

**IMPLEMENTATION OF THE ANNUAL NATIONAL ASSESSMENT IN SCHOOLS:
THE ROLE OF SCHOOL MANAGEMENT**

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DECLARATION

I, the undersigned, hereby declare that the work entitled "Implementation of the annual national assessment in schools: the role of school management" is my own original work and that all the sources used or quoted have been indicated and acknowledged by means of complete references.

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Yours Faithfully,

A black and white photograph of a handwritten signature in dark ink. The signature is stylized, with a large, circular, scribbled initial 'C' followed by a long, horizontal stroke that extends to the right.

**Charlton C. Tsodzo, PhD
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All praise and thanks is due to God, the most gracious and most merciful, for guiding me throughout my life and studies. None of this would be possible without the Almighty's guidance. I would also like to thank the following people whose influence, support and contribution I highly appreciate and value:

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DEDICATION

IN THE NAME OF GOD, THE ALMIGHTY

This work is dedicated to my late father Mochalla Ntékané and my sister Agnes Mamatshwele Mofokeng, who sacrificed a lot in my early education to ensure that a strong foundation is laid. May their souls rest in peace.

ABSTRACT

The aim of this research was to explore the management of the implementation of Annual National Assessments (ANA) by school management teams. This study involved a literature review and empirical research. A qualitative research method was used to elicit information from participants by means of individual and focus group interviews.

The literature review revealed essential information about ANA. This information included reasons for introducing ANA and the administration thereof. Although ANA was intended to be a diagnostic tool, its introduction was also an attempt to break the strong tradition of focusing on the grade 12 examination results and improvements in these results while neglecting lower grades.

Data were collected from the deputy principal, Head of Departments (HODs) and the teachers offering subjects that were evaluated by means of the ANA, namely English and Mathematics. I conducted two group interviews and individual interviews with five teachers. Data was collected by means of semi-structured interviews. Three sites were purposefully selected and a total number of twelve teachers participated. The research sites comprised of one secondary and two primary schools.

The study revealed the roles performed by School Management Teams (SMTs) during the implementation of the ANA and the challenges encountered by both SMTs and teachers involved with the ANA. Although the SMTs played the roles of planning, organising resources, coordinating activities, monitoring and providing support, they were only focusing on the functionality of ANA and not viewing it as a diagnostic tool that would enable them to have better results and improve their teaching. Challenges included increased workload, assessment of work not done in class and perception of ANA as a time-consuming activity. There were also positive and negative judgements about ANA, which were indicated as adding or not adding value to teaching and learning.

Key concepts: Assessments, Annual National Assessments and the roles of SMTs in the implementation of ANA

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CHAPTER 1

1 INTRODUCTION AND MOTIVATION OF THE STUDY

1.1 INTRODUCTION

Measuring student learning outcomes is increasingly recognised as necessary, not only for monitoring a school system's success but also for improving the quality of education. The student achievement information can be used to inform a wide variety of education policies, including the design and implementation of programmes to improve teaching and learning by identifying the link between testing and better learning needs in order to develop effective strategies to support under-performing students (Schiefelbein & Schiefelbein, 2003:154; Kellaghan, Greany & Murray, 2009:xi). Thus, the Annual National Assessment (ANA) was planned as one measure that could potentially increase awareness on critical areas of weakness in teaching and in the curriculum as well as on learners' academic difficulties (Department of Basic Education, 2014:7; Kanjee & Moloi, 2014:91).

According to the Department of Basic Education (2011b:4) there was a strong realisation that in order to improve Grade 12 results, the performance of learners in lower grades had to also improve as one of the key factors. Gray (2004) as cited by Kwatubana (2014a:1440) argues that examination results are a measure of learning. However, there was insufficient, credible measurement of the quality of teaching and learning below the Grade 12 level itself. Consequently, without credible monitoring of what the learners learnt, it would then not be possible for parents and district officials or teachers themselves to know what action needed to be taken. Now ANA is a diagnostic assessment and its main purpose is to monitor and track learner performance. As a diagnostic tool, ANA seeks to diagnose areas of weakness and curriculum gaps in languages and Mathematics (Kanjee & Moloi, 2014:91). ANA was introduced in 2011 with the primary aim of improving learning. The information obtained from ANA is needed for many other purposes at the national level. For instance, it is needed to diagnose in which specific areas teachers require most support and how the learning

materials used by learners can be improved (Department of Basic Education, 2011a:6). The ANA in literacy and numeracy was implemented in South Africa as a national strategy to monitor the level and quality of basic education with a view to ensuring that every child receives education of a high quality regardless of the school he/she attends (Kanjee & Moloi, 2014:93). National assessment findings are generally recognized as having the potential to inform public opinion, to raise consciousness about educational matters and to increase support for efforts to improve the education system (Kellaghan *et al.* 2009:132). According to the Department of Basic Education (2014:7), ANA reports provide the education sector with valuable information on the performance of the system at the level of the school, district and province and also useful information on the performance of the individual learner.

The problem in South African schools, according to Chisholm and Wilderman (2013:91) is that the country performs worse than much poorer countries in the region, despite investing more in education than these countries, the quality of education has not improved. Political pressure has thus mounted for government to do something differently. Indeed, both regional and international benchmarking studies continue to show that the level and quality of learning outcomes in South African schools tend to be lower than those of countries that invest significantly less in their schooling sectors (Moloi & Chetty, 2010:93). In the report by the Trends in International Mathematics and Science Study (TIMSS), three countries, namely South Africa, Botswana and Honduras – administered the assessments at the equivalence of Grade 9 level in 2011. South African Grade 9 learners scored higher than Honduras' but scored less than those from Botswana for Mathematics. Of the three countries, South African learners scored the lowest for Science (Department of Basic Education, 2013:52). Another report by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) indicates that at the equivalence of Grade 6, learners were tested in reading and mathematics. In both reading and mathematics, South African children performed at roughly the average level of the region. The average score of the region was 500 and South Africa achieved 494.9 and 494.8 for reading and Mathematics respectively. Achievement scores are set on a scale with an international mean of 500 and standard

deviation of 100. This means there is no maximum score but merely a distribution of scores relative to each other. There was no statistically significant change in South Africa's performance between 2000 and 2007. In contrast, Lesotho, Namibia, Zanzibar, Swaziland, Mauritius and Tanzania experienced improvements in both mathematics and reading (Department of Basic Education, 2013:49).

The ANA comprises the testing of all grades 1 to 6 pupils and all grade 9 pupils, in all public schools in South Africa (Department of Basic Education, 2011a:5). Learners are tested in languages and mathematics (Kanjee & Moloi, 2014:91). In 2011 the test administration of ANA took place in the month of February. In the following years the tests were conducted in the month of September. Teachers who were not the actual teachers of the tested learners undertook invigilation of tests. The school principals were responsible for ensuring that test administration proceeded as per expected standards (Department of Basic Education, 2011a:14). The marking was then done by the teacher actually taking the specific subject. The marking occurred in accordance with the national marking memoranda that had been distributed to all schools. School principals in conjunction with the other members of the School Management Team (SMT) were responsible for quality assuring the marking process through moderation procedures explained in a standard moderation guide provided to all schools. The schools produced reports for all parents and guardians. This report included the marks obtained by the learner in the two tests he or she took, as well as the school average (Department of Basic Education, 2011a:15).

ANA cannot be implemented without being effectively managed at schools. The School Management Teams (SMTs), consisting of the school principal, deputy principal, the heads of departments and senior teachers are responsible for managing its implementation (Ndou, 2008:4). The management of ANA includes planning, organising resources, coordinating activities, monitoring and evaluating its implementation (Mihai & Nieuwenhuis, 2015:9). SMTs have to ensure that an organized environment conducive to the implementation of ANA is created (Vander Berg, Taylor, Gustafsson, Spaul & Armstrong (2011:3). The importance of effective management in educational

organisations is becoming increasingly recognised. Interventions are likely to be much more effective if they are well managed. The SMTs are required to work in democratic and participatory ways to build relationships and to ensure efficient and effective delivery. In many schools, however, the SMTs are struggling to provide a supportive environment at schools and extending the support into the classroom (Ndou, 2008:4).

SMTs were put in place to ensure that the school culture is dynamic and supportive of effective teaching and learning culture (DoE 2000:2 cited in Ndou, 2008:4). It is the responsibility of the SMT to ensure that the school delivers its brief against its mission, vision, curriculum goals and action plans. The SMT is expected to align the current practices and plans to strategies, structures and systems. In line with its responsibilities, the SMT is expected to select the best practices for the school to accommodate the diversity of needs that exist in the school (Ndou, 2008:4). Therefore in line with its roles, the management of the school is expected to successfully manage the implementation of ANA.

1.2 PROBLEM STATEMENT

According to Kanjee and Moloi (2014:109), large sums of money have been spent to obtain valid and reliable information for use in improving learners' performance levels, but limited information and support are provided to teachers and schools about how the latter should be attained. The primary consequences that emerge include the relegation of the use of assessment information from improving learning to the promotion of a 'testing and measurement' culture. Within this context, the single most critical challenge to address pertains to supporting teachers and schools in enhancing their use of assessment results to improve learning in all classrooms (Kanjee & Moloi, 2014:109). Adam and Nel (2014:26) are also of the opinion that despite the enthusiasm for the assessments at district level and the considerable resources that are being expended on them, the fact remains that they cover too long a period of teaching and provide too little detail for effective use in on-going instructional planning. The reflection of Adam and Nel (2014: 29) is that both at district and school level there is no clear indication that the information from assessments provides key evidence of continuous improvement in teaching and learning.

Learner performance in the schooling system of South Africa is a cause of concern. The ANA report of 2014 indicates that the national performance averages for Grade 6 learners in Mathematics and English First Additional Language (FAL) was below 50 per cent for 2012, 2013 and 2014 (Department of Basic Education, 2014:40-41). The table below show the performance averages from 2012 to 2014 as per the Department of Basic Education (2014:40-41):

Table 1-1: Average performance: 2012- 2014

	2012		2013		2014	
Grade	English	Mathematics	English	Mathematics	English	Mathematics
1		68		60		68
2		57		59		62
3		41		53		56
4	34	37	39	37	41	37
5	30	30	37	33	47	37
6	36	27	46	39	45	43
9	35	13	33	14	34	11

Source: Department of Basic Education (2014:40-41)

The table above shows that in most grades the average performance of learners in Mathematics improved, except in Grade 4 and Grade 9. The Grade 9 averages continuously decreased with averages well below 50%. Although the Grade 6 averages increased, they remained below 50%. In English First Additional Language, the marks for grades 4, 6 and 9 did not vary much across years, but an increase was observed in Grade 5.

According to Ndou (2008:7), decentralised governance within the South African educational context requires the SMT to play a pivotal role in supporting teachers at schools. Due to problems such as inadequate training of teachers regarding ANA preparations and administration, lack of guidelines for managing and monitoring administration of ANA and lack of insight into how the ANA results should be used to improve teaching and learning. Most SMTs are not able to successfully support teachers in preparations and administration of ANA as well as in giving guidance on how to use ANA results to improve teaching and learning (Ndou, 2008:7).

Ndou (2008:5) maintains that most SMTs depend largely on verbal reports and hand-outs, which in many cases are not correct; this problem creates confusion among SMT members. According to Spaul (2015:6) there is absolutely no statistical or methodological foundation to make any comparison of ANA results over time or across grades, yet these tests are being used as evidence of improvements in education. The Department of Basic Education (2014:36) also agrees that the results are not comparable across years as the difficulty levels and composition of the tests may not be identical from year to year.

The Daily Maverick (2015) argues that the ANA can lead to teachers focusing on the test rather than the curriculum, that they can promote rote learning and superficial rather than substantial improvements, and that the education system does not have the required resources to implement changes. Teachers administer the tests, grade learners accordingly and afterwards they move on as these tests do not count towards whether a learner will pass or fail, but are like matric results in that the state holds them up as an example of improvement (Daily Maverick, 2015).

1.3 RESEARCH QUESTIONS

Primary research question:

The following primary research question guided the execution of this research:

- How is ANA managed by school management teams?

Secondary research questions:

Within the above-mentioned primary question, the following secondary questions arise:

- What does the Annual National Assessment entail?
- What does the legislation say about the role of SMTs in the implementation of ANA?
- What are the opinions of participants regarding the role of school management in the implementation of ANA?

- What challenges are experienced by SMTs when managing the implementation of ANA in schools?
- What recommendations can be made to assist SMTs to better manage the implementation of ANA?

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of this research was to explore the management of the implementation of ANA by school management teams. The objectives of the study were to:

- investigate what the Annual National Assessment entailed;
- determine what legislation said about the role of SMTs in the implementation of ANA;
- evaluate the opinions of participants regarding the role of school managers in the implementation of ANA;
- determine the challenges experienced by SMTs when managing the implementation of ANA in schools; and
- make recommendations to assist SMTs to better manage the implementation of ANA.

1.5 CONCEPTUAL FRAMEWORK

Jabareen (2009:51) defines conceptual framework as a network, or “a plane,” of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena. The concepts that constitute a conceptual framework support one another, articulate their respective phenomena, and establish a framework-specific philosophy. Conceptual frameworks possess ontological, epistemological, and methodological assumptions, and each concept within a conceptual framework plays an ontological or epistemological role.

Therefore a conceptual framework is the articulation of concepts or variables of the phenomenon to be studied and provide a comprehensive understanding of that phenomenon or phenomena. It maps out the actions required in the course of the study. These concepts provide a focus, rationale and a tool for the integration and

interpretation of information. In this study the conceptual framework was based on the following concepts: Assessments, Annual National Assessments and the roles of SMTs in the implementation of ANA. These concepts are defined and discussed in chapter 2 (cf. 2.6, 2.9 and 2.12)

1.6 RESEARCH METHODOLOGY

1.6.1 Literature review

The aim of undertaking the literature review was to acquire knowledge and information pertaining to national assessments, how they are implemented and managed and the role of the SMTs in managing their implementation. Obtaining an understanding of what has already been written on the topic provided a context within which to place my study.

For instance, internationally, I found that Schiefelbein and Schiefelbein (2003) conducted a study on national assessments focusing on the use of testing to improve quality in Latin America. Kellaghan, Greaney and Murray's study (2009) concentrated on the use of the results of national assessments. In South Africa Graven and Venkat (2014) investigated teacher experiences regarding the administration of high-stakes testing, in particular, of the 2012 Annual National Assessments (ANA). Kanjee and Moloi (2014) focused their study on the perceptions and experiences of primary school teachers regarding the challenges they faced and the prospects of using data from the Annual National Assessments (ANA). Although all these studies provided valuable information for my research, none could be found that were based on the role of the SMT in the implementation of ANA. Moreover, Kanjee and Moloi (2014) confirm that despite three cycles of ANA that have been completed, there has been limited research and information regarding the extent to which the aims and objectives of the ANA are being addressed in schools, or the challenges and successes that teachers encounter in its use for improving teaching.

National as well as international primary and secondary sources were consulted to obtain as much recent and relevant information as possible with regard to questions provided in the problem statement. Applicable computer searches such as Eric,

Emerald Insight and Google scholar were also conducted. Data gathered from these sources enabled me to critically summarize the current knowledge in the area of ANA.

1.6.2 Research paradigm

A research paradigm is a general organizing framework for the theory and research that includes basic assumptions, key issues, models of quality research and methods for seeking answers (Neuman, 2011:94). It is a model or a frame of reference people use to organize their observations and reasoning (Babbie, 2010:33). According to Creswell and Plano Clark (2007:21), research paradigm is a perspective held by researchers that is based on a set of shared assumptions, concepts, values and practices. Therefore, a research paradigm is a way of explaining the basic beliefs that a researcher has and how these beliefs influence the way the researcher will undertake a research (Creswell, 2009:8).

This research was based on the interpretivist paradigm. Interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understanding and interpretations of how people create and maintain their social worlds (Neuman, 2011:101). Creswell (2013:24) explains that when working from interpretivism paradigm individuals seek understanding of the world in which they live, they develop subjective meaning of their experiences. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings into categories or ideas. To that end therefore, the goal of my research was to rely as much as possible on the participants' views of the situation. The interpretive paradigm was important in this study because I was of the view that it would allow me to interact more with the selected teachers and school managers in their own environment. This in turn afforded these participants an opportunity to construct the reality of the challenges they were facing. The interpretations of the findings were carried out in accordance with the meaning the participants assigned to the phenomenon.

1.6.3 Research design

There are three types of research designs namely qualitative, quantitative and mixed methods research designs. A qualitative research design was used to explore the perceptions of the research participants in line with the interpretive paradigm.

According to Nieuwenhuis (2007:51), qualitative research is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research on a particular phenomenon. Qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomenon from the participants’ point of view. Qualitative research was used because unlike quantitative research, it gave the participants the opportunity to describe their feelings and opinions with the purpose to develop an understanding of the meaning imparted by the participants. I was interested in gaining a deeper understanding of the research topic and the research was conducted in the natural setting of the participants.

1.6.4 Strategy of inquiry

In this research, phenomenology was employed as the research strategy. A phenomenological study according to Creswell (2013:76) describes the common meaning of individuals’ lived experiences of a concept or a phenomenon. It focuses on describing what all participants have in common as they experience a phenomenon. Creswell (2013:76) further explains that the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of universal essence.

1.6.5 Population and sampling

Population refers to a specific group of sampling units relevant to the research question (Maree & Van Der Westhuizen, 2007:25). Creswell (2009:199) describes the population as the theoretically specified aggregation of the elements in a study. Neuman (2011:241) concurs, adding that a population is an abstract idea of a large group of many cases from which a researcher draws a sample and to which the results of the

sample are generalised. For the purpose of this research the study population consisted of SMTs and teachers teaching subjects that were evaluated by means of ANA.

A sample refers to a subset of the population consisting of a predetermined number of selected sampling units from the population (Maree & Van Der Westhuizen, 2007:25). Purposeful sampling was used in this research. According to Creswell (2012:206), in purposeful sampling the researchers intentionally select individuals and sites to learn or understand the central phenomenon. Three considerations go into purposeful sampling, namely the decision as to who to select as participants or sites for the study, the specific type of sampling strategy and the size of the sample to be studied (Creswell, 2013:154). Purposeful sampling was chosen because it assisted in selecting those participants most likely to possess the experience of the research topic.

In the context of the study, the research focused purposively on the SMTs and teachers responsible for the implementation of ANA. Nieuwenhuis (2007:79) and Merriam (2009:77) mention that purposive sampling implies that participants are selected because of some defining characteristic or criteria that make them the holders of the data needed for the study. For purpose of this study, the participants were school Deputy Principals, Heads of Departments (HODs) and teachers teaching English and Mathematics in grades 1, 4, 6, 7, 8, 9, 10, 11 and 12.

The three schools visited were: one primary school from Sedibeng East District; one primary; and one secondary school from Johannesburg South District. In one primary school I conducted an individual interview with 1 Deputy Principal and a group interview with 3 teachers. At the other primary school there were two individual interviews: 1 with the Deputy Principal and 1 with the HOD. At the secondary school, there were two individual interviews with HODs and a group interview with 4 teachers. Therefore, a total of 12 teachers were interviewed (n=12). The inclusion criteria for the sample included all teachers who had been teaching grades targeted in this research for at least 2 years and excluded those who had not been HODs or taught neither English nor Mathematics in targeted grades.

1.7 DATA COLLECTION METHODS

Individual interviews and focus group interviews were the data collection methods used in this research. In terms of group interviews, two groups of 3 and 4 participants per group were interviewed. There were a total of 5 individual interviews, with the reason for inclusion of individual interviews being mentioned in Chapter 3.

1.7.1 Individual Interviews

A qualitative interview occurs when researchers ask one or more participants general open-ended questions and record their answers (Creswell, 2012:217). Babbie (2010:274) further added that in interviews the researcher would ask questions orally and record the respondents' answers and this can be done in a face-to-face encounter or by telephone. According to Neuman (2011:342) an interview is a short-term secondary social interaction between two strangers with the explicit purpose of one person obtaining specific information from the other. Interaction can take the form of a structured and semi-structured conversation in which the interviewer asks prearranged questions and the respondent gives answers, which the interviewer records.

In semi-structured interviews questions are phrased to allow unique responses (McMillan & Schumacher, 1993:42) and can create options for responding where participants can voice their experiences unconstrained by any perspectives of the researcher (Creswell, 2012:218). It allows probes designed to obtain additional clarifying information (Leedy, 1997:199).

An interview schedule was developed with few questions that would guide the interview (*cf.* Appendix 4). An interview schedule is a set of questions read to the respondents by an interviewer, who also records responses (Neuman, 2011:312). The interview schedule was designed to explore the perceptions of participants on the role of management in the implementation of ANA.

1.7.2 Focus group interviews

A focus group interview is the process of collecting data through interviews with a group of people typically four to six. The researcher asks questions and elicits responses from

all individuals in the group (Creswell, 2012:218). According to Babbie (2010:322) in focus group interviews people are brought together to engage in a guided discussion of given topic and the participants are selected on the basis of relevance to the topic under study. It allows the researcher to question several individuals systematically and simultaneously. Group interviews were important to this study because the interaction was productive in widening the range of responses, activated forgotten details of experiences and released inhibitions that might otherwise have discouraged participants from disclosing information (Nieuwenhuis, 2007:90).

For the purpose of this study there were two groups interviewed, one at a primary school and one at a secondary school. The reasons for inclusion of group interviews in this research are provided in Chapter 3.

1.8 DATA COLLECTION PROCEDURES

Qualitative data was collected by means of open-ended semi-structured focus group interviews.

I applied for ethical clearance from the North West University's ethics committee. Once the approval was gained the next step was to request permission from Sedibeng districts to conduct interviews at the schools. The application form is available in the Gauteng Department of Education's website. This was followed by visiting the chosen schools to ask for permission from the principal, teachers and HODs. Copies of granted permission documentation issued by districts was given to principals in order to request for their permission as well. All areas involving the participants' contribution were explained in detail. Issues around anonymity, risks and confidentiality as well as benefits involved were explained to participants. Participants were given consent forms to read before they agreed to participate, after which they were requested to sign the given consent forms as evidence that they freely accepted to take part in the research.

Appointments were then set up at convenient times for participants in order to conduct group interviews and individual interviews with managers. One group interview took one hour and another lasted forty-five minutes. The focus group interviews were audiotaped, with the permission of participants, to ensure completeness of the verbal interaction and

to provide material for reliability checks (McMillan & Schumacher, 1993:432) and to provide accurate record of the conversation (Creswell, 2012). Immediately following each interview the researcher transcribed and typed data to prepare for analysis.

1.9 DATA ANALYSIS

Data analysis involves systematically organizing, integrating and examining data while searching for patterns and relationships among specific details. Analysis also involves the connection of data to concepts, advance generalizations and identify broad trends or themes. Analysis allows for improvement in understanding, expansion in theory and advancement of knowledge (Neuman, 2011:507). According to Creswell (2013:180) data analysis in qualitative research consists of preparing and organizing data for analysis, then reducing data into themes through a process of coding and condensing the codes and finally representing the data in figures, tables or discussion. For the purpose of this study an inductive content analysis was followed as indicated below:

- I undertook an intensive read-through of the data set many times over to make sure that I knew it in-depth and was familiar with it. Afterwards I started labelling each piece of data.
- I chose a section of data to start working with first. I did this to avoid being overwhelmed with a lot of data. I started with data from individual interviews. After reading through the first set of data, I revisited my research questions to see which ones were answered in this first set of data.
- I then started coding the data by conducting preliminary coding. I started with open coding, where I highlighted all the important information in the text. I read the transcripts again just to check if I did not miss important information. I then began grouping of the codes. This step is called axial coding. I decided to set aside the groups of codes (also called categories) in order to code the data from group interviews, of which I followed the same procedure as in individual interviews.
- I combined the categories from the individual interviews with those from group interviews. I grouped together categories that were similar in both sets of data. Thus, I compared and refined codes using a constant comparative method.

- I continued comparing categories across data sets by looking for emerging patterns or themes and checked for outliers.
- I interpreted the findings by use of narrative explanations of themes that came inductively from the data (*cf.* 4.4).
- I reported the findings that came up from the themes and then compared the findings with those from research that had already been conducted before mine (*cf.* 5.2).

1.10 QUALITY CRITERIA

A qualitative study cannot be called transferable unless it is credible and it cannot be deemed credible unless it is dependable (Babbie & Mouton, 2001:277). According to Lincoln and Guba (1999/1995) cited in Kumar (2011:184-185) and Babbie and Mouton (2001:277) there are two sets of criteria for judging the goodness or quality of an inquiry in an interpretivism paradigm. They are trustworthiness and authenticity. In order to ensure research that is trustworthy, a researcher has to adhere to criteria for credibility, transferability, dependability and conformability.

- **Credibility** - Credibility is the alternative to internal validity, in which the goal is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject has been accurately identified and described (De Vos, Strydom, Fouche & Delport, 2011:420). – Credibility was ensured by a clear description of the procedures involved in conducting the study, analysing the data and drawing conclusions.
- **Transferability**- refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings (Kumar, 2011:185) This was demonstrated by the use of thick and rich descriptions to create a sculpture of socially constructed meanings (Henning *et al.*, 2004)
- **Dependability**-Dependability is the alternative to reliability. The question is whether the research process is logical, well documented and audited (De Vos *et al.* 2011:420). According to Kumar (2011:185) dependability is concerned with

whether we would obtain the same results if we could observe the same thing twice.

- **Conformability-** refers to the degree to which the results could be confirmed or corroborated by others (Kumar 2011:185; De Vos *et al.* 2011:421) – using different methods to collect data contributes to the trustworthiness of the study (Creswell, 2005)

1.11 ETHICAL CONSIDERATIONS

The following ethical measures prescribed by Creswell (2013:57-60) were followed in the research:

- Prior to conducting the study I requested approval from the ethics committee of the North West University to conduct the research. The permission was granted (*cf.* Appendix 2). I then applied for permission from the Gauteng Department of Education by filling in and submitting its online approval form. This research was authorised by the Department of Education (*cf.* Appendix 1).
- At the beginning of the study I disclosed the purpose of the study to the participants. This was also stated in the informed consent that was given to participants to read (*cf.* Appendix 3). This form indicated that participation in the study was voluntary and that it would not place participants at undue risk. Cultural, gender and religious differences were respected.
- When collecting data I respected the sites and disrupted the normal running of the school as little as possible, thus, I conducted interviews after teaching time.
- When analysing data I avoided siding with participants and disclosing only positive results. I respected the privacy of the participants.
- When reporting data I did not falsify authorship, the evidence provided in the report, the actual data, the findings and the conclusions of this study. I avoided disclosing information that would harm participants.
- Anticipation is that after examination of this dissertation, I will as part of feedback give a copy of the research findings to the Directors of Sedibeng East and

Johannesburg South District and to the principals of the schools where the research was conducted.

1.12 CHALLENGES TO THE STUDY

There were participants who did not want to participate in the research for fear of being victimised if identified. I had to deal with this by ensuring confidentiality of the schools and the participants. All principals of schools that I approached were not comfortable with giving me records of ANA performance in their schools. Based on this challenge I had to set aside document analysis I initially planned to do before the commencement of this research.

1.13 CHAPTER LAYOUT

The study will be presented in five chapters:

Chapter 1: Introduction and motivation of the study

Chapter 2: Annual National Assessment

Chapter 3: Research methodology - A discussion of how the research was conducted: research design, strategy of inquiry, data collection and analysis, quality standards and ethical measures.

Chapter 4: Interpretation and findings of the empirical investigation - Data collection, analysis and interpretation - present data analysis and interpretation and discussion of the findings and implications.

Chapter 5: Discussion of Findings, Recommendations and Conclusions.

1.14 CONCLUSION

Both regional and international studies continue to show that the level and quality of learning outcomes in South African schools tend to be lower than those of countries that invest significantly less in their education sectors. ANA was introduced with the primary aim of improving learning. With the implementation of ANA it was hoped that it would provide relevant information to teachers to identify critical areas of weakness and

subsequently develop appropriate interventions for improving learning and teaching. The purpose of this study was then to explore the management of the implementation of ANA as a tool to improve the quality of education, the research questions and objectives were developed to achieve this purpose.

In line with the interpretive paradigm, a phenomenological qualitative research design would then be used to explore the perceptions of the research participants. Data collection procedures would then include obtaining the necessary approvals required as well as following the appropriate ethical measures. The next Chapter discusses ANA in greater detail.

CHAPTER 2

2 ANNUAL NATIONAL ASSESSMENTS

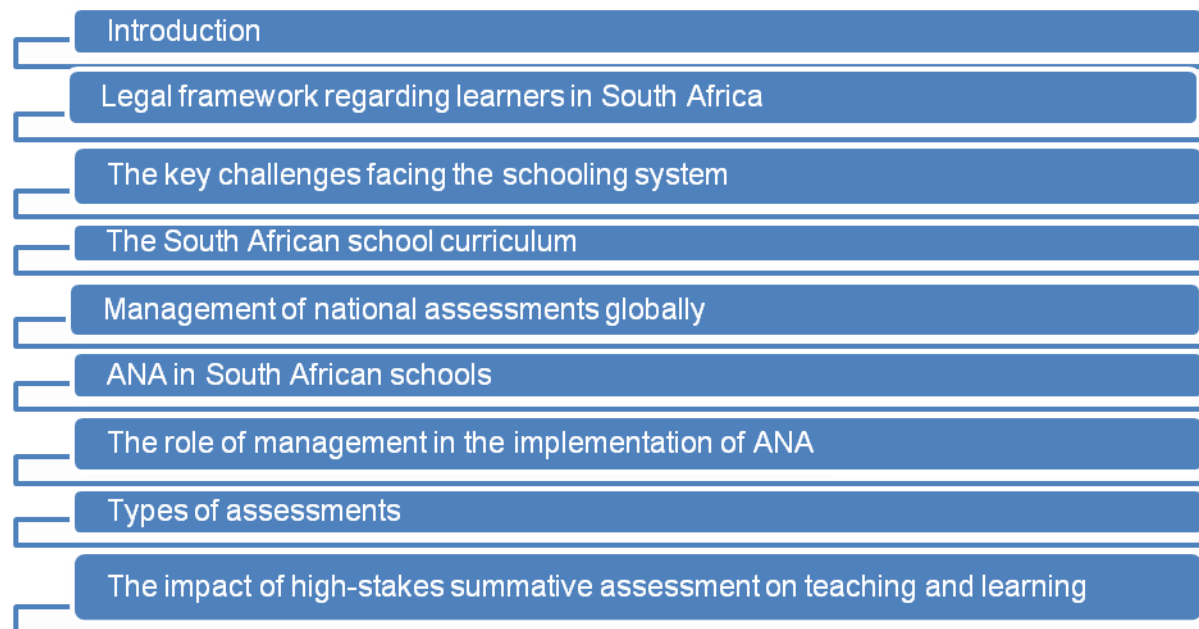
2.1 INTRODUCTION

Chapter one served as an orientation to this study where the introduction and the problem statement were clarified. The chapter also focused on the research question guiding this research along with the aims and objectives.

This chapter starts off by elaborating on the legal framework regarding learners in South Africa, the discussion of key challenges facing the schooling system, the curriculum, the management of national assessments globally and in specific reference to South Africa, the origins, rationale and purpose of ANA. There will then be a discussion about the role of management in the implementation of ANA in South Africa and the impact of high-stakes summative assessments on teaching and learning.

One of the major accomplishments of the education system in South Africa is the universal access to schooling for all learners: close to 100 per cent of children aged 7 to 14 are currently enrolled in schools (Frempong, Reddy & Mackay, 2013). This might be due to compulsory free basic education (grades 1-9). The major problem, however, is that despite this high enrolment rate and a massive investment in education (5 percent of GDP), the system struggles to provide quality education in most schools (Frempong *et al.* 2013). The figure below summarises this chapter:

Figure 2-1: Summary of chapter 2



2.2 LEGAL FRAMEWORK REGARDING LEARNERS IN SOUTH AFRICA

In order to further understand the research topic, it is important to understand the legislative framework regarding learners in South Africa. The Constitution of South Africa is the highest and most supreme law of the country and it determines the government's obligation towards children. According to section 29.1(a) of the Constitution every child has a right to basic education (grade 1-9), 29.1(b) states that everyone has a right to further education (grade 10-12), and the state must, through reasonable measures, make this right progressively available and accessible to everyone. The South African Schools Act (SASA) 84/1996 also gives children the right to access basic quality education without being discriminated against (Oosthuizen & Rossouw, 2011:33).

This therefore, means that the state is compelled by the Constitution to ensure that every learner has access to and receives quality education. Hence the Department of Education envisaged that ANA would become a cornerstone of quality improvements in South African schools, providing important information on learning and its context. Matlhare (2010:21) asserts that quality is the single most important issue in education.

Spaull (2015) defines quality education as the acquisition of the knowledge, skills and values that society deems valuable. These are usually articulated in the curriculum. A number of studies in South Africa have shown that there are large inequalities in educational inputs, and even more so in educational outcomes (Fleisch, 2008; Tshabangu, 2013, Kwatubana, 2014). The key findings of a research conducted by Spaull and Kotze (2015) indicated that these inequalities start as early as in grade 3. Indeed, their key findings indicate that by grade 3, children in the poorest 60% of schools are already three years' worth of learning behind their wealthier peers and that this gap grows as they progress through school to the extent that by grade 9, they are five years' worth of learning behind their wealthier peers. The right to a quality education is therefore undermined by such factors. Low quality of education offered to the poor thus eventually becomes a poverty trap according to Van der Berg *et al.* (2011).

According to the Department of Basic Education (2011c:24), in the South African context of high unemployment, coupled with a widely recognized skills shortfall, reducing poverty is to a large extent, a matter of giving South Africans a better educational start in life. Moreover, in a country like South Africa with a high HIV prevalence rate of approximately 12.7% according to the mid-year population estimates (Statistics South Africa, 2016:7) basic education plays the additional role of educating young people on how they should strive towards becoming an HIV-free generation. According to Kwatubana and Makhalemele (2015:315), the consequences of negative socio-economic factors are prevalent in the learning environment where they manifest in the form of unbecoming behaviour, learning disorders and academic failure. Experiences across the world, including South Africa, point very clearly towards the central role of schools in reducing HIV and AIDS in society (Kwatubana, 2005; Department of Basic Education, 2011c:24).

Apart from improving the economic and health prospects of citizens, a sound basic education is vital for bringing about the informed citizenry needed for building a truly democratic society, founded on the principles of the Constitution. It is widely recognized that the country's education system performs well below its potential and that improving

basic education outcomes is a prerequisite for the country's long-range development goals (Department of Basic Education, 2011c:24).

2.3 THE KEY CHALLENGES FACING THE EDUCATION SYSTEM

There has not been sufficient on-going monitoring of the schooling system and one of the challenges, according to the Department of Basic Education (2011c:25), is improving the quality of education in schools in the sense of enhancing learning outcomes. Without substantial progress in learning outcomes, the future development of the country will be seriously compromised. Monitoring through regular assessments of education quality can strengthen accountability. Learners, educators and education administrators need to feel that their good efforts are reflected in reports that reliably measure progress (Department of Basic Education, 2011c:25).

Tshabangu (2012:24) argues that only with high quality education, learners can be raised to become analytical, thinking, researching and questioning individuals. However, according to the Department of Basic Education (2011c:26), many actors in the education system, from departmental officials to school principals to teachers, feel that they do not have the capacity to realize fundamental and positive change in the way teaching and learning takes place in schools. Very often, poor capacity is an inheritance from the training methods of the apartheid past. Moreover, teachers' capacity may be limited due to external factors such as oversized classes or the levels of poverty amongst learners (Department of Basic Education, 2011c:26). Support to individuals and institutions dealing with the full range of factors limiting human capacity thus become a vital ingredient for the change process. Cooter (2003:198) supported this view by agreeing that teachers, like professionals in business, medicine, and the sciences, require high-quality and ongoing professional development to remain on the cutting edge of effectiveness. According to Greenwald, Hedges, and Laine (1996), cited in Cooter (2003:198), teacher capacity-building is the most productive investment for schools and far exceeds the effects of teacher experience. Furthermore, accountability systems must take people's capacity and learners' socioeconomic background into

account, given that this is such a key factor in determining learning outcomes (Department of Basic Education, 2011c:26).

Time is like any other scarce resource and so there needs to be proper accountability with regards to the use of publicly funded teaching and learning time. In other words, when teaching and learning time is lost, this should be noticed and should be a cause for concern. Research indicates that teaching programme completion is far too uncommon (Department of Basic Education, 2011c:28), with this problem being further underscored by one of the findings of a research conducted by Makgato and Mji (2006) where teachers indicated not having enough time to complete the syllabus content. If a teacher does not complete his or her programme for the year, then clearly the learner will be disadvantaged in future grades.

Studies show that there are many learners who after many years of schooling will still not have mastered the requisite basic skills. Many learners who complete grade 6, for instance, would still not be able to write simple sentences or do basic arithmetic, contrary to expectation. This problem of unacceptably low level of learning is unfortunately found across all grades in far too many schools. In a study conducted by Navsaria, Pascoe and Kathard (2011), teacher participants indicated that 70% of the learners in grade 5 were not able to meet the writing outcomes for their grade. Unfortunately learners from poorer communities are even more likely not to have acquired these essential basic skills (Department of Basic Education, 2011d:8).

Poor quality education, according to the Department of Basic Education (2011d:8), negatively affects individual learners as it becomes more difficult for them to enter Further Education and Training colleges or universities. Tshabangu (2012:48) concurs with this argument by indicating that the challenge in the matric results is that one in every eight learners receives a Grade 12 pass that allows him or her to pursue studies in higher institutions. The failure to at least acquire a secondary education reduces learners' chances of finding jobs that will enable them to contribute to the economy of their country. Poor quality education also makes it difficult for the country as a whole to

prosper, as the nation's development depends on the skills and education of its people (Department of Basic Education, 2011d:8). According to Kanji and Tambi (1999) cited in Kwatubana (2014a:1439), the challenge on the shoulders of school managers is thus, not only to produce good results but also to ensure that schools are reputable in order to meet the demands of internal (educators and learners) and external (government, industry and parents) customers as buyers of education as the product.

2.4 CURRICULUM IN SOUTH AFRICA

Having overturned apartheid, the country was however left with a legacy of inequities and injustices to redress, one being in education. Aside from the poverty of black African communities and schools, with their totally inadequate facilities and demoralised teachers, their school curriculum had been designed to be inferior, to ensure blacks could not aspire for jobs designated for whites (Hesketh, 2006:124). “Black” education was characterised by a content-based, transmission mode of teaching with rote learning being the norm and lacking opportunity for critical, independent thought. At the same time the well-resourced, “white” school curriculum, along with other state measures, allowed the majority of enfranchised citizens to give uncritical support repeatedly to an unjust, unsustainable regime. Hence, the course developers sought to promote in their learners independent thought and social awareness (Hesketh, 2006:123).

Many years after democracy, education remains an extraordinary challenge with an enormous disparity of learning opportunities and facilities between previously “black” and previously “white” state schools (Matlhare, 2010; Hesketh, 2006:124). This is despite generous education budgets. The context to which the curriculum has responded thus, includes the political liberalisation of the country, the need to redress past injustices, specifically in education, and the power of rich nations to affect our economy and thus the implementation of democracy. To help students to become effective learners and to make personal sense of new knowledge in relation to their context, the central aim of the curriculum is to promote criticality and independent thought (Hesketh, 2006:126).

2.4.1 General aims of the school curriculum in South Africa

The aims of the South African curriculum help in building understanding as to why ANA was implemented. The National Curriculum Statement Grades R-12 (NCS) stipulates policy on curriculum and assessment in the schooling sector. To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy (CAPS) document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12. According to the CAPS document (Department of Basic Education, 2011e:4), the *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. The National Curriculum Statement Grades R-12 serves the purposes of equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country. The National Curriculum Statement Grades R-12 is based on the principles of encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths and high knowledge and high skills, where the minimum standards of knowledge and skills to be achieved at each grade are specified and set high at achievable standards in all subjects. It is also based on the principle of credibility, quality and efficiency, meaning providing an education that is comparable in quality, breadth and depth to those of other countries (Department of Basic Education, 2011e:4).

The National Curriculum Statement Grades R-12 aims to produce learners that are able to (Department of Basic Education, 2011e:4):

- Identify and solve problems and make decisions using critical and creative thinking;

- Work effectively as individuals and with others as members of a team;
- Organize and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organize and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

A number of education systems use data analysis to inform school improvement strategies as indicated in the way annual assessments are implemented worldwide.

2.5 MANAGEMENT OF NATIONAL ASSESSMENTS GLOBALLY

The Pan-Canadian Assessment Program (PCAP), developed by the Council of Ministers of Education, Canada (CMEC), is the current national large-scale assessment initiative in Canada (Ontario Ministry of Education, 2010:93). The PCAP is administered every three years to assess the reading, mathematics, and science knowledge and skills of Grade 8 students across that country. The goals of PCAP are to: inform Canadians about how well their education system is meeting the needs of students and society; give the ministers of education a basis for analysing, for evaluating the curriculum and other aspects of their school systems; inform educational policies to improve approaches to learning, with a focus on mathematics, reading, and science; provide useful background information using complementary context questionnaires for students, teachers, and school administrators; and provide participating jurisdictions with data they can use to validate the results of their own assessment programs and identify and guide needed improvements (Ontario Ministry of Education, 2010:94).

According to Frempong *et al.*, (2013), in the province of Ontario in Canada, the unit responsible for assessment, the Education Quality and Accountability Office (EQAO), supports training in schools through School Support and Outreach teams. Professional Development (PD) programmes train teachers to use data to improve the quality of

classrooms and school management. Innovative platforms, such as live webcasts, are also used and workshops are conducted with parents to support learning at home through an understanding of their children's report cards (Frempong *et al.* 2013).

In America, the National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment. Students are assessed in various subjects at elementary and secondary school. Sponsored by the Department of Education, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, history, civics, geography, and other subjects, since 1969. The NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and district levels. The results are widely reported by the national and local media, and are an integral part of America's evaluation of the condition and progress of education. The main NAEP assessment is usually administered at grades 4 and 8 (at the state level) plus grade 12 at the national level to students in public schools, private schools, Bureau of Indian Education schools, and Department of Defence schools (National Center for Education Statistics (NCES), 2009).

The NAEP has two major goals: to compare student achievement in states and other jurisdictions; and to track changes in achievement of fourth, eighth, and twelfth-graders over time in mathematics, reading, writing, science, and other content domains. To meet these dual goals, NAEP selects nationally representative samples of students who participate in either the main NAEP assessments or the long-term trend NAEP assessments (NCES, 2009). Since NAEP assessments are administered uniformly using the same sets of test booklets across America, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time (NCES, 2009).

Uruguay in South America, offers an excellent example of how to incorporate teachers into assessment processes (Frempong *et al.* 2013). Initially resistant to the assessment, the government instituted a 15-member advisory group representing teachers' unions,

education districts, teacher training institutions and private school organisations. This body met with the Ministry of Education to make key decisions on the implementation of its large-scale assessment. According to Frempong *et al.* (2013), surveys conducted by UNESCO found that this collaborative approach had a positive impact on teaching, with over 55 per cent of teachers changing their methodologies because of their involvement in the programme. In Uruguay, the development of training materials actively involves teachers and the focus is on understanding learners' incorrect answers and formulating strategies to address this problem. Teachers become familiar with the assessment programme, encouraging buy-in and understanding for future tests (Frempong *et al.* 2013).

The National Education and Monitoring Project (NEMP) was New Zealand's large-scale assessment programme and ran from 2005 to 2010 (Frempong *et al.* 2013). Teachers partook in a one- or two-week training programme, and together with the NEMP formulated the marking criteria for assessment. A more collaborative process to marking was implemented, with assessment and curriculum units working with teachers to develop test items, coding and moderation of scripts. Within the NEMP, teachers responsible for assessment administration were relieved of their regular classroom teaching duties and a relief teacher was employed in the participating school (Frempong *et al.* 2013).

According to Taras (2010:3015), in the United Kingdom (UK) assessment for learning began as a distinct movement, which was based on principles to support learners through assessment. Assessment for learning has disseminated four interventions: questioning, feedback through marking, peer- and self-assessment, and formative use of summative tests. The important feature of assessment for learning in the UK, as reported by Taras (2010:3015) is that it emphasised individualized learning and quality feedback to learners. In the UK individualized learning depends on teachers knowing the strength and weaknesses of each learner through the use of assessment (Taras, 2010:3015).

A number of African countries have also implemented national assessments. In Zambia, the National Assessment of Learning Achievement (NALA) is administered by the Examinations Council of Zambia (ECZ). Its implementation began in 1999 and is conducted on a 2-year cycle. The surveys are conducted at Grade 5 level, which is the beginning of the Middle Basic Education level in the basic education system in Zambia and at an equivalent level of Grade 9 in South Africa. The following subjects are assessed: English, Mathematics and Life Skills in Grade 5 and in Grade 9 - English, Mathematics and Environmental Sciences. The functions of the National Assessment Programme include the provision of empirical data that would inform and guide policy on the provision of quality Basic Education (Sakala & Chilala, 2007:5, UNICEF, 2016:172).

In Uganda, the National Assessment of Progress in Education (NAPE) is administered by the Uganda National Examinations Board. It began implementation in 1996. The NAPE has been assessing grade 3 and grade 6 learners since 1996, and started assessing grade 9 learners in 2008. Both public and private schools learners were assessed. The NAPE is a low-stake assessment, administered in two ways: a minor assessment is administered every year, comprised of written tests only and a major assessment administered every 3 years. In addition to written tests, the assessment includes a reading component in local languages and in English, and the collection of background information for analysis (UNICEF, 2016:166, NAPE, 2015:2).

The Lesotho National Assessment of Educational Progress (LNAEP) was started 2003. It is the initiative of the Government of Lesotho through the Ministry of Education and Training to monitor the educational progress at the Basic education level. Tests are conducted on a 1–2 year cycle for grades 3 and 6 assessing Sesotho, English and Mathematics (ECOL, 2010:1).

In Ethiopia, the National Learning Assessment (NLA) is conducted on a 3-4 year cycle by the national assessment/examination body and United States Agency for International Development (USAID). It was implemented in 2000. Grade 4 was tested in

Mathematics, English, mother tongue and Environmental Science. Grade 8 was tested in Mathematics, English, Biology, Chemistry, and Physics. (UNICEF, 2016:129).

2.6 ANNUAL NATIONAL ASSESSMENTS IN SOUTH AFRICAN SCHOOLS

Kanjee (2007:13) defines annual assessments as the process of obtaining relevant information from an education system to monitor and evaluate the performance of learners and other significant role-players as well as the functioning of relevant structures and programmes within the system for the purpose of improving learning. It is a set of nationally standardised examinations covering grades 1-6 and 9, testing of numeracy/mathematics and literacy/language (Spaull, 2015:2). Spaull (2015:2) indicates that ANA is universal as where all students in government and state-subsidised independent schools write assessments. Learners are invigilated and have their work marked by teachers within the school and verification is conducted by an independent agent. Results can be verified internally and or externally. When verifying results, a nationally-representative sample of schools is randomly selected where there are additional moderating/verifying procedures conducted at grades 3, 6 and 9. According to Spaull (2013:4) and Kwatubana (2014a:1440), lack of external verification of external results reduces much of their value and make them an unreliable measure of performance. The question papers and marking memoranda (exemplars) are supplied by the national Department of Basic Education and the schools' role would be to manage the conduct of the tests as well as the marking of scripts and internal moderation.

The introduction of ANA was partly necessitated by repeated findings that South African learners were underperforming in relation to the financial and resource inputs that the state invested in education (Chisholm & Wildeman 2013:90). It was envisaged that ANA would become a cornerstone of quality improvements in South African schools, providing important information on learning and its context (Department of Basic Education, 2011e:7). Experience in other countries have shown that it takes up to 5 years for a programme of this nature to build up sufficient credibility and to reach the required level of impact on school practices. The table below shows expenditure on education (World Bank, 2013 and 2016).

Table 2-1: Expenditure on education

Country	% of GDP		% of total government Expenditure	
	2012	2015	2014	2015
Zambia	1.3			
Zimbabwe	2.5	8.4		
South Africa	6	6	19.1	19.1
Malawi	5.4	5.6	16.3	
Egypt	3.8			
Mauritius	5.4	4.9		19
Mozambique	5	6.5		19
Botswana	7.8			
Tanzania		3.5	17.3	17.3

Source: World Bank (2013 and 2016).

The table above shows expenditure on education as a percentage of Gross Domestic Product (GDP) for each country in 2012 and 2015 and as a percentage of total government expenditure in 2014 and 2015. In 2012, the table shows that South Africa was spending more than most countries in Africa with the exception of Botswana. In terms of a percentage of total government expenditure, South Africa spent more than Malawi and Tanzania 2014. This confirms the findings by Chisholm and Wilderman (2013:91) that South Africa spent more on education and yet, based on their further arguments, the level and quality of learning outcomes in South African schools tended to be lower than those of countries that invested significantly less.

In order to address the low levels and quality of learning, Frempong, Reddy and Mackay (2013) reported that the South African government's response to the problem included strategies that were outlined in the Action Plan to 2014 document. This action plan is based on the assumption that large scale assessment can generate a national benchmark on learner competencies, improve teacher assessment practices, create context-specific best-practice models and foster active participation among all stakeholders (Frempong *et al.* 2013). Of particular importance is the application of test results to provide formative feedback that informs teaching and learning in the classroom. The current action plan to improve the provision of quality education for all learners includes the recognition and importance of large-scale and formative assessment practices (Frempong *et al.* 2013). Consequently, the Department of Basic

Education prioritised the provision of basic education of high quality to all learners as a key deliverable. The target for 2014 was that 60% of learners in grade 3, 6, and 9 should achieve acceptable levels of literacy and numeracy (Department of Basic Education, 2012:6). The table below shows the learner achievement levels.

Table 2-2: Learner achievement

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

Source: Department of Basic Education (2012:6)

The table above shows the seven-point grading scale for achievement. In terms of the above table “adequate achievement” or acceptable level of performance is associated with a mark of 50% and above, since a mark of 50% and above is referred to as “achieved”. Learners who achieve 30-49% in their subjects are also regarded as competent. This could create a problem where learners progress to the next grades with very low levels of competence in their subjects.

2.6.1 The Origins of ANA

According to Chisholm and Wilderman (2013:90), standardized testing is not new in South Africa, but has in recent years begun to take on forms similar to those in other parts of the world. The matriculation examination, at the end of 12 years of schooling, has been a “high-stakes examination” (Sheperd & van der Berg, 2015) since its introduction in 1918. A standardized test, called the Junior Certificate, also prevailed alongside the matriculation examination as an exit examination at Grade 10 level for the larger part of the 20th century. The Junior Certificate was eventually phased out. For all

of 15 years after the democratic elections in 1994, the matric examination was the only standardized test in the system (Chisholm & Wilderman, 2013:90).

Despite the contested reliability of the matric results, they provide the focus for intense critical national debate on the state of education at the end of each year. According to Chisholm and Wilderman (2013:90), efforts to scale back the importance of high-stakes exams and testing through the introduction of continuous and formative assessments under the Outcomes-Based Education (OBE) regime introduced in 1997 was a monumental failure. The public and social importance of the matriculation examination is underscored each year; criticisms both of the examination and the reliability of continuous, school-based assessments have resulted in its strengthening rather than weakening as a form of national testing and accountability. Results and critiques have contributed to considerable political pressure for greater assessment of learning in earlier grades (Chisholm & Wilderman, 2013:90). The official abandonment of OBE in 2010, under the weight of public and intellectual opinion and research, opened the door for the assertion of new borrowed strategies in the form of standardized testing at lower levels of the system, on a scale entirely new to the system.

National systemic evaluations, testing literacy and mathematics skills were introduced from 2001. The Systemic Evaluation programme involved sampling between 35 000 and 55 000 learners in 2001 (Grade 3), 2004 (Grade 6) and again in 2007 (Grade 3) (Department of Basic Education, 2011a:9). The Systemic Evaluation programme followed internationally established principles for these kinds of programmes. The results could therefore be considered highly representative of the performance of learners across all public schools in the grades concerned. The Systemic Evaluation played an important role in clarifying where the areas of weakness were and the data collected have been used to inform a variety of policy changes, including recent changes to the curriculum. At the same time, the Systemic Evaluation tended to be regarded as a 'backroom' exercise which was not well understood by schools (Department of Basic Education, 2011a:9).

In 2008, a pilot was run, and in 2011 the first standardized tests, known as the ANA were conducted in Grades 1-6 in literacy and mathematics. The ANA documented and confirmed the wide dispersion of test scores between schools located in different socio-economic contexts and progressive deterioration in results from Grades 1 to 6 (Chisholm & Wilderman, 2013:90).

According to the Department of Basic Education (2011a:9) the introduction of ANA was also an attempt to break the strong tradition in South Africa of focusing on the Grade 12 examination results and improvements in these results (Department of Basic Education, 2011a:9). During the last decade the Government and society generally have moreover placed a growing emphasis on monitoring learner performance at the lower grades, in particular within the Foundation (grades 1-3) and Intermediate (grades 4-7) Phases. In each wave of the Systemic Evaluation, learners wrote languages and mathematics tests, which were externally marked. Moreover, school principals, teachers, learners and parents filled in background questionnaires that provided important information that would contribute towards understanding the factors affecting performance.

The next section discusses organization that conducts assessments in different countries in order to report on literacy and numeracy levels of these countries in comparison to each other.

2.6.2 International Large-scale assessments

The Programme for International Student Assessment (PISA) is a collaborative effort among member countries of the Organization for Economic Co-operation and Development (OECD). PISA reports on reading literacy, mathematical literacy, and scientific literacy every three years for fifteen-year-old students. In addition, students and school principals complete questionnaires to collect contextual information. PISA measures skills that are generally recognized as key outcomes of the educational process. The assessment focuses on young people's ability to use their knowledge and skills to meet real-life challenges. These skills are believed to be prerequisites for efficient learning in adulthood and for full participation in society. PISA permits

exploration of the ways in which achievement varies across different social and economic groups and the factors that influence these variations within and among countries (Ontario Ministry of Education, 2010:94).

The Progress in International Reading Literacy Study (PIRLS) is conducted by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is conducted every five years and assesses students' reading achievement in Grade 4. The purpose of PIRLS is to help countries make informed decisions about reading education by providing international comparative data about students' reading achievement in Grade 4 the PIRLS focuses on reading for literacy experience and to acquire and use information. PIRLS also uses questionnaires completed by students, parents, teachers, school principals, and officials to collect a broad array of background information about students' home and school experiences in learning to read (Ontario Ministry of Education, 2010:94).

The Trends in International Mathematics and Science Study (TIMSS) is conducted by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS is conducted every four years. Its aim is to improve the teaching and learning of mathematics and science by providing data about students' achievement in relation to different types of curricula, instructional practices, and school environments. TIMSS also collects a rich array of contextual information by asking students, their teachers, and their school principals to complete questionnaires about the curriculum, schools, classrooms, and instruction. This information gives policy makers, curriculum specialists, and researcher a dynamic picture of how educational policies and practices are implemented around the world, providing an invaluable perspective from which to consider educational reform and improvement. TIMSS assesses achievement at various grade levels, including Grades 4 and 8 (Ontario Ministry of Education, 2010:95).

2.6.3 The Purpose of ANA

Large-scale assessments differ from classroom assessment and evaluation in their purposes and in the way they are designed, administered, and scored. Classroom

assessment and evaluation strategies are developed by teachers to help individual students take the next steps in learning and to determine and inform students and parents of the student's achievement (Ontario Ministry of Education, 2010:92). Large-scale assessments, by contrast, are one-time measures, developed by institutions or agencies at a provincial, national, or international level and designed primarily to provide snapshots of the strengths and weaknesses of education systems (Ontario Ministry of Education, 2010:92).

Large-scale assessments are administered at key stages in students' education. They contain standardized content and are administered and scored according to standardized procedures. They enable governments and school boards to compare results over time in a consistent and objective manner, providing information that can be used to develop education policies and allocate resources (Abu-Alhija, 2007). These objective measures of student achievement also help to build public confidence in the ability of governments and educators to readily identify key areas in which the education system needs improvement. Both classroom assessment and evaluation and large-scale assessments are important and useful and, when taken together, paint a comprehensive picture of the learning and achievement of students (Ontario Ministry of Education, 2010:92).

The main purpose of the Annual National Assessments (ANA) programme is to make a decisive contribution towards better learning in schools. Four key areas of impact at the school and district levels have been identified (Department of Basic Education, 2011a:9):

- ANA should encourage teachers to assess learners using appropriate standards and methods. This has been a focus of ANA since the trial runs of 2008 and 2009. Evidence indicates that ANA has indeed brought about better assessment practices in the classroom, by exposing teachers to well-constructed tests and marking memoranda but also by encouraging district offices and provincial departments to review their own initiatives aimed at supporting teachers in this area.

- ANA should encourage better targeting of support to schools. District offices, which have been integrally involved in the 2008 and 2009 trial runs, have used ANA results to produce a better picture of what support to provide to which schools. Before ANA, in most provinces there was no reliable way of knowing which schools performed better than others because assessments were not sufficiently standardised across schools. ANA helped to ensure that schools receive the support they should receive and that schools are not obliged to participate in development activities which they have no need for. Moreover, ANA makes it easier for districts to identify which schools perform well and therefore which schools the district as a whole can learn from. The 2011 ANA data allowed the Department of Basic Education (DBE) to assist districts and provinces in a more direct way in this area. Specifically, the 2011 data was used to produce standard reports for districts that encouraged a more effective approach to the targeting of schools for support purposes.
- ANA should encourage the celebration of success in schools. By providing schools with a clearer picture of how well they perform in comparison to schools facing similar socio-economic challenges, schools that perform well will know when this is the case and schools which do not will have a clearer idea of what is possible and who they could learn from. The Department of Education did not support the use of ANA for the purposes of 'naming and shaming' those who did not perform well. At the same time, good performance should be recognized and lauded. ANA was supposed to become a key indicator in the school development plan and in fact in some districts ANA targets for future years were being negotiated between support personnel from district offices and schools.
- ANA should encourage greater parent involvement in improving the learning process. During 2011 some schools used ANA as an opportunity to get parents more involved in academic improvement. Specifically, ANA can provide parents on the School Governing Body, as well as parents in general, with a better picture of the grades and subjects where special attention is needed. This can assist both efforts in the school and efforts in the home aimed at ensuring that learning occurs as it should.

The ANA results help in achieving the purposes of ANA. These results are discussed in the next section.

2.6.4 ANA Results

While the purpose of ANA was to track learner performance each year in Literacy and Numeracy to improve learner performance, ANA results were used to monitor progress, guide planning and the distribution of resources to help improve Literacy/Language and Numeracy/Mathematics knowledge and skills of learners in the grades concerned (Department of Basic Education, 2011a:9).

2.6.5 Test development

The model followed in the process of test development included the appointment of a panel of examiners who took responsibility for a subject in each grade. The test development process was centrally based at the DBE offices in Pretoria, under the management of the DBE officials (Department of Basic Education, 2014:22). The subject experts who were appointed as test developers included teachers who were currently teaching the grade and the subject, as well as subject advisors and curriculum specialists. Each panel comprised two examiners, a chief examiner, a moderator and an editor. This team developed the test prototype in English, and a panel of 'versioners' were responsible for versioning the English test to the other 10 languages in the foundation phase and into Afrikaans for the intermediate and senior phases (Department of Basic Education, 2014:22). This procedure applied to the 2014 ANA tests. This procedure was not indicated in the 2011, 2012 and 2013 reports on ANA.

2.6.6 Marking and moderation

According to the Department of Basic Education (2014:24) universal ANA marking took place at school level, under the supervision of the SMT. The marking process at school was preceded by a marking guideline discussion session led by the HOD of each subject and phase. HODs of the specific subjects and phases ensured that marking was done according to the marking guidelines and moderated the marked scripts. School principals also monitored the marking process at school level.

Centralized marking and moderation centres were established in each province for the marking of state-funded Independent School tests as well as the moderation of sampled scripts from Grades 3, 6 and 9 in each of the public schools. School principals were required to select the three scripts according to the pre-selection that was indicated in the mark sheets provided to schools. This ensured that the selection of the three scripts were done objectively and was not biased in favour of the better performing learners. The sampled scripts were then submitted to the marking centre/s in each province (Department of Basic Education, 2014:24). This procedure applied to the 2014 ANA tests. This procedure was not indicated in the 2011, 2012 and 2013 reports on ANA. The table below show the number of moderated scripts per province and grade in 2014 ANA tests.

Table 2-3: Number of moderated scripts per province

PROVINCE	GRADE 3	GRADE 6	GRADE 9
EC	27 062	25 248	11 683
FS	10 870	11 060	8 611
GP	24 967	34 777	22 359
KZN	37 147	38 311	24 348
LP	18 228	16 013	14 496
MP	8 106	14 682	4 950
NC	4 552	3 878	3878
NW	11 210	12 268	9 289
WC	14 523	13 584	13 320
TOTAL	156 665	169 821	112 934

Source: Department of Basic Education (2014:24)

Kwa-Zulu Natal had the highest number of moderated scripts compared to other provinces followed by Gauteng. Northern Cape had the lowest number moderated. These differences are relative to the population of these provinces.

2.6.7 ANA Verification

Verification, according to the Department of Basic Education (2014:26) was done by an independent agent who reported on the reliability of ANA scores. In order to be able to report on the reliability of ANA results the independent agent had to verify that test administration and marking took place in line with acceptable standards. As indicated in the foregoing paragraphs, the independent agent monitored testing in a representative

sample of schools drew a random sample of scripts in each school in the sample and marked the sampled scripts according to the DoBE memoranda.

The independent agent then compared the universal ANA marks to the marks of sampled learners and provided the DoBE with a report commenting on the agreement between the marks obtained by sampled learners and the marks of all the other learners that had been imported into the Department of Basic Education data base (Department of Basic Education, 2014:26). In 2014 the sample utilised by the independent agent was large enough for accurate estimates of the average scores of provinces as well as national marks to be calculated. In each grade and province learners in 125 schools were in the sample. In a sampled school a random sample of 25 learners per grade was drawn. Their scripts were taken away by the verification agent and marked at a central venue. The marking was done by qualified and experienced teachers and the process was monitored by subject specialists appointed by the Department of Basic Education (Department of Basic Education, 2014:26).

2.6.8 Limitations

According to the Department of Basic Education (2014:26) the tests administered in 2014 were of standard length for summative assessments and all learners in a grade took the same test. Consequently, the number and variety of questions that could be included was limited, and so were the learning outcomes that could be assessed. Even though the test frameworks identified important aspects of the curriculum to be included in the test, not all the measureable work could be included without risking learner fatigue.

The Department of Basic Education (2014:26) admitted the fact that ANA tests were exposed and necessitated that different test be administered every year. This made it difficult to compare performance from year to year because different tests were likely to yield different results (Department of Basic Education, 2014:26). According to Spaul (2015:6), the problem is that these tests are being used as evidence of 'improvements' in education when the ANA cannot show changes over time, meaning that tests performances cannot be compared to each other. There is absolutely no statistical or

methodological foundation to make *any* comparison of ANA results over time or across grades. According to Spaull (2015:6) such comparison is inaccurate, misleading and irresponsible. The difficulty levels of these tests differ between years and across grades, yielding different scores that have nothing to do with improvements or deteriorations necessarily but rather test difficulty and content covered (Spaull, 2015:6). Spaull (2015:7) further argues that the changes in results are so implausible that they speak for themselves. One example is that of grade 1 Mathematics, for example, where the average score was 68% in 2012, plummeted to 60% in 2013 and then soared to 68% in 2014 (Table 2.5). Another example is that of proportion of grade 3 learner with ‘acceptable achievement’ (>50%) in Mathematics. The table below show percentage of learners obtaining 50% in Mathematics.

Table 2-4: Learner performances in Mathematics

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
3	36	59	65
6	11	27	35
9	2	2	3

Source: Department of Basic Education (2014:11).

The table above show grade learner performances went from 36% in 2012 to 65% in 2014. These changes are, educationally speaking, impossible (Spaull, 2015:7). Kwatubana (2014:1440) agree that these improvements are problematic in that only internal verification by the Department of Education and schools was done. Thus, unverified scores were published.

Spaull (2015:8) was of the opinion that the ANA should not be scrapped – they were one of the most important policy interventions in the last ten years. The author’s argument is that it is extremely unhelpful to send erroneous signals to teachers and students about ‘improvements’. This makes it so much more difficult to really induce the improvement in behaviour at the classroom level that is central to real advances in learning outcomes (Spaull, 2015:8). At the end of the day the DBE needs to answer this question: Are the ANA results comparable over time and across grades? If not, why are they being used as evidence for claims about “improvements” or “deteriorations” across

grades or over time?” (Spaull, 2015:8). There are however, other researchers that have a different take on the value of ANA. For an example, Popham (2009) argues that national assessments can have a positive effect on classroom practices when these assessments are used to provide relevant and usable information to teachers to improve teaching practices in the classroom.

The DBE (2014:26) acknowledges the fact that the current design of ANA limits the extent to which ANA results may be used and have started a review of the test design so that in future separate tests will be used to serve diagnostic and system purposes. On the one hand, tests for systemic assessment will be kept confidential so that the same test can be used over a number of years to track trends in performance. On the other hand, tests designed to provide diagnostic information may be kept open to exemplify best assessment practices (DBE, 2014:26).

Another problem identified by Spaull (2015:11) was that the ANA lacked independence. Unlike with the matric exams that had an independent quality-assurance body (Umalusi), the ANA had nothing. Tests were set, marked and reported by DBE. The bureaucratic functioning of the ANA system is tainted by politics because it has been used for political purposes before it is of sufficient quality and independence to do so (Spaull, 2015:11). Spaull (2015:11) point out that this is because there are incentives for the Minister to ensure that the ANA results improve given that she has a performance agreement with the president linked to ANA performance and this doesn't mean that DBE are fudging results, but perverse incentives to ensure marks go up.

2.6.9 ANA Results - 2014

ANA is a testing programme that requires all schools in the country to conduct the same grade-specific Language and Mathematics tests for Grades 1 to 6 and Grade 9. This subsection presents ANA results that were written by 7.37 million learners from 24 454 schools on 16 -19 September 2014 across all 9 provinces

According to the Department of Basic Education (2014:7) the 2014 methodology of the ANA involved two essential streams. The first stream involved all learners in Grades 1

to 6 and 9 in all public schools and state-subsidised independent schools, writing the ANA tests under the supervision of the school. The second stream involved a verification process that was based on a representative sample of schools at the key-stage grades of 3, 6 and 9, writing the tests under the monitoring eye of an independent agent. The verification process provided an added quality control measure to ensure credible results are reported (Department of Basic Education, 2014:7). The summary table below presents the average percentages that learners achieved in Mathematics and Language.

Table 2-5: Mathematics averages

GRADE	MATHEMATICS AVERAGE PERCENTAGE MARK		
	2012	2013	2014
1	68	60	68
2	57	59	62
3	41	53	56
4	37	37	37
5	30	33	37
6	27	39	43
9	13	14	11

Source: Department of Basic Education (2014:8).

The table above shows that from 2012 to 2014 the average percentage for grade 4 was elementary for three years. Grade 6 performance could only reach moderate achievement in their third year and grade 9 were at a level on none achievement for three consecutive years. There seems to be a moderate increase in the performance of grade 1-3.

The table below shows average percentages for English Home Language (HL)

Table 2-6: English Home Language averages

GRADE	HOME LANGUAGE 2012	HOME LANGUAGE 2013	HOME LANGUAGE 2014
1	58	61	63
2	55	57	61
3	52	51	56
4	43	49	57
5	40	46	57
6	43	59	63
9	43	43	48

Source: Department of Basic Education (2014:9)

The table above shows that all grades performed better in English as a home language than in Mathematics. Grades 4 and 9 could only reach adequate and moderate achievements respectively, while grade 9's averages the performance was still below the acceptable levels. Although grades 1 to 6 were on average performing above the 50% there was not much improvement in average performances. The table below shows average percentages for English Home Language First Additional Language (FAL).

Table 2-7: English First Additional Language

GRADE	FIRST ADDITIONAL LANGUAGE 2012	FIRST ADDITIONAL LANGUAGE 2013	FIRST ADDITIONAL LANGUAGE 2014
4	34	39	41
5	30	37	47
6	36	46	45
9	35	33	34

Source: Department of Basic Education (2014:9)

The table above shows that grades 4 to 6 could only reach moderate levels of achievement after being assessed for three years. Grade 9s were still struggling to achieve the 50% average and their achievement was elementary for three years. Grade 9s performed worse than any of the grades presented in this table.

2.6.10 Provincial results of 2014

According to the Department of Basic Education (2014:10) the 2014 report contains valuable information on provincial performance. The results suggest that in the

foundation phase, there were noteworthy increases across all provinces in the overall scores of Languages and Mathematics. For example in Gauteng, the average percentage mark was above 60% across Grades 1 to 3 in both subjects. In the intermediate phase learners in Grade 6 were performing well in the Home Languages and across all provinces the achievement level is above 50%. At a national level, in Home Language and Mathematics, at the Grade 6 level, there was a 4% increase in the performance of learners. However, learner performance in First Additional Level in all grades has remained on the lower side (Department of Basic Education, 2014:10).

According to this statistics, the grade 9 Mathematics averages were shocking. This means that these learners were going to struggle in the Further Education and Training phase (grades 10-12) because they did not have a good foundation in Mathematics. Although English HL averages were around 50%, the English FAL averages are disturbing and more efforts need to be focused on improving these results.

In the senior phase, the sector was challenged in not delivering the expected progress against targets set by the DBE in 2010. In particular, performance in Grade 9 Mathematics was not showing an improvement. Across all provinces the performance of learners has dropped a few percentage points. In Home Language, at the Grade 9 level, there has been an improvement in learner performance but the national performance is below 50%. The trends in learner performance at the district level are similar to what is observed at the provincial level. In Grade 9 Mathematics there was a drop in performance in almost all districts. For Grade 9 Home Language the district level scores range from 31% to 59%. In Grade 9 First Additional Language scores range from 28% to 42% (DBE, 2014:10).

Although there were improvements in English HL, the results for English FAL remained below acceptable levels. Low performance in English FAL can have an effect on the understanding of Mathematics terminologies because English is the language of instruction for Mathematics.

2.7 THE ROLE OF THE SMT

The SMT is responsible for planning and managing school finances, making decisions, delegating work and coordinating work, solving problems, monitoring and evaluating how the plans are working, staff appraisal, keeping records, building and sustaining relationships, providing information, building teams which will produce good results, setting procedures that will help the school to achieve its goals and managing resources (Ndou, 2008:4). Thus, the SMT is responsible for the day-to-day management of the school, the implementation of the school's policies and to ensure that the school becomes a dynamic environment for both learners and teachers (Ndou, 2008:5).

More restrictive definitions of management argue that a manager must additionally 'direct' the work of others. Therefore, in the schools situation this explanation could apply to most teachers and it seems that most principles of management can be applied to managing schools and classrooms. According to Meier and Marais (2007) cited by Mokoena (2011:65) define management as the process of working with and through individuals and groups and other resources to fulfil organisational goals. The formal role of the principal is similar to the top management role in a traditional organisation, in that it includes total responsibility for those activities subordinate to the position. The deputy principal and HODs reports to the principal and they must act on a cooperative basis. Both maintain some degree of authority, responsibility and accountability with regards to the well-functioning of the school (Mihai & Nieuwenhuis, 2015:3). According to Tshabangu (2012:35), giving account involves reporting, explaining or justifying occurrence of education activities. Although leadership and management go hand in hand they differ with regards to their functions. Leadership according to Kwatubana (2014a:1441), is to exert influence over members of a group or organisation to work persistently towards achieving a certain goal. Management is not confined to the principal; however, strategic management is usually exercised by the principal working with the school governing body (SGB) (Mihai & Nieuwenhuis, 2015:2). According to Everard, Morris and Wilson (2004:23), leading is concerned with vision, strategic issues, transformation, people and doing the right things while managing is concerned with implementation, operational issues, transaction, means, systems and doing things right.

The purpose of school management is to facilitate effective teaching and learning. To achieve the highest standards for pupils and teachers, the principal and other school leaders must create the conditions and structures to support and develop effective learning and teaching. For this to happen well, many things need careful planning and monitoring, such as the professional development of the teaching force, the use of teaching and learning resources, the participation of parents and the community, the management and delivery of the curriculum and the development of a safe and secure school environment that is conducive to the welfare and learning of pupils. Effective management, therefore, is about ensuring that the many systems for raising pupil achievement are in place and that the compliance of all staff with these systems is supported and monitored.

The importance of effective management in educational organisations is becoming increasingly recognised. Schools are likely to be much more effective if they are well managed. Effective schools require well-selected individuals as principals together with management teams that understand and fulfil their roles as leaders of the curriculum, ensuring that an organised environment conducive to learning is present (Vander Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:3). Characteristics of effective schools include maintaining a strong educational leadership in the form of participative decision-making, coordination, constant support, and facilitating instruction. An orderly school atmosphere, cooperation among school staff, extensive communication, monitoring and evaluating pupils' progress are some of the characteristics of effective schools (Kondakci & Sivri, 2014:261-263).

2.7.1 The managerial tasks

2.7.1.1 Planning

According to Everard, Morris and Wilson (2004:46), when setting goals, planning how to achieve them, or coping with the issues which arise in organizing and carrying out day-to-day activities, making things happen as planned (and preventing unwanted events) depends on ability to take and implement decisions. To accomplish both the taking and

implementing of decisions consistently is not easy. Ingredients for success include self-discipline, perception, creativity, dynamism and considerable skill in handling both individuals and groups. Decision-taking can be a painful process since it usually involves change, conflict, the risk of being wrong and being called to account and having to cope with a bewildering number of facts and alternatives.

Planning can be defined as the process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve those goals (United Nations Development Programme (UNDP, 2009:7). It involves looking at a number of different processes including Identifying the vision, goals or objectives to be achieved, formulating the strategies needed to achieve the vision and goals, determining and allocating the resources (financial and other) required to achieve the vision and goals, outlining implementation arrangements, which include the arrangements for monitoring and evaluating progress towards achieving the vision and goals (UNDP, 2009:7). According to Haddad and Demsky (1995:7) planning entails a variety of processes, from the analysis of the present situation, the generation and assessment of policy options, to the careful preparation and monitoring of policy implementation, eventually leading to the redefinition of a new policy cycle.

During planning a schedule for moving people, physical objects and funds must be drawn up with a clarity and attention to detail that leaves no doubt as to who will do what, when and how; physical resources, once the content of hypothetical lists, must be located and their availability assured; financial resources, once ear-marked for possible use, must be appropriated so that implementation delays are minimal. The personnel needed to put plans into action must be freed from other commitments and made ready to go to work. The technical knowledge needed to guide the policy implementation must be mastered by those who will employ it; and the administrative systems within which the policy will be directed must be clearly structured and firmly in place (Haddad & Demsky, 1995:35)

There are three different kinds of plans that principals can use when running their schools; they include strategic, functional and operational plans.

Strategic planning has to do with the direction and purpose of a school (Department of Basic Education, 2008:147). As strategic plans focus on the future direction and long term goals of the school these plans are usually carried out by senior management. Strategic plans outline the vision of the school, the outputs that the school wants to achieve and the clients with whom the school will deal (Department of Basic Education, 2008:147). While strategic plans deal with the future activities of a school, they are always determined by current and past experiences, strengths and weaknesses of the school. It means therefore that strategic planning for a school arises out of that school's past, present and future. In schools, strategic plans are usually drawn up by the principal in conjunction with his or her management team and the school governing body. It therefore means that no principal will be able to achieve the goals set for his/her school without a clear strategy (Department of Basic Education, 2008:147).

According to Kachaner, King and Stewart (2016:26), when strategizing, planning should include long-term, medium and short-term plans. The purpose of long-term strategic thinking should be to define, validate, or redefine the vision, mission and direction of the school. It's about projecting more than five years into the future (Kachaner, King & Stewart (2016:26). The medium-term strategic planning should enumerate the steps necessary to realize the vision – typically over a three to five-year period. The goal is to develop clear, actionable business plans that describe the multi-year strategic initiatives required to transform vision into value. The short term strategic planning should challenge the current strategy, evaluate progress and explore options to accelerate execution. Is execution above, at, or below plan – and why? Do the plan's strategic assumptions remain valid? How should the school adapt to changes in education?

Functional plans focus on medium-term goals. These plans outline how the different functions or operations within the school will contribute to the achievement of the strategic (long-term) plan. In schools functional plans are usually drawn up by subject

heads or the heads of the different phases. Operational plans focus on the day-to-day activities of the school. These plans outline what must be done, how it must be done and who will be responsible for doing the work. Operational plans are short-term. In schools, operational plans are generally drawn up by teachers as they plan their lessons or extra-curricular activities for the term.

2.7.1.2 Organizing

According to Antić and Sekulić (2005:238), organizing as the phase of management process means establishing orderly uses for all resources within the management system. Organizing creates and maintains rational relationships between human, material, financial, and information resources by indicating which resources are to be used for specified activities and when, where, and how they will be used. Organizing solves the problem of an internal organizational structure of enterprise, managerial authority and responsibility division, as well as of selecting people and ways of performing business activities (Antić & Sekulić, 2005:238).

After planning has been done, the next step is to organize activities and resources. Therefore organizing involves the synchronization and combination of human, physical and financial resources to achieve goals and objectives. Therefore, organizing helps in achievement of goals and objectives. The purpose of organizing is to create a framework for the performance of the activities in a systematic manner. Therefore from the definition is evident that organizing becomes necessary when two or more persons work together to achieve some common objectives hence it refers to the relationship between people and resources to be used to achieve the common goals.

2.7.1.3 Coordinating

Coordination is an on-going communication to reach a goal, by tracking activities toward the goal and then subsequently take decisions about what to do. It can be formal or informal. Methods of coordination are used as means to communicate direction and guide behaviours in that direction (Tallo, 2007:475).

Coordination can be vertical or horizontal. Vertical coordination is aimed at linking activities at higher levels and lower average levels for the achievement of company objectives. The main parameters which determine the effective exercise of vertical coordination are: degree of formalization, hierarchical weighting, centralization and decentralization, delegation of powers and division of operational and functional positions (Isac, Voichița & Guță, 2009:337)

Horizontal coordination is intended to harmonize activities in hierarchical levels similar or close, but belonging to different departments. By facilitating the transfer of information between organizational subunits positioned on the same levels, horizontal coordination mechanisms supplement the actions of specific vertical coordination traditional pyramid hierarchy (Isac, Voichița & Guță, 2009:339).

One of the more challenging tasks for managers when they are coordinating activities is to ensure cooperation. Cooperation means people working together willingly for a common purpose. The cooperation of others is helpful when coordinating activities. Nonetheless, a manager cannot depend solely on cooperation to achieve the desired outcome. It is important to note that all levels of management coordinate activities. However, the principal is responsible for all activities within a school.

In coordination, communication is important. Communication is the process of passing information and understanding from one person to another to bring about commonness of interest, purpose and efforts in an understandable way (Taloo, 2007:475). Regardless of the level of management, all managers must be able to communicate well because the success of performing the management functions partly depends on effective communication. Poor communication in the workplace has a negative impact on interpersonal relationships and could prevent employees from performing well; whereas effective communication enhances employee performance and improves the manner in which they interact with each other. Communication can be formal and informal (Taloo, 2007:399).

Tallo (2007:413) described the formal and informal channels as follows: The formal channel is the formal path through which information flows. The formal channel utilizes downward, upward, horizontal, and diagonal communication to send information through the organizational hierarchy. Upward communication channels are used to communicate information in the form of reports, request, suggestions, grievances etc. The purpose is to convey reaction or response to superior order and to keep them informed about the performance of subordinates. In Downward Channels information flow from superior to subordinates. The purpose is to issue orders, circulars, manuals and instructions to subordinates. In Horizontal channels the flow of information is from one department to another either laterally or diagonally. It helps employee share information and coordinates tasks. Horizontal communication occurs among persons on the same level. Diagonal channels are used to send messages between positions that are on different lateral planes and activities in the organization.

The informal channel is the grapevine. A major contribution of the grapevine is that management can use it as an outlet to disseminate information that could not be provided through the formal channel of communication. The informal channel though, contains truthful information, gossip, and rumours. It is not the channel of choice to get accurate information.

2.7.1.4 Support

According to Mathis (2007) support means allowing workers to develop and use their skills and abilities. Proper support maintains the staff members and keeps them focused and determined over time and through difficulties. Support can take a variety of forms – physical, professional, emotional, intellectual, and financial (Nagy & Vilela, 2016). Supervision is also another form of support. Nagy and Vilela (2016) added that supporting staff means providing them with the right training, backing them up, rewarding them for their work, supervising them properly and regularly, keeping their morale high, and making sure they have whatever they need to do their jobs successfully.

According to Hogg (2007), there are plenty of different ways employers can support their staff. Support can be in the form of staff training, which is necessary when employees start working and also on-going as often as it is required; creating a positive environment by being respectful and friendly towards one another, therefore good attitude is essential; motivation of staff and knowing what is important to them; recognition and rewards for the good work and scope for advancement so that employees don't feel trapped in a dead-end job. It therefore means that if a manager is not seen to be actively supporting employees, managers can't expect employees to perform at their best. Everyone wants to feel appreciated and to be a part of a team.

Supporting employees has benefits. When employees feel they are being supported, they will work better and more efficiently, care more about their jobs, and want to do their best because the organization treats them well. Other reasons to provide support include; to maintain a high level of morale, to prevent burnout, to show appreciation, to keep lines of communication open, to keep quality staff members, and by doing so, maintain and improve the quality of the service provided (Nagy & Vilela, 2016)

2.7.1.5 Monitoring

According to the Public Service Commission (PSC) (2008:3) Monitoring is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an on-going development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. UNDP (2009:8) define monitoring as the on-going process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. The mainstream position is that monitoring is an on-going process of data capture and analysis for the purpose of control. Monitoring has an internally focused, management-driven emphasis on the efficiency of the project. Effectiveness, which is defined as doing the right thing, is concerned with the philosophical/developmental worthiness or appropriateness of the chosen project goal (Crawford & Bryce, 2003:366). It therefore means that monitoring is the systematic process of collecting, analysing and using information to track a program's progress

toward reaching its objectives and to guide management decisions. Monitoring is conducted after a programme has begun and continues throughout the programme implementation period.

There are four types of monitoring. Operational monitoring is the heart of the risk-based approach. Operational monitoring involves the routine monitoring of CCPs and other parameters to confirm that processes are under control. It provides advance warning that systems may be deviating from specified targets. Timely operational monitoring allows corrections to be taken before processes get out of control (NSW, 2015:1). Verification monitoring is undertaken routinely to determine and confirm quality, compliance with quality criteria and identify weaknesses in the existing control measures. Baseline monitoring provides a basis for assessment of the current situation and is best undertaken to establish which hazards are present (NSW, 2015:1). Validation monitoring is undertaken for prediction purposes. The monitoring is 'indicative' and serves as a basis for making assumptions. It involves the validation of critical control points. It can occur across the design (pre-commission validation) and commissioning stage (validation). After commissioning, validation may be required again (re-validation) for major upgrades or changes to operation or source conditions.

2.7.1.6 Evaluation

Evaluation refers to the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors (PSC, 2008:3). According to UNDP (2009:8), evaluation is a rigorous and independent assessment of either completed or on-going activities to determine the extent to which they are achieving stated objectives and contributing to decision making.

Evaluation is the determination of merit or shortcoming. To make the judgment one needs a standard of what is regarded as meritorious to compare with. Evaluation is thus a process of comparison to a standard. The evaluation will be better if “quality”, “needs” and “improvement in circumstances” have been quantified (PSC, 2008:3).

2.7.1.7 Analysis of results

The SMTs must analyse the ANA data per class, per teacher and per subject. In collaboration with teachers, they must identify individual learners who may need additional learning support especially in the case of a learner with identified learning barriers. They must also identify areas of weakness and develop appropriate school remedial programmes and ensure that school remedial programmes address teacher development, learner support, subject support, material support and or re-organisation of professional staff (Department of Basic Education, 2015:27).

2.8 ANA AND THE PERCEIVED VALUE

Value refers to the desirability of a thing, often in respect of some property such as usefulness or exchangeability (Collins Concise Dictionary Plus, 1989). Contemporary studies of value consistently define value as derived from using a product or service (Wu & Liag, 2009:588). This definition emphasizes the relationship between a product and the user from which value is derived. Zeithaml (1988:14) defines perceived value as the overall assessment of the utility of a product based on perceptions of what is received and what is given. Although what is received varies regarding volume, high quality and convenience and what is given varies pertaining to money expended, time and effort, value represents a trade-off between the salient give-and-get components.

Values are broad psychological constructs with important implications for both motivated behaviour and personal well-being (Brown & Kasser, 2005:350). According to Kasser and Ryan (1996) (cited in Brown & Kasser, 2005:350) intrinsic values are oriented toward personal growth, relationships, and community involvement while extrinsic values are focused on financial success, image, and popularity.

A broader theoretical framework of perceived value was developed by Sheth, Newman and Gross (1991a, 1991b), (cited in Sweeney & Soutar, 2001:205) who regarded consumer choice as a function of multiple 'consumption value' dimensions and that these dimensions make varying contributions in different choice situations. They suggested five dimensions; social, emotional, functional, epistemic and conditional value. All value dimensions were found to help significantly in explaining attitudes and behaviour. Sweeney and Soutar (2001:211) describe these dimensions as follows: Emotional value is the utility derived from the feelings or affective states that a product generates. Social value (enhancement of social self-concept) is the utility derived from the product's ability to enhance social self-concept. Functional value (price/value for money) is the utility derived from the product due to the reduction of its perceived short term and longer-term costs. Functional value (performance/quality) the utility derived from the perceived quality and expected performance of the product.

According to Clore and Huntsinger (2007:397), affect and emotion are pervasive influences on human judgment and thought. Being happy or sad influences the content and style of thought. One explanation is that affect serves as information about the value of whatever comes to mind. Thus, when a person makes evaluative judgments or engages in a task, positive affect can enhance evaluations and empower potential responses (Clore & Huntsinger, 2007:393).

Therefore with regard to this study the value participants place on ANA would be a useful indicator of how they view ANA as adding value to teaching and learning and the management thereof. These judgments would depend on emotions, intrinsic and extrinsic values because values are considered to be guiding the individual's attitudes, judgements and behaviours. These value judgements can be either negative judgement based on negative experiences or positive judgement based on good experiences encountered.

2.9 ASSESSMENT

According to the Department of Basic Education (2010:77), assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience

An important aim of education is to bring about learning with understanding. According to Harlem and James (1997:367) learning with understanding involves interaction with people, ideas, things and events in the real world. There are some things that are probably most efficiently learned by rote, such as number bonds, spellings, multiplication tables; these are skills that are most useful to us when they have been practised sufficiently to become automatic. There are also bodies of knowledge (facts and information) that it is reasonable for society to expect teachers to teach and for pupils to learn. The exponential increase in the amount of factual information in recent years and for the foreseeable future, coupled with the rapid changes in the nature of employment, indicate that there should be far greater emphasis on learning which can be transformed and applied to new circumstances than on learning facts and procedures applicable only in situations closely similar to those in which they were learned. Indeed, it is the need of the whole population to be able to translate and interpret what they learn that makes the case for universal schooling (Harlem & James, 1997:367).

2.9.1 Types of assessments

2.9.1.1 Assessment for learning (Formative Assessment)

In their review, Black and Wiliam (1998:1) interpreted formative assessment as encompassing all those activities undertaken by teachers, and/or by their students,

which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Feedback to students should focus on the task, should be given regularly and while still relevant, and should be specific to the task (Black & Wiliam, 1998:2).

According to Swearingen (2002:29), assessment for learning occurs throughout the learning process. It is designed to make each student's understanding visible, so that teachers can decide what they can do to help students' progress. Students learn in individual and idiosyncratic ways, yet, at the same time, there are predictable patterns of connections and preconceptions that some students may experience as they move along the continuum from emergent to proficient. In assessment *for* learning, teachers use assessment as an investigative tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have (Western and Northern Canadian Protocol, 2006:29). Earl (2009) is also of the opinion that assessment for learning is designed to give teachers information to modify the teaching and learning activities in which students are engaged in order to differentiate and focus how individual students approach their learning. It suggests that students are all learning in individual and idiosyncratic ways, while recognizing that there are predictable patterns and pathways that many students go through. The emphasis is on teachers using the information from carefully designed assessments to determine not only what students know, but also to gain insights into how, when, and whether students use what they know, so that they can streamline and target instruction and resources (Earl, 2009).

According to Harlem and James (1997:369), knowing about pupils' existing ideas and skills, and recognising the point reached in development and the necessary next steps to take, constitutes what we understand to be formative assessment. Formative assessment is therefore essentially feedback both to the teacher and to the pupil about present understanding and skill development in order to determine the way forward. Assessment for this purpose is part of teaching; learning with understanding depends on it. To use information about present achievements in this way means that the

progression in ideas and skills must be in the teacher's mind and as far as possible in the pupils', so that the next appropriate steps can be considered (Harlem & James, 1997:369).

Black *et al.* (2004:10) highlight the important role of assessment: Assessment for learning (formative assessment) is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. Such assessment becomes "formative assessment" when the evidence is actually used to adapt the teaching work to meet learning needs.

- **Using formative assessment information for summative assessment**

Information gathered in formative assessment may be used immediately to provide students with help or it may be stored and used to plan learning opportunities at a later stage. Harlen (2005:219) argue that the information gathered in this way is often inconclusive and may be contradictory, for what students can do is likely to be influenced by the particular context. This information, which would be a problem for summative assessment, is useful information for formative purposes, suggesting the contexts in which students can be helped to develop their ideas and skills. By definition, information gathered for formative assessment relates to all aspects of students' learning. It is valuable information that is well suited to deciding next steps for individual learners or groups. An important question is: can this rich but sometimes inconsistent information be used for summative assessment purposes as well as for formative assessment, for which it is so well suited? If not, then separate summative assessment will be necessary (Harlen, 2005:219).

2.9.1.2 Assessment of Learning (Summative Assessment)

Assessment *of* learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their

individualized programs, or to certify proficiency and make decisions about students' future programs or placements (Western and Northern Canadian Protocol, 2006:55). It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups such as employers and other educational institutions (Western and Northern Canadian Protocol, 2006:55). It therefore means that students look forward to assessment *of* learning tasks as occasions to show their competence, as well as the depth and breadth of their learning. Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures (Western and Northern Canadian Protocol, 2006:55). It is important, then, that the underlying logic and measurement of assessment *of* learning be credible and defensible.

Because the consequences of assessment *of* learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. According to the Western and Northern Canadian Protocol (2006:55) effective assessment *of* learning requires that teachers provide a rationale for undertaking a particular assessment *of* learning at a particular point in time and there must be clear descriptions of the intended learning processes that make it possible for students to demonstrate their competence and skill.

Assessment of Learning is carried out for the purpose of reporting the achievement of individual students at a particular time (Harlen, 2007:16). It relates to broader learning goals that can be achieved over a period of time. It can be conducted by giving a test or examination at that time or summarizing achievement across a period of time up to the reporting date (Harlen, 2007:16). Harlen and James (1997:370) added that assessment of learning is used to describe learning achieved at a certain time for the purposes of reporting to parents, other teachers, the pupils themselves and, in summary form, to other interested parties such as school governors or school boards. Therefore Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal,

frequently occurring at the end of units of work where it sums up student achievement at a particular point in time.

According to Harlen (2005:208) the summative uses of assessment can be grouped into 'internal' and 'external' to the school community. Internal uses include using regular grading for recordkeeping, informing decisions about courses to follow where there are options within the school, and reporting to parents and to the students themselves. Teachers' judgements, often informed by teacher-made tests or examinations, are commonly used in these ways. External uses include certification by examination bodies or for vocational qualifications, selection for employment or for further or higher education, monitoring the school's performance and school accountability, often based on the results of externally created tests or examinations (Harlen, 2005:208).

When it comes to what must be assessed the view of Western and Northern Canadian Protocol (2006:56) is that *assessment of learning* requires the collection and interpretation of information about students' accomplishments in important curricular areas, in ways that represent the nature and complexity of the intended learning. Because genuine learning for understanding is much more than just recognition or recall of facts or algorithms, *assessment of learning* tasks need to enable students to show the complexity of their understanding. Students need to be able to apply key concepts, knowledge, skills, and attitudes in ways that are authentic and consistent with current thinking in the knowledge domain (Western and Northern Canadian Protocol, 2006:56).

In *assessment of learning*, the methods chosen need to address the intended curriculum outcomes and the continuum of learning that is required to reach the outcomes. The methods must allow all students to show their understanding and produce sufficient information to support credible and defensible statements about the nature and quality of their learning, so that others can use the results in appropriate ways (Western and Northern Canadian Protocol, 2006:57). *Assessment of learning* methods include not only tests and examinations, but also a rich variety of products and demonstrations of learning - portfolios, exhibitions, performances, presentations,

simulations, multimedia projects, and a variety of other written, oral, and visual methods (Western and Northern Canadian Protocol, 2006:57).

To ensure quality assessment *of* learning needs to be very carefully constructed so that the information upon which decisions are made is of the highest quality. Assessment *of* learning is designed to be summative, and to produce defensible and accurate descriptions of student competence in relation to defined outcomes and, occasionally, in relation to other students' assessment results. Certification of students' proficiency should be based on a rigorous, reliable, valid, and equitable process of assessment and evaluation (Western and Northern Canadian Protocol, 2006:57).

Because assessment *of* learning comes most often at the end of a unit or learning cycle, feedback to students has a less obvious effect on student learning than assessment *for* learning. Nevertheless, students do rely on their marks and on teachers' comments as indicators of their level of success, and to make decisions about their future learning endeavours. According to Harlen (2005:208) while there is a single clear use if assessment is to serve a formative purpose (to help learning and teaching), in the case of summative assessment there are various ways in which the information about student achievement at a certain time is used. These uses include: internal school tracking of students' progress; informing parents, students and the students' next teacher of what has been achieved; certification or accreditation of learning by an external body; and selection for employment or higher education. It is also used, with other information, for monitoring the performance of teachers and schools (Harlen, 2005:208).

The impact of summative assessment on students' motivation for learning can be both direct and indirect (Harlen, 2005:210). A direct impact can be through inducing test anxiety and the effect of low scores on self-esteem and perceptions of themselves as learners; an indirect impact can be through the effect on their teachers and the curriculum (Harlen, 2005:210). Any negative impact on motivation for learning is clearly highly undesirable, particularly at a time when the importance of learning to learn and

lifelong learning is widely embraced. Thus the process of driving up test scores could have serious consequences for the current generation of students (Harlen, 2005:210). According to Black *et al.* (2004: 18) learning is not just a cognitive exercise: it involves the whole person. The need to motivate students is evident, but it is often assumed that offering such extrinsic rewards as grades, gold stars, and prizes is the best way to do it. Black *et al.* (2004: 18) argue that students will invest effort in a task only if they believe that they can achieve something. If a learning exercise is seen as a competition, then everyone is aware that there will be losers as well as winners, and those who have a track record as losers will see little point in trying. Thus the problem is to motivate everyone, even though some are bound to achieve less than others (Black *et al.*, 2004: 18).

- **Using summative assessment information for formative assessment**

Using summative assessment to help learning means that the students have information about where they are in their learning, what steps they need to take and how to take them (Harlen, 2005:215). This information can come from self-assessment and from feedback – from the teacher or from peers. Self-assessment and peer assessment depend on students knowing the goals of their work and the quality criteria used in assessing it. According to Harlen (2005:215), this knowledge also enables students to make use of feedback from the teacher to recognize what is needed for their next steps in learning and to become engaged in learning. At the same time, the teacher makes use of feedback about the student's current understanding to adjust teaching, making materials and opportunities for learning available and, most importantly, making clear the purposes and goals of the work (Harlen, 2005:215).

2.9.1.3 Peer Assessment and Self-Assessment

According to Black *et al.* (2004: 18), students can achieve a learning goal only if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning. Many teachers who have tried to develop their students' self-assessment skills have found that the first and most difficult task is to get students to think of their work in terms of a set of goals. Insofar as they do so, they

begin to develop an overview of that work that allows them to manage and control it for themselves. In other words, students are developing the capacity to work at a metacognitive level (Black *et al.*, 2004: 18).

Peer assessment is uniquely valuable because students may accept criticisms of their work from one another that they would not take seriously if the remarks were offered by a teacher. Peer work is also valuable because the interchange will be in language that students themselves naturally use and because students learn by taking the roles of teachers and examiners of others (Black *et al.*, 2004: 18).

2.10 THE IMPACT OF HIGH-STAKES SUMMATIVE ASSESSMENT ON TEACHING AND THE CURRICULUM

According to Harlen (2005:209) there are strong common themes in the findings from reviews about the use of tests in ways that affect the status of teachers or schools or the future of individual students. This high-stakes use is universally found to be associated with teachers focusing on the content of the tests, administering repeated practice tests, training students in the answers to specific questions or types of question, and adopting transmission styles of teaching. In such circumstances teachers make little use of assessment formatively to help the learning process (Harlen, 2005:209). The result of this focus on passing tests is that test scores rise – at least as long as the tests for which students are trained are being used. But this rise in scores is not the rise in achievement that the proponents of testing claim; rather, it is an indication that teachers can train students to pass any kind of test, even those intending to assess higher thinking skills (Harlen, 2005:209).

Some researchers, according to Harlen (2005:209) have already suspected that the increase in test scores found on the introduction of tests is due to familiarity with the particular test content and not to increased achievement. This undermines the claim that better tests will lead to better teaching and learning. Proponents of a system of high-stakes examinations will argue that if we get the right kinds of tests – ones worth teaching to and preparing for – then test-preparation practices will lead to the

development of the valued skills purportedly measured by the test (Harlen, 2005:209). However, Harlen (2005:209) believe that this argument seriously underestimates the ability of test preparation to corrupt the very construct the test is trying to measure. . . . An important implication of this is that when such corruption occurs, inferences from the test to the original domain of interest – which if the educational reform language is to be believed is the domain of higher-order thinking skills and habits of learning – will no longer be valid (Harlen, 2005:209).

The reference to a threat to validity of the assessment is but one of several. High-stakes tests are inevitably designed to be as ‘objective’ as possible, since there is a premium on reliable marking in the interests of fairness. This has the effect of reducing what is assessed to what can be readily and reliably marked. Generally this excludes many worthwhile outcomes of education such as problem-solving and critical thinking (Harlen, 2005:209).

2.11 CONCLUSION

To better understand the research topic, a broader literature on essential information about ANA was reviewed. The review of literature revealed the rights of children to quality basic education. In the process of providing quality education the DoBE is facing several challenges. Problems included insufficient monitoring of the schooling system, having no capacity to realize fundamental positive changes in teaching and learning, no accountability with regard to the use of publicly funded teaching and learning time and many learners who complete grade 6 are not yet able to write simple sentences or do basic arithmetic.

The literature also revealed reasons for introducing ANA and the administration thereof. Although ANA was intended to be a diagnostic tool, the introduction of ANA was also an attempt to break the strong tradition of focusing on the grade 12 examination results and improvements in these results while neglecting lower grades. It was hoped that ANA will help in improving the quality of education by providing information on learning

and its context. International large-scale assessments conducted in the country revealed that more needs to be done to improve the quality of education.

The roles of SMTs were discussed focusing on managerial tasks. They include planning, organising, coordinating, monitoring and support. The purpose of performing these tasks is to facilitate effective teaching and learning which leads to effective schools. The perceived value of ANA, assessments and the impact of large-scale assessments on teaching were also discussed.

CHAPTER 3

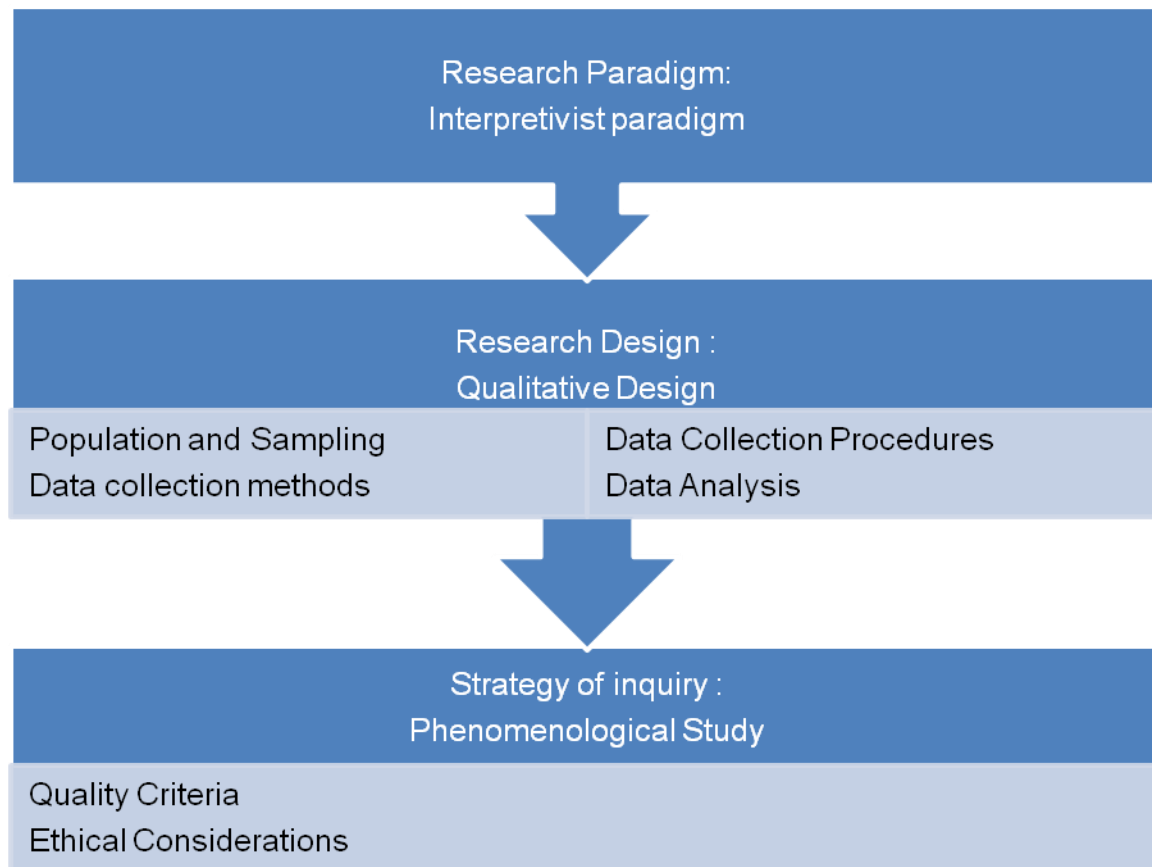
3 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The preceding two chapters focused on the literature pertaining to the understanding of Annual National Assessment (ANA), management of National Assessments globally and the role of school management in the implementation of ANA. The literature study informed the formulation of questions used to collect data regarding the implementation and management of ANA.

This chapter presents a comprehensive discussion of the research methodology choices and procedures that formed the empirical part of the research. The methods chosen for data collection are justified as those most appropriate to the nature of the research questions. Further discussion is based on data analysis processes and context of research strategies to ensure credibility and authenticity of the research. Lastly, issues of ethics are discussed as interviews were conducted in the natural settings of participants.

Figure 3-1: Summary of chapter 3



The study is aimed to answer the following research questions:

- How is ANA managed by school management teams?

Sub-questions:

- What are the opinions and understanding of teachers regarding the role of SMTs in the management of ANA?
- What challenges are experienced by SMTs when managing the implementation of ANA in schools?

3.2 RESEARCH PARADIGM

There are two generally acceptable research paradigms, namely: Positivist and Interpretive paradigm. According to Welman *et al.* (2005:6) the positivist paradigm implies that research must be limited to what we can observe and measure objectively.

As this study is based on the assumption that the reality of the teachers' experiences of the management of the implementation of ANA should be constructed by taking into account their emotions and the meaning they attached to the process of implementing and managing ANA, and interpretive paradigm was preferred. Therefore, the goal of the research is to rely as much as possible on the participants' views of the situation.

Interpretive approach involved systematic analysis of socially meaningful action which in this research is the management of the implementation of ANA, through direct interaction with teachers in their natural settings, schools, in order to arrive at understanding and interpretations of how they played their role. To satisfy this requirement data collection in this research involved participants describing their experiences in the implementation and management of ANA in their educational settings. This is in line with Creswell's (2013:24) idea that when working from interpretivism paradigm individuals seek understanding of the world in which they live, they develop subjective meaning of their experiences. Consequently, this paradigm acted as a perspective that provided a rationale for this research. It forced me to commit to a particular design, methods of data collection and interpretation which are discussed in paragraphs below.

3.3 RESEARCH DESIGN

An appropriate research design that will help explore research questions had to be chosen, but first, I had to have a clear understanding of what I am studying. The literature review helped me in establishing the methodological focus of my research leading to the determination of a design that is most appropriate for my topic. Brooks and Normore (2015:799) concur, by indicating that choosing a design helps in locating the work within a methodological tradition that can help inform decisions throughout the research process.

The most appropriate way of conducting this study was through qualitative research. Qualitative research emphasizes getting close to the participants of the study and that experience is a good way to understand social behaviour. The objective therefore, was to describe social reality from the perspective of the participants, not mine. The

advantage was that of viewing the participants' behaviour in its social setting, thereby, providing a greater depth of understanding and allowing greater flexibility. Bryman (1993) cited in Eldabi *et al.* (2002:67) describes qualitative research as an approach that studies the social world and seeks to describe and analyse culture and behaviour of humans and their groups from the point of view of those being studied. This led to a commitment to viewing actions and values from the perspective of people being studied. Firstly, the exposure to the social setting enabled me to provide detailed description of the social setting I investigated (*cf.* 3.5.2). Secondly, interacting with the participants in the natural setting helped me in understanding events and their behaviour in their context; I was therefore, able to avoid imposing inappropriate frames of references on the participants.

In order to determine the opinions and understanding of teachers regarding the implementation and management of ANA by SMTs I visited the schools to interview teachers and SMT members with the intention of getting first-hand information on how they manage the implementation ANA and what the SMTs role was. Descriptions and interpretations were portrayed verbally. Another reason for conducting the study at the schools is that teachers would be free in their natural settings and this would allow for more interaction and free flow of ideas.

Another central component about research questions in qualitative inquiry is that questions may change during the research process. Creswell (2012:130) maintain that qualitative research is an emerging design. An emerging process indicates that the intent or purpose of a study and questions asked by the researcher may change during the process of inquiry based on feedback or responses from participants. This is true for this research because probing questions were asked in order to understand the participants' views. These probing questions differed depending on the responses from the participants. The intent was to understand and explore the central phenomenon: the role of SMTs in the management of the implementation of ANA, and not to develop a consensus of opinion from the participants. A qualitative research is thus, rich in the description of the phenomenon because the meanings and descriptions by participants are varied and multiple (Creswell, 2013:24).

Qualitative approach allowed me to use more than one method to collect data. In this study I used individual interviews and focus group interviews to collect data, which are discussed in paragraphs below (*cf.* 3.6).

3.4 STRATEGY OF INQUIRY

A strategy of inquiry is a process used to connect a researcher to specific approaches and methods of collecting and analysing empirical data (Denzin & Lincoln, 1994:202). Creswell (2009:12) identify four strategies of inquiry for qualitative research, including phenomenology, ethnography, case study and narrative study. When deciding on which of these strategies was suitable to answering the research question, it was important for me to understand what it is that I was trying to explore with my research question and the context in which I was going to operate. In order to better understand the role of SMTs in the management of the implementation of ANA, a strategy of inquiry that is sensitive to the personal experiences of the participants was needed. As phenomenology is a strategy of inquiry that allows personal experiences to be fully explored from the perspectives of the participants, it was preferred in this research.

The aim of phenomenological study is to understand the phenomenon under investigation by highlighting common meanings of individuals' lived experiences of a concept or a phenomenon (Creswell, 2013:76). In other words it focuses on describing what all participants have in common as they experience a phenomenon and therefore providing a deeper understanding of that phenomenon. It allowed for access to several individuals who all had experience of the role of SMTs in the implementation of ANA so that I could compare their experiences to understand the phenomenon. Therefore a phenomenological study was used in this research, with the purpose of collecting rich information based on participants' experiences of implementing and managing ANA over the years.

3.5 POPULATION AND SAMPLING

Population and sampling are defined in Chapter 1 (*cf.* 1.6.5). For the purpose of this research the study population consists of teachers and SMT members from the Sedibeng East and Johannesburg South Districts.

3.5.1 Participants

The principal criterion in the choice of participants and schools was not to represent the population, but to select cases with rich information. I used purposive sampling to select schools and research participants who were to provide rich information. In purposeful sampling I intentionally selected sites where ANA had been implemented since 2011. These were schools that were directly related to the focus of my study.

A purposive selection of participants was on the basis of their active involvement in the implementation and management of ANA. Furthermore the nature of my research questions required data to be collected from teachers who were directly involved with the implementation and or management of ANA. In these study participants were deputy principals, Heads of Departments (HODs) and teachers teaching English and Mathematics in grades 6, 7, 9 and 10. The inclusion criteria for teachers was: those who had been teaching grades that implemented ANA or those who were teaching grades higher than those that implement ANA, and those who were teaching English and Mathematics in Grades 6, 7, 9, 10, 11 and 12. The inclusion criteria for SMTs were: principals and deputy principals of schools that implement ANA, HODs of English and Mathematics in high schools, HODs of intermediate phase in primary schools. A total of six participants from the two primary schools and six ($n=12$) from the high school were interviewed. Therefore a total of twelve participants were interviewed. The duration of interviews varied from forty minutes to one hour. The biographical information of the teachers is displayed in the table below:

Table 3-1: Biographical information of participants

Number of teachers	12
Male	8
Female	4
Teaching experience	From 5 – 15 years

3.5.2 Sites

This research focused purposively on the management of the implementation of ANA in the Sedibeng East and Johannesburg South Districts of Gauteng, therefore the research was conducted in these districts. A list of schools with ANA results from Sedibeng East and West Districts were requested. From the list a total number of four schools were chosen based on their ANA results: two high schools (1 with best performance and another with poor performance in ANA over the past two years); and two primary schools using the same criterion as in high schools.

When I approached schools I realised that it was a challenge to get permission from some of the schools that I intended to include in my research. This was due to the fact that schools were preparing for the third term tests at that time. This therefore, led to a change in the number sites as only one high and two primary schools were willing to participate. One primary and one high school were under the Johannesburg South District and one primary fell under the Sedibeng East District. The table below indicates the number of school and participants who took part in the research:

Table 3-2: Schools and Participants

School	Number of Participants	Participants
School A	4	1 Deputy Principal, 3 Subject teachers
School B	2	1 Deputy Principal, 1 HOD
School C	6	2 HOD, 4 Subject teachers

School C was situated in the township, in a previously disadvantaged black community. The majority of learners were speaking isiZulu as their mother tongue; with a few

Sesotho-speaking learners. Schools A and B were situated in the suburbs with middle-income families. The majority of learners were black Africans in all three of these schools. All schools had running water, flushing toilets and electricity. They were all well-maintained with clean schoolyards. The schools were also reasonably well resourced, with basic teaching and learning resources being available.

3.6 DATA COLLECTION METHODS

In order to collect data on the views of teachers regarding the role of the SMT in the management of the implementation of ANA, I designed an open-ended interview schedule (*cf.* Appendix 4) with seven questions to guide the individual in depth interviews and eight questions for discussion in the focus group interviews.

The interaction was in the form of semi-structured conversations in which I asked prearranged questions and the participants answered, in this way participants voiced their experiences unconstrained by my perspectives. In this study I used individual interviews and focused group interviews. The interviews were audio taped and the information transcribed into words for analysis. The two types of interviews were defined in chapter 1 (*cf.* 1.7.1 and 1.7.2).

3.6.1 Interviews

The two forms of interviewing were chosen because I considered them to be the best to help me understand the central phenomenon and answer the questions in my study.

Interviews had both advantages and disadvantages. Some advantages were that they provided useful information and they allowed participants to describe detailed personal information. As an interviewer, I also had a better control over the type of information I wanted to receive as I asked specific questions relating to the topic under investigation to elicit this information. I was also able to ask follow-up questions with reference to an interview schedule to ensure that all relevant aspects were addressed and the information given was clear and understandable. This enabled me to obtain an insider's view of the participants' understanding and interpretation of the investigated phenomenon.

The disadvantages were that the interview data may be deceptive and provide the perspective the interviewee wants me to hear. I dealt with this problem by encouraging participants to be sincere in responding to questions as the information for to be used for research purposes only. I also anticipated that my presence might affect how the interviewees respond to questions because of fear of being victimised or reported to the education officials. In this regard I assured participants before I started with the interviews that they will not be identified by their real names and to protect their identity numbers/codes will be used to identify the different participants. Before each interview session started participants were assured that all that will transpire in the interview will be kept confidential.

I conducted individual in-depth interviews with two deputy principals (schools A and B) and three HODs, one from school B and 2 from school C. Conducting individual interviews was advantageous as individual opinions on the role of SMTs in managing the implementation of ANA were solicited. In-depth individual interviews provided detailed information about participants' thoughts about the topic under investigation. They offered a more complete picture of what was happening regarding ANA and why. Participants were given an opportunity to choose whether they wanted to be interviewed individually or not. There were participants who indicated not being comfortable with group interviews. In this regard I reminded participants that they signed consent forms where in they agreed to maintain confidentiality of information shared in the focus group and that the information gathered during this research project will at all times remain confidential and would be used for research purposes only. The participants otherwise all seemed to be relaxed and comfortable having a conversation with me. As all participants that participated in individual in-depth interviews were school managers I anticipated that their responses would be biased to prove that their management of the implementation of ANA was effective. The questions were thus developed to reduce the bias through ensuring different types of questions were posed on the same issue. I started with individual interviews with the deputy principal in school A, and then interviewed SMT members in school B and lastly, the HODs in school C. Thus, individual interviews were conducted before the group interviews. I used a voice

recorder to record data during the interviews and I also took notes during and after interviews.

I also conducted focus group interviews with English and Mathematics teachers of the selected schools. The intention was to get multiple views within a group context in a shorter period of time. My other objective was to explore the degree of consensus among these participants on the role the SMTs played in managing the implementation of ANA. The focus groups were used to complement and corroborate data collected by means of individual interviews for validity purposes.

The interviews were conducted in the third term of 2016. I had three months to gather data from all participants since the Department of Basic Education would not allow for research to be conducted in schools in the fourth term. These sessions were not rushed as each group was given ample time to respond to questions posed.

I conducted interviews with two groups of participants that were homogenous with regards to the fact that they were all teachers. There were no experts among them with pertaining to their understanding of the implementation of ANA as they had attended the same workshops that were conducted by the DoBE. They were therefore, having the same understanding of ANA implementation and management and similar characteristics regarding being implementers of ANA. In encouraging them to reveal diverse opinions and experiences, I had to pose many probing questions, challenge them to agree and disagree and tease out a diverse range of meanings on the issues of discussion. I had to promote debate by asking open questions.

One focus group interview conducted in a primary school (A) consisted of three teachers and the other in the secondary school (C) consisted of four teachers. Group interviews have been conducted with participants up to ten and in others with half this number. Consequently, the numbers of participants in a group vary but researchers agree that the groups should not be too big as it would difficult to control them. As the groups were small, all participants had opportunity to respond and air their views on each of the issues raised. The interaction among participants yielded the much data as the participants were free to express their thoughts and views. The interactions were

productive in widening the range of responses, activating forgotten details of experiences and releasing inhibitions that may have discouraged participants from disclosing information. These interviews were also recorded and notes taken during the interview and after the interviews.

3.7 DATA COLLECTION

I applied for ethical clearance from the North West University's ethics committee before commencing with the study. The approval for research to be conducted was granted (*cf.* Appendix 1). I then requested permission from Gauteng Department of Education (GDE) to conduct interviews at the schools. I made use of the application form which is available in the Gauteng Department of Education's website. After permission was granted (*cf.* Appendix 2), I visited the schools to ask for permission from the Principals, teachers and HODs. The copy of permission letter from the district which granted me permission to conduct research in schools was given to the principals of schools I approached. This letter was not used to coerce principals and teachers to agree to participate in this research but rather to show them that the research was authorised.

All areas involving the participants' contribution were explained in detail to each participant. Issues around anonymity, risks and confidentiality as well as benefits involved were explained. Participants were given consent forms to read before they agreed to participate, they were given a week to consider their participation. The participants were then asked to sign consent forms as evidence that they freely accepted to take part in the research. The signing of consent form was voluntary.

Appointments were then set up at convenient times for participants in order to conduct group and individual interviews with school managers. The individual interviews lasted up to 45 minutes, while group interviews carried on for sixty minutes. All interviews were conducted in English, but teachers were given the option to respond, make comments or ask for clarity in the language they were comfortable with. It happened that participants made some comments in Sesotho and IsiZulu. I had no challenges with code switching as I also speak these languages, so I understood clearly what they were saying. Interviews were tape recorded with the permission of participants, to ensure

completeness of the verbal interaction and to provide material for reliability checks (McMillan & Schumacher, 1993:432) and to provide accurate record of the conversation (Creswell, 2012). Immediately following each interview I transcribed and typed data to prepare for analysis. The few sentences that were in Sesotho and IsiZulu were translated to English and then translated back to ensure that the meaning is not lost during translation. Another Masters student helped in checking the accuracy of my translation. I then put together all transcripts in preparation for analysis.

Further reference to ethics is made in the latter section (*c.f.* 3.1.0).

3.8 DATA ANALYSIS

Data analysis in qualitative research does not use pre-existing codes for sorting data, but it always has a focus, driven by the research questions (Mihai & Nieuwenhuis, 2015:6). Data in this study came from individual and group interviews. As indicated in the foregoing paragraphs, I recorded all the interviews and transcribed them verbatim. Both data sets were read several times to obtain a complete picture of the research project, as seen through the eyes of the participants.

The qualitative content analysis of the research data was carried out using the process recommended by Creswell (2013:180) which consists of preparing and organizing data for analysis, then reducing data into themes through a process of coding and condensing the codes into categories and themes and finally representing the data in themes. In analysing data in the form of words, content analysis had to be used. Content analysis is a systematic process of making sense of qualitative data by in-depth and organized assessment of data with the intention of recognising patterns or themes (Creswell, 2013:180). It is a process consisting of multiple steps.

The analysis involved a process of recording of data by means of note taking and audio recording of responses, which were transcribed verbatim. I then immerse myself in the first data set made up of responses from individual interviews. I decided to work with

this section of data first. The immersion included reading of transcripts many times to make sure that I know and am familiar with it so as to obtain an overall impression of the content and context. When I was satisfied that I had a clear picture of what the data was about, I started with open coding. This stage involved highlighting and labelling each piece of data. I highlighted every word that was important, then grouped these words and gave them codes. Thus, open coding involved the identification and naming of segments of meaning from the field notes and transcripts in relation to the research topic. My intention was to look for answers to my research question. The next stage was that of axial coding which entailed reviewing and examining the initial codes that were identified during the previous procedure and providing inclusion and exclusion criteria for these codes. I put together all the groups of codes that were answering my research question and saved separately those that were not speaking to my objectives.

I repeated the open and axial coding with the second set of data, which was gathered from group interviews. I then compared codes with those from the first set of data and grouped similar codes. I kept on reading, coding and grouping codes until all data was coded and that all categories from both sets of data were matched. I kept on comparing axial codes across data sets, looked for emerging patterns or themes. To find recurrent themes every sentence was coded.

3.9 QUALITY CRITERIA

Trustworthiness is important for good qualitative research. According to Babbie and Mouton (2001:276), trustworthiness refers to the neutrality of the findings or decisions. I had to convince the readers and myself that the findings of this inquiry are worth paying attention to and worth taking account of. In order to so, I had to adhere to criteria for credibility, transferability, dependability and conformability.

➤ Credibility

With regards to credibility, my goal was to demonstrate that the inquiry was conducted in such a manner as to ensure that the participants were accurately identified and

described. Ndou (2008:56) argues that this is the most important component in establishing the trustworthiness of the findings and inferences from the qualitative research. In this study credibility is ensured by a clear description of the procedures involved in conducting the study, analysing the data and drawing conclusions. To further ensure credibility of this study I made use of semi-structured individual and focus group interviews to collect data, thus triangulating the study as suggested by Kumar (2011:185) and De Vos *et al.* (2011:421).

➤ Transferability

De Vos *et al.* (2011:421) refer to transferability as the extent to which the findings of the research can be transferred from a specific situation or case to another. For the purpose of this study various data collection methods used as well as the use of thick and rich descriptions to create a sculpture of socially constructed meanings (Henning *et al.*, 2004) strengthen the study's usefulness for other settings.

➤ Dependability

Here the researcher asks whether the research process is logical, well documented and audited (De Vos *et al.* 2011:421). According to Babbie and Mouton (2001:278) dependability refers to the notion that an inquiry must also provide its audience with evidence that, if it were to be repeated with the same or similar participants in the same context, its findings would be similar (Babbie & Mouton, 2001:278). A comprehensive description was given of all aspects of the data collection so that the research could be repeated under similar circumstances, if necessary.

➤ Conformability

The extent to which the research can be supported by other persons contributes to establishing whether the research is reliable. Using different methods to collect data contributes to the trustworthiness of the study (Creswell, 2005). In the case of this

study, the confirmation of findings is supported by the recordings of the semi-structured purposes.

3.10 ETHICAL CONSIDERATIONS

In order to satisfy the ethical principles the following measures prescribed by Creswell (2013:57-60) were followed in the research:

Clearance for data collection was sought and granted by the North West University. Before conducting the study I requested permission from the Gauteng Department of Education before collecting data in the targeted primary and secondary schools.

Basic ethical principles were adhered to in this study. Participants were given adequate information on the aims of the research, information on the procedures that would be followed, the possible advantages and disadvantages for the participants, the credibility of the researcher, data collection methods, extent of the research and the way in which the results were to be used prior to commencement. This enabled participants to make an informed decision on whether they wanted to participate in the research or not. No form of deception was used to ensure the participation of the participants.

Further, I explained to them their typical roles. I obtained their signed informed consent. In this study I ensured that the confidentiality and anonymity of the participants would be maintained through the removal of any identifying characteristics before widespread dissemination of information. I made it clear that the participants' names would not be used for any other purposes, nor would information be shared that revealed their identity in any way. Despite all the above-mentioned precautions, it was made clear to the participants that the research was only for academic purposes and their participation in it was absolutely voluntary. No one was coerced to participate.

3.11 CONCLUSION

This chapter outlined how the empirical research took place. The research design and the rationale for using the qualitative research approach were discussed. Ethical issues

were discussed and the methods used in collecting data to answer the research questions were outlined and explained.

In chapter four the collecting, analysing and interpretation of the empirical research data will be explained and the research findings will be discussed.

CHAPTER 4

4 INTERPRETATION AND FINDINGS OF THE EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

The primary aim of this study was to investigate what the role of the school management team is in the implementation and management of ANA. In the previous chapter the focus was on the presentation of the research methodology. The information was collected by using qualitative methods which involved in-depth individual interviews and semi-structured focus group interviews. This chapter focuses on reporting the empirical investigation by providing answers to how the school management teams implement and manage ANA. I used content analysis of the research data using the process recommended by Creswell (2013:180) which consists of preparing and organizing data for analysis, then reducing data into themes through a process of coding and condensing the codes and finally representing the data in figures, tables or discussion.

The induction analysis helped me to identify various themes as they emerged from data collected through the interviews. The interviews highlighted the teachers' perceptions on the implementation and management of ANA and challenges experienced during the implementation. The transcription of the interviews provided rich data that I studied and analysed line by line, then divided it into meaningful analytical units and then grouped the responses for each question. The grouping of responses for each question enabled me to see comments and ideas emerging. From these emerging comments and ideas I was able to identify themes.

4.2 PROFILE OF THE PARTICIPANTS

A total number of twelve participants took part in the study. Five in-depth individual interviews and two semi-structured focus group interviews were conducted in selected schools. One focus group consisted of three participants and the other focus group consisted of four participants.

The table below shows the profile of the research participants.

Table 4-1: Participants and their roles

SCHOOLS	PARTICIPANTS	GRADE	NUMBER OF CLASSES
School A Primary	Participant 1 - (Male) Deputy Principal - English	6&7	3
	Participant 2 - (Female) English Educator	1 & 6	
	Participant 3 - (Male) English Educator	6	
	Participant 4 - (Female) Mathematics Educator	7	
School B Primary	Participant 1 - (Female) Deputy Principal - English	6 & 7	2
	Participant 2 - (Female) Mathematics Educator	4 & 6	
School C High	Participant 1 - (Male) English Educator	10-12	6
	Participant 2 - (Male) English Educator	8-9	
	Participant 3 - (Male) English Educator	11-12	
	Participant 4 - (Male) Mathematics Educator	9 & 12	
	Participant 5 - (Male) Mathematics Educator	9, 11-12	
	Participant 6 - (Male) English Educator	8-9	

To maintain anonymity of the participants I gave participants pseudonyms and refer to them by number and school, for example C1 refers to participant 1 in school C.

4.3 RESULTS OF THE EMPIRICAL DATA

The findings of the study's empirical investigation based on the main themes that emerged from the data that was collected during the interviews are organized and discussed under the following four main headings:

- Role of SMTs – Planning, Organizing of resources, Coordination of activities, Monitoring and Support

- Challenges
- The value of ANA

The findings discussed under each main heading are presented:

4.3.1 ROLES OF SMTs

In an answer to the question ‘What role is the SMT playing in implementing ANA?’ the majority of participants highlighted the Planning, Organising, and Coordinating, Monitoring and Support done by SMTs.

Planning

The following participants highlighted the role played by SMTs in their schools when planning for the implementation of ANA. This is what the participants said:

*“I draw up all plans for the actual day that ANA is going to be written. I draw up all the plans for marking and moderation. Responsibilities are shared among teachers and SMTs (Participant **B1**). We draw the timetable, invigilation timetables. As soon as I get the management plan from the District I draw up the management plan for the school which entails the time tables and the changing the school timetables to coincide with the time that we must start writing ANA (Participant **A1**) SMTs are involved. They allocate the timetables. They give us time to do the work and administer ANA (Participant **A2**). There is a specific time allocated to ANA, normally the first and second period would be given to ANA (Participant **A3**) for revision (Participant **A4**). Yes, they play a role, for example they make sure that grade 9s have a timetable and their contact time is reduced maybe instead of forty five it then comes to forty minutes, to provide time to teachers who administer ANA so that they have enough contact time with learners (Participant **C1**). They give teachers time to plan for the implementation of ANA. They set a program and a timetable. We have morning classes where we specialize in doing those booklets that helps learners to prepare for ANA. This is done for two months before ANA is written (Participant **C5**)”. SMTs then would analyse the results to*

see if learners are passing or failing. SMTs would then draft a plan on how to improve the results. They also look at how they can improve implementation for the following year (Participant C6”

The responses from participants indicated that planning was done by SMTs for the implementation of ANA. Planning is done by drawing up revision and invigilation timetables, including the timetables for the days when ANA were going to be written. It therefore means the changing of the whole schools' timetables to accommodate ANA and allowing teachers to have enough contact time with learners who were going to write ANA. Participants also highlighted that in some schools morning classes were used for about two months before the tests, to give teachers enough time to prepare learners for ANA tests. Some responsibilities were even shared among teachers and SMTs.

It seemed that planning consisted of deciding what should be done, how it can be done and when it should be done. According to the responses of all participants interviewed in this study it was evident that SMTs planned for the implementation of ANA in their schools. The responses also showed that managers were aware that they should plan for the implementation of ANA. In this study planning was administrative in nature and was aimed to clarify objectives and roles of teachers who would be involved in the ANA. This kind of planning can be classified as Operational Planning because it focused on the day-to-day activities of the school until tests were written. In schools, Operational Plans generally take place at the supervisory level as teachers plan their lessons or extra activities for the term.

Planning on how to improve results after analysing them and planning on how to improve ANA implementation for the following year indicated Functional and short-term Strategic Planning. Functional Planning was indicated by the analysis of results and drafting of plans on how to improve the results. Strategic Planning in the short-term is about examining current strategy and evaluating progress. In this study short term Strategic Planning was indicated by the SMTs looking at how they can improve

implementation for the following year. Although participants did not indicate what SMTs did in order to improve implementations in the next year, the comment at least indicate forward thinking by SMTs.

Planning is one of the roles of managers (Mihai & Nieuwenhuis, 2015:9) (cf. 2.7). Planning for the implementation of ANA is in line with the National Policy on the Conduct, Administration and Management of the Annual National Assessments. According to the policy one of the responsibilities of SMTs is to ensure effective communication of ANA plans, timetables and invigilation rosters to all teachers in his/her school (cf. 2.7.2).

Organising Resources

Participants from school C highlighted how resources are organised in their schools.

“They do planning and allocate teachers. They give teachers time to plan for the implementation of ANA. They give them the booklets that they use in order to prepare learners for ANA tests. We use a booklet called ANA preparatory for learners to do Mathematics (Participant C5). We use the previous years’ papers in order to practice (Participant C4).....and to ensure that we have proper classes and they are clean (Participant C1). SMTs choose some of the HODs to be responsible, but also the English HOD and Mathematics HOD; those are the ones responsible for implementing ANA with the help of some of the educators (Participant C3). It’s all about working together teachers and SMTs, to ensure that learners are prepared for ANA. (Participant B1)”

In this school human and physical resources were organised. In terms of human resources teachers were allocated different tasks and activities to perform during the implementation of ANA. Physical resources included ANA booklets, ANA exemplars, previous years ANA question papers and classes. SMTs organized ANA booklets and question papers for teachers to do revision exercises with learners with the aim of preparing learners for ANA tests. SMTs also ensured that when test were written classes were available and they were clean with proper tables and chairs. In terms of

financial resources participants did not mention organizing financial resources. The reason could be that all ANA materials were supplied by the Department of Education therefore schools did not need to spend anything.

Organisation of resources is necessary in order to put plans into action so that the goals can be achieved in a planned way. Organizing as a function of management followed planning. It seemed that planning gave direction to what needed to be organized. Therefore organizing in this research involved the synchronization and combination of human and physical resources. Organizing becomes necessary when two or more persons work together to achieve common objectives. It seems that the SMTs did not face challenges in putting together resources needed to implement ANA as they were easily available and within reach. The statement by participant B1 highlighting that teachers and SMTs worked together to ensure that learners were prepared for ANA tests indicated teamwork. This sense of collaboration could be an indication of good planning.

Organization of resources is in line with the policy, according to which the management of ANA include ensuring that the environment is conducive to the writing of a national test, with regard to noise levels, lighting in the classroom, proper tables and chairs, etc., issue the required number of tests and class list to the respective invigilators and make sure that all learners are seated as planned (*cf.* 2.7.3).

Coordination of activities

Participants from all three participating schools indicated that SMTs coordinated activities by making sure that ANA programs were implemented during the year. Learners were informed in time about ANA dates. SMTs also communicated with the District and provided information to teachers.

*“They make sure that we implement ANA during the year. They make sure that we work on previous papers and learners are given exercises (Participant **B2**). Teachers*

*are informed by SMTs when is ANA going to be written. (Participant **B2**).). Draw up management plans, get HODs involved, we have ANA meetings and explain to the teachers exactly what must be done and when so that nobody is uncertain about their roles and what needs to be done (Participant **A1**). Secondly learners are told in time that they will be writing ANA soon (Participant **B1**).SMTs must communicate with the district regarding ANA. SMT also provide teachers with every information that is available from the District, especially those teachers involved with ANA (Participant **C6**). Then the teacher must give a report. It means that the HOD will check learners' books against the program to see how far they have progressed. (Participant **C5**)."*

In this study SMTs coordinated activities by ensuring that ANA revisions were done. Revision included doing exercises taken from previous tests to familiarise learners with the way questions were structured in the tests. Coordination was also done by communicating information to teachers and learners about when tests were going to be written. ANA meetings were held to clarify roles and activities.

Coordination is a form of on-going communication to reach a goal, track activities toward the goal and then make decisions about what to do. In this study communication seemed to be formal because of the formal meetings that were held to discuss activities. Formal meetings also involved the use of verbal face-to-face type of communication to pass information to those who were present in the meetings. Communication used can also be seen as vertical communication because it occurred between different levels within the school environment; SMTs are at a higher level and teachers are at lower levels. Poor communication in schools can have a negative impact on the interpersonal relationships and could prevent teachers from performing well; effective communication can enhance teacher performance and improves the manner in which they interact with each other. It seemed that communication in this study was not effective because it was only verbal and vertical. Written communication can help in case people forget what was discussed in the meetings, they could always refer to written communication. Vertical communication implies that this communication was top-down and therefore those at the lowers level were denied the opportunity to voice their opinions.

SMTs tracked activities by requesting reports from teachers. Tracking of activities was also done by HODs who compared learners' books against ANA program to see how far they have progressed. It seems that the information obtained from reports could then enable SMTs to decide what to do next. It also seemed that coordination of activities was done in order to reach a goal of making sure that by the time learners write tests they were well prepared and learners' good performance could be used as an indication of good implementation and management of ANA in their schools

Coordination and communication of activities is in line with the ANA policy. The policy aims to encourage attendance of all ANA meetings convened by the district or the provincial head office and to ensure effective communication of ANA plans (cf. 2.7.2).

Monitoring

Participants interviewed indicated that there was monitoring of ANA in their schools.

*"Myself (Deputy Principal) and the Principal are in charge of monitoring. Evaluation is done by the whole SMT (Participant **B1**). SMTs and the Deputy Principal as the coordinator are responsible for monitoring and evaluation (Participant **A1**). SMT is responsible (**A2**). It is the relevant HODs for English and Mathematics (**C1**). For monitoring and evaluation it's the HOD and the teacher who is responsible (Participant **C5**). SMTs and the District are responsible for monitoring and evaluation (Participant **C6**). Sometimes even the facilitators from the district sometimes come to check whether everything is running smoothly (**C3**). The District monitors everything (Participant **B2**)."*

When asked who was responsible for monitoring and evaluation, six participants mentioned that the Principal, Deputy Principal, SMTs and relevant HODs were responsible. Two indicated that District monitors and facilitators from the district were also involved in the monitoring of ANA at their schools.

The responsibility of the school management team in this regard relates to ANA programmes to ensure that learners do well in the tests. What was clear from the interviews was that participating members of the school management team were aware that they had to monitor ANA on a continuous basis during implementation. It became evident that the interviewed school management teams knew that they had to take the responsibility to ensure successful management of the implementation of ANA. Monitoring by District officials is important to ensure that schools comply in implementing ANA nationally.

Visits to schools by the monitoring teams from the District were in line with the policy. The policy allows the monitoring teams to visit schools while assessment is in progress to ensure that the assessment was conducted in accordance with the rules and procedures determined by the Department of Basic Education (Department of Basic Education, 2015:17).

When elaborating on how the SMTs monitored ANA at their schools participants highlighted the following:

“They set a program and a time table and the HOD check if the teacher follows that program. Then the teacher must give a report. It means that the HOD will check learners’ books against the program to see how far they have progressed and also check the learner attendance (Participant C5). All scripts are marked by the subject teachers. Later they will come for moderation (Participant A4). When learners are writing SMTs monitor by walking around to the classrooms. When teachers start marking, 10% of all the papers are moderated and once all the recording has been done the papers are moderated again. That is 10% per class (Participant B1). After the question papers have been written they must be marked and the HODs will moderate the percentages as prescribed by the ANA policy (Participant A1). SMTs go around to see if invigilation is taking place and to check if teachers are not sitting in classes (Participant A3). SMTs also check if enough time is given to learners to read question papers before they start writing (Participant A2). After papers have been written, we have to mark and do post moderation and also do statistics (Participant

A3). They check if papers are written on time and learners are seated accordingly (Participant C1). SMTs also help in moderations. They evaluate the work that the teacher has already done. SMTs check if ANA preparations and the writing thereof were successful. The exams took place in a fair and equal manner, exams were valid and there were no problems. SMTs then would analyse the results to see if learners are passing or failing. SMTs would then draft a plan on how to improve the results. They also look at how they can improve implementation for the following year (Participant C6)”

According to the responses of participants above SMTs monitored progress by checking if teachers followed programs that were set up during planning. Teachers were also required to write reports to continuously inform SMTs about learners’ state of readiness. In addition SMTs monitored learners’ attendance of ANA classes to make sure that learners did not miss classes and therefore lost the opportunity to do revision. When tests were written SMTs went to classrooms to ensure that classes were invigilated and teachers were not sitting in class, learners were given enough time to read question papers before they start writing, tests were written on time and learners were seated as planned. After subject teachers have marked the scripts HOD moderated about ten percent of the scripts to check fairness and consistency in the marking of scripts.

Monitoring is the process of collecting, analysing and using information to track a progress towards reaching goals. In this study information collected included ANA reports by teachers, learners’ attendance, learners’ invigilation, time given to learners to read question papers, learners’ seating arrangements and the starting time of tests. It seems that the most important part of monitoring in these schools was about collection of information. In line with the aim of monitoring, it seemed that the aim of collecting this information was to provide SMTs with indications of the extent of progress towards the achievement of goals and objectives, in this case the successful implementations of ANA. This type of monitoring can be classified as Operational Monitoring because it involved the routine monitoring of critical control points (CCPs) to confirm that processes were under control. Planning included using morning classes to give teachers enough contact time with learners for ANA preparations. In the monitoring of

activities by SMTs participants did not mention the monitoring of these classes to check if they were being used productively, and if that was the case, do they provide enough contact time or that contact time needed to be reduced or increased.

Analysing the collected information would have highlighted problems encountered during the ANA implementation, and therefore allowing SMTs to solve them as they occur. Analysis of collected information could have indicated Verification Monitoring, because this kind of monitoring is undertaken routinely to determine and confirm quality of activities, compliance with quality criteria and identify weaknesses in the existing control measures.

Monitoring is conducted after a programme has begun and continues throughout the programme implementation period. It seemed that in these schools monitoring was also conducted after the ANA program was started because the collection of information took place throughout ANA implementation period as evidenced by the writing of reports and the checking of learner invigilation, amongst others. It therefore means that monitoring is an on-going process for the purpose of control and is internally focused on the efficiency of a project or program. Although in these schools there was some form of monitoring of activities with the purpose of controlling and ensuring that activities were carried out efficiently as planned, monitoring was not done entirely because there was no mention of the analysis of collected information.

To improve performance and better implementation of ANA, other types of monitoring could have been used, for example Baseline Monitoring and Validation Monitoring. Baseline monitoring provides a basis for assessment of the current situation and could have been undertaken to establish the existence of obstacles that could hinder the implementation of ANA. Validation monitoring is undertaken for prediction purposes and it involves the validation of critical control points. It can occur across the design (pre-commission validation) and during the commissioning stage.

In this data there was no mention of Evaluation of ANA activities. Evaluation is a rigorous and independent assessment of either completed or on-going activities to determine the extent to which they are achieving stated objectives and contributing to decision-making. The aim of Evaluation is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability. Although the emphasis in monitoring is on checking progress towards the achievement of an objective it also aims to determine effectiveness.

It seemed that monitoring was intended to achieve effectiveness of activities during the implementation of ANA because of the use of Operational Planning and Operational Monitoring. Effectiveness measure how well the objectives of a programme are achieved. In this study the objective was to achieve successful implementation and management of ANA, therefore effective ANA implementation.

Monitoring of activities is a requirement from the ANA policy. Successful implementation of ANA depends on the effective management of ANA programmes. Monitoring and evaluation is an integral part of school management (*cf.* 2.7.1). When coming to moderation school principals are required to select scripts according to the pre-selection that is indicated in the mark sheets provided to schools. The selection of scripts must be done objectively and not biased in favour of the better performing learners (*cf.* 2.6.6).

Support

For any project to succeed management support is needed. These are the responses from participants:

*"If there are problems then we are **available for assistance** (Participant A1). **Ensure that we have proper classes** and they are clean and **furniture is adequate for all learners** SMTs must **remind the teachers regarding workshops** (Participant C1).*

Two participants indicated that SMTs supported teachers and learners during the implementation of ANA by offering to be available to assist in case they encountered

problems. Participants also highlighted that SMTs supported them by ensuring the provision of classes and furniture, including reminding teachers to attend workshops.

Support from SMTs is important. SMTs' support can have a positive impact on the implementation of ANA. Subject teachers cannot implement ANA on their own. Only two participants mentioned support by SMTs. The SMTs reportedly provided emotional support to teachers in the form of assuring teachers of their availability for assistance when needed. Support by SMTs was also in the form of the provision of physical resources like furniture, this kind of support is given to ensure that teachers have whatever they need to do their work successfully. Reminding teachers about workshops indicated support in the form of training for teachers. Even though there were some forms of support by SMTs, it does seem like it was not enough as there were participants highlighting lack of support staff for afternoon studies. Other forms of support could have been in the form of providing motivation for teachers. If managers are not supportive to teachers, effective implementation of ANA would not be possible. Support is about giving assistance. It therefore seems appropriate that SMTs should be supportive of ANA implementation because, with their broader perspectives, they are in a better position to identify challenges that can hinder implementation. SMTs' commitment to the ANA project can differentiate between successful and unsuccessful ANA implementation.

The management of ANA includes ensuring that the environment is conducive to the writing of a national test. Providing support to teachers and learners is in line with what is expected from SMTs, that principals together with management teams understand and fulfil their roles as leaders, ensuring that an organised environment conducive to learning is present (Vander Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:3) (*cf.* 2.7.1).

In summary, participants highlighted the roles and tasks performed by SMTs when implementing ANA. These roles included Planning, Organizing, Coordinating, Monitoring and Supporting. Planning included the drawing of ANA programs and changing school timetables to accommodate ANA. In terms of Organising, physical

resources such as booklets, chairs and desks were made available to learners for revision and the arrangement of seating plans. Teachers were allocated different tasks to perform during implementation. Coordination of activities was done by an on-going communication of information among SMTs, teachers and learners. Monitoring was an on-going process to control activities and ensure efficient implementation of ANA.

4.3.2 CHALLENGES

Information about challenges encountered during the implementation of ANA was twofold: firstly, there were problems that hindered the smooth operations and secondly, educators themselves picked up a number of issues that impacted negatively on their actions.

Challenges that SMT members encountered

- **Human Resources**

Shortage of teachers to manage the implementation of ANA was the only challenge mentioned that negatively affected their initiatives. This is what the participant indicated:

*“Other challenge is **human resources** – we find that we don’t have **enough educators to monitor** the learners especially in the afternoon studies; we **lack capacity in terms of the support staff** (Participant C1).”*

Lack of human resources to monitor afternoon classes might be due to lack of proper planning in terms of allocating teachers for afternoon classes. In this regard financial resources could have been organized in order to employ more staff.

Challenges that teachers encountered

Participants mentioned three major challenges:

Workload

*“**Workload is enormous** especially when you write ANA in all the subjects. Teachers have **extra work above their normal work**. We **busy with normal assessments then we have ANA scripts that we must mark** (Participant A1). So some educators complain about the **workload**, it is basically about the workload (Participant C3). It’s quite difficult as **teachers are already overloaded** (Participant C6)”*

One challenge highlighted by the participants interviewed was that teachers were already overloaded and therefore ANA increased the workload that teachers already had because the district expected that exemplars be revised in order to prepare learners for the test and therefore ANA became the main focus. These therefore increased teachers’ workload because they also had to continue and complete their work schedule; it then meant that teachers had extra work above their normal work.

The timing of ANA seemed to be the problem. Normally ANA were written in September, which corresponded with the writing of 3rd term tests in public schools. It was therefore required of teachers to prepare learners for term three tests and ANA tests simultaneously. These then became an extra workload for teachers as they would prioritize one test over the other because both tests needed to be marked and the marks for both tests needed to be submitted on stipulated dates.

Time Consuming

*“It was **time consuming**. The District sent exemplars, which learners must revise, and therefore **a lot of time was spent on ANA** (Participant B2). So that is not a true reflection of the learners work. The **lesson plans and everything stays behind** and ANA is taking the main focus. Therefore it definitely time consuming. Also **valuable teaching time is lost** because you have to focus on ANA. (Participant B1). The **time factor** – we busy with normal assessments then we have ANA scripts that we must mark, moderate and complete the mark schedules and hand in to the Districts. Mostly it is **time issue** (Participant A1). ANA **take time that could be used to complete the***

*normal syllabus while we also have our own assessments that we have to administer. At the same time remember we have ANA to administer, at the same time it **holds back the concept** that I am supposed to teach within that specific period of time (Participant A2)."*

Participants viewed ANA as a time-consuming activity because they were unable to complete their curriculum in the stipulated time since valuable teaching time was spent focusing on ANA.

It seemed that one of the reasons why ANA were seen as a time-consuming activity was because some participants thought that ANA were in fact not adding value to teaching and learning (discussed later in the chapter). Participants were also of the opinion that ANA tests were written and thereafter forgotten as they were not included in the final pass mark of learners.

Assessment of work that was not done in class

*"The problem is **that they ask questions of the work that we haven't done yet.** When ANA are written, usually in September, we **haven't covered the fourth term's work yet** (Participant B1). You find that **some of the questions the learners do not understand.** Time allocations – you find that some learners are **not able to finish within the stipulated time** (Participant C1)."*

Participants also highlighted that some questions that were asked were of the work that they haven't done yet and learners had difficulty understanding some questions hence they were unable to finish within the stipulated time. In this regard two participants (B2 and A1) recommended that they would like to see ANA tests being written in term 4, by then 4th term's work would have been covered.

Learner performance is dependent on many factors. Lack of understanding of questions can be a clear indication of additional learning materials needed to be developed both

by the teacher or subject specialist to support classroom teaching and assessment or it might be that the teacher needed to change his/her teaching strategy to ensure effective learning by learners. Testing learners on the work that was not done in class might have negative consequences, learners might regard examinations as a guessing game and their performance depended on how well they could guess correct answers. This might also lead to lack of trust between the teachers and the learners.

The other challenges might be that learners struggled to respond to questions that require the use of their own words. Therefore, summarizing a text using own words, became extremely difficult or it might be that learners were unable to interpret a sentence or give an opinion when required. In Mathematics it might be that learners were unfamiliar with mathematical terminology and properties and often used them incorrectly. Since English is the main language in which tests were conducted, to the majority of learners English is a second language, therefore not understanding questions might be caused by a specific need to strengthen the learners' capacity in English.

In summary, it seemed that participants were overloaded with work. This could have a negative impact on the implementation of ANA resulting in teachers not giving ANA their full support. There was limited time due to the fact that most teachers were simultaneously involved in September tests and ANA tests.

4.3.3 EVALUATION OF ANA

This was an unexpected theme in this research as the focus was on the management of ANA. As the information was volunteered, I could not discourage the participants when they indicated their feelings leading to their evaluation of ANA. Participants assigned a range of meanings to ANA. What was most striking was that some of them judged ANA positively, others not sure about their value while other's assessments were negative.

ANA seen as adding value

Participants who were of the view that ANA added value in improving their ways of teaching underscored its bringing about of creativity in testing learners and in setting standards. This is what they said about self-benefits:

“Yes on one side it is very good because you can evaluate yourself on how your learners performed against others schools (Participant B2); I am concerned that we no longer have ANA because research is important in order for you to improve, and for me ANA is research. Therefore it was there to add value but now it has been discontinued (Participant C6)

It seems that these positive judgements were based on intrinsic work values because participants indicated self-evaluation and self-improvement. Self-evaluation is an integral part of teaching. It helped teachers to be critically reflective about themselves as professionals in order to identify the strong and weak aspects of their practice. It seems that these participants understand that they are responsible for effective teaching and the academic performance of their learners.

These participants also indicated the importance of ANA in that teachers and learners acquire certain skills.

“I think it does add value because children get assessment in another format and the teachers see the different kinds of questioning and the different kind of how to set up an exam paper different from the normal assessment tests (Participant A1); in this regard it does add value because it encourages teachers to want to have their learners to be able to write and read, be able to look at cartoons and interpret it. Learners revise booklets given by Districts and they certainly gain something from that (Participant C6).”

The participants' comments also highlighted the fact that some participants acknowledged the value that ANA added to teaching and learning. It seems that they regarded these assessments as integral parts of the instruction process and as crucial for helping learners learn. Not many teachers receive much formal training in

assessment design or analysis. When no suitable assessments are available, teachers construct their own in a haphazard fashion, without any creativity. The external examination papers that learners wrote during ANA helped them in evaluating and reflecting on their own ways of assessing and some might take conscious decisions to improve their assessment methods. This situation also provided a wonderful opportunity for teachers to improve instruction.

The participants again indicated that during the time when ANA were written they were able to gauge their own performance. Participants especially in primary schools regarded the ability to compare results of ANA and those that learners wrote at the end of the year as important.

*And **we compare** our ANA results with the **previous year's** results. We **identify where we were weaker and stronger**. For weaker grades or subjects we have a special implementation plan to improve the marks. So we **use the results as a guideline against our own marks**. We **compare ANA marks against our own marks** to see if there is a problem (Participant A1). ANA is important to education when it comes to **setting standards** that should be achieved (Participant C6), "ANA did help in **pin pointing the areas of weakness** and in the following year the teachers could concentrate on those areas. **Teachers learned to analyse the exam papers** and find out exactly where the learners were struggling (Participant B1).*

According to these responses, it can be deduced that ANA served as meaningful sources of information for teachers, helping them to identify what they taught well and what they needed to work on. Teachers could then pay special attention to those items or criteria missed by large numbers of learners in the class. This analysis of results is important according to the ANA policy. Teachers needed to be assisted by experts in the fields of Mathematics and English to push the scrutiny of results to another level, where teachers determine whether items in the question papers adequately addressed the knowledge, understanding, or skill that they were intended to measure. Support of subject advisors from the district would have yielded better results in this regard. This scenario also indicates a failure of the Department of Basic Education to provide the necessary support that would have ensured effective implementation of the ANA policy.

Besides, providing training to relevant teachers on how to analyse assessment results would have empowered the teachers and may be also have dealt with the issue of not being sceptical about the aim of implementing ANA as discussed in paragraphs above.

Moreover, using the results as guidelines to compare learner performances against other schools enabled teachers to have a retrospection of themselves and their practice. These judgements were also based on emotional dimension of value because they were derived from the feeling or affective state that they have for ANA. It is also worth noting that current perceived value was affected by previous experiences with ANA implementations.

The participants further indicated that ANA helped in determining whether learners had the ability to pursue subjects such as Mathematics and readiness for the next grade.

*“...learners in grade 10 have to choose if they want to do Mathematics and ANA helped us to check if the learner is fit to do grade 10 Mathematics. In others we are struggling with grade 10s who are doing Mathematics now because **their fitness for Mathematics was never tested**. Although we don't agree with the way ANA is implemented, **it helps in comparing the levels of learners**, you could see if they have achieved what they are supposed to achieve. Personally I feel like it's a lose/lose situation because as teachers we **lost the opportunity assess the learners' readiness**, because ANA papers are of a high quality, **if they can pass that paper you then know that your learners are ready**. On the other hand the Department has **lost an opportunity to get a clear picture of what is happening in the classrooms**. I therefore feel that ANA are good; the only problem is the workload (Participant C1).”*

Again, the constructive judgments indicated ANA as adding value to teaching and learning as teachers were able to compare the performance of their learners against other schools and learners had the opportunity to be assessed differently from the way they were used to and teachers learned the different ways of setting examination papers. This was an indication of support for ANA and maybe also a signal for backing its continuity.

Arguments advanced by participants seemed to be in line with the purpose of ANA. The main purpose of ANA was to make a decisive contribution towards better learning in schools. At school level, ANA were intended to fill a more diagnostic role by informing classroom practice (summative and formative assessment). One of the aims of ANA is for teachers to be able to identify when children were falling behind. Although the evaluation of results was an attempt by teachers to identify learners who were struggling with Mathematics and English and it seemed to have fulfilled that need because it enabled teachers to compare learner performances therefore, informed teachers about how close or far they were to or from realizing the target goals they were seeking to attain through their teaching, and inspired them to realign their teaching strategies towards accomplishing such goals. As teachers had an opportunity engage in critical conversations about improving instruction there was a prospect of institutionalizing continual improvement.

However, a downside to identifying learners as capable or not to continue with a subject is problematic as learners who could improve their performance at a later stage would be at a disadvantage if they were advised to discontinue with the subject during the time when ANA were written. ANA cannot be used as a benchmark to qualify or disqualify learners for specific subjects, but instead high-quality, corrective instruction designed to remedy whatever learning errors were identified during the evaluation of the ANA should be prioritized. This now becomes the responsibility of the teacher concerned supported by the SMT, subject advisors and the Department of Basic Education.

As ANA results were readily available at school level, this made it easy to compare performance from year to year as implied in the policy (Department of Basic Education, 2014:26). This situation provided an opportunity for all teachers in a primary school to take collective responsibility for learning, help learners achieve at higher levels, thereby achieving higher levels of professional satisfaction. Identification of problems and comparison of results is in line with the ANA policy to determine the level of education in the country as compared to other counties.

Uncertainty about the value of ANA

Participants who had neutral feelings or perceptions about the value of ANA presented lukewarm responses and mostly showed lack of concern.

*“Yes, to a certain degree (Participant C5). In its current form **it adds some value, but a very little value.** It has the potential to add more (Participant C6)”*

It seemed that these value judgements were based on positive and negative experiences of ANA from the past. Although they felt that there were some negatives about ANA, participants seemed to think that there was ample room for improvement.

ANA seen as not adding value

This group of participants indicated that ANA were worthless as there was drilling of papers before the examination and that others had found ways to cheat.

*“I am **not sure if ANA add value** because **it is as if you train learners** specifically for that exam. We **did not really find that it was a true reflection.** Had there been not **coaching** and the learners were just one day they (District officials) arrive with papers and just say write, it would have been a better reflection (Participant B1). The thing is that **ANA is not a good reflection** of how our learners perform because in others **schools teachers help learners by writing the answers on the board** (Participant B2) But **children get question papers from their parents** who taught at other schools and **they practice**, and therefore **it wasn’t a true reflection**” (Participant B1).*

Although some participants indicated that ANA tests were written under strict external examination rules, it seemed that in some schools the rules were relaxed as indicated by the allegation that some teachers had access to question papers before tests were officially written. As much as preparation for examination is important, if it is done improperly, it has negative consequences on learners. They may then cease to enjoy learning for the sake of gaining knowledge and just become examination-oriented

robots. Although gauging learners' competence in languages and mathematics is necessary, the problem lies with over-drilling, not the examination. In the foregoing paragraphs, participants indicated being given more time to do revision with learners. It seems it was a norm in these schools to have time set aside specifically to prepare learners for examination. These negative experiences contributed to this category of participants' perception that ANA were not a true reflection of the performance of learners.

The responses below indicate how negatively these participants viewed the implementation of ANA.

*"No **it doesn't add value**. At the moment **we don't want it**, simple, it is not adding value (Participant A2). I think I would say even **most teachers are not clear as to the purpose of ANA**, So in that case we just do **it because it's an order**. Even learners are writing it **because we order them to write**. It's got no meaning".....what purpose **is it actually serving?** We understand that they want to assess learners, but at the end of the day we really don't know **what's happening**. We also feel that it is **not owned by us teachers**; we feel that there is **someone out there doing this for his or her own agenda**(Participant A4); I am **happy** that it is crapped because **it was like a punishment, I don't know how it was going to help us or the learners....**If it was being applied in a proper way, we can be able to say we missed something that is logical, **you mark ANA papers, and then set the final exam afterwards, that means that it is useless and has no importance**(Participant C4); "The overall assessment of results for all the schools wasn't really fair as well because they weren't comparing apples with apples (Participant B1)."*

Indeed, these participants felt that ANA were not adding value to teaching and learning because of the way they were conducted: they were not consulted and therefore they did not know what was happening; they felt that they did not own ANA; and that there was a hidden agenda. It seems that these teachers were not clear about the purpose of ANA hence they were administering them because it was a directive from the Department of Basic Education. This situation indicates a real challenge and a failure of

the Department of Basic Education to communicate the advantages of ANA effectively and mobilise teachers to participate fully not only in the implementation but also in the planning of ANA, hence the suspicion. It seemed that not enough consultation and communication were done to explain to teachers why ANA were implemented and the purpose they serve, hence the lack of interest and confusion among teachers. This lack of consultation and ineffective communication with teachers might have contributed to the negative judgement of ANA as not adding value to teaching and learning. Lack of consultation and of understanding of the purpose of ANA can be detrimental to their successful implementation and management.

*“We are happy that it is no longer there, especially when it comes to workloads; **we have time to use for teaching** (Participant A3); I feel that a lot of **money has been wasted on ANA**; and I feel that the **money should be used for some other improvements** including the teachers’ salaries, school furniture, school renovations (Participant A4)”*

The participants were also of the opinion that ANA were a waste of time and money that could have been used to improve schools infrastructures especially in poor areas. The cause of happiness for not writing continuing with ANA might be because, as discussed earlier, teachers felt that ANA were an inconvenience, time consuming and overloading them with work. Some did not consider ANA as adding value to teaching and learning. Another reason might be that there was no proper consultation about ANA and therefore they did not own it.

4.3.4 PARTICIPANTS’ RECOMMENDATIONS

ANA as end-of-year tests

Two participants recommended that ANA be written at the end of the year.

*“So if the District can allow for the **test to be written later in the year** and ask questions that the curriculum is supposed to cover for that amount of time. Or if test can be written in the **first term of the new year** because learners can write about the previous year’s work (Participant B2) .It is just the time constraints. Especially when*

*you write in February the grade 4s of the previous year, now grade 5s, they write grade 4 papers and I hope it won't be done again. If they can **write maybe at the end of the year** while they are still in the same grade that would be better (Participant A1)."*

The two participants recommended that it would have been better if the ANA tests were written later in the year. Participants B2 also suggested that if not later in the year, maybe the tests could be written in the first term of the new-year. Participant A1 was against this suggestions citing time constraints.

It would seem that irrespective of the term in which these tests were written, it has always been a problem especially when you consider the time issue and workload that teachers have been complaining about. Although the Department of Education believed that administering tests in the third term ensured that learners were assessed on the greater part of the curriculum for each grade requirements as set out in the Curriculum and Assessment Policy Statement (CAPS), this was still creating problems because there were still complaints that ANA were asking questions of the work that has not been covered yet.

Awareness raising Workshops

Participants highlighted that workshops were needed.

*"I think it must start from the districts and **provide workshops** on how ANA should be run so that when they come to schools they should have correct measures on how it should be implemented. **Workshops are very important (A3)** and **involve the teachers** because they are the ones who are teaching (A2)."*

According to these participants workshops should be provided to both teachers and District officials on the implementation of ANA.

It seemed that not enough workshops relating to ANA were held to train teachers or these participants might have missed those workshops when they were conducted. The comment earlier by participants about not feeling that they owned ANA and that they

were not consulted, seem to also suggest the need for more consultations especially in the form of workshops and trainings for the ANA.

Contribution of ANA to Formal Assessment

Participants also suggested that ANA should contribute towards the formal assessment of learners.

*“What needs to be done is let **it contribute to formal assessment** of the kids, because to others you are wasting their time to write something that is not going to give the results for that. Let it contribute formal towards the **continuous assessment of the kids** ((Participant A3) Let ANA **be a continuous thing** so that learners would able to adapt to the style and be able to understand what is required from them (Participant C4). Normally ANA is towards September, and they start preparing after June exams so I agree, **let it be a continuous thing**, the SMTs can try to come up with a sort of a time table whereby they let these learners be prepared as early as February ((Participant C3). Study periods must be on a daily basis not for only two months, but it should be **done throughout the year** (Participant C5). **Preparations and revisions should start in January**. Even if they can put time once a week for ANA classes then the implementation would be better (Participant C6).”*

Participants from school A and C recommended that ANA be a continuous assessment that can contribute to the formal assessment of learners because in its current form it was like wasting time. Participants suggested that learners can be prepared as early as February to allow learners to understand the requirements of ANA.

Participants considered these tests a waste of time because they were not included in the learners pass mark. These statements again indicated the lack of communication and consultation by the authorities as highlighted by the need for workshops. Had there been enough communication, participants would have had a clear understanding of the purpose of ANA especially if it was explained to them that ANA were meant to determine the level of literacy and numeracy of learners in schools.

Spreading to other learning areas

Participants from school A and C suggested that ANA be included in other learning areas.

*“If possible let ANA be **common to all learning areas** and those ANA papers be exams like the normal exams that we usually write. Let ANA be written, we not disputing it, but **let it be common to** say these are the exams that must be written at the end of the year (A3). It doesn’t add value; it must be **spread to all learning areas**. If it can be spread to maybe 60% or 65% in **other learning areas** maybe it can add value. In its current form it does not add value (C1). There is something that should be done, **not focusing only on two learning areas (C3).**”*

To these participants, ANA could add value to teaching and learning if other subjects were included in the testing.

It would seem that it will not serve the purpose to include other subjects because ANA tests were aimed at testing the level of numeracy and literacy. Mathematics and English seemed to be the appropriate subjects or learning areas to do the tests

Human Resources

Shortage of staff was again highlighted.

*“If SMTs can manage to get **extra human resources** that can help (Participant C6)”*

One of the challenges highlighted and discussed in the preceding paragraphs was the shortage of staff to help with the administration of ANA and it is now being recommended by participant C6 that it would be helpful to increase human capacity.

Lack of human resources could be one of the reasons that contributed to the comment by participants that they were overloaded. Feeling overloaded can cause unhappiness to people. Therefore this can hinder the successful implementation of ANA. It seemed

that teachers were under enormous pressure. ANA tests were above and beyond the assessments that have to be completed in order to make up the results that reflect on learner's report. It then meant that teachers had to mark ANA as well as their normal administration, which at that point it was already far too much.

In summary, participants recommended that ANA be written at year end, human resources be increased, ANA be extended to other subjects and ANA be treated as formal assessments that can contribute to the final pass mark of learners

4.4 THE FINDINGS OF THIS STUDY

A brief discussion on the two types of findings that emerged from the data collected by means of interviews follows.

4.4.1 Primary findings

These findings respond to the research questions in chapter 1. The primary findings pertained to the roles of the SMTs, challenges, evaluation of ANA, policies and recommendations.

Roles of SMTs

The role the SMT pertained to planning, organizing, coordination of activities, monitoring and support. The SMTs planned for the implementation of ANA. Planning included the drawing of ANA programs and changing school timetables to accommodate ANA. Planning included Operational, Functional and Strategic plans.

Resources were organized in order to put plans into action. Human and physical resources needed for the implementation of ANA were allocated to ensure that the environment was conducive to the writing of ANA.

Coordination of activities was done by communication of information among SMTs, teachers and learners. Formal and vertical face-to-face communication was used.

SMTs and District facilitators monitored ANA implementations. Monitoring was an on-going process to control activities and ensure efficient implementation of ANA based on

the collection of information. Operational Monitoring was used to monitor critical control points (CCPs) to confirm that processes were under control.

SMTs provided emotional support to teachers in the form of assuring teachers of their availability for assistance when needed. Support by SMTs was also in the form of the provision of physical resources.

Challenges

Challenges included increased workload as a result of ANA, lack of human resources, inclusion of questions relating to work not covered yet and ANA being a time consuming activity because valuable time was spent focusing on ANA.

Recommendations

Participants recommended that ANA be written as end of year test, provision of workshops, ANA should contribute towards the formal assessment of learners, ANA be included in other learning areas and human resources be increased.

4.4.2 Secondary findings

This finding relates to the evaluation of ANA by the participants. Participants indicated their judgements that were based on either their good or bad experiences.

Negative perceptions

Majority of participants were happy that ANA were not written in 2015 and 2016

There was uncertainty about ANA adding value to education because learners were “trained and coached” for the tests

Participants felt that ANA were not adding value to teaching and learning because of the way they were conducted.

Positive perceptions

There were other participants who were not happy that ANA were not written in 2015 and 2016. Participants indicated that ANA added value to teaching and learning. Some participants indicated that ANA in its current form adds little value

4.5 CONCLUSION

This chapter dealt with the analysis and interpretation of data gathered during the interviews. Five themes emerged; role of SMTs, challenges faced by SMTs and teachers, evaluations of ANA by participants, availability of policies and participants' recommendations.

The roles of SMTs included Planning, Organizing, Coordinating, Monitoring and Support. All these roles were necessary to performed in order to ensure the successful implementation of ANA. Challenges faced by teachers included the increased workload, lack of human resources, inclusion of questions relating to work not covered yet and ANA being a time consuming activity because valuable time was spent focusing on ANA. Challenges faced by SMTs related to management of the shortage of human resources. Evaluations of ANA by participants were an unexpected theme where participants assigned a range of meanings to ANA. Some participants indicated that policies were available at their schools while some did not agree. Participants highlighted a range of recommendations that were aimed at improving ANA implementations. The findings are discussed in detail in the next chapter.

The next chapter deals with the discussion of findings, recommendations and conclusions.

CHAPTER 5

5 DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In the previous chapter, collected data was analysed and interpreted. Five themes were identified and presented. In this chapter primary and secondary findings from the empirical research are presented together with the recommendations on practical implementation of findings.

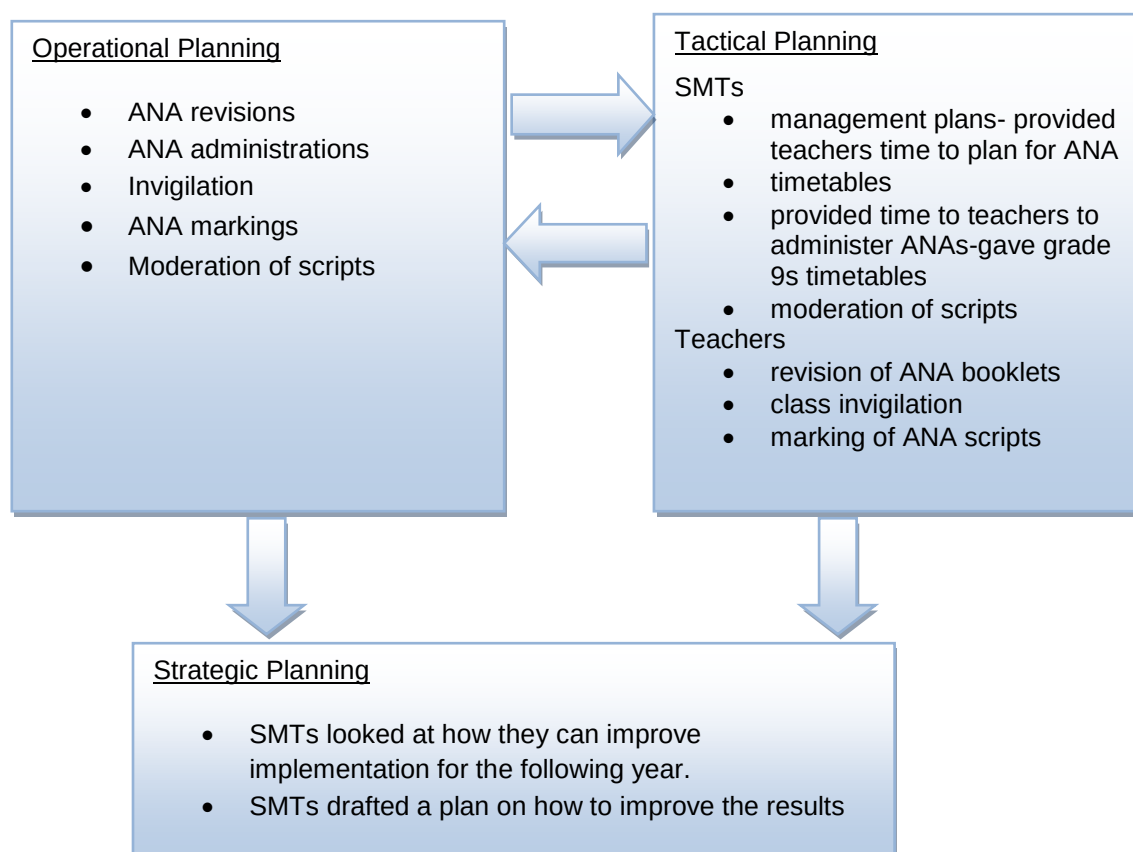
5.2 DISCUSSION OF THE FINDINGS

Primary findings

The first finding pertains to the roles played by the SMT in implementing ANA. With regards to planning, it was found that although the school managers focused on this task, it was mainly operational and tactical with little focus on strategy. The planning during the implementation of ANA was the responsibility of SMTs. This planning was done by drawing up revision and invigilation timetables, including the timetables for the days when ANA were going to be written. The changing of the whole school timetable was done to allow teachers to have enough contact time with learners who were going to write ANA. Although the changing of the whole school timetable might have benefitted ANA implementation, it seemed that other learning areas might have suffered in terms of time allocated to them because more time was spent on ANA. Reducing time allocated to other subjects might have caused unhappiness among some teachers and deprived learners of being taught all other subjects equally.

Some schools used morning classes for ANA revisions. Dedicating time to ANA can be seen as an indication of the need to have successful ANA implementations, including producing good results. The figure below shows the different types of planning used.

Figure 5-1: Types of planning used in the implementation of ANA

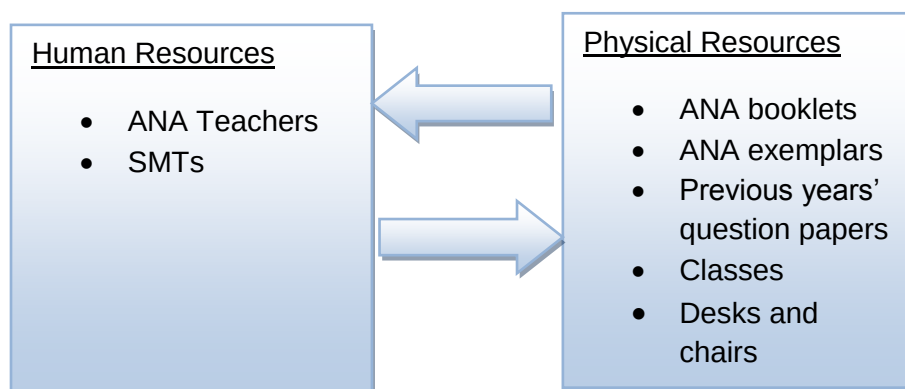


Strategic planning focused only in the short-term. Planning by looking beyond the current situation could have enhanced ANA implementations in the years to come and the possibility of achievement of good results.

The focus on organization of resources was mainly on human and physical resources. Teachers were allocated different tasks and activities to perform during the implementation of ANA. It was indicated that teachers and SMTs should work together to ensure that learners were prepared for ANA tests. The organization of human resources was inadequate as there was a shortage of staff to monitor learners in the afternoon when learners were studying for ANA tests. It seemed that planning was done for normal school hours only. There was no planning to monitor or supervise afternoon studies.

Physical resources organized included ANA booklets, ANA exemplars, previous years ANA question papers and classes. SMTs organized ANA booklets and question papers for teachers to do revision exercises with learners to prepare them for ANA tests. SMTs also ensured that when tests were written classes were available and they were clean with proper tables and chairs. Organizing resources such as ANA booklets was intended to prepare learners for the tests. The figure below shows how resources were organized

Figure 5-2: Organization of resource



Organizing involved a combination of human and physical resources in order to achieve the common goal, which seemed to be the successful implementation of ANA and not of improvement of results or that of teaching for that matter. Organization of financial resources was not indicated in the study.

In terms of coordination, it was found that during coordination of activities were tracked involving the use of vertical, verbal and face-to-face communication to pass information, with no indication of horizontal coordination. Coordination during the implementation of ANA was the responsibility of SMTs. Coordination was done by tracking activities during the implementations. SMTs tracked activities by requesting reports from teachers to check how far they have progressed with ANA revisions and the teaching of lessons from ANA booklets. Tracking of activities was also done by HODs who compared learners' books against ANA programs. Tracking of activities by HODs was an indication of good planning because it helped in identifying deviations from what was planned for, thereby making coordination more effective. Revision included doing

exercises taken from previous tests to familiarise learners with the way questions were structured in the ANA tests. Familiarising learners with the structure of ANA question papers can instil confidence in learners especially when they see a familiar question paper in the test room, therefore, this could increase the possibility of good performance.

In order to communicate information ANA meetings were held to pass information and to clarify roles and activities. Information communicated related to test dates, implementing ANA programs and ensuring ANA revisions. It seemed that coordination was used as a means to communicate processes and procedures and guide behaviours in the required direction. It was found that there was not enough communication about the purpose of ANA because some teachers highlighted that they did not know their purpose. Therefore, in this regard communication was not effective. The figure below shows how coordination was done.

Figure 5-3: coordination of activities

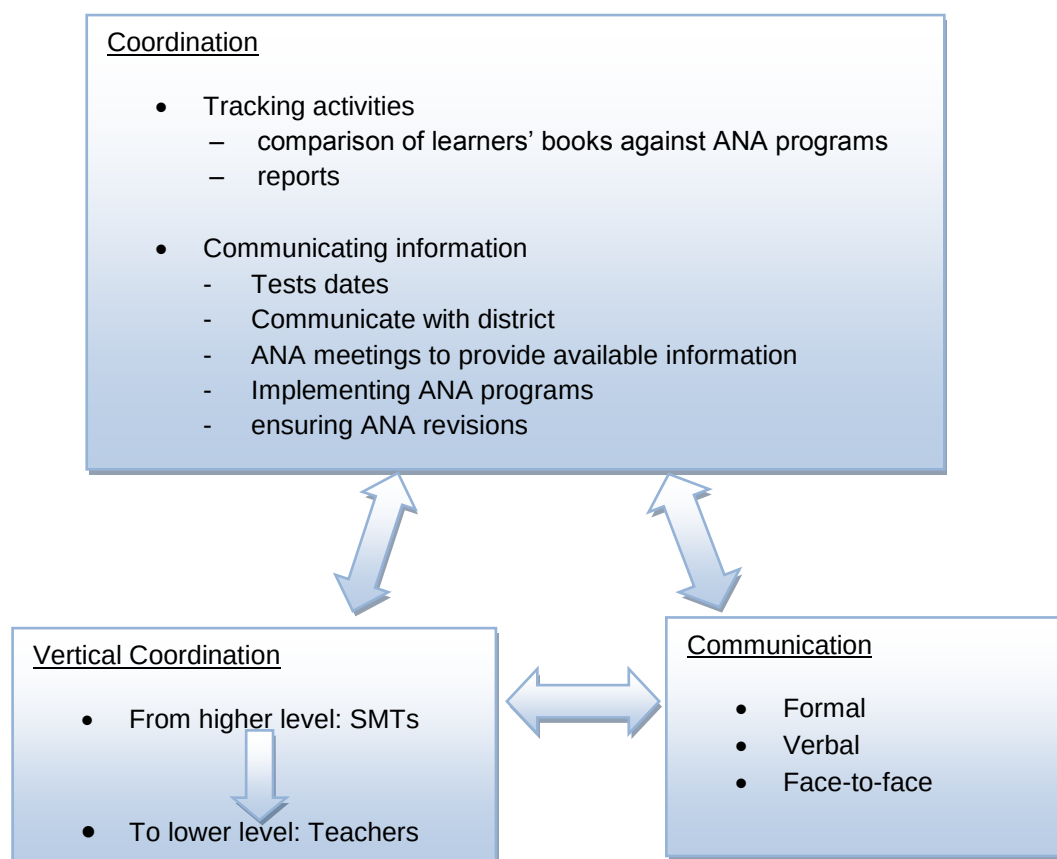


Figure 5.3 indicates that coordination involved communicating information to teachers and learners and the tracking of activities to determine progress. Communication was only from the management to teachers and it was mainly verbal and formal. It seems that teachers had no say in these processes; they were expected to take instructions and follow them to the latter.

With regards to monitoring it was found that although activities were monitored the focus was on operational monitoring with no focus on verification monitoring to analyse the collected information. Monitoring during the ANA implementations was the responsibility of the SMTs. Collection of information was important. This information provided SMTs with indications of on-going progress and developments towards the achievement of the successful implementation of the ANA. Monitoring of activities was done in two phases. The first phase was about ANA preparations. The second phase focused on the writing of tests. The first phase included reports by teachers to inform SMTs about progress and learners' state of readiness, checking learners' books against set programs, ANA revision and information on learners' attendance of ANA revision classes. Information collected during the second phase was about the starting time of tests, time allocated to learners to read question papers before they start writing, learners' sitting arrangements and the invigilation of classes.

It was necessary for SMTs to receive regular feedback on the progress made towards achieving their goals and objectives. It seemed that the monitoring of learners' attendance of ANA classes was intended to make sure that learners did not miss classes and therefore lose the opportunity to do revisions. Learners who attend ANA classes are likely to perform better than those who do not. Invigilation ensured that learners did not cheat; therefore enhancing the credibility of the results. It was also necessary to monitor the starting time of tests because participants mentioned that some learners were not able to complete tests within the stipulated time. This might have been as a result of late coming by learners or tests starting later than scheduled time.

To gather information on the activities mentioned, operational monitoring was used to monitor Critical Control Points. During the first phase the following Critical Control

Points were monitored: teachers' reports, learner attendance registers and learner books. Although the morning classes were used to teach ANA booklets and revision, it was not mentioned if these classes were monitored. The following figure 5.4 presents information on how monitoring was done.

Figure 5-4: Monitoring

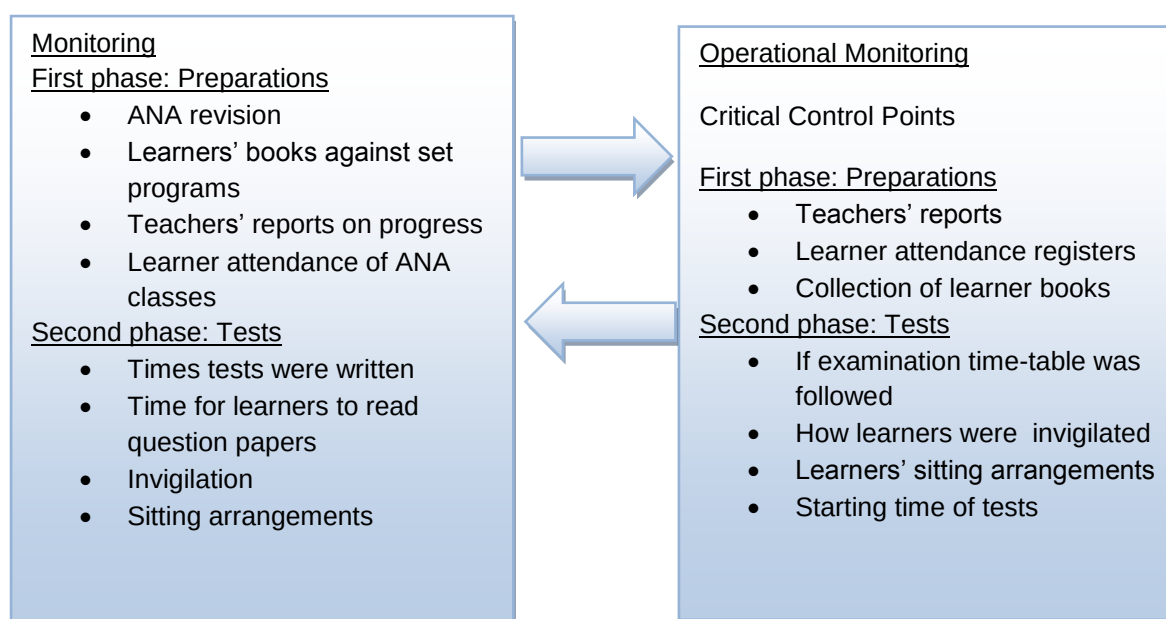


Figure 5.4 shows activities performed and critical control points monitored by SMTs and HODs. The use of verification monitoring could have enabled the analysis of collected information to determine compliance and to identify weaknesses during the ANA implementations. The empirical data did not indicate the monitoring of strategies to check if programs were progressing as planned or not.

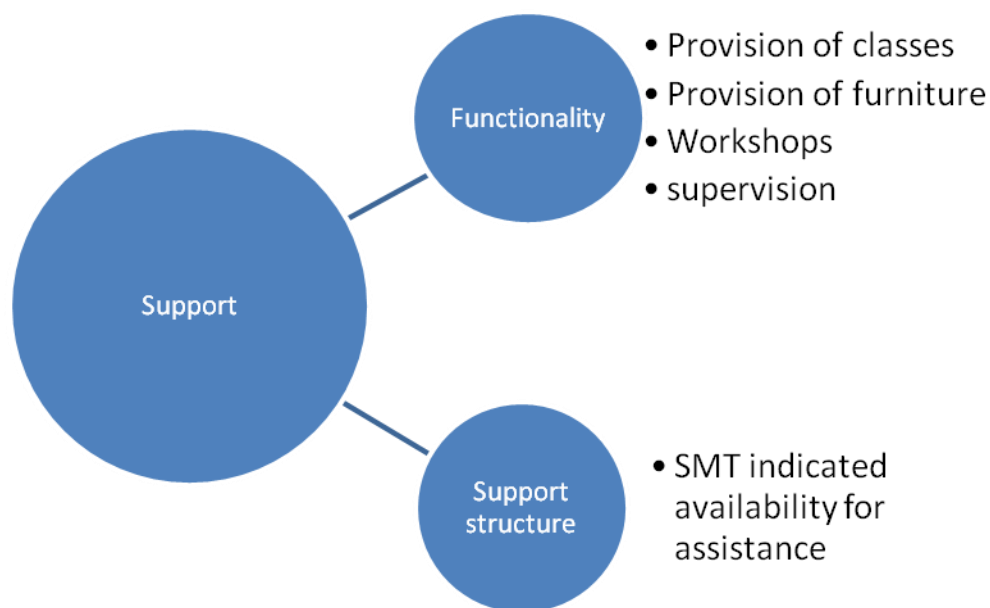
From the data gathered there was no mention of evaluation of ANA activities. Evaluating activities would have enhanced monitoring in determining the extent to which the stated objectives were achieved and contributing to decision making. Monitoring compares performance with what was planned while evaluation compares performance with set standards.

Pertaining to support, it was found that although it was aimed at maintaining the structure and functionality of activities during the implementation of ANA, there was no emotional and psychological support for teachers. Provision of support was the responsibility of SMTs during the implementation of ANA.

SMTs maintained the functionality of activities by providing classes, furniture and the supervision of activities. SMTs also reminded teachers to attend workshops organized by the District Office. During this process ANA teachers were not supported emotionally and psychologically to enable them to deal effectively with work related challenges. The more teachers feel they have psychological support, the greater their job attachment and job commitment. When psychological support is present, teachers experiencing psychological distress in the workplace will be more likely to seek, and receive, appropriate help. The fact that there was not enough support in terms of people to help with the supervision of afternoon studies indicate the need for the provision of emotional and psychological support to enable teachers to function well even under extraordinary situations.

SMTs volunteered to support teachers by making themselves available for assistance when needed. SMTs were the only support structure for teachers. Although the district officials were giving workshops to teachers, they were not available to assist during the writing of ANA tests. A support structure that was not mobilised was that of other teachers who were not teaching ANA, these teachers would have been a support structure for teachers if they were asked to help during the implementations. In order to implement ANA as a school they could have been asked to share activities and responsibilities, not just ANA teachers teaching ANA classes. Other teachers would have assisted with invigilation during the writing of ANA tests. External professional bodies were not used. These professional bodies could have provided emotional and psychological support for teachers; hence teachers were under a lot of stress during the ANA implementations. The figure below shows support by SMTs.

Figure 5-5: Support



The figure above shows support by SMTs aimed at maintaining the functionality and structure of activities during the ANA implementations. The support provided by the SMT was aimed at making ANA implementation function well; it was not focused on ensuring that teachers cope during this difficult time.

In summary, it was found that SMTs performed the following roles during the implementations of ANA: planning, organizing, coordinating and monitoring, and support given to teachers and learners. The foregoing paragraphs highlighted some challenges in the roles SMTs played. The discussion also emphasised the inter-connected nature of these roles. It is also worth noting that monitoring and evaluation can take place at any time during the implementation. These roles were performed in order to ensure the successful implementations of the ANA.

The second finding relates to the challenges experienced during the implementation of ANA. It was found that increased workload, assessment of work not done in class and

the fact that ANA was time consuming were challenges encountered by teachers who teach subjects that are tested by means of ANA.

The overloading of teachers with work and the time lost to ANA that could have been used to complete the curriculum could have a negative effect on teaching, resulting in teachers not performing to their best. Teachers having to do more than they would normally do could lead to teacher burnout and low morale. A low morale and stress can lead teachers to suffer from burnout, and these could then lead to high absenteeism among. Teacher absenteeism would leave learners confused and not knowing what to do because of the loss of contact time due to teachers being sick.

Assessment of work that was not done in class could have a negative effect on teaching and learning. The confidence of ANA teachers could be adversely affected because of not knowing how to deal with questions relating to work they have not done, resulting in them doubting their abilities and skills. Learners would end up academically performing poorly. When learners start performing badly they will also start losing confidence in the abilities of their teachers, which can possibly lead them to also disrespect their teachers. The school itself would gain a bad reputation for producing poor results. The school can then resort to focusing on the ANA tests and not on knowledge and skills for learners.

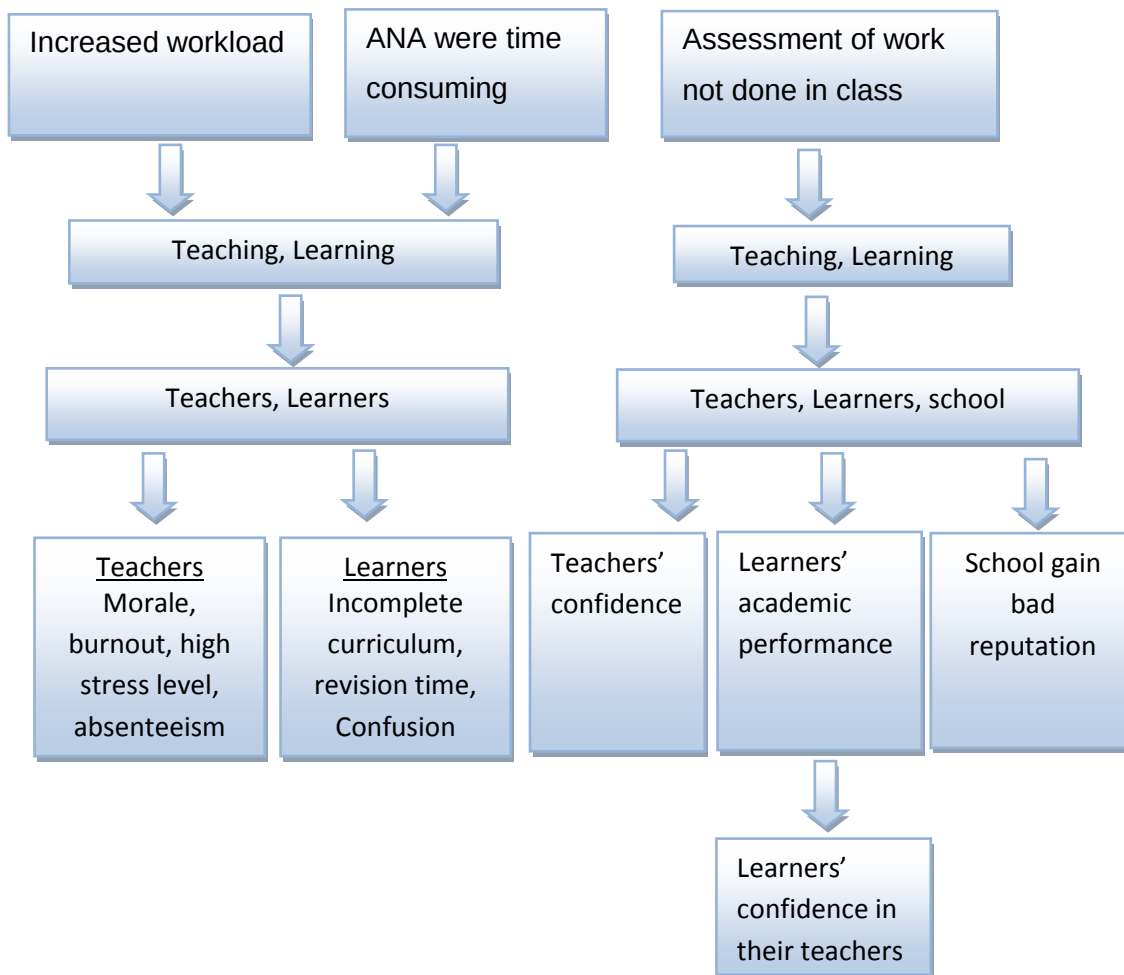
ANA were labelled as a time consuming activity because participants indicated that the time that was allocated to ANA could have been used to complete curriculum related work. This kind of attitude could negatively affect teaching and learning and lead to ANA not taken seriously by teachers. Teachers and learners were not able to complete the curriculum in stipulated time; hence the time for revision of the work for the term was shortened. This could result in poor performance in the tests for the term. With regards to ANA being time consuming, Kanjee and Moloi (2014:108) reported similar findings as one of the school principals interviewed in their studies mentioned that:

"Our teachers are not teaching to the test, they're teaching to cover the curriculum. But they can't finish the curriculum, because this ANA is taking up the time. So

we are doing more than what is required by ANA, but ANA is now limiting what we do.”

The figure below indicates challenges experienced by both teachers and SMTs.

Figure 5-6: Challenges



The figure above shows the challenges experienced by both teachers and SMTs and their negative impact on teaching and learning. These are serious challenges that need the departments' urgent attention. This scenario reveals that it was not only teachers that were suffering but also, teaching, learners and learning.

The third finding pertains to the recommendations. The finding was that participants recommended a change in the processes of the implementation of the ANA and an increase in support.

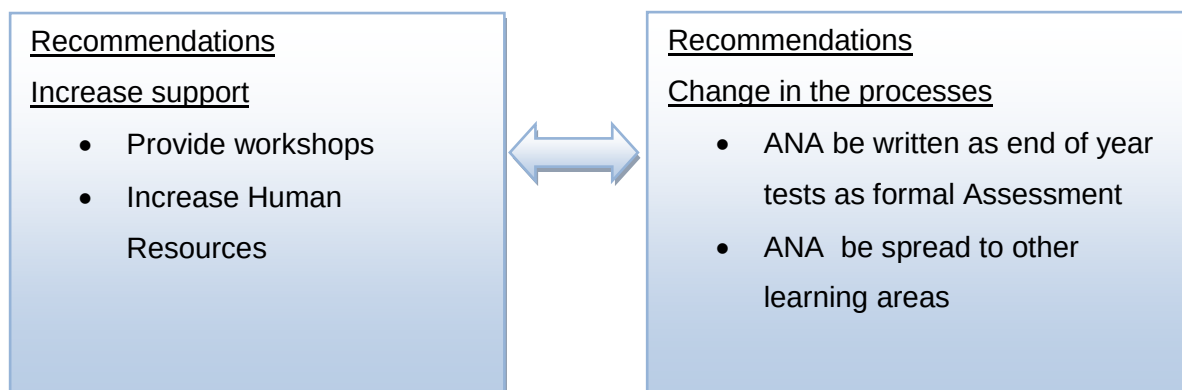
With regards to processes participants suggested that by writing tests later in the year, their workload could be reduced. Participants hoped that these tests could be used as end of year tests thereby contributing to the formal assessments of learners, in that way participants thought ANA could add value to teaching and learning because they would then be used as a benchmark to pass a grade. Participants considered these tests a waste of time because they were not included in the learners pass mark.

A further change in processes was that ANA be spread to other learning areas. Therefore the focus should not only be on two learning areas, English and Mathematics. ANA in its current form is like giving preference to these two learning areas. All what ANA teachers were suggesting was to have an external assessment of all school subjects. The participants were therefore not saying they did not want to be externally examined, they want their work to be evaluated by external bodies, but in a manner that does not become a burden to them.

Participants recommended that support be increased by providing workshops to both teachers and district officials relating to the implementation of ANA. It was hoped that these workshops could provide more information about ANA and the purpose they serve. Considering that some teachers did not know the purposes of ANA and some had not seen ANA policies, it seems that workshops would go a long way towards helping teachers to understand the values of ANA.

The figure below indicate the recommendations by ANA teachers

Figure 5-7: Recommendations



Recommendations relating to increase in support and change in processes are shown in the figure above.

Secondary findings

The empirical research highlighted negative and positive judgements.

The finding was that while some participants had positive judgements about the ANA adding value to teaching and learning, there were those who viewed the ANA as not adding value and there were even those who were uncertain about the value of ANA.

Two benefits of the ANA contributed to positive judgements: ANA provided self-benefits and benefits to others. Self-benefits mentioned, for example self-improvement, gauging own performance and self-evaluation, relates to intrinsic work values because they are oriented towards personal growth for teachers that were teaching subjects that were evaluated by means of ANA. In this regard teachers meant that the ANA provided them with intrinsic rewards. These rewards serve as motivating factors for teachers to want to see ANA being implemented successfully because they were advancing their own development.

Other benefits were directed at learners and the school. Learners benefitted by being assessed differently and their performances compared to other schools. In this way learners and teachers were able to see how far they were lagging behind and could determine where improvements were needed. When learners' performance improves the school's reputation is also enhanced. The ANA helped in determining learners' ability to pursue Mathematics and readiness for the next grade. In this regard the ANA was important in setting standards that should be achieved, therefore enabling learners and parents in taking a decision on which subjects the learner should pursue from grade 10 and above.

Negative judgements were due to what was seen as unfair advantages received by some learners and lack of consultation with ANA teachers. Access to question papers before they were officially written amounted to cheating and it was considered an unfair advantage to learners who studied hard to achieve good performance. Drilling of papers

was unfair in that it leads to teachers focusing on results instead of imparting valuable knowledge and skills to learners.

The drilling of question papers seemed to be in line with what was reported in the Daily Maverick (2015) where it was mentioned that the ANA can lead to teachers focusing on the test rather than the curriculum, that they can promote rote learning and superficial rather than substantial improvements. Teachers administer the tests, grade learners accordingly and afterwards they move on as these tests do not count towards whether a learner will pass or fail, but are like matric results in that the state holds them up as an example of improvement.

Participants mentioning that they were not consulted indicated lack of communication by SMTs and the District office; hence participants felt that that they did not own ANA because of the way they were conducted. This indicated unwillingness to cooperate by participants. This is why some participants said they did not want ANA but they were implementing ANA because they were ordered to. Cooperation means teachers working together willingly for a common purpose. Therefore cooperation of ANA teachers is helpful when coordinating activities. Lack of consultation and ineffective communication with teachers contributed to the negative judgement of ANA as waste of time and money that could have been used to improve schools infrastructures and therefore not adding value to teaching and learning.

Participants feeling that ANA were a waste of time and money is in line with what was reported in the study by Kanjee and Moloi (2014:99) where it was reported that across all school quintiles, between 15% (Quintile 2) and 33% (Quintile 4) of teachers felt that the ANA tests were a waste of time and money. In the same study it was also indicated that two teachers reported that the ANA were just another externally imposed burden that they have to contend with (Kanjee & Moloi, 2014:108).

Adam and Nel (2014:26) were also of the opinion that despite the enthusiasm for the assessments at district level and the considerable resources that are being expended on them, the fact remains that they cover too long a period of teaching and provide too little detail for effective use in on-going instructional planning.

Neutral judgements emanate from participants feeling uncertain about ANA adding value but thought that ANA has the potential to add value to teaching and learning. This again emphasise the need to have more workshops to educate all stakeholders involved in ANA.

The figure below indicates kinds of judgements against ANA.

Figure 5-8: Value judgements

<u>Positive Judgements</u>	<u>Negative Judgements</u>	<u>Neutral Judgements</u>
<u>SELF BENEFITS</u> -self-evaluation -self-improvement -gauged own performance <u>BENEFIT TO OTHERS</u> -used results as guidelines to compare learner performances -ANA helped in determining learners' ability -learners had the opportunity to be assessed differently	<u>UNFAIRNESS</u> -drilling of papers -access to question papers before tests were officially written <u>LACK OF COMMUNICATION</u> -Not being consulted -ANA were a waste of time and money	- to a certain degree - it adds some value but a very little value

The figure above shows reasons that made participants to judge the value of ANA as positive, neutral or negative.

5.3 RECOMMENDATIONS ON PRACTICAL IMPLEMENTATION OF FINDINGS

It was found that there was not enough communication about the purpose of ANA because some teachers highlighted that they did not know the purpose of ANA. Therefore in this regard communication was not effective

Recommendation: Although there have been many workshops for the implementation of ANA and more are being recommended by teachers, it seems that these workshops are not effectively providing teachers with the required information. I recommend that teachers be introduced to professional development programmes. In terms of ANA the focus can be on giving teachers knowledge and information about ANA and how they

can be successfully implemented, including how to analyse and use the results. This can be done by involving groups of ANA teachers who meet regularly to work on a predetermined project. In this case the ANA. This approach to professional development benefits both teachers and administrators by bringing colleagues together to undertake in a group setting a task that they would normally do in isolation.

During these sessions the South African Council for Educators (SACE) must organize the services of professional psychologist to provide emotional and psychological activities for teachers. These activities can help teachers during the ANA implementations.

In terms of coordination, it was found that during the coordination of activities, tracking of activities involved the use of vertical, verbal and face-to-face communication to pass information with no indication of horizontal coordination.

Recommendation: Using only Vertical coordination during the coordination of activities allowed the flow of information to be top-down. In this way management is perceived as giving instructions to teachers at the lower level. I recommend that teachers at the lower level be allowed to voice their concern to management. This allows information to also flow from bottom to top management. In addition to bottom-up approach coordination should also be horizontal. Horizontal coordination would enable teachers the opportunity to talk about challenges and experiences they encountered during the implementations of ANA. By implementing these approaches SMTs also get the opportunity to listen to teachers and for teachers to talk among themselves. It then means that when SMTs do planning they would consider accommodating teachers' needs in their plans

In terms of support, it was found that although support was aimed at maintaining the structure and functionality of activities during the implementation of ANA, there was no emotional and psychological support for teachers

Recommendation: Increased workloads and the pressures of examinations are just a few of the many causes of stressful working conditions at school. To help ANA teachers deal with these stressful working conditions psychological and emotional support could

be provided. Psychological support encourages maintaining positive mood in the school environment to promote productivity on an individual level and organizational level, therefore helping to improve a person's ability to function under the stressful conditions. As mentioned earlier SACE has the responsibility to organize psychologist to help teachers during the meetings or sessions that teachers attend. The services of psychologists is needed before ANA are written and soon thereafter. SMTs can also organize school psychologists to help if they are available.

In terms of planning, it was found that although the school managers focused on planning, it was mainly operational and tactical with little focus on strategy.

Recommendation: This recommendation is directed to the Department of Education. I recommend that a strategy be designed aimed at making grade 6 and 9 tests to be formal external examinations. This could be achieved by making ANA a formal assessment in the 4th term. Currently grade 12 examinations are the only external exams at the end of high school. Therefore grade 6 and 9 external exams would help to determine learners' readiness for senior phase and FET phase respectively.

By writing ANA in the fourth term will eliminate complaints by teachers that some questions were of the work not done yet. What has been happening is that two tests were written in the 3rd term, namely the ANA and 3rd term tests at almost the same time. Writing two important tests in one term has caused a stressful situation for teachers every year ANA has been written (2011 to 2014).

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the aspects that this study unearthed the follow up to the study can be undertaken on:

- A study that will include many teachers from various districts be conducted to get a broader picture of the roles of SMTs in the implementations of ANA.
- A study that will focus on the analysis of ANA results and how they can be used.
- A large scale intervention programme to support teachers during the ANA implementations

- A large-scale study that will look at the workload of teachers.
- A large-scale study to determine the possibility of writing ANA in the 4th term.

5.5 CONCLUSION

The aim of this study was to explore the management of the implementation of ANA by school management teams. The literature review looked deep into the phenomenon of Annual National Assessment. The empirical data collected highlighted the roles of SMTs, the challenges encountered by both teachers and SMTs, Evaluation of ANA by participants, which were an unexpected theme and the recommendations by participants. Finally the findings from the empirical study were discussed along with the recommendations on practical implementation of findings.

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For administrative use only:
Reference no: D2017 / 219
enquiries: Diane Buntting 011 843 6503

GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	5 August 2016
Validity of Research Approval:	5 August 2016 to 30 September 2016
Name of Researcher:	Ntekane M.A.
Address of Researcher:	78 Rugby Road; Henley on Klip; Meyerton; 1960
Telephone / Fax Number/s:	084 815 2146
Email address:	Ntekane@yahoo.com
Research Topic:	The implementation of the Annual National Assessments: The role of school managers.
Number and type of schools:	TWO Primary and TWO Secondary Schools
District/s/HO	Sedibeng East and Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;
3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

David Makhado
2016/08/08

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management ER&KM)

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gqa.gov.za

Appendix 1: GDE approval

Mr A Ntekane
[13145029]

PO Box 1174, Vanderbijlpark
South Africa, 1900
Tel: +2716 910-3111
Web: <http://www.nwu.ac.za> / www.optentia.co.za

8 June 2016

"Implementation of the Annual National Assessment in schools: The role of school management"

Dear Mr Ntekane,

This letter serves to confirm that your research proposal has been accepted and approved by the Optentia Research Committee.

Committee members:

Present:	Apology:
Prof. S. Rothmann	Prof. M.M. Grosser
Prof. E. Fourie	Prof. M. Nel
Dr D. van Tonder	Dr S. Esterhuizen
Dr S. Kwatubana	
Dr A. Nhlapo	

The ethics application is referred to the Basic and Social Sciences Research Ethics Committee (BaSSREC).

Best Regards,



Prof. S. (Ian) Rothmann

Director: Optentia Research Focus Area



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X8001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the Basic and Social Sciences Research Ethics Committee (BaSSREC) after being reviewed at the meeting held on 11/08/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Implementation of Annual National Assessments: The role of school management.																															
Study Leader/Supervisor: Dr S Kwatubana																															
Student: Mr MA NTEKANE																															
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>HS</td><td>-</td><td>2</td><td>0</td><td>1</td><td>6</td><td>-</td><td>0</td><td>1</td><td>0</td><td>1</td> </tr> <tr> <td colspan="4">Institution</td> <td colspan="4">Study Number</td> <td colspan="4">Year</td> <td colspan="3">Status</td> </tr> </table>	N	W	U	-	HS	-	2	0	1	6	-	0	1	0	1	Institution				Study Number				Year				Status		
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Institution				Study Number				Year				Status																			
Application Type: -																															
Commencement date: 2016-08-17	Expiry date: 2019-08-17																														
Risk:	Low																														

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the BaSSREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the BaSSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via BaSSREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the BaSSREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via BaSSREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and BaSSREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the BaSSREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- BaSSREC can be contacted for further information or any report templates via Charmaine.Lekonyane@nwu.ac.za or 018 210 3483.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or BaSSREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by
Prof LA Du Plessis
Date: 2016.11.22
16:08:40 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Appendix 2: Ethics approval

Appendix 3: Consent Form

INFORMED CONSENT

Title of Research

THE IMPLEMENTATION OF THE ANNUAL NATIONAL ASSESSMENT: THE ROLE
OF SCHOOL MANAGERS

Name of Researcher

Abe Ntekane

It is important to note that before agreeing to participate in this research study, you need to read the following explanation of the study. This statement describes the purpose, benefits, risks, discomforts and precautions of the study. Your right to withdraw from this research project will be described and note that no guarantees or assurances can be made as to the results of the study.

Explanation of Procedures

This study is designed to explore the management of the implementation of Annual National Assessments (ANAs) by school management teams. I am Abe Ntekane, a Master's student at the North-West University Vaal Triangle Campus, conducting this study to investigate how ANAs are implemented and managed by school management teams and to find elements that either hinder or promote efficient management of ANAs. The necessity for the research is derived from the findings of other researchers that despite the enthusiasm for the assessments at district level and the considerable resources that are being expended on them, learner performance in the schooling system of South Africa is a cause of concern.

A qualitative approach will be used in this study to gather data by means of semi-structured interviews with 28 participants. The study will take place at 2 high schools and 2 primary schools. I identified the schools by asking the Sedibeng East and West district offices for a list of schools based in their districts. In each high school seven participants will be selected: the Principal, one English teacher and one Mathematics teacher in

grades 9 and 10 as well as the HOD for English and the HOD for Mathematics (n=14). In primary schools seven participants will be targeted in each of the schools: the Principal, HODs for intermediate and senior phases, teachers who teach English and Mathematics in grades 6 and 7 (n= 14). To be able to contact you, I approached the principal and asked the principal to put me in touch with the relevant teachers as explained in the paragraph above.

During the interview I will ask you questions relating to the implementation and the management of the Annual National Assessments. I will make use of an audiotape to avoid loss of information during interviews. I will ask for permission from you to record the interview. If you are not comfortable being recorded I will just write down the responses.

Documents relating to Annual National Assessments will also be analysed. These documents will include minutes of meetings, official memos and communications, reports or any document that is linked to the study.

Risks and Discomforts

No intentional risks or harm are anticipated as a result of your participation. It will take approximately 60 minutes of your time, after teaching hours, to conduct the interviews. I will discuss the issues pertaining to ethical considerations of the study with you prior to the interviews.

Confidentiality

The information gathered during this research project will at all times remain confidential. Information obtained via the research would be used for research purposes only. Feedback on the results of the study will be given to the participants of the study and the Gauteng Department of Education. Data gathered will be kept in a locked cupboard for a period determined by the university. The final research results will be presented in the format of a dissertation that will be submitted to the North-West University, Vaal Triangle Campus for examination.

Withdrawal without Prejudice

Participation is voluntary and refusal to participate in this study will involve no penalty. Each participant is free to withdraw consent and discontinue participation at any given moment in time.

Costs or Payments

There will be no costs involved for taking part in this research study and no participant will receive any payment to participate in this research project.

Benefits

You will have a clearer picture of how ANA is implemented and managed at your school. You will gain an understanding of the challenges and be involved in coming up with the solutions to the problems identified. Recommendations made will help to improve teaching and learning in your school.

Questions

Participants may contact Dr. S.J. Kwatubana (e-mail: sipho.kwatubana@nwu.ac.za, work phone: 016 910 3062) if they have any questions concerning this research study.

Agreement

This agreement states that you have read and received a copy of this informed consent form.

- I confirm that I have read and understand the information given in the Informed Consent for the abovementioned study.
- I have had the opportunity to consider the information, ask questions about it and have had them answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time and without giving a reason.
- I understand that the data gathered from this study will be accessible to the researcher's supervisor at the North-West University and that the results will be published. I understand that my identity will not be disclosed when the results are published.

- I agree to take part in this research project and spend approximately 60 minutes, outside of school hours, of my time in the interview.

Your signature below indicates that you understand the parameters of your participation and agree to take part in this study.

Signature of Participant _____ Date _____

Participant's Name _____ Date _____

Signature of Researcher _____ Date _____

You may contact me about future participation in this study. Yes / no

Would you like us to send you a short summary of the study's findings when it is finished?

No ☐ Yes, please. ☐

INFORMED CONSENT

For participants in Focus Group

Title of Research

THE IMPLEMENTATION OF THE ANNUAL NATIONAL ASSESSMENT: THE ROLE
OF SCHOOL MANAGERS

Name of Researcher

Abe Ntekane

It is important to note that before agreeing to participate in this research study, you need to read the following explanation of the study. This statement describes the purpose, benefits, risks, discomforts and precautions of the study. Your right to withdraw from this research project will be described and note that no guarantees or assurances can be made as to the results of the study.

Explanation of Procedures

This study is designed to explore the management of the implementation of Annual National Assessments (ANAs) by school management teams. I am Abe Ntekane, a Master's student at the North-West University Vaal Triangle Campus, conducting this study to investigate how ANAs are implemented and managed by school management teams and to find elements that either hinder or promote efficient management of ANAs. The necessity for the research is derived from the findings of other researchers that despite the enthusiasm for the assessments at district level and the considerable resources that are being expended on them, learner performance in the schooling system of South Africa is a cause of concern.

A qualitative approach will be used in this study to gather data by means of semi-structured interviews with 28 participants. The study will take place at 2 high schools and 2 primary schools. I identified the schools by asking the Sedibeng East and West district offices for a list of schools based in their districts. In each high school seven participants will be selected: the Principal, one English teacher and one Mathematics teacher in

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During the focus group interview I will ask you questions relating to the implementation and the management of the Annual National Assessments. I will make use of an audiotape to avoid loss of information during interviews. I will ask for permission from you to record the interview. If you are not comfortable being recorded I will just write down the responses.

Documents relating to Annual National Assessments will also be analysed. These documents will include minutes of meetings, official memos and communications, reports or any document that is linked to the study.

Risks and Discomforts

No intentional risks or harm are anticipated as a result of your participation. It will take approximately 60 minutes of your time, after teaching hours, to conduct the interviews. I will discuss the issues pertaining to ethical considerations of the study with you prior to the interviews.

Confidentiality

The information gathered during this research project will at all times remain confidential. Information obtained via the research would be used for research purposes only. Feedback on the results of the study will be given to the participants of the study and the Gauteng Department of Education. Data gathered will be kept in a locked cupboard for a period determined by the university. The final research results will be presented in the format of a dissertation that will be submitted to the North-West University, Vaal Triangle Campus for examination.

I will ask you to sign below that you will keep all comments made during the focus group confidential and not discuss what happened during the focus group outside the meeting.

Withdrawal without Prejudice

Participation is voluntary and refusal to participate in this study will involve no penalty. Each participant is free to withdraw consent and discontinue participation at any given moment in time.

Costs or Payments

There will be no costs involved for taking part in this research study and no participant will receive any payment to participate in this research project.

Benefits

You will have a clearer picture of how ANA is implemented and managed at your school. You will gain an understanding of the challenges and be involved in coming up with the solutions to the problems identified. Recommendations made will help to improve teaching and learning in your school.

Questions

Participants may contact Dr. S.J. Kwatubana (e-mail: sipho.kwatubana@nwu.ac.za, work phone: 016 910 3062) if they have any questions concerning this research study.

Agreement

This agreement states that you have read and received a copy of this informed consent form.

- I confirm that I have read and understand the information given in the Informed Consent for the abovementioned study.
- I have had the opportunity to consider the information, ask questions about it and have had them answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time and without giving a reason.

- I understand that the data gathered from this study will be accessible to the researcher's supervisor at the North-West University and that the results will be published. I understand that my identity will not be disclosed when the results are published.
- I agree to take part in this research project and spend approximately 60 minutes, outside of school hours, of my time in the interview.
- I am agreeing to have the focus group audio-recorded
- I agree to maintain confidentiality of information shared in this focus group

Your signature below indicates that you understand the parameters of your participation and agree to take part in this study.

Signature of Participant _____ Date _____

Participant's Name _____ Date _____

Signature of Researcher _____ Date _____

You may contact me about future participation in this study. Yes / no

Would you like us to send you a short summary of the study's findings when it is finished?

No ☐ Yes, please. ☐

Appendix 4: interview schedule

INTERVIEW SCHEDULE

SMT MEMBERS (HODs AND THE PRINCIPAL)

1. What role do you play as an SMT member in implementing ANAs?
2. What challenges do you encounter in implementing ANAs?
3. What role do you play in the planning of the implementation of ANAs?
4. How is ANAs in your school managed?
5. Who is responsible for the implementation?
6. Who is responsible for monitoring and evaluation?
7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?
8. Elaborate on how the SMT monitor and evaluate ANAs at your school?
9. Do you think that ANAs add value to teaching and learning? If so how? If not why?
10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?
11. How do you feel now that ANAs were not written in 2015 and 2016?

INTERVIEW SCHEDULE

GRADE 6, 7, 9 AND 10 EDUCATORS

1. What role is the SMT playing in implementing ANAs?
2. What challenges do you encounter in implementing ANAs?
3. What role do you play in the planning of the implementation of ANAs?
4. How is ANAs in your school implemented and managed?

5. Who is responsible for the implementation?
6. Who is responsible for monitoring and evaluation?
7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?
8. Elaborate on how the SMT monitor and evaluate ANAs at your school?
9. Do you think that ANAs add value to teaching and learning? If so how? If not why?
10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?
11. How do you feel now that ANAs were not written in 2015 and 2016?

Appendix 5: Transcripts

School B

Participant B1

1. What role do you play as an SMT member in implementing ANAs?

Participant B1: I am ANA coordinator

2. What challenges do you encounter in implementing ANAs?

Participant B1: There were not many challenges, but we would have preferred that ANAs be held in one day. It was time consuming. The District sent exemplars, which learners must revise and therefore a lot of time was spent on ANAs.

3. What role do you play in the planning of the implementation of ANAs?

Participant B1: I draw up all plans for the actual day that ANA is going to be written. I draw up all the plans for marking and moderation

4. How is ANAs in your school managed?

Participant B1: ANA is managed by the Principal and I report to the Principal and every teacher and subject teacher is responsible for their own classes.

5. Who is responsible for the implementation?

Participant B1: Myself (Deputy Principal) and educators are responsible for implementing ANAs.

6. Who is responsible for monitoring and evaluation?

Participant B1: Myself (Deputy Principal) and the Principal are in charge of monitoring. Evaluation is done by the whole SMT. The district officials also come around for monitoring.

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

Participant B1: Yes, I think they are effectively implemented. The policies might not always be right but they effectively implemented.

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

Participant B1: When learners are writing SMTs monitor by walking around to the classrooms making sure that honesty boards are in place for the learners. When teachers start marking, 10% of all the papers are moderated and once all the recording has been done the papers are moderated again. That is 10% per class.

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

Participant B1: I am not sure if ANAs add value because it is as if you train learners specifically for that exam. We did not really find that it was a true reflection. Had there been not coaching and the learners were just one day they (District officials) arrive with papers and just say write, it would have been a better reflection. But children get question papers from their parents who taught at other schools and they practice, and therefore it wasn't a true reflection.

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

Participant B1: We did not have problems at our schools, we managed it well and therefore I don't have any recommendations at the moment.

11. How do you feel now that ANAs were not written in 2015 and 2016?

Participant B1: We definitely feel that the common papers that we are writing are better. We now write common papers. There is no time wasting and there is no coaching towards one exam paper which was really a waste of time. And it wasn't really fair as well because you weren't comparing apples with apples. The ANA paper was set at one level, but obviously there are some schools that are at different levels and we have to acknowledge that and it wasn't really a fair assessment. ANA did help in pin pointing the areas of weakness and in the following year the teachers could concentrate on those

areas. Teachers learned to analyse the exam papers and find out exactly where the learners were struggling. So there were good things that came out of ANA.

School B

Participant B2

1. What role is the SMT playing in implementing ANAs?

Participant B2: SMTs make sure that everything is running smoothly. They make sure that the curriculum is covered. Make sure that teaching is done correctly. Make sure that there is planning and preparations for ANAs.

2. What challenges do you encounter in implementing ANAs?

Participant B2: The problem is that they ask questions of the work that we haven't done yet. When ANAs are written, usually in September, we haven't covered the fourth term's work yet. So that is not a true reflection of the learners work. Just before writing everyone is concerned about ANAs. The lesson plans and everything stays behind and ANA is taking the main focus. Therefore it definitely time consuming, if it can be written in the fourth term that would be better because there is the possibility that all the year's work would have been covered as compared to writing in September

3. What role do you play in the planning of the implementation of ANAs?

Participant B2: The teacher plays a major because it is the teacher who teaches the learners to make sure that learners understand and are ready for ANAs.

4. How is ANAs in your school implemented and managed?

Participant B2: Teachers are informed by SMTs when is ANA going to be written. During the year we revise previous years question papers of ANA. When learners write in their books, any question relating to ANAs is clearly identified, for example we write ANA in brackets next to that question. Then we know that during the year some of the questions have been done already so it is not so difficult when learners write ANAs.

5. Who is responsible for the implementation?

Participant B2: SMT, Principal and teachers

6. Who is responsible for monitoring and evaluation?

Participant B2: The District monitors everything. They usually have meetings in the afternoons to find out if there were any hiccups about the question paper. We give feedback to the District officials.

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

Participant B2: Yes, they are effectively implemented

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

Participant B2: They make sure that we implement ANA during the year. They make sure that we work on previous papers and learners are given exercises.

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

Participant B2: Yes on one side it is very good because you can evaluate yourself on how your learners performed against others schools. But on the other hand they ask questions that your learners haven't done yet. Also valuable teaching time is lost because you have to focus on ANAs.

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

Participant B2: Not to the school or SMTs, but to the District, the SMTs get orders from the District. So if the District can allow for the test to be written later in the year and ask questions that the curriculum is supposed to cover for that amount of time. Or if test can be written in the first term of the new year because learners can write about the previous year's work.

11. How do you feel now that ANAs were not written in 2015 and 2016?

Participant B2: The pressure was a bit off the teachers. The thing is that ANA is not a good reflection of how our learners perform because in others schools teachers help learners by writing the answers on the board.

Participant A1
School A

1. What role do you play as an SMT member in implementing ANAs?

Participant A1: The Principal and me, we do the logistics. We make sure that we receive the question papers from the District, we draw the time table, invigilation time tables and we see to it that all the papers are put into safe room and on the day that learners are writing we open the seals and give learners the question papers.

2. What challenges do you encounter in implementing ANAs?

Participant A1: The time factor – we busy with normal assessments then we have ANA scripts that we must mark, moderate and complete the mark schedules and hand in to the Districts. Mostly it is time issue. Workload is enormous especially when you write ANAs in all the subjects. When we wrote only Mathematics and English it was not a bigger problem because other teachers could assist Mathematics and English teachers to mark. Teachers have extra work above their normal work.

3. What role do you play in the planning of the implementation of ANAs?

Participant A1: As soon as I get the management plan from the District I draw up the management plan for the school, which entails the timetables and the changing the school timetables to coincide with the time that we must start writing ANAs. Then walking around to make that the is proper examination procedures if there are problems then we are available for assistance

4. How is ANAs in your school managed?

Participant A1: Draw up management plans, get HODs involved, we have ANA meetings and explain to the teachers exactly what must be done and when so that nobody is uncertain about their roles and what needs to be done.

5. Who is responsible for the implementation?

Participant A1: The coordinator is myself as Deputy Principal or the Principal, the whole SMT would be involved as well as the HODs to prepare for ANAs. Teachers are also involved as well because they must do it.

6. Who is responsible for monitoring and evaluation?

Participant A1: SMTs and the Deputy Principal as the coordinator are responsible for monitoring and evaluation. The Principal would be responsible if the Deputy Principal is not available.

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

Participant A1: Yes I am sure they are and they are up to date. In the past implementation of ANAs was never a problem, everything went smoothly.

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

Participant A1: After the question papers have been written they must be marked and the HODs will moderate the percentages as prescribed by the ANA policy. From there the statistics would be compiled. The papers that need to be moderated by the District would be indexed and put into envelopes and delivered to the District office.

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

Participant A1: I think it does add value because children get assessment in another format and the teachers see the different kinds of questioning and the different kind of how to set up an exam paper different from the normal assessment tests. When they write the two subjects we put extra efforts over above the normal teaching time to prepare the learners, so in that sense it does add value. Yes again we can't generalize for some teaching it does add value. SMTs get together to discuss the results. We compare our ANA results with the previous year's results. We identify where we were weaker and stronger. For weaker grades or subjects we have a special implementation plan to improve the marks. So we use the results as a guideline against our own marks. We compare ANA marks against our own marks to see if there is a problem.

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

Participant A1: I think the whole implementation from National to Provincial, to Districts and to school is fine. It is well organized. It is just the time constraints. Especially when you write in February the grade 4s of the previous year, now grade 5s, they write grade 4 papers and I hope it won't be done again. If they can write maybe at the end of the year while they are still in the same grade, that would be better.

11. How do you feel now that ANAs were not written in 2015 and 2016?

Participant A1: In the previous year when the unions were unhappy I totally agreed with them because that was never the mandate. The mandate was to check numeracy and literacy. Now it has been extended to all the subjects and that was not the purpose of ANA from the start. I am happy that it was not written. This year if we could have written home languages and mathematics I would have been happy.

Focus Group

School A

Participant A2, Participant A3 and Participant A4

1. What role is the SMT playing in implementing ANAs?

SMTs are involved. They allocate the timetables. They give us time to do the work and administer ANAs (**A2**). There is a specific time allocated to ANAs, normally the first and second period would be given to ANA (**A3**) for revision (**A4**). Regardless of whether you teaching them or not, if you are in class during those two periods you have to teach them. Then the subject teachers provide question papers for revision. The teachers in the classes at that time would then assist with revision (**A3**).

2. What challenges do you encounter in implementing ANAs?

ANAs take time that could be used to complete the normal syllabus while we also have our own assessments that we have to administer (**A2**). And we can't change the timetables because it has been designed by the Department (**A2**). ANA timetables

come from the department (A2). While it is also a good thing this ANA, at the same time remember we have ANAs to administer, at the same time it holds back the concept that I am supposed to teach within that specific period of time. If today first and second period I have to administer and revise ANA, what about the content that I am supposed to be teaching at that time, time lost will never be recovered (A3). We sometimes feel that it is unnecessary because some of the concept that ANA cover are some of the concepts covered in our assessment policies and our policy document to all our learning areas that we have. I feel that teachers do have skills they don't need ANA. If they (DoE) need to assess nationally may they can create another assessment because we feel that we have guidance from the policies that we already have (A4). Besides ANAs being done nationally it does not even go to the report of the learner, so what is the purpose of it if it cannot be reported on the report of the learner? (A3)

Interviewer: After the results have been announced do you do you sit down and discuss the results? We do proper analysis and check how many learners passed. The worry is that it doesn't reflect in the learners' reports, we write it and it ends there, it is just for them and whatever they do with the results we don't know (A2). If it is nationally it must be like matric results where the results reflect on learners' performance and come up with a certificate (A3). At the moment you write the tests and forget about it (A2). Unless if the purpose of ANA was to assess the quality of teachers it would have been understandable if that is the main purpose (A3). We do have assessment policies to show progress. We have assessment policies and examination guidance to all learning areas, we therefore feel that assessment have been covered. Unless if the government comes up with a new system, but I feel that it should not be upon the teachers to give their time because we already have a management plan that manages our assessments. We also feel that our assessments are up to standard because we don't just assess from anywhere, the Department send us areas of assessment we have to follow. If there is a different assessment that they need us to follow then they can create a different board. We can facilitate that but we don't want to take time from our teaching and learning time to cater for ANAs (A2). If possible let ANAs be common to all learning areas and those ANA papers be exams like the normal exams that we usually write. Let it be exams across the country. If that can happen we need to know

which textbooks across the nation would be used where ANA questions would be asked. At the moment we using different textbooks and there is a lot of disparities regarding questions. Let ANAs be written, we not disputing it, but let it be common to say these are the exams that must be written at the end of the year (A3). They must be external papers (A4). Why is it necessary to do only English and Maths while there are so many learning areas done here? These two subjects take the time for other learning areas (A2), so let it be across all learning areas and be common exams, external papers so that we know that we got a common paper annual across, because other people would say, for example she might be teaching Maths, she must be teaching English and I am teaching maybe science, instead of me trying to cater for her time, I would say I am also teaching my own learning area, you understand it's not all teachers would provide the same opportunity in way that the subject teachers are wishing to help their learners, because every teachers intention is to produce better results (A3). And what I have noticed about this thing, the tests is that they are so simple, simple, it provide for every child for you to think that they all know misleading you to think that all learners know, whereas they don't know. For example I have noticed with the grade ones, they ask very simple questions like they would put the pictures of dogs, cats, those common animals and these kids they know, is that a question? No it's not (A2). The questions being asked are too simple (easy). The standard of the questions are not comparable to Bloom's taxonomy. In this regard it is not adding value, it is just taking our time, and I could do something much more important than ANA (A2). I also think that the government is spending money unnecessary because they have provided textbooks that are needed for the learning areas, but they come up with expensive textbooks for ANAs and those textbooks have the same content as the normal textbooks (A4). The other thing is we need to understand the aims and objectives for ANA, for example why are we having ANAs for what purpose? Remember if they are giving me something to ask, there is a purpose, there's is a goal that they want to achieve then we need to understand what their purposes are by providing ANAs (A3). I think South Africa has a political socio-economic implications especially on families, I think there is a huge gap, that's where they would find out that South Africa spend a lot of money on education but our results are not ...because we have a mentality that has

to be changed and we going through transition, so they don't have to use a lot of money (A4). You find that a child in grade seven still can't construct a single sentence, can't write spelling (A2). And we have our own way of teaching the foundation stage, these things doesn't appear...I have never seen in ANA where they ask questions, maybe they put the sound, letting the child to formulate the sound to make a word. I have never seen something like that whereas it's how it's supposed to be, in the foundation phase we do that (A2). I think the major problem is the top-down approach, they should have started by first finding out from the foundation teachers how can they implement that (ANAs) and what is actually needed. The top-down approach, I think it is not working; the teacher at grassroots level should have been consulted regarding ANAs (A4). And if they feel that the South Africans educationally they are struggling, they cannot actually address social economic factor by putting up lots of assessments strategies of which it won't work (A2).

3. What role do you play in the planning of the implementation of ANAs?

As I said it's a top-down thing not even at the school level, the SMSs is called to a meeting and then given instructions which they pass down to us and then we have to follow the instructions. So there is no communication (A4). It's an order from above (A2). It's just an instruction of using money from education in a way to benefit some groups, in a way of using a large number of participants to participate ignoring and sidelining the educators who knows what is actually the major problems to learning and teaching (A4).

4. How is ANAs in your school implemented and managed?

It is very formal. We invigilate them properly. We follow the instructions of the external exams (A2). Time frames, if the question paper says two hours, then its two hours, no extra time is given (A4). We mark thoroughly, record and analyse each question (A4). All scripts are marked by the subject teachers. Later they will come for moderation, that's where they will pick up and select some of the scripts, but all the scripts are marked by teachers (A4).

5. Who is responsible for the implementation?

SMT, Principal and teachers are involved (**A2**).

The whole school is involved even the learners have to prepare for the tests (**A4**).

6. Who is responsible for monitoring and evaluation?

SMT is responsible, they move around to make sure that your in class you are not sitting down to make sure that invigilation takes place (**A2**) and make sure that question papers are there on time (**A3**). But then we have this other evaluation whereby a team from outside come in, external moderators from the District (**A4**).

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

We follow the same rules for the normal assessment (**A4**). The policy might be with the SMTs, their duty is to delegate to us how we should conduct tests, but it is not given to us (**A3**). There is a person from the SMT who liaise with ANA body and bring all the instructions to us (**A4**).

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

ANA tests are treated like external exams; therefore the SMTs go around to see if invigilation is taking place and to check if teachers are not sitting in classes (**A3**). SMTs also check if enough time is given to learners to read question papers before they start writing (**A2**). We also have that great count-down chat that we always motivate the learners to follow and know how many days are left towards ANA, so the SMTs plays a role (**A4**). After papers have been written, we have to mark and do post moderation and also do statistics (**A3**). The evaluation for learners come from that ANA body, so what our SMTs does is to carry through the instructions and follow them, so I don't think that the SMTs sets the final ANA paper (**A4**).

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

No it doesn't add value (**A2**). I think financially it takes a lot of finances from the Department of Education and to learners, as we indicated before that why is it not run as an external paper for the final grade that the learner is, so we actually confused

about the implementation of ANAs. We ask ourselves a lot of questions what is it actually serving. We understand that they want to assess learners, but at the end of the day we really don't know what's happening (A4). I think I would say even most teachers are not clear as to the purpose of ANAs, so in that case we just doing it because it's an order. Even learners are writing it because we order them to write. As result we make a joke out of the word 'ANA'. It's got no meaning, a lot of people don't know about it (A4). When it come to value, if ANAs could be assessed in such a way that it could contribute towards the final mark of the learners, yes it could add value. If learners are aware it doesn't contribute to the report mark it serves another purpose and they don't take it seriously. If learners know that it is going to be in the report mark, if they fail they are not progressing, then they would take it seriously (A3). And what I have noticed is that you find a paper with plus or minus twenty questions, but it's a big pile, so I don't whether these people who are setting the questions they know how to save paper, because paper is very expensive, so how much money do they have to make twenty questions into a ten page paper, they must also think of that, try to put the questions in such a way that they accommodate everyone, few pages to save the paper and use the money for something else (A2). We also feel that it is not owned by us teachers; we feel that there is someone out there doing this without consulting them. Maybe it would add value if we know that from our school there is two teachers representing us in that particular body dealing with national assessments, its sounds as if someone is nationally assessing..... (A4). We got a problem as much as we work with external papers, what needs to be done is let it contribute to formal assessment of the kids, because to others you are wasting their time to write something that is not going to give the results for that. Let it contribute formal towards the continuous assessment of the kids (A3). At the moment we don't want it, simple, it is not adding value (A2). Unless they involve us in all the decisions (A4).

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

They should go back to the drawing board (A2). I think it must start from the districts and provide workshops on how ANAs should be run so that when they come to schools

they should have correct measures on how it should be implemented (**A3**) and involve the teachers because they are the ones who are teaching (**A2**). Workshops are very important (**A3**). They must stop being autocratic, they must tell us (**A2**).

11. How do you feel now that ANAs were not written in 2015 and 2016?

We are happy (**A2**). especially when it comes to workloads; we have time to use for teaching. When it comes to value or non-value nothing has changed because as far as it doesn't contribute anything to the learners it doesn't serve any purpose, it's like going to train but at the end of the day there is no match that you going to play, so why should you train then, because that training keeps you fit and you have a team that is not playing matches against other teams. It's like taking learners to go and train, and then they are going to ask you when we are having a match; and if you say we are not going to have a match then the number of learners attending those sessions are going to deteriorate, then your training would serve nothing ANAs don't contribute to the formal assessment of learners we therefore can't see it as being productive anyhow because it doesn't contribute to learner progress (**A3**). I feel that a lot of money has been wasted on ANAs; and I feel that the money should be used for some other improvements including the teachers' salaries, school furniture, school renovations, because we don't have chairs, and as you say for 2015 and 2016 already a lot of material have been printed and it was just dumped around schools and that is money, money that would have catered for valuable things in education and Wi-Fi for the schools for us as teachers to do research, we don't have and school renovations, if you go to the south there are some schools where when you walk through you just feel scary because it really needs renovations they should have taken that money and use it for purposes that would benefit teachers and government structures because the facilities are really showing that there is something wrong happening there, that the maintenance of the facilities.... And they busy duplicating very expensive papers, coloured papers using lots of money. I think they should come down to school bases where they would get suggestions from us, they shouldn't just come up with instructions because we do feel that if ANA was conducted as a common paper or as a common examination, maybe even the foundation phase, also even the intersen phase, in time the senior phase; that

would formalized, if that would include the assessment policy for all schools, that has been set as national assessment policy that would cover all learning areas; I think that can be of value, but if we just have people who come with their own ulterior motives and just bring the implementation, so I think educators like implementing if we were given a chance we wouldn't even have implemented ANAs until we are involved and until we can also voice our contributions towards the assessment (**A4**).

Focus Group

School C

Participant C1, Participant C2, Participant C3 and Participant C4

1. What role is the SMT playing in implementing ANAs?

Yes, they play a role, for example they make sure that grade 9s have a timetable and their contact time is reduced maybe instead of forty five it then comes to forty minutes, to provide time to teachers who administer ANAs so that they have enough contact time with learners and to ensure that we have proper classes and they are clean (**C1**). And furniture is adequate for all learners. They change the school timetable in order to accommodate ANAs (**C3**).

2. What challenges do you encounter in implementing ANAs?

Yes there are challenges. Most of the time you find that especially the question papers, you find that some of the questions the learners do not understand. Time allocations – for example if it is eighty minutes, you find that some learners are not able to finish within the stipulated time. Other challenge is human resources – we find that we don't have enough educators to monitor the learners especially in the afternoon studies; we lack capacity in terms of the support staff (**C1**). So some educators complain about the workload, it is basically about the workload (**C3**).

3. What role do you play in the planning of the implementation of ANAs?

Yes, teachers are also involved because we have to give them something like a practice before they write ANAs **(C4)**. We use the previous years' papers in order to practice. The teachers are mostly involved in the preparations for ANAs **(C1)**.

4. How is ANAs in your school implemented and managed?

SMTs choose some of the HODs to be responsible, but also the English HOD and Mathematics HOD; those are the ones responsible for implementing ANAs with the help of some of the educators **(C3)**. SMTs come up with a plan of what needs to be done and when, including the timetables **(C3)**.

5. Who is responsible for the implementation?

SMTs and District office are responsible for implementation **(C4)**.

6. Who is responsible for monitoring and evaluation?

It is the relevant HODs for English and Mathematics **(C1)**. Sometimes even the facilitators from the district sometimes come to check whether everything is running smoothly **(C3)**. They check if papers are written on time and learners are seated accordingly **(C1)**.

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

As a school I think we don't have policies we apply the Department policies, we use the district rules on how it should be implemented **(C4)**.

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

The SMT is always around just to make sure that everything is running smoothly. When filling in the ANA answer book they come around to remind learners of what needs to be filled in. They make sure that learners understand what needs to be done **(C1)**. They will make sure that they come and remind the learners **(C3)**.

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

The way it's been conducted, it doesn't add value. But if it's been done in a continuous way it can be able to add value, because it should be done from the beginning of the year. It's like something you meet on the way; when you go to write the exam, so it's like an obstacle waiting for you. But if it is done all along then I think it can be able to be managed better than it is being managed **(C4)**. It doesn't add value, it must be spread to all learning areas, if it is two learning areas we leaving behind other critical learning areas like EMS. As a result we do not have a proper diagnosis of the readiness of the learners in other learning areas, because with English and Maths I don't think you can have a conclusive feedback of the learners' readiness with only two learning areas. If it can be spread to maybe 60% or 65% in other learning areas maybe it can add value. In its current form it does not add value **(C1)**.

Interviewer: Do you analyse the ANA results to see what went wrong? I think HODs do that, at some point they convene the relevant teachers especially those teaching grade 8 and 9 to say that these learners have problems, for example in English they would say these learners don't know how a difference between a verb and a noun based on how learners performed in those questions, so they do have feedback, they give us feedback on these type of questions. Or learners cannot be able to summarize, so we need to focus on those questions **(C3)**.

Interviewer: so that information would then be used in the following year? Yes the following year to say that please let's focus on...let this learners know how to summarize or how to write a letter, it's just an example **(C3)**. Yes, with mathematics we always have a thorough debate because you find that in Maths they perform poorly, so you find that they will always discuss...what's the problem? What can we do? I remember there was a teacher deployed to help because they realized that Maths is a challenge **(C1)**.

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

If they can make sure that learners write early in the morning because most of the time you find that these learners are tired, especially after lunch and you find that it comes difficult to administer it because learners come with excuses, the time...if they can move

from afternoon to early in the morning, I think it can be convenient **(C1)**. Let ANAs be a continuous thing so that learners would be able to adapt to the style and be able to understand what is required from them **(C4)**. Normally ANA is towards September, and they start preparing after June exams so I agree, let it be a continuous thing, the SMTs can try to come up with a sort of a time table whereby they let these learners be prepared as early as February **(C3)**.

Interviewer: So tell me, what do you think; some teachers are saying ANAs is not working for them because the results are not even added towards the year mark? If a policy can be made to say that such a percentage of ANA marks would contribute towards the final mark so that learners can take ANAs seriously, even to us educators it is discouraging because at the end of the day it does not contribute to see whether these learners know how to speak English or they know how to count, so I think if it can be treated in such a way that maybe 25% of ANA will be included in the final mark of learners **(C3)**.

11. How do you feel now that ANAs were not written in 2015 and 2016?

As teachers we are happy because it was like a punishment that we don't know how it was going to help us and how it's going to help learners. But somehow some of the content was very good in such a way that it was helping. We might have missed a bit, but to us is less encouragement. If it was being applied in a proper way, we can be able to say we missed something that is logical; it is something that is illogical to us, we see that as punishment because you mark it, and then you go to the exam, that means that it is useless to us and has no importance. So you punishing teachers to go to exams tired like that. But if it was being applied properly we would have missed, because of the application we haven't missed anything **(C4)**. Going to back to what we said when we say it must be continuous, because right now they just write and mark and then?...for example there are some schools who are not even writing ANAs. There is something that should be done, not focusing only on two learning areas **(C3)**. Personally I feel like it's a loose/loose situation because as teachers we lost the opportunity assess the learners' readiness, because ANA papers are of a high quality, if they can pass that paper you then know that your learners are ready. On the other hand the Department

has lost an opportunity to get a clear picture of what is happening in the classrooms. I therefore feel that ANAs are good, the only problem is the workload; if it can be administered like the grade 12 examination, and have some people who would mark it, I am telling you as teachers we would produce 100%. But if it come back to us...you must mark this and your given time frame, to finish it within these....I still have my own tasks, this one is not even included in the final mark, so maybe that means I have to prioritize...do I have to finish the task which is needed next week for moderation or do I have to that's why you find that sometimes the unions come to our rescue. So if the department can have some student teachers or whoever that can mark this and they just give us feedback only and tell us where to improve, I think it can work **(C1)**. We are also expected to be in par with the normal work schedule **(C3)**.

School C
Participant C5

1. What role is the SMT playing in implementing ANAs?

Participant C5: They do planning and allocate teachers. They give teachers time to plan for the implementation of ANAs. They give them the booklets that they use in order to prepare learners for ANA tests.

2. What challenges do you encounter in implementing ANAs?

Participant C5: The booklet is very easy to use in class, very easy to give learners homework and to work by themselves. But when it comes to the question paper has a different application, it's no longer building the concept but it is the application of the concepts. So I think it would be better if the books are written in such a way that they are able to prepare learners for the exams.

3. What role do you play in the planning of the implementation of ANAs?

Participant C5: We receive the booklets and then register learners. We then use the booklets according to the syllabi. We use the booklets according to the plan, topics and the schedule.

4. How is ANAs in your school implemented and managed?

Participant C5: We use a booklet called ANA preparatory for learners to do Mathematics. We have morning classes where we specialize in doing those booklets that helps learners to prepare for ANAs. During school hours we follow the school syllabi working hand in hand with the ANA materials. It is a different book from the one used in the mornings. This is done for two months before ANA is written.

5. Who is responsible for the implementation?

Participant C5: It is SMTs, especially the HODs for the learning area as well as the teacher concerned. The HOD plans. He assigns the teacher who will be teaching in the morning. The HOD comes with the plan and the learners are involved

6. Who is responsible for monitoring and evaluation?

Participant C5: For monitoring and evaluation it's the HOD and the teacher who is responsible. Teachers give learners tests and the teacher has to report back to the HOD.

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

Participant C5: The policies are seldom implemented because it depends on manpower. For example this year I was teaching grade 10 to12, so I could no longer help with the ANA project

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

Participant C5: They set a program and a timetable and the HOD check if the teacher follows that program. Secondly learners have a booklet that they use only for the ANA project. Then the teacher must give a report. It means that the HOD will check learners' books against the program to see how far they have progressed and also check the learner attendance.

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

Participant C5: Yes, to a certain degree. The reason being when you teach learners following the syllabi sometimes there are certain concepts that you don't treat thoroughly, but when you have the program of ANA and the booklet of ANA, it pushes you as a teacher to teach the concepts thoroughly. The learners in ANA are not only asked the memory and the knowledge, but they are asked how to apply the concept and they are asked how to use the concept in a different scenario.

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

Participant C5: Firstly all the tests must be reviewed and have a study program where we deal with the previously written tests of ANA. Have study periods and timetables to address the previously done concepts with the learners who are going to write ANAs at the end of the year. In other words we have a projection of ANA exams and we then plan according to that. Study periods must be on a daily basis not for only two months, but it should be done throughout the year.

11. How do you feel now that ANAs were not written in 2015 and 2016?

Participant C5: It disadvantages learners. Secondly we are unable to find out as a teacher how best did we teach learners. In other words it disadvantages teachers in terms of evaluation if you wanted to evaluate how best did you teach learners, so you are unable to do that. Thirdly Learners in grade 10 have to choose if they want to do Mathematics and ANAs helped us to check if the learner is fit to do grade 10 Mathematics. In others we are struggling with grade 10s who are doing Mathematics now because their fitness for Mathematics was never tested. They did not write ANAs. In other words we must continue with ANAs but it must be allocated time throughout the year.

School C

Participant C6

1. What role is the SMT playing in implementing ANAs?

Participant C6: SMTs must remind the teachers regarding workshops. SMTs must communicate with the district regarding ANAs. SMT also provide teachers with every information that is available from the District, especially those teachers involved with ANAs, for example the HODs. HODs must get information and resources. If there are questions that the teachers need HOD must get them and give to the teachers. HOD must also get resources like worksheets for teachers. SMTs also help in moderations. They evaluate the work that the teacher has already done.

2. What challenges do you encounter in implementing ANAs?

Participant C6: There will always be challenges. Making sure that workbooks are there in time, it is important. Making sure that teachers adhere to their work schedules and also to ANA program, it's quite difficult as teachers are already overloaded. Another challenge is that you look at the kind of learner you have, you want them to perform well, it's a challenge because you look at the level of the question papers and the level of the learners, and you see that there is a huge gap there.

3. What role do you play in the planning of the implementation of ANAs?

Participant C6: As a teacher my role is to prepare learners to write ANAs. For example if I am given workbooks I am supposed to make sure that learners write in those workbooks. The teacher as part of planning is to make sure that learners write ANAs well prepared. The teachers might end up asking learners to come in the afternoons for extra classes.

4. How is ANAs in your school implemented and managed?

Participant C6: It's all about working together teachers and SMTs, to ensure that learners are prepared for ANAs. Secondly learners are told in time that they will be writing ANAs soon. Responsibilities are shared among teachers and SMTs. Strict exam procedures are followed, for example learners are not allowed to copy and exams starts at the same time, question papers are not leaked. Then the school looks at the results when they are released and plan to improve them in the next year.

5. Who is responsible for the implementation?

Participant C6: I can say the whole school is responsible, but the main players would be the SMTs and HODs responsible for the subjects. Subject teachers and learners are also involved, because learners have to write the exams.

6. Who is responsible for monitoring and evaluation?

Participant C6: SMTs and the District are responsible for monitoring and evaluation.

7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?

Participant C6: I am not sure if we have policies. What I know is that we just follow the policies of the Department in terms of what should be done and who should be responsible. Therefore I am not sure whether we have policies especially for ANAs.

8. Elaborate on how the SMT monitor and evaluate ANAs at your school?

Participant C6: SMTs check if ANA preparations and the writing thereof were successful. The exams took place in a fair and equal manner, exams were valid and there were no problems. SMTs then would analyse the results to see if learners are passing or failing. SMTs would then draft a plan on how to improve the results. They also look at how they can improve implementation for the following year

9. Do you think that ANAs add value to teaching and learning? If so how? If not why?

Participant C6: In its current form it adds some value, but a very little value. It has the potential to add more. In its current form it is underperforming, it is very disruptive because it frustrates the educator. The way that it is implemented, it is implemented in such a way that it depresses the educator, it gives the educator more work in addition to the work that they already have. ANA is important to education when it comes to setting standards that should be achieved, in this regard it does add value because it encourages teachers to want to have their learners to be able to write and read, be able to look at cartoons and interprets it. Learners revise booklets given by Districts and they certainly gain something from that. That the upside of it. The down side of it is that learners should have all those workbooks and they should be marked in order to be

assessed. After all that work, revisions and markings, ANA results don't go to the mark sheets. The educator still has to go back and mark the normal exams, this is too much for the educator, this results in teacher running behind in their work schedules.

10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?

Participant C6: If SMTs can look at ANAs from January, may they can, together with the teachers, think about giving themselves time to implement ANAs, even though it is written in September. Preparations and revisions should start in January. Even if they can put time once a week for ANA classes then the implementation would be better. If SMTs can manage to get extra human resources, that can help.

11. How do you feel now that ANAs were not written in 2015 and 2016?

Participant C6: As an educator I am concerned because research is important in order for you to improve, and for me ANA is research. Therefore it was there to add value but now it has been discontinued. Its concerning because the level of education is a concern to all of us, as teachers we are also concerned. Although we don't agree with the way ANA is implemented, it helps in comparing the levels of learners, you could see if they have achieved what they are supposed to achieve. That would be a concern. Relieved as an Educator; at least now you look at your work because ANA in a way was frustrating the Educator because you had to follow ANA programs and at the same time follow your normal work schedule. These two things used to put so much pressure on the educator, that's why when ANAs are not written we end up feeling relieved.

Appendix 6: Coded transcripts

School B	OPEN CODES
Participant B1	
1. What role do you play as an SMT member in implementing ANAs?	1. He is a coordinator
Participant B1: I am (ANA coordinator) ¹	2. ANA must be held in one day
2. What challenges do you encounter in implementing ANAs?	3. ANA is time consuming
Participant B1: There were not many challenges, but we would have preferred that (ANAs be held in one day) ² (It was time consuming) ³ The District sent (exemplars which learners must revise) and therefore (a lot of time was spent on ANAs) ⁵	4. Learners must revise exemplars
3. What role do you play in the planning of the implementation of ANAs?	5. Spent time preparing for ANAs
Participant B1: (I draw up all plans for the actual day) ⁶ that ANA is going to be written. I (draw up all the plans for marking and moderation) ⁷	6. Draws actual plans for the day
4. How is ANAs in your school managed?	7. Draws plans for making and moderations
Participant B1: (ANA is managed by the Principal and (I report to the Principal) ⁹ and every teacher and subject teacher is responsible for their own classes.) ¹⁰	8. ANA is managed by the principal
5. Who is responsible for the implementation?	9. Deputy principal report to the principal
Participant B1: Myself (Deputy Principal) and educators are responsible for implementing ANAs.	10. Teachers are responsible for their own classes
6. Who is responsible for monitoring and evaluation?	11. Deputy principal and Educators
Participant B1: Myself (Deputy Principal) and the Principal are in charge of monitoring. ¹² (Evaluation is done by the whole SMT) ¹³ (The district officials also come around) ¹⁴ for monitoring.	12. Principal and Deputy Principal are in charge of monitoring
7. Do you think that the policies that guide the implementation of ANAs in your school are	13. SMTs do evaluation
	14. District officials do monitoring

effectively implemented? Participant B1: (Yes, I think they are effectively implemented)¹⁵ The (policies might not always be right but they effectively implemented)¹⁶ 8. Elaborate on how the SMT monitor and evaluate ANAs at your school? Participant B1: When learners are writing¹⁷ SMTs monitor by walking around to the classrooms¹⁸ making sure that honesty boards are in place¹⁹ for the learners. When teachers start marking, 10% of all the papers are moderated and once all the recording has been done the papers are moderated again. That is 10% per class. 9. Do you think that ANAs add value to teaching and learning? If so how? If not why? Participant B1: (I am not sure if ANAs add value)²⁰ because it is as (if you train learners specifically for that exam)²¹ (We did not really find that it was a true reflection)²² Had there been (not coaching and the learners were just one day they (District officials) arrive with papers and just say write, it would have been a better reflection)²³ (But children get question papers from their parents who taught at other schools and they practice)²⁴ and therefore it wasn't a true reflection. 10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs? Participant B1: (We did not have problems at our schools)²⁵ we managed it well and therefore (don't have any recommendations at the moment)²⁶ 11. How do you feel now that ANAs were not written in 2015 and 2016? Participant B1: (We definitely feel that the common papers that we are writing are better. We now write common papers. There is no time wasting and there is no coaching)²⁷	15. Policies are effectively implemented 16. Policies are not always right 17. SMTs walk around the classrooms 18. Making sure that honesty boards are in place 19. 10% of all papers are moderated 20. Not sure if ANAs adds value 21. Learners are trained specifically for the exams 22. ANA is not a true reflection 23. ANA would be a better reflection if there was no coaching 24. Children get question papers before they are written, therefore not a true reflection 25. Did not have problems 26. No recommendations at the moment 27. Feel that common papers are better, no time wasting, no coaching
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towards one exam paper which was really a waste of time²⁷. And it wasn't really fair as well because you weren't comparing apples with apples²⁸. The ANA paper was set at one level, but obviously there are some schools that are at different levels and we have to acknowledge that and it wasn't really a fair assessment²⁹. ANA did help in pin pointing the areas of weakness³⁰ and in the following year the teachers could concentrate on those areas. Teachers learned to analyse the exam³¹ papers and find out exactly where the learners were struggling. So there were good things that came out of ANA.

School B

Participant B2

1. What role is the SMT playing in implementing ANAs?

Participant B2: SMTs¹ (make sure that everything is running smoothly) (They make sure that the curriculum is covered²) (Make sure that teaching is done correctly³) (Make sure that there is planning and preparations for ANAs⁴).

2. What challenges do you encounter in implementing ANAs?

Participant B2: The problem is that⁵ (they ask questions of the work that we haven't done yet.) When ANAs are written, usually in September, we haven't covered the fourth term's work yet. So that is not a true reflection of the learners work⁶. Just before writing everyone is concerned about ANAs. (The lesson plans and everything stays behind and ANA is taking the main focus⁷) (Therefore it definitely time consuming⁸) if it can be written in the fourth term that would be better because there is the possibility that all the year's work would have been covered as compared to writing in September⁹.

3. What role do you play in the planning of the implementation of ANAs?

28.No fairness because it was not comparable
29.ANA is not a fair assessment because schools are at different levels
30. ANA helped to pinpoint areas of weakness
31.ANA helped teachers to analyse exam papers

1.Ensuring that everything is running smoothly
2.Ensuring that curriculum is covered
3.Ensuring that teaching takes place
4.Make planning and preparations
5.They ask questions based on the work not done yet
6.ANA is not a true reflection of learners work
7.Work schedule is not followed as ANA takes the main focus
8.It is time consuming

9.If written in the 4th term all work would be covered

your learners performed against others schools. ²² But on the other hand they ask questions that your learners haven't done yet. ²³ Also valuable teaching time is lost because you have to focus on ANAs. ²⁴	22. You can evaluate your performance 23. They ask questions not done yet 24. Valuable teaching time is lost because of the focus on ANAs 9. If written in 4th term all work would be covered 25. Allow for tests to be written later in the year 26. Ask questions covered by the curriculum for that period 27. Write tests in the first term of the following year; for work covered in the previous year 28. There is no pressure on teachers 29. ANA is not a good reflection because teachers help learners
10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?	
Participant B2: Not to the school or SMTs, but to the District, the SMTs get orders from the District. So if the District can ²⁵ allow for the test to be written later in the year and ²⁶ ask questions that the curriculum is supposed to cover for that amount of time. Or if test can be written in the first term of the new year because learners can write about the previous year's work. ²⁷	
11. How do you feel now that ANAs were not written in 2015 and 2016? Participant B2: ²⁸ The pressure was a bit off the teachers. ²⁹ The thing is that ANA is not a good reflection of how our learners perform because in others schools teachers help learners by writing the answers on the board. ²⁹	
Participant A1 School A	1. They do logistics 2. SMTs receive question papers and draw up timetables and invigilation timetables 3. Keep question papers in safe room
1. What role do you play as an SMT member in implementing ANAs?	
Participant A1: ¹ The Principal and me, we do the logistics. ² We make sure that we receive the question papers from the District, we draw the time table, invigilation time tables and ³ we see to it that all the papers are put into safe room and on the day that learners are writing we open the seals and give learners the question papers.	
2. What challenges do you encounter in implementing ANAs?	

Participant A1: (The time factor – we busy with normal assessments then we have ANA scripts that we must mark, moderate and complete the mark schedules and hand in to the Districts. Mostly it is time issue. (Workload is enormous especially when you write ANAs in all the subjects) When we wrote only Mathematics and English it was not a bigger problem because other teachers could assist Mathematics and English teachers to mark. (Teachers have extra work above their normal work.) 3. What role do you play in the planning of the implementation of ANAs? Participant A1: As soon as I get the management plan from the District I draw up the management plan for the school which entails the time tables and (the changing the school timetables to coincide with the time that we must start writing ANAs (then walking around to make that there is proper examination procedures if there are problems) then (we are available for assistance) 4. How is ANAs in your school managed? Participant A1: (Draw up management plans, get HODs involved) (we have ANA meetings and explain to the teachers exactly what must be done and when so that nobody is uncertain about their roles and what needs to be done) 5. Who is responsible for the implementation? Participant A1: (The coordinator is myself as Deputy Principal or the Principal) (the whole SMT would be involved as well as the HODs to prepare for ANAs) (Teachers are also involved as well because they must do it.) 6. Who is responsible for monitoring and evaluation? Participant A1: (SMTs and the Deputy Principal as the coordinator) are responsible for	4. Time issue 5. Enormous workload 6. Extra work above normal work 7. Draw up management plan 8. Changing school timetables 9. Ensuring proper examination procedures 10. Available for any assistance 11. SMTs Draw management plans 12. Hold ANA meetings to clarify roles 13. Principal and Deputy Principal as the coordinator 14. Whole SMT is involved 15. Teachers are also involves 16. SMT and Deputy principal
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monitoring and evaluation. (The Principal would be responsible if the Deputy Principal is not available.)¹⁷ 7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented? Participant A1: (Yes I am sure they are and they are up to date.)¹⁹ In the past implementation of ANAs was never a problem, everything went smoothly. 8. Elaborate on how the SMT monitor and evaluate ANAs at your school? Participant A1: After the question papers have been written they must be marked and the HODs will moderate the percentages as prescribed by the ANA policy. (From there the statistics would be compiled.)²⁰ The papers that need to be moderated by the District would be indexed and put into envelopes and delivered to the District office.²¹ 9. Do you think that ANAs add value to teaching and learning? If so how? If not why? Participant A1: (I think it does add value because children get assessment in another format and the teachers see the different kinds of questioning and the different kind of how to set up an exam paper different from the normal assessment tests.)²² When they write the two subjects we put extra efforts over above the normal teaching time to prepare the learners, so in that sense it does add value. Yes again we can't generalize for some teaching it does add value. (SMTs get together to discuss the results.)²³ We compare our ANA results with the previous year's results. We identify where were weaker and stronger.²⁴ For weaker grades or subjects we have a special implementation plan to improve the marks. So we use the results as a guideline against our own marks. We compare ANA marks against our own marks to see if there is a problem.²⁵	17. Principal is responsible in the absence of Deputy 18. Policies are effectively implemented 19. HODs do moderation after marking 20. Statistics are compiled 21. Papers are sent to District for moderation 22. ANA add value 23. SMTs discuss ANA results 24. ANA results are compared to identify strength and weaknesses 25. Have special implementation plan to improve marks
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10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs? Participant A1: I think the whole implementation from National to Provincial, to Districts and to school is fine. It is well organized. It is just the time constraints²⁶ Especially when you write in February the grade 4s of the previous year, now grade 5s, they write grade 4 papers and I hope it won't be done again²⁷ If they can write maybe at the end of the year while they are still in the same grade, that would be better²⁷ 11. How do you feel now that ANAs were not written in 2015 and 2016? Participant A1: In the previous year when the unions were unhappy I totally agreed with them because that was never the mandate²⁸ The mandate was to check numeracy and literacy. Now it has been extended to all the subjects and that was not the purpose of ANA from the start. I am happy that it was not written²⁹ This year if we could have written home languages and mathematics I would have been happy³⁰ Focus Group School A Participant A2, Participant A3 and Participant A4 1. What role is the SMT playing in implementing ANAs? SMTs are involved. They allocate the time tables¹ They give us time to do the work and administer ANAs² There is a specific time allocated to ANAs, normally the first and second period would be given to ANA³ (A3) for revision⁴ (A4) Regardless of whether you teaching them or not, if you are in class during those two periods you have to teach them. Then the subject teachers provide question papers for revision. The teachers in the classes at that time would then assist with revision³ (A3).	26. Everything is well organized except time constraints 27. Write ANA at the end of the year 28. Agree with unhappy unions 29. Happy that it was not written 30. Would have been happy if home languages and mathematics were written 1. Allocates timetables 2. SMTs give time to administer ANAs 3. SMTs allocate specific time for ANA revisions
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2. What challenges do you encounter in implementing ANAs? ANAs take time that could be used to complete the normal syllabus while we also have our own assessments that we have to administer (A2). And we can't change the time tables because it has been designed by the Department (A2). ANA time tables come from the department (A2). While it is also a good thing this ANA, at the same time remember we have ANAs to administer, at the same time it holds back the concept that I am supposed to teach within that specific period of time. If today first and second period I have to administer and revise ANA, what about the content that I am supposed to be teaching at that time, time lost will never be recovered (A3). We sometimes feel that it is unnecessary because some of the concept that ANA cover are some of the concepts covered in our assessment policies and our policy document to all our learning areas that we have. I feel that teachers do have skills they don't need ANA. If they (DoE) need to assess nationally may they can create another assessment because we feel that we have guidance from the policies that we already have (A4). Besides ANAs being done nationally it does not even go to the report of the learner, so what is the purpose of it if it cannot be reported on the report of the learner? (A3). Interviewer: After the results have been announced do you do you sit down and discuss the results? We do proper analysis and check how many learners passed. The worry is that it doesn't reflect in the learners' reports, we write it and it ends there, it is just for them and whatever they do with the results we don't know (A2). If it is nationally it must be like matric results where the results reflect on learners' performance and come up with a certificate (A3). At the moment you write the tests and forget about it (A2). Unless if the purpose of ANA was	4. ANA take time for normal syllabus 5. Cant change timetables 6. ANA holds back content that was supposed to be taught within a specific period of time – time lost 7. Feel that ANA is unnecessary 8. ANA is not included in the learners report, it serves no purpose 9. ANA results are analysed 10. ANA not reflected in learners reports
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to assess the quality of teachers it would have been understandable if that is the main purpose (A3). We do have assessment policies to show progress. We have assessment policies and examination guidance to all learning areas, we therefore feel that assessment have been covered. Unless if the government comes up with a new system, but I feel that it should not be upon the teachers to give their time because we already have a management plan that manages our assessments. We also feel that our assessments are up to standard because we don't just assess from anywhere, the Department send us areas of assessment we have to follow. If there is a different assessment that they need us to follow then they can create a different board. We can facilitate that but we don't want to take time from our teaching and learning time to cater for ANAs (A2). If possible let ANAs be common to all learning areas and those ANA papers be exams like the normal exams that we usually write. Let it be exams across the country. If that can happen we need to know which textbooks across the nation would be used where ANA questions would be asked. At the moment we using different textbooks and there is a lot of disparities regarding questions. Let ANAs be written, we not disputing it, but let it be common to say these are the exams that must be written at the end of the year (A3). They must be external papers (A4). Why is it necessary to do only English and Maths while there are so many learning areas done here? These two subjects take the time for other learning areas (A2), so let it be across all learning areas and be common exams, external papers so that we know that we got a common paper annual across, because other people would say, for example she might be teaching Maths, she must be teaching English and I am teaching maybe science, instead of me trying to cater for her	11. Using different textbooks therefore lot of disparities regarding questions 12. Teachers should not give their time 13. English and Mathematics take the time for other learning areas 14. Spread ANA to other learning areas 15. Let ANA be a common paper
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time, I would say I am also teaching my own learning area, you understand it's not all teachers would provide the same opportunity in way that the subject teachers are wishing to help their learners, because every teachers intention is to produce better results (A3). And what I have noticed about this thing, the tests is that they are so simple, simple, it provide for every child for you to think that they all know misleading you to think that all learners know, whereas they don't know. For example I have noticed with the grade ones, they ask very simple questions like they would put the pictures of dogs, cats, those common animals and these kids they know, is that a question? No it's not (A2). The questions being asked are too simple (easy). The standard of the questions are not comparable to Bloom's taxonomy. In this regard it is not adding value, it is just taking our time, and I could do something much more important than ANA (A2). I also think that the government is spending money unnecessary because they have provided textbooks that are needed for the learning areas, but they come up with expensive textbooks for ANAs and those textbooks have the same content as the normal textbooks (A4). The other thing is we need to understand the aims and objectives for ANA, for example why are having ANAs for what purpose? Remember if they are giving me something to ask, there is a purpose, there's is a goal that they want to achieve then we need to understand what their purposes are by providing ANAs (A3). I think South Africa has a political socio-economic implications especially on families, I think there is a huge gap, that's where they would find out that South Africa spend a lot of money on education but our results are not ...because we have a mentality that has to be changed and we going through transition, so they don't have to use a lot of money (A4). You find that a child in grade	14. Tests are simple and misleading 15. Standard of questions not comparable to Bloom's taxonomy
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seven still can't construct a single sentence, can't write spelling (A2). And we have our own way of teaching the foundation stage, these things doesn't appear...I have never seen in ANA where they ask questions, maybe they put the sound, letting the child to formulate the sound to make a word. I have never seen something like that whereas it's how it's supposed to be, in the foundation phase we do that (A2). I think the major problem is the top-down approach, they should have started by first finding out from the foundation teachers how can they implement that (ANAs) and what is actually needed. The top-down approach, I think it is not working the teacher at grassroots level should have been consulted regarding ANAs (A4). And if they feel that the South Africans educationally they are struggling, they cannot actually address social economic factor by putting up lots of assessments strategies of which it won't work (A2).

3. What role do you play in the planning of the implementation of ANAs?

As I said it's a top-down thing not even at the school level, the SMSs is called to a meeting and then given instructions which they pass down to us and then we have to follow the instructions. So there is no communication (A4). It's an order from above (A2). It's just an instruction of using money from education in a way to benefit some groups, in a way of using a large number of participants to participate ignoring and sidelining the educators who knows what is actually the major problems to learning and teaching (A4).

4. How is ANAs in your school implemented and managed?

It is very formal. We invigilate them properly. We follow the instructions of the external exams (A2). Time frames, if the question paper say two hours, then its two hours, no extra time is given (A4). We mark thoroughly, record and analyse each question (A4). All

if top-down approach is a problem
teachers should have been
17. Follow instructions from SMTs
18. Formal and proper invigilation
19. Follow external exam instructions
20. Adhere to time frames
no consultation

scripts are marked by the subject teachers²¹. Later they will come for moderation, that's where they will pick up and select some of the scripts, but all the scripts are marked by teachers (A4).²² 5. Who is responsible for the implementation?²³ SMT, Principal and teachers are involved (A2).²⁴ The whole school is involved even the learners have to prepare for the tests (A4).²⁵ 6. Who is responsible for monitoring and evaluation?²⁶ (SMT is responsible) they move around to make sure that your in class you are not sitting down to make sure that invigilation takes place (A2) and make sure that question papers are there on time (A3).²⁷ But then we have this other evaluation whereby a team from outside come in, external moderators from the District (A4).²⁸ 7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?²⁹ (We follow the same rules for the normal assessment) (A4). The policy might be with the SMTs, their duty is to delicate to us how we should conduct tests, but it is not given to us (A3).³⁰ There is a person from the SMT who liaise with ANA body and bring all the instructions to us (A4). 8. Elaborate on how the SMT monitor and evaluate ANAs at your school?³¹ (ANA tests are treated like external exams) therefore the SMTs go around to see if invigilation is taking place and to check if teachers are not sitting in classes (A3). (SMTs are check if enough time is given to learners to read question papers before they start writing (A2).³² (We also have that great count-down chat that we always motivate the³³	21. Scripts are marked by subject teachers 22. Moderation after marking 23. SMTs, Principal and teachers 24. Whole school is involved 25. SMT is responsible 26. SMT ensure class invigilation 27. SMT ensure timely arrival of question papers 28. Moderators from District 29. Follow same rules for formal assessment 30. SMT delicate how to conduct tests 31. ANAs are treated like external tests 32. SMTs check that enough time is given to learners to read question papers 33. Have count-down to motivate learners
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learners to follow and know how many days are left towards ANA, so the SMTs plays a role (A4). (After papers have been written, we have to mark and do post moderation and also do statistics (A3) The evaluation for learners come from that ANA body, so what our SMTs does is to carry through the instructions and follow them, so I don't think that the SMTs sets the final ANA paper (A4).) 9. Do you think that ANAs add value to teaching and learning? If so how? If not why? (No it doesn't add value (A2). I think financially it takes a lot of finances from the Department of Education and to learners, as we indicated before that why is it not run as an external paper for the final grade that the learner is, so we actually confused about the implementation of ANAs. We ask ourselves a lot of questions what is it actually serving. We understand that they want to assess learners, but at the end of the day we really don't know what's happening (A4) (I think I would say even most teachers are not clear as to the purpose of ANAs, so in that case we just doing it because it's an order. Even learners are writing it because we order them to write. As result we make a joke out of the word 'ANA'. It's got no meaning, a lot of people don't know about it (A4). (When it come to value, if ANAs could be assessed in such a way that it could contribute towards the final mark of the learners, yes it could add value. If learners are aware it doesn't contribute to the report mark it serves another purpose and they don't take it seriously. If learners know that it is going to be in the report mark, if they fail they are not progressing, then they would take it seriously (A3). And what I have noticed is that you find a paper with plus or minus twenty questions, but it's a big pile, so I don't know whether these people who are setting the questions they know how to save paper, because paper is	34. After making post moderation and statistics are done 35. SMT do evaluation 36. ANA does not add value 37. The purpose of ANA is not clear to most teachers 38. It could add value if it contributes towards final mark of learners
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very expensive, so how much money do they have to make twenty questions into a ten page paper, they must also think of that, try to put the questions in such a way that they accommodate everyone, few pages to save the paper and use the money for something else (A2). (We also feel that it is not owned by us teachers) (we feel that there is someone out there doing this without consulting them) Maybe it would add value if we know that from our school there is two teachers representing us in that particular body dealing with national assessments, its sounds as if someone is nationally assessing... (A4). We got a problem as much as we work with external papers, what needs to be done is let it contribute to formal assessment of the kids, because to others you are wasting their time to write something that is not going to give the results for that. Let it contribute formal towards the continuous assessment of the kids (A3). At the moment we don't want it, simple, it is not adding value (A2). Unless they involve us in all the decisions (A4). 10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs? They should go back to the drawing board (A2). I think it must start from the districts and provide workshops on how ANAs should be run so that when they come to schools they should have correct measures on how it should be implemented (A3) and involve the teachers because they are the ones who are teaching (A2). Workshops are very important (A3). They must stop being autocratic, they must tell us (A2). 11. How do you feel now that ANAs were not written in 2015 and 2016? We are happy (A2), especially when it comes to workloads; we have time to use for teaching. When it comes to value or non-value nothing has changed because as far as it doesn't contribute anything to the learners it doesn't serve any purpose, it's like going to	39. Teachers feel that they don't own ANAs 40. Teachers are not consulted 41. Let ANAs contribute to formal assessment for it to add value 42. Involve teachers in all decision making for ANA to add value 16. Top-down approach is a problem; teachers at grassroots level should have been approached 43. Districts must provide workshops on how to run and implement ANAs 44. Involve teachers and stop being autocratic 45. We are happy 46. Workload is less, have time for teaching 47. Because it doesn't contribute to learner; it doesn't serve any purpose
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of some of the educators (C3). SMTs come up with a plan of what needs to be done and when, including the timetables (C3). 5. Who is responsible for the implementation? SMTs and District office are responsible for implementation (C4). 6. Who is responsible for monitoring and evaluation? It is the relevant HODs for English and Mathematics (C1). Sometimes even the facilitators from the district sometimes come to check whether everything is running smoothly (C3). They check if papers are written on time and learners are seated accordingly (C1). 7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented? As a school I think we don't have policies we apply the Department policies, we use the district rules on how it should be implemented (C4). 8. Elaborate on how the SMT monitor and evaluate ANAs at your school? The SMT is always around just to make sure that everything is running smoothly. When filling in the ANA answer book they come around to remind learners of what needs to be filled in. They make sure that learners understand what needs to be done (C1). They will make sure that they come and remind the learners (C3). 9. Do you think that ANAs add value to teaching and learning? If so how? If not why? The way it's been conducted, it doesn't add value. But if it's been done in a continuous way it can be able to add value, because it should be done from the beginning of the year. It's like something you meet on the way; when you go to write the exam, so it's like an obstacle waiting for you. But if it is done all along then I think it can be able to be	12. SMTs, HODs and teachers are responsible for implementing ANAs 13. SMT draws plans including timetables 14. SMTs and District officials 15. HODs and District officials 16. School don't have policy; use departmental rules 17. SMTs ensures smooth running 18. SMT reminds learners of what needs to be filled in 19. SMT make sure learners understand what needs to be done 20. It doesn't add value 21. It should be continuous and done from the beginning of the year for it to add value
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managed better than it is being managed (C4) It doesn't add value, it must be spread to all learning areas, if it is two learning areas we leaving behind other critical learning areas like EMS. As a result we do not have a proper diagnosis of the readiness of the learners in other learning areas, because with English and Maths I don't think you can have a conclusive feedback of the learners' readiness with only two learning areas. If it can be spread to maybe 60% or 65% in other learning areas maybe it can add value. In its current form it does not add value (C1). Interviewer: Do you analyze the ANA results to see what went wrong? I think HODs do that, at some point they convene the relevant teachers especially those teaching grade 8 and 9 to say that these learners have problems, for example in English they would say these learners don't know how a difference between a verb and a noun based on how learners performed in those questions, so they do have feedback, they give us feedback on these type of questions. Or learners cannot be able to summarize, so we need to focus on those questions (C3). Interviewer: so that information would then be used in the following year? Yes the following year to say that please let's focus on...let this learners know how to summarize or how to write a letter, it's just an example (C3). Yes, with mathematics we always have a thorough debate because you find that in Maths they perform poorly, so you find that they will always discuss...what's the problem? What can we do? I remember there was a teacher deployed to help because they realized that Maths is a challenge (C1). <u>10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs?</u>	22.ANA must be spread to all learning areas 23.HODs analyse the results 24.Information from the results is used in the following year
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If they can make sure that learners write early in the morning because most of the time you find that these learners are tired, especially after lunch and you find that it comes difficult to administer it because learners come with excuses, the time...if they can move from afternoon to early in the morning, I think it can be convenient ²⁵ (C4). Let ANAs be a continuous thing so that learners would be able to adapt to the style and be able to understand what is required from them (C4). Normally ANA is towards September, and they start preparing after June exams so I agree, let it be a continuous thing, the SMTs can try to come up with a sort of a time table whereby they let these learners be prepared as early as February (C3). ²⁶ Interviewer: So tell me, what do you think; some teachers are saying ANAs is not working for them because the results are not even added towards the year mark? If a policy can be made to say that such a percentage of ANA marks would contribute towards the final mark so that learners can take ANAs seriously, even to us educators it is discouraging because at the end of the day it does not contribute to see whether these learners know how to speak English or they know how to count, so I think if it can be treated in such a way that maybe 25% of ANA will be included in the final mark of learners (C3). ²⁷ <u>11. How do you feel now that ANAs were not written in 2015 and 2016?</u> As teachers we are happy because it was like a punishment that we don't know how it was going to help us and how it's going to help learners ²⁸. (But somehow some of the content was very good in such a way that it was helping. We might have missed a bit, but to us is less encouragement ²⁹. If it was being applied in a proper way, we can be able to	25.Ensure that learners write early in the morning 26.Let ANAs be a continuous process 27.Make a policy to include ANA marks in the learners final mark 28.Teachers are happy; it was like a punishment 29.Some ANA content was good
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say we missed something that is logical; it is something that is illogical to us, we see that as punishment because you mark it, and then you go to the exam, that means that it is useless to us and has no importance. So you punishing teachers to go to exams tired like that. But if it was being applied properly we would have missed, because of the application we haven't missed anything (C4). Going to back to what we said when we say it must be continuous, because right now they just write and mark and then?...for example there are some schools who are not even writing ANAs. There is something that should be done, not focusing only on two learning areas (C3). (Personally I feel like it's a lose/lose situation because as teachers we lost the opportunity to assess the learners' readiness, because ANA papers are of a high quality, if they can pass that paper you then know that your learners are ready.) On the other hand the Department has lost an opportunity to get a clear picture of what is happening in the classrooms. I therefore feel that ANAs are good, the only problem is the workload; if it can be administered like the grade 12 examination, and have some people who would mark it. I am telling you as teachers we would produce 100%. But if it come back to us...you must mark this and your given time frame, to finish it within these....i still have my own tasks, this one is not even included in the final mark, so maybe that means I have to prioritize...do I have to finish the task which is needed next week for moderation or do I have to that's why you find that sometimes the unions come to our rescue. So if the department can have some student teachers or whoever that can mark this and they just give us feedback only and tell us where to improve, I think it can work (C1). We are also expected to be in par with the normal work schedule (C3).	30.It is illogical and seen as punishment 32.Lost the opportunity to assess learners readiness 31.Focus should not only be on two learning areas 33.Have some people to mark it
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School C Participant C5 1. What role is the SMT playing in implementing ANAs? Participant C5: (They do planning and allocate teachers.) They give teachers time to plan for the implementation of ANAs. (They give them the booklets that they use in order to prepare learners for ANA tests.) 3 2. What challenges do you encounter in implementing ANAs? Participant C5: The booklet is very easy to use in class, very easy to give learners homework and to work by themselves. (But when it comes to the question paper has a different application, it's no longer building the concept but it is the application of the concepts. So I think it would be better if the books are written in such a way that they are able to prepare learners for the exams.) 4 3. What role do you play in the planning of the implementation of ANAs? Participant C5: (We receive the booklets and then register learners. We then use the booklets according to the syllabi. We use the booklets according to the plan, topics and the schedule.) 5 4. How is ANAs in your school implemented and managed? Participant C5: (We use a booklet called ANA preparatory for learners to do Mathematics. We have morning classes where we specialize in doing those booklets that helps learners to prepare for ANAs. During school hours we follow the school syllabi working hand in hand with the ANA materials. It is a different book from the one used in the mornings. (This is done for two months before ANA is written.) 7	1.Planning and allocation of teachers 2.Teachers are given time to plan 3.Teachers are given booklets to prepare learners 4.Booklets used are not able to prepare learners for exams 5.Use booklets to prepare learners 6.Morning classes are used to prepare learners 7.Learner preparations are done for two months before writing ANAs
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<u>5. Who is responsible for the implementation?</u> Participant C5: It is SMTs, especially the HODs for the learning area as well as the teacher concerned. The HOD plans. He assigns the teacher who will be teaching in the morning. The HOD comes with the plan and the learners are involved. <u>6. Who is responsible for monitoring and evaluation?</u> Participant C5: For monitoring and evaluation it's the HOD and the teacher who is responsible. Teachers give learners tests and the teacher has to report back to the HOD. <u>7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented?</u> Participant C5: The policies are seldom implemented because it depends on manpower. For example this year I was teaching grade 10 to 12, so I could no longer help with the ANA project. <u>8. Elaborate on how the SMT monitor and evaluate ANAs at your school?</u> Participant C5: They set a program and a time table and the HOD check if the teacher follows that program. Secondly learners have a booklet that they use only for the ANA project. Then the teacher must give a report. It means that the HOD will check learners' books against the program to see how far they have progressed and also check the learner attendance. <u>9. Do you think that ANAs add value to teaching and learning? If so how? If not why?</u> Participant C5: Yes, to a certain degree. The reason being when you teach learners following the syllabi sometimes there are certain concepts that you don't treat thoroughly, but when you have the program of ANA and the booklet of ANA, it pushes you as a	8. SMTs, HODs and teachers concerned 9. HOD comes with plans 10. HOD and teachers responsible 11. Policies are seldom implemented 12. SMTs set a program and timetables 13. HOD ensures that the program is followed 14. HOD check learners progress and attendance 15. ANA add value to a certain degree 16. Learners are asked to apply the concepts
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teacher to teach the concepts thoroughly. The learners in ANA are not only asked the memory and the knowledge, but they are asked how to apply the concept and they are asked how to use the concept in a different scenario¹⁶) 10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs? Participant C5: Firstly all the tests must be reviewed¹⁷ and have a study program where we deal with the previously written tests of ANA¹⁸. Have study periods and timetables to address the previously done concepts with the learners who are going to write ANAs at the end of the year. In other words we have a projection of ANA exams and we then plan according to that. Study periods must be on a daily basis not for only two months, but it should be done throughout the year.¹⁹ 11. How do you feel now that ANAs were not written in 2015 and 2016? Participant C5: It disadvantages learners²⁰. Secondly we are unable to find out as a teacher how best did we teach learners. In other words it disadvantages teachers in terms of evaluation if you wanted to evaluate how best did you teach learners, so you are unable to do that.²¹ Thirdly Learners in grade 10 have to choose if they want to do Mathematics and ANAs helped us to check if the learner is fit to do grade 10 Mathematics. In others we are struggling with grade 10s who are doing Mathematics now because their fitness for Mathematics was never tested. They did not write ANAs. In other words we must continue with ANAs but it must be allocated time throughout the year.²² <u>School C</u> <u>Participant C6</u>	16. Learners are asked to apply the concepts 17. Review all tests 18. Have study program dealing with previous tests 19. Have study periods and timetables for ANAs on a daily basis 20. Learners are disadvantaged 21. It disadvantage teachers 22. Learners in grade 10 were never tested for their readiness to do Maths
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<u>1. What role is the SMT playing in implementing ANAs?</u> Participant C6: SMTs must remind the teachers regarding workshops. SMTs must communicate with the district regarding ANAs. SMT also provide teachers with every information that is available from the District, especially those teachers involved with ANAs, for example the HODs. HODs must get information and resources. If there are questions that the teachers need HOD must get them and give to the teachers. HOD must also get resources like worksheets for teachers. SMTs also help in moderations. They evaluate the work that the teacher has already done. <u>2. What challenges do you encounter in implementing ANAs?</u> Participant C6: There will always be challenges. Making sure that workbooks are there in time, it is important. Making sure that teachers adhere to their work schedules and also to ANA program, it's quite difficult as teachers are already overloaded. Another challenge is that you look at the kind of learner you have, you want them to perform well, it's a challenge because you look at the level of the question papers and the level of the learners, and you see that there is a huge gap there. <u>3. What role do you play in the planning of the implementation of ANAs?</u> Participant C6: As a teacher my role is to prepare learners to write ANAs. For example if I am given workbooks I am supposed to make sure that learners write in those workbooks. The teacher as part of planning is to make sure that learners write ANAs well prepared. The teachers might end up asking learners to come in the afternoons for extra classes. <u>4. How is ANAs in your school implemented and managed?</u> Participant C6: It's all about working together teachers and SMTs, to ensure that learners	1.SMT reminds teachers about workshops 2.SMT communicate with the District 3.SMT provide information and resources 4.SMTs evaluate work already done 5.Making sure that the books are there in time 6.Making sure that teachers adhere to schedules 8.Teachers are overloaded 25.ANA adds more workload 28.ANAs increases educators workloads resulting in running behind schedules 9.Prepare learners to write ANAs 10.SMTs and teachers ensure that learners are prepared 11.Learners are informed in time 7. The level of is high for learners.
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are prepared for ANAs. Secondly learners are told in time that they will be writing ANAs soon. Responsibilities are shared among teachers and SMTs. Strict exam procedures are followed, for example learners are not allowed to copy and exams starts at the same time, question papers are not leaked. Then the school look at the results when they are released and plan to improve them in the next year. 5. Who is responsible for the implementation? Participant C6: I can say the whole school is responsible, but the main players would be the SMTs and HODs responsible for the subjects. Subject teachers and learners are also involved, because learners have to write the exams. 6. Who is responsible for monitoring and evaluation? Participant C6: SMTs and the District are responsible for monitoring and evaluation. 7. Do you think that the policies that guide the implementation of ANAs in your school are effectively implemented? Participant C6: I am not sure if we have policies. What I know is that we just follow the policies of the Department in terms of what should be done and who should be responsible. Therefore I am not sure whether we have policies especially for ANAs. 8. Elaborate on how the SMT monitor and evaluate ANAs at your school? Participant C6: SMTs check if ANA preparations and the writing thereof were successful. The exams took place in a fair and equal manner, exams were valid and there were no problems. SMTs then would analyse the results to see if learners are passing or failing. SMTs would then draft a plan on how to improve the results. They also look at how they can improve implementation for the following year.	12. SMTs and teachers share responsibilities 13. Strict exam procedures are applied 14. Results are analysed 15. SMT, HODs and subject teachers 16. SMT and District officials 17. Not sure if there are policies 18. Follow department policies 19. SMT check the success of ANA preparations 20. SMT check for fairness, equality and validity of exams 21. SMT analyse the results 22. SMT plan on improving the results and implementation
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9. Do you think that ANAs add value to teaching and learning? If so how? If not why? Participant C6: In its current form it adds some value, but a very little value. It has the potential to add more. In its current form it is underperforming, it is very disruptive because it frustrates the educator. The way that it is implemented, it is implemented in such a way that it depresses the educator, it gives the educator more work in addition to the work that they already have. ANA is important to education when it comes to setting standards that should be achieved, this regard it does add value because it encourages teachers to what to have their learners to be able to write and read, be able to look at cartoons and interpret it. Learners revise booklets given by Districts and they certainly gain something from that. That the upside of it. The down side of it is that learners should have all those workbooks and they should be marked in order to be assessed. After all that work, revisions and markings, ANA results don't go to the mark sheets. The educator still has to go back and mark the normal exams, this is too much for the educator, this results in teacher running behind in their work schedules. 10. What recommendations can be made to assist SMTs to better manage the implementation of ANAs? Participant C6: If SMTs can look at ANAs from January, may be they can, together with the teachers, think about giving themselves time to implement ANAs, even though it is written in September. Preparations and revisions should start in January. Even if they can put time once a week for ANA classes then the implementation would be better. If SMTs can manage to get extra human resources, that can help. 11. How do you feel now that ANAs were not written in 2015 and 2016?	23. ANAs add little value 24. ANA has potential to add more 26. In terms of setting standards ANAs add value 27. ANA results don't go to mark sheets 29. ANA preparations and revisions should start in January 30. Increase human resources 31. As educator I am concerned
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Participant C6: As an educator I am concerned because research is important in order for you to improve; and for me ANA is research. Therefore it was there to add value but now it has been discontinued. Its concerning because the level of education is a concern to all of us, as teachers we are also concerned. Although we don't agree with the way ANA is implemented, it help in comparing the levels of learners, you could see if they have achieved what they are supposed to achieve. That would be a concern. Relieved as an Educator; at least now you look at your work because ANA in a way was frustrating the Educator because you had to follow ANA programs and at the same time follow your normal work schedule. These two things used to put so much pressure on the educator, that's why when ANAs are not written we end up feeling relieved.	32. Level of education is a concern to all educators 33. It helps in comparing the levels of the learners 34. Relieved educator because the workload is less
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1. What role is the SMT playing in implementing ANAs? Yes, they play a role, for example they make sure that grade 9s have a timetable¹ and their contact time is reduced maybe instead of forty five it then comes to forty minutes, to provide time to teachers who administer ANAs so that they have enough contact time with learners² and to ensure that we have proper classes and they are clean³ (C1). And furniture is adequate for all learners⁴. They change the school time table in order to accommodate ANAs (C3).⁵ 2. What challenges do you encounter in implementing ANAs? Yes there are challenges. Most of the time you find that especially the question papers, you find that some of the questions the learners do not understand⁶. Time allocations – for example if it is eighty minutes, you find that some learners are not able to finish within the stipulated time⁷. Other challenge is human resources – we find that we don't have enough educators to monitor the learners especially in the afternoon studies⁸ we lack capacity in terms of the support staff⁹ (C1). So some educators complain about the workload¹⁰, it is basically about the workload (C3). 3. What role do you play in the planning of the implementation of ANAs? Yes, teachers are also involved because we have to give them something like a practice before they write ANAs¹¹ (C4). We use the previous years' papers in order to practice. The teachers are mostly involved in the preparations for ANAs (C1).¹¹ 4. How is ANAs in your school implemented and managed? SMTs choose some of the HODs to be responsible, but also the English HOD and Mathematics HOD; those are the ones responsible for implementing ANAs with the help	1. Ensure that there are timetables 2. Provide enough contact time for ANA teachers 3. Ensure proper clean classes 4. Provide adequate furniture 5. Change school timetable to accommodate ANAs 6. Learners do not understand question papers 7. Learners not able to finish within stipulated time 8. Lack of teachers to monitor learners 9. Workload 10. Teachers give learners practice before writing 11. Use of previous papers for practice
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