

CHAPTER SIX

DATA ANALYSIS

1. INTRODUCTION

This chapter shall concentrate on the empirical research where the data was divided into qualitative and quantitative information. A SPSS program in the Department of Statistics at the University of Limpopo was used to analyse the quantitative data. The quantitative data provided insight into how National curriculum policy and the Assessment policy is perceived and managed by respondents.

2. QUANTITATIVE INFORMATION

The information shall be presented as:

- Biographic data.
- Understanding of National Curriculum Statement policies.
- Implementation of National Curriculum Statement policies.

3. BIOGRAPHIC INFORMATION

In this study biographic information of respondents is significant because educators could have completed certain courses on Outcomes Based Education after their initial training which would have included the National Curriculum statement. The advocacy workshops that were arranged by both

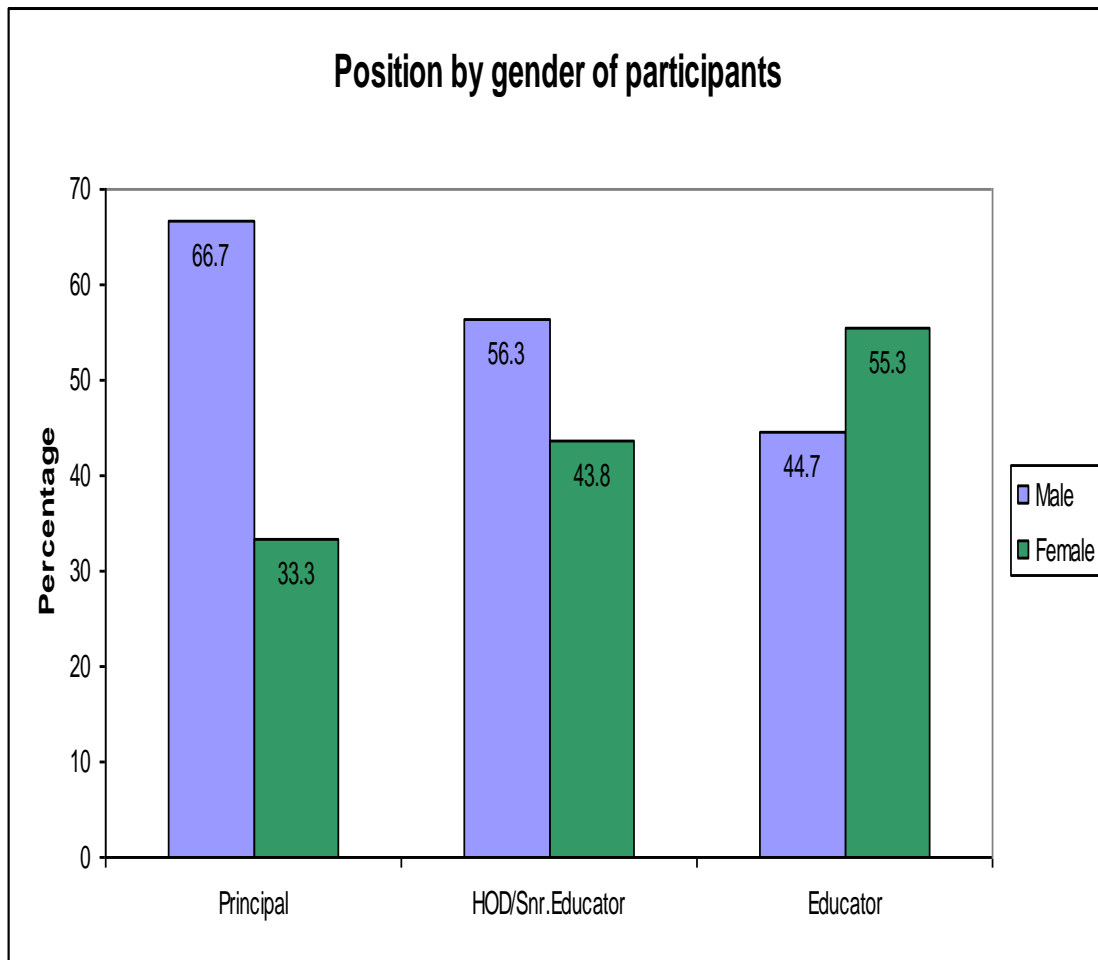
district and provincial education departments would have equipped them to handle classes and be in a position to assess learners as required in the new approach. The age and gender of the participants was also crucial for the study because it could have influenced the perception of educators and adapted to the new teaching approaches, including managing assessment required by the National Curriculum statement.

3.1. Gender * Position Cross tabulation

			Position			Total	
			Principal	HOD/Snr Educator	Educator		
Gender	Male	Count	18	45	139	202	
		% within Gender	8.9%	22.3%	68.8%	100%	
		% within Position	66.7%	56.3%	44.7%	48.3%	
	Female	Count	9	35	172	216	
		% within Gender	4.2%	16.2%	79.6%	100%	
		% within Position	33.3%	43.8%	55.3%	51.7%	
	Total		Count	27	80	311	418
			% within Gender	6.5%	19.1%	74.4%	100%
			% within Position	100%	100%	100%	100%

Table: 6.1.

This table indicates the numbers and percentages of the males and females and their position in the school’s organisational structure. From the four hundred (418) and eighteen respondents 6.5% respondents were principals. Of these principals males account for 66.7%. Senior educators or heads of department were 19.1%. The majority of respondents in this category were males - 56.3%. Female respondents in the educators’ category - 55.3%. Females accounted for 51.7% of the total respondents.



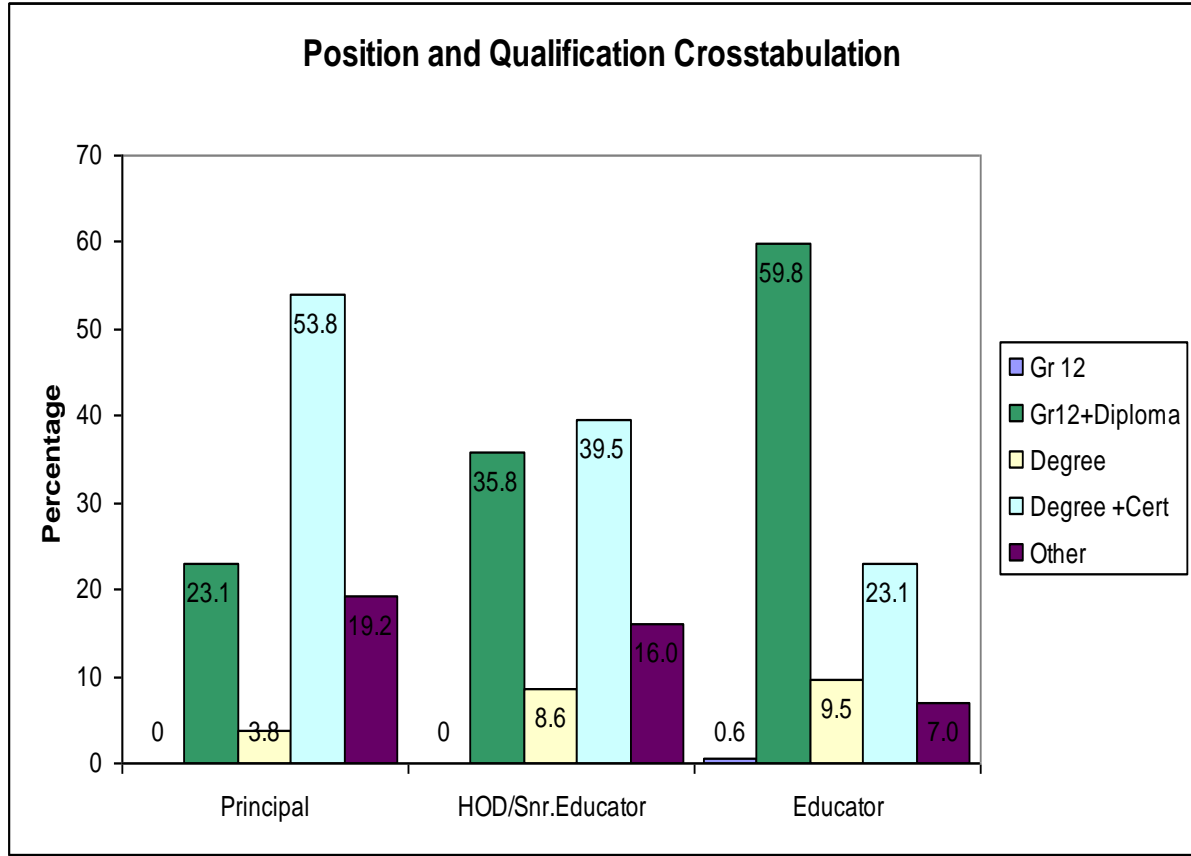
Graph 6.1

This graph depicts that there is a huge imbalance between male and female when considering their position in the organisational structure at school.

Most répondants in the category of principal were 46 years and older. Their chronological age, experience acquired in teaching and training received were steeped in Report 550. 53.8% of the principals had a degree plus a certificate; while 23, 1% had a diploma which was acquired after grade twelve and 19, 2% hold a degree and other qualification. This suggests that knowledge of the National Curriculum Statement that most of these respondents had, could have been gained from advocacy workshops that were arranged by the department and through perusal of documents that were distributed to schools to assist with managing the implementation of the new approach.

The age of the respondents and their qualifications were significant in that some of these educators who are under thirty years of age and 55.6% of principals who were younger than forty-six years, could have had training, is Outcomes Based Education in their initial training. For them to implement principles of the National Curriculum Statement could not have been very difficult. An educator who is fifty-five years and above could have had more than twenty-five years of experience in teaching the old syllabus and how it was assessed, which might have influenced them in the managing of the new approach to teaching and assessing.

The following graph indicates in percentages the qualifications held by the three groups of educators.



Graph 6.2

A total of one-hundred-and-seven respondents who represent 25, 6% of the total participants were occupying a senior and management position. This was significant for the study as it would assist in determining whether there were enough personnel to supervise the implementation of policy. The National Protocol on Recording and Reporting in Section 11 requires that teachers should submit an annual program of assessment to the school management team. This program assists schools in planning for assessment and monitoring the teaching and learning process and for accountability to the stakeholders.

3.2. Qualification*Position Cross tabulation

			Position			Total
			Principal	HOD/Snr	Educator	
QUALIFICATION	GRADE 12	Count	0	0	2	2
		% within Qualification	.0%	.0%	100%	100%
		% within Position	.0%	.0%	.6%	.2%
	Grade 12 + Diploma	Count	6	29	189	224
		% within Qualification	2.7%	12.9%	84.4%	100%
		% within Position	23.1%	35.8%	59.8%	53.0%
	Degree	Count	1	7	30	38
		% within Qualification	2.6%	18.4%	78.9%	100%
		% within Position	3.8%	8.6	9.5%	9.0%
	Degree + Cert	Count	24	32	73	119
		% within Qualification	11.8%	26.9%	61.3%	100%
		% within Position	53.8%	39.5%	23.1%	28.1%
	Other	Count	5	13	22	40
		% within Qualification	12.5%	32.5%	55.0%	100%
		% within Position	19.2%	16.0%	7.0%	9.5%
TOTAL	Count	26	81	316	423	
	% within Qualification	6.1%	19.1%	74.7%	100%	
	% within Position	100%	100%	100%	100%	

Table 6.2

Majority of respondents (that is 53%) have grade 12 and a diploma as against 9.5% who hold other qualifications. This could have an influence on how majority of respondents perceived and implemented the new approach to teaching.

Of the one-hundred-and-seven respondents who occupy senior positions in schools, participants 89.2% hold a degree and a certificate or other qualification. These qualifications could have included courses on Outcomes Based Education and or National Curriculum Statement which would have prepared them to manage the implementation of the new approach. In order to manage implementation, educators are expected to know the policies and schools should be in possession of the relevant documents.

3.3. Awareness of Policies

Section B of the questionnaire dealt with the policies and Act that guide educators in the implementation of the new approach. Participants in section B1 – B16 were required to indicate their understanding of policies that have an influence on the implementations of the National Curriculum Statement. They were asked to rate their awareness of policies; Acts and Guidelines on a four point scale were: **1= No Idea; 2 = Not Clear; 3 = Clear Understanding** and **4 = Excellent Understanding**.

In **Item B1** respondents were required to rate their awareness of the SA constitution; 7.7% principals, 8.5% HODs and 14.6% educators indicated that they were **not clear** about the Constitution as against **1.2%** HOD and 4.8% educators who said they **do not have an idea** of the South African Constitution.



Table 6.3

Section B1 - 16 * Position					
Position	Items	No idea Count	%	Not clear Count	%
Principal	B1			2	7.7
	B2	1	4.8	4	19.0
	B3	2	7.7	6	23.1
	B4	4	14.8	8	29.6
	B5	2	7.7	6	23.1
	B6	1	3.7	4	14.8
	B7	2	7.4	8	29.6
	B8	1	3.7	5	18.5
	B9	1	3.7	4	14.8
	B10	1	3.7	3	11.1
	B11	1	3.8	2	7.7
	B12	2	7.4	4	14.8
	B13			5	18.5
	B14			5	18.5
	B15	2	8	4	16
	B16	1	4.2	1	4.2
HOD And Senior Educator	B1	1	1.2	7	8.5
	B2	3	5.5	16	29.1
	B3	11	13.9	20	25.3
	B4	5	6.3	35	43.8
	B5	8	10.4	29	37.7
	B6	1	1.2	13	16.0
	B7	4	4.9	24	29.6
	B8	3	3.8	17	21.3
	B9	1	1.2	13	15.9
	B10	2	2.4	14	17.1
	B11	2	2.5	14	17.5
	B12	5	6.3	13	16.3
	B13	1	1.2	15	18.5
	B14	2	2.5	12	14.8
	B15	4	5.1	23	29.1
	B16	2	2.9	15	21.7
Educator	B1	15	4.8	46	14.6
	B2	18	8.5	60	28.3
	B3	32	10.3	118	37.9
	B4	51	16.6	103	33.4
	B5	38	12.9	116	39.5
	B6	22	7.1	75	24.1
	B7	28	9.4	98	33.0
	B8	29	9.3	89	28.5
	B9	7	2.3	49	16.0
	B10	8	2.5	56	17.8
	B11	7	2.3	72	23.2
	B12	15	4.9	89	29.0
	B13	15	4.8	78	24.8
	B14	12	3.9	67	21.8
	B15	24	7.8	111	36.2
	B16	16	7.2	65	29.4

Items B2; 4; 8; 9 and 14 were grouped together as they address policies that the school and educators should have in order to assist in planning for teaching and assessing the learners.

Item B2 required ratings on National Education Policy Act and 4.8% and 19% principals; 5.5% and 19.1% HOD and Senior Educators as well as 8.5% and 28.3% educators had **no idea** or were **not clear** on the Act. In item B3 implementation of the National Protocol on Recording and Reporting was asked. Principals who indicated that they either did not have an idea or were not clear, represented 30.8%; while 40.2% of HODs and senior educators as well as 48.2% educators were not clear or had no idea of the National Education Act.

Respondents were to rate themselves in item 4 on Assessment Policy. When assessing learners, educators are expected to teach and thereafter assess learners based on policies and regulations that govern their practice. HODs and Principals are required to monitor and moderate the tasks that are administered to learners and also moderate and control the marking after the tasks have been administered. The Assessment Policy stipulates the principles that should form the basis on which learners are assessed and how they should be assessed. 49.3% of the total number of respondents indicated that they had **no idea** or **not clear** on this policy.

Item B8 responded to indicate their awareness of the Language in Education Policy which guides educators on the assessment of learners based on the level at which the learner is registered. The policy states that learners, who offer a language at first or second additional level, should be not assessed at

first language level. A total of 22.2% of the principals; 25.1% of the HOD and 37.8% of the educators had no idea or were not clear on the policy. This group represents 35% of the respondents who were not clear on the policy and who could be assessing learners at a different level than that which is recommended in the policy if the educators are teaching a language.

Knowledge of the Subject Assessment Guidelines was rated in item B9. The guidelines indicate which forms of assessment should be used and the number of tasks to be completed per grade. 18.5% of principals; 17.1% HODs and 18.3% educators were either not clear or had no idea of the Subject Assessment Guidelines. This would mean that these educators were assessing learners incorrectly by using incorrect forms of assessments or they were relying on the pen and paper form of assessment, which in some instances were addressing the Learning Outcomes and Assessment Standards in the policy document.

Item 14 chosen participants were requested to indicate their awareness of the Subject Statement. This document indicates the content to be taught in a particular subject as well as the minimum levels of performance to be attained through Assessment Standards. Of the total respondents, principals, HODs and educators who were not clear or had no idea of the Subject Statement, were 18.5%; 17.3% and 25.7% respectively.

Item 10 was on the Learning Program Guidelines (LPG) which indicates the three levels of planning which include the Subject Framework in which educators need to show what would happen in the three grades in a particular phase. 20.1% of the respondents had **no idea or not clear** on the LPG. While

items B11 is on the Program of Assessment and B12 the Annual Program of Assessment. Both programs require that every teacher in his/her subject and in each grade he/she teaches should develop a program for assessing learners. The individual assessments programs from educators are used to develop the school's annual program of assessment. Every learner should be given a program at the beginning of the year which indicates how he will be assessed. 11.5% of principals 19.1% of HODs and 25.5% educators had no idea or were not clear on what the program of assessment entails. While 30.6% of respondents had no idea of the annual program of assessment, this lead to the conclusion that learners might not have been given a program indicating how and when they will be assessed during that academic year.

Knowledge rating of the National Senior Certificate document was required in item B13. The document indicates the subjects' combination that leads to particular career pathways. It also indicates the promotion requirements as well as the minimum entry requirements for admission into a certificate, diploma or degree. 18.5% of the principals indicated that they were not clear on the policy. By implication this means that these principals would not be in a position to give guidance in selection of subject combinations nor could they advise educators and learners on the requirements in relation to this policy. In the same category, 19.7% and 29.6% of HODs and educators respectively chose option 1 and 2. By making such choices the implication is that the policy objectives are not met or there is an implementation gap which would lead to learners who might be guided into making incorrect subject choices, which do not lead to a specific career.

In items B17 - B26 respondents were required to link the documents or Acts listed as options to the explanations that were provided alongside each option.

The documents or Acts and corresponding option were:

1. The Constitution of South Africa
2. The South African Schools Act
3. Employment of Educators Act
4. South African Qualification Authority Act
5. Protocol on Recording and Reporting
6. The National Education Policy Act
7. Government Gazette on Assessment
8. Further Education and Training Act.

While option 9 represented “**Have no idea**”

Respondents were given statements that indicated what certain documents and Acts were needed for, where they were required to link usage with a particular Act or document.

B17 required respondents to indicate the document or Act that assesses that all South Africans are provided the opportunity for ongoing learning.

6.0% respondents as indicated in table 5.4 suggested that they had **no idea** which document is used to ensure that all South African were afforded the opportunity for lifelong learning. The other responses were as follows:

OPTION 1 - the South African Constitution (41.4%)

OPTION 2 - the South African Schools Act (42.6%)

OPTION 3 - the Employment of Educators Act (17.0%)

OPTION 4 - the South African Qualification Authority Act (1.4%)

OPTION 5 - the National Protocol on Recording and Reporting (4.3%)

OPTION 6 - the National Educators Act (2.9%)

OPTION 7 - the Government Gazette on Assessment (3.4%)

OPTION 8 - Further Education and Training Act was (4.1%).



Table 6.4

Section B17 – 26												
Age Group	items	Percentage	Constitution	SASA	EE A	SAQ A	NPR R	NEP Act	SAG	FET Act.	No idea	Total
21 -35	B17	%	45.83	13.89		4.17	4.17	15.28	2.78	5.56	8.33	100
	B18	%		17.72	51.90	1.27	2.53	17.72	5.06		3.80	100
	B19	%		6.67	5.33	9.33	4.00	8.00	4.00	58.67	4.00	100
	B20	%	10.00	43.75		6.25	5.00	20.00	3.75	3.75	7.50	100
	B21	%		3.66	3.66	4.88	41.46	12.20	14.63	12.20	7.32	100
	B22	%		10.00	1.25	3.75	33.75	16.25	26.25	2.50	6.25	100
	B23	%		11.25	3.75	35.00	6.25	18.75	17.50	5.00	2.50	100
	B24	%			1.25	5.00	77.50	5.00	2.50	2.50	6.25	100
	B25	%	1.22	2.44	1.22	51.22	8.54	13.41	3.66	13.41	4.88	100
	B26	%	3.75	3.75	7.50	33.75	8.75	6.25	11.25	16.25	8.75	100
36-45	B17	%	40.74	17.70	2.47	3.70	2.88	15.64	2.88	7.82	6.17	100
	B18	%	0.84	21.76	43.10	8.37	2.09	15.06	2.51	0.42	5.86	100
	B19	%	0.82	5.35	5.76	6.17	4.53	10.29	4.12	55.14	7.82	100
	B20	%	12.65	35.51	3.27	8.16	1.63	22.86	2.86	3.67	9.39	100
	B21	%	0.81	3.24	3.24	5.26	47.37	5.67	18.22	10.53	5.67	100
	B22	%	1.22	9.39	3.67	6.12	26.53	14.69	29.39	2.45	6.53	100
	B23	%	1.27	11.81	4.64	39.66	4.22	10.55	21.10	2.53	4.22	100
	B24	%	0.84	1.26	2.51	6.28	73.22	4.60	3.35	2.93	5.02	100
	B25	%	2.05	2.46	6.56	50.82	3.28	11.89	5.33	13.11	4.51	100
	B26	%	2.48	3.72	5.79	40.91	4.55	15.70	7.02	13.64	6.20	100
46 And Older	B17	%	40.26	23.38		7.79	2.60	9.09	6.49	5.19	5.19	100
	B18	%	2.74	10.96	50.68	2.74	5.48	16.44	2.74	5.48	2.74	100
	B19	%	1.30	2.60	2.60	9.09	2.60	10.39	9.09	58.44	3.90	100
	B20	%	7.79	36.36	2.60	9.09	3.90	16.88	10.3	10.39	2.60	100
	B21	%		3.85	1.28	7.69	48.72	7.69	12.8	12.82	5.13	100
	B22	%		6.41	3.85	2.56	21.79	16.67	33.3	7.69	7.69	100
	B23	%		8.22	2.74	32.88	9.59	12.33	26.0	2.74	5.48	100
	B24	%		1.30		6.49	70.13	6.49	3.90	6.49	5.19	100
	B25	%		3.85		56.41	5.13	16.67	5.13	7.69	5.13	100
	B26	%	1.32	1.32	7.89	42.11	7.89	10.53	6.58	14.47	7.89	100

Only items B21 - 25 were grouped and discussed as they have direct bearing on the assessment of learner performance; the recording and reporting of evidence as well as the awarding of the National Senior Certificate.

In item B21 respondents were to indicate the document which provides requirements for formal recording of assessment for Grades 10 - 12. Only 5.7% respondents indicated that they **had no idea** as against 18% who indicated that the Protocol on Recording and Reporting stipulates the requirements that should be followed when planning for assessment, and all the reports that should be provided including records that should be kept.

24.9% respondents in item B22 indicated the Protocol on Recording and Reporting indicates that the school should provide learners and parents with an annual assessment plan in the first term, while 19.9% said that they **had no idea** as to which document directs them to provide learners with the assessment plan for the year.

In item B23 respondents were requested to indicate that this document or Act provides a framework of assessment and qualification for all schools both public and private in South Africa. The option that received the highest responses was option 6 with 34.9% as against 7.7% who opted for the Protocol on Recording and Reporting (option 5). 19.9% indicated that the Government Gazette on Assessment (option 7) provides the framework for assessing learners in both private as well as public schools in the country. The respondents that chose the option **had no idea** were only 3.8%. 5.02% of respondents indicated that they **had no idea in item B24** and 69.6% say that the National Protocol on Recording and Reporting (option 5) provides

the principles for recording and reporting on learners' performance after assessment has been conducted.

In item B25 respondents were requested to indicate the Act/document that describes the regulations, rules and provisions for the award of the National Senior Certificate at level 4 of the National Qualification framework. 4.5% respondents indicated that they **had no idea** while 50.2% indicated the regulations and rules for the award of the certificate in the new approach was provided by the South African Qualification Authority Act.

Items B27 - B35 are based on the support that the district and the curriculum support services should provide to schools as well as management of National Curriculum Statement at schools. Educators were requested to rate the support received on the National Curriculum statement on the scale of 1-4, where 1=Poor; 2=Inadequate; 3=Adequate and 4=Very good.

The data collected was classified according to the position of respondents. The researcher was of the view that the principals and senior educators including heads of department should be able to provide support to junior educators and to ensure that implementation takes place according to policy directive.

Items B27, 28, 29 and 32 were grouped together because they required the respondents to indicate whether the training received and schools visited by district support services section and curriculum advisors, provided the necessary information that was able to assist educators in implementing National Curriculum Statement in classrooms and helping in assessment

procedure of learner performance at school. 4% of the respondents in B32 indicated that department training workshops were in line with the departmental objectives and are supported by schools and 33, 9% in B27 said that these training on National Curriculum Statement provided specific guidance on how to implement the new approach in classroom. While in the same items 12, 2% in B27 and 11, 2% in B27 said the workshop training was poor and did not conform to departmental objectives, neither provided guidance on how the new approach could be implemented. In the same items 24.5% (B32) and 18, 7% in item chose option 4 (very good).

When considering item B27 across the three categories; 51.8% of principals and 50.6% HODs and senior educators indicated that the training and support was **inadequate and or poor** to guide them in implementing the new approach in class, while 47.7% educators felt the same way.

However, in item B28, 55.5% principals and 51.3% HODs and senior educators as well as 56% educators say that the support provided was rated **adequate to very good** in providing the necessary information that assisted them in assessing learners. 57, 7% principals and 58.8% of senior educators and HODs said that the school visits by curriculum advisors in item B29 were **inadequate or poor** and that these visits did not help clarify problem areas. Majority of educators, however, were happy with the help received from curriculum advisors; 53, 6% of them rated the visit at 29.6% **adequate** and 23, 7% as **very good** as indicated in table 5.5 below.



Table 6.5

ITEMS B27 – 37* POSITIONS

Position	Items	Poor		Inadequate		Adequate		Very good		Total
		Count	%	Count	%	Count	%	Count	%	
Principal	B27	1	3.7	13	48.1	11	40.7	2	7.4	27
	B28	4	14.8	8	29.6	12	44.4	3	11.1	27
	B29	2	7.7	13	50.0	4	15.4	7	26.9	26
	B30	4	14.8	13	48.1	7	25.9	3	11.1	27
	B31	3	11.5	11	42.3	10	38.5	2	7.7	26
	B32	4	14.8	4	14.8	15	55.6	4	14.8	27
	B33	4	14.8	15	55.6	6	22.2	2	7.4	27
	B34	1	4.0	11	44.0	11	44.0	2	8.0	25
	B35	3	11.1	10	37.0	9	33.3	5	18.5	27
	B36	2	7.4	7	25.9	12	44.4	6	22.2	27
	B37	2	7.4	8	29.6	12	44.4	5	18.5	27
HOD And Senior Educator	B27	14	17.7	26	32.9	27	34.2	12	15.2	79
	B28	11	13.8	28	35.0	29	36.3	12	15.0	80
	B29	19	23.5	28	34.6	24	29.6	10	12.3	81
	B30	10	12.5	39	48.8	24	30.0	7	8.8	80
	B31	8	10.1	34	43.0	26	32.9	11	13.9	79
	B32	8	9.9	27	33.3	31	38.3	15	18.5	81
	B33	10	12.7	30	38.0	26	32.9	13	16.5	79
	B34	7	8.9	20	25.3	38	48.1	14	17.7	79
	B35	4	5.2	25	32.5	33	42.9	15	19.5	77
	B36	7	8.8	19	23.8	28	35.0	26	32.5	80
	B37	8	10.1	20	25.3	36	45.6	15	19.0	79
Educator	B27	40	13.2	105	34.5	97	31.9	62	20.4	304
	B28	27	8.9	106	35.1	121	40.1	48	15.9	302
	B29	52	17.1	90	29.6	90	29.6	72	23.7	304
	B30	47	15.9	111	37.5	86	29.1	52	17.6	296
	B31	42	14.0	118	39.2	95	31.6	46	15.3	301
	B32	38	12.5	84	27.7	99	32.7	82	27.1	303
	B33	29	9.6	89	29.6	118	39.2	65	21.6	301
	B34	18	6.1	77	26.2	134	45.6	65	22.1	294
	B35	21	6.9	100	33.0	127	41.9	55	18.2	303
	B36	29	9.6	54	17.8	119	39.3	101	33.3	303
	B37	24	7.9	67	22.1	115	38.0	97	32.0	303

The school visits by curriculum advisors were supposed to research areas of need in view of preparation for training educators. 70.4% principals; 46.8% and 59.8% educators say that training workshops received were in line with departmental objectives, were helpful and were supported by schools as reflected in B32. During such visits and workshops policies were explained. However, 62.9% principals; 61.3% HODs and senior educators as well as 53.4% educators in item B30 indicated that the explanations and clarification of assessment policies and principles were inadequate to poor.

On whether the educators were kept up to date about policies that impact on assessment activities, 51.7% of respondents indicated that “poor or inadequate information was provided” while 14, 1% said the support and training on assessment policies was very good.

Items B33-37 was grouped together as these items relate to the management of policies at school levels. Schools had to develop timetables and assessment programs to enable sufficient time for educators to cover Learning Outcomes and be equipped to assess learners. School assessment policies should be informed by national policies. Item B33 requires respondents to indicate whether regulations set realistic deadlines to cover all Learning Outcomes and Assessment Standards. The responses were 14.8% “**poor**”; 55.6% “**inadequate**”; 22.2% “**adequate**” and 7.4% “**very good**” respectively. The majority of respondents indicated that the deadlines were “**inadequate**” to enable educators to cover all Learning Outcomes and Assessment Standards. While in item B34, 52% principals; 65.8% HODs and senior educators and 67.7% indicated that school assessment policies adequately complement national policies to rating school policies as very

good. Also that the school system “**adequately**” provides room for assessment activities that are in line with national policy. This is reflected by 69, 9% respondents in item B36 who indicated that schools’ time tables provide “**adequate**” time to cover all Learning Outcomes sufficiently.

Item R36 required respondents to indicate whether schools provided room for staff to contribute to the development of assessment and teaching time-table in item B37. The respondents indicated that “**adequate**” (38%) to 32% “**very good**” opportunities are created by schools for educators to contribute to the development of time-tables.

In section C educators were requested to rate their knowledge on a four (4) point scale where the following key error used 1= not clear, 2= need help, 3= clear and 4= excellent.

In Item C38 respondents were required to indicate their ability to evaluate and provide feedback to all learners: The responses where 1, 9% were “not clear”; and 21, 5% indicated that they “need help” while 43, 7% were “clear” on how learners are assessed, and 32, 9% said they had “excellent” knowledge of evaluating and providing feedback to all learners after they had been assessed.

Most respondents (that is 44, 5%) indicated that they had a clear knowledge of what to record after learners were assessed. 28, 6% had indicated that they have “excellent” knowledge. Only 3% said they were “not clear” and 23% stated that they “need help” in item C39.

Table 6.6



ITEMS C38 – 49

In item C40 respondents were required to indicate whether they have

Position	items	Poor		Inadequate		Adequate		Very good		Total
		Count	%	Count	%	Count	%	Count	%	
Principal	C38				32.0	13	52.0	4	16.0	25
	C39				36.0	10	40.0	6	24.0	25
	C40				28.0	11	44.0	7	28.0	25
	C41				36.0	11	44.0	4	16.0	25
	C42				40.0	10	40.0	5	20.0	25
	C43	1	4.0		48.0	11	44.0	1	4.0	25
	C44				52.0	7	28.0	5	20.0	25
	C45	1	4.0		24.0	15	60.0	4	16.0	25
	C46				36.0	13	52.0	2	8.0	25
	C47				25.0	15	62.0	3	15.5	24
	C48	1	4.0		32.0	13	52.0	4	16.0	25
C49				25.0	16	66.7	2	8.3	24	
HOD And Senior Educator	C38	3	3.7	22	26.8	37	45.1	20	24.4	82
	C39	5	6.2	22	27.2	38	46.9	16	19.8	81
	C40	2	2.5	18	22.2	39	48.1	22	27.2	81
	C41	2	2.5	23	28.4	39	48.1	17	21.0	81
	C42	3	3.7	24	29.6	37	45.7	17	21.0	81
	C43	4	5.0	34	42.5	30	37.5	12	15.0	80
	C44	2	2.4	26	31.7	37	45.1	17	20.7	82
	C45	3	3.7	25	30.5	37	45.1	17	20.7	82
	C46	5	6.2	32	39.5	33	40.7	11	13.6	81
	C47	3	3.8	25	31.6	33	41.8	18	22.8	79
	C48	5	6.1	23	28.0	36	43.9	18	22.0	82
C49	6	7.3	27	32.9	35	42.7	14	17.1	82	
Educator	C38	5	1.6	59	19.0	133	42.9	113	36.5	310
	C39	11	3.6	64	20.7	137	44.3	97	31.4	309
	C40	7	2.3	53	17.1	142	45.8	108	34.8	310
	C41	10	3.3	63	20.5	145	47.2	89	29.0	307
	C42	7	2.3	72	23.8	130	42.9	94	31.0	303
	C43	15	4.9	97	31.5	130	42.9	66	21.4	308
	C44	10	3.2	89	28.5	151	48.4	62	19.9	312
	C45	14	4.5	80	25.8	137	44.2	79	25.5	310
	C46	19	6.1	118	38.1	120	38.7	53	17.1	310
	C47	22	7.1	101	32.8	124	40.3	61	19.8	308
	C48	25	8.1	102	32.9	131	42.3	52	16.8	310
C49	18	5.9	114	37.6	118	38.9	53	17.5	303	

knowledge of what to report on after assessing learners. Option 3 = “clear” was chosen by 46; 3% responded and those that said they would “**need help**” or were “**not clear**” were 19% and 2, 2% respectively.

Respondents were asked to indicate whether they had knowledge of relevant assessment tasks that should be used to assess learners for each of the subjects they teach. 23% respondents said they “**need help**”; 2, 2% indicated that they were “**not clear**” while 47, 6% had a “**clear**” knowledge and 26, 3% suggested that they had an “**excellent**” knowledge of the tasks to be used in C41.

Respondents in item C42 were to rate their knowledge of assessment program for the subject they teach. The responses were 2, 4 (not clear); “need help” (26, 1%) “**clear**” (43, 4%) while only 28, 1% indicated that they had an “excellent” knowledge of the assessment program for the subject they were teaching. In item 49, 59% of respondents had indicated that they did not have knowledge of the information that should be indicated in the Program Assessment. 36.1% said they “need help” on the type of information needed. 42, 2% were “clear” and only 16, 8% said they had an “excellent” knowledge of what type of information to include in the Program of Assessment. However, in item C46 when they were asked whether they were able to - or had knowledge of how to develop an Annual Program of Assessment, 6% of respondents indicated that they were “not clear”; 38, 4% “need help” and 39, 8% said they had an “excellent” knowledge of how an Annual Program of Assessment is developed.

In C43, 4, 8% of respondents said they were “not clear”; and 34, 8% “need help” on how to develop assessment activities and tasks that were based on Learning Outcomes and Assessment Standards. 41, 6% and 18, 8% indicated that they had a “clear” or “excellent” knowledge to develop assessment activities and tasks in the subject they teach.

When respondents were asked whether they are able to determine content and context from the Subject Statement in item C44, 2,9% and 30,7 respondents chose option 1 “**not clear**” and option 2 “**need help**” respectively while 46,4% and 20% said they were “clear” and have “excellent” knowledge to determine the content of what they teach.

Item C45 respondents indicated that they were “not clear” (4,1%) and “need help” (38,4%) to discern what is indicated in the Subject Assessment Guidelines that could assist them in assessing learners, while 39,8% had a **clear** knowledge and 18,8% rated their knowledge on the provision of the Subject Assessment Guidelines as “excellent” 6% and 32, 3% indicated that they were “not clear” and “need help” that would guide them on conditions for retention of learners, while 41.3% and 42.7% opted for options 3 and 4 respectively for items C47. In item 48 only 41.8% respondents indicated that they were clear on how schools promoted or retained learners in a grade.

4. Conclusion

It is concluded that effectiveness of policy leadership exercised by managers concerned contributes to the unevenness in implementation of National Curriculum Statement policies, and Acts that govern their practices. The

knowledge of policies possessed by principals and educators is influenced by their old professional selves that invariably affect their practice. When considering items B1 – 16 and C38-49, majority of respondents opted for option 3 “**clear understanding**” which suggests that they were aware of the policies and what those policies entail. However, there are a few respondents in the same items who chose option 2 “**not clear**” and some indicated that they “**need help**”. However, the highest percentage in option 3 is 47, 8%. This suggests that in most options not half the respondents had knowledge or ability to develop assessment tasks; determine content and context to be taught, develop programs of assessment, know how schools promote or retain learners and what to record against and report on after assessing learner performance.

5. Qualitative Research

In this section qualitative data collected from the thirteen principals and 8 heads of department that were interviewed and notes gathered through observation, will be discussed. The respondents were asked the following ten (10) questions:

- 1) How does the Program of Assessment assist educators to prepare assessment tasks in your school?
- 2) Which documents should be used or considered when the Annual Program of Assessment is developed?
- 3) What is the purpose of indicating Learning Outcomes and Assessment Standards in the tasks used to assess learners?
- 4) Which policies guide schools on when to retain learners in a grade?



- 5) What is the purpose of the National Protocol on Recording and Reporting?
- 6) How do Subject Statements and Subject Assessment Guidelines assist educators in the assessment of learner performance?
- 7) How does providing learners with an annual assessment program assist school management in managing assessment practices?
- 8) How does the NPRR and SAGs assist members of the School Management Team in ensuring that assessment tasks are moderated prior to their administration?
- 9) Is it necessary for learners' evidence of performance to be moderated after the task has been written and which policy or policies ensures that this is done?
- 10) How could Learning Programs Guidelines be used to ensure that all Learning Outcomes and Assessment Standards in a particular subject are covered?

From responses given from the above 10 questions, it was evident that the challenges regarding the implementation of any policy as experienced by educators could be linked with political factors, leadership, historical and cultural influences. It could also be assumed that educational policy implementation is a concern of both educators and leadership at different levels including the school, district, province and national. Strong, skilled leaders and informed educators form the cornerstone of the successful and meaningful implementation of educational programs in general and assessment of learning in particular. However, the questions used in the interviews which were linked to some items from the questionnaire reflected the following picture:

Some of the respondents in question 1 indicated that certain educators had received pace setters from subject advisors that indicated what should be assessed for the year together with the due dates. This suggests that the school management did not request educators to develop Programs of Assessment as required in the National Protocol on Recording and Reporting policy. The pace setters were perceived as programs of assessment that should be implemented, which is not in line with the objectives of the assessment policy. However, in item B11 of the quantitative section of the questionnaire, 51.3% of respondents indicated that they had a “**clear understanding**” of what a program of assessment was. Respondents indicated that in the case where pace setters were not provided, individual educators would assess learners without providing them with the assessment program for the year.

When respondents were asked which documents inform the development of an Annual Program of Assessment, some indicated that they had no idea of what the annual program of assessment was. However, 42, 5% respondents in item B34 said that school assessment policies complement National policy and 40, 3% in item B35 maintained that the school system provided room for assessment activities that were in line with national policies, but could not indicate those policies that inform them on the development of the assessment program. 39, 8% respondents in item C46 indicated that they had a “clear” knowledge of how an annual program of assessment was developed.

In item C43, response (3) had 41, 6% respondents indicated that they had “clear” knowledge of how to develop assessment activities that are based on

Learning Outcomes and Assessment Standards. But when the interviewees were asked in question 3 what the purpose of indicating Learning Outcomes and Assessment Standards was, a majority of respondents indicated that educators took a cue from common tasks provided by the district which did not indicate the Learning Outcomes and Assessment Standards and could not state what the purpose was.

Question 4: Which policies guide schools on when to retain learners in a grade?

Majority of respondents indicated that there are provincial guidelines that are provided to schools. These guidelines state that a learner progresses if:

- a. The learner has an achievement rate of 40% and above in (3) three subjects.
- b. One (1) of these three subjects at 40% and above should be an official language.
- c. Three (3) other subjects should be between 30-39%.
- d. In the seventh subject where a learner has a score of less than 30%, there must be evidence of a continuous assessment mark.

However, some respondents said that a learner could be retained if he/she did not obtain at least 40% in the Home Language and Mathematics in addition to the conditions stated above. Some respondents pointed out that the pass mark in Mathematics and Home language should be 50%. This indicated that there were varied interpretations and implementations of the policy.

The official guidelines issued to schools in the Limpopo Province indicates that the learner in grade 10 and 11 should progress if the learner has obtained at least 40% in Home Language and other two subjects as well as at least 30% in other three subjects as a minimum requirement for a pass.

All respondents indicated that neither the schools nor individual educators had copies of the National Protocol on Recording and Reporting when asked what the purpose of this policy document was. In the quantitative research section in item B3 a majority of respondents indicated that they had an “excellent understanding” of the National Protocol on Recording and Reporting. For respondents to have an “**excellent understanding**” they needed to have a copy of the policy to read, understand and assimilate the information first.

Question 6: ‘How do Subject Statements and Subject Assessment Guidelines assist educators in the assessment of learner performance?’

All respondents confirmed that at least one copy per subject of the Subject Statements and Guidelines was available in schools. However, these copies were stored in the school managers’ office. This suggests that the assessment tasks that were developed at school and the lesson plans were not dictated by policy.

Question 7: “How does providing learners with an annual assessment program assists school management in managing assessment practices?”

It was indicated by the respondents that learners did not receive Annual Assessment Programs because:

- e. The district office did not provide assessment programs and dates for submission of mark schedules.
- f. Certain subjects were writing common tasks that are prepared at cluster or district level.
- g. In most instances dates for these common tasks clashed.
- h. The common tests and/or tasks dates were not communicated in time for schools to be guided by district assessment plans.

However, in item B37 of the quantitative data, a majority of respondents indicated that the schools provided educators an opportunity to contribute to assessment plans, time-tables and programs. These plans should have been informed by the National and Provincial Assessment policies and Guidelines. 43, 4% respondents in item B42 indicated that they had a “clear” knowledge of and are able to develop assessment programs for the subjects they teach.

Question 8: “How does the NPRR and SAGs assist members of the school Management Team in ensuring that assessment tasks are moderated prior to their administration?”

Most respondents indicated the challenges faced by schools in relation to person power and lack of subject specialisation in most subjects, which contributes to the inability to ensure that quality tasks are developed. It was pointed out that in some instances tasks were not quality-assured prior to administration.

Question 9: “Is it necessary for learners’ evidence of performance to be moderated after the task has been written and which policy or policies ensure that this is done?”

Varied responses were given with different interpretations of what moderation is. Some indicated that moderation means:

- a. verifying addition of marks
- b. ensuring that every answer on the learner’s scripts is marked
- c. checking whether marks per different sections of the script tally with the total indicated.

The National Protocol on recording and reporting states that the learners should receive a report card which should be quality assured, at the end of each term which indicates the learners’ evidence of performance. This evidence of performance should be quality assured by the principal or somebody designated by him/her. While the provincial guidelines require those who moderate at all levels to remark the tasks of learners when they moderate, such evidence was not available. Considering the dictates of the guidelines, the respondents agreed that moderation for both pre-administration and post administration was not done at school level.

Question 10: “How could Learning Program Guidelines be used to ensure that all Learning Outcomes and Assessment Standards in a particular subject are covered?”

Although 46, 4% respondents in item C44 indicated that they had a ‘**clear knowledge**’ on how content and contexts for the subjects they teach is

determined, a majority of respondents to question 10 stated that the lesson plans that were in the educators files were photocopies from text books, and that some of the lesson plans were not link with the Learning Outcomes that were being addressed or to the learning program. To ensure that there is some planning, certain schools had developed a lesson format that should be used by all educators at their school without linking the lesson plan with the Learning Program Guidelines.

6. Conclusion

It is not a foregone conclusion that once a policy has been developed it will automatically be implemented in the manner that the entrepreneurs had hoped. Successful implementation depends on whether the policy was conceptually clear and simply stated in terms that indicated the desired changes to be achieved and who the intended beneficiaries are. The policy should be supported throughout the implementation stage and it must be driven by effective leadership who are skilled, experienced and committed to the policy. The policy leadership has a bearing to the quality of policy implementation.

From the quantitative data it could be concluded that educators' awareness of policies and guidelines do not automatically translate to compliance. It is indicated that:

- a. Programs of assessment were not prepared.
- b. Schools did not develop annual programs of assessment.

- c. Educators did not develop their own subject framework schedule and lesson plans.
- d. Assessment tasks that were developed did not contain Learning Outcomes and Assessment Standards.
- e. The assessment tasks were not moderated prior to administration.
- f. The learners' scripts were not moderated in every term prior to recording the marks in the quarterly schedules.

The following reasons were pointed out as the causes that lead to non-compliance with policies:

- a. Lack of human resources.
- b. Lack of specialisation in some subjects.
- c. Lack of clear guidelines to be followed in assessing learner performance.
- d. Overload, overcrowding and lack of resources.

This suggests that the content of policy will always reflect the interpretations process associated with it. The policy content and the implementation process will affect individual stakeholders differently. Although it may be argued that there could be varied degrees of policy implementation that is due to policy interpretations and reality of political strong leadership, the approach to policy implementation used by some leaders is derived from a system of values and assessment of situational factors operating as a general framework for decision-making regarding a particular policy.



In this chapter, data from the questionnaire and interviews were analysed. The next chapter will concentrate on concluding remarks and recommendations.