching and learning is a best model to produce good results or good learner performance. It should be acknowledged that whilst a SMTs may be responsible for the management of the school, but a possibility exist that they may not master all aspects of education in the schools. Therefore, a joint management of teaching and learning can help whereby certain educational aspects are shared amongst teachers and SMTs depending on their strengths. The model can be escalated to the cluster level whereby schools within a particular radius or area may come together and decide on a team to be responsible for certain aspects education.

To implement the model, there needs to be a strong person who provides the leadership that holds the team together in common purpose toward the right objective. In order for a team to progress from a group of strangers to a single cohesive unit, the leader should understand the process and dynamics required for this transformation. He or she should also know the appropriate leadership style to use during each stage of team development. The leader should also have an understanding of the different team players styles and how to capitalise on each at the proper time, for the problem at hand (Francis, 2007). If such a model is implemented, it will translate into good leaners' performance.

(f) Resources

The researcher recommends that the Mpumalanga Department of Education should provide resources to all schools, equal to the number of learners in the school. An accurate data should be collected prior the beginning of the school calendar in order to provide the exact number of material needed. The shortage of LTSM supply has been proven to be a major barrier to quality education (Davis, 2005). Learners will always struggle to perform if important basic resources are not provided.

(g) School visit programme

The researcher recommends that the Mpumalanga department of education should develop a school visit programme that can be send to schools well in advance so that schools make arrangements before the visit can take place. It has been noted that visits that are done spontaneously can be disruptive to the programme of the school. The programme will serve as a wake up call to the teachers and ensure that they are well prepared before the subject advisor visits the school.

(h) Teacher learner Ration and diversity

The researcher recommends that the subject advisors should also be empowered to assist the teachers in terms of management of big class sizes, multi-graded classes and diversity in the class so that learners with leaning barriers can also be caterer for.

(i) Other factors

As reported by the respondents, factors such as the redeployment of teachers, recruitment of teachers, and the influence of teacher unions in the activities of the school have a bearing

on the school support programme which subsequently influences learners' performance. Hence a further study is recommended to investigate the impact of other factors on learners' performance.

## 5.4 Conclusion

The study reveals that the current form of subject advisors' visits to schools faces challenges and cannot improve learners' performance. There are other variables that can also contribute to the improvement of performances. In the main, the study indicates the need for the Mpumalanga department of education to invest more on resources for schools and in the teacher development. Schools need to continuously acquaint themselves with a lot of literature and material available in the market in order to continuously develop and empower their teachers to cope with the new curriculum demands which include new subject content, teaching strategies and assessment approaches. District curriculum support through subject advisors can be a good vehicle toward good learners' performance if it's well planned. An effective teaching is the one that is properly planned before it can take place. The ultimate outcome of these  recommendation will translate into good learners' performance.

School Management Teams should play an important role in all the sections to make sure that all lessons learned from the subject advisors' visits, get implemented otherwise there won't be any change in a school. School Management Teams and teachers need to develop a positive attitude to embrace new ideas coming from outside provided they (ideas) have good intensions. It is also important to acknowledge that change cannot happen overnight or in a short space of time but it is a process where all parties involved have to be committed to the process.

A well planned and informative school support programme can bring about improvement in a school. Even though the Mpumalanga department of education supports schools through subject advisors' visits, School Management Teams (SMT's) should play a role in creating an enabling environment for the support to happen. There should be effective management of the school which ultimately results into the good learner performance because SMTs are the accounting officers at the school level. In chapter 4 the analysis made it clear that management of teaching and learning process is crucial in that SMT members must have the ability to direct, supervise, inspire, co-ordinate, motivate, set the goals and targets,

display, commitment and hard working. In doing so creates an enabling environment for good learner performance. As stated by Van Deventer (2003) A school manager like a principal performs specific tasks which involves planning, problem solving, decision making, policy making coordination, delegation, leading and control of the events. SMT's should provide instructional leadership by developing their leadership qualities and those of others. SMTs should pose qualities such as: integrity, honesty, courage, commitment, sincerity, passion, determination, compassion and sensitivity. The researcher will present the findings and the recommendations from the study to the Senior Management of the Mpumalanga Department of Education for consideration in order to improve the learners' performance.

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**Questionnaire**



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|---|---|
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*Litiko leTemfundvo    Umnyango we Fundo    Departement van Onderwys    Ndzawulo ya Dyondzo*

## *A SURVEY QUESTIONNAIRE*

**School Management Teams (SMTs) Questionnaire**
**INSTRUCTIONS**
•      Please answer all questions
•      Provided information will be kept and treated as strictly and highly confidential
•      Be honest with yourself when answering questions.
•      Please note that there neither right nor wrong answers

## SECTION A

## GENERAL QUESTIONS ON SCHOOL SUPPORTS VISITS
Beside each of the statements presented below, please indicate whether you
**Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), No Change (NC).** Put a cross (X) in the appropriate box.

| Assessment process | SA | A | D | SD | NC |
|---|---|---|---|---|---|
| The visits by subject advisors assisted the school to improve its operations. | | | | | |
| The visits by subject advisors by subject advisors, is good for overall organisational development. | | | | | |
| As a result of the visits by subject advisors, the school is able to conduct Self-school evaluation (SSE) process. | | | | | |
| The visits by subject advisors recommendations were essential in the school's overall development. | | | | | |
| The visits by subject advisors, findings were a true reflection of the state of the school at the time of external. | | | | | |
| Implementation of the visits by subject advisors recommendation had a positive impact on teaching and learning at the school. | | | | | |
| The visits by subject advisors have contributed positively towards the Grade 12 results of the school. | | | | | |
| Educators' perception of the visits has positively changed since the new dispensation? | | | | | |
| I can recommend the visits by subject advisors to be | | | | | |

| | SA | A | D | SD | NC |
|---|---|---|---|---|---|
| maintained as a process and tool to assist schools to improve performance and organisational development. | | | | | |
| The visits by subject advisors have assisted the school to be accountable for its overall actions and performance. | | | | | |
| The visits by subject advisors should be conducted regularly for accountability purposes. | | | | | |
| The visits by subject advisors findings should inform the school improvement plan (SIP). | | | | | |
| The visits by subject advisors should result in an SIP. | | | | | |
| The SIP objectives should be translated to operational or action plans. | | | | | |
| The school has successfully implemented the external school visits by subject advisors recommendations. | | | | | |

## SECTION B

Beside each of the statements presented below, please indicate whether you **Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), No Change (NC). Put a cross (X) in appropriate box.**

| 1.  Planning for teaching | SA | A | D | SD | NC |
|---|---|---|---|---|---|
| After the visits by subject advisors, subject allocation at the school is done correctly (consider the qualifications and expertise of the educators). | | | | | |
| After the visits by subject advisors, educators correctly follow work schedules and all the prescribed work for each term. | | | | | |
| After the visits by subject advisors, the lessons are planned correctly in line with curriculum policies. | | | | | |
| After the visits by subject advisors, educators' lesson plans have appropriate expectations for all learners, including learners who experience barriers to learning. | | | | | |
| After the visits by subject advisors, the educators' plans are able to indicate the resources to be used at the different stages of lesson presentation. | | | | | |
| After the visits by subject advisors, the educators' use of resources to help increase learners' knowledge, understanding and skills has improved. | | | | | |
| After the visits by subject advisors, the extent to which educators organise classroom accommodation to enhance their teaching and learning, has since improved. | | | | | |
| After the visits by subject advisors, the structuring and pacing of lessons has improved. | | | | | |
| 2.  Teaching strategies | SA | A | D | SD | NC |
| After the visits by subject advisors, the effectiveness of teaching strategies has improved. | | | | | |
| After the visits by subject advisors the questioning style by educators as a way of enhancing teaching and learning has improved. | | | | | |
| After the visits by subject advisors, the presentation of subject content has improved. | | | | | |
| After the visits by subject advisors, the ability to organise learners using different ways to enhance teaching and learning has improved. | | | | | |
| After the visits by subject advisors, the effectiveness of | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| arrangements for learners according to their abilities has improved | | | | | |
| .After the visits by subject advisors, the manner in which educators measure the success of the lesson has improved. | | | | | |
| After the visits by subject advisors, manner in which planning for remedial teaching is done (as a result of the findings) has improved. | | | | | |
| **3. Assessment of learners** | **SA** | **A** | **D** | **SD** | **NC** |
| After the support by subject advisors, the manner in which educators assess learner performance has since improved. | | | | | |
| After the support by subject advisors, assessment of learners is now accurate (assessment tasks are pitched to learning outcomes and varied for different abilities and achievement levels). | | | | | |
| Homework given to learners by educators in order to assist in the evaluation of the understanding of lessons, has since improved after support by subject advisors. | | | | | |
| After the support by subject advisors, learners are given homework according to the assessment programme. | | | | | |
| **4. Developmental initiatives for educators** | **SA** | **A** | **D** | **SD** | **NC** |
| After the support by subject advisors, the manner in which developmental programmes are followed at the school has improved. | | | | | |
| After the support by subject advisors, classroom visits by SMT members leads to developmental initiatives and plans for educators. | | | | | |
| After the support by subject advisors, there are classroom observations among educators which informs school development plans for educators. | | | | | |
| After the support by subject advisors, the extent to which the school development programmes provide developmental opportunities for educators (in relation to identified needs) has improved. | | | | | |
| The developmental initiatives for educators are now seriously considered and implemented by the school after the support by subject advisors | | | | | |
| **5. Management of teaching and learning process** | **SA** | **A** | **D** | **SD** | **NC** |
| Since the visits by subject advisors, the SMT has put a comprehensive monitoring plan for educators' overall planning process. | | | | | |
| Since the visits by subject advisors, the SMT has put a comprehensive lesson observation programme to evaluate educators' teaching strategies. | | | | | |
| After the visits by subject advisors, the SMT has put a comprehensive programme and plan to monitor whether educators appropriately assess learners. | | | | | |
| Since the visits by subject advisors, the SMT has put a comprehensive programme and a plan, to ensure that developmental initiatives for educators are identified through classroom observation and implemented. | | | | | |
| Since the visits by subject advisors, there is an improvement in the way teaching and learning process is managed at the school. | | | | | |

**SECTION C**

1. Explain your overall perception of subject advisors' role in the improvement of your school's overall performance.

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   -------------------------------------------------------------------------------------------------

   How did the Learning Teaching Support Material (LTSM) that was supplied by the department  assisted the school in planning for teaching and learning?

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

2. How did the visits by subject advisors assisted the school in the monitoring of educators' assessment of learners?

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

3. Explain how visits by subject advisors assisted the school in the management of development initiatives for educators.

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

4. Explain whether the visits by subject advisors assisted the school in the management of teaching and learning process.

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

5. As a school what type of support do you receive from parents and the community at large?

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

6. From various ANA reports, what are the factors that have the negative impact on teaching and learning?

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

7. What are other factors that hinder teaching and learning in the school?

   -------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------

Would you say other factors identified by various assessment reports like ANA reports had a direct link to the previous grade 12 poor performance? Explain your answer.

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8. Explain whether the visits by subject advisors had an impact in the improvement of grade 1-9 results in 2012 and 2013.

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9. If the results could improve significantly in the school, what would be the contributing factors?

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10. As a school, explain whether you have been able to draw School Improvement Plan (SIP) which is informed by recommendations of the ANA report.

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11. Explain whether you were able to implement that SIP successfully, if not, why?

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12. If there are any issues that have not been addressed by the questions above that you think the support visits assisted the school with, briefly discuss them below.

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13. If you were to make recommendations on the improvement of the school support strategy from its current form, explain what changes would you suggest.

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BY: S RADEBE

CHIEF EDUCATION SPECIALIST FOR GET

**APPENDIX B**

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

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Litiko le Temfundvo, Umnyango we Fundo          Departement van Onderwys          Ndzawulo ya Dyondzo

Enquiries: S Radebe; Cell-0824345291, Tell-0137665903

## MEMORANDUM TO THE ACTING HEAD OF DEPARTMENT

TO      : ACTING HEAD OF DEPARTMENT
          MRS LH MOYANE

FROM : CES FOR INTERSEN
          MR STANLEY RADEBE

DATE  : 27 JANUARY 2015

SUBJECT: A REQUEST TO CONDUCT A STUDY/RESEARCH

### 1. PURPOSE

To request the Acting Head of Department to grant me (Stanley Radebe) permission to conduct a study on learners' performance in primary schools in Nelspruit circuit.

### 2. SUMMARY

In 2008 the Department of Education awarded bursaries to 25 students (officials) from Mpumalanga to do a Masters degree in leadership and management with the University of Kwazulu Natal (UKZN).

### 3. DISCUSSION

The Mpumalanga Department of Education realised a need for managers to improve their Management skills and knowledge in order to respond to the future organisational demands. Subsequently in 2008, the Mpumalanga Department of Education awarded

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bursaries to 25 officials in order to do a Masters Degree in Leadership and Management with the University of KwaZulu Natal (UKZN). I Stanley Radebe am part of the group and was able to complete the course work. At this stage I'm expected to conduct a study/research in the primary schools in Nelspruit circuit, hence my topic "A Systemic exploration of learners' performance in primary schools." A questionnaire will be used to collect data from the participating schools. As part of Ethical considerations for the research, the information from the participating schools will be treated confidentially. Participating schools will not be required to identify themselves in the questionnaire, their identity will remain anonymous and will not be publicised. The participating schools will be informed about the confidentiality of the information and the fact that participation is voluntary. The findings and the outcomes of the study will be shared with the Mpumalanga Department of Education in order to inform the improvement plans without mentioning the names of the schools.

## 4. HUMAN RESOURCE IMPLICATIONS

Teachers and SMTs of the participating schools will be required to complete the questionnaire.

## 5. OTHER DEPARTMENTS INVOLVED

None

## 6. FINANCIAL IMPLICATIONS

None

## 7. LEGAL IMPLICATIONS

Information gathered from the participating schools will be strictly confidential.

## 8. COMMUNICATION IMPLICATIONS

Once approved, a letter will be sent to the selected schools in Nelspruit circuit requesting their participation. The participation will be voluntary.

## 9. OPTIONS

None

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## 10. RECOMMENDATIONS

It is recommended that the Acting Head of Department to grants me (Stanley Radebe) permission to conduct a study/research on learners' performance in primary schools in Nelspruit circuit.
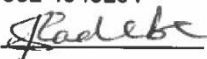
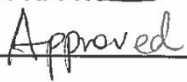## 11. OFFICIAL RESPONSIBLE FOR THE DRAFTING OF THE MEMO

I declare that:
- The memorandum adheres to the guidelines provided by the Executive Council for drafting memoranda.
- The information provided is accurate and reliable.

| Name | : | MR S Radebe |
|---|---|---|
| Designation | : | CES for INTERSEN |

**Contact Details**

| Tel | : | 013 766 5903 |
|---|---|---|
| Cellular | : | 082 4345291 |
| Signature | : | *Radebe* |

**APPROVED/ NOT APPROVED**

*Approved*

_____

*Moyane*

**ACTING HEAD OF DEPARTMENT**
**MRS LH MOYANE**

27 / 01 / 2015

**DATE:**

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